



Ringwood School

Year 11 Curriculum Maps 2022-2023

What is a Curriculum Map?

A Curriculum Map is an A4 document for each of your subjects that tells you the knowledge, skills and understanding you will be learning over the year. It is provided to help you track what you are learning and when. They will be stuck into your exercise books and available on the school website.

What are Unit Sheets?

The Curriculum Map is broken down into separate Unit Sheets. These provide more detailed knowledge, skills and vocabulary for each subject. They will be stuck in your books throughout the year as you address new units of work.

Why are Curriculum Maps and Unit Sheets important?

Over your 5 years at secondary school, you need to memorise more information than ever before. Everything you learn from years 7-11 helps to build your knowledge and skill set to prepare you for your future learning and GCSE exams. The Curriculum Maps and Unit Sheets help you to identify the most important knowledge and skills you need to commit to your long-term memory and to learn over the years.

How should you use your Curriculum Maps and Unit Sheets?

Firstly, you should read them to get an overview of what you are learning.

Then you could revise key information, skills and vocabulary. One of the best methods is to self-test e.g. you could look, cover, write and check.

At the end of a unit you could RAG (red, amber, green) your learning to identify what you know well and discover any gaps in your knowledge that you need to revise.

If you are absent, they can be helpful to catch up with and reinforce missed work.

In lessons, your teachers will guide you as to how they can be used further.

What is the 'how can I revise' section?

In this section, each subject has provided you with further support and techniques on how to revise including websites and useful links. You can work on these independently and develop your revision strategies.

What are 'super-curricular' activities?

Super-curricular activities are suggested for each unit of work and these are designed for you to be scholarly and challenge yourself further. By completing super-curricular activities, you will deepen and broaden your knowledge in your subjects beyond the classroom.

Be a scholar and use your Curriculum Map

Ringwood School Student Scholar Award

A student scholar has:

An academic curiosity to find out more and to want to make themselves an expert in their subject, beyond what is studied in the classroom

A willingness to question or to challenge themselves to create greater knowledge

An interest in participating in discussion, to push their understanding forward

An interest in what is not yet known to them and an open mind

An ability to pursue new understanding, by having a pro-active approach to the subject, in looking ahead and anticipating new ideas

A habit of reviewing and reflecting on what they have learned

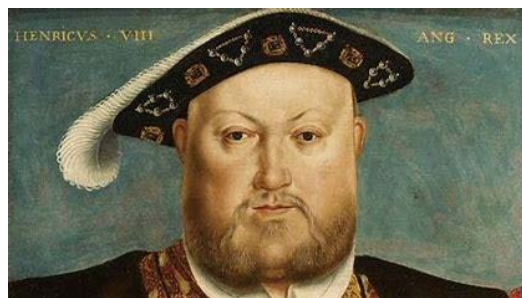
A desire to synthesise ideas, fitting them into a wider schema and comparing them to other things they know

A desire to widen their vocabulary, so that they can use 'the language of the subject'

A desire to be able to evaluate different sources, to distinguish what is valid

A pride in the work they complete

An interest in doing the 'super-curricular' activities in the year 7 and year 8 Curriculum Maps



Year 11 Curriculum Map

How I can be a scholar in Art

Skills, Knowledge and Understanding of the creative process: Throughout Year 11, you will continue to learn about the VISUAL ELEMENTS and how these link to the areas of Developing, Recording, Experimenting and Presenting within an art project.					
Half-term 1: Beginnings and/or Ends	Half-term 2: Beginnings and/or Ends	Half-term 3: Externally Set Assignment	Half-term 4: Externally Set Assignment	Half-term 5: Externally Set Assignment	Half-term 6:
<p>Visual elements Line, Tone, Texture, Colour, Space, Shape, Pattern, Form</p> <p>OUTCOMES</p> <ul style="list-style-type: none"> You will be working to individually set targets which apply to your theme – as well as whole class tasks Research Artists, choose an Artist(s) that links you're your idea Continue to take photographs of objects/places / things that relate to your idea. Draw from your own photographs / found images Exercises to develop independent ideas Create lengthy studies. Experiment with materials Experiment with colour schemes Write an updated statement of intent Experiment with composition Produce a plan/maquette for your final piece Produce Personal response/final piece <p>CREATIVE LANGUAGE Recording – Experiment – Control - Observation</p>	<p>Visual elements Composition</p> <p>OUTCOMES</p> <ul style="list-style-type: none"> You will be working to individually set targets which apply to your theme – as well as whole class tasks Present a personal response based on the ideas and exploration of this theme Continue tasks from Term 1 and produce a project final piece <p>CREATIVE LANGUAGE Response – Meaningful – Understanding – Make connections – Conclusion - Presenting</p>	<p>Visual elements Line, Tone, Texture, Colour, Space, Shape, Pattern, Form</p> <p>OUTCOMES</p> <p>Coursework deadline day</p> <ul style="list-style-type: none"> A project theme will be set by the exam board This will be of a similar nature to the themes that you have been set previously Write a statement of intent Produce a mind map of possible ideas for a personal response/final piece. Create a mood board/page of inspirational images Independent Artist research and responses Exercises to develop independent ideas 	<p>Visual elements Line, Tone, Texture, Colour, Space, Shape, Pattern, Form</p> <p>OUTCOMES</p> <ul style="list-style-type: none"> You will be working to individually set targets which apply to your theme – as well as whole class tasks Research Artists, choose an Artist(s) that links you're your idea. Take photographs of objects/places / things that relate to your idea. Draw from your own photographs / found images. Exercises to develop independent ideas Create lengthy studies. Experiment with materials Experiment with colour schemes <p>CREATIVE LANGUAGE Recording – Experiment – Control - Observation</p>	<p>Visual elements Composition</p> <p>OUTCOMES</p> <ul style="list-style-type: none"> You will be working to individually set targets which apply to your theme – as well as whole class tasks Present a personal response based on the ideas and exploration of work in 3 and 4 <p>Exam dates 20th and 21st April 2023.</p> <p>CREATIVE LANGUAGE Response – Meaningful – Understanding – Make connections – Conclusion - Presenting</p>	<p>Visual elements</p> <p>OUTCOMES</p> <p>CREATIVE LANGUAGE</p>

Year 11 Curriculum Map

How I can be a scholar in Art

		CREATIVE LANGUAGE Recording – Experiment – Control – Observation – Experiment – Intentions – Select – Refine			
<p>Super-Curricular: Draw from observation – this is always a valuable means of improvement. Show your teacher for feedback. Choose objects which are relevant to your work in class</p> <p>Watch YouTube videos on producing a Final Piece</p> <p>https://www.youtube.com/watch?v=VileWc0JL0</p>	<p>Super-Curricular: Draw from observation – this is always a valuable means of improvement . Show your teacher for feedback. Ensure that this drawing match you theme</p> <p>Look at Website Art2Day</p> <p>https://www.art2day.co.uk</p> <p>Check through all your work from both coursework projects, improve and refine where possible. Speak with your teacher before discarding any work</p>	<p>Super-Curricular: Draw from observation – this is always a valuable means of improvement . Show your teacher for feedback</p> <p>Can you go to an Art gallery? Visit either London galleries or local galleries. It is important to develop a personal opinion about different kinds of Art.</p>	<p>Super-Curricular: Do independent study on other artists who use Art as an expressive medium, make this relevant to your interpretation of the theme</p>	<p>Super-Curricular: Carry out additional research on key artists</p>	<p>Super-Curricular:</p>
<p>How can I prepare for assessments?</p> <p>It is likely that most of the work that you produce throughout your GCSE course (every single lesson) will be submitted and marked for your final grade. Coursework rewards students who consistently work hard and show improvement in their work. The care that you have put into producing excellent sketchbooks over the last 3 years has been preparation for this. You will produce 2 projects for your coursework (Personal Investigation), Deadline January 2023 and 1 project for your “Exam” theme (Externally Set Assignment). The final piece for the Externally Set Assignment will be produced in your exam on 20th and 21st April 2023.</p> <p>Ensure that you fully understand the skills being taught at each stage and produce Final Pieces which fully reflect your understanding.</p> <p>Produce lengthy detailed studies (drawings with pencil and other materials).</p> <p>Understand how artists produce their work (processes and techniques). Have a clear understanding of your artist’s style and know what the characteristics of their work are.</p> <p>Refine your work, add finishing touches to images.</p> <p>Experiment with materials. Challenge yourself with drawings and images, develop the levels of tone and shading within your studies.</p>					

Year 11 Curriculum Plan Half Term 1 (Sept – Oct) – LEGACY SPECIFICATION

How I can be a scholar in BTEC Media

Component 2 Aim B2	Component 2 Aim B2	Component 2 Aim B3&B4
<p>Assessment External Issuing of NEA brief</p> <p>Independent Skills: Pre-production Generating Ideas in response to a print media magazine brief. You will independently respond to a brief & generate relevant ideas using the established principles of pre-production.</p> <p>Key Theory: CAPTAIN SLICE</p> <p>The BIG Question: How is the relationship between audience, product and purpose demonstrated in your own media products?</p>	<p>Assessment External</p> <p>Independent Skills: Pre-production You will complete pre-production documentation and evidence for your NEA Portfolio, to include:</p> <ul style="list-style-type: none"> • Mood board & Mind map • House style & Typography • Sketch/Flat Plan • Draft/Mock-up <p>The BIG Question: How do producers use key format conventions to create meaning and engage their audiences?</p>	<p>Assessment External</p> <p>Independent Skills: Production You will complete production documentation and evidence for your NEA Portfolio, to include:</p> <ul style="list-style-type: none"> • Lighting set-up & Creation of representation • Contact sheets and image selection • Writing your article • Decisions & revisions <p>The BIG Question: Have you met the requirements of the brief and not created for your own consumption?</p>
<p>Super Curricular: Visual Hierarchy https://www.youtube.com/watch?v=ZXItIijCOWk Layout https://www.youtube.com/watch?v=a5KYIHnkQB8</p>	<p>Super Curricular: Conventions of a Magazine front cover https://www.youtube.com/watch?v=dWfX7s8Gqts Creating a Double Page Spread https://youtu.be/y9hWG69-3ps</p>	<p>Super Curricular: Article conventions https://www.youtube.com/watch?v=d1Arul39O4I Inverted Pyramid https://www.youtube.com/watch?v=FZvgbUoDkYU</p>
<p>Home Learning for Half Term: Production Skills: Capturing, creating & collecting assets for your media products to demonstrate the creation of representation through the application of both format conventions and technical codes.</p> <p>Key Theory:</p> <ul style="list-style-type: none"> • Hall “Reception Theory” • S.A.L.E. 		<p>The BIG Question: How does your choice of convention, colour, layout and tone affect a media product?</p>
<p>How can I revise in this subject?</p> <ul style="list-style-type: none"> • by re-reading your Teams class notes and Teacher feedback on a regular basis and completing any missing tasks • by using your Knowledge Organisers to self-quiz or create Quizlet online/ Flash cards for key terms • refer to YouTube ‘explainer’ links & use BBC Bitesize https://www.bbc.co.uk/bitesize/subjects/ztnyvk7 • creating a one-page document / mind map of key vocab and knowledge to help me remember it later 		

Year 11 Curriculum Plan Half Term 2 (Nov – Dec) – LEGACY SPECIFICATION

Component 2 Aim B3&B4	Component 3 Aim A	Component 3 Aim A
<p>Assessment External</p> <p>Independent Skills: Post-Production You will complete Font cover and DPS for your NEA Portfolio, to include:</p> <ul style="list-style-type: none"> • Screen capture evidence of techniques • Notes & explanations of any changes from initial planning • Exported in .psd and .pdf formats • Final reflection and next steps <p>The BIG Question: How did you produce your final products, and where could you have made improvements?</p>	<p>Skills: Pre-production How to respond to a print media brief & generating relevant ideas using the established principles of pre-production. To include:</p> <ul style="list-style-type: none"> • Mood board & Mind map • House style & Typography • Sketch/Flat Plan • Draft/Mock-up • Notes & explanations of how it meets the client brief <p>Key Theory: CAPTAIN SLICE</p> <p>The BIG Question: How do producers use key format conventions to create meaning and engage their audiences?</p>	<p>Independent Skills: Pre-production Responding to a SAM brief & generating relevant ideas using the established principles of pre-production. To include:</p> <ul style="list-style-type: none"> • Mood board & Mind map • House style & Typography • Sketch/Flat Plan • Draft/Mock-up • Notes & explanations of how it meets the client brief <p>Key Theory: CAPTAIN SLICE</p> <p>The BIG Question: Have you met the requirements of the brief and not created for your own consumption?</p>
<p>Home Learning for Half Term: Drafting Copy: Using the inverted pyramid technique to draft and then refine a magazine article on the set topic.</p> <p>Key Theory: Inverted Pyramid Structure</p>		<p>The BIG Question: How do producers use tone and style to appeal to specific target audiences?</p>
<p>How can I revise in this subject?</p> <ul style="list-style-type: none"> • by re-reading your Teams class notes and Teacher feedback on a regular basis and completing any missing tasks • by using your Knowledge Organisers to self-quiz or create Quizlet online/ Flash cards for key terms • refer to YouTube 'explainer' links & use BBC Bitesize https://www.bbc.co.uk/bitesize/subjects/ztnygk7 • creating a one-page document / mind map of key vocab and knowledge to help me remember it later 		

