Yearly Overviews: Year 11

In addition to the curriculum information on each subject page, these slides provide an overview of what your child will be learning throughout the year, including the different topics, knowledge, skills, assessment and relevant links. There are also summaries of the curriculum **intent** (the overarching aims in terms of what students will learn), **implementation** (how classes are structured and allocated curriculum time) and **impact** (what students should know and understand as a result of the delivery of the curriculum)

Please note, Food and Drama will be added shortly

Year 11 English Overview

Intent – the Big Picture: *Students complete their Key Stage 4 curriculum by the end of Autumn Term 1, which culminates in the study of Shakespeare's Macbeth. The study of Macbeth utilises all of the skills taught to students across the year groups, utilising all of their experience and confidence to not only engage with the text itself but to study it's deep and powerful themes – the content requires students to be at their emotional peak. Following this, students enter into a reassuring period of consolidation in the period running towards their exams where they revise key areas of texts but place their energies into developing their formal writing skills, pacing, depth of analysis and thinking, using their full developed reflection skills to guide themselves, as well as their teacher.*

Implementation:

Students have five one hour lessons per week. Each half term a new aspect of the GCSE course is introduced which builds on prior knowledge and skills, accumulated at Key Stage 3. A variety of teaching activities in mixed attainment settings will foster skills in reading, writing, speaking and listening and retrieval practice. Students will work both independently and collaboratively with different learning partners and will be exposed to a range of challenging and diverse texts from a range of genres and eras.

Homework is set weekly, or with greater focused control from staff with a focus on consolidation essays, reading and practice papers.

Please note: the exact year 11 revision programme following the teaching of Macbeth is subject to change each year depending on the length's of each half-term.

Impact:

All students will understand the key knowledge and skills required to access the lessons, with support from their class teacher and teaching assistants. Students will be able to articulate their progress with confidence, using the Progress Trees for each unit to capture key vocabulary, links, personal progress and progress towards their targets.

Students should feel control over their academic voice, vocabulary and ability to communicate in formal environments, as well as being able to reflect upon their performance with insight and emotional balance. Students should feel overall confidence in sitting their final exams and heading towards their life beyond Priory.

Unit	Knowledge	Skills	Assessment	Links
Macbeth	*Subversion of Tragic Conventions* *Catharsis/Hubris/Hamartia* *Critical Theory: Psychoanalysis/Gender Roles/Socio-Political* *Tone, Form, Dramatic Irony*	*Consolidation of TEALEAC and Thesis Statements*	*Continuous formative assessment with heavy student reflection - specific to the needs of the class. Often, assessment increases to weekly essays, produced at pace in formal conditions. Teacher assessments will often make frequent comments as to whether students are working 'On', 'Above' or 'Below'.* *Assessed as Formal Mock Exam in November.*	*Y7 – Shakespeare Project* *Y8 – Much Ado/Midsummer* *Y9 – Of Mice and Men/Othello* *All literature based units at KS3.*
English Language Paper 2	*Objectivity and Subjectivity* *Importance of Perspective* *All KS3 skills related to form, tone, language analysis – will vary depending on the extracts chosen for study, which are continually reviewed.*	*Reading – comprehension, analysis of language and structure, comparison.* *Non-Fiction Writing – pacing, structure, all skills from KS3.*	*Formative assessment with heavy student reflection related to at least one response from Questions 2, 3 and 4 and 5 alongside self and peer-assessment.* *Formal Mock Exam in November.*	*Y7 – Love Where You Live/Voices in the Park* *Y8 – Opinion Writing* *Y9 – Non-Fiction Reading and Writing* *Analysis and comparison skills from Literature texts.*
A Christmas Carol	*Socio-Political Context – Social Divide/Social Responsibility* *Foils/Symbolism/Allegory/Construction of Character/Narrative Perspective – Omniscient*	*Reading – annotation, all areas of analysis from KS3.* *Writing – essay writing skills – mastery of TEALEAC, Thesis Statements*	*As Macbeth – with the additional assessment of whether students are secure in the use of the TEALEAC writing structure.*	*Y7 – Short Stories* *Y8 – Animal Farm/Gothic Fiction/The Romantics* *Y9 – Of Mice and Men/Anita and Me*
Love and Relationships Poetry and Unseen	*Poetic Devices* *Structural Terminology* *Form and Tone* *Perspective in relation to emotional themes.* *Gender roles.*	*Reading – annotation, comparison.* *Writing – mastery of TEALEAC, Thesis Statements.*	*As Macbeth and A Christmas Carol – with the additional assessment of the ability to compare.*	*Y7 – World Poetry* *Y8 – The Romantics* *Y9 – Conflict Poetry* *Analysis and comparison skills from Literature texts.*
English Language Paper 1	*Structural terminology* *Evaluation tools* *All KS3 skills related to form, tone, language analysis – will vary depending on the extracts chosen for study, which are continually reviewed.*	*Reading – comprehension, analysis of language and structure, evaluation of texts.* *Fiction Writing – pacing, structure, all skills from KS3.*	*Formative assessment with heavy student reflection related to at least one response from Questions 2, 3 and 4 and 5 alongside self and peer-assessment.*	*Y7 – Short Stories/Voices in the Park* *Y8 – Animal Farm* *Y9 – Of Mice and Men/Creative Writing*
Anita and Me	*Bildungsroman* *Cultural Belonging/Social Responsibility/Notions of Family* *The development of 'Modern Britain'* *Partition* *Narrative Perspective - Subjectivity* *Post-Colonial Texts*	*Reading – annotation, all areas of analysis from KS3.* *Writing – limitations on writing frames, essay writing skills, developing detail related to a question.*	*As Macbeth, A Christmas Carol and Anthology Poetry.*	*Y7 – Short Stories/World Poetry* *Y8 – Animal Farm/Gothic Fiction/The Romantics* *Y9 – Of Mice and Men/Conflict Poetry*

Year 10 and 11 GCSE Maths Overview

Intent – the Big Picture: Students will study units of work covering Numeracy, Algebra, Geometry, Proportion, Ratio and Statistics. In each topic they will be encouraged to problem solve and use reasoning to building on their deep understanding of mathematical concepts from KS3. They will be given the chance to practice exam style questions and shown how to apply the knowledge they have to maximise exam marks

Implementation: *Students have 4 hours of maths each week. They are taught in higher and foundation groups with one group also studying further maths.*

There are 20 units of work covered over 2 years. Units vary in length but are normally between 3 and 4 weeks

During lessons students are encouraged to work collaboratively by discussing and reasoning when problem solving. Tasks are designed to be rich and develop deep thinking and fluency in every strand.

