



2022-23

# Key Stage 4

Year 11 Curriculum





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## Key Stage 4 Arabic A Curriculum Year 11

Most of the resources used are based on specifications made by the UAE Ministry of Education. We will also combine a range of IGCSE Curriculum requirements through MOE curriculum.

**Reading:** Learners read distinguished literary works and interact with them in a way to support the subjects they study. They will also read texts about history, Sociology, psychology, and others, to reach a deep level of literary understanding and appreciation.

When analyzing the texts, they will be encouraged to specify ideas and seek out the general humanitarian issues that are presented. Students will be encouraged to read and analyze old and modern poetic texts and prose works, including short stories, plays, and novels which are differentiated in their content and in the issues discussed.

They will demonstrate ability to analyze such artistic texts and explain the ideas contained therein, in addition to linking them with other literary works.

The course explores and encourages:

- the historical stages of the Arabic Literature through the time line of the literary eras
- elicits the technical features of the texts and connects them with their literary eras
- compares between the language, style, and ideas of some poems
- distinguishes the emotive language in texts and explains the rhetorical images in the verses
- shows the role of imagination and the verbal images in creating an impact on poetry

**Writing:** Learners show their understanding of the different elements of writing for form and purpose. Students will be encouraged to write:

- narrative texts,
- explanatory texts,
- persuasive texts
- descriptive texts.

They will be able to organize their ideas and evidence in a coherent and convinced form, which expresses deep thinking in the subject and is supported with examples.

The course will engage with writing a simple research paper and applying the basic steps to do so, developing research strategies by asking clear and precise questions about the subject, and applying the techniques of revision and evaluation.

**Speaking:** Learners show their ability in conversation such as:

- fluency,
- confidence,
- organizing of ideas,
- clarity,

and using the paralleled elements of the language including:

- tuning,
- accent,
- gesture,
- allusion

Students will participate effectively in official presentations such as speeches, public discussions, and debates. They will be encouraged to use conversation skill for various purposes as asking

questions, exchanging information, re-formatting the audible texts, or narration of a story and providing different presentations

**Listening:** Learners will listen to the audible texts and show understanding. They will be able to distinguish and analyze ideas, extract values and principles, evaluate the texts according to objective standards, and adhere to the etiquette of listening.

### Term 1 – Topics/ Key Content

إذا المرء لم يدنس) قصيدة شعرية  
الاستعارة  
مراجعة الميزان الصرفي  
بحث عن العصر الجاهلي وخصائصه  
نص استماع  
(قصة قصيرة (الخبز  
استجابة أدبية لقصة الخبز  
اسم الفاعل من الفعل الثلاثي  
(نصوص الرأي) العتاب صابون القلب  
كتابة مقال الرأي  
(نص السيرة الذاتية) اسمها تجربة  
اشتقاق صيغ المبالغة  
(نص معوماتي) التسوق الإلكتروني  
مراجعة إعراب المضاف والمضاف إليه  
مراجعة إملاء الهزمة المتوسطة  
اختبار مهاري لمهارة القراءة في الفرعين  
التاليين:  
(مهارة الفهم و الاستيعاب) (نص خارجي  
مهارة قراءة النص الأدبي وتحليله  
اختبار مهاري لمهارة الكتابة الإبداعية في  
نوع النص التالي  
مقال الرأي: يكتب المتعلم مقال رأي مكتمل  
العناصر

### Term 2 – Topics/ Key Content

"أنا من بدل بالصحب الكتابا"  
أحمد شوقي  
(العصر الحديث)  
كتابة الاستجابة الأدبية للقصيدة  
أنواع الاستعارة التي تم استخدامها في النص  
الشعري  
أسلوب الاستثناء  
القصة القصيرة  
"زعر و زنجبيل"  
الطباق و المقابلة  
نص السيرة الذاتية

### Term 1- 2 – 3 Overarching Key Questions

The class teacher to choose the appropriate key question bases on the text taking into account the MOE national document expectations. (Below are samples of related key questions)

اللغة والبنية والشكل لتقديم الكاتب /الشاعر كيف يستخدم أفكاره ومشاعره ولإنشأ التأثيرات؟  
للمفارقة في الكاتب /الشاعر ما مدى فعالية استخدام النص؟

جيدا؟ ... ما الذي يجعل النص ما هي أوجه التشابه والاختلاف بين قصيدتين؟  
الأنماط الموجودة في النص الشعري؟ / ما هي المواضيع على ( البلاغية- الدلالية- المعجمية ) كيف تؤثر اختياراتنا الطريقة التي نقدم بها الأفكار؟

الأجهزة اللغوية لإنشاء صوت شعري؟ .... كيف يستخدم؟ .....  
العاطفة في هذه القصة /كيف يتصاعد الوقت ما هي الاستراتيجيات التي يمكنك استخدامها لجعل الكتابة حية للقارئ؟

ما هي الأسباب التي تجعل الثقافات والأفراد يروون قصصاً عن تجاربهم؟  
ما الذي يجعل القصة فعالة في الوصول إلى غرضها؟  
كيف يمكن أن نستخدم معرفة بنية اللغة في الكتابة بشكل أكثر إقناعاً؟

كيف يمكنك أن تجعل قضية ما مقنعة، وتلهم القارئ لاتخاذ إجراءات؟  
ما هي أهم الاستراتيجيات لبناء مهارات الاتصال الشفوي الفعال؟

ما هي السمات المميزة للجملة؟ وكيف يساهم اختلافها في تغيير المعنى؟  
ما هي القوالب اللغوية التي تجعل تدعم المعنى وتقويه؟  
... 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؟

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

كيف نعلق على النص باستخدام المعرفة السابقة؟  
كيف يتم بناء فهمنا للثقافة و المجتمع و التاريخ من خلال  
اللغة؟

كيف يتم استخدام اللغة للتلاعب بنا؟

### Term 3 – Topics/ Key Content

إلى أمّتي سموّ الشيخ محمد بن راشد  
المسؤولية المجتمعية  
المشي و آثاره على الصحة  
رواية رجال في الشمس  
أفعال المقاربة و الرجاء و الشروع  
تدريبات متنوعة  
الجناس  
التطوع  
كيف تكون شابا ناجحا و تحقق أحلامك  
العقل السليم في الجسم السليم  
أشجار القرم  
نسعة آثار ساحرة للامتان  
التطوع



<p>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, stories and 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