Year 11 Curriculum Plan Half Term 3, 4 & 5 (Jan – May) – LEGACY SPECIFICATION

Component 3 Aim A	Component 3 Aim B	Component 3 Aim C
<p>Assessment External</p> <p>Independent Skills: Pre-production You will independently interpret the exam brief and work individually to research existing products and produce pre-production planning and justifications for the print media brief.</p> <p>Key Theory: CAPTAIN SLICE</p> <p>You will develop your ideas and be prepared to write up your ideas log for Task 1 and Task 2 on Drop Down day 22nd March 2023.</p> <p><i>You must work independently and should not share your work with other learners. All work must be your own and you must sign a declaration of authenticity to confirm this.</i></p>	<p>Assessment External</p> <p>Independent Skills: Production You will independently plan and create any assets required for the creation of your print media product. These will be submitted to Teams in preparation for the final assessment. You may work with other students to produce your images, but you must be the creator of all content you include in your final product.</p> <p>Key Theory: CAPTAIN SLICE</p> <p>All assets must be submitted by the deadline & all post-production must be completed in supervised controlled conditions.</p> <p><i>Any sources of information, ideas, text, audio and/or visual assets that you include in your work must be clearly identified and referenced. Using the work of others as your own is considered plagiarism and can result in disqualification from the assessment.</i></p>	<p>Assessment External</p> <p>Independent Skills: Post-production You will independently create your final product in supervised controlled conditions. No further assets can be brought into the exam room. You must work independently on the software of your choice. Your final product must be submitted in .psd and .pdf format. You must be the creator of all content you include in your final product.</p> <p>Key Theory: CAPTAIN SLICE</p> <p>All deadlines are external and final. You will have a maximum of 10 hours to complete this task in exam conditions.</p>
<p>Home Learning for Half Term: Production Skills: Capturing, creating & collecting assets for your media products to demonstrate the creation of representation through the application of both format conventions and technical codes.</p> <p>Key Theory:</p> <ul style="list-style-type: none"> • Hall “Reception Theory” • Demographics / Psychographics • Blumler & Katz 		<p>The BIG Question: How does your choice of convention, colour, layout and tone meet the requirements of the client brief?</p>
<p>BTEC Activity 1 & 2 to be completed on INSET day 22nd March Creation and collection of assets to be completed by Easter break 16th April Final Submission by 12th May for Pearson deadline 15th May</p>		
<p>How can I revise in this subject?</p> <ul style="list-style-type: none"> • by re-reading your Teams class notes and Teacher feedback on a regular basis and completing any missing tasks • by using your Knowledge Organisers to self-quiz or create Quizlet online/ Flash cards for key terms • refer to YouTube ‘explainer’ links & use BBC Bitesize https://www.bbc.co.uk/bitesize/subjects/ztnygk7 • creating a one-page document / mind map of key vocab and knowledge to help me remember it later 		

Year 11 Curriculum maps - How I can be a Scholar in BTEC Musical Theatre

<p align="center">Autumn Term Devising</p>	<p align="center">Spring Term Responding to a Brief</p>	<p align="center">Summer Term Component 3 External Assessment</p>
<p><u>Content:</u></p> <ul style="list-style-type: none"> • Understanding how to devise performance from a brief • Exploring performance styles in dance, drama, music and musical theatre • Techniques for communicating ideas • Practising written work on logging ideas, devising and rehearsal • Repertoire: <i>Come From Away, Chicago, Dear Evan Hansen,</i> • Evaluation of previous devised work • How to create a story and how best to tell it 	<p><u>Content:</u></p> <ul style="list-style-type: none"> • Analysing the brief • Exploring ideas as a group and individually • Creating a story • Communicating ideas • Creating characters • Activity One and Two: initial ideas and rehearsing 	<p><u>Content:</u></p> <p>Externally set assessment.</p> <p>Performance (Activity 3) and Activity 4 – Evaluation. Controlled assessments.</p>

Year 11 Curriculum maps - How I can be a Scholar in BTEC Musical Theatre

Super Curricular:

You will be able to find lots of extracts from the musicals we study on YouTube. Watch them many times. Look carefully at how the actors use their technique to tell the story. Try to find different productions of the shows so you can compare performances and analyse which ones you think are best.

You can practise the songs at home with backing tracks available on YouTube.

Create a backstory to add depth to your character.

Watch or listen to other shows by the composers of the three musicals we study.

Skills to develop in Musical Theatre	Improving performance in Musical Theatre
<ul style="list-style-type: none"> • Show a knowledge and understanding of musical theatre: the creatives and the performers • Use appropriate terminology/key words effectively both in your written and spoken work • An ability to select the appropriate techniques to give the best interpretation of the material • Analyse scenes from musicals and your own performance • Reflect on feedback given to you by your teachers and visitors • Evaluate your own performance • Compare different methods of creating performance • Structured written work, which shows your understanding of musical theatre using key words and subject specific vocabulary • Note taking during lessons 	<p data-bbox="808 424 2148 651"> Improving performance in Musical Theatre You can improve your acting, dance and singing skills by practising. Learning your words and choreography by repetition will give you more confidence as you will know what you are doing. You can film yourself on your phone and watch yourself back to analyse what you have done. </p> <p data-bbox="808 651 2148 1158"> Assessment in BTEC Musical Theatre Year 11 is when you take the final component – Component 3 – which is 40% of the course. You will receive a grade of Pass, Merit or Distinction at either Level 1 or Level 2. You will prepare notes for three Activities. You will then write these notes up in controlled assessments of 1 hour per activity. These, with the film of the performance, are sent away to be examined. During the first term, you will receive feedback on your written and practical work so you will know if improvements could be made when you take the ‘exam’ in the Spring Term. </p>

Year 11 Curriculum map - How I can be a scholar in Business - Skills, Knowledge and Understanding

Term 1	Key Questions	Term 2 & 3:	Key Questions	Term 4:	Key Questions
<p align="center">Topics 3.3 Business Operations</p>	<ol style="list-style-type: none"> How does lean production help to make production more efficient? Explain the difference between Just in Case and Just In Time 	<p align="center">Topics 3.5 Marketing 3.6 Finance</p>	<ol style="list-style-type: none"> Give 2 reasons why it's important to correctly identify your customers How and why do businesses use segmentation to target customers? 	<p align="center">Topics 3.6 Finance</p>	<ol style="list-style-type: none"> Explain the difference between fixed, variable and total costs Explain how profit can be calculated
<p align="center">Key concepts & Skills</p>	<ol style="list-style-type: none"> Give 2 benefits and 2 drawbacks of JIC and JIT What are the factors affecting the choice of supplier? Give 2 benefits and 2 drawbacks of procurement and logistics Explain what a supply chain is What are the benefits for a business of an effective supply chain? Give 2 consequences of issues with quality for a business Give 2 benefits for a business of using TQM List some costs and benefits for a business of maintaining quality Why is good customer service important for a business? How do businesses ensure they provide good customer service? 	<p align="center">Key concepts & Skills</p>	<ol style="list-style-type: none"> Give 2 reasons why a business might use market research Explain the difference between qualitative and quantitative data Give a pro and con of using internet research List some pricing strategies and explain how each works Outline the product life cycle and how a business may use it to help make decisions Outline the Boston Matrix and explain each of the categories Give 3 promotion methods and one pro and one con of each Explain two different types of distribution channel State and analyse two internal and two external sources of finance 	<p align="center">Key concepts & Skills</p>	<ol style="list-style-type: none"> Give 2 forms of investment a business may undertake What is meant by the break-even output? Outline how you'd identify the break-even output on a chart Give some pros and cons for a business of using break-even analysis Why is it important for a business to use financial statements? Identify the main components of the income statement Explain the difference between assets and liabilities What is the difference between gross profit margin and net profit margin?
<p>Key Terms Flow production Lean production JIT JIC Procurement Logistics Supply chain TQM Customer service</p>		<p>Key Terms Segmentation Market research Quantitative Qualitative Survey Census Price skimming Penetration pricing Competitive pricing Loss leader Product life cycle Boston Matrix</p>	<p>PR Distribution channel e-commerce Marketing mix Retained profit Share issue Overdraft Cash flow Cash flow forecasts</p>	<p>Key Terms Fixed, variable and total cost Revenue Profit Loss Average rate of return Beak-even output Margin of safety Financial statement Income statement Assets and Liabilities Gross profit margin and Net profit margin</p>	

Super Curricular:

GCSE Business Bitesize- <https://www.bbc.com/bitesize/subjects/zpsvr82>

Class clips - [GCSE / National 5 Business Teacher Resources - BBC Teach](#)

Revision World - <https://revisionworld.com/gcse-revision/business-studies>

Quizlet- [MissACostello | Quizlet](#)

YouTube channels: EduKate, BBC Teach Business, Tutor2u, Two Teachers, Taking the Biz.

News outlets- The **BBC news website** is worth a daily visit, particularly the Business tab.

The Times, Guardian, Telegraph, and Independent all have good coverage of business. The Guardian and Telegraph on Saturday, and the Times on Sunday are particularly strong on economic news as is the Financial Times.

Books

How I Made It: 40 Successful Entrepreneurs Reveal How They Made Millions – Rachel Bridge An essential read for anyone that is thinking about starting their own business. Successful Entrepreneurs are interviewed about how they spotted a gap in a market, and developed a USP.

The Tipping Point: How Little Things Can Make a Big Difference – Malcolm Gladwell A very readable and fascinating book, which looks into the reasons products become market leaders.

The Google Story – David A. Wise An interesting investigation into the culture at Google, includes insights into the four day working week and soft management styles. The questions are; are these the things that made Google the world's number one search engine?

The Toyota Way: 14 Management Principles from the World's Greatest Manufacturer – Jeffrey Liker Covers Japanese Management Techniques such as Kaizen and TQM.

Business Stripped Bare: Adventures of a Global Entrepreneur – Sir Richard Branson The autobiography of Britain's most famous entrepreneur.

How can I revise in this subject?

- Practice the skills you have learnt and develop them further independently.
- Knowledge Organisers provided by your class teacher
- Quizlet or paper based flash cards- Create flash cards with key words and definitions/images on the back – practice them until you know them all.
- Mind maps of information you have learnt – build in key terminology and images to help you remember facts and information
- Revision Clocks made of the content you have studied
- Use BBC Bitesize GCSE pages to review what you have learnt
- Revision books like CGP or other exam board specific revision books.

Curriculum Map – Year 11 CNAT How I can be a scholar in Health and Social Care

	Autumn 1	Autumn 2	Spring 1	Spring 2
<p>Units RO31: Using basic First Aid procedures C/W unit (Autumn term)</p> <p>Unit RO28: Understanding the development and protection of young children in an early years setting C/W unit (Spring term)</p>	<p>LO1: Be able to assess scenes of accidents to identify risks and continuing dangers This includes:</p> <ul style="list-style-type: none"> ➤ When and how to seek additional support ➤ Why the people reported to are appropriate ➤ How to provide information to emergency services <p>LO2: Understand the first aid procedures for a range of injuries to include: The causes, severity and symptoms for a range of conditions including: Conscious / unconscious; Breathing / not breathing; Bleeding; Asthma; Burns and scalds; Choking, and Shock.</p>	<p>Take part in assessed practical first aid course</p> <p>LO2: Understand the first aid procedures for a range of injuries to include: How to apply the steps involved in first aid procedures for the following conditions:</p> <ul style="list-style-type: none"> ➤ Conscious / unconscious ➤ Breathing / not breathing ➤ Bleeding ➤ Asthma ➤ Burns and scalds ➤ Choking ➤ Shock <p>LO3: Be able to apply basic first aid procedures</p> <ul style="list-style-type: none"> ➤ How to review own performance during the first aid course <p>Synoptic assessment.</p>	<p>LO1: Understand the key milestones of physical, intellectual and language development between 0–5 years This includes:</p> <ul style="list-style-type: none"> ➤ The key milestones of Physical and L development <p>The normal development stages and sequences</p> <p>LO2: Understand the key milestones of emotional and social development between 0–5 years This includes:</p> <ul style="list-style-type: none"> ➤ The key milestones of a child’s Emotional and Social development <p>The normal development stages and sequences.</p>	<p>LO3: Be able to create a safe environment to protect children (in an early years setting) This includes:</p> <ul style="list-style-type: none"> ➤ How to carry out a risk assessment on an early years setting (e.g. nursery, child minder, play school/ crèche) considering ➤ How to design a safe environment for an early years setting considering design features <p>Synoptic assessment</p>
Unit RO22: Communication in care settings	LO2: Personal qualities ➤ How the qualities contribute to care	LO3: How to communicate ➤ Plan for and carry out 1-1 and group interactions.	LO3: How to communicate ➤ How to evaluate interactions Synoptic links	All coursework units Final drafts for submission to exam board after Easter.
Assessment schedule	Assessment 1: Unit RO28 LO1 and LO2 results		Assessment 2: RO31 First Aid coursework results	
Super curriculum	Visit / volunteer for a day at a health, social care and / or early years care settings to gain an understanding work in the care sector. Volunteer to help an elderly person in your community. Write about how this helped to meet their PIES needs.			

Year 11 Curriculum Maps _ How I can be a scholar in Combined Science - Skills and Knowledge

Half-term 1:	Half-term 2:	Half-term 3:	Half-term 4:	Half-term 5:	Half-term 6:
<p>Biology – Photosynthesis what factors affect the rate of photosynthesis and a required practical to look into this.</p> <p>Respiration – the importance of respiration, how and when it occurs.</p> <p>Chemistry – Organic chemistry a look at the structure, uses and reactions of organic molecules</p> <p>Physics – The electromagnetic spectrum. An overview of the properties of the components of the EM spectrum</p>	<p>Biology – Homeostasis and response. A topic that looks at how the body responds to ever changing conditions</p> <p>Chemistry – Rate and Extent of reactions. What factors affect the rate of a reaction and why?</p> <p>Physics – Forces and elasticity and forces and motion. Two forces topics one involving a required practical with Hooke’s Law and the other looking at moving objects and speed and acceleration.</p>	<p>Biology – Reproduction and inheritance. A topic looking at how new individuals are formed and the genetics in making us each unique and predicting characteristics</p> <p>Chemistry – Chemical Analysis A topic focusing on how we can use Chemical reactions to analyse and determine the contents of substances</p> <p>Physics – Electromagnetism. A topic teaching you how to build electromagnets and why they work, and electric motors.</p>	<p>Biology – Variation and Evolution. A look at variation in populations and Darwin’s theory of natural selection</p> <p>Chemistry – Atmosphere. A topic which looks at the chemistry of the atmosphere past and present and the reasons for the changes</p> <p>Physics – Forces and Newtons Laws. The last of the Forces topics this one focusing on Newtons 3 laws</p>	<p>Biology – Biodiversity and classification. A look at the positive and negative impacts humans have on biodiversity as well as how organisms are classified.</p> <p>Chemistry – Using resources A look at how we use resources including water, water treatment and plastics</p> <p>Physics – Revision</p>	<p>Revision in all subjects</p>
<p>Super curricular: revision use what you have learnt about respiration and relate that to the job of the circulatory system from Y10 biology</p>	<p>Super curricular: How would an unbalanced diet affect your sugar levels and the role of the pancreas. And how could you test foods to look for which food would least affect your blood sugar levels</p>	<p>Super curricular: once the contents of a substance is known what are the rules for how a chemist would communicate that. i.e. how do you correctly write formula, and balance equations to conserve mass</p>	<p>Super curricular: Revise what unbalanced forces do to objects from the previous forces topic?</p>	<p>Super curricular: From your chemistry, using resources can you make links to the positive and negative impacts humans have on biodiversity</p>	<p>Super curricular: Finish all your study packs</p>
<p>How can I revise for assessments? Use your Unit sheet for each topic to check your understanding of the key words for that topic, you can also try to short answer questions to check your recall Use your revision pack (Y10) or study packs (Y11). This contains all the key ideas for each topic you could use these to make your own revision cards or ask someone to test you. Complete the short answer questions in the revision pack. Use the specifications, in your study pack, as a revision list, use different colours to show how secure you feel about each part.</p>					