At the end of each unit students complete an end of unit test. This is made up of GCSE questions and is marked by their classroom teacher.

Impact: *All students will acquire a deep understanding of the mathematical concepts covered which will allow them to develop their own methods. Rules and tricks are discouraged at every point. Methods will be discovered rather than taught*

Students will develop a growth mindset and start to value and recognise the impact of hard work and resilience above any perceived ability.

Mistakes will be celebrated as a key part of learning and will help us to deal with misconceptions

Unit	Knowledge	Skills	Assessment	Links
1 – Numeracy Skills	*Students will become fluent with mental strategies to solve numerical problems with all operations*	*Apply the four operations, including formal written methods, to integers, decimals and simple fractions (proper and improper), and mixed numbers – all both positive and negative; understand and use place value* *Recognise and use relationships between operations, including inverse operations (e.g. cancellation to simplify calculations and expressions); use conventional notation for priority of operations, including brackets, powers, roots and reciprocals* *Use the concepts and vocabulary of prime numbers, factors (divisors), multiples, common factors, common multiples, highest common factor, lowest common multiple, prime factorisation, including using product notation and the unique factorisation theorem*	*End of Unit Test*	*Unit 2 - reverse operations* *Unit 5 – HCF LCM*
2 – Graphs Charts and Diagrams	*Students will recognise, and draw a series of statistical diagrams* *Students will interpret these diagrams and compare distributions from data sets*	*Interpret and construct tables, charts and diagrams, including frequency tables, bar charts, pie charts and pictograms for categorical data, vertical line charts for ungrouped discrete numerical data, tables and line graphs for time series data and know their appropriate use* *Use and interpret scatter graphs of bivariate data; recognise correlation*	*End of Unit test*	*Unit 10 – Data distribution and choosing appropriate diagrams*

Year 10 and 11 GCSE Maths Overview

Intent – the Big Picture: Students will study units of work covering Numeracy, Algebra, Geometry, Proportion, Ratio and Statistics. In each topic they will be encouraged to problem solve and use reasoning to building on their deep understanding of mathematical concepts from KS3. They will be given the chance to practice exam style questions and shown how to apply the knowledge they have to maximise exam marks

Implementation: *Students have 4 hours of maths each week. They are taught in higher and foundation groups with one group also studying further maths.*

There are 20 units of work covered over 2 years. Units vary in length but are normally between 3 and 4 weeks

During lessons students are encouraged to work collaboratively by discussing and reasoning when problem solving. Tasks are designed to be rich and develop deep thinking and fluency in every strand.

At the end of each unit students complete an end of unit test. This is made up of GCSE questions and is marked by their classroom teacher.

Impact: *All students will acquire a deep understanding of the mathematical concepts covered which will allow them to develop their own methods. Rules and tricks are discouraged at every point. Methods will be discovered rather than taught*

Students will develop a growth mindset and start to value and recognise the impact of hard work and resilience above any perceived ability.

Mistakes will be celebrated as a key part of learning and will help us to deal with misconceptions

Unit	Knowledge	Skills	Assessment	Links
3 – Introduction to Algebra	*Students will become fluent in algebra vocabulary, notation, manipulation and simplifications*	*Use and interpret algebraic manipulation* *Substitute numerical values into formulae and expressions, including scientific formulae* *Simplify and manipulate algebraic expressions (including those involving surds)* *Know the difference between an equation and an identity; argue mathematically to show algebraic expressions are equivalent, and use algebra to support and construct arguments*	*End of Unit Test*	*Unit 7 – Linear Graphs* *Unit 8 – Equations and inequalities* *Unit 13 – Quadratics* *Unit 17 - Algebraic proof*
4 – Area, perimeter and volume	*Students will understand how to calculate the area. Perimeter and volume of a range of shapes. They will understand how to apply this knowledge to problem solving type questions*	*Know and apply formulae to calculate: area of triangles, parallelograms, trapezia; volume of cuboids and other right prisms (including cylinders)* *Identify and apply circle definitions and properties, including: centre, radius, chord, diameter, circumference, tangent, arc, sector and segment* *Know the formulae: circumference of a circle = $2\pi r = \pi d$, area of a circle = πr^2; calculate: perimeters of 2D shapes, including circles; areas of circles and composite shapes; surface area and volume of spheres, pyramids, cones and composite solids*	*End of Unit test*	*Unit 11 – Trigonometry* *Unit 15 – transformations* *Unit 20 - circles*
5 – Fractions Decimals Percentages	*Students will be confident working with and changing between fractions, decimals and percentages*	*Work interchangeably with terminating decimals and their corresponding fractions (such as 3.5 and 7/2 or 0.375 or 3/8)* *Change recurring decimals into their corresponding fractions and vice versa* *Apply the four operations, including formal written methods, to decimals and simple fractions (proper and improper), and mixed numbers – all both positive and negative; understand and use place value*		*Unit 1 - Numeracy* *Unit 6 – Ratio and proportion* *Unit 14 - Probability*

Year 10 and 11 GCSE Maths Overview

Intent – the Big Picture: Students will study units of work covering Numeracy, Algebra, Geometry, Proportion, Ratio and Statistics. In each topic they will be encouraged to problem solve and use reasoning to building on their deep understanding of mathematical concepts from KS3. They will be given the chance to practice exam style questions and shown how to apply the knowledge they have to maximise exam marks

Implementation:

Implementation: *Students have 4 hours of maths each week. They are taught in higher and foundation groups with one group also studying further maths.*

There are 20 units of work covered over 2 years. Units vary in length but are normally between 3 and 4 weeks

During lessons students are encouraged to work collaboratively by discussing and reasoning when problem solving. Tasks are designed to be rich and develop deep thinking and fluency in every strand.

At the end of each unit students complete an end of unit test. This is made up of GCSE questions and is marked by their classroom teacher.

Impact: *All students will acquire a deep understanding of the mathematical concepts covered which will allow them to develop their own methods. Rules and tricks are discouraged at every point. Methods will be discovered rather than taught*

Students will develop a growth mindset and start to value and recognise the impact of hard work and resilience above any perceived ability.