<p><b>Term 1 – Topics/ Key Content</b></p> <p><u>Future aspirations, study and work</u></p> <ul style="list-style-type: none"><li>• Work</li><li>• Ambitions</li><li>• Using languages beyond the classroom</li></ul>	<p><b>Term 1 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• How is your relationship with your family members?</li><li>• How do I spend my time with my family?</li><li>• What does your family do?</li><li>• What do you want to be in the future?</li><li>• How can I prepare a good CV?</li><li>• What is my dream Job?</li><li>• How can I write formal letter and informal letter?</li></ul>
<p><b>Term 2 – Topics/ Key Content</b></p> <p><u>International and global dimension</u></p> <ul style="list-style-type: none"><li>• Bringing the world together</li><li>• Environmental issues</li></ul>	<p><b>Term 2 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• How I can be part of team?</li><li>• How can I show an understanding of different cultures?</li><li>• How can prove my understanding of the moral world around me?</li><li>• How can I be a risk-taker in my society?</li><li>• What can I do to show a positive attitude?</li><li>• How can I upstanding member of my environment?</li><li>• What can I do to protect my close environment?</li><li>• How can I stop the bad habits and be a good citizen?</li></ul>
<p><b>Term 3 – Topics/ Key Content</b></p> <ul style="list-style-type: none"><li>• This term will be spent recapping all the previously studied topics in both years 10 and 11.</li><li>• GCSE Speaking Exam will take place end of April [TBC]</li><li>• GCSE Examinations start in May 2022.</li></ul>	<p><b>Term 3 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• Exam techniques for each skill.</li><li>• Writing from memory</li><li>• Translation tips</li><li>• Vocabulary spelling</li><li>• Speaking spontaneously from memory</li><li>• Describing the different types of pictures-based.</li><li>• Role-play tips.</li><li>• Different types of questions.</li></ul>



## Key Stage 4 3D Design Curriculum Year 11

<p><b>Term 1 – Topics/ Key Content</b></p> <p>Students will continue in term 1 with their Coursework. This will form 60% of their grade. Students will start the term by finishing their Architecture project and then start on their mock exam. The theme will be Natural Forms.</p> <p>Students will create sketchbook work in preparation for the 10-hour Exam in January. This work will need to be more independently worked on in preparation for the final exam.</p> <p>Each student will aim to create a lamp in the style of their theme Natural Forms.</p>	<p><b>Term 1 - Overarching Key Questions</b></p> <p>What will make your coursework stand out and create interest for the moderator?</p> <p>What artists will you use to influence your project direction?</p> <p>What will make your final painting be the best response to the theme?</p> <p>How will you know you have planned the best solution?</p>
<p><b>Term 2 – Topics/ Key Content</b></p> <p>This term will see the start of the Final Art exam. The theme will come from the board and the students will need to work on this individually with no guidance or prompts.</p> <p>Students will need to create a sketchbook of work that will lead to the final 10-hour exam.</p>	<p><b>Term 2 - Overarching Key Questions</b></p> <p>How will you interpret the Exam question?</p> <p>What artists' style will best show your talent?</p> <p>How will you know you have achieved the best plan for the outcome?</p>
<p><b>Term 3 – Topics/ Key Content</b></p> <p>The Final Exam will take place at the beginning of this term. The rest of the sessions will be spent planning the Final Exhibition.</p> <p>The course ends on the 1<sup>st</sup> of May.</p>	<p><b>Term 3 - Overarching Key Questions</b></p> <p>N/A</p>
<p><b>Assessment Overview and Format:</b></p> <p>The Assessment for the Coursework will take place in January against the Exam board Criteria.</p> <p>Students will get formal feedback every 2-3 weeks on their progress toward their target and will be guided in their coursework.</p> <p>The Exam will have no internal assessment whilst in process and will get a final judgment before the moderator arrives. The students will not be given an estimated grade, but nothing can be confirmed until</p>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p>Students will have homework every week. It is important students spend 2-3 hours a week on their art homework.</p> <p>Home learning tasks will be uploaded on Go 4 Schools.</p> <p>All feedback and other resources will be on Showbie.</p>





the results day. The moderators do not give feedback.

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## Key Stage 4 Art & Design Curriculum Year 11

<b>Term 1 – Topics/ Key Content</b>	<b>Term 1 - Overarching Key Questions</b>
<p><b>Coursework: 60% of the overall GCSE Grade.</b></p> <p>Theme: Indulgence</p> <p>Students will continue the first term in Year 11 working on their 'Indulgence' themed coursework. They will be expected to continue to develop responses from the artists and photographers whom they have chosen under this theme.</p> <p>Students will develop ideas from the recordings in which they have produced before they produce their final outcome for this unit.</p> <p>Students will be assessed against the 4 Assessment Objectives</p> <p>AO1 Develop AO2 Refine AO3 Record AO4 Present</p>	<p>How will you add a 'twist' to your theme?</p> <p>What influences will you take from the artists in which 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>
<p><b>Term 2 – Topics/ Key Content</b></p> <p>Exam Question set by the Edexcel Examination Board</p> <p>40% of final GCSE Grade</p> <p>Students will receive their question paper in which they will select one question from as the title of the exam theme.</p> <p>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 produce a personal response using their recordings and observations produced from their exam prep period.</p>	<p><b>Term 2 - Overarching Key Questions</b></p> <p>How will you add a 'twist' onto your theme?</p> <p>What influences will you take from the artists in which 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>



<p><b>Term 3 – Topics/ Key Content</b></p> <p>Exam Question set by the Edexcel Examination Board</p> <p>40% of the final outcome</p>	<p><b>Term 3 - Overarching Key Questions</b></p> <p>How will you add a 'twist' to your theme?</p> <p>What influences will you take from the artists in which 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>
<p><b>Assessment Overview and Format:</b></p> <p>Students will be assessed both formatively and summatively. 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, and Agile</b> alongside <b>Linking</b> and <b>Realising</b>. Students will be expected to demonstrate this during their lessons as it will in turn enable them to understand the</p>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p>The expectations of both quality and quantity within the GCSE mean 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 lunch times and after school. Days will be confirmed with the subject teachers.</p>



assessment objectives with more confidence.	
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## 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) 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 businesses to respond 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>Mock exam 2 for paper 1 and 2 Revision Mind maps</p>	<p><b>Term 3 - Overarching Key Questions</b></p> <p>Can you complete SWOT and Subject Audit for Business studies? Which areas do you need support with?</p>
<p><b>Assessment Overview and Format:</b></p> <p>Formative assessment completed during delivery by teacher Q&amp;A, verbal feedback,</p>	<p><b>Links for Home Learning/Extension Resources:</b></p>



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 are carried out during delivery for each section. Three formal key assessments are held with a full mock paper for key assessment 3.