Year 11 Curriculum Map

How I can be a scholar in Design Technology

Skills and Knowledge		
Half-term 1: NEA: Specification and Design	Half-term 2: NEA: Development and Working Drawings	Half-term 3: NEA: Manufacturing
<p style="text-align: center;">Students will learn:</p> <ul style="list-style-type: none"> • To analyse their research and understand the importance of Key findings and the impact this has upon the Design Specification • To generate a Design Specification using the Key Findings from the research analysis, identifying key realistic, achievable and quantifiable opportunities for their design • To develop a range of iterative design sheets using a range of design techniques, including: thumbnail sketching, adaptation of an existing product, using a design era and modelling, to influence iterative thinking. • To annotate and evaluate designs as they develop, showing the impact of these upon the iterative process • To evaluate and analyse their design concepts and utilise opinions of clients and users, to identify the best design/s and key areas to improve <p>Theory: Core</p> <ul style="list-style-type: none"> • Communication techniques: Oblique and isometric. • Communication techniques: orthographic. • Communication techniques: Perspective. • Design Strategies <p>Design Strategy Assessment</p>	<p style="text-align: center;">Students will learn:</p> <ul style="list-style-type: none"> • To develop their chosen design by: <ul style="list-style-type: none"> ○ Adapting it through sketching, annotating and evaluating to make significant improvements identified through design analysis ○ Presenting a range of reasoned choices of joints, materials and surface finishes, with clear conclusions ○ Modelling and testing key development areas, such as joining or functionality aspects. • To draw all parts for their developed product using SolidWorks and using these to: <ul style="list-style-type: none"> ○ Create working drawings and production plans for each part ○ Creating a cutting list ○ Creating a fully assembled and explode drawing • To present their 'Final Proposal', utilising the drawings from SolidWorks to fully explain and justify all decisions made regarding choices of materials, processes and techniques. • To evaluate the final proposal against the specification and using the opinion of others <p>Theory: Core</p> <ul style="list-style-type: none"> • Impact of new and emerging technologies. • Evaluation of new and emerging technologies. • Mechanical devices: Levers, Linkages Cams. • Mechanical devices: Gears and pulleys • Electronic systems. <p>Mock</p>	<p style="text-align: center;">Students will learn:</p> <ul style="list-style-type: none"> • To independently manufacture their design, using their working drawings, production plans and cutting lists • To apply a high-quality finish to their final product • To record their manufacturing by: <ul style="list-style-type: none"> ○ Taking photographs of all stages, processes and techniques employed ○ Including their photographs in chronological order within their PowerPoint of the NEA ○ Adding explanatory notes to each photograph to show their understanding and explanation of each activity. <p>Theory: Core</p> <ul style="list-style-type: none"> • Modern materials • Metals • Papers and Boards • Polymers • Textiles and Fabrics • Manmade boards <p>Core materials assessment.</p>

Year 11 Curriculum Map

How I can be a scholar in Design Technology

<p>Super Curricular:</p> <ul style="list-style-type: none">• Use Solid works in and out of school to generate their own product designs.• Download Solidworks onto their own home computer. (code required and suitable windows computer)• Utilise Solid works tutorials to enhance their own knowledge and understanding.• Manufacture products at home as circumstances permit.• Manufacture your own 3D products in school, after discussions with staff and principal students.• Use SENECA learning to embed the knowledge and understanding• Use relevant sections of Focus eLearning: Focus on Design and Technology: http://www.focuselearning.co.uk/u/2849/pssFgvFdrxqfjFmAiuazzeruDEfzFdkov	<p>Super Curricular:</p> <ul style="list-style-type: none">• Use Solid works in and out of school to generate their own product designs• Download Solidworks onto their own home computer. (code required and suitable windows computer)• Utilise Solid works tutorials to enhance their own knowledge and understanding.• Manufacture products at home as circumstances permit.• Use opportunities to work on design and development outside of the classroom• Use SENECA learning to embed the knowledge and understanding• Use relevant sections of Focus eLearning: Focus on Design and Technology: http://www.focuselearning.co.uk/u/2849/pssFgvFdrxqfjFmAiuazzeruDEfzFdkov• 	<p>Super Curricular:</p> <ul style="list-style-type: none">• Use Solid works in and out of school to generate their own product designs.• Download Solidworks onto their own home computer. (code required and suitable windows computer)• Utilise Solid works tutorials to enhance their own knowledge and understanding.• Manufacture products at home as circumstances permit.• Use opportunities to work on design and development outside of the classroom• Use SENECA learning to embed the knowledge and understanding• Use relevant sections of Focus eLearning: Focus on Design and Technology: http://www.focuselearning.co.uk/u/2849/pssFgvFdrxqfjFmAiuazzeruDEfzFdkov
<p>How can I revise for assessments?</p> <ul style="list-style-type: none">• by re-reading work on a regular basis• identifying anything that needs revisiting because I cannot easily recall it• asking someone at home to question me about what I have learnt• making flashcards of vocabulary and definitions, creating a one-paged document / mind map of key vocab and knowledge to help me remember it later• Regular use of the CSE Design and Technology Revision Guide handed out in September• Use relevant sections of SENECA to revise and support recall.• Use BBC Bitesize, refining your use to the EDEXCEL specification CORE and TIMBERS• Use relevant sections of Focus eLearning: Focus on Design and Technology: http://www.focuselearning.co.uk/u/2849/pssFgvFdrxqfjFmAiuazzeruDEfzFdkov• Use your knowledge organisers to further refine and develop revision cards or use Quizlet online, particularly for those areas that you find difficult to understand/remember.		

Year 11 Curriculum Map

How I can be a scholar in Design Technology

Skills and Knowledge		
Half-term 4: NEA : Test and Evaluation	Half-term 5: Examination Preparation	Half-term 6:
<p style="text-align: center;">Students will learn:</p> <ul style="list-style-type: none"> • To analyse design ideas to enable thorough and appropriate development • To develop design idea/s into workable solutions, through sketching, testing and modelling (in conventional materials and using CAD) employing further analysis where necessary • To use their knowledge of SolidWorks to create components and assemblies of components with fluency and accuracy • To assign materials to components, creating 'real-view' images of each component, recognising how this can support their presentation of design concepts to others • To prepare a SolidWorks working drawings with an appropriate range of conventional views (BSI/ISO, isometric, orthographic) and bill of materials to enable interpretation by third parties. • To prepare a production plan and cutting list for each component. Utilising the real-views and working drawings. • To prepare a 'production pack' to enable smooth and accurate production by themselves and others <p>Theory: All</p> <ul style="list-style-type: none"> • Home learning using SENECA and BBC Bitesize 	<p style="text-align: center;">Students will learn:</p> <ul style="list-style-type: none"> • To fully understand and appreciate the marks schemes, key words and techniques required for success • To undertake and analyse a range of exemplar questions to enable an increasing awareness of methods required for success <p>Theory: All</p> <ul style="list-style-type: none"> • Revision materials 	<p style="text-align: center;">Students will learn:</p> <p>Theory: Core</p> <p>Examination</p>

Year 11 Curriculum Map

How I can be a scholar in Design Technology

<p>Super Curricular:</p> <ul style="list-style-type: none">• Use Solid works in and out of school to generate their own product designs.• Download Solidworks onto their own home computer. (code required and suitable windows computer)• Utilise Solid works tutorials to enhance their own knowledge and understanding.• Manufacture products at home as circumstances permit.• Use opportunities to work on design and development outside of the classroom• Use SENECA learning to embed the knowledge and understanding• Use relevant sections of Focus eLearning: Focus on Design and Technology: http://www.focuselearning.co.uk/u/2849/pssFgvFdrxqfjFmAiuaazeruDEfzFdkov	<p>Super Curricular:</p> <ul style="list-style-type: none">• Use Solid works in and out of school to generate their own product designs.• Download Solidworks onto their own home computer. (code required and suitable windows computer)• Utilise Solid works tutorials to enhance their own knowledge and understanding.• Manufacture products at home as circumstances permit.• Use opportunities to work on design and development outside of the classroom• Use SENECA learning to embed the knowledge and understanding• Use relevant sections of Focus eLearning: Focus on Design and Technology: http://www.focuselearning.co.uk/u/2849/pssFgvFdrxqfjFmAiuaazeruDEfzFdkov	<p>Super Curricular:</p>
<p>How can I revise for assessments?</p> <ul style="list-style-type: none">• by re-reading work on a regular basis• identifying anything that needs revisiting because I cannot easily recall it• asking someone at home to question me about what I have learnt• making flashcards of vocabulary and definitions, creating a one-paged document / mind map of key vocab and knowledge to help me remember it later• Regular use of the CSE Design and Technology Revision Guide handed out in September• Use relevant sections of SENECA to revise and support recall.• Use BBC Bitesize, refining your use to the EDEXCEL specification CORE and TIMBERS• Use relevant sections of Focus eLearning: Focus on Design and Technology: http://www.focuselearning.co.uk/u/2849/pssFgvFdrxqfjFmAiuaazeruDEfzFdkov• Use your knowledge organisers to further refine and develop revision cards or use Quizlet online, particularly for those areas that you find difficult to understand/remember.		

Year 11 Curriculum Map
How I can be a scholar in Drama

Skills and Knowledge				
Half-term 1:	Half-term 2:	Half-term 3:	Half-term 4:	Half-term 5:
<p>Component 2 Creation of Devised Performance. Create theatre from stimuli. Devised coursework preparation.</p> <p>Develop a range of theatrical skills and apply them to create performance Work collaboratively to generate, develop and communicate ideas Develop as creative, effective, independent and reflective students who are able to make informed choices in process and performance Contribute as an individual to a theatrical performance. Reflect on and evaluate their own work and that of others</p> <p>Section C Live performance evaluation. NT Home In addition, students will; Reflect on and evaluate the work of others Develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice. Apply knowledge and understanding when responding to drama.</p>	<p>Component 2 Assessment of Devised Performance. And submission of devised theory coursework preparation. Total 40%</p> <p>Develop a range of theatrical skills and apply them to create performance Work collaboratively to generate, develop and communicate ideas Develop as creative, effective, independent and reflective students who are able to make informed choices in process and performance Contribute as an individual to a theatrical performance Reflect on and evaluate their own work and that of others</p> <p>Component 1 Section A & B 12 mark questions Revision in preparation for mocks. Section C Live performance evaluation. NT Home Develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice. Apply knowledge and understanding when making, performing and responding to drama. Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created.</p>	<p>Revision for Component 1- written exam</p> <p>Component 3 Preparation and Performance of scripted monologue/duologue/group play. Develop a range of theatrical skills and apply them to create performance Work collaboratively to generate, develop and communicate ideas Develop as creative, effective, independent and reflective students who are able to make informed choices in process and performance</p>	<p>Revision for Component 1 – written exam Preparation and Performance of Component 3 monologue/duologue/scripted group play. Develop a range of theatrical skills and apply them to create performance Work collaboratively to generate, develop and communicate ideas Develop as creative, effective, independent and reflective students who are able to make informed choices in process and performance</p>	<p>Component 1 Written Exam revision – Section A B & C Linking more questions together.</p> <p>Apply knowledge and understanding when making, performing and responding to drama.</p> <p>Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created. Reflect on and evaluate the work of others</p>
<p>Assessment Objectives for GCSE DRAMA: These objectives run throughout the course. AO1: Create and develop ideas to communicate meaning for theatrical performance. AO2: Apply theatrical skills to realise artistic intentions in live performance. AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed. AO4: Analyse and evaluate their own work and the work of others.</p>				

Year 11 Curriculum Map
How I can be a scholar in Drama

Super Curricular:

Watch plays online on Youtube and on Drama online.

Buy GCSE Drama Text Book. [GCSE Drama Text Book](#)

Buy the GCSE Drama Play Guide for Blood Brothers [GCSE Drama Play Guide Blood Brothers](#)

(You will have access in lesson time but you may want your own copies).

Virtual backstage tours.

Research theatre makers such as designers and directors on Youtube and the internet.

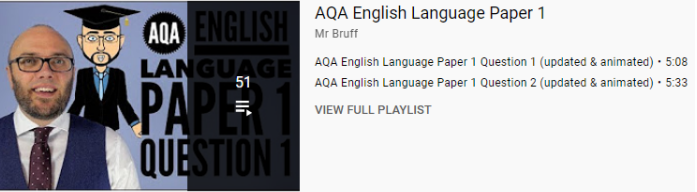
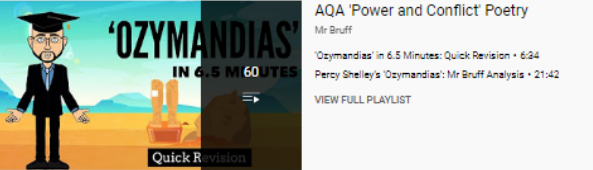

Undertake further research to prepare for practical sessions.

Observe people and their mannerisms to aid characterisation.

How can I revise for assessments?

- by re-reading the scripts and annotating them with new ideas of how to portray the characters.
- identifying anything that needs revisiting because I cannot easily recall it
- asking someone at home to question me about what I have learnt
- making flashcards of vocabulary and definitions
- creating a one-page document / mind map of key vocab and knowledge to help me remember it later
- Rereading Blood Brothers
- Undertake further research to prepare for practical sessions
- Reviewing written work – check that Drama vocabulary is spelt correctly
- Watch extracts of Blood Brothers or any plays online
- Annotate set text with key physical and vocal ideas.
- Re-reading essays before handing in. Highlight analysis, drama vocabulary.
- Keep watching set play for Component 1: Section C Live Theatre Production
- Choose a new section of Blood Brothers and complete question.
- Create mind maps of the key characters from set plays.

