



## Curriculum Map: Year 11, 2021-2022

	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Summer 1	Summer 2
Y11 English	GCSE C19th Fiction Text : Dr Jekyll and Mr Hyde  Study of character, theme, exposition and narrative structure, narrative perspective, context etc. in relation to the requisite skills of the AOs, including reader response.  Literature extract questions based on theme and/or character.  + Language Paper 1 Revision using extracts from core text		Language Paper 2 preparation.		Revision	Revision
Y11 Maths	Edexcel International GCSE (9-1) Mathematics A Book 2 by Pearsons <ul style="list-style-type: none"> <li>● Handling Data 5</li> <li>● Laws of probability</li> <li>● Combined events</li> <li>● Independent events and tree diagrams</li> </ul>	Edexcel International GCSE (9-1) Mathematics A Book 2 by Pearsons <ul style="list-style-type: none"> <li>● Number 10</li> <li>● Rational and irrational numbers</li> <li>● Surds</li> </ul> Top Set Only <ul style="list-style-type: none"> <li>● Algebra 9</li> <li>● Solving two simultaneous -</li> </ul>	Edexcel International GCSE (9-1) Mathematics A Book 2 by Pearsons <ul style="list-style-type: none"> <li>● Shape and Space 8</li> <li>● Vectors and vector notation</li> <li>● Multiplication of a vector by a scalar</li> <li>● Vector geometry</li> </ul>	Edexcel International GCSE (9-1) Mathematics A Book 2 by Pearsons <ul style="list-style-type: none"> <li>● Graphs 9</li> <li>● Gradient of a function</li> <li>● Differentiation</li> <li>● Stationary points</li> <li>● Motion of a particle in a straight line</li> </ul>	Revision	Revision

	<ul style="list-style-type: none"> <li>• Conditional probability</li> <li>• Number 9</li> <li>• Comparative costs</li> <li>• Taxation</li> <li>• Salaries and income tax</li> <li>• Foreign currency</li> <li>• Handling Data 6</li> <li>• Drawing histograms</li> <li>• Interpreting histograms</li> </ul>	<p>one linear and one non-linear</p> <ul style="list-style-type: none"> <li>• Proof</li> <li>• Graphs 8</li> <li>• Gradient of a curve at a point</li> <li>• Translating graphs</li> <li>• Reflecting graphs</li> <li>• Stretching graphs</li> </ul>	<ul style="list-style-type: none"> <li>• Shape and space 9</li> <li>• 3D trigonometry</li> <li>• Algebra 10</li> <li>• Simplifying algebraic fractions</li> <li>• Operations on algebraic fractions</li> <li>• Solving equations with algebraic fractions</li> </ul>	<ul style="list-style-type: none"> <li>• Shape and Space 10</li> <li>• Graphs of sine, cosine and tangent</li> <li>• Sine Rule</li> <li>• Cosine Rule</li> <li>• Area of a triangle</li> <li>• Handling Data 7</li> <li>• More compound probability</li> <li>• More tree diagrams</li> <li>• More conditional probability</li> </ul>		
<p>Y11 Computing</p>	<ul style="list-style-type: none"> <li>• Working knowledge of hardware that is required to make a computer system. how to procure components and physically make a PC</li> <li>• Having a working knowledge of other operating system</li> </ul> <p>Working through their GCSE Project</p>	<ul style="list-style-type: none"> <li>• Basic understanding of networking components and addressing methods.</li> <li>• Able to work remotely on other systems</li> <li>• Completing basic maintenance of software and operating systems</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding computational thinking. looking at the structure of a program and writing complicated programs to complete a project</li> <li>• Using HTML and Bash</li> <li>• Having a working knowledge of other operating systems and able to communicate with other systems over a network</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding computational thinking. looking at the structure of a program and writing complicated programs to complete a project</li> <li>• Using HTML,Python, Bash and C++</li> <li>• Having a working knowledge of other operating systems and able to communicate with other systems over a network</li> </ul>	<p>Revision</p>	<p>Revision</p>