Course textbook, PowerPoints, activities, homework tasks, case study material, and revision mind maps, past exam papers - all available on teams. Online access to e-books using the login provided by the teacher.



## Key Stage 4 Computing Curriculum Year 11

<p><b>Term 1 – Topics/ Key Content</b></p> <p><b><u>Problem Solving</u></b> Algorithms Written Description Flowcharts Pseudo Code Sequence, Selection, and Iteration</p> <p><b><u>Programming</u></b> Data types Variables Readable Code String Handling Sub-Programs</p>	<p><b>Term 1 - Overarching Key Questions</b></p> <p>Reflect and critically analyse code in terms of its accuracy, consistency, efficiency, and unambiguity.</p> <p>Evaluate the purpose of your code, who will read the back code, and how user-friendly it is.</p>
<p><b>Term 2 – Topics/ Key Content</b></p> <p><b><u>Theory</u></b> Networks Databases Run-Length Encoding Binary images, text, and sound Signed Binary Conversion Logical Binary Shifts Arithmetic Binary Shifts Logic</p>	<p><b>Term 2 - Overarching Key Questions</b></p> <p>Should the government employ ethical hackers?</p> <p>Can a computer store the number infinity?</p> <p>Are 16.7 million colours too many?</p>
<p><b>Term 3 – Topics/ Key Content</b></p> <p><b><u>Non-Examination Assessment</u></b></p> <p>20 hours Coursework</p>	<p><b>Term 3 - Overarching Key Questions</b></p> <p>n/a</p>
<p><b>Assessment Overview and Format:</b></p> <p><b><u>Principles of Computer Science – All Topics</u></b> 50% 1 hour and 40 minutes examination Multiple-choice, short, and extended open-response questions</p>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p>Websites <a href="https://www.bbc.com/education/subjects/z34k7ty">https://www.bbc.com/education/subjects/z34k7ty</a></p> <p>Videos Edexcel Computer Science Tutorial Video Playlist</p>



**Application of Computational Thinking**

50%

2 hours

Scenario-based examination

Short and extended open-response questions.





## Key Stage 4 Design & Technology Curriculum Year 11

<b>Term 1 – Topics/ Key Content</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>• Research</li><li>• Design, develop and model ideas</li><li>• Test and evaluate models</li><li>• Begin to manufacture the 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>  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>  Students will continue their NEA. The deadline for the NEA is currently set for the 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 the final outcome</li></ul> <i>Please note some students may want to tweak sections of their NEA from the previous term. This is perfectly acceptable.</i>  After the February half term, the full focus will be on revision in line with specifications set out by the exam board.	<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?  What does effective revision look like?  How can I maximize time and marks during the exam?  What are the command words and how do I effectively answer exam questions?
<b>Term 3 – Topics/ Key Content</b>  The full focus will be on revision in line with specifications set out by the exam board.	<b>Term 3 - Overarching Key Questions</b>  What does effective revision look like?  How can I maximize time and marks during the exam?  What are the command words and how do I effectively answer exam questions?
<b>Assessment Overview and Format:</b>  50% NEA – Coursework project. 50% Exam – 2-hour paper.	<b>Links for Home Learning/Extension Resources:</b>  All home learning is uploaded onto Showbie and Go4Schools. The work is mostly a continuation of skills



The exams and non-exam assessment (NEA) will measure how students have achieved the following assessment objectives. Worth 50%

- AO1: Identify, investigate and outline design possibilities to address needs and wants.
- AO2: Design and make prototypes that are fit for purpose.
- AO3: Analyse and evaluate: design decisions and outcomes, including for prototypes made by themselves and others and wider issues in design and technology.
- AO4: Demonstrate and apply knowledge and understanding of technical principles and designing and making principles.

and tasks we have started in the lesson as this helps students retrieve the information needed in an exam. On occasion, this can be related to research for a topic, analysis of a design workpiece, skill-building exercises, or revision for exams.



## Key Stage 4 Drama Curriculum Year 11

<p><b>Term 1 – Topics/ Key Content</b></p> <p><b>Written Paper (Section A)</b></p> <p>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.</p> <p><b>Written Paper (Section B)</b></p> <p>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.</p> <p>This unit will also include ample exam practice in preparation for mock examinations.</p>	<p><b>Term 1 - Overarching Key Questions</b></p> <p>Key questions will be heavily based on past examination papers.</p> <p>How did the use of lighting enhance the performance?</p> <p>In what way did the actor's use of movement help to communicate meaning?</p>
<p><b>Term 2 – Topics/ Key Content</b></p> <p><b>Component 2 – Performance of a set text</b></p> <p>Students will study and perform a set text which is in contrast to the text studied for component 1 (DNA).</p> <p>They will complete two extracts from the play and perform for an external examiner.</p> <p>This is a practical examination and will be assessed externally.</p>	<p><b>Term 2 - Overarching Key Questions</b></p> <p>What are your intentions for your character? How are you making this clear? Can your use of movement/space enhance this at all? Can you explain the journey that your character makes throughout this piece?</p>



<p><b>Term 3 – Topics/ Key Content</b></p> <p><b>Revision for the external examination</b></p> <p>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.</p>	<p><b>Term 3 - Overarching Key Questions</b></p> <p>Questions will be focused on the examination paper.</p>
<p><b>Assessment Overview and Format:</b></p> <p>Key assessment one will be focused on Section A of the written paper and will be written only.</p> <p>Mock exams will take place in line with the rest of the cohort in January 2023.</p> <p>Component 2 acting exam will take place in March 2023. This is a practical examination and does not require any written work.</p> <p>The written exam will take place in the Summer 2023 exam series. The exact date is to be confirmed.</p>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p>Homework will be set regularly for year 11 students to consolidate learning but also to complete pre-reading/research for upcoming areas of study.</p> <p>Students will also be provided with a textbook to further support their learning.</p> <p>They should also try to get as much exposure to theatre as possible whether that be live or recorded.</p> <p><a href="https://www.bbc.co.uk/bitesize/subjects/zbckjxs">https://www.bbc.co.uk/bitesize/subjects/zbckjxs</a></p> <p><a href="https://www.digitaltheatreplus.com/">https://www.digitaltheatreplus.com/</a></p>