Year 11 Curriculum Map: How I can be a scholar in English

Topic 1: English LANGUAGE Paper 1 – Fiction	Topic 2: English LITERATURE Poetry – ‘Power and Conflict’	Topic 3: English LANGUAGE Paper 2 – Non-Fiction
+ revision of ‘Romeo and Juliet’ + revision of ‘An Inspector Calls’ + poetry and ‘A Christmas Carol’		
<ul style="list-style-type: none"> • What does the exam paper look like? • How do I analyse a writer’s use of language in detail? • What is meant by the structure of a text? What are some examples of structural features? • What does it mean to evaluate? How do I evaluate a person’s view on part of a given text? • What methods might a writer use? • How do I structure and write my own engaging and coherent piece of fiction? 	<ul style="list-style-type: none"> • What different forms of poetry are included in the anthology? I.e. dramatic monologue • What are each of the poems in the anthology about? • How do I structure a response to a poetry question comparing two poems? • What methods do poets use that I can analyse in my writing? • How do each of the poems link to the big ideas of ‘power’ and ‘conflict’? • Which poems link well together and why? 	<ul style="list-style-type: none"> • What does the exam paper look like? • What does a ‘summary’ response require? • How do I analyse a writer’s use of language in detail? • What is meant by a writer’s perspective? How do I analyse this? • How do I compare the perspectives of writers? What is the language of comparison? • What methods might a writer use to convey their perspectives on a topic? • How do I structure and write my own engaging and coherent piece of non-fiction?
<p>Super-Curricular:</p> <ul style="list-style-type: none"> • <i>Read!</i> Fiction reading will widen your vocabulary and expose you to different ways of structuring your writing. Ask your teacher for recommendations of books to read, if unsure. • Watch Mr Bruff’s YouTube revision videos on AQA Language Paper 1:  <ul style="list-style-type: none"> • Practise writing or planning essays • Revision: write ‘Romeo and Juliet’ essays/plans 	<p>Super-Curricular:</p> <ul style="list-style-type: none"> • Watch Mr Bruff’s YouTube revision videos on each of the 15 poems:  <ul style="list-style-type: none"> • Practise writing or planning essays • Challenge: learn 3 quotations from each poem 	<p>Super-Curricular:</p> <ul style="list-style-type: none"> • Listen to Greg James’ podcast on effective rhetoric. Google ‘Greg James win an argument’.  <ul style="list-style-type: none"> • Read articles on news sites e.g. www.bbc.co.uk and watch documentaries on big issues (e.g. climate change, healthy eating...). • Watch Mr Bruff’s Language Paper 2 playlist on YouTube
<p>How can I revise in this subject?</p> <ul style="list-style-type: none"> • www.sparknotes.com – useful for texts such as ‘Romeo and Juliet’ (includes summary videos). • www.quizlet.com – create revision quizzes on topics covered – test yourself, a friend, or get a family member to test you. • Re-read the exam texts (‘An Inspector Calls’, ‘A Christmas Carol’, ‘Romeo and Juliet’) • SPaG Exercises – Google ‘Bristol Grammar exercises’ and click on the first link for lots of self-tests. 		

Year 11 Super Curriculum map – How I can be a scholar in Food Preparation & Nutrition

Half-Term 1 Revision of key topic – Functions of ingredients	Half- term 2 NEA 1	Half-term 3 NEA 2
<p>Students will learn:</p> <ul style="list-style-type: none"> To investigate and understand key food scientific knowledge. To understand why ingredients are used in products – their functions. This scientific knowledge would have been used in previous lessons but this will build upon that knowledge. <p>The key areas we will cover are:</p> <ul style="list-style-type: none"> The scientific principles underlying the use of fats and oils to demonstrate Shortening eg pastry making. Aeration e.g. making a cake. Plasticity e.g. Pastry making. Emulsification e.g. salad dressings or mayonnaise. The functions of eggs in a recipe The functions of flour in a recipe The function of sugar in a recipe The faults when making cakes, pastry and breads, how to recognize them and understand how to prevent them. <p>Practical applications:</p> <ul style="list-style-type: none"> To be able to demonstrate and apply the principles of food science when cooking a variety food dishes. Alongside normal practicals, students will also learn through experimentation e.g. fat ratios in pastry, sugar in cakes, gelatinised sauces. 	<p>Students will learn:</p> <p>The expectations and marking criteria involved in the AQA Food Preparation and Nutrition NEA unit.</p> <p>Students to follow the proforma of the NEA 1 as set out by the exam board.</p> <p>The NEA 1 will include the following skills:</p> <ul style="list-style-type: none"> How to analyse a brief How to begin a food investigation – to create a hypothesis, aim and prediction relating to a given brief. How to carry out a food experiment safely. How to record results and observations. How to interpret results and findings in order to evaluate and make a conclusion. <p>Practical applications:</p> <ul style="list-style-type: none"> To plan, prepare and cook suitable experiments that reflect the brief of the NEA1 These will be a series of experiments, ingredients will be provided by the school. Students will therefore not be taking anything home as the outcomes are always inedible. <p>It must be noted that 0 marks are given for practical ability in the NEA 1 so students must concentrate their energies in the written element of this NEA.</p>	<p>Students will learn:</p> <p>The NEA 2 will include the following skills:</p> <ul style="list-style-type: none"> To develop research skills and carry out research into the brief set out by the AQA exam board. About the distinctive features of their chosen topic including ingredients, equipment, cooking techniques, eating patterns and presentation styles. To gather research from a variety of different primary and secondary sources. To create a detailed plan, to include details of timings, instructions for making and include important hygiene or safety points. To analyse the nutritional value of the meal using the Jenny Ridgewell programme. To calculate the total costs of the dish, how many it will serve and portion size. To write up and record the results of sensory testing in a profiling chart; and to analyse the results of sensory testing and write detailed conclusions on the results. To evaluate their overall performance and that of their dishes to see if the brief has been met; with suggested improvements for ‘next time’. <p>Practical applications:</p> <ul style="list-style-type: none"> To trial practice 3 dishes suitable for the given brief, in order to demonstrate the 12 core skills and show their ability. To produce 2-3 final dishes suitable for given brief, within time restrictions that are high in skill. The final dishes MUST BE DIFFERENT to the ones they trialled, so forward planning is encouraged.
<p>Super Curricular</p> <p>Watch this Paul Hollywood clip about faults in bread making: https://www.youtube.com/watch?v=Wnxxn_7bjlNk&list=PLXVI8Mt9AJ_qII4FVE41vterGuB87YZT1&index=45</p> <p>Watch this Paul Hollywood clip about faults in pastry making: https://www.youtube.com/watch?v=WH5DaVNeK5g&list=PLXVI8Mt9AJ_qII4FVE41vterGuB87YZT1&index=46</p> <p>Watch this Paul Hollywood clip about faults in cake making: https://www.youtube.com/watch?v=m8g0CZrt7yw&list=PLXVI8Mt9AJ_qII4FVE41vterGuB87YZT1&index=47</p> <p>Watch this clip about different flours and bread making investigation: https://www.youtube.com/watch?v=OoaQVdSXR48&list=PLXVI8Mt9AJ_qII4FVE41vterGuB87YZT1&index=2</p>	<p>Super Curricular</p> <p>Students carried out a Mock NEA 1 in the Summer term of Year 10. They must reflect on this and identify ways in which they could improve and achieve the highest marks available. Mark schemes are available in Teams files.</p> <p>Here are some ‘how to’ videos to watch ahead of the NEA 1 to gain more background knowledge and understanding. By watching these you will be able to add more in-depth detail to your work and access the higher grades available.</p> <p>How to begin a food investigation: https://www.youtube.com/watch?v=d8W0xr7heJ4&list=PLXVI8Mt9AJ_qII4FVE41vterGuB87YZT1&index=48</p> <p>Conducting an experiment: https://www.youtube.com/watch?v=l5pjbVKvuWw&list=PLXVI8Mt9AJ_qII4FVE41vterGuB87YZT1&index=49</p> <p>Conducting experiment 2: https://www.youtube.com/watch?v=IhtshB5QR0Y&list=PLXVI8Mt9AJ_qII4FVE41vterGuB87YZT1&index=50</p> <p>Data and observations: https://www.youtube.com/watch?v=bKgzTSASr3w&list=PLXVI8Mt9AJ_qII4FVE41vterGuB87YZT1&index=51</p> <p>Analyse results and present findings: https://www.youtube.com/watch?v=TmCy9nHLUIs&list=PLXVI8Mt9AJ_qII4FVE41vterGuB87YZT1&index=52</p>	<p>Super Curricular</p> <p>Students carried out a Mock NEA 2 in the Summer term of Year 10. They must reflect on this and identify ways in which they could improve and achieve the highest marks available. Mark schemes are available in Teams files, along with the 12 core skills to demonstrate practical ability.</p> <p>Students are encouraged to practice their dishes at home and time themselves. If they find they have extra time, another skill could be added to ensure the highest grade. If they are unsure, please talk to Mrs Green for advice and guidance.</p> <p>Presentation technique can be practised at home as well: https://www.youtube.com/watch?v=r2tul8uyzA8 https://www.youtube.com/watch?v=xL1oA2JMrRo https://www.youtube.com/watch?v=1zrxJ5ySyok https://www.youtube.com/watch?v=c01s-UVxoQk</p> <p>How to make a puree: https://www.youtube.com/watch?v=sQx1tOw0Qds https://www.youtube.com/watch?v=EjB3D-iJBXw</p> <p>Chocolate decorations – both videos melt their chocolate in a glass bowl of boiling water. I would advise to melt it in a microwave instead. https://www.youtube.com/watch?v=uhOyqINWLU https://www.youtube.com/watch?v=ddjfdTa9IcM</p>

Year 11 Super Curriculum map – How I can be a scholar in Food Preparation & Nutrition

<p align="center">Half-term 4 NEA 2 Completion and Revision</p>	<p align="center">Summer term Revision and Exam period</p>
<p>Students should be finishing their NEA 2 and the due date will be at the end of March, the due date will be shared with the students as soon as possible.</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • To analyse the nutritional value of the meal using the Jenny Ridgewell programme. • To calculate the total costs of the dish, how many it will serve and portion size. • To write up and record the results of sensory testing in a profiling chart; and to analyse the results of sensory testing and write detailed conclusions on the results. • To evaluate their overall performance and that of their dishes to see if the brief has been met; with suggested improvements for 'next time'. <p>Students will then go on to revise, where they will recap key areas:</p> <p>The key areas we will cover are:</p> <ul style="list-style-type: none"> • Health, hygiene and food safety • Nutrition • Factors that affect food choice – trends, culture, technology etc <p>Practical applications:</p> <ul style="list-style-type: none"> • It is often the case that many students remember key information using practical applications, therefore student will be given the opportunity to cook dishes that compliment the revision topics above. 	<p>Each week students will continue to revise a key topic from the text book ready for the written exam</p> <p>The key areas we will cover are:</p> <ul style="list-style-type: none"> • Factors that affect food choice – trends, culture, technology etc • Food processing and production methods • Food Science <p>Practical applications:</p> <ul style="list-style-type: none"> • It is often the case that many students remember key information using practical applications, therefore student will be given the opportunity to cook dishes that compliment the revision topics above. <p>Revision will take place up until study leave.</p> <p>We wish our Food Preparation and Nutrition students all the best in their exams.</p>
<p>Super Curricular</p> <p>Use relevant sections of Seneca Learning to revise and inform your Food Safety unit. Seneca Learning can be found here: https://senecalearning.com/en-GB/</p> <p>Work through these topics on BBC Bitesize: https://www.bbc.co.uk/bitesize/guides/z77v3k7/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/zndnsrd/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/z8rqw6f/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/z7yttv4/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/zqj66yc/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/znnqghv/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/zpt33k7/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/ztw3y4j/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/zk92msg/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/zgvnpbk/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/z7fw7p3/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/zks8jty/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/z23yfcw/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/zjjsrd/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/zdjpgdm/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/zmqth39/revision/1</p> <p>Watch this clip about raising agents: https://www.youtube.com/watch?v=0USi4DbRVVQ&list=PLXVI8Mt9AJ_qll4FVE41vterGuB87YZT1&index=1</p> <p>Watch this clip about heat transfer and sauce investigation (gelatinisation): https://www.youtube.com/watch?v=zjyhMziDaVI&list=PLXVI8Mt9AJ_qll4FVE41vterGuB87YZT1&index=3</p>	
<p>How can I revise for Assessments?</p> <p>Use relevant sections of Seneca Learning to revise. Seneca Learning can be found here: https://senecalearning.com/en-GB/</p> <p>Use your revision books and in class notes to make cue cards on each topic covered in class. You can use the online textbook to address any areas where you feel less confident. The online textbook can be found here: https://illuminate.digital/aqafood/</p> <p>Login: SRING3</p> <p>Password: Student3</p> <p>Revision lists and guidance will always be given so please do utilise the resources provided.</p>	

