

# Study Overview

Year 11

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Art	GCSE Coursework Independent artist study painting, clay, printing, collage, sculpture. Artist study	GCSE Coursework Independent artist study painting, clay, printing, collage, sculpture. Artist study	Independent exam study	Independent exam study	Independent exam study	Independent exam study
Computing	Programming Part 2 Loops and data validation. Subroutines, functions and structure, Strings, arrays and files	Cyber Security Types of cybercrime Designing defences Implementing solutions	Databases Types of database Where are databases?	Networks Types of networks Network protocols Internet and WWW	Impacts of Technology The law and technology Cultural and environmental impacts. Ethics of technology	Review of course through programming activities Physical computing using previous areas of study.
GCSE AQA English Language & Literature	Revision, examination techniques and writing responses AQA Power & Conflict Poetry AQA English Lang Paper 1 and Paper 2 An Inspector Calls JB Priestley	Revision, examination techniques and writing responses  Jekyll and Hyde, Macbeth, Unseen Poetry	Revision, examination techniques and writing responses AQA English Lang Paper 1 and Paper 2 An Inspector Calls, Jekyll and Hyde	Revision, examination techniques and writing responses AQA Power & Conflict Poetry Macbeth	Revision of all set texts AQA literature revision of AQA paper 1 & 2 English Language	Revision of all set texts AQA literature revision of AQA paper 1 & 2 English Language
English AQA Step Up to English	Exploring Component 2	Leisure Component 1	Crime Component 2	Music Component 1	Revision and NEA Submission	Revision and NEA Submission
English AQA Functional Skills	Reading for Meaning	Purposes of Writing	Comparing Texts	Identifying & commenting on the language & structure of texts	Revision and Preparation	Revision and Preparation
Food	NEA1 Task Food Science – functional and chemical properties of food.	Food Choice- factors affecting food choice,	NEA2 Task Food Provenance, production and processing.	Application of knowledge through review of learning and testing.	Application of knowledge through review of learning and testing.	Application of knowledge through review of learning and testing.
Life Skills	OCN Entry Level 3: Make a simple meal	OCN Entry Level 3: Make a simple meal	OCN Entry Level 3: Cooking	OCN Entry Level 3: Cooking	OCN Entry Level 3: Cleaning	OCN Entry Level 3: Cleaning
Modern Foreign Languages	Travel and tourism	Social issues	Revision and preparation	Revision and preparation	Revision and preparation	Revision and preparation
Mathematics	Higher: Number Foundation: Number operations	Higher: Simplifying Foundation: Shapes	Higher: Statistics Foundation: Scale Factors	Higher: Geometry Foundation: Simultaneous Equations	Exam preparation Practice papers	Exam Preparation Practice Papers
Mathematics Functional Skills	Using Numbers and the number system	Using common measures, shape and space	Handling Information and data	Problem solving and underpinning skills	Revisions of key skills & examination practice	Revisions of key skills & examination practice
Media Studies	Revision of magazines and unseen magazine analysis of semiotic codes NEA Project	NEA Project	Newspapers language, representation, industries, audiences: Daily Mirror The Times	Television Dr Who, episode 1 – an unearthly child His dark materials (2020) BBC TV series	Revision and exam preparation	Revision and Exam Preparation

History	Weimar and Nazi Germany 1918-39. The Weimar Republic:	Weimar and Nazi Germany 1918-39 (Part 2) Nazi Control and Dictatorship:	Superpower Relations and the Cold War 1941-91.	The End of the Cold War 1970-91: Attempts to Reduce Tension Between East and West, Flashpoints	Revision and Past Papers	Revision and Past Papers
PE Core	Entry Level PE/Stay Active Basketball/ Swimming	Entry Level PE/Stay Active Trampoline/Table Tennis/Swimming	Entry Level/Stay Active Trampoline/Table Tennis/Swimming	Entry Level/Stay Active Trampoline/Basketball/ Swimming	Entry Level/Stay Active Options	Entry Level/Stay Active Options
BTEC Level 1 Sport	A2 – Developing a personal progression plan	A2 – Developing a personal progression plan	SP12 – Keeping active and healthy	SP12 – Keeping active and healthy	SP12 – Keeping active and healthy	SP12 – Keeping active and healthy
PSHE	Building for the future Self-efficacy, stress management, and future opportunities	Next steps. Application processes, and skills for further education, employment and career progression	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Independence Responsible health choices, and safety in independent contexts	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	
RE	Sikhism – Beliefs and values	Sikhism practices	Christian beliefs and practices		Revision and Past Papers	Revision and Past Papers
Science	11 GCSE group 1: P2 Forces. 11 GCSE group 2: B6 Global challenges. 11 Entry Level group : Practical task and ELC9 Fuels.	11 GCSE group 1: C5.3 monitoring and controlling reactions. C6 Global Challenges 11 GCSE group 2: P2 Forces. 11 Entry Level group : ELB10 Extinction, ELB11 My genes and ELB12 Food factory.	11 GCSE group 1: Exam revision (Biology). 11 GCSE group 2: Exam revision (Chemistry). 11 Entry Level group : ELP11 Fly me to the moon and ELP12 Final frontiers.	11 GCSE group 1: Exam revision (Physics). 11 GCSE group 2: Exam revision (Biology). 11 Entry Level group : ELC10 Are you overreacting, ELC11 How fast, how slow and	11 GCSE group 1: Exam revision (Chemistry). 11 GCSE group 2: Exam revision (Physics). 11 Entry Level group : ELC12 CSI plus.	Enrichment visit: ThinkTank/ Natural History/Science Museum.
Resistant Materials	NEA Task Research continuation including product analysis and client research.	NEA Task designing and Evaluation	NEA Task Manufacture	NEA Task Manufacturing and final testing/evaluation	Preparation for exams Exams	

## Subject: Art

*"If I could say it in words, there would be no reason to paint"* Edward Hopper

Year 11	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	<p>GCSE Coursework</p> <p>Independent artist study painting, clay, printing, collage, sculpture and artist study.</p> <p>Presentation skills. Research skills. Development of ideas.</p>	<p>GCSE Coursework</p> <p>Independent artist study painting, clay, printing, collage, sculpture and artist study.</p> <p>Presentation skills. Research skills. Development of ideas.</p>	<p>Independent Exam Study</p> <p>Revision of painting, clay, printing, collage, sculpture and artist study.</p> <p>Presentation skills. Research skills. Development of ideas.</p>	<p>Independent Exam Study</p> <p>Revision of painting, clay, printing, collage, sculpture and artist study.</p> <p>Presentation skills. Research skills. Development of ideas.</p>	<p>Independent Exam Study</p> <p>Revision of painting, clay, printing, collage, sculpture and artist study.</p> <p>Presentation skills. Research skills. Development of ideas.</p>	<p>Independent Exam Study</p> <p>Revision of painting, clay, printing, collage, sculpture and artist study.</p> <p>Presentation skills. Research skills. Development of ideas.</p>
Important literacy and numeracy developed this year	<p><b>Literacy:</b> Artist study, to record observations about art using written methods.</p> <p><b>Numeracy:</b> Dates of art movements, and proportion.</p>					
Wider Skills	Creativity, Confidence, Problem Solving, Perseverance, Focus, Non Verbal Communication, Receiving Constructive Feedback, Collaboration, Dedication.					
How you can help your child at home	Encourage them to draw, paint, sculpt, print and use photography as much as possible, take chance and experiment, the artwork doesn't have to be perfect every time at this point the process is more important.					

## Subject: Computing

*“Computing is not about computers any more. It is about living.”* Nicholas Negroponte

