LONGHILL

HIGH SCHOOL

Year 11
Curriculum Map
2020 - 2021

Contents: Year 11

Curriculum Design

The following times are spent on each subject in year 11 per fortnight

Maths	9 hours
English	9 hours
Science	10 hours
RE	1 hour
PSHE	1 hour
PE	4 hours
Option Subjects	4 x 4 hours

Students are set for English, Maths & Science.
Students are taught in different classes in PE, RE & PSHE.

Target Grades

From the SAT results achieved at primary school, students are set a **target grade** for each subject. These are aspirational grades which every student should aim for. Students are then assessed on the grade they are forecast to achieve. These are called the **forecast grades**.

The school report compares their forecast grades with their target grades.
If students reach their target grade their GCSE results would be above the national average.

The grades for most subjects represent the 9-1 GCSE grades, with 9 being the highest. Below is how other subjects such as BTECs that do not use the 9-1 grading system are scored.

Attainment point values	9 -1 GCSE Grades	Creative iMedia Performing Arts Music Sports Studies	Child Care
9	9		
8.5		D*2	
8	8		
7	7	D2	A*
6.25			A
6	6		
5.5		M2	B
5	5		
4.75			C
4	4	P2	D
3	3		
2	2		
1.25		P1	
1	1		

5. Curriculum Map Year 11 English language

Number of hours per fortnight	4
Exam board	AQA
How course is assessed	2 x exam (paper 1 Explorations in Creative Writing; paper 2 Writers' viewpoints and perspectives)

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.			
Autumn Term	Revision only curriculum. Weekly or short foci on aspects of language skills (often using practice papers but not exclusively): ● reading the work of fiction writers, commenting on use of language and structure (AO2) and evaluation of the writer's craft (AO4) ● reading and comparing the work of non-fiction writers across different time periods (19th C to 21stC) ● developing creative writing, to narrate and to describe ● developing non-fiction writing in a variety of specific forms	This links to KS3 work on writers' use of language and structure; to creative writing; to examination of non-fiction texts; to nonfiction writing - This links to careers by offering cultural capital and links to increased vocabulary, knowledge of literature and skill in communication - Students learn to examine writing from different time periods and for different purposes and to write for specific purposes	Full exam questions in exam conditions Practice questions – 'hot' tasks November mock - language papers 1 and 2
Spring Term	Revision only curriculum. Weekly or short foci on aspects of language skills (often using practice papers but not exclusively): ● reading the work of fiction writers, commenting on use of language and structure (AO2) and evaluation of the writer's craft (AO4) ● reading and comparing the work of non-fiction writers across different time periods (19th C to 21stC) ● developing creative writing, to narrate and to describe ● developing non-fiction writing in a variety of specific forms	This links to KS3 work on writers' use of language and structure; to creative writing; to examination of non-fiction texts; to nonfiction writing - This links to careers by offering cultural capital and links to increased vocabulary, knowledge of literature and skill in communication - Students learn to examine writing from different time periods and for different purposes and to write for specific purposes	Full exam questions in exam conditions Practice questions – 'hot' tasks February mock - language papers 1 and 2

Summer Term	Revision only curriculum. Weekly or short foci on aspects of language skills (often using practice papers but not exclusively): ● reading the work of fiction writers, commenting on use of language and structure (AO2) and evaluation of the writer's craft (AO4) ● reading and comparing the work of non-fiction writers across different time periods (19th C to 21stC) ● developing creative writing, to narrate and to describe ● developing non-fiction writing in a variety of specific forms	This links to KS3 work on writers' use of language and structure; to creative writing; to examination of non-fiction texts; to nonfiction writing - This links to careers by offering cultural capital and links to increased vocabulary, knowledge of literature and skill in communication - Students learn to examine writing from different time periods and for different purposes and to write for specific purposes	Full exam questions in exam conditions Practice questions – hot tasks

6. Curriculum Map Year 11 English literature

Number of hours per fortnight	5
Exam board	AQA
How course is assessed	2 x exam (paper 1 Shakespeare and 19th C Novel; paper 2 Modern text, poetry anthology, unseen poetry)

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

- We think it is important for pupils to be exposed to a wide range of authors' work from different historical periods, both from the UK and abroad. It helps pupils to understand the world at the time the authors wrote their pieces, as well as helping them to broaden their vocabulary and analyse the way in which different authors write.

Autumn Term	Revision only curriculum - weekly or short foci on topics: ● Macbeth ● A Christmas Carol ● An Inspector Calls ● Power and Conflict Poetry ● Unseen poetry	- This links to KS3 work because the texts are studied in year 10 and their themes and ideas are introduced in KS3 (see previous years)-- This links to careers by offering cultural capital and links to increased vocabulary and dramatic devices	Full exam questions in exam conditions Practice questions – hot tasks November mock - literature paper 2
Spring Term	Revision only curriculum - weekly or short foci on topics: ● Macbeth ● A Christmas Carol ● An Inspector Calls ● Power and Conflict Poetry ● Unseen poetry	- This links to KS3 work because the texts are studied in year 10 and their themes and ideas are introduced in KS3 (see previous years)-- This links to careers by offering cultural capital and links to increased vocabulary and dramatic devices	Full exam questions in exam conditions Practice questions – hot tasks February mock - literature paper 1

Summer Term	Revision only curriculum - weekly or short foci on topics: ● Macbeth ● A Christmas Carol ● An Inspector Calls ● Power and Conflict Poetry ● Unseen poetry	- This links to KS3 work because the texts are studied in year 10 and their themes and ideas are introduced in KS3 (see previous years)-- This links to careers by offering cultural capital and links to increased vocabulary and dramatic devices	Full exam questions in exam conditions Practice questions – hot tasks

7. Curriculum Map for Mathematics Year 11

Number of hours per fortnight	9
Exam board	Edexcel
How GCSE course is assessed	100% exam 3 papers of 80 Marks, 1 non calculator, 2 calculator. All 90 minutes

Learning overview:
GCSE mathematics should 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. Students should be aware that mathematics can be used to develop models of real situations and that these models may be more or less effective depending on how the situation has been simplified and the assumptions that have been made. Students should also be able to recall, select and apply mathematical formulae. Design of the schemes of learning: Connections Are made between concepts and forms of representing mathematics (for example, number sequences, expressions, equations and graphs). Creativity: Students are encouraged to be creative by asking their own questions, making conjectures and reflecting on processes. Mastery: longer periods of time on one key concept linked to different topics; intervention aimed at students who do not reach minimum level. Inter-leaving: Concepts arise in different contexts at different times; applications and context are not presented in one block.
Aims and content integrated through the pedagogies. Number, Algebra, Ratio, Proportion and Rates of Change, Geometry and Measures, Statistics and Probability

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Knowledge and Skills taught Foundation Tier:** *Fractions, indices and standard form:* Multiplying and dividing fractions. The laws of indices. Writing large numbers in standard form. Writing small numbers in standard form. Calculating with standard form *Congruence, similarity and vectors:* Similarity and enlargement. More similarity. Using similarity. Congruence. Vectors *Further algebra:* Graphs of cubic and reciprocal functions. Non-linear graphs. Solving simultaneous equations graphically. Solving simultaneous equations algebraically. Rearranging formulae. Proof **Knowledge and Skills taught Higher Tier:** *Vectors and geometric proof:* Vectors and vector notation. Vector arithmetic.	***Fractions, indices and standard form:*** This links to previous work developing students' understanding of fractions and the application of the four operations. It also builds on KS3 work on indices and how they apply to number and algebra. This is taught now because it begins the final year of gcse study with a topic that appears often in the starting exam questions. This links to careers by supporting those going in to statistic based careers. This is then developed in Y11 by incorporating fractions into more complex problem solving and other topics and exploring exponential growth. An understanding of fractions and indices is essential for mathematical fluency and applicable to many other topics, while standard form is used in the sciences. ***Congruence, similarity and vectors:*** This links to KS3 by developing students' understanding of shape and angles, multiplicative reasoning, and operations with directed number and transformations. This is taught now because it builds on content such as multiplicative reasoning covered previously. This links to careers by supporting those looking to work in schematics or constructions. This topic allows students to understand more interesting problems in geometry as well as providing a foundation for further study in mathematics and other STEM subjects. ***Further algebra:*** This consolidates work carried out throughout KS3 and KS4 on algebra and graphs, allowing students to apply the algebraic skills they have developed. This is taught now because it brings together much of the work on algebra already covered. This links to careers by supporting those going into engineering.	Graded topic assessment after each Chapter Mock Exams

	More vector arithmetic. Parallel vectors and collinear points. Solving geometric problems *Proportion and graphs.* Direct proportion. Inverse proportion. Exponential functions. Non-linear graphs. Translating graphs of functions. Reflecting and stretching graphs of functions **Memory Platforms:** Skills learned last lesson, last week, last term.	This allows students to develop an understanding of forming generalisations which is central to mathematical reasoning and communication. ***Vectors and geometric proof:*** This links to previously taught multiplicative reasoning, working with directed number, angles and shape, right angled-triangles and transformations. This is taught now because it is one of the most challenging topics at gcse level so it is near the end of the scheme of work as it builds on significant prior knowledge. This links to careers by supporting those looking for a further career in Maths. This topic allows us to stretch students in their geometrical thinking and understanding, setting them up well for further study in Maths or physics. ***Proportion and graphs***: This links to previously taught rates of change, direct and indirect proportion, ratio, linear and higher power equations and how these can be visualised on a graph. This is taught now because it revisits a challenging topic. This links to careers by supporting those looking for a career in technology or engineering. An understanding of proportion and being able to represent this graphically is essential for higher level mathematics and other STEM subjects	
Spring Term	**Revision**		Mock Exams
Summe r term	**Revision**		GCSE Exams