I will be able to...					
Term 1-2		Term 3-4		Term 5-6	
<p>Content: Units 6 and 7 – Social and Global issues</p> <ul style="list-style-type: none"> -Talk about food and drink -Explain what makes a healthy and unhealthy lifestyle -Describe local and global environment issues -Give solutions to these problems <p>Skills: Practice of all exam skills to understand what success looks like in: F - photo, 40 words, 90 words, translation, roleplay, photocard and general conversation</p> <p>H - 90 words, translation, roleplay, photocard and general conversation</p> <p>Grammar:</p> <ul style="list-style-type: none"> -Expressions of quantity -Revision of range of negative structures -Conditional of <i>vouloir</i> and <i>aimer</i> -Revision of <i>devoir</i> and <i>pouvoir</i> + inf -Revision of <i>Il faut</i> + inf **Imperfect tense (H) **<i>Il vaut</i> / <i>vaudrait</i> mieux (H) 	<p>Content: Unit 9 Current and future study and employment.</p> <ul style="list-style-type: none"> -Talk about my school subjects -Describe my school -Describe my school day -Compare French and English school systems -Give improvements for your school <p>Skills: Practice of all exam skills to understand what success looks like in skills mentioned in Units 6-7</p> <p>Grammar:</p> <ul style="list-style-type: none"> -Revision of <i>depuis</i> + present tense -Revision of <i>il faut</i> / <i>on doit</i> / <i>on devrait</i> + inf -Revision of perfect tense -Revision of comparatives 	<p>Content: Unit 9 and 10: Future studies, careers and ambitions</p> <ul style="list-style-type: none"> -Describe future stud choices -Describe post 18 plans -Explain reasons for career ambitions -Describe jobs -Describe previous work experience -Understand skills needed for different jobs / careers -Explain advantages and disadvantages of different careers / post 18 choices <p>Skills: Practice of all exam skills to understand what success looks like in skills mentioned in Units 6-7</p> <p>Grammar:</p> <ul style="list-style-type: none"> -Revision of near future -Revision of simple future -Revision of using <i>si</i> and <i>quand</i> clauses with the future tense **Revision of using <i>si</i> clauses – present + future and imperfect + conditional tenses (H) 	<p>Content: Revision of course content</p> <p>Recap of holiday topic from year 9 as a priority.</p> <ul style="list-style-type: none"> -Give different holiday destinations -Describe different tourist areas and give advantages and disadvantages of them -Describe typical holiday activities -Describe a past holiday -Give and explain preferences for future holiday's <p>Skills: Understand how to revise effectively using:</p> <ul style="list-style-type: none"> -Mind maps -Online resources -Self-quizzing and the use of memory 	<p>Content: Exam specific revision</p> <p>All topics revision, strategies and past paper questions.</p> <p>Skills: Practice of all exam skills to understand what success looks like in: F - photo, 40 words, 90 words, translation, roleplay, photocard and general conversation</p> <p>H - 90 words, translation, roleplay, photocard and general conversation</p>	<p>Content: Exams</p>
<p>Super Curricular: BBC bitesize activities: https://www.bbc.co.uk/bitesize/guides/ziatgwx/revision/1 https://www.bbc.co.uk/bitesize/guides/zhfc2sg/revision/1</p>	<p>Super curricular BBC bitesize activities: https://www.bbc.co.uk/bitesize/guides/zjngqp3/revision/1 https://www.bbc.co.uk/bitesize/guides/zjngqp3/revision/1</p>	<p>Super curricular BBC bitesize activities: https://www.bbc.co.uk/bitesize/guides/zf8mvk7/revision/1 https://www.bbc.co.uk/bitesize/guides/zvqhrj6/revision/1 https://www.bbc.co.uk/bitesize/guides/zn8mvk7/revision/1</p>	<p>Super curricular BBC bitesize activities: https://www.bbc.co.uk/bitesize/guides/zd6y8xs/revision/1 https://www.bbc.co.uk/bitesize/guides/zr7pcqt/revision/1</p>	<p>Super curricular BBC bitesize activities : Any topic for revision. https://www.bbc.co.uk/bitesize/examspecs/zr8bmfr</p>	
<p>How can I revise in this subject?</p> <ol style="list-style-type: none"> 1. Watch the videos of how to plan and write the essays: https://www.youtube.com/channel/UckI6V2StjVdqZeB2_XLVBPO 2. Use www.memrise.com to learn course vocabulary (all students will be allocated a group and should have their username and password written in diary) 3. Google or search on Youtube any of the terms mentioned under grammar to find out more information – we recommend you visit this website https://agreenmouse.com/french-for-children/ 					

Year 11 Geography GCSE AQA Curriculum Map
How I can be a scholar in Geography

Skills and Knowledge					
Half-term 1:	Half-term 2:	Half-term 3:	Half-term 4:	Half-term 5:	Half-term 6:
<p>Knowledge: How economic development has affected the quality of life in Nigeria Using tourism to close the development gap. The economic structure of the UK. What a post-industrial economy in the UK looks like. location of business and science parks and their importance to the economy of the UK how rural landscapes are changing in the UK Regional differences in the UK and how to close these differences The UK's place in the world</p> <p>Processes and concepts: What is development The process of the positive multiplier effect Economic sectors</p> <p>Skills: Calculating mean median mode and ranges. Completing scatter graphs</p>	<p>Knowledge: The stages of a geographic enquiry What a natural hazard is Factors that affect hazard risk Causes, effects and responses to a tectonic hazard in a HIC and LIC (Chile and Nepal Earthquakes) Reason people live in areas at risk from a tectonic hazard How monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard. What is a weather Hazard in the UK The causes, effects and response to the Beast from the East Storm Emma</p> <p>Processes and concepts: Plate tectonic theory Causes, Effect and responses Fieldwork in an urban and coastal area Writing up a fieldwork Assessing fieldwork</p> <p>Skills: Map reading. Enquiry skills including– aim, method, data collection, display, analysis, conclusion, evaluation. GIS skills</p>	<p>Knowledge: The structure of a tropical storm global distribution of tropical storms (hurricanes, cyclones, typhoons) The causes, effects and responses to a tropical storm (Typhoon Haiyan) How monitoring, prediction, protection and planning can reduce the risks from a tropical storm. How tropical storms may change in the future How the climate has changes in the quaternary period Physical and human causes of climate change The causes, evidence and effects of recent global warming. Ways to adapt to and mitigate global warming.</p> <p>Processes and concepts: The global atmospheric circulation model The greenhouse effect Causes effects and response Adaption and mitigation</p> <p>Skills: Map reading and GIS Photo analysis Interpretation</p>	<p>Knowledge: What a resource is. The importance of food water and energy The broad distribution of resources globally The changing demand for food water and energy in the UK Water transfer schemes in the UK The changing energy mix in the UK Environmental impacts of energy production Ways to reduce food waste and increase supplies Large scale food production case study (Indus Basin Irrigation scheme) More sustainable food production case study (Makueni)</p> <p>Processes and concepts: Links between resources and social/economic development Food miles and carbon footprints HICs, LICs and NEEs Sustainability</p> <p>Skills: Calculating mean median mode and ranges. Completing choropleth maps Describing distribution from maps</p>	<p>Knowledge: Specific knowledge appropriate to the Paper 3 pre-release the content of which is only available in May</p> <p>Processes and concepts: Analysing resources and pulling out key facts Evaluation decision making skills. Fieldwork study skills and chart completion</p> <p>Skills: Drawing and interpreting scatter graphs, using statistics, choropleth maps, photo analysis. Comprehension skills. Enquiry skills including– aim, method, data collection, display, analysis, conclusion, evaluation. GIS skills.</p>	Final Exams
<p>Super Curricular: Watch the documentary 'Rich Famous and Living in the Slums' and decide if this is a fair representation of slum life.</p>	<p>Super Curricular: Watch "How to Build the Ultimate Earthquake' documentary. Watch 'The Impossible' movie and see what effects were and</p>	<p>Super Curricular: Watch BBC iplayer – Climate Change the Facts and Greata to find out about current climate change issues. Then read about the outcome of the Paris Climate Accord and look on the</p>	<p>Super Curricular: Calculate your own carbon footprint using the WWF free tool and look at ways you can reduce it.</p>	<p>Super Curricular: Look up AQA geography GCSE past paper questions and attempt these.</p>	<p>Super Curricular: Royal Geography Society – Young Geography of the Year summer competition</p>

Year 11 Geography GCSE AQA Curriculum Map
How I can be a scholar in Geography

Listen to the podcast - https://www.bbc.co.uk/sounds/play/w3ct0x1c and decide if it globalisation is coming to and end or not.	categorise these into economic, environmental, social and primary and secondary effects.	UN website to see who is fulfilling their targets	Watch Rotten on Netflix to see how modern farming has changed on a global scale.		
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How can I revise for assessments?

You are strongly encouraged to use active revision methods where you test yourself on knowledge content using the knowledge organisers and own made que cards.

What do I need to revise:

First use the unit outline tick sheets you have for each section of the course – ‘RAG’ each one to prioritise your revision. Then use **Seneca, Quizlet and the Y10 and 11 Geography Knowledge Organisers** to self-test and improve your knowledge and understanding of each topic. If you have a revision guide (we recommend purchasing the **CGP GCSE Geography AQA** revision guide) you can also use this to go over topics and concepts you are unsure on.

More specifically:

- For **exam question** practise – go back over questions we have completed in class, along with end of unit tests and exams – see how you gained and missed out on marks. Remember with **Outline/Suggest/Explain** questions you need to logically explain processes using at least two connectives and also key terms. For **Assess/To What Extent/Evaluate/Discuss** questions you need to explain two different viewpoints before writing an overall conclusion to the question.
- For **key terms and definitions** make flash cards, practice alone & get others to test you – **quizlet** is also useful for this
- For revising **processes**: there are often several different types of processes e.g. for erosion. Draw annotated diagrams on revision card for each type process
- For revising the **formation of landforms**: eg Wave cut platform. Split the development of it into its component parts. Step 1, step 2, step 3 etc. Cut up each step. Put them back into the correct order. Highlight the key term. Your knowledge organisers can help with this.
- For revising **case studies**: draw a mind-map to include all the different aspects and categories involved in your case study – make connections between aspects of the study.
- For revising **skills**: Doodle Learn has a variety of activities to help you to test yourself.

Year 11 Curriculum Map

How I can be a scholar in History

<p>Visit BBC Bitesize: https://www.bbc.co.uk/bitesize/guides/zxg6wxs/revision/2 Create a revision mind map. Visit Dan Snow History Hits: https://play.acast.com/s/dansnows/historyhit on life and death in medieval England or see it on TIMELINE: https://www.youtube.com/watch?v=doqh3Z1cvo</p>	<p>Visit BBC Bitesize and create a revision mind map. Visit the Old Operating Theatre: https://oldoperatingtheatre.com/ Read ‘The Butchering Art’ - not for the squeamish! https://www.amazon.co.uk/Butchering-Art-Transform-Victorian-Medicine/dp/0374117292 Read Mark Bostridge’s book on Florence Nightingale – Kindle edition: https://www.amazon.co.uk/Florence-Nightingale-Woman-Her-Legend/dp/0140263926</p>	<p>Visit https://www.sciencemuseum.org.uk/objects-and-stories/medicine/medicine-war-zone Read this online article on Gillies https://theconversation.com/world-war-i-the-birth-of-plastic-surgery-and-modern-anaesthesia-106191</p>	<p>Visit the Tower of London Read Ian Mortimer’s ‘Time travellers guide to Elizabethan England’.</p>	<p>Use BBC Bitesize to investigate the dropping of the atomic bombs.</p>	
<p>How can I revise for assessments? Reread or research any of the topics / themes each for half-term. Create mind-maps using the key questions on this sheet. Make cue cards about the key events. Create a timeline of topics learnt. Play bingo using key words.</p>					

Year 11 Super Curriculum map – How I can be a scholar in Hospitality & Catering

<p>Half-Term 1 Revision of key topics – nutrition recap</p>	<p>Half- term 2 NEA Launch</p>	<p>Half-term 3 NEA Continued</p>
<p>Students will learn:</p> <ul style="list-style-type: none"> To understand the importance of eating a variety of different foods from the Eatwell Guide. To understand the importance of eating the correct proportions of each section of the guide for a healthy balanced diet. The definition, function and sources of the three macro-nutrients – Fats, Proteins and carbohydrates. The effects of deficiency and excess of these macro nutrients in the in diet. The function, food source, deficiency and effects of cooking and processing on a selection of Vitamins and minerals. Vitamins to be covered are: Fat soluble A,D,E & K and Water soluble B & C Minerals to be covered are: Calcium & Iron To understand which nutrients are key to each stage of life and be able to compare needs e.g. children and adults. <p>Practical applications:</p> <ul style="list-style-type: none"> To plan, prepare and cook suitable savoury and sweet dishes that reflect the different nutrients. To justify choice of dish and explain how it meets current dietary guidelines for healthy eating and a specific life stage. 	<p>Students will learn:</p> <ul style="list-style-type: none"> To understand the brief given by the WJEC exam board and be able to analysis what is being asked of them To be able to work under controlled measures e.g. time constraints and complete each section of the NEA. To follow guidance given in order to achieve the best outcome. To be able to reflect on their Year 10 Mocks and use what was learnt to make progress. <p>Practical applications:</p> <ul style="list-style-type: none"> To be able to select and reject suitable recipes for the given brief. To plan, prepare and cook a range of dishes suitable for the brief. To be able to adapt a recipe if needed. <p>*If any student is feeling anxious about the NEA or practical please talk to Mrs Green, who will support in any way she can.</p>	<p>Students will learn:</p> <ul style="list-style-type: none"> To understand the brief given by the WJEC exam board and be able to analysis what is being asked of them To be able to work under controlled measures e.g. time constraints and complete each section of the NEA. To follow guidance given in order to achieve the best outcome. To be able to reflect on their Year 10 Mocks and use what was learnt to make progress. <p>Practical applications: The students will make their final choice of dishes this term under time constraints. They must do the following:</p> <ul style="list-style-type: none"> They must follow the time plan they have created efficiently and independently. They must select and use the correct equipment efficiently and independently. They must consider presentation as it must be restaurant standard. <p>*If any student is feeling anxious about the NEA or practical please talk to Mrs Green, who will support in any way she can.</p>
<p>Super Curricular Use relevant sections of Seneca Learning to revise and inform your Nutrition unit. Seneca Learning can be found here: https://senecalearning.com/en-GB/ Work through these topics on BBC Bitesize: https://www.bbc.co.uk/bitesize/guides/z8rqw6f/revision/1 https://www.bbc.co.uk/bitesize/guides/z7yttv4/revision/1 https://www.bbc.co.uk/bitesize/guides/zqj66yc/revision/1 https://www.bbc.co.uk/bitesize/guides/znnqghv/revision/1 https://www.bbc.co.uk/bitesize/guides/zpt33k7/revision/1 https://www.bbc.co.uk/bitesize/guides/ztw3y4j/revision/1 Use your revision books and in class notes to make cue cards on each topic covered in class. You can use the online textbook to address any areas where you feel less confident.</p>	<p>Super Curricular Students should look at the mark scheme available in their Teams files in order to know what to expect from the NEA and what the teacher is marking.</p> <p>Students are encouraged to select highly skilled dishes, so if they can practice at home first and feel comfortable in lesson to do this, that would be encouraged. If they find they have extra time, another skill could be added to ensure the highest grade. If they are unsure, please talk to Mrs Green for advice and guidance.</p> <p>Presentation technique can be practised at home as well: https://www.youtube.com/watch?v=r2tul8uyzA8 https://www.youtube.com/watch?v=xL1oA2JMrRo https://www.youtube.com/watch?v=1zrxJ5ySyok https://www.youtube.com/watch?v=c01s-UVxoQk</p> <p>How to make a puree: https://www.youtube.com/watch?v=sQx1tOw0Qds https://www.youtube.com/watch?v=EjB3D-iJBXw</p> <p>Chocolate decorations – both videos melt their chocolate in a glass bowl of boiling water. I would advise to melt it in a microwave instead. https://www.youtube.com/watch?v=uhOyjqINWLU https://www.youtube.com/watch?v=ddjfdTa9IcM</p>	<p>Super Curricular Students should look at the mark scheme available in their Teams files in order to know what to expect from the practical exam and what the teacher is marking.</p> <p>Students are encouraged to practice their final dishes at home and time themselves. If they find they have extra time, another skill could be added to ensure the highest grade. If they are unsure, please talk to Mrs Green for advice and guidance.</p> <p>Presentation technique can be practised at home as well: https://www.youtube.com/watch?v=r2tul8uyzA8 https://www.youtube.com/watch?v=xL1oA2JMrRo https://www.youtube.com/watch?v=1zrxJ5ySyok https://www.youtube.com/watch?v=c01s-UVxoQk</p> <p>How to make a puree: https://www.youtube.com/watch?v=sQx1tOw0Qds https://www.youtube.com/watch?v=EjB3D-iJBXw</p> <p>Chocolate decorations – both videos melt their chocolate in a glass bowl of boiling water. I would advise to melt it in a microwave instead. https://www.youtube.com/watch?v=uhOyjqINWLU https://www.youtube.com/watch?v=ddjfdTa9IcM</p>