Y11 Biology	<p><b>B10 The human nervous system</b></p> <ul style="list-style-type: none"> <li>Principles of homeostasis. structure and function of the nervous system. reflex actions.</li> <li>The brain</li> <li>The eye</li> </ul>	<p><b>B11 Hormonal Coordination</b></p> <ul style="list-style-type: none"> <li>Principles of hormonal control. Controlling blood glucose levels and diabetes. Negative feedback systems.</li> <li>Human reproduction and the menstrual cycle</li> <li>Use of hormones as contraceptives.</li> <li>IVF and assisted conception.</li> <li>Plant hormones and their uses.</li> </ul>	<p><b>B12 Homeostasis control of body temperature.</b></p> <ul style="list-style-type: none"> <li>Removing waste products - kidney liver urine production</li> <li>Kidney failure and kidney transplant vs dialysis debate</li> </ul> <p><b>B13 Reproduction</b></p> <ul style="list-style-type: none"> <li>mitosis and meiosis</li> <li>DNA chromosomes genes</li> <li>How are proteins made by the body</li> <li>Gene expression and mutation</li> <li>Inheritance and genetic crosses using punnet squares</li> <li>Reading family trees for inherited disorders</li> <li>Specific inherited disorders - polydactyly and Cystic Fibrosis.</li> <li>Screening for genetic disorders</li> </ul>	<p><b>B14 Variation and evolution</b></p> <ul style="list-style-type: none"> <li>Natural selection and survival of the fittest. Selective Breeding and other forms of genetic manipulation, transferring genes and cloning</li> <li>Ethics of gene technologies</li> </ul> <p><b>B15 Genetics and Evolution</b></p> <ul style="list-style-type: none"> <li>History - Mendel - Darwin - Lamarck</li> <li>Forming new species</li> <li>Evidence in the fossil record</li> <li>Extinction</li> <li>Classification</li> </ul> <p><b>B16 Adaptations Interdependence and competition</b></p>	<p><b>B17 Organising an Ecosystem</b></p> <p>Trip to Wicken Fen</p> <ul style="list-style-type: none"> <li>cycling materials like carbon, water and nitrogen</li> <li>Rates of decomposition</li> </ul> <p><b>B18 Biodiversity and Ecosystems</b></p> <ul style="list-style-type: none"> <li>Humans, pollution, deforestation, global warming, protection of ecosystems, how biomass and energy are transferred.</li> <li>Food security.</li> </ul>	Revision /Study Leave
Y11 Chemistry	<p><b>C11 polymers cont.</b></p> <ul style="list-style-type: none"> <li>Natural polymers and DNA</li> </ul> <p><b>C12 Chemical Analysis</b></p>	<p><b>C13 The Earth's Atmosphere</b></p> <ul style="list-style-type: none"> <li>History of the atmosphere of</li> </ul>	<p><b>C14 The Earth's Resources</b></p> <ul style="list-style-type: none"> <li>Analysis and purification of water samples</li> </ul>	<p><b>C15 Using our resources</b></p> <ul style="list-style-type: none"> <li>Rusting is a form of corrosion - a chemical reaction</li> </ul>	Revision	Revision

	<ul style="list-style-type: none"> <li>Analysing pure substances and mixtures. Using chromatography</li> <li>Testing for gases</li> <li>Testing for positive ions and negative ions.</li> <li>Instrumental analysis eg. spectroscopy</li> </ul>	<p>earth and how it has evolved.</p> <ul style="list-style-type: none"> <li>Greenhouse gases</li> <li>Global Climate change</li> <li>Atmospheric pollutants</li> </ul> <p><b>C14 The Earth's Resources</b></p> <ul style="list-style-type: none"> <li>Finite or renewable?</li> <li>How to make water safe to drink</li> </ul>	<ul style="list-style-type: none"> <li>Treating wastewater</li> <li>Extracting metals from their ores</li> <li>Lifecycle assessments</li> <li>Reduce, reuse, recycle</li> </ul>	<p>between metals and substances in the environment.</p> <ul style="list-style-type: none"> <li>Useful alloys eg Bronze and Brass</li> <li>The properties of polymers</li> <li>Glass ceramics and composites</li> <li>Making Ammonia in the Haber process</li> <li>Making fertilizers in the lab and in industry</li> </ul>		
Y11 Physics	<p><b>P11 Force and pressure</b></p> <ul style="list-style-type: none"> <li>Pressure on solids</li> <li>Pressure in liquids and gases</li> <li>Upthrust and flotation</li> </ul> <p><b>P12 Wave properties</b></p> <ul style="list-style-type: none"> <li>The nature and properties of waves</li> <li>Reflection and refraction</li> <li>Sound waves and ultrasound</li> <li>Seismic waves</li> </ul> <p><b>P13 Electromagnetic waves</b></p> <ul style="list-style-type: none"> <li>The parts of the electromagnetic spectrum</li> <li>Uses and dangers of the electromagnetic spectrum</li> </ul>		<p><b>P14 Light</b></p> <ul style="list-style-type: none"> <li>Reflection and refraction of light</li> <li>Colour</li> <li>Lenses and lens diagrams</li> </ul> <p><b>P15 Electromagnetism</b></p> <ul style="list-style-type: none"> <li>Magnetic fields and electric currents</li> <li>Electromagnets, motors and generators</li> <li>Transformers</li> </ul> <p><b>P16 Space</b></p> <ul style="list-style-type: none"> <li>Formation of the Solar System</li> <li>The life of a star</li> <li>Planets, satellites and orbits</li> <li>The history and future of the Universe</li> </ul>		Revision	
Y11 Astronomy	Coursework	<ul style="list-style-type: none"> <li>Topic 13 – Exploring starlight</li> </ul> <p>Apparent and absolute magnitude of astronomical objects; the information obtainable from stellar</p>	<ul style="list-style-type: none"> <li>Topic 15 – Our place in the Galaxy</li> </ul> <p>The Milky Way as seen through binoculars; the shape and size of our Galaxy, and the use of 21cm</p>	Revision	Revision	