Mistakes will be celebrated as a key part of learning and will help us to deal with misconceptions

Unit	Knowledge	Skills	Assessment	Links
6 – Ratio and Proportion		*Divide a given quantity into two parts in a given part:part or part:whole ratio; express the division of a quantity into two parts as a ratio; apply ratio to real contexts and problems* *Express one quantity as a fraction of another, where the fraction is less than 1 or greater than 1* *Solve problems involving direct and inverse proportion, including graphical and algebraic representations*	*End of Unit Test*	*Unit 1 - Numeracy* *Unit 12 – Numerical expressions* *Unit 16 – Compound measures*
7 – Linear Graphs	*Know and understand the equation of a linear graph* *Understand gradient and how to calculate it* *Apply in a real life context*	*Work with coordinates in all four quadrants* *Plot graphs of equations that correspond to straight-line graphs in the coordinate plane; use the form y = mx + c to identify parallel lines; find the equation of the line through two given points or through one point with a given gradient* *Identify and interpret gradients and intercepts of linear functions graphically and algebraically*	*End of Unit test*	*Unit 3 – Introduction to Algebra* *Unit 8 – Equations and inequalities* *Unit 13 – Quadratics* *Unit 17 - Algebraic proof*
8 – Equations and Inequalities	*Understand how to solve equations and inequalities algebraically*	*Solve linear equations in one unknown algebraically (including those with the unknown on both sides of the equation)* *Solve linear inequalities in one variable; represent the solution set on a number line*	*End of Unit test*	*Unit 3 – Introduction to Algebra* *Unit 7 – Linear Graphs* *Unit 13 – Quadratics* *Unit 17 - Algebraic proof*
9 - Angles	*Know, use and be able to prove angle rules.* *Answer questions with reasoning*	*Use conventional terms and notations: points, lines, vertices, edges, planes, parallel lines, perpendicular lines, right angles, polygons, regular polygons and polygons with reflection and/or rotation symmetries; use the standard conventions for labelling and referring to the sides and angles of triangles; draw diagrams from written description* *Apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles; understand and use alternate and corresponding angles on parallel lines; derive and use the sum of angles in a triangle (e.g. to deduce and use the angle sum in any polygon, and to derive properties of regular polygons)*	*End of Unit test*	*Unit 4 – Area and perimeter* *Unit 11 – Trigonometry* *Unit 15 – transformations* *Unit 20 - circles*

Year 10 and 11 GCSE Maths Overview

Intent – the Big Picture: Students will study units of work covering Numeracy, Algebra, Geometry, Proportion, Ratio and Statistics. In each topic they will be encouraged to problem solve and use reasoning to building on their deep understanding of mathematical concepts from KS3. They will be given the chance to practice exam style questions and shown how to apply the knowledge they have to maximise exam marks

Implementation:

Implementation: *Students have 4 hours of maths each week. They are taught in higher and foundation groups with one group also studying further maths.*

There are 20 units of work covered over 2 years. Units vary in length but are normally between 3 and 4 weeks

During lessons students are encouraged to work collaboratively by discussing and reasoning when problem solving. Tasks are designed to be rich and develop deep thinking and fluency in every strand.

At the end of each unit students complete an end of unit test. This is made up of GCSE questions and is marked by their classroom teacher.

Impact: *All students will acquire a deep understanding of the mathematical concepts covered which will allow them to develop their own methods. Rules and tricks are discouraged at every point. Methods will be discovered rather than taught*

Students will develop a growth mindset and start to value and recognise the impact of hard work and resilience above any perceived ability.

Mistakes will be celebrated as a key part of learning and will help us to deal with misconceptions

Unit	Knowledge	Skills	Assessment	Links
Unit 10 - Averages	*Interpret, analyse and compare the distributions of data sets from univariate empirical distributions through: Appropriate graphical representation involving discrete, continuous and grouped data, including box plots Appropriate measures of central tendency (median, mean, mode and modal class) and spread (range, including consideration of outliers, quartiles and inter-quartile range*	*Interpret and construct tables, charts and diagrams, including frequency tables, bar charts, pie charts and pictograms for categorical data, vertical line charts for ungrouped discrete numerical data, tables and line graphs for time series data and know their appropriate use* *Construct and interpret diagrams for grouped discrete data and continuous data, i.e. histograms with equal and unequal class intervals and cumulative frequency graphs, and know their appropriate use*	*End of Unit Test*	*Unit 2 – Charts and diagrams*
Unit 11 – Pythagoras and Trigonometry	*Know the formulae for: Pythagoras' theorem a2 + b2 = and the trigonometric ratios, Apply them to find angles and lengths in right-angled triangles in two-dimensional figures Know the exact values of sin ϑ and cos ϑ for ϑ = 0°, 30°, 45°, 60° and 90°; know the exact value of tan ϑ for ϑ = 0°, 30°, 45° and 60*	*Apply Pythagoras theorem and trigonometry to problem solving type questions both with and without a calculator*	*End of Unit test*	*Unit 4 – Area and perimeter* *Unit 15 – transformations* *Unit 19 – sine and cosine* *Unit 20 - circles*
Unit 12 – Numerical Expressions	*Round numbers and measures to an appropriate degree of accuracy Use equality notation to specify simple error intervals due to truncation or rounding Apply and interpret limits of accuracy, including upper and lower bounds Calculate with and interpret standard form A × 10n, where 1 ≤ A < 10 and n is an integer Use positive integer powers and associated real roots (square, cube and higher), recognise powers of 2, 3, 4, 5; estimate powers and roots of any given positive number Simplify surd expressions involving squares (e.g. √12 = √(4 × 3) = √4 × √3 = 2√3) and rationalise denominators*	*Estimate answers; check calculations using approximation and estimation, including answers obtained using technology* *Calculate with roots, integer and fractional indices Calculate exactly with fractions, surds and multiples of π;*	*End of Unit test*	*Unit 1 - numeracy*

Year 10 and 11 GCSE Maths Overview

Intent – the Big Picture: Students will study units of work covering Numeracy, Algebra, Geometry, Proportion, Ratio and Statistics. In each topic they will be encouraged to problem solve and use reasoning to building on their deep understanding of mathematical concepts from KS3. They will be given the chance to practice exam style questions and shown how to apply the knowledge they have to maximise exam marks

Implementation:

Implementation: *Students have 4 hours of maths each week. They are taught in higher and foundation groups with one group also studying further maths.*

There are 20 units of work covered over 2 years. Units vary in length but are normally between 3 and 4 weeks

During lessons students are encouraged to work collaboratively by discussing and reasoning when problem solving. Tasks are designed to be rich and develop deep thinking and fluency in every strand.

At the end of each unit students complete an end of unit test. This is made up of GCSE questions and is marked by their classroom teacher.

Impact: *All students will acquire a deep understanding of the mathematical concepts covered which will allow them to develop their own methods. Rules and tricks are discouraged at every point. Methods will be discovered rather than taught*

Students will develop a growth mindset and start to value and recognise the impact of hard work and resilience above any perceived ability.