8. Curriculum Map for Year 11 Combined Science Trilogy

Number of hours per fortnight	10
Exam board	AQA
How course is assessed	6 x 75 min exam in y11

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview:** Paper 1 Chemistry and Paper 1 Physics. One teacher will teach the Chemistry content while the other will teach the Physics content. **Knowledge taught:** Students to cement knowledge and revise topics covered in year 9 and 10. ● **Chemistry:** Atoms and the Periodic Table, Bonding, Chemical and Energy Changes. ● **Physics:** Energy, Electricity, Matter **Skills:** Data handling, numeracy, using equations, literacy, expanding scientific vocabulary, practical science performance skills. **Memory Platforms:** Lessons begin with tasks that link to previous lessons in order to test retention.	**This links to KS3 by continuing topics and skills developed in y7 and 8.** **This is taught now because it provides an opportunity to prepare for final exams.** **This links to careers by introducing the knowledge and a range of literacy, numeracy and analytical skills that will prepare students for STEM A levels and careers.** **Why are we teaching these topics?** These topics are fundamental to scientific understanding and preparation for the final exams. Understanding the natural world has allowed humans to develop themselves to the point where we can solve problems that have plagued us for millennia. As technology increases its influence over our lives it is important for well-rounded young citizens to have a strong science education. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding.** Double science allows students to develop literacy, numeracy and analytical skills that can be applied to all other subjects. It also allows them to develop a wide knowledge base that can be linked to content learned across the curriculum.	Regular in class formative assessment by use of green feedback sheets. Formal mock examinations taken around the winter break. 3 x 75 minute exams. 1 Physics, 1 Chemistry, 1 Biology

Spring Term	**Learning overview:** Paper 1 and 2 Biology. One teacher will teach the paper 1 content while the other will teach paper 2 content. **Knowledge taught:** Students to cement knowledge and revise topics covered in year 9 and 10. ● **Paper 1:** Cells and Cell Function, Human Biology and Health ● **Paper 2:** Bioenergetics and Classification, Relationships in the ecosystem **Skills:** Data handling, numeracy, using equations, literacy, expanding scientific vocabulary, practical science performance skills. **Memory Platforms:** Lessons begin with tasks that link to previous lessons in order to test retention.	**This links to KS3 by continuing topics and skills developed in y7 and 8.** **This is taught now because it provides an opportunity to prepare for final exams.** **This links to careers by introducing the knowledge and a range of literacy, numeracy and analytical skills that will prepare students for STEM A levels and careers.** **Why are we teaching these topics?** These topics are fundamental to scientific understanding and preparation for the final exams. Understanding the natural world has allowed humans to develop themselves to the point where we can solve problems that have plagued us for millennia. As technology increases its influence over our lives it is important for well rounded young citizens to have a strong science education. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding.** Double science allows students to develop literacy, numeracy and analytical skills that can be applied to all other subjects. It also allows them to develop a wide knowledge base that can be linked to content learned across the curriculum.	Regular in class formative assessment by use of green feedback sheets. Formal mock examinations taken around the winter break. 3 x 75 minute exams. 1 Physics, 1 Chemistry, 1 Biology
Summer Term	**Learning overview:** Paper 2 Chemistry and Paper 2 Physics **Knowledge taught:** Students to cement knowledge and revise topics covered in year 9 and 10. ● **Chemistry:** Rates of Reaction, Organic Chemistry, Analysis and the Environment	**This links to KS3 by continuing topics and skills developed in y7 and 8.** **This is taught now because it provides an opportunity to prepare for final exams.** **This links to careers by introducing the knowledge and a range of literacy, numeracy and analytical skills that will prepare students for STEM A levels and careers.** **Why are we teaching these topics?** These topics are fundamental to scientific understanding and preparation for the final exams.	Regular in class formative assessment by use of green feedback sheets. Formal examinations taken for GCSE. 6 x 75 minutes 2x Physics 2x Chemistry 2x Biology

	● **Physics:** Forces, Motion, Waves **Skills:** Data handling, numeracy, using equations, literacy, expanding scientific vocabulary, practical science performance skills. **Memory Platforms:** Lessons begin with tasks that link to previous lessons in order to test retention.	Understanding the natural world has allowed humans to develop themselves to the point where we can solve problems that have plagued us for millennia. As technology increases its influence over our lives it is important for well rounded young citizens to have a strong science education. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding.** Double science allows students to develop literacy, numeracy and analytical skills that can be applied to all other subjects. It also allows them to develop a wide knowledge base that can be linked to content learned across the curriculum.	

9. CORE PE Curriculum Map to follow

Number of hours per fortnight	
Exam board	
How course is assessed	

Note:			
	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
	Details to follow…..		

10. PHSE Curriculum Map to follow

Number of hours per fortnight	
Exam board	
How course is assessed	

Note:			
	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
	Details to follow…..		

11. Curriculum Map for Year 11 Core Religion and Ethics

Number of hours per fortnight	2
How the course is assessed	Not assessed

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term 1	**Learning overview:** A study of different forms of extremism and its impact in the world **Knowledge taught:** extremism and radicalism; radicalization; different types of extremism including religious extremism and far right extremism; freedom of speech; respect for diversity. **Skills: E**thical teachings; developing and evaluating arguments; understanding the influence of religion on individuals and communities; reflecting on own values; preparation for adult life in a pluralistic and global community.	Links to study of attitudes to violence and terrorism in Year 10. Also freedom of speech and respect for diversity links to human rights education in Year 9.	
Spring Term 2	**Learning overview:** An ethical study of the issues of poverty, wealth and social justice in the world **Knowledge taught:** Social justice; activism for social justice including religious activism; attitudes to and religious teachings about wealth; uses of money and money management; ethical and unethical occupations; exploitation of the poor; capitalism and fair pay; excessive interest on loans; people-trafficking; causes of poverty and helping to eliminate poverty. **Skills:** Scriptural and textual studies; ethical teachings; developing and evaluating arguments; understanding the influence of religion on individuals and communities; reflecting on own values; preparation for adult life in a pluralistic and global community.	Links to Year 9 topics on human rights, justice and freedoms.	

12. Curriculum Map for Fine Art Year 11

Number of hours per fortnight	4
Exam board	AQA
How course is assessed	Students' progress is tracked using AQA Assessment Objectives.

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview: Mock Exam** Continuing from the previous summer term. Students are presented with last year's exam paper which contains a variety of starting points across genres. Students choose one starting point and have to develop an idea using the creative processes and strategies that they have been taught. The idea is realised and executed in the 10 hour exam in November. **Knowledge taught:** Will be adapted to students chosen pathway, students will be applying previous learning to different contexts. **Skills:** Adapted to students chosen pathways.	**This is taught now because** By this point students will be able to work with greater independence. It is a good way to introduce them to the exam and its structure. It will also form a substantial part of their overall coursework grade. **This is then developed in Y11 by** preparing them for the real GCSE exam. In this term they will sit a 10 hour controlled test. **Why are we teaching these topics?** This project relies on students' independent working skills and is designed to encourage individual and personal responses and exploration. As this is the mock Exam students will get the opportunity to improve and develop this project after it has been formally marked and graded. This work will also be included in their portfolio contributing to 60% of ther overall mark at GCSE. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding** The personal and individual nature of the Mock Exam means that students' experience of cross curricular learning will be varied and appropriate to their chosen pathway.	GCSE assessment criteria will be applied to the following student outcomes: AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Self /Peer and teacher marking and feedback.

Spring Term	**Learning overview: Exam Preparation** Students will be introduced to this year's paper in early January. It will contain a range of starting points across genres. Students choose one starting point and have to develop an idea and have to imaginatively apply the creative processes and strategies that they have been taught. Their idea is realised and executed in the 10 hour exam in late March early April. **Knowledge taught:** Will be adapted to students chosen pathway, students will be applying previous learning to different contexts. **Skills:** Adapted to students chosen pathways.	**This is taught now because** In order to adequately prepare for the exam, all preparation and exam work will contribute to their overall exam grade. **This links to careers by** Any job in the creative industries requires a GCSE Art qualification. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding** The personal and individual nature of the Exam project means that students' experience of cross curricular learning will be varied and appropriate to their chosen pathway.	GCSE exam work will be standardised, marked and moderated in school.
Summer Term	**Learning overview:** **Portfolio refinement:** After the exam is finished there is a small window of time for students to refine, mount and present their coursework. Coursework represents 60% of their overall grade, and strong presentation can give them the edge. All coursework is submitted in early May for marking. **Knowledge taught:** The theoretical aspects of framing, composition, layout and display. **Skills:** The practicalities of Cropping, framing, composition, layout and display.	**This is taught now because** so as to allow students to show their work in the best possible light. **Why are we teaching these topics?** As an important aspect of art and design, strong presentation skills are transferable and useful in many careers and different settings. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding** As above.	Art staff attend a standardisation meeting in January. **All GCSE exam work and coursework will be marked in school and then moderated by an AQA official.**

13. Curriculum Map for 3D Art Year 11

Number of hours per fortnight	4
Exam board	AQA
How course is assessed	Students progress is tracked using AQA Assessment Objectives.