Year 11	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	<p>Programming</p> <p>Define iteration as a group of instructions that are repeatedly executed.</p> <p>Modify a program to incorporate a while loop.</p> <p>Use a trace table to walkthrough code that uses a while loop.</p> <p>Use a trace table to detect and correct errors in programs.</p> <p>Define a for loop.</p> <p>Walk through code that uses a for loop.</p> <p>Modify a program that uses a for loop.</p> <p>Compare a while loop and a for loop.</p> <p>Determine the need for validation checks.</p> <p>Use iteration to perform validation checks.</p> <p>Describe the purpose of pseudocode.</p> <p>Translate pseudocode into a program.</p> <p>Design and build a program using pseudocode.</p>	<p>Cyber Security</p> <p>Define the terms cybersecurity and network security, explain their importance, and distinguish between the two.</p> <p>Describe the features of a network that make it vulnerable to attack.</p> <p>Describe the impact of cybercrime on businesses and individuals.</p> <p>Analyse an attack on a company and identify what motivated the hackers.</p> <p>Demonstrate knowledge of social engineering in role play and case studies</p> <p>Identify and describe non-automated forms of cyberattack and how humans can be the weak points in an organisation.</p>	<p>Databases</p> <p>Describe a database.</p> <p>Define database key terms (table, record, field, primary key, foreign key).</p> <p>Describe a flat file database.</p> <p>Describe a relational database.</p> <p>Describe the function of SQL.</p> <p>Use SQL to retrieve data from a table in a relational database.</p> <p>Use SQL to retrieve data from more than one table in a relational database.</p> <p>Describe the function of different data types.</p> <p>Use SQL to insert, update and delete data into a relational database</p> <p>Interrogate and update an existing database.</p>	<p>Networks</p> <p>Define what networks are.</p> <p>Describe the hardware components required to build networks of devices.</p> <p>Analyse the benefits and problems associated with networks.</p> <p>Explain how devices can be connected to a network either through a wired or wireless connection.</p> <p>Define MAC addresses and their use in networks.</p> <p>Analyse specific examples including Ethernet and Wi-Fi.</p> <p>Explain the importance of connectivity in modern computing systems.</p>	<p>Impacts of Technology</p> <p>Apply the terms ‘privacy’, ‘legal’, ‘ethical’, ‘environmental’, and ‘cultural’</p> <p>Explain data legislation, including an organisation’s obligation to protect and supply data.</p> <p>Explain the term ‘stakeholder’.</p> <p>Explain the right to be forgotten.</p> <p>Distinguish the differences between legitimate creative uses and clear infringement of material subject to copyright.</p> <p>Explain the Freedom of Information Act.</p> <p>Define ‘computer misuse’ and the associated offences.</p> <p>Identify situations that would be classified as an offence under the Act.</p> <p>Define ‘downtime’ and explain the associated impact on an organisation.</p>	<p>Course Review</p> <p>Define the term GUI.</p> <p>Import third-party libraries.</p> <p>Use guizero to create an event-driven program that uses a GUI.</p> <p>Describe the function of string operators.</p> <p>Use string handling techniques.</p> <p>Use for loops with string operations.</p> <p>Use a substring in a program.</p> <p>Use the in operator to check for a substring.</p> <p>Use chr() and ord() to perform ASCII conversions.</p> <p>Create a program that uses string handling techniques.</p> <p>Define a data structure.</p> <p>Define a list and an array.</p> <p>Describe the differences between lists and arrays.</p> <p>Use a list in a program</p> <p>Append to a list.</p> <p>Traverse a list of elements</p> <p>Use list methods.</p> <p>Create a function that returns a list</p> <p>Import custom built functions.</p>
Key Assessments	Programming project.	Design for a secure network.	Working example database.	Design for a network.	Revision quiz.	
Important literacy and numeracy developed this year	<p><b>Literacy:</b> Writing precise instructions. Reading non-fiction texts. Research skills.</p> <p><b>Numeracy:</b> Logic, mathematical operations and applying an appropriate formula.</p>					
Wider Skills	Learning about the digital world, online safety and security.					
How you can help your child at home	Discussing programming concepts and algorithms.					

## Subject: GCSE English Language and Literature

*“When we read great literature, something changes in us that stays changed.  
Literature remembered becomes material to think with.” Donald Hall*

Year 11	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	<p>Revision, examination techniques and writing responses</p> <p>AQA Power &amp; Conflict Poetry AQA English Lang Paper 1 and Paper 2 An Inspector Calls JB Priestley</p> <p>Literature Developing thoughtful and effective comparative skills. Exploring and responding to a text’s ideas. Selecting appropriate quotations to support ideas. Analysing the writer’s methods and using apt subject terminology. Exploring the text’s social and historical, cultural and political contexts.</p> <p>AQA English Lang Paper 1 &amp; 2</p> <p>Identify and interpret explicit and implicit information and ideas. Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. Evaluate and compare texts critically and support this with appropriate textual references. Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. To use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>Revision, examination techniques and writing responses</p> <p>Jekyll and Hyde  Macbeth  Unseen Poetry</p> <p>Literature Developing thoughtful and effective comparative skills. Exploring and responding to a text’s ideas. Selecting appropriate quotations to support ideas. Analysing the writer’s methods and using apt subject terminology. Exploring the text’s social and historical, cultural and political contexts.</p>	<p>Revision, examination techniques and writing responses</p> <p><b>AQA English Lang Paper 1 and Paper 2</b></p> <p><b>An Inspector Calls</b></p> <p><b>Jekyll and Hyde</b></p> <p>Literature Exploring and responding to a text’s ideas. Selecting appropriate quotations to support ideas. Analysing the writer’s methods and using apt subject terminology. Exploring the text’s social and historical, cultural and political contexts.</p> <p>AQA English Lang Paper 1 &amp; 2</p> <p>Identify and interpret explicit and implicit information and ideas Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. Evaluate and compare texts critically and support this with appropriate textual references. Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. To use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>Revision, examination techniques and writing responses</p> <p>AQA Power &amp; Conflict Poetry  Macbeth</p> <p>Literature Developing thoughtful and effective comparative skills. Exploring and responding to a text’s ideas. Selecting appropriate quotations to support ideas. Analysing the writer’s methods and using apt subject terminology. Exploring the text’s social and historical, cultural and political contexts.</p>	<p>AQA English Lang Paper 1 &amp; 2</p> <p>Identify and interpret explicit and implicit information and ideas. Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. Evaluate and compare texts critically and support this with appropriate textual references. Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. To use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>Revision, examination techniques and writing responses AQA English Lang Paper 1 &amp; 2</p> <p>Literature Exploring and responding to a text’s ideas. Selecting appropriate quotations to support ideas. Analysing the writer’s methods and using apt subject terminology. Exploring the text’s social and historical, cultural and political contexts.</p> <p>AQA English Lang Paper 1 &amp; 2</p> <p>Identify and interpret explicit and implicit information and ideas. Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. Evaluate and compare texts critically and support this with appropriate textual references. Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. To use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>
Key Assessments	AQA Examination questions completed.					
Important literacy and numeracy developed this year	<p><b>Literacy:</b> Ambitious vocabulary, clauses &amp; phrases, sentence structures, ambitious punctuation, accurate paragraphs. Topic sentences, analytical verbs, poetic devices, selection of different modal forms to hypothesise &amp; give reasons. Structure sentences to compare and contrast. Effective vocabulary for analytical writing, choose sentence structures for clear analysis, quote and explain writers’ ideas effectively. Effectively comment on writer’s choices Topic sentences, analytical verbs, dramatic devices, selection of different modal forms to hypothesise &amp; give reasons topic sentences, analytical verbs, poetic devices, selection of different modal forms to hypothesise &amp; give reasons . Structure sentences to compare &amp; contrast. Vocabulary to assert viewpoint, imperative &amp; modal verbs, conjunctions &amp; conjunctive adverbs for arguments, word, clause order in sentences.</p> <p><b>Numeracy:</b> Working with the chronological order of sequencing and events. Calculating how many years ago from the present day some texts were written. Non-Fiction texts interpreting factual language and statistics for meaning, such as speed or temperature.</p>					
Wider Skills	To be able to read a wide range of classic literature fluently and with good understanding, and make connections across pupils’ reading. Read in depth, critically and evaluatively, so that pupils are able to discuss and explain their understanding and ideas. To develop the habit of reading widely and often and appreciate the depth and power of the English literary heritage. Pupils can write accurately, effectively and analytically about their reading, using Standard English. Pupils acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.					
How you can help your child at home	Seneca learning is a great way to consolidate and enrich grammar skills, encourage independent reading and test newly acquired knowledge. <a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a> Accelerated Reader can be accessed via our school website <a href="https://ukhosted55.renlearn.co.uk/1918494/">https://ukhosted55.renlearn.co.uk/1918494/</a> to enable pupils to take comprehension and literacy quizzes on the books they have read. Encourage your child to read widely, as well as fiction and non fiction books, encourage them to read newspapers, magazines and leaflets to expose them to as much new vocabulary and purposes of writing as possible, to give them a sense of the writer’s use of methods to have an intended impact on the reader for a specific purpose. Visiting the theatre					

## Subject: Step up to English

*“The English Language is nobody’s special property. It is the property of the imagination. It is the property of the language itself.” Derek Walcott*

Year 11	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	Comparing Texts, Language features in Travel Writing, Pupils Writing about their own experiences. Further analysis of writers methods, tone, and vocabulary utilized , Literacy Focus, Further use of SPAG and Editing skills	Focus: National Trust Leaflets posters and adverts for days out. Analysis of method and literature Language Study and understanding of Organisational Features	Structuring a story, looking at the plot through storyboarding. Writing to inform, using factual language and third person.	Pupils analyse presentational devices for meaning ,Audience and Purpose, Methods of persuasion, Media Devices, Analysing adverts in print and on screen.	Consolidation and Revision	Consolidation and Revision
Key Assessments	Reading Task: Life on a Farm and visiting the Beach. Writing Task: Write a story about a visit to somewhere that is new to you. Story about the North Pole.	Reading Task : Interpreting a leisure activity timetable. Reviewing an attraction, analysing a leisure leaflet. Writing Task: Thank you Letter S+L Planning a class trip to a local leisure centre facility explaining your choice of leisure facility	Reading Task: Interpreting and article about a robbery, analysing a police report and a newspaper article on the Hatton Garden Robbery. Writing Task: Incident Report S+L Formulate and Explain a plan to catch the robbers.	Reading Task Analyse the front cover of a music magazine. Comprehension on a music fact sheet. Writing Task Letter to your favourite singer Compare 2 articles album covers about the same genre. S+L Formulate and explain planning for a school music competition.	Non Exam Assessment	Non Exam Assessment
Important literacy and numeracy developed this year	<p><b>Literacy:</b> Ambitious vocabulary, clauses &amp; phrases, sentence structures, ambitious punctuation, accurate paragraphs. Topic sentences, analytical verbs, selection of different modal forms to hypothesise &amp; give reasons. Effective vocabulary for analytical writing, creating sentence structures for clear analysis, quote and explain writers’ ideas effectively. Effectively comment on writer’s choices. Topic sentences, analytical verbs, selection of different modal forms to hypothesise &amp; give reasons topic sentences, analytical verbs. Structure sentences to compare &amp; contrast. Vocabulary to assert viewpoint, imperative &amp; modal verbs, conjunctions &amp; conjunctive adverbs for arguments, word, clause order in sentences.</p> <p><b>Numeracy:</b> Working with the chronological order of sequencing and events. Calculating how many years ago from the present day some texts were written. Non-Fiction texts interpreting factual language and statistics for meaning, such as speed or temperature.</p>					
Wider Skills	Resilience, application to real life, , explaining, communication skills, group work, sharing of ideas and collaboration of thought					
How you can help your child at home	Seneca learning is a great way to consolidate and enrich grammar skills, encourage independent reading and test newly acquired knowledge. <a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a> Accelerated Reader can be accessed via our school website <a href="https://ukhosted55.renlearn.co.uk/1918494/">https://ukhosted55.renlearn.co.uk/1918494/</a> to enable pupils to take comprehension and literacy quizzes on the books they have read. Encourage your child to read widely, as well as fiction and non fiction books, encourage them to read newspapers, magazines and leaflets to expose them to as much new vocabulary and purposes of writing as possible, to give them a sense of the writer’s use of methods to have an intended impact on the reader for a specific purpose.					