		<p>spectra; classification and evolution of stars and the Hertzsprung-Russell diagram; the inverse square law as it relates to brightness; the light curves of variable stars; the objects used in the distance ladder; how digital telescopic observations are processed; the information obtainable from spectral lines; the hindrance of the Earth's atmosphere in astronomy; how telescopes work across the non-visible spectrum</p> <p>● Topic 14 – Stellar evolution</p> <p>The Messier and NGC catalogues; the Bayer system; hydrostatic and hydrodynamic equilibrium in stars; electron degeneracy pressure in white</p>	<p>waves to determine these; the Local Group; classification of galaxies; the nature of Active Galactic Nuclei and other active galaxies; the formation of galaxies; the superstructure of filaments and the entire Universe</p> <p>● Topic 16 – Cosmology</p> <p>Redshift of distant galaxies, including the formula; the evidence for the Big Bang and the expanding Universe; Hubble's Law and the Hubble constant; the nature and importance of the CMB; the possible nature of dark matter and dark energy; possible future evolution of the Universe</p>		
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		dwarfs; neutron degeneracy pressure in neutron stars; the Chandrasekhar Limit; the main stages of stellar evolution of solar and super-solar mass stars; the evidence for black holes				
Y11 Business Studies	<b>Human Resources</b> <ul style="list-style-type: none"> <li>Organisational structures - the organigram</li> <li>Recruitment and Selection of employees</li> <li>Motivational techniques - understanding Maslows hierarchy</li> <li>The purpose and benefits of training</li> </ul>	<b>Marketing</b> <ul style="list-style-type: none"> <li>Identifying and understanding the customer</li> <li>Market segmentation</li> <li>Purpose and Methods of Market research</li> <li>Elements of the marketing mix and how to pick your gap in the market.</li> </ul>	<b>Marketing (cont)</b> <ul style="list-style-type: none"> <li>The marketing mix product place price promotion</li> <li>Distribution of the product</li> </ul>	<b>Finance</b> <ul style="list-style-type: none"> <li>Sources of Finance - loans, overdrafts, credit, mortgage, investors, family</li> <li>Cash flow forecasts and Statements. the balance sheet</li> <li>Financial terms and calculations</li> <li>Analysing the financial performance of a business through ratios and by comparing to other businesses using their financial statements</li> </ul>	Revision	
Y11 Sociology	<u>Crime and Deviance</u>	<u>Crime and Deviance</u>	<u>Social Stratification</u>	<u>Social Stratification</u>	<u>Revision</u>	<u>Examination Period</u>

<p>Y11 History</p>	<p><b><u>Early Elizabethan England, 1558–88</u></b></p> <p><b>(British Depth Study)</b></p> <p>Relations with Spain</p> <p>The outbreak of war with Spain/The Amanda</p> <p>Education and leisure</p> <p>The problem of the poor</p> <p>Exploration and voyages of discovery</p> <p>Raleigh and Virginia</p> <p>Review and assessment of Elizabeth Topic</p>	<p><b><u>Crime and Punishment in Britain c1000-present</u></b></p> <p><b>(Thematic Study)</b></p> <p>Introduction to Crime &amp; Punishment</p> <p>Medieval – Nature &amp; changing definitions</p> <p>Medieval – Nature of law enforcement &amp; punishment</p> <p>Early Modern – Nature &amp; changing definitions</p> <p>Early Mod - Medieval – Nature of law enforcement &amp; punishment</p> <p>Early Modern – Case studies</p> <p>Crime and Punishment trip to London</p>	<p><b><u>Crime and Punishment in Britain c1000-present</u></b></p> <p><b>(Thematic Study)</b></p> <p>18th/19th C – Changing definitions of Criminal Activity</p> <p>18th/19th C – The nature of law enforcement &amp; punishment</p> <p>18th/19th – Case studies</p> <p>1900 – Present – Nature &amp; changing definitions</p> <p>1900 – Present – The nature of law enforcement</p>	<p><b><u>Whitechapel 1870-1900</u></b></p> <p><b>(Thematic study)</b></p> <p>Introduction to Historic Environment – The local context of Whitechapel</p> <p>The prevalence of lodging houses &amp; pubs</p> <p>The organisation of policing in Whitechapel</p> <p>Investigate policing in Whitechapel</p> <p>The national and regional context</p> <p>Review and assessment of Crime and Punishment Topic</p>	<p><b><u>Revision and Examination preparation</u></b></p> <p>Crime &amp; Punishment Revision</p> <p>Early Elizabethan England Revision</p> <p>Superpower relations – Cold War Revision</p> <p>The USA, 1954-75 Revision</p> <p>Exam practice</p>	<p>Examination period</p>