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview: Mock Exam** Continuing from the previous summer term. Students are presented with last year's exam paper which contains a variety of starting points across genres. Students choose one starting point and have to develop an idea using the creative processes and strategies that they have been taught. The idea is realised and executed in the 10 hour exam in November. **Knowledge taught:**Will be adapted to students chosen pathway, students will be applying previous learning to different contexts. **Skills:** Adapted to students chosen pathways.	**This is taught now because** By this point students will be able to work with greater independence. It is a good way to introduce them to the exam and its structure. It will also form a substantial part of their overall coursework grade. **This is then developed in Y11 by** preparing them for the real GCSE exam. In this term they will sit a 10 hour controlled test. **Why are we teaching these topics?** This project relies on students' independent working skills and is designed to encourage individual and personal responses and exploration. As this is the mock Exam students will get the opportunity to improve and develop this project after it has been formally marked and graded. This work will also be included in their portfolio contributing to 60% of their overall mark at GCSE. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding** The personal and individual nature of the Mock Exam means that students' experience of cross curricular learning will be varied and appropriate to their chosen pathway.	GCSE assessment criteria will be applied to the following student outcomes: AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Self /Peer and teacher marking and feedback

Spring Term	**Learning overview: Exam Preparation** Students will be introduced to this year's paper in early January. It will contain a range of starting points across genres. Students choose one starting point and have to develop an idea and have to imaginatively apply the creative processes and strategies that they have been taught. Their idea is realised and executed in the 10 hour exam in late March early April. **Knowledge taught:** Will be adapted to students chosen pathway, students will be applying previous learning to different contexts. **Skills:** Adapted to students chosen pathways.	**This is taught now because** In order to adequately prepare for the exam, all preparation and exam work will contribute to their overall exam grade. **This links to careers by** Any job in the creative industries requires a GCSE Art qualification. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding** The personal and individual nature of the Exam project means that students' experience of cross curricular learning will be varied and appropriate to their chosen pathway.	GCSE exam work will be standardised, marked and moderated in school. Teachers marking and feedback
Summer Term	**Learning overview:** **Portfolio refinement:** After the exam is finished there is a small window of time for students to refine, mount and present their coursework. Coursework represents 60% of their overall grade, and strong presentation can give them the edge. All coursework is submitted in early May for marking. **Knowledge taught:** The theoretical aspects of framing, composition, layout and display. **Skills:** The practicalities of Cropping, framing, composition, layout and display.	**This is taught now because** so as to allow students to show their work in the best possible light. **Why are we teaching these topics?** As an important aspect of art and design, strong presentation skills are transferable and useful in many careers and different settings. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding** As above.	Art staff attend a standardisation meeting in January. **All GCSE exam work and coursework will be marked in school and then moderated by an AQA official.**

14. Curriculum Map for Year 11 Care of Children

Number of hours per fortnight	4
How the course is assessed	Coursework and Exams

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term 1	**Learning overview:** A study of the development and wellbeing of children aged 0 – 5 years. (Level 2 Unit 2) **Knowledge taught:** Expected pattern of holistic child development; importance of observations and assessment of children, and how they support development; factors that affect children's development; everyday care routines and activities to support independence, health and safety and wellbeing; supporting children through transitions. **Skills:** finding information from the internet; creating a bibliography; referencing; extended writing.	Links to Level 1 Units 14, 15, 13, 1 and 2.	Coursework. Tests. Mock exam.
Spring Term 2	**Learning overview:** A review of learning from Unit 1 and Unit 2 in preparation for external assessment **Knowledge taught:** Different childcare settings; job descriptions for a range of services for young children and families; service provision in the community; statutory, voluntary, independent / private provision; preparing for placement; professional conduct and skills; scenario-based analysis of the roles and responsibilities of employees in childcare; inclusion; inclusive practice; holistic development; developmental nees at each life stage; importance of observations; factors affecting development; transitions; routines. **Skills:** analyzing and answering exam questions.	Links to Unit 1 and Unit 2 (Level 2)	Exam questions. Tests.
Summer Term 3	**Learning overview:** Revision of content of Units 1 and 2 in preparation for exam **Knowledge taught:**		Coursework Mock test.

15. Curriculum Map for Computer Science (Year 11)

Number of hours per fortnight	4
Exam board	OCR
How course is assessed	100% Exam in 2 90 Minute papers: Paper 1: Computer Systems (50%) Paper2: Computational thinking, algorithms and programming

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview:** Data Representation. **Knowledge taught**: Binary and Hexadecimal numbers; Memory storage of Characters, Images and Sound. **Skills:** To be able to convert numbers between Binary, Denary and Hexadecimal. **Memory Platforms:** Key words; Mathematical calculations.	**This links to all KS3 topics taught** **This is taught in the last learning term because** it follows the topics covered in GCSE Mathematics.	Fortnightly homework / self-study will monitor Students progress. There will be a mock examination paper during this term to gauge gap analysis. Formative assessment will be made in the final examination Papers.

Spring Term	**Learning overview:** Revision and preparation for the final exam. **Knowledge taught**: Revision of all topics taught through the last seven terms with emphasis on gap analysis. **Skills:** Revision of all elements of the specification. **Memory Platforms:** Past paper questions.	**This links to all KS3 topics taught**	Fortnightly homework / self-study will monitor Students progress. Formative assessment will be made in the final examination Papers. .
Summer Term	Revision		

16. Curriculum Map for Creative IMedia Year 11

Number of hours per fortnight	4
Exam board	OCR
How course is assessed	25% exam, 25% for each coursework module (x3) One written paper – 90 minutes

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview: Unit R081 Pre-Production Skills** **Knowledge taught: In this four part unit, students learn about: purpose and content of pre-production; planning pre-production; producing pre-production documents; reviewing pre-production documents.** **Skills: Understand the purpose and content of pre-production; be able to plan for pre-production** **Memory Platforms: regular quizzes and retrieval practice on understanding the purpose and content of pre-production; be able to plan for pre-production**	**This links to KS3 by covering work on planning creative work, hardware and software and legislation. This links to previously taught theory covered in the three other units as part of this qualification (*see Curriculum Maps for Year 9 and Year 10 for more information).*** **This links to careers by building core skills needed for careers in the digital and creative industries *(see Prospects.ac.uk for more information)*** **his is then developed in Y11 by covering these topics in depth for the written exam at the end of the cours** **Why are we teaching these topics? We are covering these topics in depth for the written exam at the end of the course** **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding Students will learn about pre-production documents including mind boards, mind maps, visualisation diagrams, storyboards and scripts. This is a core unit which underlines the skills learned in the three other units that comprise this qualification.**	Modular quizzes, homework, exam practice on key areas and long answer questions

Spring Term	**Learning overview:** Unit R081 Pre-Production Skills **Knowledge taught:** In this four part unit, students learn about: purpose and content of pre-production; planning pre-production; producing pre-production documents; reviewing pre-production documents. **Skills:** Understand the purpose and content of pre-production; be able to plan for pre-production **Memory Platforms:** regular quizzes and retrieval practice on understanding how to produce and review pre-production documents and identify areas for improvement	**This links to KS3 by covering work on producing creative work, file formats, spider diagrams and areas for improvement.** **This links to previously taught theory covered in the three other units as part of this qualification (*see Curriculum Maps for Year 9 and Year 10 for more information).*** **This links to careers by building core skills needed for careers in the digital and creative industries *(see Prospects.ac.uk for more information)*** **This is then developed in Y11 by covering these topics in depth for the written exam at the end of the course** **Why are we teaching these topics? We are covering these topics in depth for the written exam at the end of the course** **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding: Students will learn about producing pre-production documents including mind boards, mind maps, visualisation diagrams, storyboards and scripts. They will also learn how to review pre-production documents and identify areas for improvement. This is a core unit which underlines the skills learned in the three other units that comprise this qualification.**	Modular quizzes, homework, exam practice on key areas and long answer questions
Summer Term	**Learning overview:** Unit R081 Pre-Production Skills **Knowledge taught:** In this four part unit, students learn about: purpose and content of pre-production; planning pre-production; producing pre-production documents; reviewing pre-production documents. **Skills:** Understand the purpose and content of pre-production; be able to plan for pre-production; produce and review pre-production documents **Memory Platforms:** regular quizzes and retrieval practice on all topics covered in this unit in preparation for the summer exam.	**This links to KS3 by covering work on producing creative work, file formats, spider diagrams and areas for improvement.** **This links to previously taught theory covered in the three other units as part of this qualification (*see Curriculum Maps for Year 9 and Year 10 for more information).*** **This links to careers by building core skills needed for careers in the digital and creative industries *(see Prospects.ac.uk for more information)*** **This is then developed in Y11 by covering these topics in depth for the written exam at the end of the course.** **Why are we teaching these topics? We are covering these topics in depth for the written exam at the end of the course** **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding Students will learn about producing pre-production documents including mind boards, mind maps, visualisation diagrams, storyboards and scripts. They will also learn how to review pre-production documents and identify areas for improvement. This is a core unit which underlines the skills learned in the three other units that comprise this qualification**	Modular quizzes, homework, exam practice on key areas and long answer questions

17. Curriculum Map for Year 11 AQA GCSE Dance

Number of hours per fortnight	4
Exam board	AQA
How course is assessed	40% Written Exam (90 Minute Exam) 30% Performance Skills 30% Choreography (Solo or Group)

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning Overview** Appreciation: To analyse four of the six professional dance works. Choreography: Analysis of action, space, dynamics and relationship. Understanding of choreographic intent. Performance: Assessment task 1. Solo Performance Breathe and Shift. Duet/trio performance. **Knowledge taught:** Comparison of 'Emancipation of Expressionism', 'Artificial Things', 'Shadows' and 'A Linha Curva'. Understanding choreographic intent. Exam style questions on students own experience of performance. Start choreographic journal. Choose stimulus for AQA set list. Rehearse and remember Shift and Breathe. Teacher/student collaborative duo/trio assessment. (Add some of Flux and Scoop) **Skills:** Analysis and comparison of production features and movement content of 4 dance works. Duet/Trio - movement memory, concentration, musicality, communication of choreographic intent. Research process of students own Choreography. Set Phrases and Duet/Trio Performances to be filmed. **Memory Platforms:** Rehearsal process, systematic repetition, use of transitions and phrasing/timing.	**This links to Year 9 and 10 by:** Students build on knowledge learnt in the previous two years. Developing choreographic, performance and appreciation skills. **This is taught now because:** Continues building knowledge of professional works and rehearsals for final/summative of **performance** assessments. **This links to careers by:** By giving students knowledge and technical experience which are useful for careers in choreography, performance, movement therapy and teaching. **Why are we teaching these topics? Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding:** The key skills of GCSE Dance are developed and progress over time. The cultural topics which we cover give students an understanding of cultures other than our own.	**Check point Assessments:** Students will be assessed either on a half term or termly basis on A01, A02, AO3 and AO4. These are through checkpoint assessments, on all topics throughout the course. **End of Unit Assessments:** Students will be assessed for the two Set Dances and Performance in a Duet/Trio through the summative GCSE Dance process. **Practical Assessments:** Students are assessed on their **Performance Skills** during a controlled rehearsal/performance in line with the exam board criteria. **(30%)** **AO1**: Perform dance, reflecting choreographic intention through physical, technical and expressive skills. **AO2:** Create dance, including movement material and aural setting, to communicate choreographic intention. **AO3:** Demonstrate knowledge and understanding of choreographic processes and performing skills. **AO4:** Critically appreciate own works and professional works, through making analytical, interpretative and evaluative judgements.