## Subject: English Functional Skills Level 1

*“The English Language is a work in progress. Have fun with it” Jonathan Culver*

Year 11	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	<p style="text-align: center;">Reading For Meaning</p> <p>Identify and understand the main points, ideas and details in texts. Use reference materials and appropriate strategies (eg using knowledge of different word types) for a range of purposes, including to find the meaning of words. Infer from images meanings not explicit in the accompanying text. Read and understand a range of specialist words in context. Use a range of punctuation correctly (eg: full stops, question marks, exclamation marks, commas, possessive apostrophes). Use correct grammar (eg subject-verb agreement, consistent use of different tenses, definite and indefinite articles). Spell words used most often in work, study and daily life, including specialist words.</p>	<p style="text-align: center;">Purposes of Writing</p> <p>Recognise that language and other textual features can be varied to suit different audiences and purposes. Recognise vocabulary typically associated with specific types and purposes of texts (eg formal, informal, instructional, descriptive, explanatory and persuasive). Read and understand a range of specialist words in context. Use a range of punctuation correctly (eg full stops, question marks, exclamation marks, commas, possessive apostrophes). Use correct grammar (eg subject-verb agreement, consistent use of different tenses, definite and indefinite articles). Spell words used most often in work, study and daily life, including specialist words.</p>	<p style="text-align: center;">Comparing texts</p> <p>Compare information, ideas and opinions in different texts. Understand organisational and structural features and use them to locate relevant information (eg index, menus, subheadings, paragraphs) in a range of straightforward texts. Use knowledge of punctuation to aid understanding of straightforward texts. Read and understand a range of specialist words in context. Use a range of punctuation correctly (eg full stops, question marks, exclamation marks, commas, possessive apostrophes). Use correct grammar (eg subject-verb agreement, consistent use of different tenses, definite and indefinite articles). Spell words used most often in work, study and daily life, including specialist words.</p>	<p style="text-align: center;">Identifying and commenting on the language and structure of texts. Comparing texts</p> <p>Compare information, ideas and opinions in different texts. Understand organisational and structural features and use them to locate relevant information (eg index, menus, subheadings, paragraphs) in a range of straightforward texts. Identify meanings in texts and distinguish between fact and opinion. Read and understand a range of specialist words in context. Use a range of punctuation correctly (eg full stops, question marks, exclamation marks, commas, possessive apostrophes). Use correct grammar (eg subject-verb agreement, consistent use of different tenses definite and indefinite articles). Spell words used most often in work, study and daily life, including specialist words.</p>	<p style="text-align: center;">Revision</p>	<p style="text-align: center;">Revision</p>
Key Assessments	Paper 1 Reading and Paper 2 Writing Practice Papers	Paper 1 Reading and Paper 2 Writing Practice Papers	Paper 1 Reading and Paper 2 Writing Practice Papers	Paper 1 Reading and Paper 2 Writing Practice Papers	Paper 1 Reading and Paper 2 Writing Practice Papers	Paper 1 Reading and Paper 2 Writing Practice Papers
Important literacy and numeracy developed this year	<p><b>Literacy:</b> Ambitious vocabulary, clauses &amp; phrases, sentence structures, ambitious punctuation, accurate paragraphs. Topic sentences, analytical verbs, selection of different modal forms to hypothesise &amp; give reasons. Effective vocabulary for analytical writing, creating sentence structures for clear analysis, quote and explain writers' ideas effectively. Effectively comment on writer's choices. Topic sentences, analytical verbs, selection of different modal forms to hypothesise &amp; give reasons topic sentences, analytical verbs. Structure sentences to compare &amp; contrast. Vocabulary to assert viewpoint, imperative &amp; modal verbs, conjunctions &amp; conjunctive adverbs for arguments, word, clause order in sentences.</p> <p><b>Numeracy:</b> Working with the chronological order of sequencing and events. Calculating how many years ago from the present day some texts were written.</p> <p>Non-Fiction texts interpreting factual language and statistics for meaning, such as speed or temperature.</p>					
Wider Skills	<p>To be able to read a wide range of non-fiction texts fluently and with good understanding, and make connections across pupils' reading. Read in depth, critically and evaluatively, so that pupils are able to discuss and explain their understanding and ideas. To develop the habit of reading widely and often and appreciate the depth and power of the English literary heritage. Pupils can write accurately, effectively and analytically about their reading, using Standard English. Pupils acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.</p>					
How you can help your child at home	<p>Seneca learning is a great way to consolidate and enrich grammar skills, encourage independent reading and test newly acquired knowledge. <a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a> Accelerated Reader can be accessed via our school website <a href="https://ukhosted55.renlearn.co.uk/1918494/">https://ukhosted55.renlearn.co.uk/1918494/</a> to enable pupils to take comprehension and literacy quizzes on the books they have read. Encourage your child to read widely, as well as fiction and non fiction books, encourage them to read newspapers, magazines and leaflets to expose them to as much new vocabulary and purposes of writing as possible, to give them a sense of the writer's use of methods to have an intended impact on the reader for a specific purpose. BBC Bitesize Functional Skills <a href="https://www.bbc.co.uk/bitesize/levels/zvhtng8">https://www.bbc.co.uk/bitesize/levels/zvhtng8</a> has some excellent revision resources.</p>					

## Subject: Step up to English

*“The English Language is nobody’s special property. It is the property of the imagination. It is the property of the language itself.” Derek Walcott*

Year 11	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	Comparing Texts, Language features in Travel Writing, Pupils Writing about their own experiences. Further analysis of writers methods, tone, and vocabulary utilized , Literacy Focus, Further use of SPAG and Editing skills	Focus: National Trust Leaflets posters and adverts for days out. Analysis of method and literature Language Study and understanding of Organisational Features	Structuring a story, looking at the plot through storyboarding. Writing to inform, using factual language and third person.	Pupils analyse presentational devices for meaning ,Audience and Purpose, Methods of persuasion, Media Devices, Analysing adverts in print and on screen.	Consolidation and Revision	Consolidation and Revision
Key Assessments	Reading Task: Life on a Farm and visiting the Beach. Writing Task: Write a story about a visit to somewhere that is new to you. Story about the North Pole.	Reading Task : Interpreting a leisure activity timetable. Reviewing an attraction, analysing a leisure leaflet. Writing Task: Thank you Letter S+L Planning a class trip to a local leisure centre facility explaining your choice of leisure facility	Reading Task: Interpreting and article about a robbery, analysing a police report and a newspaper article on the Hatton Garden Robbery. Writing Task: Incident Report S+L Formulate and Explain a plan to catch the robbers.	Reading Task Analyse the front cover of a music magazine. Comprehension on a music fact sheet. Writing Task Letter to your favourite singer Compare 2 articles album covers about the same genre. S+L Formulate and explain planning for a school music competition.	Non Exam Assessment	Non Exam Assessment
Important literacy and numeracy developed this year	<p><b>Literacy:</b> Ambitious vocabulary, clauses &amp; phrases, sentence structures, ambitious punctuation, accurate paragraphs. Topic sentences, analytical verbs, selection of different modal forms to hypothesise &amp; give reasons. Effective vocabulary for analytical writing, creating sentence structures for clear analysis, quote and explain writers’ ideas effectively. Effectively comment on writer’s choices. Topic sentences, analytical verbs, selection of different modal forms to hypothesise &amp; give reasons topic sentences, analytical verbs. Structure sentences to compare &amp; contrast. Vocabulary to assert viewpoint, imperative &amp; modal verbs, conjunctions &amp; conjunctive adverbs for arguments, word, clause order in sentences.</p> <p><b>Numeracy:</b> Working with the chronological order of sequencing and events. Calculating how many years ago from the present day some texts were written. Non-Fiction texts interpreting factual language and statistics for meaning, such as speed or temperature.</p>					
Wider Skills	Resilience, application to real life, , explaining, communication skills, group work, sharing of ideas and collaboration of thought					
How you can help your child at home	Seneca learning is a great way to consolidate and enrich grammar skills, encourage independent reading and test newly acquired knowledge. <a href="https://senecalarning.com/en-GB/">https://senecalarning.com/en-GB/</a> Accelerated Reader can be accessed via our school website <a href="https://ukhosted55.renlearn.co.uk/1918494/">https://ukhosted55.renlearn.co.uk/1918494/</a> to enable pupils to take comprehension and literacy quizzes on the books they have read. Encourage your child to read widely, as well as fiction and non fiction books, encourage them to read newspapers, magazines and leaflets to expose them to as much new vocabulary and purposes of writing as possible, to give them a sense of the writer’s use of methods to have an intended impact on the reader for a specific purpose.					