<p>Y11 Geography</p>	<p><b><u>1. Energy Collins IGCSE</u></b></p> <p>Introduction to energy types, growth in energy consumption in MEDCs, LEDCs and worldwide in numbers, social, economic, political and environmental reasons for rapid energy consumption increases. Fossil fuels in numbers, STUDENT PRESENTATIONS: in depth analysis of how non-renewable (fossil fuels, fuelwood and nuclear) and renewable (solar, wind, HEP, biofuels, geothermal, wave and tide) energy sources are generated and their individual advantages and disadvantages. Decision-making exercise: renewables in the UK</p>	<p><b><u>3. Map skills/ Paper 2 Collins IGCSE</u></b></p> <p>Using OS maps, recap and extend latitude and longitude, relief and contours, measure straight and curved distance, gradient, bearings, land use, drainage, photo analysis, graph analysis, data interpretation, field sketches, choropleth maps, flow diagrams etc.</p> <p><i>MOCKS</i></p> <p><b><u>4. Weather (2019 only) Collins IGCSE</u></b></p> <p>the difference between weather and climate, recap climate DOPPLAR (influences on climate) how to measure weather including: rain gauges, max-min thermometers,</p>	<p><i>After school catch up for students who missed Year 9 commences</i></p> <p><b><u>4. Weather (continued)</u></b></p> <p>Rainfall types including conventional, relief and frontal, cloud types using both photos, drawings and diagrams, reading isolines on a map, how tropical storms form.</p> <p><i>Assessment</i></p> <p><b><u>5. International Development Collins IGCSE</u></b></p> <p>How do we define development, LEDCs, MEDCs, NICs, measuring development and quality of life, human development index,</p>	<p><i>After school revision commences.</i></p> <p><b><u>6. Tourism (2020 only) Collins IGCSE</u></b></p> <p>What is tourism, the social, economic, cultural, political and environmental reasons for the rapid growth of tourism in MEDCs and LEDCs and reasons for some decline. Tourism in numbers. The environmental and socio-economic impacts of tourism and possible solutions. Case study of Lanzarote</p> <p><i>Assessment</i></p> <p><b><u>7. Water (4) Collins IGCSE</u></b></p> <p>water supply and water quality patterns</p>	<p><b><u>6 lessons of revision</u></b></p> <p>Paper 1: Wed 6th May</p> <p>Paper 2: Mon 18th May</p> <p>Paper 3: Wed 3rd June</p>	<p>Y11</p>
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	<p><i>Assessment</i></p> <p><b><u>2. Climate &amp; Ecosystems Collins IGCSE</u></b></p> <p>Recap what a biome is and energy flows within ecosystems. The location and types of world biome, the DOPPLAR factors that affect climate and therefore biome type (Distance from the Sea, Ocean currents, Pressure cells, Prevailing Winds, Latitude, Altitude, Relief). Analysing and creating climate graphs. The reasons for the climate in tropical desert biomes, tropical desert flora and fauna, and their adaptations. Namib desert case study. The reasons for the climate in tropical rainforest biomes, tropical rainforest flora and fauna, and</p>	<p>hygrometers, anemometers, weather vanes, barometers, sunshine recorders, the siting and situation of Stevenson Screens.</p>	<p>economic development patterns world wide and over time (link back to Clark Fisher Model), the development gap causes, consequences and solutions, the rise of transnational corporations (TNCs), TNCs in numbers, the growth of globalisation, globalisation as an economic, social and cultural concept, globalisation in our own lives, fair trade, Nike case study of a TNC.</p> <p><i>Assessment</i></p>	<p>world wide, water supply in numbers, how water is used in industry(fashion, energy, trade) and agriculture (water miles), human (social, economic and political) and physical (environmental) causes of water shortage, the human and environmental impact of water shortage, potential solutions to water shortage and reduction in water consumption, Case study: water supply in Cambridge or London.</p> <p><i>Assessment</i></p> <p><b><u>8. Environmental Risks of Economic Development Collins IGCSE</u></b></p> <p>Recap economic growth and industrial location, the function &amp; types of agriculture, look at land</p>		
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	<p>their adaptations, the social, economic, political and environmental reasons for the deforestation of tropical rainforests, its local and global human and physical impacts including the link to climate change, solutions to deforestation, equatorial rainforest case study: Borneo</p>			<p>degradation and desertification worldwide, enhanced global warming and human contributions to climate change, recall the greenhouse effect, revise the pollution types (air, water, noise, soil, light, visual) and their causes and consequences,, recap food and water shortage, tie together the IGCSE topics to explain human impact on the natural environment. Revise desertification and soil erosion. Create a complete list of possible environmental impacts. Recap deforestations, its causes and its local/global impacts as well as possible solutions. Case study: palm oil production in Borneo. Link to deforestation case study.</p>		
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				<p><i>Assessment</i></p> <p><i>EASTER HOLIDAYS: FULL REVISION DAY including complete Paper 1 Mock</i></p>		
Y11 Latin	<p><b><u>Language</u></b></p> <ul style="list-style-type: none"> <li>- Principal Parts and Perfect Passive</li> <li>- Pluperfect Passive</li> <li>- if clauses, self and same</li> <li>- Future active participles</li> <li>- Ablative Absolutes</li> <li>- Irregular verbs and imperatives</li> <li>- Negative commands</li> </ul> <p><b><u>Literature (Aeneid 2)</u></b></p> <ul style="list-style-type: none"> <li>- Context of the Aeneid + intro to Book 2</li> <li>- lines 506- 511</li> <li>- lines 512-525</li> <li>- lines 526-534</li> </ul>	<p><b><u>Language</u></b></p> <ul style="list-style-type: none"> <li>- Passive infinitive</li> <li>- Deponent Verbs</li> <li>- Perfect active participle</li> <li>- Semi-deponent verbs</li> <li>- Indirect statements</li> </ul> <p><b><u>Literature (Aeneid 2)</u></b></p> <ul style="list-style-type: none"> <li>- lines 705-712</li> <li>- lines 713-720</li> <li>- lines 721-729</li> <li>- lines 730-740</li> </ul> <p><b><u>Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>- Adverbs</li> <li>- 1st/2nd conjugation verbs</li> </ul> <p><b><u>Mocks</u></b></p>	<p><b><u>Language</u></b></p> <ul style="list-style-type: none"> <li>- Prepositions</li> <li>- less common pronouns</li> <li>- Imperfect subjunctive</li> <li>- Purpose clauses</li> <li>- 4th and 5th declension nouns</li> <li>- Indirect commands</li> <li>- Result clauses</li> <li>- Verbs of Fearing</li> </ul> <p><b><u>Literature (Aeneid 2)</u></b></p> <ul style="list-style-type: none"> <li>- lines 768-774</li> <li>- lines 775-789</li> <li>- lines 790-794</li> <li>- character profiles</li> <li>- themes throughout</li> </ul> <p><b><u>Vocabulary</u></b></p>	<p><b><u>Language</u></b></p> <ul style="list-style-type: none"> <li>- Pluperfect subjunctive</li> <li>- <i>cum</i> clauses</li> <li>- Indirect questions</li> <li>- connecting relative</li> <li>- <i>ad</i> + gerundive</li> <li>- used of <i>dum</i></li> </ul> <p><b><u>Mocks</u></b></p> <p>Adapted Language paper</p> <p>Full verse paper</p> <p>Culture paper required</p>	<p>English to Latin prep</p> <p>Translation practice</p> <p>FULL Sources paper</p> <p>Randomised vocab lists</p>	

