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# KEYSTAGE 4

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## Year 11 Curriculum



2023-2024  
GEMS WELLINGTON ACADEMY  
Al Khail



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## Key Stage 4 Arabic A Curriculum Year 11

Term 1 – Topics/ Key Content	Term 1- 2 – 3 Overarching Key Questions
<p>إذا المرء لم يدنس) قصيدة شعرية الاستعارة</p> <p>مراجعة الميزان الصرفي</p> <p>بحث عن العصر الجاهلي وخصائصه</p> <p>نص استماع</p> <p>قصة قصيرة (الخبز)</p> <p>استجابة أدبية لقصة الخبز</p> <p>اسم الفاعل من الفعل الثلاثي</p> <p>نصوص الرأي(العتاب صابون القلب)</p> <p>كتابة مقال الرأي</p> <p>نص السيرة الذاتية(اسمها تجربة)</p> <p>اشتقاق صيغ المبالغة</p> <p>نص معوماتي (التسوق الإلكتروني)</p> <p>مراجعة إعراب المضاف والمضاف إليه</p> <p>مراجعة إملاء الهمزة المتوسطة</p> <p>اختبار مهاري لمهارة القراءة في الفرعين التاليين:</p> <p>مهارة الفهم والاستيعاب (نص خارجي)</p> <p>مهارة قراءة النص الأدبي و تحليله.</p> <p>اختبار مهاري لمهارة الكتابة الإبداعية في نوع النص التالي:</p> <p>مقال الرأي: يكتب المتعلم مقال رأي مكتمل العناصر.</p>	<p>The class teacher chooses the appropriate key question based on the text taking into account the MOE national document expectations. (Below are samples of related key questions)</p> <p>اللغة والبنية والشكل الشاعر/ الكاتب كيف يستخدم التأثيرات؟ لإنشاء لتقديم أفكاره ومشاعره للمفارقة في الشاعر/ الكاتب ما مدى فعالية استخدام النص؟</p> <p>ما الذي يجعل النص ... جيداً؟</p> <p>ما هي أوجه التشابه والاختلاف بين قصيدتين؟</p> <p>ما هي المواضيع / الأنماط الموجودة في النص الشعري؟</p> <p>كيف تؤثر اختياراتنا ( المعجمية-الدلالية -البلاغية على الطريقة التي نقدم بها الأفكار؟)</p> <p>كيف يستخدم .... الأجهزة اللغوية لإنشاء صوت شعري؟</p> <p>كيف يتصاعد الوقت/ العاطفة في هذه القصة..... ؟</p> <p>ما هي الاستراتيجيات التي يمكنك استخدامها لجعل الكتابة حية للقارئ؟</p> <p>ما هي الأسباب التي تجعل الثقافات والأفراد يروون قصصاً عن تجاربهم؟</p> <p>ما الذي يجعل القصة فعالة في الوصول إلى غرضها؟</p> <p>كيف يمكن أن نستخدم معرفة بنية اللغة في الكتابة بشكل أكثر إقناعاً؟</p> <p>كيف يمكنك أن تجعل قضية ما مقنعة، وتلهم القارئ لاتخاذ إجراءات؟</p> <p>ما هي أهم الاستراتيجيات لبناء مهارات الاتصال الشفوي الفعال؟</p> <p>ما هي السمات المميزة للجملة؟ وكيف يساهم اختلافها في تغيير المعنى؟</p> <p>ما هي القوالب اللغوية التي تجعل تدعم المعنى وتقويه؟</p>
Term 2 – Topics/ Key Content	
<p>"أنا من بدل بالصحب الكتابا"</p> <p>أحمد شوقي</p> <p>(العصر الحديث)</p> <p>كتابة الاستجابة الأدبية للقصيدة</p> <p>أنواع الاستعارة التي تم استخدامها في النص الشعري</p> <p>أسلوب الاستثناء.</p> <p>القصة القصيرة:</p> <p>"زعترو زنجبيل"</p>	





<p>الطباق و المقابلة. نص السيرة الذاتية: "الأيام مراجعة إعراب الأفعال (الماضي – المضارع) إعرابًا تامًا صحيحًا. اشتقاق صيغ المبالغة و يوظفها في مواقف حياتية اختبار مهاري لمهارة القراءة في الفرعين التاليين: مهارة الفهم و الاستيعاب (نص خارجي) مهارة قراءة النص الأدبي و تحليله. اختبار مهاري لمهارة الكتابة الإبداعية في نوع النص التالي: مقال الرأي: يكتب المتعلم مقال رأي مكتمل العناصر. اختبار لمهارة الاستماع : يستمع المتعلم لنص و يجيب عن أسئلة الفهم و الاستيعاب للنص المسموع. اختبار لمهارة التحدث: عمل مشاهد تمثيلية توضح مظاهر "بر الوالدين" و أثرها على الفرد و المجتمع. اختبار مهاري في المهارات التالية: 1. المفردات 2. البلاغة 3. الإملاء 4. النحو</p>	<p>... كيف تساعدنا معرفة الغرض من المؤلف على فهم بشكل أفضل؟ كيف يمكننا تحديد الكلمات والعبارات في القصص والقصائد التي تظهر المشاعر والحواس؟ كيف يساهم الحقل الدلالي في النص في رسم الصور والمشاعر والأحداث والتنقل بينها؟ كيف نعلق على النص باستخدام المعرفة السابقة؟ كيف يتم بناء فهمنا للثقافة والمجتمع والتاريخ من خلال اللغة؟ كيف يتم استخدام اللغة للتلاعب بنا؟</p>
<p><b>Term 3 – Topics/ Key Content</b> إلى أمي سمو الشيخ محمد بن راشد المسؤولية المجتمعية المشي وآثاره على الصحة رواية رجال في الشمس أفعال المقاربة والرجاء والشروع تدريبات متنوعة الجناس التطوع</p>	





<p>كيف تكون شابا ناجحا وتحقق أحلامك العقل السليم في الجسم السليم أشجار القرم نسعة آثار ساحرة للامتنان التطوع الرياضة اختبار نهاية الفصل الدراسي الثالث في المهارات الآتية: الفهم والاستيعاب النحو والإملاء الكتابة الإبداعية التحدث الاستماع</p>	
<p><b>Assessment Overview and Format:</b></p> <p>Formative assessments include regular and on-going listening, oral presentations, composition, projects, and diagnostic assessments.</p> <p>Summative Assessments include unit tests, mid/year, and end of year exams during the school's Key Assessment cycle.</p>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p>All resources will be shared with students on TEAMS. Homework will be shared with students on go4schools. Students will be given a weekly HW assignment as well as extension activities.</p> <p>Encourage your child to read Arabic books, and stories watch different documentaries in Arabic, then discuss it with them, Free reading will be followed by the teacher weekly.</p>





## Key Stage 4 Arabic B Curriculum Year 11

<b>Term 1 – Topics/ Key Content</b>  <u>Identity and culture</u> <ul style="list-style-type: none"><li>• Who am I?</li><li>• Daily life</li><li>• Cultural life</li></ul>	<b>Term 1 - Overarching Key Questions</b> <ul style="list-style-type: none"><li>• What do I look like?</li><li>• What does my teacher look like?</li><li>• How do I compare between my family members?</li><li>• What do I like about my father?</li><li>• Who is my favorite celebrity and why?</li><li>• Who is my role model and why?</li></ul>
<b>Term 2 – Topics/ Key Content</b>  <u>Local area, holiday, and travel</u> <ul style="list-style-type: none"><li>• Town, region, and country.</li><li>• Holidays.</li><li>• Travel and tourist transactions.</li></ul>	<b>Term 2 - Overarching Key Questions</b> <ul style="list-style-type: none"><li>• What are your plans for the summer?</li><li>• How was your trip?</li><li>• What can I change about the trip?</li><li>• What are the tourist places in the UAE and in your country?</li><li>• How do I book my flight?</li><li>• What do I do at the airport?</li><li>• What is the most trip you prefer and why?</li><li>• What is my dream holiday?</li></ul>
<b>Term 3 – Topics/ Key Content</b>  <u>School</u> <ul style="list-style-type: none"><li>• What school is like?</li><li>• School activities.</li></ul>	<b>Term 3 - Overarching Key Questions</b> <ul style="list-style-type: none"><li>• What is my favorite subject and why?</li><li>• What is my daily routine during the week?</li><li>• What is the you I like most about my school?</li><li>• What are the advantages and disadvantages of having uniform's in school?</li><li>• What should I wear to school?</li><li>• How do I spend my weekend?</li></ul>





<b>Assessment Overview and Format:</b> <ul style="list-style-type: none"><li>• Three assessment points throughout the year.</li><li>• Summative assessment of Listening, Reading, and Writing. Students will sit real exam papers so they can start to familiarise themselves with expectations.</li><li>• Formative assessment of speaking through classwork and completion of photo cards and role-plays.</li></ul>	<b>Links for Home Learning/Extension Resources:</b> <p><u><a href="#">GCSE text Arabic B text.</a></u></p> <p><u><a href="https://www.interlingo.co.uk/new-companion-resources/new-gcse-arabic-companion-9-1-audio/">https://www.interlingo.co.uk/new-companion-resources/new-gcse-arabic-companion-9-1-audio/</a></u></p>





## Key Stage 4 3D Design Curriculum Year 11

<b>Term 1 – Topics/ Key Content</b>  <b>Coursework: 60% of the overall GCSE Grade.</b>  Theme: Teacher gives past questions to choose from.  Students will continue the first term in Year 11 working on their chosen themed coursework. They will be expected to continue to develop responses from the artists and photographers which they have chosen under this theme.  Students will develop ideas from the recordings which they have produced before they produce their final outcome for this unit.  Students will be assessed against the 4 Assessment Objectives  AO1 Develop AO2 Refine AO3 Record AO4 Present	<b>Term 1 - Overarching Key Questions</b>  How will you add a 'twist' to your theme?  What influences will you take from the artists that you have looked at in this project?  How will you create a unique and original outcome?  How can you develop ideas from your recordings?  Have you shown confidence within the 4 assessment objectives?  Do you know which areas of your work tie in with which assessment objectives?
<b>Term 2 – Topics/ Key Content</b>  Exam Question set by the Edexcel Examination Board  40% of final GCSE Grade  Students will receive their question paper which they will select one question from as the title of the exam theme.  They will have approximately 4 weeks to produce their developmental studies before they sit their 10-hour exam. The 10-hour exam will involve students producing a personal response using their recordings and observations produced from their exam prep period.	<b>Term 2 - Overarching Key Questions</b>  How will you add a 'twist' onto your theme?  What influences will you take from the artists which you have looked at in this project?  How will you create a unique and original outcome?  How can you develop ideas from your recordings?  Have you shown confidence within the 4 assessment objectives?  Do you know which areas of your work tie in with which assessment objectives?