## Subject: Life skills Programme B Entry level 3

*“These are the skills we can take wherever we go in life, no matter what we do.”* Millie Hogue

Year 11	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	<p>Household Shopping</p> <p>Know about local shops. Recognise other places to shop. Know how to plan a shopping trip Appreciate the process of making a purchase in different types of shop Use basic money skills.</p>	<p>Cooking</p> <p>Understand different methods of cooking. Recognise different equipment needed for cooking. Understand Health and Safety issues relating to different techniques. Understand some techniques are healthier than others. Know how to make a dish using different cooking methods.</p>	<p>Cooking</p> <p>Understand different methods of cooking. Recognise different equipment needed for cooking. Understand Health and Safety issues relating to different techniques. Understand some techniques are healthier than others. Know how to make a dish using different cooking methods.</p>	<p>Living Safely in a home</p> <p>Know how to deal with health and safety issues in the home. Know how to secure a home. Know how to clean areas of a home. Know how to maintain a home.</p>	<p>Personal Health</p> <p>Understand what is meant by good health. Know important aspects of keeping healthy. Know causes of illness. Know what to do in the case of illness or injury.</p>	<p>Personal Health</p> <p>Understand what is meant by good health. Know important aspects of keeping healthy. Know causes of illness. Know what to do in the case of illness or injury.</p>
Key Assessments	<p>To know how to access various types of shops. To be able to successfully plan a shopping trip. To be able to find products they need in a shop and pay for them. To be able to ask for assistance in a shop. Recognise and use money successfully.</p>	<p>To be able to make a meal using different cooking methods and using equipment safely. To be able to plan, prepare and cook healthy snacks and meals.</p>	<p>To be able to make a meal using different cooking methods and using equipment safely. To be able to plan, prepare and cook healthy snacks and meals.</p>	<p>List potential hazards in the home. Outline an emergency procedure in the home. State what to do in the event of a fire in the home. Identify ways to prevent a break in. State one way to secure own property. State how to clean different areas of a home including: bathroom kitchen bedroom living area . State a requirement of a tenant in relation to maintaining a home.</p>	<p>State three signs of good health. State three signs or symptoms of poor health. Name three illnesses. State signs or symptoms of three illnesses. State three things about the way we live that can affect our health. State three things s/he can do to maintain own health. State how a cold can be caught. State three things s/he can do to maintain own health. State how a cold can be caught. State possible causes of a stomach upset. Suggest three ways of reducing the risk of becoming ill. State two actions s/he might take in the event of contracting a minor illness. State two actions s/he might take if s/he were injured or fell very ill.</p>	<p>State three signs of good health. State three signs or symptoms of poor health. Name three illnesses. State signs or symptoms of three illnesses. State three things about the way we live that can affect our health. State three things s/he can do to maintain own health. State how a cold can be caught. State possible causes of a stomach upset. Suggest three ways of reducing the risk of becoming ill. State two actions s/he might take in the event of contracting a minor illness. State two actions s/he might take if s/he were injured or fell very ill.</p>
Important literacy and numeracy developed this year	<p><b>Literacy:</b> Vocabulary specific to enable students to identify kitchen equipment and be able to read a recipe. Being able to ask for something at a supermarket. <b>Numeracy:</b> weighing and measuring ingredients, Money handling and being able to identify change given.</p>					
Wider Skills	<p>Be able to transfer skills to carry out tasks at home. Students will be able to take part in educational visits to enable them to complete units.</p>					
How you can help your child at home	<p>Practise skills learnt at school at home.</p>					

## Subject: MFL

*“One language sets you in a corridor for life. Two languages open every door along the way.”* Frank Smith

Year 11	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	<p>The environment</p> <p>Environment:</p> <p>recycling transport pollution ways to help.</p> <p>Location:</p> <p>geographical areas places opinions and reasons.</p> <p>Weather</p> <p>Climate change.</p>	<p>Healthy lifestyle and social issues</p> <p>Food and drink:</p> <p>meals fast food alcohol vegetarianism healthy choices unhealthy choices opinions and reasons.</p> <p>Exercise:</p> <p>sports injuries leisure centres health farms opinions and reasons.</p> <p>Illness:</p> <p>appointments problems symptoms Chemists.</p> <p>Lifestyle:</p> <p>sleep New Year’s resolutions.</p> <p>Stress:</p> <p>exams advise solutions.</p> <p>Smoking:</p> <p>opinions and reasons.</p> <p>Social Issues:</p> <p>Poverty / homelessness Charity / voluntary work.</p>	<p>Free time and the media</p> <p>Hobbies:</p> <p>general activities new activities costs times opinions and reasons.</p> <p>Sports:</p> <p>activities clubs leisure centre opinions and reasons.</p> <p>Cinema and theatre:</p> <p>visits opinions and reasons.</p> <p>Television:</p> <p>types of programmes frequency opinions and reasons.</p> <p>Music:</p> <p>favourite type festivals opinions and reasons instruments.</p> <p>Going out:</p> <p>invitations excuses.</p> <p>Computers:</p> <p>Internet.</p>	<p>Customs and festivals</p> <p>Birthdays:</p> <p>when activities gifts opinions.</p> <p>Christmas:</p> <p>activities gifts decorations opinions.</p> <p>Carnival:</p> <p>costumes masks opinions.</p> <p>Weddings:</p> <p>clothes gifts activities.</p> <p>Parties:</p> <p>invitations and excuses food and drink clothes.</p> <p>Other occasions:</p> <p>Mother’s Day Father’s Day Easter New Year Hallowe’en Pancake Day Valentine’s Day Bonfire night End of exams</p>	Exams	Exams
Key Assessments	FCSE units / GCSE past papers	FCSE units / GCSE past papers	FCSE units / GCSE past papers	FCSE units / GCSE past papers		
Important literacy and numeracy developed this year	<p><b>Literacy</b> - knowledge of tenses, spellings of English and French words, extended sentences</p> <p><b>Numeracy</b> - numbers, prices and change</p>					
Wider Skills	Knowledge and appreciation of another culture and country’s customs and traditions. Revision and study skills, developing confidence in preparation for exams.					
How you can help your child at home	Create opportunities to experience the French language at home - French films and French music videos. Change phone language to French. Encourage them to complete all revision tasks set. Test them on their vocabulary and verb lists.					

## Subject: Maths GCSE

*“Mathematics knows no races or geographic boundaries; for mathematics, the cultural world is one country.”* David Hilbert

Year 11	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	Number Proportion of a of a quantity Calculations with the four rules Types of numbers Powers of 10 Indices Calculations with fractions, decimals and percentages. Proportion – direct and inverse Proportions of quantities Equivalences between FDP Interest rates and depreciation Multiplying by powers of 10 and standard form BIDMAS	Simplifying Collecting like terms Forming expressions Solving linear equations Solving quadratics Factorising Expanding and simplifying Substitution into polynomials Index laws Inequalities Simultaneous equations Graphs of linear and quadratic functions Functions and inverse functions Iteration	Statistics Data cycle Mean Mode Median Range Cumulative frequency Scatter graphs	Geometry Properties of angles Constructions Transformations Circle properties Circle theorems Properties of polygons Interior and exterior angles	Exam practice and individual target setting	Exam practice and Exams
Key Assessments	End of chapter reviews End of topic assessments	Mock Exam	End of chapter reviews End of topic assessments	End of chapter reviews End of topic assessments	End of chapter reviews End of topic assessments	Exams
Important literacy and numeracy developed this year	<p><b>Literacy:</b> Key Words / vocabulary, comprehension, reading, writing explanations and comparisons  <b>Key vocabulary.</b> Literacy in mathematics means developing a student's structured speaking, vocabulary, writing, and reading to help them solve mathematical problems and present their results and findings.  <b>Numeracy:</b> Develop the ability to reason and to apply numerical concepts. Recognise and understand the role of mathematics in the world and develop the ability and skills to to reason and to apply numerical concepts use mathematical knowledge and skills purposefully</p>					
Wider Skills	Resilience, application to real life, explaining, communication skills, problem solving, perseverance					
How you can help your child at home	Handling money. Using 12 and 24 hour clock times, Reading scales and dials – Cooking from recipes, weighing. Reading tables and charts, using maps, using scales and measures, reading news items, encouraging revision of concepts. Using online resources. Planning journeys and reading transport timetables.					