Year 11 Super Curriculum map – How I can be a scholar in Hospitality & Catering

<p align="center">Half-term 4 NEA Completion and Revision</p>	<p align="center">Summer term Exams</p>
<p>Students should be finishing their NEA 2 and the due date will be at the end of March, the due date will be shared with the students as soon as possible.</p> <p>Students will be finalising their NEA; to include:</p> <ul style="list-style-type: none"> Improving their time plan Completing any outstanding pieces of work (making up lost time due to absence or extra time for example) Completing a story board of their practical with practical skills explained. <p>Students will then go on to revise, where they will recap key areas:</p> <p>The key areas we will cover are:</p> <ul style="list-style-type: none"> Health, hygiene and food safety Nutrition – in brief as this was covered in the Autumn term Factor that affect a menu – trends, culture, technology etc <p>Practical applications:</p> <ul style="list-style-type: none"> It is often the case that many students remember key information using practical applications, therefore student will be given the opportunity to cook dishes that compliment the revision topics above. 	<p>Each week students will continue to revise a key topic from the text book ready for the written exam</p> <p>The key areas we will cover are:</p> <ul style="list-style-type: none"> Health and safety in the workplace, including staff welfare and wages Job roles in the industry – the kitchen brigade and front of house staff Types of provision in the industry – types of service, commercial and non-commercial, residential and non-residential <p>Practical applications:</p> <ul style="list-style-type: none"> It is often the case that many students remember key information using practical applications, therefore student will be given the opportunity to cook dishes that compliment the revision topics above. <p>Revision will take place up until study leave.</p> <p>We wish our Hospitality and Catering students all the best in their exams.</p>
<p>Super Curricular</p> <p>Use relevant sections of Seneca Learning to revise and inform your Food Safety unit. Seneca Learning can be found here: https://senecalearning.com/en-GB/</p> <p>Work through these topics on BBC Bitesize: https://www.bbc.co.uk/bitesize/guides/z77v3k7/revision/1 https://www.bbc.co.uk/bitesize/guides/zndnsrd/revision/1</p> <p>Use relevant sections of Seneca Learning to revise and inform your Nutrition unit. Seneca Learning can be found here: https://senecalearning.com/en-GB/</p> <p>Work through these topics on BBC bitesize about:</p> <p>The hospitality industry and sectors: https://www.bbc.co.uk/bitesize/guides/zvtx47h/revision/1</p> <p>Star rating system: https://www.bbc.co.uk/bitesize/guides/zvjm47h/revision/1</p> <p>Service provision: https://www.bbc.co.uk/bitesize/guides/zr6f7nb/revision/1</p> <p>Hospitality outlets and staff departments: https://www.bbc.co.uk/bitesize/guides/zkj2cqt/revision/1</p> <p>Job roles: https://www.bbc.co.uk/bitesize/guides/zb6njhv/revision/1</p> <p>Skills and qualities required for roles: https://www.bbc.co.uk/bitesize/guides/zvb9scw/revision/1</p> <p>Health and safety in the workplace: https://www.bbc.co.uk/bitesize/guides/zbrdvk7/revision/1</p> <p>Communication: https://www.bbc.co.uk/bitesize/guides/zvb8y9q/revision/1</p> <p>Marketing: https://www.bbc.co.uk/bitesize/guides/zfcibdm/revision/1</p> <p>Menu's, menu planning and types of service: https://www.bbc.co.uk/bitesize/guides/zv8m47h/revision/1</p> <p>Cooking methods and special diets: https://www.bbc.co.uk/bitesize/guides/zdr8y9q/revision/1</p> <p>Catering for different customer needs, care and complaints: https://www.bbc.co.uk/bitesize/guides/zjsgt39/revision/1 https://www.bbc.co.uk/bitesize/guides/zh2pwtv/revision/1 https://www.bbc.co.uk/bitesize/guides/znnb6v4/revision/1</p>	
<p>How can I revise for Assessments?</p> <p>Use relevant sections of Seneca Learning to revise. Seneca Learning can be found here: https://senecalearning.com/en-GB/</p> <p>Use your revision books and in class notes to make cue cards on each topic covered in class. You can use the online textbook to address any areas where you feel less confident.</p> <p>Revision lists and guidance will always be given so please do utilise the resources provided.</p>	

Skills Knowledge and Understanding

Autumn Half Term 1:	Autumn Half Term 2:	Spring Half Term 1:	Spring Half Term 2:	Summer Half Term 1:
<p><u>Ratio, Proportion and Bounds</u> Be able to write ratios in the form $1:n$ Use ratio in map/model scaling Share a quantity in a given ratio Understand and use examples in direct and inverse proportion Best buys Problem solving with ratio Be able to use graphs when solving simple direct proportion problems Derive and use formulae for linear direct proportionality problems Derive and use formulae for square, cubic and inverse proportionality problems Upper and lower bounds</p> <p><u>Statistics 2</u> Find averages from a frequency table for discrete data Be able to produce a stem & leaf diagram From a stem & leaf diagram find the mode, median, highest & lowest values, range, quartiles & IQR Find quartiles and inter-quartile range for simple distributions Find the combined mean of two sets of data, or where the original data changes and requires a new mean calculation</p> <p><u>Scale Factors and Similar Shapes</u> Understand the meaning of congruency and similarity, relate to transformations Read and construct scale drawing Deduce the side lengths, areas and volumes of similar shapes Perform simple calculations for similar shapes Find missing side lengths of similar triangles Understand area scale factor and its relationship to linear scale factor</p>	<p><u>Decimal Calculations and Quadratics</u> Round whole and decimal numbers using significant figures Estimate answers to calculations involving decimals Solve quadratic equations by factorising Solve quadratic equations by factorising when the quadratic coefficient is bigger than 1 Complete the square of a quadratic function and use to write down the minimum or the maximum point of the function</p> <p><u>Statistics 3</u> Draw scatter graphs and distinguish between positive, negative and zero correlation Draw a line of best fit by eye and use it to predict values when one variable is known Recognise and comment on outliers Interpolate and extrapolate apparent trends while knowing the dangers of doing so Know that correlation does not imply causation Be able to produce a cumulative frequency graph (curve or polygon) and use it to estimate answers to problems such as number above/below a given value Find quartiles from a cumulative frequency graph Be able to draw and read box plots summarising distributions Compare cumulative frequency diagrams and box plots to make inferences about distributions</p> <p><u>Probability 2</u> Be able to complete two-way tables and use them to find probabilities</p>	<p><u>Graphs of Functions</u> Draw graphs of quadratic functions by completing tables of values Use graphs to find approximate solutions of quadratic equations Plot, recognise and sketch quadratic, cubic, reciprocal functions and use the graphs of these functions to find approximate solutions to equations Be able to match equations with their graphs & sketch graphs of given functions Plot, recognise and sketch exponential, circular and trig functions (sin, cos and tan)</p> <p><u>Transformations</u> Translate a 2D shape by a given vector Rotate a 2D shape given point, angle and direction. Reflect a 2D shape given mirror line or its equation. Enlarge shapes by a given scale factor from a given point; using positive whole number scale factors and positive fractional scale factors Answer problems involving combination of two transformations. Understand translation, rotation & reflection give congruent images whilst enlargement produces a similar image. Describe single transformations including translation using vector notation, rotation, enlargement and reflection Enlarge shapes by a given scale factor from a given point; using negative whole or fractional scale factors Able to identify invariant points following a transformation Understand function notation, evaluate functions for both positive & negative input values Translate function $f(x)$ vertically and horizontally [$f(x) \pm a$ & $f(x \pm a)$]</p>	<p><u>Co-ordinates and Vectors</u> Write down the coordinates of the midpoint of the line connecting two points Calculate the length of the line segment joining two points in a plane (all four quadrants) Problems involving co-ordinates Understand and use vector notation Find sum and difference of two vectors both numerically & graphically (nose to tail) Multiply a vector by a scalar understanding they will be parallel and meaning of a negative vector Diagrammatic and column representation of vectors Use vectors to solve 2D geometric problems and provide simple proofs</p> <p><u>Graphs 2</u> Finding gradient from $y=mx+c$ and analysing gradient problems Understand gradient & intercept in context of $y = mx + c$ and be able to plot and name such functions using these characteristics Use the form $y=mx+c$ to identify parallel and perpendicular lines Find the equation of a line through two given points or through one point given the gradient Draw & name horizontal & vertical lines on a graph, draw graphs of linear functions using coordinate pairs Draw linear functions of form $ax + by = c$ via cover-up method Understand relationship between gradients and parallel & perpendicular lines and be able to solve problems involving them (such as find equation of a perpendicular line passing through a given point) Plot, recognise and sketch circles</p>	<p><u>Revision</u> Students will undertake a comprehensive revision programme determined by their class teacher which will include going back over key topics, and practice paper lessons until the first assessment</p>

Year 11 Curriculum Map – Higher

How I can be a scholar in Mathematics

<p>Understand volume scale factor and its relationship to linear scale factor Solve problems involving linear, area & volume scale factors</p> <p>Fractions 2 Find the reciprocal of whole numbers, fractions and decimals with and without a calculator Use fractions in contextualised problems Convert recurring decimals to fractions without a calculator Solve problems with recurring decimals Review objectives from Fractions 1 relating to algebraic fractions Solve equations including algebraic fractions</p>	<p>RECAP: Using tree diagrams to calculate probability for independent and dependant events To be able to accurately fill in a two-set Venn diagram with given values Able to accurately fill in a two-set Venn diagram with frequencies knowing to fill from the intersection outwards where possible Understand and able to use set notation to find probabilities Able to accurately fill in a three-set Venn diagrams with frequencies knowing to fill from the centre outwards where possible</p>	<p>Reflect function $f(x)$ vertically and horizontally [$-f(x)$ & $f(-x)$] Evaluate coordinates of a point identified on a curve following a given function transformation</p> <p>Angles 2 Calculate and use the sums of the interior angles of convex polygons of sides 3, 4, 5, 6, 8 and 10 Know, or work out, the relationship between the number of sides of a polygon and the sum of its interior angles Know that the sum of the exterior angles of any polygon is 360° Find the size of each exterior/interior angle of a regular polygon Revisit circle theorems and complete the set from Angles 1. Use circle theorems to find unknown angles and explain their method – quoting the appropriate theorem(s)</p>	<p>Find the equation of a tangent to a circle at a given point by understanding the radius is perpendicular to a tangent</p> <p>Proof Derive the sum of angles in a triangle Understand the proof that the angle sum of a triangle is 180° Understand the proof that the exterior angle of a triangle is equal to the sum of the other two interior angles. Understand proofs for angles in a triangle, exterior angle of a triangle sum of other two, angles in a quadrilateral sum to 360° Argue mathematically to show algebraic expressions are equivalent, and use algebra to support and construct arguments and proofs. Understand the not equal to sign Prove formally that two triangles are congruent via SSS, SAS, ASA & RHS Use vectors to construct geometric arguments and proofs Prove the circle theorems</p>	
<p>Super Curricular: PLUS Magazine https://plus.maths.org/content/ Lively, accessible and in-depth articles and podcasts explore all aspects of maths, ranging from what string theory predicts about hidden dimensions to mathematics in medicine. Meanwhile news items uncover the hidden maths behind media headlines and report news from the world of research.</p>	<p>Super Curricular: The CHRISTMAS LECTURES are engaging and mind-expanding television programmes for all ages but particularly children and young adults. Watch previous year's lectures via the Royal Institution's website. Check out: https://www.rigb.org/christmas-lectures/watch/2019/secrets-and-lies</p>	<p>Super Curricular: The NRICH website publishes thousands of free resources designed to challenge, inspire and engage ages 3 to 19. NRICH resources focus on problem-solving and take a low-threshold high-ceiling approach, building students' confidence, mathematical reasoning, thinking skills and ability to take the initiative. https://nrich.maths.org</p>	<p>Super Curricular: Puzzles! https://mathschallenge.net/problems/pdfs/mathschallenge_1_star.pdf If you're into puzzles and want to stretch your thinking, visit this website. Ringwood school enters the National Maths Challenge each year and this website provides good practice material.</p>	<p>Super Curricular: Research famous mathematicians who unlocked the modern world. https://www.businessinsider.com/12-classic-mathematicians-2014-7?r=US&IR=T</p>
<p>How to revise Mathematics</p> <ul style="list-style-type: none"> • Use your skills book to learn key mathematical facts and formulae • Revisit past home learning sheets and repeat the questions, particularly those you found more challenging • Use your Dr Frost Maths log in to get additional practice, attempt past exam questions or watch tutorial videos • Practice as much as possible; visit these websites to find additional resources: www.corbettmaths.com, www.khanacademy.org, www.nrich.maths.org, BBC Bitesize GCSE Maths • Watch maths videos to support your understanding of a topic: www.youtube.com/hegartymaths, www.youtube.com/mrpauffley 				