<b>Term 3 – Topics/ Key Content</b>  Exam Question set by the Edexcel Examination Board  40% of the final outcome	<b>Term 3 - Overarching Key Questions</b>  How will you add a 'twist' to your theme?  What influences will you take from the artists that you have looked at in this project?  How will you create a unique and original outcome?  How can you develop ideas from your recordings?  Have you shown confidence within the 4 assessment objectives?  Do you know which areas of your work tie in with which assessment objectives?
<b>Assessment Overview and Format:</b>  Students will be assessed both formatively and summatively. Verbal feedback will be given to students during the lesson.  Work will be summatively assessed on Showbie. Students will be expected to upload their work throughout the coursework unit where the work will be graded, and written feedback will be given.  Coursework is worth 60% of the final grade and students will be marked against the 4 assessment objectives.  AO1 AO2 AO3 AO4	<b>Links for Home Learning/Extension Resources:</b>  The expectations of both quality and quantity within the GCSE means that for every hour students are in the classroom a minimum of one hour per lesson must be spent on extended learning.  Homework will be set on Go4 Schools and students will be expected to complete this by the deadline date. Intervention sessions will also be available for students who will need extra time to catch up with coursework. This will be during lunchtime and after school. Days will be confirmed with the subject teachers.





## Key Stage 4 Art & Design Curriculum Year 11

<b>Term 1 – Topics/ Key Content</b>  <b>Coursework: 60% of the overall GCSE Grade.</b>  Theme: The teacher gives past questions to choose from.  Students will continue the first term in Year 11 working on their chosen themed coursework. They will be expected to continue to develop responses from the artists and photographers that they have chosen under this theme.  Students will develop ideas from the recordings which they have produced before they produce their final outcome for this unit.  Students will be assessed against the 4 Assessment Objectives  AO1 Develop AO2 Refine AO3 Record AO4 Present	<b>Term 1 - Overarching Key Questions</b>  How will you add a 'twist' to your theme?  What influences will you take from the artists that you have looked at in this project?  How will you create a unique and original outcome?  How can you develop ideas from your recordings?  Have you shown confidence within the 4 assessment objectives?  Do you know which areas of your work tie in with which assessment objectives?
<b>Term 2 – Topics/ Key Content</b>  Exam Question set by the Edexcel Examination Board  40% of final GCSE Grade  Students will receive their question paper in which they will select one question from as the title of the exam theme.  They will have approximately 4 weeks to produce their developmental studies before they sit their 10- hour exam. The 10- hour exam will involve students producing a personal response using their recordings and observations produced from their exam prep period.	<b>Term 2 - Overarching Key Questions</b>  How will you add a 'twist' onto your theme?  What influences will you take from the artists that you have looked at in this project?  How will you create a unique and original outcome?  How can you develop ideas from your recordings?  Have you shown confidence within the 4 assessment objectives?  Do you know which areas of your work tie in with which assessment objectives?





Term 3 – Topics/ Key Content	Term 3 - Overarching Key Questions
<p>Exam Question set by the Edexcel Examination Board</p> <p>40% of final outcome</p>	<p>How will you add a 'twist' onto your theme?</p> <p>What influences will you take from the artists that you have looked at in this project?</p> <p>How will you create a unique and original outcome?</p> <p>How can you develop ideas from your recordings?</p> <p>Have you shown confidence within the 4 assessment objectives?</p> <p>Do you know which areas of your work tie in with which assessment objectives?</p>
Assessment Overview and Format:	Links for Home Learning/Extension Resources:
<p>Students will be assessed both formatively and summatively.</p> <p>Verbal feedback will be given to students during the lesson.</p> <p>Work will be summatively assessed on Showbie. Students will be expected to upload their work throughout the coursework unit where the work will be graded, and written feedback will be given.</p> <p>Coursework is worth 60% of the final grade and students will be marked against the 4 assessment objectives.</p> <p>AO1 AO2 AO3 AO4</p> <p>The HPL focus within Year 11 will be to be <b>Hard working, Creative, Agile</b> alongside <b>Linking and Realising</b>. Students will be expected to demonstrate this during their lessons as it will in turn enable them to understand the assessment objectives with more confidence.</p>	<p>The expectations of both quality and quantity within the GCSE means that for every hour students are in the classroom a minimum of one hour per lesson must be spent on extended learning.</p> <p>Homework will be set on Go4 Schools and students will be expected to complete this by the deadline date.</p> <p>Intervention sessions will also be available for students who will need extra time to catch up with coursework. This will be during lunchtimes and after school. Days will be confirmed with the subject teachers.</p>





## Key Stage 4 Economics Curriculum Year 11

<b>Term 1 – Topics/ Key Content</b>  <b><u>Government and the economy</u></b> This section covers:  2.1.1 Macroeconomic objectives 2.2.1 Government policies 2.3.1 Relationships between objectives and policies 2.2.1 Globalisation	<b>Term 1 - Overarching Key Questions</b>  <ul style="list-style-type: none"><li>Analyse the impact that an appreciation in an exchange rate can have on a country's current account.</li><li>What impact can a current account deficit have on inflation.</li><li>How can a country reduce poverty and inequality.</li><li>Analyse the impact that fiscal policy can have on macroeconomic objectives.</li><li>How can an increase in interest rates impact businesses and consumers?</li><li>Assess how supply side policies affect countries with high unemployment rates.</li><li>Explain why there has been an increase in globalization.</li><li>Outline the main reasons for the emergence of MNC'S and FDI's?</li><li>What are the main advantages and disadvantages of MNC's/FDI's?</li></ul>
<b>Term 2 – Topics/ Key Content</b>  <b><u>The global economy</u></b> This section covers: 2.2.2 International trade 2.2.3 Exchange rates  Revision recap/review Unit 1 Exam focus practice paper Unit 1 questions .	<b>Term 2 - Overarching Key Questions</b>  <b>Term 2 - Overarching Key Questions</b>  <ul style="list-style-type: none"><li>What are the main advantages and disadvantages of international trade.</li><li>What are the main reasons for protectionism.</li><li>Analyse the impact tariffs can have on a market.</li><li>Analyse the impact trading blocs such as ASEAN can have on member and non-member countries.</li><li>What is the main aim of the WTO (world trade organisation).</li><li>Explain why there has been an increase in world trade?</li></ul>





	<ul style="list-style-type: none"><li>• What are the different reasons for trade increasing in developed and developing countries?</li><li>• What factors affect the supply and demand of currencies?</li><li>• Assess the effect that an appreciation in exchange rates can have on a country's imports and exports?</li></ul>
<b>Term 3 – Topics/ Key Content</b>  Mock exam 2 for paper 1 and 2 Revision unit 1 and unit 2 Mind maps	<b>Term 3 - Overarching Key Questions</b>  Can you complete a Subject Audit for Economics? Which areas do you need support with?
<b>Assessment Overview and Format:</b>  Formative assessment completed during delivery by teacher Q&A, verbal feedback, and work check. Peer assessment techniques are used to stretch students' knowledge and understanding. Homework is set as a summative assessment used every week to monitor students' progress and benchmark against examinations. Mini internal assessments carried out during delivery for each section. Three formal key assessments held with a full mock paper for key assessment 3.	<b>Links for Home Learning/Extension Resources:</b>  Course textbook, PowerPoints, activities, homework tasks, case study material, and revision mind maps, past exam papers - all available on teams. Online access on e-book using login provided by the teacher.





## Key Stage 4 Business Curriculum Year 11

<p><b>Term 1 – Topics/ Key Content</b></p> <p><b><u>3 – Business finance</u></b></p> <p>This section explores the use of accounting and financial information as an aid to decision making.</p> <p>3.3 Costs and break-even analysis 3.4 Financial documents 3.5 Accounts analysis</p> <p><b><u>4 – Marketing</u></b></p> <p>This section focuses on identifying and satisfying customer needs in a changing and competitive international environment.</p> <p>4.1 Market research 4.2 The market</p>	<p><b>Term 1 - Overarching Key Questions</b></p> <ul style="list-style-type: none"> <li>• Identify and explain 3 different Fixed and variable costs?</li> <li>• How do you calculate fixed, variable, total costs?</li> <li>• Explain the impact of changes in revenue and costs on business success?</li> <li>• What are the limitations of break-even analysis?</li> <li>• Explain the purpose of statements of comprehensive income and statements of financial position?</li> <li>• What is more important liquidity or profitability?</li> <li>• Explain the purpose of market research?</li> <li>• Identify the different methods of market research a new or established business can use?</li> </ul>
<p><b>Term 2 – Topics/ Key Content</b></p> <p><b><u>4 – Marketing</u></b> (Continued from term 1)</p> <p>4.3 The marketing mix</p> <p><b><u>5 – Business operations</u></b></p> <p>This section examines the way organisations use and manage resources to produce goods and services.</p> <p>5.1 Economies and diseconomies of scale 5.2 Production 5.3 Factors of production 5.4 Quality</p>	<p><b>Term 2 - Overarching Key Questions</b></p> <ul style="list-style-type: none"> <li>• How can research allow business to responding to changes in the market?</li> <li>• How can a multinational organisation use market segmentation to target customers?</li> <li>• How is marketing mix used to ensure reduce the risk of failure?</li> <li>• How can a business benefit from economies of scale?</li> <li>• Can you identify 4 different internal economies of scale?</li> <li>• Evaluate which type of production processes a business should use?</li> <li>• Explain the concept of quality and its importance in the production of goods and the provision of services?</li> </ul>
<p><b>Term 3 – Topics/ Key Content</b></p>	<p><b>Term 3 - Overarching Key Questions</b></p>





Mock exam 2 for paper 1 and 2 Revision Mind maps	Can you complete SWOT and Subject Audit for Business studies? Which areas do you need support with?
<b>Assessment Overview and Format:</b>  delivery by teacher Q&A, verbal feedback, and self/peer assessment. Peer assessment techniques are used to stretch students' knowledge and understanding. Summative assessment is utilised in two ways, knowledge check-in and formal in-class assessments, where students are in time/controlled conditions and receive teacher directed feedback.	<b>Links for Home Learning/Extension Resources:</b>