## Subject: Maths – Foundation GCSE

*“The only way to learn Mathematics is to do Mathematics.” Paul Halmos*

Year 11	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	Number and statistics Apply four number operations to integers, negatives, decimals and fractions. BIDMAS Round to significant figures and decimal places. Estimation of answers Use calculators Prime numbers, factors, multiples, squares, cubes, roots, indices Prime factors HCF, LCM Indices rules Probability scale Probabilities add to 1 Probability experiments Probability vocabulary Frequency trees, venn diagrams Sample space and 2 way tables Theoretical and actual probability Use probability trees for independent events and conditional probabilities	Geometry Rotate and reflect shapes Translate shapes using vectors Enlarge shapes including using fractional scale factors Combine rotations, reflections, enlargements Solve transformations on axes Add, subtract, multiply vectors Use diagrammatic and column vectors  Mocks in Late Nov / early Dec	Measures and Geometry Use scale factors, use ratio notation Work out ratio problems Best buys Use proportion – direct and inverse Compare lengths, areas, volumes using ratios Identify congruent shapes – triangles SSS, SAS, ASA, RHS Identify congruency and similarity	Algebra Simultaneous equations Inequalities – show on number lines, solve Plot in all 4 quadrants $Y=mx+c$ , including gradients and intercepts Quadratic graphs, gradients, intercepts, roots	Practice papers, sample exam questions and answers, worked examples Revision of areas of concern.	Exam practice and exams
Key Assessments	Chapter reviews and End of Topic assessments	Mocks	Chapter reviews and End of Topic assessments	Chapter reviews and End of Topic assessments	Practice papers	Exams
Important literacy and numeracy developed this year	<b>Literacy:</b> Key Words / vocabulary, comprehension, reading <b>Numeracy:</b> Solving mathematic problems, sequencing of numbers, proportion and logic.					
Wider Skills	Resilience, application to real life, explaining, communication skills.					
How you can help your child at home	Handling money, reading temperatures and scales, cooking, reading timetables, planning journeys, reading maps, encouraging revision of concepts using online resources, using measuring devices					

## Subject: Entry Level Functional Skills Maths

*“Go down deep enough into anything and you will find mathematics.”* Dean Schlicter

Year 11	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	<p>Number and Measures Read, write, order and numbers Recognise and continue linear sequences of numbers Recognise and interpret these symbols; +, -, x, / and = Complete simple written calculations involving; addition, subtraction, multiplication and division Approximate by rounding to the nearest 10, 100 and 1000. Understand and use simple fractions Recognise simple fractions (halves, quarters, and tenths) of whole numbers and shapes. Read, write and use decimal to one place. Read 12 hour digital and analogue clocks in hours. Know the number of days in a week, months and seasons in a year. Be able to name and sequence. Read and record time in common date formats. Read and understand time displayed on analogue and 12-hour digital clocks, half hours and quarter hours. Know the number of hours in a day and weeks in a year. Be able to name and sequence.</p>	<p>Real-Life Maths Recognise coins and notes and write them in numbers with the correct symbols Solve a range of calculations involving money Round amounts of money to the nearest £1 or 10p Understand, estimate, measure and compare length, capacity, weight and temperature. Use measuring equipment for length, weight and capacity. Carry out simple calculations using measure Recognise, draw and name simple 2D and 3D shapes, edges, corners. Use every day positional vocabulary to describe position and direction including left, right, in front, behind, under and above.</p>	<p>Statistics Extract information from lists, tables, diagrams and bar charts. Make numerical comparisons from bar charts. Sort and classify objects. Represent information using bar charts Make observations about numerical data Recognise number patterns</p>	<p>Revision of topics covered in: – Autumn 1 Autumn 2 Spring 1</p>	<p>Exam practice Individual target setting</p>	Exam practice and exams
Key Assessments	<p>End of chapter reviews End of topic assessments</p>	<p>Mock Exam</p>	<p>End of chapter reviews End of topic assessments</p>	<p>End of chapter reviews End of topic assessments</p>	<p>End of chapter reviews End of topic assessments</p>	Exams
Important literacy and numeracy developed this year	<p><b>Literacy:</b> Key Words / vocabulary, comprehension, reading, writing explanations and comparisons <b>Key vocabulary.</b> Literacy in mathematics means developing a student's structured speaking, vocabulary, writing, and reading to help them solve mathematical problems and present their results and findings. <b>Numeracy:</b> Develop the ability to reason and to apply numerical concepts. Recognise and understand the role of mathematics in the world and develop the ability and skills to reason and to apply numerical concepts use mathematical knowledge and skills purposefully.</p>					
Wider Skills	<p>Resilience, application to real life, explaining, communication skills, problem solving, perseverance.</p>					
How you can help your child at home	<p>Handling money. Using 12 and 24 hour clock times, Reading scales and dials – Cooking from recipes, weighing. Reading tables and charts, using maps, using scales and measures, reading news items, encouraging revision of concepts. Using online resources. Planning journeys and reading transport timetables.</p>					

## Subject: GCSE Media Studies

*“ We live in a media culture and whoever controls and influences and uses media the best has the power for change.” Paul Watson*

Year 11	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	<p>Revision of magazine CSPs and unseen magazine analysis of semiotic codes</p> <p>NEA project:</p> <p>Pupils learn how to: analyse the semiotic codes contained in magazine front covers to convey meaning to its prospective target audience by analysing examples .</p> <p>Respond to an examination question on an Unseen product. plan a magazine front cover. Write a statement of intent. Take photographs . Create a front cover.</p>	<p>NEA project:</p> <p>Pupils learn how to: analyse the copy of an Unseen Product and how it conveys meaning to its target audience.</p> <p>Write effective copy to entice the prospective target audience.</p> <p>Create and design a double page spread.</p> <p>Review existing magazines of the same genre and identify improvements.</p> <p>Make improvements to all three pages.</p>	<p>Newspapers Language, representation, industries, audiences: Daily Mirror, Friday 5 March 2021 The Times, Friday 5 March 2021.</p> <p>Pupils learn how to: Identify news values. Understand the layout of a newspaper and other conventions . Appreciate and evaluate issues of ownership, production, funding, technologies and regulation. Identify and utilise targeting, marketing, sales and readership, audience interpretation. Apply the uses and gratifications and other audience theories to Media Audiences. Compare and contrast the two newspaper CSPs in terms of their different audiences, different styles of presentation and different political and ideological viewpoints.</p>	<p>television : language, representation, industries, audiences: Dr Who, Episode 1 – An unearthly child (1963) Product: His Dark Materials (2020) BBC TV Series. Series 2, Episode 1: The City of Magpies – Television. Pupils learn how to: study the contemporary television industry and audiences . Appreciate and understand the impact of on-demand streaming through sources such as Netflix and Amazon Prime on the BBC. Understand the significance of historical context in relation to the CSPs</p>	<p>REVISION of: advertising and marketing, and magazines. The film industry.</p> <p>Music industry and radio.</p> <p>Online, social and participatory media.</p> <p>Newspapers and television.</p> <p>Analysing Semiotic codes and conventions to Unseen Products Media Theorists in relation to CSPs</p>	
Key Assessments	<p>Unseen Magazine Front Cover analysis Analyse the front cover of to show how its design and layout communicate meaning.</p>	<p>Unseen Magazine Front Cover analysis Analyse the front cover of to show how its design and layout communicate meaning.</p>	<p>‘The presentation of a newspaper’s front page is designed to appeal to its target audience.’ How far is this true of The Times and the Daily Mirror (Close Study Products)? Refer to layout, use of images, typography and use of language.</p>	<p>Evaluate the similarities and differences between the two television CSP’s in relation to the principles of the development of genre conventions and the impact of new technologies on the production process.</p>		
Important literacy and numeracy developed this year	<p><b>Literacy:</b> The correct spelling and application of key media terminology. The application and understanding of command words used in examination questions. Pupils are taught how to construct a coherent and well-substantiated argument. Visual literacy is developed and cultivated to enable pupils to make perceptive inferences from text and image.</p> <p><b>Numeracy:</b> Understanding percentages e.g.: in terms of audience demographic, viewing and media consumption figures. Understanding of measurement and ratio e.g. when pupils are designing their NEA product.</p>					
Wider Skills	<p>An understanding of how minority groups are often underrepresented and ,misrepresented by the media. An appreciation of the ‘feminine beauty ideal’ and the use of stereotypes cultivated by the media and the impact that this can have on the mental health of those consuming it. A greater awareness of the dangers and pitfalls of social media. Pupils are encouraged to develop a ‘critical eye’ when approaching and engaging with a variety of news sources. Pupils gain an understanding of what ‘fake news’ is and the idea that some sources are more reliable than others as well as concept that media institutions have their own particular agenda and will mediate information to promote their own vision and ideals.</p>					
How you can help your child at home	<p>Encourage your child to engage with a wide range of media platforms and products from the past and present. Encourage them to follow the news and to consider how different news outlets choose to portray different stories. Pupils have access to the erevision platform for revision of the AQA CSP’s and Seneca and should be logging in regularly to revisit their learning.</p>					

## Subject: History

*“History never repeats itself, but it rhymes.”* Mark Twain

Year 11	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	<p>Weimar/Nazi Germany Part 2</p> <p>The origins of the Weimar Republic in the aftermath of WWI and how this caused political economic instability culminating in the 1923 Crisis. The Golden Age of the Weimar, the impact of the Great Depression. Early development of the Nazis and why they moved from seeking violent revolution to being elected. How Hitler became chancellor.</p> <p>Understand what is expected in Paper 3. Develop their inference skills.</p>	<p>Weimar/Nazi Germany Part 2</p> <p>How the Nazis created a dictatorship through the control of the legal system, church and the police state and destruction of opposition. How the Nazis treated and controlled women, the young and ethnic minorities. Develop their ability to use and explain interpretations in history.</p>	<p>The Cold War</p> <p>How tension arose between East and West during WWII and how this developed into the Cold War. The impact of crises such as the Berlin Wall, the Cuban Missile Crisis and the “Prague Spring”.</p> <p>Understand what is expected in Paper 2 Section A. Develop their ability to explain cause and consequence and write a narrative.</p>	<p>The Cold War Part 2</p> <p>Attempts to reduce tension between East and West such as the Helsinki Accords. Flashpoints of tension such as the Soviet Invasion of Afghanistan, Olympic Boycotts. The rise of Gorbachev, the fall of the Berlin Wall and collapse of the Soviet Union.</p> <p>Know what is expected of them in all 3 papers. Learn to revise their historical writing skills to answer questions.</p>	Revision and Past Papers	Revision and Past Papers
Key Assessments	Practice Paper 3 questions.	Practice Paper 3 questions.	Complete a set of GCSE History Mock papers.	Complete a Paper 2 Section A Practice Paper.	Continued practice papers/questions.	
Important literacy and numeracy developed this year	<p><b>Literacy:</b> Pupils will need to develop their ability to write historically as outlined above and follow the advised structures for question threads whilst learning how to use key words, phrases and terminology. <b>Numeracy:</b> Pupils will need a strong sense of chronology as well as an ability to understand historical data.</p>					
Wider Skills	Pupils will start to develop skills needed to critically analyse international and domestic politics and understand political processes and philosophies.					
How you can help your child at home	Encourage your child to use BBC Bitesize, which has pages specifically aimed at Edexcel History pupils. Consider investing in official revision guides for the course. Encourage discussion and wider reading on history. Recommend documentaries you have seen. Share family history.					