## Key Stage 4 Economic Curriculum Year 11

<p><b>Term 1 – Topics/ Key Content</b></p> <p><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</p>	<p><b>Term 1 - Overarching Key Questions</b></p> <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>
<p><b>Term 2 – Topics/ Key Content</b></p> <p><b><u>The global economy</u></b> This section covers: 2.2.2 International trade 2.2.3 Exchange rates</p> <p>Revision recap/review Unit 1 Exam focus practice paper Unit 1 questions</p>	<p><b>Term 2 - Overarching Key Questions</b></p> <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 effect that an appreciation in exchange rates can have on a country's imports and exports?</li></ul>
<p><b>Term 3 – Topics/ Key Content</b></p> <p>Mock exam 2 for papers 1 and 2 Revision unit 1 and unit 2 Mind maps</p>	<p><b>Term 3 - Overarching Key Questions</b></p> <p>Can you complete a Subject Audit for Economics? Which areas do you need support with?</p>
<p><b>Assessment Overview and Format:</b></p> <p>Formative assessment completed during delivery by teacher Q&amp;A, verbal feedback,</p>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p>Course textbook, PowerPoints, activities, homework tasks, case study material, and revision mind maps, past</p>



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 are carried out during delivery for each section. Three formal key assessments are held with a full mock paper for key assessment 3.

exam papers - all available on teams. Online access on e-book using login provided by the teacher



## Key Stage 4 English Curriculum Year 11

IGCSE English Language	
<p><b>IGCSE English Language</b></p> <p><b>Term 1 – Topics/ Key Content</b></p> <p>Students will refine the coursework produced in Year 10 in order to secure the highest grade possible.</p> <p><b>Imaginative Writing Coursework.</b></p> <p>Their imaginative writing should be approximately 650-800 words in length. <i>This piece of coursework represents 20% of their final iGCSE grade.</i></p> <p><b>Poetry and Prose Coursework</b></p> <p>Students will write an essay exploring how language and structure are used in three texts they have studied. Texts are to be decided by the class teacher and questions will vary from class to class. <i>This piece of coursework represents 20% of their final iGCSE grade.</i></p>	<p><b>Term 1 - Overarching Key Questions</b></p> <p>What makes an effective piece of descriptive writing? How can we use language techniques to make our writing more interesting? How can we vary vocabulary and sentence structures for effect? Why is the re-drafting process so important?</p> <p>How do writers use language and structure to create effects? How is the key theme presented in this text? Can I use the PETAL structure to analyse key quotations?</p>
<p><b>Term 2 – Topics/ Key Content</b></p> <p>Exam preparation:</p> <p><b>Non-Fiction Texts</b></p> <p>Students will cover the ten non-fiction texts in their anthologies, focusing on how writers use language and structure to present their ideas and perspectives.</p> <p>Whilst studying these texts, students will be given a range of past paper style questions to help them prepare for their examination.</p> <p><b>Transactional Writing</b></p> <p>Students will learn how to write non-fiction for a range of different audiences and purposes. These include writing to persuade, inform and</p>	<p><b>Term 2 &amp; 3 - Overarching Key Questions</b></p> <p>How do writers use language and structure to create effects? What is the writer feeling and how do we know this? How does the writer describe their experiences? What are the similarities and differences between two texts? Which answer format should we use for each exam question?</p> <p>How can we tailor our writing for different audiences and purposes?</p>



<p>argue. They will also look at model examples and analyse why these are effective. This is in preparation for Section B of their English Language examination.</p>	<p>What are the features of a good piece of transactional writing? What do we gain marks for in our exam?</p>
<p><b>Term 3 – Topics/ Key Content</b></p> <p>Students will revise the content from Term 2 ahead of the iGCSE examinations, ensuring they are adequately prepared for the paper.</p>	
<p><b>Assessment Overview and Format:</b></p> <p>The iGCSE English Language examination is at the end of Year 11. This is worth 60% of the iGCSE, with coursework forming the other 40%.</p> <p>There will be regular mock examinations to help students prepare.</p>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p>Students are provided with an anthology which includes all of the texts studied. A revision guide exploring each text is also shared.</p> <p>Students will be expected to act upon feedback given for their coursework drafts.</p> <p>In addition, we recommend that students read for at least 20 minutes per day in order to develop their vocabulary and fuel their imagination; there is a WEK Reading Challenge in the student planner.</p>

<b>iGCSE English Language and English Literature</b>	
<p><b>Term 1 – Topics/ Key Content</b></p> <p><b>Language: Non-Fiction Texts</b> Students will cover the ten non-fiction texts in their anthologies, focusing on how writers use language and structure to present their ideas and perspectives. Whilst studying these texts, students will be given a range of past paper style questions to help them prepare for their examination.</p> <p><b>Literature Coursework- Literary Heritage</b> Pupils will write an essay style response based on a literary heritage text. The text and question will be set by class teachers, but all classes will study either <i>Romeo and Juliet</i> or <i>Macbeth</i>. Students will analyse</p>	<p><b>Term 1 - Overarching Key Questions</b></p> <p>How do writers use language and structure to create effects? What is the writer feeling and how do we know this? How does the writer describe their experiences? What are the similarities and differences between two texts? Which answer format should we use for each exam question?</p> <p>How do writers use language, structure and form to create effects?</p>





<p>the writer's use of language, structure, and form to present themes/ ideas. They will also study information about the historical context of the time and create links between a text and its context.</p>	<p>How do contextual factors affect the audience's interpretation of the play?</p>
<p><b>Term 2 – Topics/ Key Content</b> Poetry To prepare for their examination, students will study the 16 poems from Part 3 of their anthologies. They will focus on how poets use language, structure, and form to present a range of themes and ideas.</p>	<p><b>Term 2 - Overarching Key Questions</b> How do poets use language, structure and form? What makes a good poetry essay? What are the similarities and differences between two poems? Which themes/ patterns are there in the poetry anthology?</p>
<p><b>Term 3 – Topics/ Key Content</b> Of Mice and Men Students will read and study 'Of Mice and Men' by John Steinbeck. They will consider how Steinbeck presents life in America in the 1930s by looking at the historical context of the book. They will also consider how Steinbeck creates characters and presents different themes such as loneliness and discrimination. Exam style questions will prepare students for the exam. For this section of the exam, students will not have access to a copy of the novel in the exam; they will be required to learn key quotations.</p>	<p><b>Term 3 - Overarching Key Questions</b> What was life like during the Great Depression? How does Steinbeck create characters? To what extent are the novella's characters symbolic of 1930s life? What are the relationships between characters like and how does Steinbeck present these relationships?</p>
<p><b>Assessment Overview and Format:</b> Students will sit their iGCSE English Language and English Literature examinations at the end of Year 11.  Both courses are structured in the same way: 60% examination 40% coursework Regular timed mocks will be scheduled to help them prepare.</p>	<p><b>Links for Home Learning/Extension Resources:</b> Students are provided with an anthology which includes all the texts studied. Revision guides exploring each text are also shared.  Students will be expected to act upon feedback given for their coursework drafts.  In addition, we recommend that students read for at least 20 minutes per day in order to develop their vocabulary and fuel their imagination; there is a WEK Reading Challenge in the student planner.</p>