## Key Stage 4 Computer Science Curriculum Year 11

<b>Term 1 – Topics/ Key Content</b>  Topic 4: Networks – understanding of computer networks and network security  Topic 5: Issues and impact – awareness of emerging trends in computing technologies, and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.	<b>Term 1 - Overarching Key Questions</b> <ul style="list-style-type: none"><li>• What are the fundamental principles and components of computer networks, and how do they enable communication and data exchange between devices?</li><li>• What are the common threats and vulnerabilities in computer networks, and how can network security measures be implemented to protect against them?</li><li>• How do protocols and technologies such as TCP/IP, DNS, and VPNs contribute to the functionality and security of computer networks?</li><li>• How can network administrators detect, prevent, and respond to potential security breaches and attacks in a computer network?</li><li>• What are the ethical and legal considerations related to network security, and what responsibilities do individuals and organizations have in safeguarding network infrastructure and data?</li><li>• What are the fundamental principles and components of computer networks, and how do they enable communication and data exchange between devices?</li><li>• What are the common threats and vulnerabilities in computer networks, and how can network security measures be implemented to protect against them?</li><li>• How do protocols and technologies such as TCP/IP, DNS, and VPNs contribute to the functionality and security of computer networks?</li><li>• How can network administrators detect, prevent, and respond to potential security breaches and attacks in a computer network?</li><li>• What are the ethical and legal considerations related to network security, and what responsibilities do individuals and organizations have in safeguarding network infrastructure and data?</li></ul>
<b>Term 2 &amp; 3 – Topics/ Key Content</b>  Topic 6: Problem solving with programming. The focus of this paper is: understanding what algorithms are, what they	<b>Term 2 - Overarching Key Questions</b> <ul style="list-style-type: none"><li>• What is the role of algorithms in problem solving with programming, and how do they contribute to the creation of effective programs?</li></ul>







<p>are used for and how they work in relation to creating programs. Understanding how to decompose and analyse problems. The ability to read, write, refine, and evaluate programs.</p> <p>.</p>	<ul style="list-style-type: none"><li>• How can the process of decomposing and analyzing problems help in the development of efficient and reliable programs?</li><li>• What are the key components of algorithm design, and how do they contribute to the readability, writability, and refinement of programs?</li><li>• How can one evaluate and assess the effectiveness of a program in solving a given problem, and what criteria should be considered in this evaluation?</li><li>• How does a thorough understanding of algorithms and programming concepts enable individuals to effectively read, interpret, and modify existing programs for different purposes?</li></ul>
<p><b>Assessment Overview and Format:</b></p> <p><b><u>Principles of Computer Science – All Topics – YEAR 11</u></b></p> <p>50% 1 hour and 30 minutes examination Multiple choice, short, and extended open-response questions.</p> <p><b><u>Application of Computational Thinking – YEAR 11</u></b></p> <p>50% 1 hour and 30 minutes examination This practical paper requires students to design, write, test and refine programs in order to solve problems. Students will complete this assessment onscreen using their Integrated Development Environment (IDE) of choice.</p>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p><b>Seneca Learning:</b> <a href="https://www.senecalearning.com/">https://www.senecalearning.com/</a></p> <p><b>ExamSolutions:</b> <a href="https://www.examsolutions.net/">https://www.examsolutions.net/</a></p> <p><b>Teach-ICT:</b> <a href="https://www.teach-ict.com/">https://www.teach-ict.com/</a></p> <p><b>BBC Bitesize (Edexcel GCSE Computer Science):</b> <a href="https://www.bbc.co.uk/bitesize/examspecs/zmtchbk">https://www.bbc.co.uk/bitesize/examspecs/zmtchbk</a></p> <p><b>CGP Online:</b> <a href="https://www.cgpbooks.co.uk/interactive_igcse_computer_science">https://www.cgpbooks.co.uk/interactive_igcse_computer_science</a></p> <p><b>The Student Room (Edexcel GCSE Computer Science Forum):</b> <a href="https://www.thestudentroom.co.uk/forumdisplay.php?f=331">https://www.thestudentroom.co.uk/forumdisplay.php?f=331</a></p> <p><b>Edexcel (Pearson) - GCSE Computer Science:</b> <a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/computer-science-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/computer-science-2016.html</a></p> <p><b>Craig'n'Dave Edexcel GCSE Computer Science playlist:</b> <a href="#">Craig'n'Dave - YouTube</a></p>





## Key Stage 4 Design Technology Curriculum Year 11

<b>Term 1 – Topics/ Key Content</b>  <b>Theory</b> Students will have a theory lesson once a week to cover the material needed for the exams at the end of year 11.  <b>Core Technical Principles</b> -New and emerging technologies -Energy generation and storage -Developments in new materials -Understanding a systems approach when designing -Mechanical devices  <b>NEA</b> Students will continue their NEA that was begun on June 1st. During the first term, students will primarily focus on the following: <ul style="list-style-type: none"><li>• Design, develop and model ideas</li><li>• Test and evaluate models</li><li>• Begin to manufacture final prototype</li></ul> <i>Please note some students may want to tweak sections of their NEA from the previous term. This is perfectly acceptable.</i>	<b>Term 1 - Overarching Key Questions</b>  How do new and emerging technologies impact the design and organization of the workplace? How does technology push/market pull affect choice? Can you identify the ways in which new products have positive and negative impacts? How is energy generated and stored? What is the difference between a modern material and a smart material? Why were composite materials created? What is a systems approach?  Why is so important to evaluate and test our products thoroughly?  What CAM could I use to help speed up and improve the quality of my final prototype?  What improvements do I need to make to maximise the marks set out by the exam board?
<b>Term 2 – Topics/ Key Content</b>  <b>Theory</b> Students will have a theory lesson once a week to cover the material needed for the exams at the end of year 11.  <b>Core Technical Principles will continue.</b>  Students will continue their NEA. Deadline for the NEA is currently set for February half term. This will allow plenty of time for moderation of work prior to external moderation.  During this term, students will primarily focus on the following: <ul style="list-style-type: none"><li>• Manufacturing final prototype</li><li>• Test and evaluate final outcome</li></ul>	<b>Term 2 - Overarching Key Questions</b>  Why is so important to evaluate and test our products thoroughly?  What improvements do I need to make to maximise the marks set out by the exam board?





<p><i>Please note some students may want to tweak sections of their NEA from the previous term. This is perfectly acceptable.</i></p> <p>After February half term, the full focus will be on revision in line with specification set out by the exam board.</p>	<p>What does effective revision look like?</p> <p>How can I maximize time and marks during the exam?</p> <p>What are the command words and how do I effectively answer exam questions?</p>
<p><b>Term 3 – Topics/ Key Content</b></p> <p>Full focus will be on revision in line with specification set out by the exam board.</p>	<p><b>Term 3 - Overarching Key Questions</b></p> <p>What does effective revision look like?</p> <p>How can I maximize time and marks during the exam?</p> <p>What are the command words and how do I effectively answer exam questions?</p>
<p><b>Assessment Overview and Format:</b></p> <p>50% NEA – Coursework project. 50% Exam – 2-hour paper.</p> <p>The exams and non-exam assessment (NEA) will measure how students have achieved the following assessment objectives. Worth 50%</p> <ul style="list-style-type: none"><li>• AO1: Identify, investigate, and outline design possibilities to address needs and wants.</li><li>• AO2: Design and make prototypes that are fit for purpose.</li><li>• AO3: Analyse and evaluate design decisions and outcomes, including for prototypes made by themselves and others and wider issues in design and technology.</li><li>• AO4: Demonstrate and apply knowledge and understanding of technical principles and designing and making principles.</li></ul>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p>All home learning is uploaded onto Showbie and Go4Schools. The work is mostly a continuation of skills and tasks we have started in lesson as this helps students retrieve the information needed in an exam. On occasions, this can be related to research for a topic, analysis of a design work piece, skill building exercises or revision for exams.</p>





## Key Stage 4 Drama Curriculum – Year 11

<b>Term 1 – Topics/ Key Content</b>  <b>Written Paper (Section B)</b>  Students will analyse and evaluate the successes of a live piece of theatre that they watch throughout the duration of the course. They will focus on both performance and technical design elements.  This unit will also include ample exam practice in preparation for mock examinations.  <b>Written Paper (Section A)</b>  Students will revise section A of the written paper which is on the text DNA. The focus will be on answering exam-style questions to secure the best possible grade for students.	<b>Term 1 - Overarching Key Questions</b>  <i>Key questions will be heavily based on past examination papers for example;</i>  <i>How did the use of lighting enhance the performance?</i>  <i>In what way did the actor's use of movement help to communicate meaning?</i>
<b>Term 2 – Topics/ Key Content</b>  <b>Component 2 – Performance of a set text</b>  Students will study and perform a set text which is in contrast to the text studied for component 1 (DNA).  They will complete two extracts from the play and perform for an external examiner.  This is a practical examination and will be assessed externally.	<b>Term 2 - Overarching Key Questions</b>  <i>What are your intentions for your character?</i>  <i>How are you making this clear?</i>  <i>Can your use of movement/space enhance this at all?</i>  <i>Can you explain the journey that your character makes throughout this piece?</i>
<b>Term 3 – Topics/ Key Content</b>  <b>Revision for the external examination</b>  This term will be dedicated to the revision of the written paper to ensure that students are fully prepared for the examination in the Summer.	<b>Term 3 - Overarching Key Questions</b>  <i>Questions will be focused on the examination paper.</i>





<b>Assessment Overview and Format:</b>  Key assessment one will be focused on Section A of the written paper and will be written only.  Mock examinations will take place in line with the rest of the cohort in January 2023.  Component 2 acting examination will take place in March 2023. This is a practical examination.  The written examination will take place in the Summer 2023 exam series.	<b>Links for Home Learning/Extension Resources:</b>  Homework will be set regularly for year 11 students to consolidate learning but also to complete pre-reading/research for upcoming areas of study.  Students will also be provided with a textbook to further support their learning.  They should also try to get as much exposure to theatre as possible whether that be live or recorded.  <a href="https://www.bbc.co.uk/bitesize/subjects/zbckjxs">https://www.bbc.co.uk/bitesize/subjects/zbckjxs</a>  <a href="https://www.digitaltheatreplus.com/">https://www.digitaltheatreplus.com/</a>





## Key Stage 4 iGCSE English Language Curriculum Year 11

<b>Term 1 – Topics/ Key Content</b>  Imaginative Writing Coursework which accounts for 20% of the final iGCSE Language grade  Non-fiction anthology and exam skills	<b>Term 1 - Overarching Key Questions</b> <ul style="list-style-type: none"><li>• How can I vary my language use to engage the reader?</li><li>• How can I create an effective setting and detailed description?</li><li>• How does the writer use language to engage the reader?</li><li>• What techniques does the writer use to create tension?</li><li>• What are the key themes of the anthology texts?</li></ul>
<b>Term 2 – Topics/ Key Content</b>  Poetry and Prose coursework which accounts for 20% of the final iGCSE Language grade.  Transactional Writing	<b>Term 2 - Overarching Key Questions</b> <ul style="list-style-type: none"><li>• How does the writer/poet use language to express their ideas?</li><li>• How does the writer use structure for effect?</li><li>• What techniques are used?</li><li>• How can I vary my language use to suit the audience and purpose?</li></ul>
<b>Term 3 – Topics/ Key Content</b> Examination skills	<b>Term 3 - Overarching Key Questions</b> <ul style="list-style-type: none"><li>• How does the writer/poet use language to express their ideas?</li><li>• How does the writer use structure for effect?</li><li>• What techniques are used?</li><li>• How can I vary my language use to suit audience and purpose?</li></ul>
<b>Assessment Overview and Format:</b> Students will be given timed, assessed pieces from each teacher at least once a month.  In addition, they will sit two full, timed mocks throughout the year, as per the assessment calendar.	<b>Links for Home Learning/Extension Resources:</b>  Students will be given revision booklets to help them prepare for the examinations.  Outside of the classroom, students are expected to work on their coursework, addressing any feedback given by their class teacher.