## Subject: Year 11 Core Physical Education

*“Intelligence and skills can only function at the peak of their capacity when the body is healthy and strong.” John F Kennedy*

Year 11	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	<p>Pupils to develop upon their knowledge developed during their experiences in key stage 3 and 4 PE, and develop an understanding of different tactics and strategies that can be used with different games and activities.</p> <p>Pupils also are given the opportunity to undertake AQA units within swimming. Students will be able to gain qualifications in both swimming skills and life saving activities.</p> <p>Shooting (BEEF, set shot, lay-up, jump shot) Rebounding, Triple Threat position, Passing (Chest, bounce and shoulder) Dribbling Developing tactics including attacking and defensive strategies Counting points, scores and times</p> <p>Swimming</p> <ul style="list-style-type: none"> <li>- Front crawl</li> <li>- Back stroke</li> <li>- Breast Stroke</li> <li>- Push and gliding</li> <li>- Developing speed</li> <li>- Pacing</li> </ul>	<p>Pupils to develop upon their knowledge developed during their experiences in key stage 3 and 4 PE, and develop an understanding of different tactics and strategies that can be used with different games and activities.</p> <p>Pupils also are given the opportunity to undertake AQA units within swimming. Pupils will be able to gain qualifications in both swimming skills and life saving activities.</p> <p>Tuck Pike, Straddle Seat Landing, Straight jumping Twisting, Swivel hips, Front landing, Seat landing Forehand, Backhand Serve Top-spin and back-spin Counting points, scores and times</p> <p>Swimming</p> <ul style="list-style-type: none"> <li>- Front crawl</li> <li>- Back stroke</li> <li>- Breast Stroke</li> <li>- Push and gliding</li> <li>- Speed</li> <li>- Pacing</li> </ul>	<p>Pupils to develop upon their knowledge developed during their experiences in key stage 3 and 4 PE, and develop an understanding of different tactics and strategies that can be used with different games and activities.</p> <p>Pupils also are given the opportunity to undertake AQA units within swimming. Students will be able to gain qualifications in both swimming skills and life saving activities.</p> <p>Tuck, Pike, Straddle, Seat Landing, Straight jumping Twisting Swivel hips Front landing Seat landing Forehand Backhand Serve Top-spin and back-spin.</p> <p>Swimming</p> <ul style="list-style-type: none"> <li>- Front crawl</li> <li>- Back stroke</li> <li>- Breast Stroke</li> <li>- BLABT</li> <li>- Push and gliding,</li> <li>- Speed</li> <li>- Pacing</li> </ul>	<p>Pupils to develop upon their knowledge developed during their experiences in key stage 3 and 4PE, and develop an understanding of different tactics and strategies that can be used with different games and activities.</p> <p>Pupils also are given the opportunity to undertake AQA units within swimming. Students will be able to gain qualifications in both swimming skills and life saving activities.</p> <p>Tuck, Pike, Straddle, Seat Landing, straight jumping, twisting, swivel hips, front landing, seat landing Forehand, backhand, serve, top-spin and back-spin Shooting (BEEF, set shot, lay-up, jump shot) Rebounding, Triple Threat position, Passing (Chest, bounce and shoulder) Dribbling Developing tactics including attacking and defensive strategies Swimming</p> <ul style="list-style-type: none"> <li>- Front crawl</li> <li>- Back stroke</li> <li>- Breast Stroke</li> <li>- Push and gliding</li> <li>- Speed</li> <li>- Pacing</li> </ul>	<p>Pupils to develop upon their knowledge developed during their experiences in key stage 3 and 4 PE, and develop an understanding of different tactics and strategies that can be used with different games and activities.</p> <p>Pupils also are given the opportunity to undertake AQA units within swimming. Pupils will be able to gain qualifications in both swimming skills and life saving activities.</p> <p>Tuck, Pike, Straddle, Seat Landing, straight jumping, twisting, swivel hips, front landing, seat landing Forehand, backhand, serve, top-spin and back-spin Shooting (BEEF, set shot, lay-up, jump shot) Rebounding, Triple Threat position, Passing (Chest, bounce and shoulder) Dribbling Developing tactics including attacking and defensive strategies</p> <p>Swimming</p> <ul style="list-style-type: none"> <li>- Front crawl</li> <li>- Back stroke</li> <li>- Breast Stroke</li> <li>- Push and gliding</li> <li>- Speed</li> <li>- Pacing</li> </ul>	<p>Pupils to develop upon their knowledge developed during their experiences in key stage 3 and 4 PE, and develop an understanding of different tactics and strategies that can be used with different games and activities.</p> <p>Pupils also are given the opportunity to undertake AQA units within swimming. Students will be able to gain qualifications in both swimming skills and life saving activities.</p> <p>Fitness components – cardiovascular fitness, muscular endurance, muscular strength, flexibility. Skills related fitness – agility, balance, co-ordination, speed, power and reaction time. Counting points, scores and times. Teamwork, verbal communication, non-verbal communication. Feedback, non verbal feedback, self assessment. Counting points, scores and times.</p> <p>Swimming</p> <ul style="list-style-type: none"> <li>- Front crawl</li> <li>- Back stroke</li> <li>- Breast Stroke</li> <li>- Push and gliding,</li> <li>- Speed</li> <li>- Pacing</li> </ul>
Key Assessments	Pupils will be given the opportunity to undertake different AQA unit awards in swimming – units will covering wide of swimming content. Units will be at pre-entry level, entry level, level 1 and level 2	Pupils will be given the opportunity to undertake different AQA unit awards in swimming – units will covering wide of swimming content. Units will be at pre-entry level, entry level, level 1 and level 2	Pupils will be given the opportunity to undertake different AQA unit awards in swimming – units will covering wide of swimming content. Units will be at pre-entry level, entry level, level 1 and level 2	Pupils will be given the opportunity to undertake different AQA unit awards in swimming – units will covering wide of swimming content. Units will be at pre-entry level, entry level, level 1 and level 2	Pupils will be given the opportunity to undertake different AQA unit awards in swimming – units will covering wide of swimming content. Units will be at pre-entry level, entry level, level 1 and level 2	Pupils will be given the opportunity to undertake different AQA unit awards in swimming – units will covering wide of swimming content. Units will be at pre-entry level, entry level, level 1 and level 2
Important literacy and numeracy developed this year	<p><b>Literacy:</b> Pupils will developing understanding activity and sport related language throughout the year.</p> <p><b>Numeracy:</b> Pupils will develop an understanding of how to count points, scores and times in a wide range of activities throughout the year.</p>					
Wider Skills	Team-work skills					
How you can help your child at home	<p>Extra-curricular clubs YouTube – (PE with Joe Wicks) Netflex</p>					

## Subject: Physical Education

*“Intelligence and skills can only function at the peak of their capacity when the body is healthy and strong.” John F Kennedy*