Spring Term	**Learning Overview** Appreciation: To revisit and analyse two professional dance works. Comparison of all six dance works. Choreography: Assessment task 2. **Knowledge taught:** Comparison of 'Infra' and 'Within her Eyes'. Consolidation of the previous learning of all six dance works. How to devise a rehearsal timetable to complete choreography. Research into aural/music setting for students choreography and revisit choreographic processes. Start the choreography process. **Skills:** Analysis of how to compare the different production features and movement content. Performing using action, space and dynamics. Communication of choreographic intent. Choreography is filmed. **Memory Platforms:** Choreographic process, hypothetical stimuli, performing skills.	**This is then developed in Y11 by:** Using the same knowledge in more depth and detail through challenging exam situations and topics. This knowledge is the foundation and is assessed through the entire course. **Why are we teaching these topics? Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding:** The key skills of GCSE Dance are developed and progress over time. The cultural topics which we cover give students an understanding of cultures other than our own.	**End of Unit Assessments:** Students will be assessed for Choreography through the summative GCSE Dance process. **Practical Assessments:** Students are assessed on their **Choreographic Skills** during a controlled rehearsal/performance in line with the exam board criteria. **(30%)** **AO1/AO2/A03/AO4**
Summer Term	**Learning Overview** Appreciation: To analyse six professional dance works. Critically analyse students' own performance skills and choreography. **Knowledge taught:** Detailed analysis and facts of 'Infra' 'Within her Eyes', 'Emancipation of Expressionism', 'Shadows', 'A Linha Curva' and 'Artificial Things'. How to interpret and analyse students' own work in performance and choreography through watching work achieved on video and peer/teacher discussion. **Skills:** Analytical skills of how to compare the different production features and movement content. To understand the difference between physical, technical, expressive and mental skills. **Memory Platforms:** Identifying the different skills - physical, expressive, technical. Understanding what mental skills a dancer requires. Understanding how to explain and justify opinions in connection to written exam.		**Check point Assessments:** Students will be assessed on AO3 and AO4. These are through the use of GCSE Dance booklets and practice written exam questions and papers. **End of Unit Assessments:** Students' final Written Exam papers are marked by the exam board. **(40%)** **AO3:** Demonstrate knowledge and understanding of choreographic processes and performing skills. **AO4:** Critically appreciate own works and professional works, through making analytical, interpretative and evaluative judgements

18. Curriculum Map for Design Technology Y11

Number of hours per fortnight	4
Exam board	AQA
How course is assessed	50% exam, 50% coursework, 1 exam papers (2 hours) etc

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	Links, Context & Progression	Assessments
Autumn Term **Spring Term** **Summer Term**	**Learning overview:** **NEA CC** Students' work should consist of an investigation into a contextual challenge, defining the needs and wants of the user and include relevant research to produce a design brief and specification. Students should generate design ideas with flair and creativity and develop these to create a final design solution (including modelling). A manufacturing specification should be produced to conclude your design findings leading into the realisation of a final prototype that is fit for purpose and a final evaluation. Students should investigate, analyse and evaluate throughout the portfolio and evidence all decisions made. **Knowledge taught:** • AO1: Identify, investigate and outline design possibilities to address needs and wants. • AO2: Design and make prototypes that are fit for purpose. • AO3: Analyse and evaluate: • design decisions and outcomes, including for prototypes made by themselves and others • wider issues in design and technology. • AO4: Demonstrate and apply knowledge and understanding of: • technical principles • designing and making principles. **Skills:** Students will work with a range of appropriate materials/components to produce prototypes that are accurate and within close tolerances. This will involve using specialist tools and equipment, which may include hand tools, machines or CAM/CNC. The prototypes will be constructed through a range of techniques, which may involve shaping, fabrication, construction and assembly. The prototypes will have suitable finish with functional and aesthetic qualities, where appropriate. Students will be awarded marks for the quality of their prototype(s) and how it addresses the design brief and design specification based on a contextual challenge. **Memory Platforms:** Memory platforms delivered through Y11 build upon theory knowledge as well as linking to coursework topics.	**This links to KS3** by building upon knowledge gained during the Technology KS3 rotations, **This links to previously** taught subject theory and practical skills. **This links to y7 topics** taught in the DT 12 week rotation. **This is taught now because** students need to get the opportunity to work creatively when designing and making and apply technical and practical expertise **This links to careers by** giving students an awareness of modern design and relevant materials theory knowledge. **This is then developed in Y11** by students completing coursework that demonstrates theory knowledge gained in Y9 & 10. **Why are we teaching these topics? Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding** The DT GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. This will allow them the opportunity to study specialist technical principles in greater depth.	The assessment criteria for the NEA are split into six sections as follows.

	AO1 Identify, investigate & outline design possibilities		AO2 Design & make prototypes that are fit for purpose			AO3 Analyse & evaluate	
	A	B	C	D	E	F	Total
	Identifying & investigating design possibilities	Producing a design brief & specification	Generating design ideas	Developing design ideas	Realising design ideas	Analysing & evaluating	
marks	10	10	20	20	20	20	100

19. Curriculum Map for Food Preparation and Nutrition- Y11

Number of hours per fortnight	**4**
Exam board	**AQA**
How course is assessed	**50 exam, 50% coursework, Mock paper in Y10 & 11. 1 paper of 1hr 45 minutes**

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	Links, Context & Progression	Assessments
Autumn Term	**Learning overview:** **NEA1** Students will investigate the working characteristics and the functional and chemical properties of a particular ingredient through practical investigation. They will produce a report which will include research into 'how ingredients work and why'. **NEA2** In this task, students will prepare, cook and present a final menu of three dishes to meet the needs of a specific context. Students must select appropriate technical skills and processes and create 3 – 4 dishes to showcase their skills. They will then produce their final menu within a single period of no more than 3 hours, planning in advance how this will be achieved. **Knowledge taught:** Coursework builds upon knowledge gained throughout year 9 and 10. **Skills:** Twelve skill groups have been integrated throughout the specification to show how the content can be taught through practical activities. These skills are not intended to be taught separately from the main content, but integrated into schemes of work. Students must know how and when these food preparation skills can be applied and combined to achieve specific outcomes. The choice of recipes to exemplify the skills will be at the discretion of the school or college. **Memory Platforms:** Memory platforms delivered through Y11 build upon theory knowledge as well as linking to coursework topics.	**This links to KS3** by building upon knowledge gained during the Technology KS3 rotations, **This links to previously** taught subject theory and practical skills. **This links to y7 topics** taught in the F&N 12 week rotation. **This is taught now because** the new F&N course is designed to teach students food practical skills as well as nutrition and food science. **This links to careers by** giving students the nutrition and food science skills needed to deal with current dietary issues **This is then developed in Y11** by students completing coursework that demonstrates theory knowledge gained in Y9 & 10. **Why are we teaching these topics? Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding** GCSE Food Preparation and Nutrition specification sets out the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating.	Theoretical knowledge of food preparation and nutrition from Sections 1 to 5. **Task 1**: Food investigation (30 marks) Students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task.
Spring Term			**Task 2**: Food preparation assessment (70 marks) Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than 3 hours, planning in advance how this will be achieved.
Summer Term			

20. Curriculum Map for Foundation Studies

Number of hours per fortnight	4
Exam board	n/a
How course is assessed	% exam, coursework, number of papers etc

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

Yr 11	Overview, Knowledge, Skills & Memory Platforms:	Links, Context & Progression	Assessments
Autumn Term	**Learning Overview:** Applying for courses; Revisiting the CV and application form **Knowledge Taught:** Revisiting applying for Jobs and courses, in the light of recent work experience and also impending college application. - For students to develop awareness of, having had a short taste of work through voc ex, how to refine their future plans for the world of work and further refine or develop aspirations for post 16 study. - To introduce the idea of all available options; sixth form, college, apprenticeship and make a plan and a back-up plan for next year - For students to be able to refresh and then apply knowledge and skills to enter the job market with confidence **Skills Taught:** Analysis of language; evaluation of course or work selection methods; adapting your profile to fit a job description or person specification, including support for college applications and visits; confidence in self presentation; exploring body language and social skills for 'life after school'; how to develop an analytical argument in response to an interview question; how to retain & retrieve information under pressure; planning your independent travel to and from college/work **Memory Platforms:** what is a skill? What is a quality? Find a Fib; Guess the course/Job to practice confident communication. Spot the mistake- close reading of application forms	**This links to KS3 by** developing self-esteem and confidence and by widening understanding of the importance of self-perception, linguistic precision and lessening language impoverishment from Special Studies lessons/ASC/SEAL/Anger Management interventions **This links to previously taught skills of** body language, social constructs, language skills and determining what is relevant/irrelevant, workers rights, equality, self determination and self-efficacy. It is also a follow-on from the support provided for Vocational Experience in Yr 10. **This links to yr 9 topic taught** 'Applying for Jobs and Courses'. **This is taught before** students undertake the college application process, to give them the best possible chance of success in moving on from school, and it maximizes our support for careers guidance for individuals. It also integrates with taster days and with additional transition visits to college for vulnerable learners. **This links to careers by** helping students make the next steps in their education and with a clear plan (and back-up plan) for where to go next. **Why are we teaching these topics?** Many students with SEN/D become highly anxious at the thought of leaving school where they have felt safe. Helping them design a carefully managed plan for next steps is reassuring. This measn they have more emotional availability to learn and focus on their GCSE examinations, as well as on defining and realizing their aspirations for the future. This course is carefully designed to avoid future unemployment and NEET status.	Mock interview Independent Travel Training