## Key Stage 4 iGSE English Literature Curriculum Year 11

<b>Term 1 – Topics/ Key Content</b> Literary Heritage Coursework: Macbeth Literature anthology poetry and unseen	<b>Term 1 - Overarching Key Questions</b> Key questions for the <i>Macbeth</i> unit will vary depending on the coursework task set by the teacher.
<b>Term 2 – Topics/ Key Content</b> Literature anthology poetry and unseen Novel study: <i>Of Mice and Men</i> This examination is closed book so students must memorise key quotations.	<b>Term 2 - Overarching Key Questions</b> <ul style="list-style-type: none"><li>• How does the writer/poet use language and structure to express their ideas?</li><li>• What techniques are used?</li><li>• How do contextual factors affect the events in the novel?</li><li>• Can I explain the sequence of events in the novel?</li><li>• What are the key themes?</li><li>• Can I support the points I make using quotation?</li></ul>
<b>Term 3 – Topics/ Key Content</b> Examination skills	<b>Term 3 - Overarching Key Questions</b> <ul style="list-style-type: none"><li>• How does the writer/poet use language to express their ideas?</li><li>• How does the writer use structure for effect?</li><li>• What are the key themes?</li><li>• What techniques are used?</li></ul>
<b>Assessment Overview and Format:</b> Students will be given timed, assessed pieces from each teacher at least once a month.  In addition, they will sit two full, timed mocks throughout the year, as per the assessment calendar.	<b>Links for Home Learning/Extension Resources:</b>  Students will be given revision booklets to help them prepare for the examinations.  Outside of the classroom, students are expected to work on their coursework, addressing any feedback given by their class teacher.





## Key Stage 4 Enterprise Curriculum Year 11

<b>Term 1 – Topics/ Key Content</b> <b>Cash flow, break-even &amp; income statement</b> <b>Negotiation</b> <b>Communication</b> <b>Help and support for enterprise.</b>  <b><u>Coursework focus</u></b> Task 3 - Using enterprise skills to implement the plan Each individual student submits a written record of how they used five enterprise skills in their project. One skill must be negotiation. Each student must plan and conduct a negotiation as part of the enterprise project.	<b>Term 1 - Overarching Key Questions</b> <ul style="list-style-type: none"><li>• Can you construct and interpret a cash flow forecast, break even and income statement for your enterprise</li><li>• Explain what are the stages in the negotiation process?</li><li>• Give examples of when formal and informal communications are appropriate within your Enterprise?</li><li>• What is the impact of non-verbal communications on the message being communicated?</li><li>• Can you explain the formal sources of help and support for enterprise?</li></ul>
<b>Term 2 – Topics/ Key Content</b>  <b>Evaluation</b>  <b><u>Course focus</u></b> Candidates use their knowledge, skills, and evidence gathered during their enterprise project to analyse, evaluate the project, and make recommendations for improvements. For Task 4, candidates submit a formal written report of approximately 1500 words covering 2 elements (Planning, financing, marketing, or internal communication).	<b>Term 2 - Overarching Key Questions</b> <ul style="list-style-type: none"><li>• What are the principles of analysis and evaluation?</li><li>• How can you evaluate the finances of your project?</li><li>• How can evaluate communications within your project?</li></ul>
<b>Term 3 – Topics/ Key Content</b>	<b>Term 3 - Overarching Key Questions</b>







Mock exam 2 Revision	<ul style="list-style-type: none"><li>• Can you complete SWOT and Subject Audit for Enterprise course?</li><li>• Which areas do you need support with?</li></ul>
<b>Assessment Overview and Format:</b> Formative assessment completed during delivery by teacher Q&A, verbal feedback, and work check. Peer assessment techniques are used to stretch students' knowledge and understanding within Exam content. Homework set as summative assessment based on exam questions. Coursework tasks set with feedback offered to students. Two formal mock papers will be carried out in addition to the key assessment in term 1.	<b>Links for Home Learning/Extension Resources:</b>  Course textbook, PowerPoints, team challenges, homework tasks, coursework task, revision booklet, learning journal, past exam papers are all available on teams. Online access on e-book using login provided by teacher.  <a href="http://www.startups.co.uk">www.startups.co.uk</a> <a href="http://entrepreneursuk.net/">http://entrepreneursuk.net/</a> <a href="http://studentcenter.ja.org">http://studentcenter.ja.org</a> <a href="http://www.entrepreneur.com">www.entrepreneur.com</a> <a href="http://www.moneyandstuff.info/lessons/2CBudgetingSaving_Budgeting.pdf">www.moneyandstuff.info/lessons/2CBudgetingSaving_Budgeting.pdf</a> <a href="http://www.mindyourownbiz.org/yourbizstudent.pdf">www.mindyourownbiz.org/yourbizstudent.pdf</a> <a href="http://business.timesonline.co.uk">http://business.timesonline.co.uk</a> <a href="http://www.cobwebinfo.com/thebusiness-of-being-enterprising/">www.cobwebinfo.com/thebusiness-of-being-enterprising/</a>





## Key Stage 4 Economics Curriculum Year 11

<b>Term 1 – Topics/ Key Content</b> <b><u>Government and the economy</u></b> This section covers: 2.1.1 Macroeconomic objectives 2.2.1 Government policies 2.3.1 Relationships between objectives and policies 2.2.1 Globalisation	<b>Term 1 - Overarching Key Questions</b> <ul style="list-style-type: none"><li>Analyse the impact that an appreciation in an exchange rate can have on a country's current account?</li><li>What impact can a current account deficit have on inflation?</li><li>How can a country reduce poverty and inequality?</li><li>Analyse the impact that fiscal policy can have on macroeconomic objectives?</li><li>How can an increase in interest rates impact businesses and consumers?</li><li>Assess how supply side policies affect countries with high unemployment rates?</li><li>Explain why there has been an increase in globalisation?</li><li>Outline the main reasons for the emergence of MNC's and FDI's?</li><li>What are the main advantages and disadvantages of MNC's/FDI's?</li></ul>
<b>Term 2 – Topics/ Key Content</b> <b><u>The global economy</u></b> This section covers: 2.2.2 International trade 2.2.3 Exchange rates  Revision recap/review Unit 1 Exam focus practice paper Unit 1 questions	<b>Term 2 - Overarching Key Questions</b> <ul style="list-style-type: none"><li>What are the main advantages and disadvantages of international trade?</li><li>What are the main reasons for protectionism?</li><li>Analyse the impact tariffs can have on a market?</li><li>Analyse the impact trading blocs such as ASEAN can have on member and non-member countries?</li><li>What is the main aim of the WTO (world trade organisation)?</li><li>Explain why there has been an increase in world trade?</li><li>What are the different reasons for trade increasing in developed and developing countries?</li><li>What factors affect the supply and demand of currencies?</li><li>Assess the affect that an appreciation in exchange rates can have on a country's imports and exports?</li></ul>





<b>Term 3 – Topics/ Key Content</b>  Mock exam 2 for papers 1 and 2 Revision unit 1 and unit 2 Mind maps	<b>Term 3 - Overarching Key Questions</b>  Can you complete a Subject Audit for Economics? Which areas do you need support with?
<b>Assessment Overview and Format:</b>  Formative assessment completed during delivery by teacher Q&A, verbal feedback, and work check. Peer assessment techniques are used to stretch students' knowledge and understanding. Homework set as summative assessment used every week to monitor students' progress and benchmark against examinations. Mini internal assessments carried out during delivery for each section. Three formal key assessments held with a full mock paper for key assessment 3.	<b>Links for Home Learning/Extension Resources:</b>  Course textbook, PowerPoints, activities, homework tasks, case study material, and revision mind maps, past exam papers - all available on teams. Online access on e-book using login provided by teacher.





## Key Stage 4 Food Preparation and Nutrition Curriculum Year 11

<b>Term 1 – Topics/ Key Content</b>  <b>NEA 1 – Science Investigation as released by exam board on 1<sup>st</sup> September.</b>  Task Title Research Research Findings Hypothesis Plan of Action Investigations Ingredients Equipment Method Controls Results of Investigation Photos of samples annotated. Write up of results. Conclusion	<b>Term 1 - Overarching Key Questions</b>  Why is it important to carry out concise research?  What is a hypothesis?  How should one plan Investigations?  Why is it important to use a variety of methods to display results?  Why are annotated photos required?  What makes a perfect conclusion?
<b>Term 2 – Topics/ Key Concepts</b>  <b>NEA 2 – Task title as released by exam board on 1<sup>st</sup> November</b>  Research Demonstrating technical skills Planning for final Menu Making Analyse and Evaluate	<b>Term 2 - Overarching Key Questions</b>  Why is concise and relevant research very important?  What are the 12 technical skills you must demonstrate?  Why is planning crucial in achieving to the highest level?  What do you need to demonstrate in the making of both trial dishes and final dishes?  How do analysis and evaluation techniques allow one to achieve a higher level?
<b>Term 3 – Topics/ Key Content</b>  <u>Food Provenance</u> Grown Food Reared Food Caught Food Waste Food and packaging Food Miles and carbon Footprint Global Food Production Primary food processing	<b>Term 3 - Overarching Key Questions</b>  What is organic farming? What are genetically modified foods? What are free range foods? What is sustainable fishing? Why are food miles and carbon footprint significant? What is food security? Explain primary and secondary food processing?