Year 11	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	<p>AP2 – Developing a Personal Progression Plan</p> <p>Benefits and purpose of developing a progression plan.</p> <p>Gives direction and focus to short-term and long-term goals.</p> <p>Sets out the key steps to achieve progression goal.</p> <p>Allows for discussion with others, e.g. tutors, parents, peers.</p> <p>Gives time for reflection on what is achievable and realistic.</p> <p>Finding out about progression opportunities</p> <p>Progression opportunities such as to further learning, work or apprenticeships.</p> <p>Local sources of information about potential progression routes such as colleges, careers fairs.</p> <p>Sources of advice and guidance for progression.</p> <p>Tutor advice.</p> <p>Careers advice.</p> <p>Entry requirements such as baseline entry qualifications, an entry interview, portfolio.</p> <p>Reviewing own skills and behaviours against progression goal.</p> <p>Carrying out a self-audit of skills and behaviours using past experience of education and learning.</p> <p>Gathering feedback from others about own strengths and areas for improvement.</p> <p>Attitudes and behaviours needed for progression.</p>	<p>AP2 – Developing a Personal Progression Plan</p> <p>Setting a progression goal</p> <p>Matching own skills and behaviours with progression goals.</p> <p>Deciding on the next step, e.g. using SMART (specific, measurable, achievable, realistic, time-bound) targets.</p> <p>Using research findings to identify the requirements to meet goals.</p> <p>Setting a progression goal to work towards.</p> <p>Identifying the skills and behaviours needed to meet progression goal.</p> <p>Skills needed to meet progression goal: transferable skills, e.g. communication, working with others, problem solving, employability skills, e.g. IT skills, being able to drive.</p> <p>Behaviours needed for progression goal, e.g. reliability, efficiency, being trustworthy.</p> <p>Qualifications needed for progression, e.g. level of English and maths.</p> <p>Creating a progression plan</p> <p>To include:</p> <p>Short-term and long-term progression goals.</p> <p>Identification of key activities needed to move towards the progression goal.</p> <p>Key actions to improve skills and behaviours.</p> <p>Key milestones to achieve goal, e.g. interview dates, application deadlines.</p> <p>Realistic timelines to meet goal.</p>	<p>SP12 – Keeping Active and Healthy</p> <p>Guidelines for physical activity for different individuals</p> <p>To include adults, children, teenagers, older adults, pregnant women and people with disabilities.</p> <p>Who sets targets and makes recommendations on physical activity, e.g. NHS, British Heart Foundation etc.</p> <p>Benefits of physical activity for different individuals.</p> <p>Children and teenagers – meet friends, improve skills and confidence.</p> <p>Adults and older adults – keep active, health benefits and make friends.</p> <p>Pregnant women – help circulation and support easier pregnancy and birth.</p> <p>People with disabilities – improve confidence, keep active and healthy and make friends.</p> <p>Health risks of smoking and drinking alcohol</p> <p>Smoking, to include lung cancer, lung infections, heart disease, heart attack and stroke.</p> <p>Alcohol, to include cancer, high blood pressure, depression, stroke, weight gain, stomach, ulcers and liver disease.</p>	<p>SP12 – Keeping Active and Healthy</p> <p>Effects of alcohol and smoking on sports performance</p> <p>Smoking, to include compromised breathing, chemicals affecting blood circulation and poor performance.</p> <p>Alcohol, to include muscle cramps, risk of injury, poor performance, poor reaction time, dehydration and tiredness.</p> <p>Ways to stop smoking, reduce alcohol and lead a more active lifestyle</p> <p>Smoking, e.g. support groups, helplines, nicotine patches and changing habits etc.</p> <p>Alcohol, e.g. small glasses, non-drinking days, low alcoholic drinks, keeping count of drinks, support groups, counselling etc.</p> <p>National and local initiatives, e.g. Change4Life, local clubs etc.</p> <p>Importance of healthy eating</p> <p>Health, to include control weight, prevent disease and boost immune system.</p> <p>Sport, to include reach and maintain ‘race’ weight, optimal sports training and performance, energy levels and recovery.</p> <p>Essential nutrients, to include fat, carbohydrate, protein, vitamins, minerals and water.</p> <p>Function of nutrients, to include energy, growth and repair.</p> <p>The Eatwell Guide, used to ensure a balanced diet with five food groups and other common foods, to include fruit and vegetables; potato, bread, rice, pasta and other starchy carbohydrates; dairy and alternatives; beans, pulses, fish, eggs, meat and other proteins; oil and spreads.</p>	<p>SP12 – Keeping Active and Healthy</p> <p>Ways to improve eating habits</p> <p>Eating less or more food, eating less or more from different food groups, different eating times, preparation of food, drinking more fluid and planning meals.</p>	Course Completed
Key Assessments	<p>Summative Independent Assessment to meet:</p> <p>Learning Aim A – Explore the skills and behaviours needed to meet personal progression goal</p> <p>Learning Aim B - Produce a progression plan to meet intended progression goal</p>	<p>Summative Independent Assessment to meet:</p> <p>Learning Aim A – Explore the skills and behaviours needed to meet personal progression goal</p> <p>Learning Aim B - Produce a progression plan to meet intended progression goal</p>	<p>Summative Independent Assessment to meet:</p> <p>Learning aim A: Find out how to keep active and healthy</p> <p>Learning aim B: Present a plan making recommendations for a specific individual</p>	<p>Summative Independent Assessment to meet:</p> <p>Learning aim A: Find out how to keep active and healthy</p> <p>Learning aim B: Present a plan making recommendations for a specific individual</p>	<p>Summative Independent Assessment to meet:</p> <p>Learning aim A: Find out how to keep active and healthy</p> <p>Learning aim B: Present a plan making recommendations for a specific individual</p>	
Important literacy and numeracy developed this year	<p><b>Literacy:</b> Developing functional skills - Present information/points of view clearly and in an appropriate form and identify the main points and ideas and how they are presented in a variety of texts.</p> <p><b>Numeracy:</b> Developing functional skills - Solve problems requiring calculations with common measures, including time and money.</p>					
Wider Skills	<p>Collecting and using information from different sources. Determining relevance and accuracy of information. Organising information Representing information in different ways.Using IT to present and store information.</p>					
How you can help your child at home	<p>Extra-curricular clubs YouTube – (PE with Joe Wicks) Netflix</p>					

## Subject: PSHE

*“Be the change you want to see in the world” Mahatma Gandhi*

Year 11	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	<p>Building for the future</p> <p>How to manage the judgement of others and challenge stereotyping.</p> <p>How to balance ambition and unrealistic expectations.</p> <p>How to develop self-efficacy, including motivation, perseverance and resilience.</p> <p>How to maintain a healthy self-concept.</p> <p>Learn about the nature, causes and effects of stress.</p> <p>Stress management strategies, including maintaining healthy sleep habits.</p> <p>Learn about positive and safe ways to create content online and the opportunities this offers.</p> <p>Understand how to balance time online.</p>	<p>Next Steps</p> <p>How to use feedback constructively when planning for the future.</p> <p>How to set and achieve SMART targets</p> <p>effective revision techniques and strategies about options post-16 and career pathways</p> <p>about application processes, including writing CVs, personal statements and interview technique.</p> <p>How to maximise employability, including managing online presence and taking opportunities to broaden experience about rights, responsibilities and challenges in relation to working part time whilst studying.</p> <p>How to manage work/life balance.</p>	<p>Communication in Relationships</p> <p>about core values and emotions</p> <p>about gender identity, gender expression and sexual orientation.</p> <p>Learn how to communicate assertively.</p> <p>Learn how to communicate wants and needs</p> <p>how to handle unwanted attention, including online.</p> <p>Learn how to challenge harassment and stalking, including online</p> <p>about various forms of relationship abuse</p> <p>about unhealthy, exploitative and abusive relationships.</p> <p>Learn how to access support in abusive relationships and how to overcome challenges in seeking support.</p>	<p>Independence</p> <p>Learn how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads)</p> <p>emergency first aid skills</p> <p>Understand how to assess emergency and non-emergency situations and contact appropriate services.</p>	<p>Families</p> <p>Learn about different types of families and changing family structures</p> <p>how to evaluate readiness for parenthood and positive parenting qualities.</p> <p>Learn about fertility, including how it varies and changes.</p>	
Key Assessments	End of topic tasks	End of topic tasks	End of topic tasks	End of topic tasks	End of topic tasks	End of topic tasks
Important literacy and numeracy developed this year	<p>Literacy: Reading of texts/ poems/ scenarios,Written responses ,Looking at appropriate language for different situations.</p> <p>Numeracy: Money skills</p>					
Wider Skills	<p>Resilience, Independent learning,Group work, Empathy.</p>					
How you can help your child at home	<p>Encourage them to talk about what they have been learning about. and to ask any questions they may have .</p> <p>Involve them in decisions around lifestyle and diet. Encourage them to take some responsibility for their own money eg a bank account or a prepaid card. Are there any opportunities for your child to earn some money? Begin to talk about options for post 16.</p>					

## Subject : RE

*“Faith and doubt both are needed-not as antagonists, but working side by side to take us around the unknown curve.” Lillian Smith*

Year 11	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	<p>Sikhism, beliefs and values To introduce pupils to the beliefs and practices of their chosen religion. (Sikhism)</p> <p>To introduce new themes and key terms. Be able to name the 10 Gurus.</p> <p>To identify the achievements of the Gurus.</p> <p>To encourage debate and discussion within the classroom.</p>	<p>Sikhism practices To understand practices and lifestyles</p> <p>Identify religious artefacts and explain how and why they are used. (Sikhism)</p> <p>Describe religious buildings and explain how they are used. (Sikhism)</p> <p>Explain the relevance of traditions and the historical context of the founding of the religion.</p> <p>To understand the history of the Caste system and the fall of the Golden Temple.</p>	<p>Christian Belief and Practices</p> <p>To understand how beliefs and practices are linked and the impact of the community on belief.</p> <p>To consider the main religions in British society and draw comparisons between beliefs.</p>	<p>Christian Belief and Practices</p> <p>To be able to identify the key beliefs about Jesus and know the main events in the Christian calendar.</p> <p>To understand how Christianity is practiced today in the UK. To consider a wider variety of religious and secular views.</p> <p>To explore the links between themes and beliefs and practices.</p> <p>To develop their written answers. In preparation for their GCSE exams.</p>	<p>Revision and past papers</p> <p>To be able to draw together themes and ideas from previous topics and years and collate as a GCSE style answer.</p> <p>To explore the links between themes and beliefs and practices.</p> <p>To develop their written answers. In preparation for their GCSE exams.</p>	<p>To prepare pupils for the exams.</p> <p>Encourage structured revision and introduce students to the different methods of revision.</p> <p>To help pupils to self evaluate and identify strengths and areas for development.</p>
Key Assessments	End of topic assessment	End of topic assessment	Multi choice quiz End of topic assessment	End of topic assessment.	Quiz Wheel / clock	Mock exams
Important literacy and numeracy developed this year	<p><b>Literacy:</b> Structuring a GCSE style answer and learning how to develop a point. Using subject specific terminology to enhance written work.</p> <p><b>Numeracy:</b> Historical events.</p>					
Wider Skills	Considering others opinions and beliefs. Sharing own ideas. Speaking and listening,					
How you can help your child at home	<p><a href="https://www.natre.org.uk/resources">https://www.natre.org.uk/resources</a></p> <p>BBC bite sized – BBC RE</p> <p>Mr McMillan REvise (youtube)</p> <p>Revision booklets</p>					