Skills Knowledge and Understanding

Autumn Half Term 1:	Autumn Half Term 2:	Spring Half Term 1:	Spring Half Term 2:	Summer Half Term 1:
<p><u>Ratio, Proportion and Bounds</u> Understand what is meant by ratio and the link to fractions Write a ratio in its simplest form Be able to write ratios in the form 1: n Use ratio in map/model scaling Share a quantity in a given ratio Understand and use examples in direct and inverse proportion Best buys Problem solving with ratio Be able to use graphs when solving simple direct proportion problems</p> <p><u>Statistics 2</u> For small sets of data:- <ul style="list-style-type: none"> Find the mean, median and mode Know the advantages/disadvantages of using the different averages Compare distributions using a measure of average and the range Find averages from a frequency table for discrete data Be able to produce a stem & leaf diagram From a stem & leaf diagram find the mode, median, highest & lowest values, range, quartiles & IQR</p> <p><u>Scale Factors and Similar Shapes</u> Understand the meaning of congruency and similarity, relate to transformations Read and construct scale drawing Deduce the side lengths, areas and volumes of similar shapes Perform simple calculations for similar shapes Find missing side lengths of similar triangles</p>	<p><u>Decimal Calculations and Quadratics</u> Put digits in the correct place in a decimal number Write decimals in order of size Add and subtract decimals without a calculator Multiply decimal numbers by whole numbers and decimals (up to 2dp) without a calculator using ‘grating’ as preferred method Divide decimals by whole numbers without a calculator and divide one decimal by another after first multiplying both by powers of 10 to make divisor whole Round whole and decimal numbers using significant figures Estimate answers to calculations involving decimals Solve quadratic equations by factorising</p> <p><u>Statistics 3</u> Represent data as pictograms Draw scatter graphs and distinguish between positive, negative and zero correlation Draw a line of best fit by eye and use it to predict values when one variable is known Recognise and comment on outliers Interpolate and extrapolate apparent trends while knowing the dangers of doing so Know that correlation does not imply causation</p> <p><u>Probability 2</u> Be able to complete two-way tables and use them to find probabilities RECAP: Using tree diagrams to calculate probability for independent and dependant events To be able to accurately fill in a two-set Venn diagram with given values Able to accurately fill in a two-set Venn diagram with frequencies knowing to</p>	<p><u>Graphs of Functions</u> Draw graphs of quadratic functions by completing tables of values Use graphs to find approximate solutions of quadratic equations Plot, recognise and sketch quadratic, cubic, reciprocal functions and use the graphs of these functions to find approximate solutions to equations Be able to match equations with their graphs & sketch graphs of given functions</p> <p><u>Transformations</u> Translate a 2D shape by a given vector Rotate a 2D shape given point, angle and direction. Reflect a 2D shape given mirror line or its equation. Enlarge shapes by a given scale factor from a given point; using positive whole number scale factors and positive fractional scale factors Answer problems involving combination of two transformations. Understand translation, rotation & reflection give congruent images whilst enlargement produces a similar image. Describe single transformations including translation using vector notation, rotation, enlargement and reflection</p> <p><u>Angles 2</u> Calculate and use the sums of the interior angles of convex polygons of sides 3, 4, 5, 6, 8 and 10 Know, or work out, the relationship between the number of sides of a polygon and the sum of its interior angles Know that the sum of the exterior angles of any polygon is 360° Find the size of each exterior/interior angle of a regular polygon</p>	<p><u>Co-ordinates and Vectors</u> Write down the coordinates of the midpoint of the line connecting two points Calculate the length of the line segment joining two points in a plane (all four quadrants) Problems involving co-ordinates Understand and use vector notation Find sum and difference of two vectors both numerically & graphically (nose to tail) Multiply a vector by a scalar understanding they will be parallel and meaning of a negative vector</p> <p><u>Graphs 2</u> Finding gradient from $y=mx+c$ and analysing gradient problems Understand gradient & intercept in context of $y = mx + c$ and be able to plot and name such functions using these characteristics Use the form $y=mx+c$ to identify parallel and perpendicular lines Find the equation of a line through two given points or through one point given the gradient</p> <p><u>Proof</u> Derive the sum of angles in a triangle Understand the proof that the angle sum of a triangle is 180° Understand the proof that the exterior angle of a triangle is equal to the sum of the other two interior angles. Understand proofs for angles in a triangle, exterior angle of a triangle sum of other two, angles in a quadrilateral sum to 360° Argue mathematically to show algebraic expressions are equivalent, and use algebra to support and construct arguments and proofs. Understand the not equal to sign</p>	<p><u>Revision</u> Students will undertake a comprehensive revision programme determined by their class teacher which will include going back over key topics, and practice paper lessons until the first assessment</p>

Year 11 Curriculum Map – Foundation

How I can be a scholar in Mathematics

<p>Fractions 2 Recap:</p> <ul style="list-style-type: none"> • Multiply and divide a number with a fraction, and a fraction with a fraction • Convert fractions to decimals and vice versa <p>Convert a fraction to a recurring decimal using a calculator Find the reciprocal of whole numbers, fractions and decimals with and without a calculator</p>	<p>fill from the intersection outwards where possible Understand and able to use set notation to find probabilities</p>			
<p>Super Curricular: PLUS Magazine https://plus.maths.org/content/ Lively, accessible and in-depth articles and podcasts explore all aspects of maths, ranging from what string theory predicts about hidden dimensions to mathematics in medicine. Meanwhile news items uncover the hidden maths behind media headlines and report news from the world of research.</p>	<p>Super Curricular: The CHRISTMAS LECTURES are engaging and mind-expanding television programmes for all ages but particularly children and young adults. Watch previous year's lectures via the Royal Institution's website. Check out: https://www.rigb.org/christmas-lectures/watch/2019/secrets-and-lies</p>	<p>Super Curricular: The NRICH website publishes thousands of free resources designed to challenge, inspire and engage ages 3 to 19. NRICH resources focus on problem-solving and take a low-threshold high-ceiling approach, building students' confidence, mathematical reasoning, thinking skills and ability to take the initiative. https://nrich.maths.org</p>	<p>Super Curricular: Puzzles! https://mathschallenge.net/problems/pdfs/mathschallenge_1_star.pdf If you're into puzzles and want to stretch your thinking, visit this website. Ringwood school enters the National Maths Challenge each year and this website provides good practice material.</p>	<p>Super Curricular: Research famous mathematicians who unlocked the modern world. https://www.businessinsider.com/12-classic-mathematicians-2014-7?r=US&IR=T</p>
<p>How to revise Mathematics</p> <ul style="list-style-type: none"> • Use your skills book to learn key mathematical facts and formulae • Revisit past home learning sheets and repeat the questions, particularly those you found more challenging • Use your Dr Frost Maths log in to get additional practice, attempt past exam questions or watch tutorial videos • Practice as much as possible; visit these websites to find additional resources: www.corbettmaths.com, www.khanacademy.org, www.nrich.maths.org, BBC Bitesize GCSE Maths • Watch maths videos to support your understanding of a topic: www.youtube.com/hegartymaths, www.youtube.com/mrpauffley 				

Year 11 Curriculum Map.

How I can be a scholar in MUSIC

Skills and Knowledge					
Composition	Area of Study 3 Music for Stage and Screen	Area of Study 1 Instrumental Music 1700 - 1820	Performance	Area of Study 4 Fusions	Exam Preparation
<p>You will learn:</p> <ul style="list-style-type: none"> • To investigate composition in a range of styles to become a model for your set composition • Listen to a wide range of ideas and analyse why they are successful • Begin composing ideas to fit a set brief sent by the exam board. 	<p>Defying Gravity You will learn:</p> <ul style="list-style-type: none"> • About the musical theatre genre • To analyse a song from a musical • To write confidently to compare two pieces of music 	<p>You will learn:</p> <ul style="list-style-type: none"> • to become more confident at analysing music and writing fluently using the elements of music to compare set works with unfamiliar pieces • Learn about structure, texture and instrumentation 	<p>You will learn:</p> <ul style="list-style-type: none"> • To perform in a variety of styles • To perform as an ensemble and as a soloist • To perform with accuracy and interpretation 	<p>You will learn:</p> <ul style="list-style-type: none"> • To analyse music from different styles which have been fused together • To examine the elements of separate styles • To identify and understand instruments from non-Western cultures 	<p>Once all NEA is completed, you will prepare for the exam. You will learn:</p> <ul style="list-style-type: none"> • To confidently respond to unfamiliar music • Use musical vocabulary fluently • To respond to extracts from the set works • To compare two pieces of music using musical vocabulary
<p>Super-Curricular: Listen to a wide range of music in a variety of styles. Try to describe the music you hear.</p>	<p>Super-Curricular: Listen to songs from a variety of musicals, and watch performances on YouTube Research the wider context of the musical <i>Wicked</i></p>	<p>Super-Curricular: Listen to suggested wider listening, or any other pieces by the set composers of Bach and Beethoven</p>	<p>Super-Curricular: Take any opportunity to perform – in school, out of school, to friends and family. Make films or audio recordings of your performances and listen critically to them to help you improve.</p>	<p>Super-Curricular: Listen to music from a range of different countries. Research other fusion styles</p>	<p>Super-Curricular: Listen to all set works and related wider listening Use Focus on Sound and revision resources to prepare for the exam.</p>
<p>How can I revise in this subject? You have a log on to 'Focus on Sound, which can be accessed through Teams. This resource has hours of information, lessons, tests and listening on a variety of topics. It covers information for key stage 3, GCSE and A level. It is a fantastic resource. You will be directed to relevant sections during GCSE, but feel free to explore and deepen your musical understanding by yourself. There is much opportunity here for independent study as well as reflection on topics covered in lessons across the course. Listen to the set works from the GCSE Anthology. Listen to your favourite music – try to describe and explain what is happening. You will have unit sheets which will help you to revise for the end of year exam.</p>					

Year 11 Curriculum Map _ How I can be a scholar in OCR Sport

Skills and Knowledge			
Year 11 Autumn Half Term 1	Year 11 Autumn Half Term 2	Year 11 Spring Half Term 2	Year 11 Summer Half Term 1
<ul style="list-style-type: none"> ➤ How sport is covered in the media (On the television/radio/internet and in the written press) ➤ Positive effects of the media on sport Increased exposure Increased promotional opportunities Education Increased income Inspiring people to participate Creation of positive role models Competition between sports and clubs ➤ Negative effects of the media in sport Decline in live spectatorship Loss of traditional sporting values Media coverage of inappropriate behaviour 	<ul style="list-style-type: none"> ➤ Negative effects of the media on sport Increased pressure on officials Newspapers dominated by a few sports Saturation ➤ Understand the relationship between the sport and the media How sport uses the media to promote itself How the media uses sport to promote itself Sport as a commodity Sponsorship and advertising Adoption and rejection of sporting heroes Scrutiny/criticism Impact of pay-per-view ➤ Be able to evaluate media coverage of sport 	<ul style="list-style-type: none"> ➤ Leadership roles and opportunities ➤ Role related responsibilities ➤ Personal qualities of sports leaders ➤ Leadership styles ➤ Key Considerations when planning sports activity sessions ➤ Safety considerations 	<ul style="list-style-type: none"> ➤ Be able to deliver sports activity sessions: ➤ Safe practice ➤ Delivery style ➤ Communication skills ➤ Motivational techniques ➤ Activity-specific knowledge ➤ Adaptability <p>Evaluation of own performance in delivering a sports activity sessions:</p> <p>What went well Even better if How to make improvements for the future.</p>
<p>Super-Curricular: <i>Seek out examples of media coverage of sport. Consider how the media coverage differs depending on the source/sport/athlete receiving coverage.</i></p>	<p>Super-Curricular: <i>Seek out examples of media coverage of sport. Consider how the media coverage differs depending on the source/sport/athlete receiving coverage.</i></p>	<p>Super-Curricular: <i>Sport CTEC and A Level PE are on offer to you in the 6th form. Speak to your teachers about the difference between the courses and choose the one that you would enjoy and excel in!</i></p>	
<p>How can I revise?</p> <ul style="list-style-type: none"> • N/A Spend time responding to your teachers feedback/ improving your media work. 		<p>Extend yourself with your HL!</p> <ul style="list-style-type: none"> • Seek out opportunities to practice your sports leadership at extra-curricular clubs/clubs that you attend outside of school. Consider using your leadership skills towards achieving a recognised coaching qualification in your sport- this could also be useful if you move into further education! 	

Year 11 Curriculum Map _ How I can be a scholar in OCR Sport

Year 11 2021 Autumn Half Term 1	Year 11 2021 Autumn Half Term 2	Year 11 Spring Half Term 2	Year 11 Summer Half Term 1
<ul style="list-style-type: none"> ➤ User Groups who participate in sport ➤ Barriers to participation in sport ➤ Solutions to overcome barriers to participation in sport ➤ Current trends in popularity of sport in the UK ➤ Factors affecting the popularity of sport in the UK ➤ Values which can be promoted through sport ➤ 	<ul style="list-style-type: none"> ➤ Olympic creed/ significance of the Olympic flag ➤ Olympic and Paralympic values ➤ Sporting initiatives ➤ Etiquette, Gamesmanship, Sportsmanship ➤ Use of drugs in sport/WADA ➤ Major sporting events (features, benefits, drawbacks, legacy) <p>The role of the NGB</p>	<ul style="list-style-type: none"> ➤ Leadership roles and opportunities ➤ Role related responsibilities ➤ Personal qualities of sports leaders ➤ Leadership styles ➤ Key Considerations when planning sports activity sessions ➤ Safety considerations 	<ul style="list-style-type: none"> ➤ Be able to deliver sports activity sessions: ➤ Safe practice ➤ Delivery style ➤ Communication skills ➤ Motivational techniques ➤ Activity-specific knowledge ➤ Adaptability <p>Evaluation of own performance in delivering a sports activity sessions:</p> <p>What went well Even better if How to make improvements for the future.</p>
<p>Super-Curricular: <i>Seek out examples of media coverage of sport. Consider how the media coverage differs depending on the source/sport/athlete receiving coverage.</i></p>	<p>Super-Curricular: <i>Seek out examples of media coverage of sport. Consider how the media coverage differs depending on the source/sport/athlete receiving coverage.</i></p>	<p>Super-Curricular: <i>Sport CTEC and A Level PE are on offer to you in the 6th form. Speak to your teachers about the difference between the courses and choose the one that you would enjoy and excel in!</i></p>	
<p>How can I revise?</p> <ul style="list-style-type: none"> • N/A Spend time responding to your teachers feedback/ improving your media work. 		<p>Extend yourself with your HL!</p> <ul style="list-style-type: none"> • Seek out opportunities to practice your sports leadership at extra-curricular clubs/clubs that you attend outside of school. Consider using your leadership skills towards achieving a recognised coaching qualification in your sport- this could also be useful a you move into further education! 	