Spring Term	Learning Overview: Revision of Study skills **Knowledge Taught:** - Making a revision timetable - Utilizing your examination concessions - Using the 'six revision strategies' - Skimming, scanning and deep reading **Skills Taught:** - Designing flash cards - Summary - Highlighting command words and key words - Time management - Approaching different styles of exam questions - Independent study - Managing fluctuation motivation **Memory Platforms:** Command words, key words	**This links to KS3 by** further developing strategies taught such as summary, PEE, extending sentences, proofreading **This links to previously taught skills of** telling the time, using exam concessions, six revision strategies **This is taught before** GCSE exams because although the skills have been dropped in and examined throughout the FO course, we need to explicitly plan for and revisit these to help students attain the best possible GCSE pass marks. **This links to careers by** supporting examination success and the skill of independent study. **Why are we teaching these topics?** To help students plan for success in their GCSEs and in any further study/independent work they undertake.	Identifying your learning style- revisit Retention and revision skills
Summer Term			

21. Curriculum Map for Y11 GCSE Geography

Number of hours per fortnight	4
Exam board	WJEC Eduqas
How course is assessed	4 Core Topics, 2 Option Topics and 2 pieces of fieldwork 3 Exams: Component 1, Component 2 and Fieldwork Paper Mid topic assessments using GCSE past paper questions and End of Unit Exam. All exams at the end of Y 11. Mock exams through Y10 and Y11.

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview:** Across this term we cover one core unit: Weather, Climate and Ecosystems **Knowledge taught:** Climate change, extreme weather, UK weather and climate, global circulation, rainforest and temperate deciduous forest **Skills:** - Map skills – location, distribution, comparison - Annotation of diagrams - Justification - Explanation - Math skills **Memory Platforms:** - Knowledge recall from previous units - Causes and effects of extreme weather - Features of ecosystems	This topic is left until Y11 because our students find it the most challenging (particularly the weather and climate section). By this point their wider Geographical understanding and knowledge gained through science helps them grasp the key concepts more easily. These topics have been touched upon in previous years but at a more basic level.	All assessments, where possible, use past paper questions and can depend on student understanding. Example include: The hazards created by low pressure systems pose a greater risk to the economy than to people in HICs. To what extent do you agree with this statement? Explain why ice cores are evidence of climate change. At the end of this Unit the students will complete an exam paper for this section.

Spring Term	There are topics that we often need to go over or sections which we did not complete due to time constraints. This term is primarily used to make sure that all content is covered and there are no gaps in student understanding. Any skills that we feel students are struggling with can be reinforced during this term. There is a focus on extended writing with the use of past paper questions in this term and we take time to familiarize students with their fieldwork planning, methods and results (2 pieces of fieldwork). We start revision with particular focus on Year 9 content.	This is the final term so is best placed to finishing the course and ensuring students are ready for their final exam.	The final formal exams take place before the Christmas holidays. Student complete regular exam style questions which have self, peer and teacher feedback.

22. Curriculum Map for Year 11 History

Number of hours per fortnight	4
Exam board	Edexcel
How the course is assessed	100% exam (Three papers)

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term/ Spring Term	**Learning overview:** Paper 1, Crime and Punishment through time, 1000 to present. **Knowledge taught:** Introduction to Crime and Punishment (topic overview); Crime punishment and law enforcement in medieval England (1000 – 1500); Crime punishment and law enforcement in early modern England (1500 – 1700); Crime punishment and law enforcement (1800 – 1900); Crime punishment and law enforcement (1900 to present day); Whitechapel (1870 – 1900) policing and the inner city as a historical environment **Skills:** Analysis of sources and interpretations; inference; summarising historical information; how to retain & retrieve information; understanding and identifying change, continuity and turning points across the period.	**This links to KS3 by progression of skills of interpretation and inference.** **This links to previously taught topics in Y8 1700 to 1900 and the Jack The Ripper Mystery This is taught now because it is an essential component of the GCSE course.** **This links to careers by teaching students about history and how it impacts on our modern world.** **This links to careers by teaching students analytical skills.**	Sample questions. Past papers Mock exam Independent research.
Spring/Summer Term	**Revision and exam practice will take up most of the Spring Term/Summer Term in preparation for the final exam.**		Past papers

23. Horticulture Curriculum Map to follow

Number of hours per fortnight	
Exam board	
How course is assessed	

Note:			
	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
	Details to follow…..		

24. Curriculum Map for GCSE French - Year 11

Number of hours per fortnight	4
Exam board	AQA
How course is assessed	100% Exam at the end of Y11. 4 equally weighted papers - 25% Listening, 25% Speaking, 25% Reading, 25% Writing

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview:** Content is taught thematically according to AQA 3 year Scheme of Work. **Half term 1:** Theme 2 - Local, national, international and global areas of interest, (Global Issues: The environment.) **Half term 2:** Theme 2 - Local, national, international and global areas of interest, (Social issues: Charity/voluntary work.) **Knowledge taught: Grammar:** 1) **Verbs -** revision of modal verbs with focus on vouloir and use of subjunctive with vouloir que, use of the imperative voice. **Key vocabulary** related to topics **Skills:** revision skills for all four exam styles **Memory Platforms:** Weekly vocabulary tests and all in-class activity scores are recorded. Revision activities based upon learning from previous lessons.	**This links to previously taught** content in Year 9 and 10, revising use of modal verbs across tenses. **This is taught now because** it allows for a general revision of grammatical principles and allows pupils to focus on more difficult thematic content with secure language and grammatical foundation in place. **This grammar is taught now** in order to allow pupils to express opinions of what one would, should or could do to help both the environment and others, as well as to put all they have learned so far into a practical context.. **This thematic content is taught now** as pupils are now emotionally mature enough to handle more global themes and are beginning to make their own decision about how the contributions they can make in the world. **This links to careers by** allowing pupils to reflect on voluntary work they may undertake and to show them what it looks like to work in the charity sector. **Why are we teaching these topics?** The grammatical content is essential to the continued development of use of French language. The thematic topics are accessible and universal to pupils and build upon vocabulary seen in previous years of study. The issues discussed are important for pupils to grapple with as we seek to make them more rounded citizens as well as speakers of French.	Weekly vocabulary learning homework assessed through in class tests. scores recorded. Test retaken if score does not reach pass mark. Mock examination cycle covering **Listening, Reading** and **Writing. Speaking** mock may happen in this term or in January depending on availability of time in mock exam schedule.
Spring Term	**Learning overview:** **Half term 3:** Theme 2 - Local, national, international and global areas of interest, Subtopic - Global issues: Homelessness/poverty. **Half term 4:** Theme 3: Current and future study and employment, Subtopic: Career choices and ambitions **Knowledge taught: Grammar:** 1) **Verbs:** revision of conditional tense, revision of key phrases in different tenses, use of the passive voice and avoiding it, verbs to express likes	**This links to previously taught** work from KS3 and KS4. **This is taught now because** thematic content around homelessness and poverty issues requires a certain level of maturity from pupils. Revision of more challenging grammatical concepts logically progresses from revision of less challenging grammatical concepts over the previous two terms. **This thematic content is taught at this point** as pupils will have a more developed understanding of issues around poverty and will be more able to discuss them in French. Equally, reflection on future career choice ties in with real life applications for college or apprenticeships. **This links to careers by** allowing pupils to reflect on future ambitions or career paths, and what they need to do in order to realise those ambitions. We take this	Weekly vocabulary learning homework and in class tests, scores recorded. Test retaken if score does not reach pass mark. Consistent exam-style formative assessment

	and dislikes. 2) Common idiomatic expressions in French**.** **Key vocabulary** related to topics **Skills:** exam skills for all four topics, particularly speaking as this is examined much earlier than other skills. **Memory Platforms:** As above	opportunity to highlight the future career possibilities that come from studying a language. **Why are we teaching these topics?** Topics around homelessness and poverty are complex and it is important for pupils to understand and empathise with those less fortunate. Equally, as pupils approach their exams, it is important for them to be building a picture of what those exams will lead to in order to motivate them in their preparation and to understand the importance of good qualifications.	
Summer Term	**Learning overview:** Final GCSE Examinations		

24. Curriculum Map for GCSE Spanish - Year 11

Number of hours per fortnight	4
Exam board	AQA
How course is assessed	100% Exam at the end of Y11. 4 equally weighted papers - 25% Listening, 25% Speaking, 25% Reading, 25% Writing