Secondary food processing Food Fortification	
Revision:	What are the functions of the nutrients? What are the sources of the nutrients?
1. Food Nutrition and Health	What are the deficiencies of the nutrients? When is food not safe Why is eating healthy important? What are the healthy eating guidelines? Why do we need fibre? What are the nutritional needs for each age group? What are the diet related problems? Why is nutritional analysis?
2. Food science	Why is food cooked? What are the different methods of cooking? What are the functional properties of Protein? What are the functional properties of Carbohydrates? What are the functional properties of Fat? What are the different types of raising agents?
3. Food safety	What causes food spoilage ? Why is it important to store food safely? How can one avoid cross contamination ? What are the causes of food poisoning? What are the beneficial uses of micro organisms?
4. Food Choice	What factors influence food choice? What are the legal requirements on a food label? Define and explain sensory analysis?
5. Food Provenance	What is organic farming? What are genetically modified foods? What are free range foods? What is sustainable fishing? Why are food miles and carbon footprint significant What is food security? Explain primary and secondary food processing
<b>Assessment Overview and Format:</b>	<b>Links for Home Learning/Extension Resources:</b>
Students will be assessed both formatively and summatively	All students must be spending 2 hours on Food work either homework / practical work or keeping up to date with content by revising class theory concepts.
Verbal feedback will be given to students in the lesson.	





<p>The students will be assessed using exam style questions and a revision workbook will be issued to each student along with revision questions.</p> <p>Practical work will be assessed based on level of skills shown and presentation and exam board criteria.</p>	<p>Students will be part of the showbie and teams' groups where resources will be stored.</p> <p>Students will be encouraged to practice their practical skills at home.</p> <p>The students will be assessed using exam style questions and a revision workbook will be issued to each student along with revision questions and knowledge check questions.</p>
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## Key Stage 4 French Curriculum Year 11

<p><b>Term 1 – Topics/ Key Content</b></p> <p><b><u>Theme 3: Current and Future Study and Employment</u></b></p> <ul style="list-style-type: none"> <li>Describing a school day</li> <li>Describing school life in different countries</li> <li>Talking about school rules and uniform</li> <li>Talking about your ideal school</li> <li>Future options</li> <li>Discussing university and apprenticeships</li> <li>Discussing how to get a job.</li> <li>Advantages and disadvantages of jobs</li> </ul> <p><b>**Draft 1 of speaking exam preparation to be completed over the winter break **</b></p>	<p><b>Term 1 – Key grammar concepts</b></p> <ul style="list-style-type: none"> <li>Revision of perfect tense verbs</li> <li>Revision of <i>pouvoir, vouloir</i> and <i>devoir</i></li> <li>Revision of the conditional</li> <li>Using adverbs</li> <li>Using the comparative of adverbs</li> <li>Using <i>ce qu'and ce qui</i></li> <li>Verbs of liking and disliking</li> <li>Using <i>si</i> clauses in the present tense</li> <li>Using <i>quand</i> clauses with future tense</li> <li>The passive voice in the present tense</li> <li>Avoiding the passive</li> </ul>
<p><b>Term2 – Topics/ Key Content</b></p> <p><b><u>Theme 2: Healthy and Unhealthy living</u></b></p> <ul style="list-style-type: none"> <li>Describing eating habits</li> <li>Comparing old and new health habits</li> <li>Describing health resolutions</li> </ul> <p><b>**Mock speaking exam takes place Feb / March**</b></p>	<p><b>Term 2 – Key grammar concepts</b></p> <ul style="list-style-type: none"> <li><i>Devoir</i> and <i>pouvoir</i> + infinitive</li> <li>Imperfect tense of <i>être, avoir</i> and <i>faire</i></li> <li>Expressions of quantity</li> <li>Revision of negative structures</li> <li><i>Il vaut/il vaudrait mieux</i></li> </ul>
<p><b>Term 3 – Topics/ Key Content</b></p> <p><b><u>Theme 2: Environment/Poverty and Homelessness</u></b></p> <ul style="list-style-type: none"> <li>Discussing environmental problems and their solutions</li> </ul>	<p><b>Term 3 – Key grammar concepts</b></p> <ul style="list-style-type: none"> <li>Recognising modal verbs in conditional</li> <li><i>Si</i> clauses + present + future</li> <li>The imperative</li> <li>Verbs of possibility</li> <li>The subjunctive</li> </ul>





<ul style="list-style-type: none"><li>• Discussing local and global issues</li><li>• Discussing social issues</li><li>• Discussing inequality and poverty in the world.</li></ul> <p>The remainder of this term will be spent revisiting all the previously studied topics in both Years 9 and 10.</p> <p>GCSE Speaking Exam will take place April/ May [TBC]*</p> <p>GCSE Examinations start May 2023.</p>	<b>Term 3 – Skills</b> <ul style="list-style-type: none"><li>• Exam techniques</li><li>• Writing from memory</li><li>• Translation tips</li><li>• Training your ear</li><li>• Vocabulary recall</li><li>• Speaking from spontaneously from memory</li><li>• Describing pictures</li><li>• Reading for gist</li></ul>
<b>Assessment Overview and Format:</b> <p>There are only 2 more assessment points before GCSE Examinations start:</p> <p>*Speaking mock and final exam =TBC. The class teacher will liaise directly with students regarding dates.</p> <p>Students will complete as many past papers and practice questions throughout the year to ensure they are fully prepared for the exam.</p>	<b>Links for Home Learning/Extension Resources:</b> <p><a href="https://revisionworld.com/gcse-revision/french">https://revisionworld.com/gcse-revision/french</a></p> <p><a href="https://www.bbc.co.uk/bitesize/examspecs/zr8bmfr">https://www.bbc.co.uk/bitesize/examspecs/zr8bmfr</a></p> <p>Students are given booklets/ Knowledge Organisers for each topic of study which contain everything they need.</p> <p><b>Students must also ensure that they keep hold of their Year 10 folder and they keep all previous booklets, past papers and exemplar writings etc. so they can refer back to them for revision.</b></p>







## Key Stage 4 Geography Curriculum Year 11

<b>Term 1 – Topics/ Key Content</b>  <b>Human Geography</b> – Economic activity and energy	<b>Term 1 - Overarching Key Questions</b> <ul style="list-style-type: none"><li>• What is the relative importance of different economic sectors and how does the location of economic activity vary spatially and change over time?</li><li>• Examine the growth and decline of different economic sectors and the range of impacts and possible resource issues.</li><li>• Analyse countries that increasingly experience an energy gap and therefore seek energy security by developing a balanced energy mix and sustainable energy use.</li></ul>
<b>Term 2 – Topics/ Key Content</b> <b>Human Geography:</b> <u>Globalisation and migration</u>	<b>Term 2 - Overarching Key Questions</b> <ul style="list-style-type: none"><li>• Examine how globalisation is creating a more connected world, with increased movements of goods (trade) and people (migration and tourism) worldwide.</li><li>• Examine how the impacts of globalisation vary on a global scale.</li><li>• Examine the responses to increased migration and tourism vary depending on a country's level of development.</li></ul>
<b>Term 3 – Topics/ Key Content</b>  <u>Consolidation and revision of IGCSE course</u>	<b>Term 3 - Overarching Key Questions</b>  N/A
<b>Assessment Overview and Format:</b>  Formative assessment in lesson by teacher during Q&A, and classwork activities. Peer assessment techniques are used to stretch students' knowledge and understanding. Mini internal assessments carried out during course	<b>Links for Home Learning/Extension Resources:</b>  Students will be provided with a copy of the Edexcel IGCSE Geography textbook. <a href="http://www.sporcle.com/games/category/geography">http://www.sporcle.com/games/category/geography</a> <a href="http://www.nationalgeographic.com/">http://www.nationalgeographic.com/</a> <a href="http://www.bbc.co.uk/news/">http://www.bbc.co.uk/news/</a>





of unit, using past exam papers. Termly key assessments held with a mock exam paper for key assessment 2.

<http://www.theguardian.com/uk>

<http://www.gapminder.org/>

<https://www.cia.gov/library/publications/the-world-factbook/>

[http://news.bbc.co.uk/1/hi/country\\_profiles/default.stm](http://news.bbc.co.uk/1/hi/country_profiles/default.stm)

<http://www.statistics.gov.uk/hub/index.html>

<http://www.metoffice.gov.uk/>

For GCSE you should read the copies of the Wider World magazine. You can find a digital link to this in the school library.

You can also follow magazines like National Geographic and The Geographical.





## Key Stage 4 History Curriculum Year 11

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><b><u>Migration empires and the people</u></b></p> <p>Vikings</p> <p>Normans</p> <p>Angevin Empire and 100 Years War</p> <p>American Colonies</p> <p>Huguenots, Ulster Plantations and Highland Clearances</p> <p>India</p> <p>Africa</p>	<ul style="list-style-type: none"> <li>• How and why did the Vikings conquer England?</li> <li>• Do the Vikings deserve their reputation?</li> <li>• How 'Great' was Alfred the Great?</li> <li>• How did Vikings integrate with the English?</li> <li>• What was the North Sea Empire?</li> <li>• How did Normans, Vikings, and Saxons all have claims to the English throne?</li> <li>• Why were three men trying to claim the throne in 1066?</li> <li>• How did England create an empire in France?</li> <li>• Was King John as bad as he is made out to be?</li> <li>• What caused the 100 Years War?</li> <li>• Why did England look to the Americas?</li> <li>• How did England make the colonies a success?</li> <li>• How did sugar cause the worst migration in history?</li> <li>• What was the impact of slavery?</li> <li>• Why did Britain lose the American colonies?</li> <li>• Why did England give asylum to the Huguenots?</li> <li>• How did religion change the population in the 16<sup>th</sup> and 17<sup>th</sup> century?</li> <li>• How did tiny Britain control all of India?</li> <li>• What would make you start a fight against your employers?</li> <li>• Were the British a force for good in India?</li> <li>• Why did the Europeans scramble for Africa?</li> <li>• Was Cecil Rhodes a 'hero' or a 'villain'?</li> <li>• How far would you go to crush resistance to your rule?</li> <li>• What were the consequences of the Boer war?</li> <li>• Why were the British in Egypt?</li> </ul>
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions





### 19<sup>th</sup> and 20<sup>th</sup> century migration

- Why did people move around the British Empire so much?
- Did the media control minds?
- Why did Irish and Jewish people migrate to Britain.
- How did Britain lose their empire?
- Would you leave a tropical island and go to an island devastated by war?
- Were the Falklands the last stand of the British Empire?
- What is/was Britain's relationship with the EU?