## Key Stage 4 Enterprise Curriculum Year 11

<p><b>Term 1 – Topics/ Key Content</b></p> <p><b>Cash flow, break-even &amp; income statement</b></p> <p><b>Negotiation</b></p> <p><b>Communication</b></p> <p><b>Help and support for enterprise</b></p> <p><b>Coursework focus</b></p> <p>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.</p>	<p><b>Term 1 - Overarching Key Questions</b></p> <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>
<p><b>Term 2 – Topics/ Key Content</b></p> <p><b>Evaluation</b></p> <p><b>Course focus</b></p> <p>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).</p>	<p><b>Term 2 - Overarching Key Questions</b></p> <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>
<p><b>Term 3 – Topics/ Key Content</b></p> <p>Mock exam 2</p> <p>Revision</p>	<p><b>Term 3 - Overarching Key Questions</b></p> <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>



<p><b>Assessment Overview and Format:</b></p> <p>Formative assessment completed during delivery by teacher Q&amp;A, verbal feedback and work check. Peer assessment techniques 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.</p>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p>Course textbook, PowerPoints, team challenges, homework tasks, coursework task, revision booklet, learning journal, past exam papers - all available on teams. Online access on e-book using login provided by teacher.</p> <p><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></p>
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## Key Stage 4 Food Curriculum Year 11

<p><b>Term 1 – Topics/ Key Content</b></p> <p><b>NEA 1 – Science Investigation as released by exam board on 1<sup>st</sup> Sept</b></p> <p>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</p>	<p><b>Term 1 - Overarching Key Questions</b></p> <p>Why is it important to carry out concise research?</p> <p>What is a hypothesis</p> <p>How should one plan Investigations?</p> <p>Why is it important to use a variety of methods to display results?</p> <p>Why are annotated photos required?</p> <p>What makes a perfect conclusion?</p>
<p><b>Term 2 – Topics/ Key Concepts</b></p> <p><b>NEA 2 – Task title as released by exam board on 1<sup>st</sup> November</b></p> <p>Research Demonstrating technical skills Planning for final Menu Making Analyse and Evaluate</p>	<p><b>Term 2 - Overarching Key Questions</b></p> <p>Why is concise and relevant research very important?</p> <p>What are the 12 technical skills you must demonstrate?</p> <p>Why is planning crucial in achieving to the highest level?</p> <p>What do you need to demonstrate in the making of both trial dishes and final dishes?</p> <p>How do analysis and evaluation techniques allow one to achieve a higher level?</p>
<p><b>Term 3 – Topics/ Key Content</b></p> <p><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 Secondary food processing Food Fortification</p>	<p><b>Term 3 - Overarching Key Questions</b></p> <p>What is organic farming?</p> <p>What are genetically modified foods?</p> <p>What are free range foods?</p> <p>What is sustainable fishing?</p> <p>Why are food miles and carbon footprint significant?</p> <p>What is food security?</p> <p>Explain primary and secondary food processing?</p>



<p>Revision:</p> <p>1. Food Nutrition and Health</p> <p>2. Food science</p> <p>3. Food safety</p> <p>4. Food Choice</p> <p>5. Food Provenance</p>	<p>What are the functions of the nutrients? What are the sources of the nutrients? 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?</p> <p>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?</p> <p>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?</p> <p>What factors influence food choice? What are the legal requirements on a food label? Define and explain sensory analysis?</p> <p>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</p>
<p><b>Assessment Overview and Format:</b></p> <p>Students will be assessed both formatively and summatively</p> <p>Verbal feedback will be given to students in the lesson.</p> <p>The students will be assessed using exam-style questions and also a revision workbook will be issued to each student along with revision questions.</p>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p>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</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>



Practical work will be assessed based on the level of skills shown and presentation and also exam board criteria

The students will be assessed using exam style questions and also a revision workbook will be issued to each student along with revision questions and knowledge check questions.



## 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><li>• Discussing local and global issues</li><li>• Discussing social issues</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> <p><b>Term 3 – Skills</b></p> <ul style="list-style-type: none"><li>• Exam techniques</li></ul>



<ul style="list-style-type: none"><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>	<ul style="list-style-type: none"><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>*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>	<p><b>Links for Home Learning/Extension Resources:</b></p> <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

<p><b>Term 1 – Topics/ Key Content</b></p> <p><b>Human Geography</b> – Economic activity and energy</p>	<p><b>Term 1 - Overarching Key Questions</b></p> <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, which increasingly experience an energy gap and therefore seek energy security by developing a balanced energy mix and sustainable energy use.</li></ul>
<p><b>Term 2 – Topics/ Key Content</b> <b>Human Geograph:</b> <b><u>Globalisation and migration</u></b></p>	<p><b>Term 2 - Overarching Key Questions</b></p> <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>
<p><b>Term 3 – Topics/ Key Content</b></p> <p><b><u>Consolidation and revision of IGCSE course</u></b></p>	<p><b>Term 3 - Overarching Key Questions</b></p> <p>N/A</p>
<p><b>Assessment Overview and Format:</b></p> <p>Formative assessment in lesson by teacher during Q&amp;A, and classwork activities. Peer assessment techniques used to stretch students' knowledge and understanding. Mini internal assessments carried out during course of unit, using past exam papers. Termly key</p>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p>Students will be provided with a copy of the Edexcel IGCSE Geography textbook.</p> <p><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> <a href="http://www.theguardian.com/uk">http://www.theguardian.com/uk</a></p>



assessments held with a mock exam paper for key assessment 2.