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview:** Content is taught thematically according to AQA 3 year Scheme of Work. **Half term 1:** Theme 2 - Local, national, international and global areas of interest, (Global Issues: The environment.) **Half term 2:** Theme 2 - Local, national, international and global areas of interest, (Social issues: Charity/voluntary work.) **Knowledge taught: Grammar:** 1) **Verbs -** modal verbs linked to behaviours 2) **Si clauses** - when outlining consequences of actions 3) **verbs of doubt** followed by the subjunctive 4) **imperfect continuous** (Some grammar only delivered for Higher students) **Key vocabulary** related to topics **Skills:** revision exam skills for all four topics **Memory Platforms:** Weekly vocabulary tests and all in-class activity scores are recorded. Revision activities based upon learning from previous lessons.	**This links to previously taught** content in Year 9 and 10, revising use of modal verbs across tenses. **This is taught now because** it allows for a general revision of grammatical principles and allows pupils to focus on more difficult thematic content with secure language and grammatical foundation in place. **This grammar is taught now** in order to allow pupils to express opinions of what one would, should or could do to help both the environment and others, as well as to put all they have learned so far into a practical context.. **This thematic content is taught now** as pupils are now emotionally mature enough to handle more global themes and are beginning to make their own decision about how the contributions they can make in the world. **This links to careers by** allowing pupils to reflect on voluntary work they may undertake and to show them what it looks like to work in the charity sector. **Why are we teaching these topics?** The grammatical content is essential to the continued development of use of Spanish language. The thematic topics are accessible and universal to pupils and build upon vocabulary seen in previous years of study. The issues discussed are important for pupils to grapple with as we seek to make them more rounded citizens as well as speakers of Spanish. The more challenging grammar is taught now for the Higher students to grasp it solidly to use in their exams.	Weekly vocabulary learning homework assessed through in class tests. scores recorded. Test retaken if score does not reach pass mark. Mock examination cycle covering **Listening, Reading** and **Writing. Speaking** mock may happen in this term or in January depending on availability of time in mock exam schedule.
Spring Term	**Learning overview:** **Half term 3:** Theme 2 - Local, national, international and global areas of interest, (Global issues: Homelessness/poverty.) **Half term 4:** Theme 3: Current and future study and employment, (Career choices and ambitions) **Knowledge taught: Grammar:** 1) **Verbs:**	**This links to previously taught** grammatical content and allows pupils to revise and apply it to new contexts.. **This is taught now because** thematic content around homelessness and poverty issues requires a certain level of maturity from pupils, and an awareness of global politics and problems. Revision of more challenging grammatical concepts logically progresses from revision of less challenging grammatical concepts over the previous two terms. **This thematic content is taught at this point** as pupils will have more nuanced and developed understanding of issues around poverty, global warming and politics, and	Weekly vocabulary learning homework and in class tests, scores recorded. Test retaken if score does not reach pass mark. Consistent exam-style formative assessment

	additional structures which use the subjunctive case. 2) **hay que + infinitive** to express 'must' 3) **Quisiera** - used to express ambition 4) **Pluperfect tense** - understanding the perspective of this tense. **Key vocabulary** related to topics **Skills:** exam skills for all four topics, particularly speaking as this is examined much earlier than other skills. **Memory Platforms:** As above	will be more able to discuss them in Spanish. Equally, reflection on future career choice ties in with real life applications for college or apprenticeships. **This links to careers by** allowing pupils to reflect on future ambitions and what they need to do in order to realise those ambitions. We take advantage of this opportunity to highlight the future career possibilities that come from studying a language. **Why are we teaching these topics?** Topics around homelessness and poverty are complex and it is important for pupils to understand the reasons why people may end in certain situations both to avoid them themselves but also to build compassion for those less fortunate than them. Equally, as pupils approach their exams, it is important for them to be building a picture of what those exams will lead to in order to motivate them in their preparation and to understand the importance of good qualifications.	
Summer Term	**Learning overview:** Final GCSE Examinations		

25. Curriculum Map for YEAR 11 Music BTEC

Number of hours per fortnight	4
Exam board	Pearson Edexcel
How course is assessed	25% Unit 1 Externally marked Written Exam 25% Unit 2 Managing a Music Product – Practical and written evidence assessment 25% Unit 5 Introduction to Performance Unit - Practical and written evidence assessment 25% Introduction to Music Sequencing – Practical and presentation of evidence assessment

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview:** Unit 1 The Music Industry **Learning Aim A: Understand different types of organisations that make up the music industry** **Learning Aim B: Understand job roles in the music industry** **Knowledge:** **LAA:** Students should know about different types of organisations in the music industry and the type of work each undertakes. Students explore how organisations interrelate and why these relationships are important. Organisations include: • Venues and live performance • Health, safety and security at venues • Production and promotion organisations • Service companies and agencies • Unions **LAB:** Students study job roles from different areas of the music industry and the responsibilities of each role. They look at how individual roles and responsibilities interrelate,who is responsible for what activity, why and how are things done and what are the advantages and disadvantages of relying on individuals for individual services in relation to the key stages of the production timeline. Roles include: • Performance/Creative roles • Management and promotion roles • Recording • Media and other roles **Memory Platform:** Essential keywords, Abbreviations, Quiz questions, Flashcards and aide memoirs.	**This is taught now because: Unit 1** Students will be entered for the January exam. **This links to careers by: Unit 2** Marketing and promotion roles, Venue management, artist management, music/entertainment journalism, broadcast and radio, performance and creative roles **Why are we teaching these topics? Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding:** The structure of the course allows students to develop and progress over time. Learning is deep and broad and this course covers a wide range of transferrable skills. Working to given deadlines, students can develop their practical, written, presentation and performance skills to as high a standard as possible ensuring they present their best work at the end of each unit.	Units 2, 5 and 7 are internally teacher assessed and moderated. Unit 1 Externally assessed 1-hour exam. Students are regularly assessed through teacher observation and formative assessment is recorded on all Units throughout the course. Timely feedback, peer and teacher is given so that students have the opportunity to improve their work. A grade using the exam board assessment criteria at the completion of each part (Learning aim A for example)of a Unit and this is used in the calculation of the overall grade for that Unit. Following moderation these grades are then submitted to the exam board who will award an overall grade to the student.

Spring Term	**Learning Overview:** Unit 7 Introducing Music Sequencing **Learning Aim B: Use music sequencing software to create music – 'How I created my sequenced piece'** Building on skill learned earlier students now create a longer piece of music to a set brief. They will need two produce two versions of the same piece of music– one unmixed and one mixed version. Students will keep a log (power point presentation) of how they created their sequenced piece which includes screenshots of their work and explanations of their intentions. Areas to consider should include: • Creating and selecting appropriate sounds to fit the brief-software instruments, loops etc • Settings such as tempo, time signature. • Region editing - looping, copy and paste, resizing and trimming loops • Note event editing – note position, note length, note pitch and velocity The finished product should then be exported as an unmixed version. The tracks should now be mixed together and exported as a mixed version paying attention to: • Volume balance • Panning of instruments • Effects – reverb delay, distortion, chorus **Memory Platform:** Recap of KS3 language and set up, Processes, Technical vocabulary used		

26. Performing Arts Curriculum Map to follow

Number of hours per fortnight	
Exam board	
How course is assessed	

Note:			
	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
	Details to follow…..		

27. Curriculum Map for YEAR 11 AQA GCSE PE

Number of hours per fortnight	4
Exam board	AQA
How course is assessed	60% Examination (2 75 Minute Exams) 30% Practical Assessment (3 Practical Sports) 10% Controlled Assessment (On one of your chosen practical sorts)

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview:** Social cultural influences in sport. **(Paper 2)** **Knowledge taught:** ● Engagement issues in sport ● Commercialisation of sport ● Technology in sport ● Drugs in sport ● Spectator behaviour in sport **Skills:** Students will be expected to use their learnt theoretical knowledge to achieve the following assessment objectives in relation to the factors that underpin performance in physical activity and sport: **A01- Demonstration of knowledge and understanding of the question content** **AO2 - Apply knowledge to provide suitable response to the question content** **AO3 - Analysis and evaluation of the question topic** **Memory Platforms:** AO1 and AO2 from previous lessons using vocabulary lists and GCSE POD.	**This links to Year 9 and 10 by:** This knowledge builds on the previous two years of work. Students will use this knowledge to build on and learn new knowledge. Students will be adding vocabulary from practical lessons. This links to Year 11 Topics taught across the curriculum in Science and PSE. **This is taught now because:** These theory components require baseline knowledge as there are key vocabulary and skulls which need to be developed and extended through increasingly challenging situations and exam practice. Students will develop their theoretical knowledge and understanding of the psychological factors that can impact on physical activity and sport **This links to careers by:** By giving students knowledge which are useful for the sport science, nursing and the health systems. **This is then developed in Y11 by**: Using the same knowledge in more depth and detail through challenging exam situations and topics. This knowledge is the foundation and is assessed through the entire course. **Why are we teaching these topics? Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding:** This topic is very popular in the sport science world and the layout links closely to the mastery model of learning and research suggests this is beneficial to learning. The cultural topics which we cover give students an understanding of cultures other than our own.	**Checkpoint Assessments:** Students will be assessed every fortnight on A01 and A02. These are through checkpoint assessments. These are on all topics throughout the course. **End of Unit Assessments:** Students will be assessed at the end of every unit through a summative GCSE PE test. This will cover all topics taught. **Practical Assessments:** Pupils are assessed on their performance of skills and techniques in isolation/unopposed situations as well the application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation in line with the exam board criteria