Mistakes will be celebrated as a key part of learning and will help us to deal with misconceptions

Unit	Knowledge	Skills	Assessment	Links
Unit 13 – Quadratics	*Factorising quadratic expressions of the form x2 + bx + c, including the difference of two squares and factorising quadratic expressions of the form ax2 + bx + c* *Simplifying expressions involving sums, products and powers, including the laws of indices.* *Identify and interpret roots, intercepts, turning points of quadratic functions graphically; deduce roots algebraically and turning points by completing*	*Solve quadratic equations (including those that require rearrangement) algebraically by factorising, by completing the square and by using the quadratic formula; find approximate solutions using a graph* *Deduce expressions to calculate the nth term of linear and quadratic sequences*		*Unit 3 – Introduction to Algebra* *Unit 7 – Linear Graphs* *Unit 17 - Algebraic proof*
Unit 14 - Probability	*Record, describe and analyse the frequency of outcomes of probability experiments using tables and frequency trees* *Relate relative expected frequencies to theoretical probability, using appropriate language and the 0-1 probability scale* *Understand that empirical unbiased samples tend towards theoretical probability distributions, with increasing sample size* *Enumerate sets and combinations of sets systematically, using tables, grids, Venn diagrams and tree diagrams.* *Calculate the probability of independent and dependent combined events, including using tree diagrams and other representations, and know the underlying assumptions*	*Apply ideas of randomness, fairness and equally likely events to calculate expected outcomes of multiple future experiments* *Apply the property that the probabilities of an exhaustive set of outcomes sum to one; apply the property that the probabilities of an exhaustive set of mutually exclusive events sum to one* *Construct theoretical possibility spaces for single and combined experiments with equally likely outcomes and use these to calculate theoretical probabilities* *Calculate and interpret conditional probabilities through representation using expected -way tables, tree diagrams and Venn diagrams.*		*Unit 5 - Fractions decimals and percentages*
Unit 15 - Transformations, constructions and vectors	*Identify, describe and construct congruent and similar shapes, including on coordinate axes, by considering rotation, reflection, translation and enlargement (including fractional scale factors)*	*Use the standard ruler and compass constructions (perpendicular bisector of a line segment, constructing a perpendicular to a given line from/at a given point, bisecting a given angle); use these to construct given figures and solve loci problems; know that the perpendicular distance from a point to a line is the shortest distance to the line*		*Unit 4 – Area and perimeter* *Unit 11 – Trigonometry* *Unit 15 – transformations* *Unit 20 - circles*

Year 10 and 11 GCSE Maths Overview

Intent – the Big Picture: Students will study units of work covering Numeracy, Algebra, Geometry, Proportion, Ratio and Statistics. In each topic they will be encouraged to problem solve and use reasoning to building on their deep understanding of mathematical concepts from KS3. They will be given the chance to practice exam style questions and shown how to apply the knowledge they have to maximise exam marks

Implementation: *Students have 4 hours of maths each week. They are taught in higher and foundation groups with one group also studying further maths.*

There are 20 units of work covered over 2 years. Units vary in length but are normally between 3 and 4 weeks

During lessons students are encouraged to work collaboratively by discussing and reasoning when problem solving. Tasks are designed to be rich and develop deep thinking and fluency in every strand.

At the end of each unit students complete an end of unit test. This is made up of GCSE questions and is marked by their classroom teacher.

Impact: *All students will acquire a deep understanding of the mathematical concepts covered which will allow them to develop their own methods. Rules and tricks are discouraged at every point. Methods will be discovered rather than taught*

Students will develop a growth mindset and start to value and recognise the impact of hard work and resilience above any perceived ability.

Mistakes will be celebrated as a key part of learning and will help us to deal with misconceptions

Unit	Knowledge	Skills	Assessment	Links
Unit 15 - Transformations, constructions and vectors	*Describe translations as 2D vectors* *Apply addition and subtraction of vectors, multiplication of vectors by a scalar, and diagrammatic and column representations of vectors*		*End of unit test*	
Unit 16 – Compound measures and similarity	*Change freely between related standard units (e.g. time, length, area, volume/capacity, mass) and compound units (e.g. speed, rates of pay, prices, density, pressure) in numerical and algebraic contexts* *Express a multiplicative relationship between two quantities as a ratio or a Fraction*	*Use compound units such as speed, rates of pay, unit pricing, density and pressure* *Apply angle facts, triangle congruence, similarity and properties of quadrilaterals to conjecture and derive results about angles and sides, ncluding Pythagoras' theorem and the fact that the base angles of an isosceles triangle are equal, and use known results to obtain simple proofs*	*End of Unit test*	*Unit 1 numeracy* *Unit 6 – Ratio and Proportion*
Unit 17 – Sequences Proof and functions	*Generate terms of a sequence from either a term-to-term or a position-to term rule* *Recognise and use sequences of triangular, square and cube numbers, simple arithmetic progressions, Fibonacci type sequences, quadratic sequences, and simple geometric progressions (rn where n is an integer, and r is a rational number > 0)* *Interpret simple expressions as functions with inputs and outputs.* *Interpret simple expressions as functions with inputs and outputs; interpret the reverse process as the 'inverse function'; interpret the succession of two functions as a 'composite function' (the use of formal function notation is expected)*	*Deduce expressions to calculate the nth term of linear sequences* *Make deductions, inferences and draw conclusions from mathematical information* *Construct chains of reasoning to achieve a given result* *Interpret and communicate information accurately* *Present arguments and proofs* *Assess the validity of an argument and critically evaluate a given way of presenting information.*	*End of Unit test*	*Unit 3 Introduction to Algebra* *Unit 8 equations*

Year 10 and 11 GCSE Maths Overview

Intent – the Big Picture: Students will study units of work covering Numeracy, Algebra, Geometry, Proportion, Ratio and Statistics. In each topic they will be encouraged to problem solve and use reasoning to building on their deep understanding of mathematical concepts from KS3. They will be given the chance to practice exam style questions and shown how to apply the knowledge they have to maximise exam marks

Implementation: *Students have 4 hours of maths each week. They are taught in higher and foundation groups with one group also studying further maths.*

There are 20 units of work covered over 2 years. Units vary in length but are normally between 3 and 4 weeks

During lessons students are encouraged to work collaboratively by discussing and reasoning when problem solving. Tasks are designed to be rich and develop deep thinking and fluency in every strand.

At the end of each unit students complete an end of unit test. This is made up of GCSE questions and is marked by their classroom teacher.

Impact: *All students will acquire a deep understanding of the mathematical concepts covered which will allow them to develop their own methods. Rules and tricks are discouraged at every point. Methods will be discovered rather than taught*

Students will develop a growth mindset and start to value and recognise the impact of hard work and resilience above any perceived ability.