### Elizabethan England 1568-1603

Elizabeth and her court

- Who was Elizabethan and what was her background?
- Who was powerful in Elizabethan society?
- Why it tough being a female ruler?
- Was marriage necessary for Elizabeth and for England?
- Why didn't she get married?
- What was the structure of Elizabethan England like?
- How was wealth divided in Elizabethan England?
- How important was the theatre to Elizabethans?
- Was the Globe Theatre a high-class place?
- Why was there so much poverty in the 'Golden Age'?
- Were Elizabethans charitable?
- How brutal was the government's treatment of the poor?
- Were Elizabethans sympathetic to the poor?
- Was the Elizabethan Age an 'Age of Discovery'?
- Did voyages abroad make England rich and powerful?
- How did religion change under Elizabeth?
- What was the reaction of Catholics in England to the 'Middle Way'?
- How did Elizabeth deal with the Puritans?

Class, wealth, and society

Poverty in Elizabeth and England

Elizabethan explorers

Religion in Elizabethan times





	<ul style="list-style-type: none"><li>• Who was Mary Queen of Scots?</li><li>• Why was Mary Queen of Scots so controversial?</li><li>• How did Spain and England come into conflict?</li><li>• How did England beat the mighty Armada?</li></ul>
<b>Term 3 – Topics/ Key Content</b>  <b><u>Revision:</u></b>  Opportunity and Inequality 1920-73, Conflict and Tension between East and West 1945-72, Migration, Empires and the People and Elizabeth 1558-1603	<b>Term 3 - Overarching Key Questions</b>  During this time the students will be looking at all four components of the GCSE and working through exam style writing skills along with content revision.





## Key Stage 4 Islamic Curriculum Year 11

<b>Term 1 – Topics/ Key Content</b> <ul style="list-style-type: none"><li>• Surat Al Kahf (Verses 1-8)</li><li>• The Prophet's PBUH methodology in Da'wah</li><li>• Faith in unseen</li><li>• Dressing etiquettes</li><li>• Prophet's Sunnah</li><li>• Jihad in the cause of Allah</li></ul>	<b>Term 1 - Overarching Key Questions</b> <ul style="list-style-type: none"><li>• What is the reason Allah reveals the Surah Al Kahf?</li><li>• Why Surah Al Kahf is so important Surah in the Qur'an?</li><li>• Why did Allah mention in the story of the people of the cave?</li><li>• How would you prove that faith in the unseen is an integral part of Islamic belief?</li><li>• What is the definition of the term Jihad?</li><li>• What strategies can be used to remove people's misconceptions about Jihad?</li><li>• How would you prove from Qur'an that the Jihad should aim to provide security and protect the rights of people?</li><li>• What methods can be used for Jihad against the soul and the Devil with the reference from Qur'an?</li><li>• Explain the importance of Sunnah in Islam</li><li>• Explain three categories of Sunnah.</li><li>• What is the dressing etiquette in Islam?</li></ul>
<b>Term 2 – Topics/ Key Content</b> <ul style="list-style-type: none"><li>• Surat Al Kahf (The people of the cave Ayah 9-27)</li><li>• The prophet's PBUH Sunnah</li><li>• Recording Sunnah</li><li>• Makki and Madani Surahs</li><li>• Stages of collection of Qur'an</li><li>• The mind in Islam</li><li>• Juristic Fiqh Schools</li><li>• Endowment (Giving and growth)</li></ul>	<b>Term 2 - Overarching Key Questions</b> <ul style="list-style-type: none"><li>• What do you think is the reason, Allah kept the people of the cave alive for 309 years?</li><li>• What should a Muslim do if he fears about his faith and belief?</li><li>• What would have happened if the people of the cave could not have escaped from the city?</li><li>• Can you analyse the method of Prophet Muhammad (PBUH) in taking care of his family?</li><li>• What is the position of Sunnah of Islam?</li><li>• How was the Sunnah of Prophet PBUH recorded and preserved?</li><li>• How would you differentiate between Makkah and Madani Surahs?</li><li>• What are the aspects in which Islam has honored the mind?</li><li>• What is the concept of Fiqh in Islam?</li></ul>





	<ul style="list-style-type: none"><li>• How does endowment affect the individual and society?</li><li>• What is difference between Waqf and Sadaqah?</li></ul>
<b>Term 3 – Topics/ Key Content</b> <ul style="list-style-type: none"><li>• Surah Al Kahf (Ayah 60-82) Prophet Musa</li><li>• The scholars' efforts in preserving Sunnah</li><li>• Tolerance</li><li>• The Prophet's Method in taking care of his Family.</li><li>• Human development in Islam</li></ul>	<b>Term 3 - Overarching Key Questions</b> <ul style="list-style-type: none"><li>• What is the story of Musa and Khidr?</li><li>• What lesson do we learn from the story of Musa and Khidr?</li><li>• How would you analyse the efforts of scholars in preserving Sunnah?</li><li>• What did Prophet Muhammad PBUH say about maintaining the relationship with family?</li><li>• How did Prophet PBUH demonstrate to be a good husband?</li><li>• How did Prophet PBUH emphasize on being gentle to women in his farewell sermon?</li><li>• What is the concept of tolerance in Islam?</li></ul>
<b>Assessment Overview and Format:</b> <p>Students will have 3 key assessments throughout the year.</p> <p>Students will be judged according to the following criteria.</p> <ul style="list-style-type: none"><li>• Qur'an recitation</li><li>• Qur'an memorisation</li><li>• Written Assessment</li><li>• Home learning/notebook.</li></ul>	<b>Links for Home Learning/Extension Resources:</b> <ul style="list-style-type: none"><li><a href="http://www.awqaf.gov.ae">www.awqaf.gov.ae</a></li><li><a href="http://www.quranexplorer.com">www.quranexplorer.com</a></li><li><a href="http://www.iacad.gov.ae">www.iacad.gov.ae</a></li><li><a href="http://www.quran.com">www.quran.com</a></li><li><a href="http://www.islamreligion.com">www.islamreligion.com</a></li><li><a href="http://harunyahya.com">http://harunyahya.com</a></li><li><a href="https://scholar.google.ae">https://scholar.google.ae</a></li><li><a href="http://www.sultan.org">http://www.sultan.org</a></li><li><a href="https://sunnah.com">https://sunnah.com</a></li></ul>





## Key Stage 4 Maths Curriculum Year 11

Term 1 – Topics/ Key Content	Term 1 – Success Criteria
Quadratics and simultaneous equations	H2.7A solve quadratic equations by factorization H2.7B solve quadratic equations by using the quadratic formula or completing the square.
Recurring decimals	H2.7C form and solve quadratic equations from data given in a context.
Functions	H2.6A calculate the exact solution of two simultaneous equations in two unknowns.
Histograms	H2.7D solve simultaneous equations in two unknowns, one equation being linear and the other being quadratic
Proportion direct & inverse	H1.3A convert recurring decimals into fractions H3.2A understand the concept that a function is a mapping between elements of two sets.
Cumulative frequency & IQR	
Vectors	H3.2C understand the terms 'domain' and 'range' and which values may need to be excluded from a domain.
Arithmetic sequence	H3.2D understand and find the composite function $fg$ and the inverse function $f^{-1}$
Trigonometry recap	H6.1A construct and interpret histograms.
Surds	H2.5A set up problems involving direct or inverse proportion and relate algebraic solutions to graphical representation of the equations.
Similar shapes	H6.1B construct cumulative frequency diagrams from tabulated data.
	H6.1C use cumulative frequency diagrams.
	H6.2D estimate the interquartile range from a cumulative frequency diagram.
	H5.1A understand that a vector has both magnitude and direction.
	H5.1B understand and use vector notation including column vectors.
	H5.1C multiply vectors by scalar quantities.
	H5.1D add and subtract vectors.
	H3.1A understand and use common difference ( $d$ ) and first term ( $a$ ) in an arithmetic sequence.
	H3.1B know and use $n$ th term $= a + (n - 1)d$
	H3.1C find the sum of the first $n$ terms of an arithmetic series ( $S_n$ )
	F4.8C apply trigonometrical methods to solve problems in two dimensions.
	H4.8A understand and use sine, cosine and tangent of obtuse angles.
	H4.8B understand and use angles of elevation and depression.
	H4.8C understand and use the sine and cosine rules for any triangle.







	<p>H4.8D use Pythagoras' theorem in three dimensions.</p> <p>H4.8E understand and use the formula <math>\frac{1}{2} ab \sin C</math> for the area of a triangle.</p> <p>H4.8F apply trigonometrical methods to solve problems in three dimensions, including finding the angle between a line and a plane.</p> <p>H1.4A understand the meaning of surds.</p> <p>H1.4B manipulate surds, including rationalising a denominator.</p> <p>H4.11A understand that areas of similar figures are in the ratio of the square of corresponding sides.</p> <p>H4.11B understand that volumes of similar figures are in the ratio of the cube of corresponding sides.</p> <p>H4.11C use areas and volumes of similar figures in solving problems.</p>
<p><b>Term 2 – Topics/ Key Content</b></p> <p>Trig graphs</p> <p>Vectors advanced</p> <p>Calculus</p>	<p><b>Term 2 – Success Criteria</b></p> <p>H3.3A recognise, plot and draw graphs of polynomial and trigonometric functions. (more detail in spec)</p> <p>H3.3B apply to the graph of <math>y = f(x)</math> the transformations <math>y = f(x) + a</math>, <math>y = f(ax)</math>, <math>y = f(x + a)</math>, <math>y = af(x)</math> for linear, quadratic, sine and cosine functions,</p> <p>H5.1A understand that a vector has both magnitude and direction.</p> <p>H5.1B understand and use vector notation including column vectors.</p> <p>H5.1C multiply vectors by scalar quantities.</p> <p>H5.1D add and subtract vectors.</p> <p>H5.1E calculate the modulus (magnitude) of a vector.</p> <p>H5.1F find the resultant of two or more vectors.</p> <p>H5.1G apply vector methods for simple geometrical proofs.</p> <p>H3.4A understand the concept of a variable rate of change.</p> <p>H3.4B differentiate integer powers of <math>x</math>.</p> <p>H3.4C determine gradients, rates of change, stationary points, turning points (maxima and minima) by differentiation and relate these to graphs.</p> <p>H3.4D distinguish between maxima and minima by considering the general shape of the graph only.</p> <p>H3.4E apply calculus to linear kinematics and to other simple practical problems.</p>