Spring Term	**Learning overview:** Exam technique, practise questions, Answer modelling **(Paper 1 & Paper 2)** **Knowledge taught:** ● This is full in depth recap of the entire two years ● Exam questions and extended answers ● Breaking down papers into sections ● Recapping all previous knowledge through the previous two years ● Practical moderation and assessment **Skills:** Students will be expected to use their learnt theoretical knowledge to achieve the following assessment objectives in relation to the factors that underpin performance in physical activity and sport: **A01- Demonstration of knowledge and understanding of the question content** **AO2 - Apply knowledge to provide suitable response to the question content** **AO3 - Analysis and evaluation of the question topic** **Memory Platforms:** AO1 and AO2 from previous lessons using vocabulary lists and GCSE POD.	**This links to Year 9 and 10 by:** This knowledge builds on the previous two years of work. Students will use this knowledge to build and test themselves through the topics. Students will have the change to recap and go over the previous learning. **This is taught now because:** These theory components require baseline knowledge as there are key vocabulary and skulls which need to be developed and extended through increasingly challenging situations and exam practice. Students are now near the end of the course and need time to recap the entire course for the two exams **This links to careers by:** By giving students knowledge which are useful for the sport science, nursing and the health systems. **This is then developed in Y11 by**: Using the same knowledge in more depth and detail through challenging exam situations and topics. This knowledge is the foundation and is assessed through the entire course.	**Checkpoint Assessments:** Students will be assessed every fortnight on A01 and A02. These are through checkpoint assessments. These are on all topics throughout the course. **End of Unit Assessments:** Students will be assessed at the end of every unit through a summative GCSE PE test. This will cover all topics taught. **Practical Assessments:** Pupils are assessed on their performance of skills and techniques in isolation/unopposed situations as well the application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation in line with the exam board criteria **Final Exams** Students are assessed through final exams in the summer

28. Curriculum Map for Year 11 GCSE Religion and Ethics

Number of hours per fortnight	4
How the course is assessed	End of unit test

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term 1	**Learning overview:** A study of religious perspectives on issues relating to the value of life **Knowledge taught:** religious teachings about the value of the world; the use and abuse of the environment; pollution; the use and abuse of animals; the use of animals in medical experiments; attitudes to abortion; attitudes to euthanasia. **Skills:** Scriptural and textual studies; ethical teachings; developing and evaluating arguments; understanding the influence of religion on individuals and communities; reflecting on own values; preparation for adult life in a pluralistic and global community.	Applies Christian and Buddhist beliefs and teachings from Year 9 and 10 to moral issues.	Essays Practice tests Test
	Learning overview: A study of religious beliefs about Life and Death **Knowledge taught:** death and the afterlife; resurrection and life after death; judgement; heaven and hell; salvation; Buddhist teachings on anatta; the Arhat and the Bodhisattva; kamma and rebirth; Pure Land Buddhism; Tibetan wheel of life; Parinirvana Day; death and mourning ceremonies. **Skills:** Scriptural and textual studies; ethical teachings; developing and evaluating arguments; understanding the influence of religion on individuals and communities; reflecting on own values; contrasting different beliefs within religions; preparation for adult life in a pluralistic and global community.	Students recap and deepen knowledge of Christian and Buddhist beliefs and teachings. Links to learning about life after death in Year 7 (Hinduism), learning about the crucifixion, kamma and the Tibetan wheel of life in Year 9, and festivals in Year 10.	Essays Practice tests Test Mock exam

Spring Term 2	**Learning overview:** A study of the role and future of religion in the modern world **Knowledge taught:** the growth of the Christian church; evangelism; the role of the church in the local community: food banks and street pastors; mission; the importance of the worldwide church; the Church's response to poverty and victims of war; Christian persecution. **Skills:** Scriptural and textual studies; ethical teachings; developing and evaluating arguments; understanding the influence of religion on individuals and communities; understanding diversity of beliefs and practices within religions; preparation for adult life in a pluralistic and global community.	Recaps learning from Year 9 regarding the Ascension (mission and evangelism), Jesus' teachings and parables, responses to war and persecution.	Essays Practice tests Test
Summer Term 3	**Learning overview:** Revision of the topics from Year 9 – 11. **Knowledge taught:** All topics **Skills:** Scriptural and textual studies; developing and evaluating arguments; understanding the influence of religion on individuals and communities; reflecting on own values; preparation for adult life in a pluralistic and global community.		Essays Practice tests

29. Curriculum Map for YEAR 11 SPORT STUDIES

Number of hours per fortnight	4
Exam board	OCR (Cambridge National Certificate)
How course is assessed	25% Examination (60 Minute Exam) 75% coursework (3 units)

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview:** Contemporary issues in sport. **(Unit RO51)** **Knowledge taught:** ● LO1: Understand the issues which affect participation in sport ● LO2: Know about the role of sport in promoting values ● LO3: Understand the importance of hosting major sporting events ● LO4: Know about the role of national governing bodies in sport **Skills:** - recall a wide range of information regarding contemporary issues in sport - demonstrate detailed knowledge and thorough understanding of social factors that affect performance and participation in sporting activities - apply knowledge, understanding and skills in a variety of sporting contexts, confidently identifying and exploring a wide range of social issues within sporting contexts - demonstrate thorough knowledge of current issues within sport - demonstrate well-developed evaluative skills. **Memory Platforms:** R051 knowledge.	**This links to Year 9 and 10 by:** This knowledge builds on the previous two years of work and links to both R052 and R053. Students will use this knowledge to build on and learn new knowledge. Students will be adding vocabulary from practical lessons. This also links to Year 11 Topics taught across the curriculum in Science and PSHE. **This is taught now because:** These theory units are required for the compulsory RO51 exam unit which all students sit in January. While acquiring the knowledge students develop exam skills which are extended through increasingly challenging situations and exam practice. **This links to careers by:** By giving students a greater understanding of the roles played in sports promotion, sports organisation, sport events. **This is then developed in Y11 by**: Using the same knowledge in more depth and detail through challenging exam situations and topics. This knowledge is required for the compulsory examined unit RO51 **Why are we teaching these topics? Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding:** In this unit students will explore a range of topical and contemporary issues in sport, relating to participation levels and barriers, the promotion of values and ethical behaviour through sport and the role of high-profile sporting events and national governing bodies in advancing sports' attempts to positively impact upon society and showcase their worth beyond providing entertainment.	**Checkpoint Assessments:** Students will be assessed after completing each LO. These are through checkpoint assessments. These are based on exam questions from past papers. **End of Unit Assessments:** Students will be assessed in mock Sports studies papers prior to the real exam in January **Practical Assessments:** Students can still be assessed on their performance of skills and techniques in isolation/unopposed situations as well the application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation in line with the exam board criteria

Spring Term	**Learning overview:** Working in the sports industry **(Unit R055)** **Knowledge taught:** ● LO1: Know the areas of employment within the sports industry ● LO2: Know the skills and knowledge required to work within the sports industry ● LO3: Be able to apply for jobs within the sports industry ● LO4: Understand the impacts which the sports industry has in the UK **Skills:** **-** identify different areas of employment within the sports industry and the jobs within these different areas. - describe the skills and knowledge which can be applied to a number of different roles within the sports industry. - identify sources of information relating to job vacancies in the sports industry and research a specific job role - create an appropriate CV for the job role in the sports industry in which you have identified - prepare for an interview - produce a personal career plan. **Memory Platforms:** RO55 knowledge and R051 knowledge	**This links to Year 9 and 10 by:** This knowledge builds on the previous two years of work. This also links to PSHE and careers work and application to colleges. **This is taught now because:** This is a predominantly theoretical unit and much of the key knowledge, skills and understanding developed in previous units underpin assessment of this unit **This links to careers by:** students researching jobs within a specific industry, gaining an understanding of the skills and knowledge required for different roles, understanding the job application process, completing a CV and application letter and mock interviews. **This is then developed in Y11 by**: Completing coursework tasks which show research skills, .	**Checkpoint Assessments:** Students will be checked fortnightly for progress on their Coursework tasks. **End of Unit Assessments:** Set assessment tasks to be completed for each LO Each LO will be submitted by deadline date **Practical Assessments:** Students can still be assessed on their performance of skills and techniques in isolation/unopposed situations as well the application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation in line with the exam board criteria

30. Curriculum Map for Year 11 Physics

Number of hours per fortnight	5
Exam board	AQA
How course is assessed	3 x 105 min exam in y11

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview:** Students will study the Magnetism and Electromagnetism topic from paper 2 **Knowledge taught:** ● Permanent and induced magnetism, magnetic forces and fields ● The motor effect ● Induced potential, transformers and the National Grid **Skills:** Data handling, numeracy, using equations, literacy, expanding scientific vocabulary, practical science performance skills. **Memory Platforms:** Lessons begin with tasks that link to previous lessons in order to test retention.	**This links to KS3 by continuing topics and skills developed in y7 and 8.** **This is taught now because it provides a more developed knowledge of the skills and topics to be developed further in y11.** **This links to careers by introducing the knowledge and a range of literacy, numeracy and analytical skills that will prepare students for STEM A levels and careers.** **Why are we teaching these topics?** These topics are fundamental to scientific understanding and preparation for the final exams. Physics is one of the most marketable qualifications and one of the widest reaching in scope. These topics allow students to explore the workings of their universe. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding.** Physics allows students to develop literacy, numeracy and analytical skills that can be applied to all other subjects. It also allows them to develop a wide knowledge base that can be linked to content learned across the curriculum.	Regular in class formative assessment by use of green feedback sheets. 105 min paper 1 mock exam.