Mistakes will be celebrated as a key part of learning and will help us to deal with misconceptions

Unit	Knowledge	Skills	Assessment	Links
Unit 18 – Non Linear Graphs and Simultaneous equations	*Plot and interpret graphs (including reciprocal graphs and exponential) and graphs of non-standard functions in real contexts to find approximate solutions to problems such as simple kinematic problems involving distance, speed and acceleration* *Solve two simultaneous equations in two variables (linear/linear or linear/quadratic) algebraically; find approximate solutions using a graph*	*Recognise, sketch and interpret graphs of linear functions, quadratic functions, simple cubic functions, the reciprocal function with $x \neq 0$* *Plot and interpret graphs (including reciprocal graphs) and graphs of non-standard functions in real contexts to find approximate solutions to problems such as simple kinematic problems involving distance, speed and acceleration*	*End of Unit test*	*Unit 7 linear graphs*
Unit 19 - Sine and cosine rule	*Know and apply the sine rule and cosine rule to find unknown lengths and angles* *Know and apply the sine rule for area to calculate the area, sides or angles of any triangle*	*Use problem solving techniques to calculate missing sides and angles using sine and cosine rules*	*End of Unit Test*	*Unit 11 – trigonometry*
Unit 20 – Circles	*Identify and apply circle definitions and properties, including: centre, radius, chord, diameter, circumference, tangent, arc, sector and segment* *Recognise and use the equation of a circle with centre at the origin; find the equation of a tangent to a circle at a given point*	*Apply and prove the standard circle theorems concerning angles, radii, tangents and chords, and use them to prove related results*	*End of Unit Test*	*Unit 9 – Angles*

Year 11 Combined Science Biology Overview

Intent – the Big Picture: GCSE Combined Science Biology provides students with a challenging, stimulating and exciting Science curriculum which embeds the fundamental and more complex scientific skills and theory. Alongside in depth coverage of the GCSE specification practical scientific enquiry is at the heart of our GCSE curriculum; enabling students to become confident, inquisitive scientists able to analyse scientific theory, both in the lab and the wider world, with an open but critical mind.

Implementation: Students have five one-hour lessons per week which will be divided between biology, chemistry and physics topics on a rota basis. The topics covered follow the GCSE specification and fit into the Big Ideas of Science covered during KS3, deepening knowledge and understanding in these areas. A variety of teaching activities and approaches will foster skills in independent inquiry, modelling, analysis and critical thinking. Students will work both independently and collaboratively to approach a combination of written and practical tasks. Appropriate and timely assessments will be used to check the cumulative knowledge and skills gained by students; to identify those who require extra support, whilst highlight those who are thriving and warrant enhancement opportunities. Homework will comprise a range of tasks from written recall and past paper question practice, to modelling, to research.

Impact: All students will understand the key knowledge and skills required to access the lessons, with support from their class teacher and teaching assistants. Students will be able to articulate their progress with confidence, using their learning journey for the year and progress checklist for each topic. Students will demonstrate a sound use of the language of science and be confident in using a range of scientific equipment independently to gather robust data to answer relevant age-appropriate hypotheses.

Unit	Knowledge	Skills	Assessment	Links
5. Homeostasis	Structure and function of the nervous system Reflex actions Endocrine system Control of blood glucose Treating diabetes Hormonal control of human reproductive systems Artificial control of fertility	RP: plan and conduct an investigation into the effect of a factor on human reaction time. Evaluate information around the relationship between obesity and diabetes and make recommendations taking into account social and ethical issues. Explain why issues around contraception cannot be answered by science alone. Explain everyday and technological applications of science ; evaluate associated personal social, economical and environmental implications; and make decision based on the evaluation of evidence and arguments Understand how advancements in technology has enabled techniques in IVF to improve Understand social and ethical issues associated with IVF treatments. Interpret diagrams showing examples of negative feedback control.	2x teacher assessed tasks per topi 1x end topic test peer or self assessed	Maths skills: Construct and interpret frequency tables and diagrams, bar charts, and histograms. Translate information between graphical and numerical form.
6. Inheritance, variation and evolution	Sexual vs asexual reproduction Mitosis vs meiosis Inheritance patterns Genetic disorders Variation Evolution via natural selection Fossil record Antibiotic resistance in bacteria Selective breeding Genetic engineering Classification	Modelling behaviour of chromosomes during meiosis. Understand how scientific methods develop over time Explain everyday and technological applications of science.	2x teacher assessed tasks per topi 1x end topic test peer or self assessed	Maths skills Understand simple probability Use ratios, fractions and percentages Understand and use symbols =, <, >, ~, ≥≤ Construct and interpret frequency tables and diagrams, bar charts, and histograms. Translate information between graphical and numerical form.
7. Ecology (recap)	Abiotic vs biotic factors Competition Adaptations and food webs Biodiversity and land use Water and carbon cycle Global warming	RP: use of quadrats and transects to gather quantitative data on species frequency	1x teacher assessed tasks per topi 1x end topic test peer or self assessed	KS3: Ecosystems and interdependence Geography: impact of humans on the environment. Maths skills: understanding simple probability Calculating mean, median, mode, range

Year 11 Combined Science Chemistry Overview

Intent – the Big Picture: GCSE Combined Science Chemistry provides students with a challenging, stimulating and exciting Science curriculum which embeds the fundamental and more complex scientific skills and theory. Alongside in depth coverage of the GCSE specification practical scientific enquiry is at the heart of our GCSE curriculum; enabling students to become confident, inquisitive scientists able to analyse scientific theory, both in the lab and the wider world, with an open but critical mind.

Implementation: Students have five one-hour lessons per week which will be divided between biology, chemistry and physics topics on a rota basis. The topics covered follow the GCSE specification and fit into the Big Ideas of Science covered during KS3, deepening knowledge and understanding in these areas. A variety of teaching activities and approaches will foster skills in independent inquiry, modelling, analysis and critical thinking. Students will work both independently and collaboratively to approach a combination of written and practical tasks. Appropriate and timely assessments will be used to check the cumulative knowledge and skills gained by students; to identify those who require extra support, whilst highlight those who are thriving and warrant enhancement opportunities. Homework will comprise a range of tasks from written recall and past paper question practice, to modelling, to research.

Impact: All students will understand the key knowledge and skills required to access the lessons, with support from their class teacher and teaching assistants. Students will be able to articulate their progress with confidence, using their learning journey for the year and progress checklist for each topic. Students will demonstrate a sound use of the language of science and be confident in using a range of scientific equipment independently to gather robust data to answer relevant age-appropriate hypotheses.