<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 the 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 '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>
<p><b>Term 2 – Topics/ Key Content</b></p> <p><b><u>19<sup>th</sup> and 20<sup>th</sup> century migration</u></b></p>	<p><b>Term 2 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• Why did people move around the Britain and Empire so much?</li><li>• Did the media control minds?</li><li>• Why did Irish and Jewish people migrate to Britain</li><li>• How did Britain lose their empire?</li></ul>



<p><b><u>Elizabethan England 1568-1603</u></b></p> <p>Elizabeth and her court</p> <p>Class, wealth and society</p> <p>Poverty in Elizabeth and England</p> <p>Elizabethan explorers</p> <p>Religion in Elizabethan times</p>	<ul style="list-style-type: none"><li>• Would you leave a tropical island and go to an island devastated by war?</li><li>• Were the Falklands the last stand of the British Empire?</li><li>• What is/was Britain's relationship with the EU?</li> <li>• Who was Elizabethan and what was her background?</li><li>• Who was powerful in Elizabethan society?</li><li>• Why it tough being a female ruler?</li><li>• Was marriage necessary for Elizabeth and for England?</li><li>• Why didn't she get married?</li> <li>• What was the structure of Elizabethan England like?</li><li>• How was wealth divided in Elizabethan England?</li><li>• How important was the theatre to Elizabethans?</li><li>• Was the Globe Theatre a high-class place?</li> <li>• Why was there so much poverty in a 'Golden Age'?</li><li>• Were Elizabethans charitable?</li><li>• How brutal were government's treatment of the poor?</li><li>• Were Elizabethans sympathetic to the poor?</li> <li>• Was the Elizabethan Age an 'Age of Discovery'?</li><li>• Did voyages abroad make England rich and powerful?</li> <li>• How did religion change under Elizabeth?</li><li>• What was the reaction of Catholics in England to the 'Middle Way'?</li><li>• How did Elizabeth deal with the Puritans?</li><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 best the mighty Armada?</li></ul>
<p><b>Term 3 – Topics/ Key Content</b></p> <p><b><u>Revision of America</u></b></p> <p>Opportunity and Inequality 1920-73, Conflict and Tension between East and West 1945-72, Migration, Empires and the People and Elizabeth 1558-1603</p>	<p><b>Term 3 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• 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.</li></ul>



**Assessment Overview and Format:**

We do two Mock Exams across the Year. These assessments will be on Migration firstly and on Elizabeth secondly. Practice papers of Year 10 material will also be given as homework and to be completed during Horizons Week.

They also complete exam questions in exactly the same format as they will sit in the exam across the year. They will do these exam questions in class and for homework.

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

All lessons will be on TEAMS and students will have access to course books in lesson and at home.

<https://www.bbc.com/bitesize/topics/zx3fnbk>

<https://www.bbc.com/bitesize/topics/z29rbk7>



## Key Stage 4 Islamic Curriculum Year 11

<p><b>Term 1 – Topics/ Key Content</b></p> <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>	<p><b>Term 1 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• What is the reason Allah revealing the Surah Al Kahf?</li><li>• Why Surah Al Kahf is so important Surah in Qur’an?</li><li>• Why did Allah mention the story of the people of the cave?</li><li>• How would you prove that faith in unseen is an integral part of Islamic belief?</li><li>• What is the definition of term Jihad?</li><li>• What strategies can be used to remove people’s misconception 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 are the dressing etiquettes in Islam?</li></ul>
<p><b>Term 2 – Topics/ Key Content</b></p> <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>	<p><b>Term 2 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• What do you think is the reason, Allah kept the people of 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 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 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><li>• How does endowment affect the individual and society?</li><li>• What is difference between Waqf and Sadaqah?</li></ul>



<p><b>Term 3 – Topics/ Key Content</b></p> <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>	<p><b>Term 3 - Overarching Key Questions</b></p> <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 gentile to women in his farewell sermon?</li><li>• What is the concept of tolerance in Islam?</li></ul>
<p><b>Assessment Overview and Format:</b></p> <p>Students will have 3 key assessments throughout the year. Students will be judged on 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>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p><a href="http://www.awqaf.gov.ae">www.awqaf.gov.ae</a> <a href="http://www.quranexplorer.com">www.quranexplorer.com</a> <a href="http://www.iacad.gov.ae">www.iacad.gov.ae</a> <a href="http://www.quran.com">www.quran.com</a> <a href="http://www.islamreligion.com">www.islamreligion.com</a> <a href="http://harunyahya.com">http://harunyahya.com</a> <a href="https://scholar.google.ae">https://scholar.google.ae</a> <a href="http://www.sultan.org">http://www.sultan.org</a> <a href="https://sunnah.com">https://sunnah.com</a></p>



## Key Stage 3 Mathematics Curriculum Year 11

### **Term 1 to February half term – Topics/ Key Content**

#### Sets

understand the definition of a set, use the set notation  $\mathbb{E}$ ,  $\mathbb{C}$  and  $\mathbb{I}$  and  $\mathbb{I}$ , understand the concept of the universal set and the empty set and the symbols for these sets, understand and use the complement of a set, use Venn diagrams to represent sets, find probabilities from a Venn diagram, understand sets defined in algebraic terms, and understand and use subsets use Venn diagrams to represent sets and the number of elements in sets  
use the notation  $n(A)$  for the number of elements in the set A, use sets in practical situations

#### Non-linear graphs

solve quadratic equations by factorisation, solve quadratic equations by using the quadratic formula or completing the square, form and solve quadratic equations from data given in a context, solve quadratic inequalities in one unknown and represent the solution set on a number line, recognise, generate points and plot graphs of quadratic functions.

Functions understand the concept that a function is a mapping between elements of two sets, use function notations of the form  $f(x) = \dots$  and  $f : x \rightarrow \dots$ , understand the terms 'domain' and 'range' and which values may need to be excluded from a domain, understand and find the composite function  $fg$  and the inverse function  $f^{-1}$

Further Trigonometry understand and use the sine and cosine rules for any triangle use Pythagoras' theorem in three dimensions understand and use the formula  $\frac{1}{2} ab \sin C$  for the area of a triangle apply trigonometrical methods to solve problems in three dimensions, including finding the angle between a line and a plane

#### Transformation of graphs

"recognise, plot and draw graphs with equation:  $y = Ax^3 + Bx^2 + Cx + D$ " in which: (i) the constants are integers and some could be zero "(ii) the letters x and y can be replaced with any other two letters or:  $y = Ax^3 + Bx^2 + Cx + D + E/x + F/x^2$ " in which: (i) the constants are numerical and at least three of them are zero "(ii) the letters x and y can be replaced with any other two letters or:  $y = \sin x$ ,  $y = \cos x$  or  $y = \tan x$ " for angles of any size (in degrees) apply to the graph of  $y = f(x)$  the transformations  $y = f(x) + a$ ,  $y = f(ax)$ ,  $y = f(x + a)$ ,  $y = af(x)$  for linear, quadratic, sine and cosine functions interpret and analyse transformations of functions and write the functions algebraically find the gradients of non-linear graphs find the intersection points of two graphs, one linear ( $y_1$ ) and one non-linear ( $y_2$ ), and recognise that the solutions correspond to the solutions of  $y_2 - y_1 = 0$

#### Vectors

understand that a vector has both magnitude and direction, understand and use vector notation including column vectors, multiply vectors by scalar quantities, add and subtract vectors, calculate the modulus (magnitude) of a vector, find the resultant of two or more vectors, apply vector methods for simple geometrical proofs