<b>Term 3 – Topics/ Key Content REVISION</b>	
<b>Assessment Overview and Format:</b>  There will be Key assessments each year: <ul style="list-style-type: none"><li>• Baseline (where applicable)</li><li>• Key assessment 1 End of term 1</li><li>• Year 11 Mock Exam term 2</li></ul>	<b>Links for Home Learning/Extension Resources:</b>  Sparxmaths - <a href="https://sparxmaths.com/">https://sparxmaths.com/</a> Mr. Carter Math's - <a href="https://www.mrcartermaths.com/#">https://www.mrcartermaths.com/#</a> Lesson starter tasks and daily revision. Login: wek@gems Password: wek@gems Corbett Math's - <a href="https://corbettmaths.com/contents/">https://corbettmaths.com/contents/</a> Video examples, worksheets, daily revision. MathsGenie - <a href="https://www.mathsgenie.co.uk/gcse.html">https://www.mathsgenie.co.uk/gcse.html</a> Videos and Exam questions sorted by level. Dr Frost <a href="http://www.drfrstmths.com/resourceexplorer.php">www.drfrstmths.com/resourceexplorer.php</a> Learning platform and video resources  Fun Mathematics: Brilliant.org <a href="https://www.3blue1brown.com">https://www.3blue1brown.com</a> <a href="https://www.numberphile.com">https://www.numberphile.com</a> <a href="https://www.vsauce.com">https://www.vsauce.com</a>





## Key Stage 4 Media Curriculum Year 11

<b>Term 1 – Topics/ Key Content</b>  NEA project, e.g., Brief Three: Magazine Design from the sample briefs – briefs change annually but will be related to the CSPs.  Refreshing the relevant CSPs, planning, the NEA itself, and allowing time for ‘catch-up’ for students missing lessons (due to mocks) will take most of this term. Practical work done here will help to consolidate learning about the relevant CSPs.	<b>Term 1 - Overarching Key Questions</b>  How can technology be used to communicate to target audiences?  How can you use codes and conventions to communicate to a target audience?  As a media producer, how will you encode your media product for your chosen audience?
<b>Term 3 – Topics/ Key Content</b>  Revision of the four areas of the theoretical framework, plus each of the CSPs.  Revision of advertising and marketing, and magazines. Revision of film industry. Revision of music industry and radio. Revision of online, social, and participatory media. Revision of newspapers and television.	<b>Term 3 - Overarching Key Questions</b>  Can you bring together all the key areas of media studies to create a solid explanation of how media products are produced and encoded for their audiences?
<b>Assessment Overview and Format:</b> Formative assessment completed during delivery by teacher Q&A, verbal feedback, and work check.	<b>Links for Home Learning/Extension Resources:</b>  All lesson resources and information sheets will be on Microsoft Teams.  AQA GCSE media studies textbook.





<p>Coursework will be internally assessed (30% of final grade) and marks sent to exam board.</p> <p>Mini internal assessments carried out at the end of each of each CSP.</p> <p>Mock coursework tasks set after each section of the industry is covered.</p> <p>Three formal key assessments held with a full mock paper for key assessment 3.</p>	<p>BBC Bitesize media studies.</p>
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## Key Stage 3 Moral, Cultural, and social studies Curriculum Year 11

### Term 1 – Topics/ Key Content

#### Ethics and Global Economy

In this unit, students will be exploring how the increase in connectivity between nations has led to an increase in global trade. Students will explore the impact of this change and look at the ethical issues which arise, including how we, as individuals, can reflect on our own consumer choices.

#### Assessment Overview and Format:

Students will have summative assessment throughout the year. This may be in the form of multiple-choice tests or personal reflections.

### Term 1 - Overarching Key Questions:

What is Meant by the Terms 'Economy' and 'Globalisation'?

What are the Benefits and Costs of Globalisation?

What is Meant by the Term 'Inequality'?

What is Fair Trade?

What are the Ethical Consequences of Our Own Consumer Choices?

What is Socially Responsible Investing?

#### Links for Home Learning/Extension Resources:

Students will need to prepare at home for their assessments and they can revise the MSCS curriculum by using their digital booklets and class resources.





<p><b>Term 2 - Topics/Key content:</b></p> <p><b><u>The Beginning of History – Ancient Civilizations - Part 1</u></b> Students will learn about economics and how this affects every part of your life, including: -How and Why, We Study History -Early Human Migration -The Rise of Civilization</p> <p><b><u>The Beginning of History – Ancient Civilizations - Part 2</u></b> Students will learn about economics and how this affects every part of your life, including: -The Birth of Written Language -Ancient Civilizations - Mesopotamia</p> <p><b><u>Assessment Overview and Format:</u></b> Students will have summative assessment throughout the year. This may be in the form of multiple-choice tests or personal reflections.</p>	<p><b>Term 2 Overarching Key Questions:</b></p> <p>-How can studying the past help to benefit us today? -Do events that happened hundreds or thousands of years ago influence our lives in the present day?</p> <p><b><u>Links for Home Learning/Extension Resources:</u></b> Students will need to prepare at home for their assessments and they can revise the MSCS curriculum by using their digital booklets and class resources.</p>
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**Term 3 - Topics/Key content:**

**Ancient Civilizations**

Students will learn about ancient civilizations at the dawn of recorded history through to the edge of the modern era, including:

- Rise and Fall of Ancient Civilizations
- Archaic Greece
- Greece – Classical to Roman Period
- Trade and Migration
- Early Golden Ages – Athens and India
- Later Golden Ages – Tang Dynasty, Bulgaria, and Mali
- Colonialism and its Impact

**Post War World**

Students will focus on important events that have shaped modern history and the impact on society from a political, social, and economic perspective, including:

- The Post-War World
- Pandemics and Disasters
- Modern Migration Patterns
- Economic World
- Going into Business

**Assessment Overview and Format:**

Students will have summative assessment throughout the year. This may be in the form of multiple-choice tests or personal reflections.

**Term 3 Overarching Key Question:**

- What can be learned from ancient civilizations?
- What social and technological impact does war have on a society?

**Links for Home Learning/Extension Resources:**

Students will need to prepare at home for their assessments and they can revise the MSCS curriculum by using their digital booklets and class resources.





## Key Stage 4 Music Curriculum Year 11

<b>Term 1 – Topics/ Key Content</b>  <b>Fusions set works:</b> <b>Afro Celt Sound System: ‘Release’ (from the album <i>Volume 2: Release</i>)</b> <b>Esperanza Spalding: ‘Samba em Preludio’ (from the album <i>Esperanza</i>)</b> <ul style="list-style-type: none"><li>Students will explore these pieces by using their knowledge and understanding of musical elements, musical contexts, and musical language to make critical judgments about the music.</li><li>The individual cultures that have been ‘fused’ should be isolated and the resulting fusion evaluated as a work of popular culture.</li></ul> Preparation for the performance component is ongoing.	<b>Term 1 - Overarching Key Questions</b> <ul style="list-style-type: none"><li>How do we use MAD T-SHIRT to analyse music?</li><li>What does ‘practice’ make?</li></ul>
<b>Term 2 – Topics/ Key Content</b>  Mock exam 1.  Composing a brief is ongoing.  Preparation for the performance component is ongoing.  Revision of all set works and consolidation of wider listening.  Complete composition to a brief.  Record performances.	<b>Term 2 - Overarching Key Questions</b> <ul style="list-style-type: none"><li>How does music timeline over the decades?</li><li>Why is an eclectic listening portfolio better for us as musicians?</li><li>How far have you come so far and how far do you still need to go?</li><li>What learning lessons have you learned?!</li></ul>
<b>Term 3 – Topics/ Key Content</b>  Revision of all set works and consolidation of wider listening (5 weeks).  Complete free composition.  Performing and composing submitted for moderation by 15 May (1 week).	<b>Term 3 - Overarching Key Questions</b>  Aiming beyond expectation.







Written examination	
<b>Assessment Overview and Format:</b>  <b>Performance</b> Minimum of 2 pieces 30 marks each Total of 60 marks  <b>Composition</b> Combination of 2 pieces 30 marks each Total of 60 marks  <b>Listening &amp; Appraising Set Work</b> Exam 1hr 45mins Total of 80 marks	<b>Links for Home Learning/Extension Resources:</b>  Explore Wider Listening options for each Area of Study.  Practice instruments for 20 minutes per day and alongside private instrumental lessons.  <b>Preparation for the performance &amp;and composition component is ongoing.</b>





## Key Stage 4 Physical Education Curriculum Year 11

<b>Term 1 – Topics/ Key Content</b>  Choice of recreational/competitive activities (First 6-week block) Girls Football Boys Football Fitness Rock Climbing  (Second 6-week block) Netball Rugby Athletics Fitness Rock Climbing	<b>Term 1 - Overarching Key Questions</b>  N/A
<b>Term 2 – Topics/ Key Content</b>  Choice of recreational/competitive activities (First 6-week block) Badminton Fitness Rock Climbing Swimming Dodgeball  (Second 6-week block) Tennis Rounders Cricket Fitness Rock Climbing	<b>Term 2 - Overarching Key Questions</b>  N/A
<b>Term 3 – Topics/ Key Content</b>  Choice of recreational/competitive activities Swimming Water polo Fitness Rock climbing Indoor football Benchball	<b>Term 3 - Overarching Key Questions</b>  N/A
<b>Assessment Overview and Format:</b>	<b>Links for Home Learning/Extension Resources:</b>





No Assessment in Core PE. Students are given an ATL grade throughout the year.

**N/A**





## Key Stage 4 Photography Curriculum Year 11

<b>Term 1 – Topics/ Key Content</b>  Students will continue in term 1 with their Coursework. This will form 60% of their grade. Students will start the term on their mock exam. The theme will be chosen from options set by the exam board.  Students will create development work in preparation for the 10-hour Exam in January. This work will need to be created independently in preparation for the final exam. Each student will choose their own theme and direction for this project.	<b>Term 1 - Overarching Key Questions</b>  What will make your coursework stand out and create interest for the moderator?  What artists will you use to influence your project direction?  What will make your final set of photographs be the best response to the theme?  How will you know you have planned the best solution?
<b>Term 2 – Topics/ Key Content</b>  This term will see the start of the Final Photography exam. The theme will come from the exam board and the students will need to work on this individually with no guidance or prompts.  Students will need to create a sketchbook of work that will lead to the final 10-hour exam.	<b>Term 2 - Overarching Key Questions</b>  How will you interpret the Exam question?  What photography style will best show your talent?  How will you know you have achieved the best plan for the outcome?
<b>Assessment Overview and Format:</b>  The Assessment for the Coursework will take place in January against the Exam board Criteria.  Students will get feedback formal feedback every 2-3 weeks on their progress to their target and will be guided in their coursework.	<b>Links for Home Learning/Extension Resources:</b>  Students will have homework every week. It is important students spend 2-3 hours a week on their photography homework.  Home learning tasks will be put on Go 4 Schools.





The Exam will have no internal assessment whilst in process and will get a final judgment before the moderator arrives. The students will be given an estimated grade, but nothing can be confirmed until results day. The moderators do not give feedback.

All feedback and other resources will be on Showbie. Images and files will be stored on ONEDRIVE.