GCSE PE

How I can be a scholar in GCSE PE

Skills and Knowledge			
Year 11 Autumn Half Term 1	Year 11 Autumn Half Term 2	Year 11 Spring Half Term 2	Year 11 Summer Half Term 1
<ul style="list-style-type: none"> ➤ Classification of skill ➤ Goal setting & SMART targets ➤ Information Processing ➤ Guidance & Feedback ➤ Arousal ➤ Stress management techniques ➤ Aggression ➤ Motivation 	<ul style="list-style-type: none"> ➤ Engagement patterns and the factors affecting them ➤ Commercialism, Sponsorship & the media ➤ Technology in Sport ➤ Spectator behaviour, Hooliganism and the strategies to combat it ➤ Conduct of performers ➤ Drugs in sport 	<ul style="list-style-type: none"> ➤ Pathway of air ➤ Mechanics of breathing ➤ Gaseous exchange ➤ Spirometry trace ➤ Structure of the heart ➤ Cardiac Cycle and the pathway of blood ➤ Cardiac Output, Heart rate and stroke volume ➤ Blood vessels ➤ Aerobic and anaerobic exercise ➤ EPOC & Recovery ➤ Effects of exercise 	<p>Revision prior to the exams Combination of multiple choice, short answer and extended writing questions</p> <p>Component 1: The human body and movement in physical activity and sport</p> <ul style="list-style-type: none"> • Written Paper (1hr 15mins) • 78 marks • Applied anatomy and physiology, movement analysis, physical training and use of data <p>Component 2: Socio-cultural influences and well-being in physical activity and sport</p> <ul style="list-style-type: none"> • Written Paper (1hr 15mins) • 78 marks • Sports psychology, socio-cultural influences, health, fitness and well-being and use of data
<p>Super-Curricular: <i>Apply your learning from the Psychological topics to your NEA. Include key terminology, definitions, theories, and examples from your games!</i></p>	<p>Super-Curricular: <i>Use the NEA checklist to proof your work. Have you included each bullet point? Is your SPAG as good as it can be?</i></p>	<p>Super-Curricular: <i>Sport CTEC and A Level PE are on offer to you in the 6th form. Speak to your teachers about the difference between the courses and choose the one that you would enjoy and excel in!</i></p>	
<p>How can I revise?</p> <ul style="list-style-type: none"> • Choose 1 of the topics from the list. Spend 20 min revising this topic by completing the mind map using your REVISION GUIDE (and checking your answers against the example mind map). Then spend 20 min completing the TOPIC EXAM paper. Spend 10 min marking that paper using the mark scheme 		<p>Extend yourself with your HL!</p> <ul style="list-style-type: none"> • Choose 1 of the topics from the list. Watch the everlearner video for that topic and create flash cards for the information you find out. For each flash card, give a sporting example. Complete the everlearner quiz for that topic. 	

Year 11 Curriculum Map - How I can be a scholar in Photography

Skills, Knowledge and Understanding of the creative process: Throughout Year 11 you will be focused on developing and refining your Coursework Unit 2 based on the theme of **Fragments**. You will use all the photographic skills which you developed in yr 10. All your work from yr 10 and yr 11 is your coursework and is 60% of your grade. The exam unit is worth 40% of your grade. All your work will focus on **Developing, Recording, Experimenting and Presenting** a refined portfolio of work.

Fragments	Fragments	Exam Unit	Exam Unit	6 wks	7 wks
<p>7 wks</p> <p>Coursework unit 2 - Fragments</p> <ul style="list-style-type: none"> Intro to yr 11/ recap of how to set up your digital portfolio/ intro to theme FRAGMENTS. <p>AO1, AO2, AO3</p> <ul style="list-style-type: none"> Research your chosen photo and create a response to their work Look at the Theme and Brief - Fragments/ Photographers/ Artists. Create a Fragments Inspiration Slide and mind map areas of the theme to develop further. Select 3 photographers to research, analyse and respond to. <p>AO4 OUTCOMES</p> <p>All development and exploration work to be up to date.</p> <p>CREATIVE LANGUAGE</p> <p>Recording - Analyse - Experiment - Refine</p>	<p>7 wks</p> <p>Coursework unit 2 - Fragments</p> <p>AO1, AO2 and AO3</p> <ul style="list-style-type: none"> Individual Fragments project development and final piece development. Tutorials with teacher and tasks set individually. Group critique of work and areas for further development. <p>AO4 OUTCOMES</p> <ul style="list-style-type: none"> Present a final set of images based on your development work. Ensure that your digital Portfolio is completed by the end of the term. <p>CREATIVE LANGUAGE</p> <p>Experiment - Intentions - Select - Refine</p>	<p>6 wks</p> <p>Exam Unit</p> <p>Externally Set Exam Question is released by the exam board and the Exam Unit will begin. Development work will take place in lessons and the Exam will take place over 2 days during school time. During this you will produce your final pieces for this project.</p> <p>AO1, AO2, AO3</p> <ul style="list-style-type: none"> Intro to the exam unit and each of the possible starting points. Create a detailed image inspiration page and mind map areas of interest which could be further explored. Select a series of Photographers to analyse and respond to. Analyse your practical responses and make plans for improvements further development. Tutorials with teacher and tasks set individually. <p>CREATIVE LANGUAGE</p> <p>Response - Meaningful - Understanding - Make connections - Conclusion</p>	<p>6 wks</p> <p>Exam Unit</p> <ul style="list-style-type: none"> Tutorials with teacher and tasks set individually. Regular review of progress with teacher. <p>Plan made for the completion of the project during the exam.</p> <p>AO4 OUTCOMES</p> <p>During the exam you will create your final based on your development work.</p> <p>CREATIVE LANGUAGE</p> <p>Recording - Experiment - Control - Observation</p>		
<p>Super-Curricular: Watch the Creative conversations on the Ringwood YouTube Channel</p>	<p>Super-Curricular: Visit the Art2day website for contemporary Photographic inspiration</p>	<p>Super-Curricular:</p>	<p>Super-Curricular:</p>	<p>Super-Curricular</p>	<p>Super-Curricular:</p> <p>AO1 – Developing AO2 – Experimenting AO3 – Recording AO4 – Presenting</p>
<p>How can I revise in this subject? Ensure that your Digital Portfolio is up to date and that you have completed all of the work set. All classwork PowerPoints are available on Teams. Home learning is also an important element of your GCSE so ensure that this is completed to the best of your ability.</p>					

Year 11 PSHE Curriculum Map – How I can be a scholar in PSHE

Skills and Knowledge					
Session 1:	Session 2:	Session 3:	Session 4:	Session 5:	
<p>22nd Sept p2, 3 and 4</p> <ul style="list-style-type: none"> ▪ Strategies to support positive emotional well-being ▪ Strategies to stay safe socially including drugs and alcohol awareness ▪ about the importance of screening and self-care ▪ about registering with and accessing doctors, sexual health clinics, opticians and other health services alterations ▪ about blood, organ and stem cell donation 	<p>12th Oct p3,4 and 5</p> <ul style="list-style-type: none"> ▪ Updating CVs, awareness of application processes and skills required for further education ▪ Strategies to manage stress and work/life balance 	<p>20th Jan p1, 2 and 3</p> <ul style="list-style-type: none"> ▪ Financial awareness program ▪ Diversity and equality awareness 	<p>28th Feb p2 and 3</p> <ul style="list-style-type: none"> ▪ Healthy relationships – looking at the interconnection between sex, love and commitment ▪ Looking at the impact of the media and pornography on perception of healthy relationships ▪ about pregnancy, birth and miscarriage ▪ about unplanned pregnancy options, including abortion 	<p>23rd March p5</p> <ul style="list-style-type: none"> ▪ how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads) ▪ how to challenge harassment and stalking, including online 	

Year 11 Curriculum Map

How I can be a scholar in Spanish

Skills and Knowledge

Half-term 1:	Half-term 2:	Half-term 3:	Half-term 4:	Half-term 5:	Half-term 6:
<p>Content: Unit 8 – Travel and Tourism</p> <ul style="list-style-type: none"> -Talk about holidays and what you do in the summer -describe what you did during your last holiday -use sequencers to describe what you did -describe where you stayed using imperfect tense -talk about your holidays in the future <p>Skills: Practice of all exam skills to understand what success looks like in: F - photo, 40 words, 90 words, translation, roleplay, photocard and general conversation H - 90 words, translation, roleplay, photocard and general conversation</p> <p>Grammar:</p> <ul style="list-style-type: none"> -Revision of present tense -Revision of preterite tense -Sequencers: primero, más tarde,... -Revision of imperfect tense -Revision of immediate future and simple future 	<p>Content: Units 6 and 7 – Social and Global issues</p> <ul style="list-style-type: none"> -Talk about charities and voluntary work -talk about how to help the homelessness and people in need -Explain what makes a healthy and unhealthy lifestyle -Describe local and global environment issues -Give solutions to these problems <p>Skills: Practice of all exam skills to understand what success looks like in skills mentioned in Unit 8</p> <p>Grammar:</p> <ul style="list-style-type: none"> -Revision of the conditional -Irregular conditional (H) -Key verbs deber, tener, hay que -Revision of range of negative structures -Use key structures followed by subjunctive (H) me preocupa que -use 'si' clauses and 'cuando' 	<p>Content: Unit 9 and 10 – Current and future study and employment</p> <ul style="list-style-type: none"> -Talk about my school subjects -Describe my school -Describe my primary school -Describe my school uniform -talk about the rules at school -talk about the good and bad aspects about school <p>Skills: Practice of all exam skills to understand what success looks like in skills mentioned in Unit 8</p> <p>Grammar:</p> <ul style="list-style-type: none"> -Revision of opinions -Revision of imperfect tense -Revision of se debe, hay que, temenos que +INF 	<p>Content: Unit 10 and 11 – Education post 16 and jobs</p> <ul style="list-style-type: none"> -Describe future stud choices -Describe post 18 plans -Describe jobs -Describe previous work experience -Explain advantages and disadvantages of different careers / post 18 choices <p>Skills: Practice of all exam skills to understand what success looks like in skills mentioned in Unit 8</p> <p>Grammar:</p> <ul style="list-style-type: none"> -Revision of near future -Revision of simple future -Revision of using <i>si</i> and <i>cuand</i> clauses with the future tense **Revision of using <i>si</i> clauses – present + future and imperfect + conditional tenses (H) 	<p>Content: Revision of course content</p> <p>All topics revision, strategies and past paper questions.</p> <p>Skills: Understand how to revise effectively using:</p> <ul style="list-style-type: none"> -Mind maps -Online resources -Self-quizzing and the use of memory 	<p>Content: Exam specific revision</p> <p>All topics revision, strategies and past paper questions.</p> <p>Skills: Practice of all exam skills to understand what success looks like in: F - photo, 40 words, 90 words, translation, roleplay, photocard and general conversation H - 90 words, translation, roleplay, photocard and general conversation</p>
<p>Super Curricular: BBC bitesize activities: https://www.bbc.co.uk/bitesize/guides/znv6bdm/revision/1 https://www.bbc.co.uk/bitesize/guides/z4wgqp3/revision/1</p>	<p>Super Curricular: BBC bitesize activities: https://www.bbc.co.uk/bitesize/guides/zjm6v4/revision/1 https://www.bbc.co.uk/bitesize/guides/z4g3d6f/revision/1 https://www.bbc.co.uk/bitesize/guides/znyx382/revision/1</p>	<p>Super Curricular: BBC bitesize activities: https://www.bbc.co.uk/bitesize/guides/z7twg8/revision/1 https://www.bbc.co.uk/bitesize/guides/zbkvd6f/revision/1</p>	<p>Super Curricular: BBC bitesize activities: https://www.bbc.co.uk/bitesize/guides/zdmk6v4/revision/1 https://www.bbc.co.uk/bitesize/guides/zfrn47h/revision/1</p>	<p>Super Curricular: BBC bitesize activities: any topics from here https://www.bbc.co.uk/bitesize/examspecs/z4vyjhv</p>	<p>Super Curricular: BBC bitesize activities: any topics from here https://www.bbc.co.uk/bitesize/examspecs/z4vyjhv</p>

How can I revise for assessments?

1. Watch the videos of how to plan and write essays, https://www.youtube.com/channel/UCkI6V2StjVdqZeB2_XLVBPO (the ones with **Spanish** at the front)
2. Use www.quizlet.com to learn course vocabulary – links shared by your teachers in Teams
3. Google or search on Youtube any of the terms mentioned under grammar to find out more information – we recommend you visit this website <https://agreenmouse.com/spanish-for-children/>

Year 11 Curriculum Map – How I can be a scholar in Triple Science.

Skills and Knowledge

Half-term 1:	Half-term 2:	Half-term 3:	Half-term 4:	Half-term 5:	Half-term 6:
<p><u>Biology – Monoclonal antibodies.</u> Linked to infection and response from Y10. Uses of monoclonal antibodies.</p> <p><u>Physics – Static Electricity.</u> to be able to describe how objects become charged, the concept of an electric field and its strength</p> <p><u>Physics – radioactivity</u> Links to Radioactivity topic covered in Y10</p>	<p><u>Biology – Homeostasis.</u> Linked to the homeostasis topic you will do in combined lessons this term. focus will be on water regulation and kidneys.</p> <p><u>Chemistry – Alkenes.</u> Links to Organic Chemistry.</p> <p><u>Physics – Momentum.</u> Links to Forces and Motion being covered this term in combined science</p>	<p><u>Biology – DNA</u> Links to Inheritance being covered in combined science. Looks at the structure of DNA in more detail.</p> <p><u>Biology – Plant Hormones.</u> Links to Homeostasis Topic covered Earlier focusing only on plant hormones and their role</p> <p><u>Chemistry –Polymers</u> links to organic chemistry and structure and bonding</p>	<p><u>Chemistry – Haber.</u> Links to Rate and Extent of Chemical reactions. A look at the production of ammonia</p> <p><u>Physics – Magnets.</u> Which devices use electromagnets, what is the generator effect and how do transformers work?</p>	<p><u>Revision for all subjects</u></p>	<p><u>Revision in all subjects</u></p>
<p>Super curricular: How do photocopiers work?</p>	<p>Super curricular: Make a table of similarities and differences between water regulation and temperature regulation.</p>	<p>Super curricular: How does the structure of DNA give evidence of evolution from a common ancestor?</p>	<p>Super curricular: How do speakers and microphones work?</p>	<p>Super curricular:</p>	<p>Super curricular:</p>

How can I revise for assessments?

Use your Unit sheet for each topic to check your understanding of the key words for that topic, you can also try to short answer questions to check your recall
 Use your revision pack (Y10) or study packs (Y11). This contains all the key ideas for each topic you could use these to make your own revision cards or ask someone to test you.
 Complete the short answer questions in the revision pack. Use the specifications, in your study pack, as a revision list, use different colours to show how secure you feel about each part.