## Subject: Science Entry Level Certificate

*“The science of today is the technology of tomorrow.”* Edward Teller

Year 11	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	<p>Practical task Plan an experiment, collect experimental data, present the data in an appropriate format, analyse trends in the data, explain these trends scientifically, and evaluate the experimental method.</p> <p>ELC9 Describe what crude oil and hydrocarbons are. Describe the process of fractional distillation. Describe uses of different fractions of crude oil.</p>	<p>ELB10 Describe the process of evolution. Describe what organisms compete for. Explain how plants and animals can become endangered or extinct.</p> <p>ELB11 Describe the structure of DNA. Explain genetic variation in humans. Use a simple Punnett square to show inheritance.</p> <p>ELB12 Describe the process of photosynthesis. Explain the effect of temperature, light intensity and carbon dioxide concentration on the rate of photosynthesis. Describe the process of transpiration.</p>	<p>ELP11 Describe the features of our solar system. Recall Newton’s laws. Explain how space rockets work.</p> <p>ELP12 Describe the orbits of different planets in the solar system. Compare the relative sizes of stars, planets and galaxies. Describe how astronomers use telescopes.</p>	<p>ELC10 Describe the reactivity trends in metals. Predict the reactivity of group 1, group 7 and group 0 elements.</p> <p>ELC11 State how to monitor the rate of a chemical reaction. Explain chemical reactions in terms of particle collisions. Describe the effect of concentration, temperature, surface area and catalysts on reaction rates.</p>	<p>ELC12 Recall the main blood groups. Know how chromatography can be used to identify unknown substances. Describe how DNA can be used in crime scenes.</p>	Entry Level Certificate course completed.
Key Assessments	<p>Practical task. End of topic mini tests. Completion of “can-do” practical skills tasks.</p>					
Important literacy and numeracy developed this year	<p><b>Literacy:</b> Use scientific vocabulary confidently in explanations and extended questioning. Label diagrams effectively and give definitions where appropriate. Use small paragraphs to explain findings and demonstrate understanding with use of familiar scientific vocabulary.</p> <p><b>Numeracy:</b> Calculate means from experimental data and start to evaluate the quality of the data and identify anomalies in data. Draw charts, axes and lines of best fit. Use outliers to evaluate the quality of the data. Use formulae with help to calculate a range of scientific principles. Rearrange formulae with limited help.</p>					
Wider Skills	<p>Use the correct apparatus to follow a method with help. State a simple conclusion from a scientific observation. State any difficulties encountered carrying out a method. Describe simple observations made during an experiment, and explain with simple Science. Follow safety procedures.</p>					
How you can help your child at home	<p>Support with encouraging home learning tasks set on <a href="http://www.kerboodle.com">www.kerboodle.com</a> – pupils have their login details in their planner.</p>					

# Subject GCSE Resistant Materials

*“Making the complicated simple is true creativity” Charles Mingus*

Year 11	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1 and Preparation for exams Summer Term 2 Exams
Knowledge and Skills	<p>NEA Task Research continuation including product analysis and client research.</p> <p>Investigation into design task.</p> <p>Use of primary and secondary data to include existing products, questionnaire, Materials based research.</p> <p>Consider environmental, social and economic challenge.</p> <p>Consider the work of others and others views, Historical Design Eras.</p> <p>Development of working specification.</p> <p>Development of design brief.</p>	<p>NEA Task designing and Evaluation</p> <p>Design strategies.</p> <p>Communication of design ideas.</p> <p>Initial designs.</p> <p>Developed designs.</p> <p>Use of 2D and 3D techniques.</p> <p>Use of CAD.</p> <p>Dimensioning.</p> <p>Evaluation of ideas.</p> <p>Prototype development.</p>	<p>NEA Task Manufacture</p> <p>To select and use specialist tools and equipment, including hand tools, machinery, digital design and manufacture, appropriate for the material and/or task to complete quality outcomes.</p> <p>To use tools safely to protect themselves and others from harm.</p> <p>To select and use specialist techniques and processes appropriate for the material and/or task and use them to the required level of accuracy in order to complete quality outcomes</p> <p>To use techniques safely to shape, fabricate and construct a high quality prototype, including techniques such as wastage, addition, deforming and reforming.</p> <p>To know and understand that surface treatments and finishes are applied for functional and aesthetic purposes.</p> <p>To prepare a material for a treatment or finish.</p> <p>How to apply an appropriate surface treatment or finish.</p>	<p>NEA Task Manufacturing and final testing/evaluation</p> <p>Show iterations are as a direct result of considerations linked to testing, analysis and evaluation of a prototype.</p> <p>Consider feedback from third parties.</p> <p>To use testing of all aspects of the final prototype against the design brief and specification.</p> <p>To propose modifications.</p>	<p>The reasons why different manufacturing methods are used for different production volumes: prototype batch mass continuous.</p> <p>The preparation and application of treatments and finishes to enhance functional and aesthetic properties.</p> <p>Papers and boards (printing, embossing and UV varnishing).</p> <p>Timber based materials (painting, varnishing and tanning).</p> <p>Metal based materials (dip coating, powder coating and galvanizing).</p> <p>Polymers (polishing, printing and vinyl decals).</p> <p>Textile based materials (printing, dyes and stain protection).</p> <p>Electronic and mechanical systems (PCB lacquering, and lubrication).</p> <p>How power is generated from:</p> <ul style="list-style-type: none"> <li>wind</li> <li>solar</li> <li>tidal</li> <li>hydro-electrical</li> <li>biomass.</li> </ul> <p>planned obsolescence</p> <p>design for maintenance</p> <p>ethics</p> <p>the environment.</p> <p>The contemporary and potential future use of:</p> <ul style="list-style-type: none"> <li>automation</li> <li>computer aided design (CAD)</li> <li>computer aided manufacture (CAM)</li> <li>flexible manufacturing systems (FMS)</li> <li>just in time (JIT)</li> <li>lean manufacturing.</li> </ul> <p>Enterprise based on the development of an effective business innovation:</p> <ul style="list-style-type: none"> <li>crowd funding</li> <li>virtual marketing and retail</li> <li>co-operatives</li> <li>fair trade.</li> <li>Smart Materials</li> <li>Textiles</li> <li>Composite materials.</li> </ul>
Key Assessments	<p>NEA AO1</p> <p>Identifying &amp; investigating design possibilities 10 marks</p> <p>Producing a design brief &amp; specification 10 marks</p>	<p>NEA AO2</p> <p>Generating design ideas 20 marks</p> <p>Developing design ideas 20 marks</p>	<p>NEA AO2</p> <p>Realising design ideas 20 marks</p>	<p>NEA AO3</p> <p>Analysing &amp; evaluating 20 marks</p>	<p>Past Paper questions</p> <p>Use of Seneca and BBC Bitesize</p>
Important literacy and numeracy developed this year	<p><b>Literacy:</b> Subject Keywords developed to ensure clear annotation and understanding of subject related language, development of evaluation and discussion text for both NEA and exam extended answer questions</p> <p><b>Numeracy:</b> Use of graphs in research, Development of accuracy in practical work, use of CAD/CAM and performing calculations within exam questions such as %, ratio, scaling and development(Net) work. Use of drawing techniques, working drawings and isometric/oblique.</p>				
Wider Skills	<p>The NEA develops pupils’ organisational skills and represents a wide variety of skill sets from planning and collaborating to design and evaluative skills to physical hands on practical work involving a range of tools and equipment. Pupils have to be able to take on board advice and comments from others in their own designs and the final outcome. The folio and practical outcome require careful planning and good communication both in image and word format and the students have to fit within timeframes for each section.</p>				
How you can help your child at home	<p>Your child can use Seneca learning and BBC Bitesize to support their theory knowledge which include self testing sections. Additional websites are also listed for support and further their subject knowledge.</p> <p><a href="https://www.bbc.co.uk/bitesize/examspecs/zby2bdm">https://www.bbc.co.uk/bitesize/examspecs/zby2bdm</a> (AQA GCSE specification)</p> <p><a href="https://app.senecalearning.com/dashboard/join-class/uahkfwqunz">https://app.senecalearning.com/dashboard/join-class/uahkfwqunz</a> (Seneca class link)</p> <p><a href="https://www.technologystudent.com/">https://www.technologystudent.com/</a></p> <p>In addition talk to your child about their project and show an interest in their work as this is a very big piece of work and they can show you what they have been doing and involve you as evaluators of their work as well as clients for research and ideas.</p>				