	<ul style="list-style-type: none"> <li>- lines 535-546</li> <li>- lines 547-558</li> </ul> <p><b><u>Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>- 1st/ 2nd/ 3rd/ 4th/ 5th/ irregular declension nouns</li> <li>- 2-1-2 and 3rd declension adjectives</li> <li>- Pronouns</li> <li>- irregular verbs</li> </ul>	<p>Full Culture Paper</p> <p>Verse Literature Section 1</p> <p>Language passage</p>	<ul style="list-style-type: none"> <li>- 3rd/4th conjugation verbs</li> <li>- Deponents</li> <li>- Miscellaneous words</li> </ul>			
<p>Y11 Art</p>	<p>Coursework development</p> <p><u>A03: RECORD</u></p> <ul style="list-style-type: none"> <li>• develop and refine ideas and proposals, personal outcomes or solutions with increasing independence</li> <li>• develop critical understanding through investigative, analytical,</li> </ul>	<p>Coursework development towards Mock Exam</p> <p><u>A04:PRESENT</u></p> <ul style="list-style-type: none"> <li>• Create a personal response with sophisticated realisation of intentions.</li> <li>• Understanding of visual language, applying formal elements.</li> </ul>	<p>OCR Exam paper</p> <p>Sketchbook preparation</p> <p>A01/ A02/A03</p> <ul style="list-style-type: none"> <li>• Trip to Photographers Gallery and Tate Britain for Camera Obscura workshop and artist research.</li> </ul>	<p>OCR Exam paper</p> <p>Sketchbook preparation</p> <p>A01/ A02/ A03</p>	<p>10 hour Art Exam</p> <p>A04</p>	