#### Calculus

understand the concept of a variable rate of change, differentiate integer powers of x, determine gradients, rates of change, stationary points, turning points (maxima and minima) by differentiation and relate these to graphs, distinguish between maxima and minima by considering the general shape of the graph only, apply calculus to linear kinematics and to other simple practical problems

### **Term 2 February half term onwards – Topics/ Key Content**





Revision

**Term 3 – Topics/ Key Content**

Revision

**Assessment Overview and Format:**

There will be Key assessments each year:

- Baseline (where applicable)
- Key assessment 1 End of term 1
- Key assessment 2 End of term 2
- Key assessment 3 End of Year

	Year 7	Year 8	Year 9	Year 10
Baseline	All new students will take a Baseline			
Term 1	9 <sup>th</sup> Nov	9 <sup>th</sup> Nov	9 <sup>th</sup> Nov	9 <sup>th</sup> Nov
Team 2	1 <sup>st</sup> Mar	1 <sup>st</sup> Mar	1 <sup>st</sup> Mar	1 <sup>st</sup> Mar
End of Year	Jun 14 <sup>th</sup>	Jun 14 <sup>th</sup>	31 <sup>st</sup> May	31 <sup>st</sup> May

Assessment data will be calculated using the most recent assessment, and (where available) previous exam data will also be considered.

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

Sparxmaths -  
<https://sparxmaths.com/>  
 Mr Carter Maths -  
<https://www.mrcartermaths.com/#>  
 Lesson starter tasks and daily revision.  
 Login: wek@gems  
 Password: wek@gems  
 Corbett Maths -  
<https://corbettmaths.com/contents/>  
 Video examples, worksheets, daily revision.  
 MathsGenie -  
<https://www.mathsgenie.co.uk/gcse.html>  
 Videos and Exam questions sorted by level  
 DrFrost  
[www.dr frostmaths.com/resourceexplorer.php](http://www.dr frostmaths.com/resourceexplorer.php)  
 Learning platform and video resources  
  
 Fun Mathematics:  
 Brilliant.org  
<https://www.3blue1brown.com>  
<https://www.numberphile.com>  
<https://www.vsauce.com>



## Key Stage 4 Media Curriculum Year 11

<p><b>Term 1 – Topics/ Key Content</b></p> <p>NEA project, e.g. Brief Three: Magazine Design from the sample briefs – briefs change annually but will be related to the CSPs.</p> <p>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.</p>	<p><b>Term 1 - Overarching Key Questions</b></p> <p>How can technology be used to communicate to target audiences?</p> <p>How can you use codes and conventions to communicate to a target audience?</p> <p>As a media producer, how will you encode your media product for your chosen audience?</p>
<p><b>Term 2 – Topics/ Key Content</b></p> <p><b>CSPs Newspapers</b> (in-depth, all four areas of the theoretical framework):</p> <ul style="list-style-type: none"><li>• <i>The Daily Mirror</i>, Weds 15 March 2017</li><li>• <i>The Times</i>, Weds 15 March 2017.</li></ul> <p><b>CSPs Television</b> (in-depth, all four areas of the theoretical framework):</p> <ul style="list-style-type: none"><li>• <i>His Dark Materials</i> – Series 2, Episode 1 <i>The City of Magpies</i></li><li>• <i>Dr Who</i>, Episode 1 – <i>An unearthly child</i>.</li></ul>	<p><b>Term 2 - Overarching Key Questions</b></p> <p>Media Representations: Re-presentation Reflection of contexts</p> <p>Media Languages: What are the Codes and conventions of TV series? What social and historical context is evident in a comparison between Dr Who and Class? Theoretical perspectives on genre.</p>
<p><b>Term 3 – Topics/ Key Content</b></p> <p>Revision of the four areas of the theoretical framework, plus each of the CSPs.</p> <p>Revision of advertising and marketing, and magazines.</p> <p>Revision of film industry.</p> <p>Revision of music industry and radio.</p> <p>Revision of online, social and participatory media.</p> <p>Revision of newspapers and television.</p>	<p><b>Term 3 - Overarching Key Questions</b></p> <p>Can you bring together all of the key areas of media studies to create a solid explanation of how media products are produced and encoded for their audiences?</p>



<p><b>Assessment Overview and Format:</b></p> <p>Formative assessment completed during delivery by teacher Q&amp;A, verbal feedback and work check.</p> <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><b>Links for Home Learning/Extension Resources:</b></p> <p>All lesson resources and information sheets will be on Microsoft Teams.</p> <p>AQA GCSE media studies textbook. BBC Bitesize media studies.</p>



## Key Stage 3 Moral, Cultural, and social studies Curriculum Year 11

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions:
<p><b><u>Assessment Overview and Format:</u></b></p> <p>Students will have summative assessment throughout the year. This may be in the form of keyword tests or short essay style questions</p>	<p><b><u>Links for Home Learning/Extension Resources:</u></b></p> <p>Students will need to prepare at home for their assessments and they can revise the MSCS curriculum by using their booklets and class resources.</p>



**Term 2 - Topics/Key content:**

**The Beginning of History – Ancient Civilizations -**

**Part 1**

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

**The Beginning of History – Ancient Civilizations -**

**Part 2**

Students will learn about economics and how this affects every part of your life, including:

- The Birth of Written Language
- Ancient Civilizations - Mesopotamia

**Assessment Overview and Format:**

Students will have summative assessment throughout the year. This may be in the form of keyword tests or short essay style questions

**Term 2 Overarching Key Questions:**

-How can studying the past help to benefit us today?

-Do events that happened hundreds or thousands of years ago have an effect on our lives in the present day?