## Key Stage 4 Psychology Curriculum Year 11

<b>Term 1 – Topics/ Key Content</b>  Recap of Year 10 topics  <b><u>Brain and Neuropsychology</u></b> <ul style="list-style-type: none"><li>• Structure and functions of the brain.</li><li>• Structure and function of the nervous system.</li><li>• Neuron structure and function.</li><li>• Research studies and theories investigating the functions of the brain.</li></ul> <b><u>Language, Thought and Communication</u></b> <ul style="list-style-type: none"><li>• Importance of communication; verbal vs nonverbal communication</li><li>• Human and animal communication</li><li>• Relationship between language and thought.</li><li>• Research evidence and theories investigating communication.</li></ul>	<b>Term 1 - Overarching Key Questions</b> <ul style="list-style-type: none"><li>• How does our brain affect and control our behaviour?</li><li>• How and where are things stored in our brain?</li><li>• What does damage to the brain look like?</li><li>• Why is communication so important?</li><li>• Which is more powerful, verbal, or non-verbal communication?</li><li>• How do animals communicate?</li><li>• How did we learn how to communicate?</li><li>• What is the purpose of communication?</li><li>• How does culture impact communication?</li></ul>
<b>Term 2 – Topics/ Key Content</b>  <b><u>Social Influence</u></b> <ul style="list-style-type: none"><li>• Types of conformity, reasons why people conform, and factors affecting conformity rates.</li><li>• Obedience: research into different reasons why people obey authority.</li><li>• Pro social behavior; helping behavior, situational vs dispositional factors when it comes to helping others.</li></ul>	<b>Term 2 - Overarching Key Questions</b> <ul style="list-style-type: none"><li>• Why do we obey authority?</li><li>• Why do we follow others?</li><li>• Would you help someone if they were in need?</li><li>• How do other people affect your behaviour?</li><li>• Do we learn behaviour or is it something we are born with?</li></ul>





<ul style="list-style-type: none"><li>• Crowds; reasons why people's behaviour changes in the presence of others.</li><li>• Research studies and theories analysing social influence.</li></ul> <p><b>Psychological Problems</b></p> <ul style="list-style-type: none"><li>• Incidence and significance of mental health over time.</li><li>• Effects and characteristics of mental health.</li><li>• Characteristics, explanations, and treatments of depression.</li><li>• Characteristics, explanations, and treatments of addiction.</li><li>• Research studies and theories investigating mental health.</li></ul>	<ul style="list-style-type: none"><li>• Why is there a stigma attached to mental health problems?</li><li>• How do people with mental health problems feel?</li><li>• What support is there for people with mental health problems?</li><li>• What is the best treatment?</li><li>• How can society's approach to mental health be improved?</li></ul>
<b>Term 3 – Topics/ Key Content</b>  <b>Recap of Year 10 topics</b>  <b>Exam preparation</b>	<b>Term 3 - Overarching Key Questions</b>
<b>Assessment Overview and Format:</b>  Students will be assessed at the end of every topic. This will also include keyword tests throughout each topic area. Key assessments will include a combination of topic areas reflecting exam papers and preparing students for the final examinations.	<b>Links for Home Learning/Extension Resources:</b>  Students have access to a course textbook, which is also on Teams.  The following link can help students to revise the content: <a href="https://quizlet.com/">https://quizlet.com/</a> <a href="https://learndojo.org/aqa/gcse-psychology-revision/">https://learndojo.org/aqa/gcse-psychology-revision/</a> <a href="https://www.aqa.org.uk/subjects/psychology/gcse/psychology-8182">https://www.aqa.org.uk/subjects/psychology/gcse/psychology-8182</a>





## Key Stage 4 Science Curriculum Year 11

B, C or P indicates that this is triple science content only and combined will not cover this.

TERM 1		
BIOLOGY	CHEMISTRY	PHYSICS
<b>Unit 3.3 Ecology</b> 13.1 Pyramids of biomass 13.2 Energy transfer 13.3 Making food production B 13.4 Decay processes 13.5 The Carbon cycle  <b>Human population and pollution</b> 14.2 The human population explosion B 14.2 Land pollution B 14.3 water pollution B 14.4 Deforestation B 14.5 Global warming B  <b>Unit 3.4 Organisms' interaction with the environment</b> <b>Nervous coordination and behaviour</b> 6.1 Responding to change 6.2 Reflex actions 6.3 Animal behaviour and communication	<b>Unit 8 The Rate and extent of chemical change</b> 8.1 Rate of reaction 8.2 Reversible reactions and dynamic equilibrium  <b>Unit 10 Organic Chemistry</b> 10.1 Carbon compounds as fuels and feedstocks 10.2 Reactions of alkenes and alcohols C 10.3 Synthetic and naturally occurring polymers C	<b>Unit 2.2 Forces and motion</b> 2.2 Motion 2.3 Resultant forces 2.4 Momentum 2.5 Safety in public transport 2.6 Forces and terminal velocity P  <b>Unit 5 Waves</b> 5.1 General properties of waves 5.2 The electromagnetic spectrum 5.3 Sound and ultrasound 5.4 Reflection 5.5 Refraction and total internal reflection P 5.6 Lenses and the eye P  <b>Unit 3 Electricity and magnetism</b>  3.6 Permanent and induced magnetism, magnetic forces, and fields 3.7 The motor effect 3.8 Induced potential, transformers, and the National Grid P







<b>Homeostasis</b> 7.1 Principles of homeostasis 7.2 Removing waste products B 7.3 The human kidney B 7.4 Controlling body temperature 7.5 Controlling blood glucose & Diabetes		
<b>TERM 2</b>		
<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>
<b>Unit 3.5 Inheritance Variation and inheritance</b> 10.1 Inheritance 10.2 DNA and family trees 10.3 Inherited conditions  <b>Genetic manipulation</b> 11.1 Cloning 11.2 Genetic engineering 11.3 Genetic technology  <b>Evolution adaptation and interdependence</b> 12.1 Adaptations of plants and animals 12.2 Adaptations in parasites B 12.3 Competition in plants and animals	<b>Unit 4 Chemical Analysis</b> 4.1 Purity, formulations, and chromatography 4.2 Identification of common gases 4.3 Identification of ions by chemical and spectroscopic means C  <b>Mock exam and closing the gap revision</b>	Unit 6 Space physics 6.1 Life cycle of a star 6.2 Solar system and orbital motion 6.3 Red shift and the expanding universe P  <b>Mock exam and closing the gap revision</b>





12.4 Natural selection 12.5 Evolution		
TERM 3		
BIOLOGY	CHEMISTRY	PHYSICS
Closing the Gap Revision iGCSEs		





## Key Stage 4 Spanish Curriculum Year 11

<b>Term 1 – Topics/ Key Content</b>  <b><u>Mi colegio: My school</u></b> <ul style="list-style-type: none"><li>Expressing likes and dislikes towards school subjects.</li><li>Talking about your school</li><li>Describing the facilities and uniform</li><li>Talking about school rules</li><li>Describing the good and bad aspects of your school</li><li>Comparing your present school to your previous school</li><li>Talking about your ideal school.</li></ul> <b><u>El Futuro: The Future- Post 16 options</u></b> <ul style="list-style-type: none"><li>Discussing choices at 18: work or university</li><li>Talking about future options</li><li>Advantages of going to university or working</li><li>Apprenticeships</li><li>Understanding job adverts</li><li>Advantages and disadvantages of jobs</li><li>Describing your dream job</li></ul> <b>**Draft 1 of speaking exam preparation to be completed over the winter break**</b>	<b>Term 1 – Key grammar concepts</b> <ul style="list-style-type: none"><li>Using the imperative</li><li>Using the imperfect and preterite together</li><li>Using the personal 'a'</li><li>Desde hace + the perfect tense</li><li>Verbs that take the infinitive</li><li>Revising se debe, hay que and tener que</li><li>Using lo que and lo + adjective</li><li>Using the present subjunctive</li></ul>
<b>Term 2 – Topics/ Key Content</b>  <b><u>La salud: Health</u></b> <ul style="list-style-type: none"><li>Comparing old and new health habits</li><li>Talking about what you should do</li><li>Giving people advice</li><li>Describing health resolutions</li></ul> <b><u>Las obras benéficas: Charity Work</u></b> <ul style="list-style-type: none"><li>Describing charity work</li><li>Understanding the importance of charity</li></ul>	<b>Term 2 – Key grammar concepts</b> <ul style="list-style-type: none"><li>Formation and use of the gerund</li><li>Using the conditional tense</li><li>Using negative words</li><li>Using debe, tener que and hay que</li><li>Revising the imperfect tense</li><li>Using 'if' sentences</li><li>Looking at the present subjunctive</li><li>Using reflexive constructions</li><li>Using modal verbs</li></ul>





<p><b><u>El medio ambiente: The Environment</u></b></p> <ul style="list-style-type: none"><li>• Discussing Environmental problems and their solutions</li><li>• Discussing global issues</li><li>• Discussing inequality</li><li>• Discussing poverty in the world</li></ul> <p><b>**Mock speaking exam takes place Feb / March**</b></p>	
<p><b>Term 3 – Topics/ Key Content</b></p> <p>This term will be spent revisiting all the previously studied topics in both Years 9 and 10.</p> <p>GCSE Speaking Exam will take place April/ May [TBC]*</p> <p>GCSE Examinations start May 2023.</p>	<p><b>Term 3 – Key grammar concepts</b></p> <ul style="list-style-type: none"><li>• Exam techniques</li><li>• Writing from memory</li><li>• Translation tips</li><li>• Training your ear</li><li>• Vocabulary recall</li><li>• Speaking from spontaneously from memory</li><li>• Describing pictures</li><li>• Reading for gist</li></ul>
<p><b>Assessment Overview and Format:</b></p> <p>There are only 2 more assessment points before GCSE Examinations start:</p> <ul style="list-style-type: none"><li>• 31<sup>st</sup> October = Key Assessment 1</li><li>• 2<sup>nd</sup> January = Mock Exam</li></ul> <p><b>*Speaking mock and final exam =TBC. The class teacher will liaise directly with students regarding dates.</b></p> <p>Students will complete as many past papers as possible and practice questions throughout the year to ensure they are fully prepared for the exam.</p>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p><a href="https://revisionworld.com/gcse-revision/spanish/spanish-gcse-past-papers">https://revisionworld.com/gcse-revision/spanish/spanish-gcse-past-papers</a></p> <p><a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a></p> <p><a href="http://www.spanishdict.com">www.spanishdict.com</a></p> <p>Students are given booklets / Knowledge Organisers for each topic of study which contain everything they need.</p> <p><b>Students must also ensure that they keep hold of their Year 10 folder and they keep all previous booklets, past papers and exemplar writings etc. so they can refer back to them for revision.</b></p>