	experimental, practical, technical and expressive skills					
Y11 Music	<p>AoS 1 - Western Classical music 1650-1910 including Haydn study piece</p> <p>Composition to a brief released by AQA in Sept</p>	<p>AoS 1 - Western Classical music 1650-1910 including Haydn study piece</p> <p>Composition to a brief released by AQA in Sept</p>	<p>Revision and practice questions for all AoS</p> <p>Composition to a brief</p>	<p>Final performances recorded</p> <p>Composition coursework completed</p>	Revision and exam practice	
Y11 Drama	<p>Devised Piece introduction and preparation.</p> <p>Workshops exploring the given stimulus and devising process begins.</p> <p>Preparation and practise for the written paper.</p>	<p>Rehearsal and performance of examined Devised Performance - 20%</p> <p>Collating notes and perfecting written responses on the devised unit in preparation for the exam</p>	<p>Practical exploration of Pre-release material - 2 contrasting script extracts</p> <p>Preparation and practise for the written exam.</p>	<p>Continued exploration and analysis of pre-release texts.</p> <p>Structuring notes and revision / written prep and technique.</p>	Revision and exam preparation	
Y11 Spanish	<p><b>Food and festivals</b></p> <p>Talking about typical foods</p> <p>Comparing different festivals</p>	<p><b>Work and careers</b></p> <p>Part-time jobs</p> <p>Talking about how you earn money</p> <p>Work experience and future plans</p>	<p><b>Global and environmental issues</b></p> <p>Considering global issues.</p> <p>Talking about local actions.</p>	<p><b>Revision and preparation for assessment</b></p> <p>Exemplar student answers</p>	<p><b>Revision and preparation for assessment</b></p> <p>Exemplar student answers</p>	N/A

	Using demonstrative adjectives	Talking about work experience	Healthy lifestyle: drugs, alcohol, smoking	Additional translation practice	Additional translation practice	
	Using the conditional	Talking about the importance of learning languages	Talking about natural disasters	Vocabulary for assessment rubrics and instructions	Vocabulary for assessment rubrics and instructions	
	Using different tenses together	Applying for a summer job	Using the present subjunctive. Understanding different tenses	Translation skills	Theatre visit:	
	Describing a special day	Discussing gap years	Using the pluperfect tense		To boost listening and speaking skills and MFL cultural experience. Students will work in all 4 skills to complete pre-visit workbook activities	
	Ordering in a restaurant	Discussing plans for the future	Using the imperfect continuous			
	Talking about a music festival	Using different ways to express future plans	Translation skills			
	Exam preparation for mocks	Using verb <i>soler</i> in the imperfect tense	GCSE Revision trip			
	Using the passive	Using the preterite and imperfect together	Revision classes, workshops and other activities to boost listening, speaking, reading and writing skills leading to the exam.			
	Using impersonal expressions to avoid the passive	Using the present and present continuous				
	Using reflexive verbs in the preterite	Using verbs <i>saber</i> and <i>conocer</i>				
	Using absolute superlatives	Using indirect object pronouns				
	Irregular verbs in the preterite	Revising the conditional				
	Using expressions followed by the infinitive	Using subjunctive with <i>cuando</i>				
	Translation skills					