**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 booklets and class resources.



**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 keyword tests or short essay style questions

**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 booklets and class resources.



## Key Stage 4 Music Curriculum Year 11

<p><b>Term 1 – Topics/ Key Content</b></p> <p><b>Fusions set works:</b></p> <ul style="list-style-type: none"><li>• <b>Afro Celt Sound System: ‘Release’ (from the album <i>Volume 2: Release</i>)</b></li><li>• <b>Esperanza Spalding: ‘Samba em Preludio’ (from the album <i>Esperanza</i>)</b></li></ul> <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 judgements 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> <p>Preparation for the performance component is ongoing.</p>	<p><b>Term 1 - Overarching Key Questions</b></p> <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>
<p><b>Term 2 – Topics/ Key Content</b></p> <p>Mock exam 1.</p> <p>Composing to a brief is ongoing.</p> <p>Preparation for the performance component is ongoing.</p> <p>Revision of all set works and consolidation of wider listening.</p> <p>Complete composition to a brief.</p> <p>Record performances.</p>	<p><b>Term 2 - Overarching Key Questions</b></p> <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>
<p><b>Term 3 – Topics/ Key Content</b></p> <p>Revision of all set works and consolidation of wider listening (5 weeks).</p> <p>Complete free composition.</p> <p>Performing and Composing submitted for moderation by 15 May (1 week).</p> <p>Written examination</p>	<p><b>Term 3 - Overarching Key Questions</b></p> <p>Aiming beyond expectation.</p>



**Assessment Overview and Format:**

**Performance**

Minimum of 2 pieces  
30 marks each  
Total of 60 marks

**Composition**

Combination of 2 pieces  
30 marks each  
Total of 60 marks

**Listening & Appraising Set Work**

Exam 1hr 45mins  
Total of 80 marks

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

Explore Wider Listening options for each Area of Study.

Practice instruments for 20 minutes per day alongside private instrumental lessons.

**Preparation for the performance & composition component is ongoing.**





## 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>  No Assessment in Core PE. Students are given an ATL grade throughout the year	<b>Links for Home Learning/Extension Resources:</b>  N/A



## Key Stage 4 Photography Curriculum Year 11

<p><b>Term 1– Topics/ Key Content</b></p> <p>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.</p> <p>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.</p>	<p><b>Term 1 - Overarching Key Questions</b></p> <p>What will make your coursework stand out and create interest for the moderator?</p> <p>What artists will you use to influence your project direction?</p> <p>What will make your final set of photographs be the best response to the theme?</p> <p>How will you know you have planned the best solution?</p>
<p><b>Term 2– Topics/ Key Content</b></p> <p>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.</p> <p>Students will need to create a sketchbook of work that will lead to the final 10-hour exam.</p>	<p><b>Term 2 - Overarching Key Questions</b></p> <p>How will you interpret the Exam question?</p> <p>What photography style will best show your talent?</p> <p>How will you know you have achieved the best plan for the outcome?</p>
<p><b>Term 3 – Topics/ Key Content</b></p> <p>The Final Exam will take place at the beginning of this term. The rest of the sessions will be spent planning the Final Exhibition.</p>	<p><b>Term 3 - Overarching Key Questions</b></p> <p>N/A</p>
<p><b>Assessment Overview and Format:</b></p> <p>The Assessment for the Coursework will take place in January against the Exam board Criteria.</p> <p>Students will get feedback formal feedback every 2-3 weeks on their progress to their target and will be guided in their coursework.</p> <p>The Exam will have no internal assessment whilst in process and will get</p>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p>Students will have homework every week. It is important students spend 2-3 hours a week on their photography homework.</p> <p>Home learning tasks will be put on Go 4 Schools.</p> <p>All feedback and other resources will be on Showbie. Images and files will be stored on ONEDRIVE.</p>



a final judgement 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.



## Key Stage 4 Psychology Curriculum Year 11

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p>Recap of Year 10 topics</p> <p><b>Brain and Neuropsychology</b></p> <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> <p><b>Social Influence</b></p> <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 behaviour, situational vs dispositional factors when it comes to helping others.</li><li>• Crowds; reasons why people’s behaviour changes in the presence of others.</li><li>• Research studies and theories analysing social influence.</li></ul>	<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>• 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>
<p><b>Term 2 – Topics/ Key Content</b></p> <p><b>Language, Thought and Communication</b></p> <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> <p><b>Psychological Problems</b></p>	<p><b>Term 2 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><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> <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></ul>



<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>• 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	<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



warming  
B

**Unit 3.4**  
**Organism**  
**s'**  
**interactio**  
**n with the**  
**environm**  
**ent**  
**Nervous**  
**coordinati**  
**on and**  
**behaviour**

6.1  
Respondin  
g to  
change  
6.2 Reflex  
actions  
6.3  
Animal  
behaviour  
and  
communic  
ation

**Homeosta**  
**sis**

7.1  
Principles  
of  
homeosta  
sis  
7.2  
Removing  
waste  
products  
B  
7.3 The  
human  
kidney B  
7.4  
Controllin  
g body  
temperat  
ure  
7.5  
Controllin  
g blood



glucose & Diabetes		
<b>TERM 2</b>		
<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>
<b>Unit 3.5 Inheritance 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	<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  <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  <b>Mock exam and closing the gap revision</b>





12.2 Adaptations in parasites B 12.3 Competition in plants and animals 12.4 Natural selection 12.5 Evolution		
<b>TERM 3</b>		
<b>BIOLOGY</b>	<b>CHEMISTRY</b>	<b>PHYSICS</b>
Closing the Gap Revision iGCSEs		



<b>Assessment Overview and Format:</b>	<b>Links for Home Learning/Extension Resources:</b>
All resources will be shared with students on TEAMS.	
Educake for quizzes	<a href="http://www.educake.co.uk">www.educake.co.uk</a> (Students have log ins)
For each topic, students will complete.	Physics and Maths Tutor – exam questions and revision notes <a href="https://www.physicsandmathstutor.com/">https://www.physicsandmathstutor.com/</a>
- exam question	BBC Bitesize <a href="https://www.bbc.com/bitesize/levels/z98jmp3">https://www.bbc.com/bitesize/levels/z98jmp3</a>
homework	iAQA <a href="http://www.oxfordaqaexams.org.uk">Science - OxfordAQA (oxfordaqaexams.org.uk)</a>
- short end of unit quizzes	UK National Curriculum standards <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/381754/SECONDARY_national_curriculum.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/381754/SECONDARY_national_curriculum.pdf</a>
<b>Key Assessments</b>	
will assess all content to the date of the assessment. They will have the format of GCSE papers.	
Combined Science 1	
hour 15 minutes	
Triple Science	
1 hour 45 minutes	



## Key Stage 4 Spanish Curriculum Year 11

Term 1 – Topics/ Key Content	Term 1 – Key grammar concepts
<p><b><u>Mi colegio: My school</u></b></p> <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> <p><b><u>El Futuro: The Future- Post 16 options</u></b></p> <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> <p><b>**Draft 1 of speaking exam preparation to be completed over the winter break**</b></p>	<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>
Term 2 – Topics/ Key Content	Term 2 – Key grammar concepts
<p><b><u>La salud: Health</u></b></p> <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> <p><b><u>Las obras benéficas: Charity Work</u></b></p> <ul style="list-style-type: none"><li>• Describing charity work</li><li>• Understanding the importance of charity</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></ul>	<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>



<ul style="list-style-type: none"><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>*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>	<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>