Unit	Knowledge	Skills	Assessment	Links
6. The rate and extent of chemical change	Factors affecting rate of reaction Calculating the rate of reaction Collision theory Catalysts Reversible reactions and dynamic equilibrium Le Chatelier's principle	RP: Effect of concentration on rate of chemical reaction. Predict and explain using collision theory the effects of changing conditions of concentration, pressure and temperature on rate of reaction. Make qualitative predictions about the effect of changes in pressure or concentration on systems at equilibrium when given appropriate information	1x teacher assessed tasks per topic 1x end of topic test self or peer assessed	Maths: recognise and use expressions in decimal and standard form Use ratios, fractions and percentages, Translate information between graphical and numerical form Drawing and interpreting appropriate graphs from data to determine rate of reaction. Determine the slope and intercept of a linear graph. Draw and use the slope of a tangent to a curve as a measure of rate of change
7. Organic chemistry	Crude oil, hydrocarbons, alkanes Fractional distillation and petrochemicals Properties of hydrocarbons Cracking and alkenes	Make models of alkane molecules and identify alkanes from diagrams Investigate properties of different hydrocarbons	2x teacher assessed tasks per topic 1x end of topic test self or peer assessed	
8. Chemical analysis	Pure and impure substances Testing for common gases Flame tests Testing for common ions Identification of unknown substances Instrument analysis	Use melting and boiling point data to identify pure and impure substances Interpret R_f values from chromatograms RP: use chromatography to separate a mixture	1x teacher assessed tasks per topic 1x end of topic test self or peer assessed	Maths: recognise and use expressions in decimal form Use ratios, fractions and percentages Provide answers to an appropriate number of significant figures
9. Chemistry of the atmosphere	The Earth's early atmosphere The greenhouse effect Global warming Global climate changes Acid rain Products of combustion	Interpret evidence and evaluate different theories of the Earth's early atmosphere Evaluate quality of evidence in a report about global climate change Recognise the importance of peer review and of communicating results to a wide range of audiences Predict products of combustion of a fuel when given information about the composition of the fuel and the conditions in which it was used. Describe and explain the problems of increasing amounts of different pollutants in the air.	1x teacher assessed tasks per topic 1x end of topic test self or peer assessed	Maths: use ratios, fractions and percentages
10. Using resources (recap)	LCA's Potable water Treating waste water	Test water for dissolved solids and pH Conduct lifecycle assessments on a product Compare products using lifecycle assessments	1x teacher assessed tasks per topic 1x end of topic test self or peer assessed	KS3: Materials and Earth resources Resistant materials: sustainability of products and materials Geography: water cycle and availability of drinking water.

Year 11 Combined Science Physics Overview

Intent – the Big Picture: GCSE Combined Science Physics provides students with a challenging, stimulating and exciting Science curriculum which embeds the fundamental and more complex scientific skills and theory. Alongside in depth coverage of the GCSE specification practical scientific enquiry is at the heart of our GCSE curriculum; enabling students to become confident, inquisitive scientists able to analyse scientific theory, both in the lab and the wider world, with an open but critical mind.

Implementation: Students have five one-hour lessons per week which will be divided between biology, chemistry and physics topics on a rota basis. The topics covered follow the GCSE specification and fit into the Big Ideas of Science covered during KS3, deepening knowledge and understanding in these areas. A variety of teaching activities and approaches will foster skills in independent inquiry, modelling, analysis and critical thinking. Students will work both independently and collaboratively to approach a combination of written and practical tasks. Appropriate and timely assessments will be used to check the cumulative knowledge and skills gained by students; to identify those who require extra support, whilst highlight those who are thriving and warrant enhancement opportunities. Homework will comprise a range of tasks from written recall and past paper question practice, to modelling, to research.

Impact: All students will understand the key knowledge and skills required to access the lessons, with support from their class teacher and teaching assistants. Students will be able to articulate their progress with confidence, using their learning journey for the year and progress checklist for each topic. Students will demonstrate a sound use of the language of science and be confident in using a range of scientific equipment independently to gather robust data to answer relevant age-appropriate hypotheses.

Unit	Knowledge	Skills	Assessment	Links
5. Forces	Scalars and vectors Resultant forces Centre of mass Speed, distance, time Velocity Acceleration Velocity time graphs Analysing motion Weight and terminal velocity Braking Momentum (HT) Conservation of momentum (HT) Impact forces (HT) Car safety (HT) Elasticity	Recall and apply equations into calculation of weight, work done, force (spring), distance travelled, accelearation, final velocity, resultant force, momentum Describe energy transfers when work is done RP: investigate the relationship between force and extension of a spring Use ratios and proportional reasoning to convert units and compute rates Calculate average speed for non-uniform motion Draw velocity time graphs and determined distance travelled from enclosed areas on graph RP: acceleration Evaluate the effect of different factors on thinking distance when provided with data	2x teacher assessed tasks per topic 1x end of topic test self or peer assessed	Maths; recognise and use the symbol for proportionality Recognise and use decimal and standard form Use rations, fractions and percentages Construct and interpret frequency tables and diagrams, bar charts and histograms Understand the terms mean, median and mode Make order of magnitude calculations Change the subject of an equation Substitute numerical values into algebraic equations using appropriate units for physical quantities Translate information between graphical and numerical form
6. Waves	Wave nature Properties of waves Reflection and refraction Electromagnetic spectrum Infrared radiation Communications Xray and gamma rays Xray in medicine	Recall and apply equations into wave frequency, wave speed, RP investigate waves in ripple tank and in solids RP: absorption of infrared radiation by different surfaces	2x teacher assessed tasks per topic 1x end of topic test self or peer assessed	Change the subject of an equation Substitute numerical values into algebraic equations using appropriate units for physical quantities
7. Magnetism and electromagnetism	Magnetic fields The magnetic effect of a solenoid Calculating the force on a conductor (HT) Electric motors (HT)	Plot the magnetic field pattern of a magnet using a compass Describe how the magnetic field of a current can be demonstrated Recall and apply equation into force	1x teacher assessed tasks per topic 1x end of topic test self or peer assessed	Change the subject of an equation Substitute numerical values into algebraic equations using appropriate units for physical quantities

Year 11 Triple Biology Overview

Intent – the Big Picture: GCSE Combined Science Biology provides students with a challenging, stimulating and exciting Science curriculum which embeds the fundamental and more complex scientific skills and theory. Alongside in depth coverage of the GCSE specification practical scientific enquiry is at the heart of our GCSE curriculum; enabling students to become confident, inquisitive scientists able to analyse scientific theory, both in the lab and the wider world, with an open but critical mind.