	Resources: GCSE Speaking booklet Literary text booklet Translation booklet	Using the present subjunctive Translation skills				
<b>Y11 French</b>	<b>School</b> Talking about your school Comparing school in the UK and French-speaking countries Discussing school rules Discussing healthy living Discussing vices Talking about a school exchange Translation skills Using the pronouns <i>il, ils</i> and <i>elle, elles</i> Using <i>il faut</i> and <i>il est interdit de</i> Using the imperative	<b>Jobs and Careers</b> Discussing career choices Talking about plans, hopes and wishes Applying for jobs Understanding case studies Translation skills Saying 'better/worse' and 'the best/worst thing' Understanding the subjunctive Using direct object pronouns in the perfect tense Using verbs followed by <i>à</i> or <i>de</i>	<b>Global issues</b> Discussing problems facing the world Talking about protecting the environment Discussing ethical shopping Talking about volunteering Discussing big events Making connections between word types Translation skills Using modal verbs <i>pouvoir</i> and <i>devoir</i> in the conditional tense Using the passive Using indirect object pronouns	<b>Revision and preparation for assessment</b> Exemplar student answers Additional translation practice Vocabulary for assessment rubrics and instructions GCSE Revision trip Revision classes, workshops and other activities to boost listening, speaking, reading and writing skills leading to the exam.	<b>Revision and preparation for assessment</b> Exemplar student answers Additional translation practice Vocabulary for assessment rubrics and instructions	N/A

	<p>Using the present and future tenses</p> <p>Using past, present and future timeframes</p>		<p>Giving arguments for and against</p>			
<p><b>Y11 Classical Civilisation</b></p>	<p><b><u>Gods</u></b></p> <ul style="list-style-type: none"> <li>• Gods - Greek &amp; Roman pantheon</li> <li>• Gods - Ancient religion</li> <li>• Gods - Homeric Hymn to Demeter</li> </ul> <p><b><u>Temples</u></b></p> <ul style="list-style-type: none"> <li>• Temples - Rituals &amp; officials</li> <li>• Temples - Parthenon, T. of Zeus Olympia</li> <li>• Temples - T. of Portunus, Pantheon &amp; test</li> </ul> <p><b><u>Festivals</u></b></p> <ul style="list-style-type: none"> <li>• Festivals - Feedback &amp; City Dionysia, Great Panathenaia</li> </ul>	<p><b><u>Foundation Stories</u></b></p> <ul style="list-style-type: none"> <li>• Foundation Stories - Athens</li> <li>• Foundation Stories - Theseus</li> <li>• Foundation Stories - Aeneas</li> <li>• Foundation Stories - Test &amp; Romulus/Remus</li> <li>• Feedback &amp; revision games</li> </ul>	<p><b><u>Death and Burial</u></b></p> <ul style="list-style-type: none"> <li>• Death - Greek rites + Genesia</li> <li>• Death - Roman rites + Parentalia</li> <li>• Death - stelai &amp; inscriptions</li> </ul> <p><b><u>The Underworld</u></b></p> <ul style="list-style-type: none"> <li>• Underworld - Test + literary description (Aen 6/Od 11)</li> <li>• Underworld - Feedback &amp; Persephone &amp; Demeter</li> <li>• Underworld - Orpheus &amp; Eurydice</li> </ul>	<p><b><u>The Universal Hero</u></b></p> <ul style="list-style-type: none"> <li>• Universal Hero - 12 Labours (T. of Zeus)</li> <li>• Universal Hero - Temple of Zeus &amp; Homeric Hymn</li> <li>• Universal Hero - Cacus, Achelous, Nessus</li> <li>• Universal Hero - Summary &amp; revision</li> <li>• Symbols of Power - Test &amp; Centauroomachy</li> </ul>	<p><b><u>Symbols of Power</u></b></p> <ul style="list-style-type: none"> <li>• Symbols of Power - Feedback &amp; Amazonomachy</li> <li>• Symbols of Power - Prima Porta Augustus</li> <li>• Symbols of Power - Ara Pacis</li> <li>• Revision &amp; planning long answers</li> </ul>	