Spring Term	**Learning overview:** Students will study the Forces topics from paper 2 **Knowledge taught:** ● Solar system; stability of orbital motions; satellites ● Red-shift **Skills:** Data handling, numeracy, using equations, literacy, expanding scientific vocabulary, practical science performance skills. **Memory Platforms:** Lessons begin with tasks that link to previous lessons in order to test retention.	**This links to KS3 by continuing topics and skills developed in y7 and 8.** **This is taught now because it provides a more developed knowledge of the skills and topics to be developed further in y11.** **This links to careers by introducing the knowledge and a range of literacy, numeracy and analytical skills that will prepare students for STEM A levels and careers.** **Why are we teaching these topics?** These topics are fundamental to scientific understanding and preparation for the final exams. Physics is one of the most marketable qualifications and one of the widest reaching in scope. These topics allow students to explore the workings of their universe. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding.** Physics allows students to develop literacy, numeracy and analytical skills that can be applied to all other subjects. It also allows them to develop a wide knowledge base that can be linked to content learned across the curriculum.	Regular in class formative assessment by use of green feedback sheets. 105 min paper 1 mock 105 min paper 2 mock
Summer Term	**Learning overview:** Paper 1 and paper 2 revision. **Knowledge taught:** No new knowledge to be taught. Students will focus on paper 1 and paper 2 revision. **Skills:** Data handling, numeracy, using equations, literacy, expanding scientific vocabulary, practical science performance skills. **Memory Platforms:** Lessons begin with tasks that link to previous lessons in order to test retention.	**This links to KS3 by continuing topics and skills developed in y7 and 8.** **This is taught now because it provides a more developed knowledge of the skills and topics to be developed further in y11.** **This links to careers by introducing the knowledge and a range of literacy, numeracy and analytical skills that will prepare students for STEM A levels and careers.** **Why are we teaching these topics?** These topics are fundamental to scientific understanding and preparation for the final exams. Physics is one of the most marketable qualifications and one of the widest reaching in scope. These topics allow students to explore the workings of their universe. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding.** Physics allows students to develop literacy, numeracy and analytical skills that can be applied to all other subjects. It also allows them to develop a wide knowledge base that can be linked to content learned across the curriculum.	Regular in class formative assessment by use of green feedback sheets. 105 min paper 1 formal exam 105 min paper 2 formal exam.

30. Year 11 Curriculum Map for Chemistry

Number of hours per fortnight	5hrs
Exam board	AQA
How course is assessed	100% exam, coursework, 2 papers (100 marks paper1 and 100marks paper2)

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview:** Chemistry of the atmosphere. The earth's resources **Knowledge taught:** The proportion of different gases in the atmosphere. The earth's early atmosphere. How oxygen increased content. How carbon dioxide decreased. Atmospheric pollutants from fuels contents. Properties and effects of atmospheric pollutants. Green house gases. Human activities which contribute to increase of greenhouse gases in the atmosphere. Global climate change. The carbon footprint and its reduction. Using the earth's resources and sustainable development. Potable water contents. Waste water treatment. **Skills:** Description. Explanation. Evaluation Comparison. Planning and carrying out investigations **Memory Platforms:** Students will be assessed on their ability to: Recall the knowledge covered. Explain chemical phenomena. Interpret graphical and experimental data	This links with KS3 environmental chemistry, energy and rates.	Assessment in Yr.11 Science consists of an assessment during each term consisting of exam questions drawn from any area of the curriculum studied so far, with full mock exams. In addition students will be assessed on the quality of their written and spoken work during lessons and homework, and end-of-topic tests.

Spring Term	**Learning overview:** The earth's resources (cont). Using our resources. **Knowledge taught**: Alternative methods of extracting metals. The life cycle assessments. Ways of reducing the use of resources. Corrosion and its prevention. Alloys as useful materials. Ceramics, polymers and composites. The haber process and making ammonia. The economics of Haber process. Making fertilizers in the lab. Production and uses of NPK fertilizers. **Skills:** Description. Explanation. Evaluation Comparison. Planning and carrying out investigations **Memory platforms:** Students will be assessed on their ability to: Recall the knowledge covered. Explain chemical phenomena. Interpret graphical and experimental data	This links to Reversible reactions and dynamic equilibrium, The Haber process	Assessment in Yr.11 Science consists of an assessment during each term consisting of exam questions drawn from any area of the curriculum studied so far, with full mock exams. In addition students will be assessed on the quality of their written and spoken work during lessons and homework, and end-of-topic tests.
Summer Term	Revision and practicing past exam questions.	This links to everything taught in year 9/10/11	Practice Past exam papers GCSE exams

30. Curriculum Map for Biology

Number of hours per fortnight	4
Exam board	AQA
How course is assessed	100% exam – 3 exams

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview:** Year 11 is studying through Biology paper 2. Autumn term covers – The human nervous system; hormonal coordination; homeostasis in action and reproduction **Knowledge taught:** The human nervous system – principles of homeostasis; structure and function of the nervous system; reflex actions; the brain and the eye. Hormonal coordination – principles of hormonal control; control of blood glucose; treating diabetes; negative feedback; human reproduction; hormones and the menstrual cycle; fertility and plant hormones. Homeostasis in action – controlling body temperature; removing waste products; human kidney; dialysis and kidney transplants. Reproduction – types of reproduction; cell division in sexual reproduction; DNA; protein synthesis; gene expression and mutation; inheritance; genetics and genetic disorders. **Skills:** Analysis of the human nervous system being able to summarize how each of the parts work. Being able to explain how the eye focuses light, describe problems that occur with the eye and how they can be solved.	The work they do in year 11 builds upon the basics of biology that the students studied in year 10. They may have also studied sections of biological responses in year 10 if the work for paper 1 is completed. This first term gives the students a wide overview of how the body works and what control mechanisms are in place to keep is stable. The work on the nervous system links back to year 9 and 10 where the student studied specialised cells, which includes nerve cells. The human eye is linked to KS3 where they studied it in the year 8 topic about organs. Students have already looked at diet and exercise during year 10 which links to diabetes and the treatments for it. Human reproduction has been covered during KS3 in year 8 during a different topic about reproduction so this builds upon that work done then. The work about homeostasis builds from work form various topics previously such as; methods of transport, including osmosis, diffusion and active transport from biology topic 1; the of the liver form topic 9 and the breathing system from topic 4. Students studying reproduction build upon the work they did during year 9 when they looked at reproduction then along with the work they did on cell division during year 10. The section on inheritance has been covered in year 9 so this is a recap and allows any potential misunderstandings, especially with Punnett squares, to be addressed.	End of topic assessments for the human nervous system; hormonal coordination; homeostasis in action and reproduction. The students also have a mock exam in this term which covers the work from paper 1.

	Being able to describe the glands in the body and linking them to the role of the hormones they produce. Being able to explain the effects that different hormones have on the various parts of the human body and the effects of plants hormones. Examining how homeostasis is used to regulate various aspects of the human body. Comparing the different types of reproduction in humans and other organisms. Describing the structure of DNA. Analyzing genetic crosses to predict the outcomes of fertilization. Applying information to make informed judgements about the merits and ethical considerations about different aspects of reproduction. How to answer GCSE exam questions. **Memory Platforms:** exam questions, mini-white board questions, peer and self-assessment.		
Spring Term	**Learning overview:** Continuation of paper 2. Topics covered – variation and evolution; genetic and evolution; adaptions, interdependence and competition **Knowledge taught:** Variation and evolution – variation; evolution by natural selection; selective breeding; genetic engineering; cloning; adult cell cloning and ethics. Genetics and evolution – history of genetics; theories of evolution; accepting Darwin's ideas; evolution; fossils and extinction; antibiotic resistant bacteria; classification. Adaption, interdependence and competition – communities; organisms and their environment; distribution and abundance; competition in plants and animals; adaptions in plants and animals. **Skills:** Applying information to make informed judgements about the merits and ethical considerations about different aspects of reproduction.	These topics allows the students to engage with the physical and ethical problems involved with different types of reproduction and provides opportunities for student to look deeply at the history of the theory of evolution and how different organisms go extinct. They also see how that evolution has led to different adaptions in plants and animals. The different types fertilization leads into the work on cloning and selective breeding. The topics variation and evolution have been partially covered in year 9 biology so this is a good basis for further and more in-depth study. The students have also looked at variation in ks2 during a topic in year 7. The work on the different theories of evolution links to the previous topic on natural selection. The study of antibiotic resistant bacteria also draws on the work about bacteria from topic 5. The work that the students do on ecology follows on from topics they would have done in KS2 and continued in year 8 from the topic of habitats and ecosystems. Along with some work about animal adaptions. The work for plant and animal adaptions also links back to the work done on transport in organisms in topic 1.	End of topic assessment for: variation and evolution; genetics and evolution; adaptions, interdependence and competition. Mock exam from sections of Biology paper 2.

	Being able to summarize the different theories of evolution and the evidence behind them. Describe the various factors which affect communities of organisms. Practical skills about how to test for abundance of organisms in the environment. Explain how different plant and animal adaptions aid survival. Recall and retrieval of information and how best to answer GCSE exam questions. **Memory Platforms:** exam questions, mini-white board questions, peer and self-assessment.		
Summer Term	**Learning overview:** Final sections of biology paper 2, topics include – organizing and ecosystem; biodiversity and ecosystems. **Knowledge taught:** Organizing an ecosystem – feeding relationship; materials cycling; the carbon cycle and rates of decomposition. Biodiversity and ecosystems – human population explosion; land and water pollution; air pollution; deforestation and peat destruction; global warming; impact of change; maintaining biodiversity; trophic level and biomass; biomass transfers; factors affecting food security and food production. **Skills taught:** Analyzing feeding relationships between predator and prey. Describing how different materials are recycled by organisms in the environment. Evaluating the effect that human population has on resources. Understanding the effects that different types of pollution have on the environment. Judging the effects that climate change will have. Assessing the problems and solutions to food production. Recall and retrieval of information and how best to answer GCSE exam questions. Memory Platforms: exam questions, mini-white board questions, peer and self-assessment.	The final two topic show the students show the students how substances we use are recycled back into the environment, how humans are affecting the planet that we live on and what problems this may cause. Students will have previously looked at feeding relationships and biomass relationships in year 8 during their topic about habitats and the ecosystem. Materials cycling also links back to the topic of respiration in topic 9. While the topics of air pollution and global warming link to both that chemistry and physics specifications.	End of topic assessments for; organizing the ecosystems; biodiversity and ecosystems. The students will have their GCSE exams after these topics.