Implementation: Students have five one-hour lessons per week which will be divided between biology, chemistry and physics topics on a rota basis. The topics covered follow the GCSE specification and fit into the Big Ideas of Science covered during KS3, deepening knowledge and understanding in these areas. A variety of teaching activities and approaches will foster skills in independent inquiry, modelling, analysis and critical thinking. Students will work both independently and collaboratively to approach a combination of written and practical tasks. Appropriate and timely assessments will be used to check the cumulative knowledge and skills gained by students; to identify those who require extra support, whilst highlight those who are thriving and warrant enhancement opportunities. Homework will comprise a range of tasks from written recall and past paper question practice, to modelling, to research.

Impact: All students will understand the key knowledge and skills required to access the lessons, with support from their class teacher and teaching assistants. Students will be able to articulate their progress with confidence, using their learning journey for the year and progress checklist for each topic. Students will demonstrate a sound use of the language of science and be confident in using a range of scientific equipment independently to gather robust data to answer relevant age-appropriate hypotheses.

Unit	Knowledge	Skills	Assessment	Links
5. Homeostasis	Structure and function of the nervous system Reflex actions The brain The eye Control of body temperature Endocrine system Control of blood glucose Treating diabetes Hormonal control of human reproductive systems Artificial control of fertility Plant hormones	RP: plan and conduct an investigation into the effect of a factor on human reaction time. Evaluate information around the relationship between obesity and diabetes and make recommendations taking into account social and ethical issues. Explain why issues around contraception cannot be answered by science alone. Explain everyday and technological applications of science ; evaluate associated personal social, economical and environmental implications; and make decision based on the evaluation of evidence and arguments Understand how advancements in technology has enabled techniques in IVF to improve Understand social and ethical issues associated with IVF treatments. Interpret diagrams showing examples of negative feedback control.	2x teacher assessed tasks per topi 1x end topic test peer or self assessed	Maths skills: Construct and interpret frequency tables and diagrams, bar charts, and histograms. Translate information between graphical and numerical form.
6. Inheritance, variation and evolution	Sexual vs asexual reproduction Mitosis vs meiosis Inheritance patterns Structure of DNA and protein synthesis Genetic disorders Variation Evolution via natural selection Speciation Fossil record Antibiotic resistance in bacteria Selective breeding Genetic engineering Classification	Modelling behaviour of chromosomes during meiosis. Understand how scientific methods develop over time Explain everyday and technological applications of science.	2x teacher assessed tasks per topi 1x end topic test peer or self assessed	Maths skills Understand simple probability Use ratios, fractions and percentages Understand and use symbols =, <, >, ~, ≥≤ Construct and interpret frequency tables and diagrams, bar charts, and histograms. Translate information between graphical and numerical form.
7. Ecology (recap)	Abiotic vs biotic factors Competition Adaptations and food webs Pyramids of biomass Loss of energy from food chains Biodiversity and land use Water and carbon cycle Global warming	RP: use of quadrats and transects to gather quantitative data on species frequency RP: factors affecting the rate of decay	1x teacher assessed tasks per topi 1x end topic test peer or self assessed	KS3: Ecosystems and interdependence Geography: impact of humans on the environment. Maths skills: understanding simple probability Calculating mean, median, mode, range

Year 11 Triple Chemistry Overview

Intent – the Big Picture: GCSE Combined Science Chemistry provides students with a challenging, stimulating and exciting Science curriculum which embeds the fundamental and more complex scientific skills and theory. Alongside in depth coverage of the GCSE specification practical scientific enquiry is at the heart of our GCSE curriculum; enabling students to become confident, inquisitive scientists able to analyse scientific theory, both in the lab and the wider world, with an open but critical mind.

Implementation: Students have five one-hour lessons per week which will be divided between biology, chemistry and physics topics on a rota basis. The topics covered follow the GCSE specification and fit into the Big Ideas of Science covered during KS3, deepening knowledge and understanding in these areas. A variety of teaching activities and approaches will foster skills in independent inquiry, modelling, analysis and critical thinking. Students will work both independently and collaboratively to approach a combination of written and practical tasks. Appropriate and timely assessments will be used to check the cumulative knowledge and skills gained by students; to identify those who require extra support, whilst highlight those who are thriving and warrant enhancement opportunities. Homework will comprise a range of tasks from written recall and past paper question practice, to modelling, to research.

Impact: All students will understand the key knowledge and skills required to access the lessons, with support from their class teacher and teaching assistants. Students will be able to articulate their progress with confidence, using their learning journey for the year and progress checklist for each topic. Students will demonstrate a sound use of the language of science and be confident in using a range of scientific equipment independently to gather robust data to answer relevant age-appropriate hypotheses.

Unit	Knowledge	Skills	Assessment	Links
6. The rate and extent of chemical change	Factors affecting rate of reaction Calculating the rate of reaction Collision theory Catalysts Reversible reactions and dynamic equilibrium Le Chatelier's principle	RP: Effect of concentration on rate of chemical reaction. Predict and explain using collision theory the effects of changing conditions of concentration, pressure and temperature on rate of reaction. Make qualitative predictions about the effect of changes in pressure or concentration on systems at equilibrium when given appropriate information	1x teacher assessed tasks per topic 1x end of topic test self or peer assessed	Maths: recognise and use expressions in decimal and standard form Use ratios, fractions and percentages, Translate information between graphical and numerical form Drawing and interpreting appropriate graphs from data to determine rate of reaction. Determine the slope and intercept of a linear graph. Draw and use the slope of a tangent to a curve as a measure of rate of change
7. Organic chemistry	Crude oil, hydrocarbons, alkanes Fractional distillation and petrochemicals Properties of hydrocarbons Cracking and alkenes Reactions of alkenes and alcohols Polymers	Make models of alkane molecules and identify alkanes from diagrams Investigate properties of different hydrocarbons	2x teacher assessed tasks per topic 1x end of topic test self or peer assessed	
8. Chemical analysis	Pure and impure substances Testing for common gases Flame tests Testing for common ions Spectrosocpy Identification of unknown substances Instrument analysis	Use melting and boiling point data to identify pure and impure substances Interpret R_f values from chromatograms RP: use chromatography to separate a mixture	1x teacher assessed tasks per topic 1x end of topic test self or peer assessed	Maths: recognise and use expressions in decimal form Use ratios, fractions and percentages Provide answers to an appropriate number of significant figures
9. Chemistry of the atmosphere	The Earth's early atmosphere The greenhouse effect Global warming Global climate changes Acid rain Products of combustion	Interpret evidence and evaluate different theories of the Earth's early atmosphere Evaluate quality of evidence in a report about global climate change Recognise the importance of peer review and of communicating results to a wide range of audiences Predict products of combustion of a fuel when given information about the composition of the fuel and the conditions in which it was used. Describe and explain the problems of increasing amounts of different pollutants in the air.	1x teacher assessed tasks per topic 1x end of topic test self or peer assessed	Maths: use ratios, fractions and percentages
10. Using resources (recap)	LCA's Potable water Treating waste water Haber process	Test water for dissolved solids and pH Conduct lifecycle assessments on a product Compare products using lifecycle assessments	1x teacher assessed tasks per topic 1x end of topic test self or peer assessed	KS3: Materials and Earth resources Resistant materials: sustainability of products and materials Geography: water cycle and availability of drinking water.