	<ul style="list-style-type: none"> <li>Festivals - Lupercales, Saturnalia</li> </ul>					
GCSE PE	<p>Introduction to the Analysing and Evaluating Performance (AEP) coursework.</p> <p>Testing the components of fitness.</p> <p>Identifying strengths and weaknesses.</p> <p>Analysing the importance of different aspects of components of fitness in a specific sport.</p> <p>Identifying and explaining the key skills in a specific sport.</p> <p>Assessing my own performance against the key components of fitness</p>	<p>Focusing on a specific skill and assessing specific movements that are created in depth.</p> <p>Learning how to classify a skill.</p> <p>Assessing my specific sport against the classification of skills.</p> <p>Creating an action plan to improve performance.</p> <p>Identifying the aspects of a SMART target.</p> <p>Looking into how the principles of training can associate to the action plan.</p> <p>Identifying possible risks and hazards when physical activity takes place.</p>	<p>Sports Psychology</p> <ul style="list-style-type: none"> <li>Characteristics of a skilful movement</li> <li>Classifications of skills</li> <li>Goal setting</li> <li>SMART principle</li> <li>Mental Preparation</li> <li>Guidance</li> <li>Feedback</li> </ul> <p>Health, fitness and well-being</p> <ul style="list-style-type: none"> <li>What is health and well-being?</li> <li>Benefits of a healthy active lifestyle</li> <li>Consequences of a sedentary lifestyle</li> <li>Emotional and Social health</li> <li>Health and well-being according to the data</li> </ul>	<p>Physical activity and sport</p> <ul style="list-style-type: none"> <li>Trends in participation</li> <li>Factors affecting participation</li> <li>Improving participation</li> <li>Golden triangle</li> <li>Media, commercialisation and physical activity and sport</li> <li>Sponsorship</li> <li>Ethics in sport</li> <li>Violence in sport</li> <li>Drugs in sport</li> </ul> <p>Student specific revision and exam practice</p>	<p>Student specific revision and exam practice</p>	<p>Student specific revision and exam practice</p>

	Learning the components of fitness		<ul style="list-style-type: none"> <li>• Diet and nutrition</li> <li>• Macro and micro nutrients</li> </ul>			
Y11 PE	<p><b><u>Multigym</u></b></p> <p>Pupils can gain knowledge and experience in use of the multi fitness gym suite. Where they work on their own specific fitness programmes.</p> <p><b><u>Basketball</u></b></p> <p>To gain skills in passing, dribbling, shooting,</p> <p>footwork, defending, game play, positions and tactical play in attack and defence</p>	<p><b><u>Multigym</u></b></p> <p>Pupils can gain knowledge and experience in use of the multi fitness gym suite. Where they work on their own specific fitness programmes.</p> <p><b><u>Badminton</u></b></p> <p><b>Indoor- Badminton</b></p> <p>To learn: types of shot, serving, footwork, scoring, match play, singles and doubles</p>	<p><b><u>Multigym</u></b></p> <p>Pupils can gain knowledge and experience in use of the multi fitness gym suite. Where they work on their own specific fitness programmes.</p> <p><b><u>Netball/Handball</u></b></p> <p>To further develop skills in: passing, shooting, footwork, defending, game play, positions and tactical play in attack and defence</p>	<p><b><u>Multigym</u></b></p> <p>Pupils can gain knowledge and experience in use of the multi fitness gym suite. Where they work on their own specific fitness programmes.</p> <p><b><u>Netball/Handball</u></b></p> <p>To further develop skills in: passing, shooting, footwork, defending, game play, positions and tactical play in attack and defence</p>	<p><b><u>Multigym</u></b></p> <p>Pupils can gain knowledge and experience in use of the multi fitness gym suite. Where they work on their own specific fitness programmes.</p> <p><b><u>FREE CHOICE</u></b></p> <p>Pupils can choose a range of activities inside or outside from a range of spring and summer sports.</p> <p>Athletics</p> <p>Rounders</p> <p>Cricket</p> <p>Tennis</p>	GCSE EXAM PERIOD
Y11 PSHCEE	<p>Being Me in My World</p> <ul style="list-style-type: none"> <li>• Becoming an adult</li> <li>• Relationships and the law</li> <li>• The law and me</li> </ul>	Mock GCSE exam period	<p>Dreams and Goals</p> <ul style="list-style-type: none"> <li>• Managing anxiety and overwhelm</li> <li>• Money and debt</li> </ul>	<p>Healthy Me</p> <ul style="list-style-type: none"> <li>• Relaxation and managing stress</li> <li>• Hygiene and health</li> </ul>	<p>Relationships</p> <ul style="list-style-type: none"> <li>• Intimate romantic relationships</li> <li>• Gender diversity and sexuality</li> </ul>	GCSE exam period

	<ul style="list-style-type: none"><li>• The internet, the law and me</li><li>• Dealing with an emergency situation</li></ul>		<ul style="list-style-type: none"><li>• Dream jobs and my skillset</li><li>• My future relationships</li><li>• Contingency planning</li></ul>	<ul style="list-style-type: none"><li>• Influence and pressure</li><li>• Pregnancy and choice</li><li>• Staying safe in sexual relationships</li></ul>	<ul style="list-style-type: none"><li>• Coming out as LGBTQIA+</li><li>• Imbalance of power</li><li>• Hate crimes and honour-based violence</li></ul>	
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