Year 11 Triple Physics Overview

Intent – the Big Picture: GCSE Combined Science Physics provides students with a challenging, stimulating and exciting Science curriculum which embeds the fundamental and more complex scientific skills and theory. Alongside in depth coverage of the GCSE specification practical scientific enquiry is at the heart of our GCSE curriculum; enabling students to become confident, inquisitive scientists able to analyse scientific theory, both in the lab and the wider world, with an open but critical mind.

Implementation: Students have five one-hour lessons per week which will be divided between biology, chemistry and physics topics on a rota basis. The topics covered follow the GCSE specification and fit into the Big Ideas of Science covered during KS3, deepening knowledge and understanding in these areas. A variety of teaching activities and approaches will foster skills in independent inquiry, modelling, analysis and critical thinking. Students will work both independently and collaboratively to approach a combination of written and practical tasks. Appropriate and timely assessments will be used to check the cumulative knowledge and skills gained by students; to identify those who require extra support, whilst highlight those who are thriving and warrant enhancement opportunities. Homework will comprise a range of tasks from written recall and past paper question practice, to modelling, to research.

Impact: All students will understand the key knowledge and skills required to access the lessons, with support from their class teacher and teaching assistants. Students will be able to articulate their progress with confidence, using their learning journey for the year and progress checklist for each topic. Students will demonstrate a sound use of the language of science and be confident in using a range of scientific equipment independently to gather robust data to answer relevant age-appropriate hypotheses.

Unit	Knowledge	Skills	Assessment	Links
5. Forces	Scalars and vectors Resultant forces Centre of mass Speed, distance, time Velocity Acceleration Velocity time graphs Analysing motion Weight and terminal velocity Braking Momentum (HT) Conservation of momentum (HT) Impact forces (HT) Car safety (HT) Elasticity Moments, levers and gears Pressure in fluids Atmospheric pressure	Recall and apply equations into calculation of weight, work done, force (spring), distance travelled, accelearation, final velocity, resultant force, momentum Describe energy transfers when work is done RP: investigate the relationship between force and extension of a spring Use ratios and proportional reasoning to convert units and compute rates Calculate average speed for non-uniform motion Draw velocity time graphs and determined distance travelled from enclosed areas on graph RP: acceleration Evaluate the effect of different factors on thinking distance when provided with data	2x teacher assessed tasks per topic 1x end of topic test self or peer assessed	Maths; recognise and use the symbol for proportionality Recognise and use decimal and standard form Use rations, fractions and percentages Construct and interpret frequency tables and diagrams, bar charts and histograms Understand the terms mean, median and mode Make order of magnitude calculations Change the subject of an equation Substitute numerical values into algebraic equations using appropriate units for physical quantities Translate information between graphical and numerical form
6. Waves	Wave nature Properties of waves Reflection and refraction Lenses Electromagnetic spectrum Infrared radiation Communications Xray and gamma rays Xray in medicine Sound waves Black body radiation	Recall and apply equations into wave frequency, wave speed, RP investigate waves in ripple tank and in solids RP: absorption of infrared radiation by different surfaces	2x teacher assessed tasks per topic 1x end of topic test self or peer assessed	Change the subject of an equation Substitute numerical values into algebraic equations using appropriate units for physical quantities
7. Magnetism and electromagnetism	Magnetic fields The magnetic effect of a solenoid Calculating the force on a conductor (HT) Electric motors (HT) Induced potential, transformers and the national grid	Plot the magnetic field pattern of a magnet using a compass Describe how the magnetic field of a current can be demonstrated Recall and apply equation into force	1x teacher assessed tasks per topic 1x end of topic test self or peer assessed	Change the subject of an equation Substitute numerical values into algebraic equations using appropriate units for physical quantities
8. Space physics	Solar system Lifecycle of a star Orbital motion and satellites Red shift		1x teacher assessed task per topic 1x end of topic test self or peer assessed	

KS4 core PE- Physical Education Overview

Intent:

The focus for years 10 and 11 remains the development of motor competence, mastering core and advanced skills and sport specific movements.

Some students elect to study GCSE or Cambridge National sport studies, and will therefore be focused on developing performance, against GCSE PE criteria (range of skills, quality of skills, fitness, and decision making). The focus for other students, in addition to progress in skill and knowledge development, will be developing healthy habits, and learning the role sport has to play in living a healthy active lifestyle.

Students will take part in outdoor adventurous activities (cross-country and orienteering) in year 10, and a leadership unit in the summer term, which presents intellectual and physical challenges, developing their teamwork, leadership, communication, resilience and problem-solving skills. Students will develop their teamwork, leadership and sportsmanship, to become **selfless**, and developing their resilience, confidence and determination to be **self-assured** learners.

Implementation:

Students study two hours of Physical Education a week.

Future learning is underpinned by prior learning, throughout the academic year. An emphasis is placed upon learning key knowledge , mastering core skills, and learning advanced skills across a range of contexts, as well as

Students will undergo a rotation of 4 sports in Autumn, 4 sports in Spring, and 3 in the summer term.

Impact:

All students will understand the key knowledge, in a range of sports, and will have developed a range of advanced skills in a variety of sporting contexts, including competition.

Students will be able to articulate what they need to improve to improve their performance in PE, and understand the importance of the role physical activity plays, in a healthy active lifestyle.

Year 10 and 11 units	Knowledge	Skills- Mastering core and advanced skills	Assessment	Links
Football	Rules of the game, why we control the ball with the instep, and pass with the instep over short distances, why marking is important, goal side and player-to-player marking, how to find space, and why defensive positioning is important, the offside rule., and team defensive pressure.	Dribbling and ball control (beating opponents), non-dominant foot range of passing, defensive pressure and intercepting, shooting first time, and volleying, defensive positioning (jockeying and shepherding).	Small sided, competitive games, contributing to the termly formal assessment	Football in year 8, 9, 10, 11. Strategies and tactics in all team sports.
Netball	Different types of pass and when to use them, rules of the game (footwork, contact, positions and roles, how to start the game after a foul, tactics of the centre pass, rules of the centre pass, and back line pass strategies and tactics.	Variety of passes (mid and long distance (shoulder pass), footwork (catching and turning in the air), zonal defending, shooting (split landing footwork), the centre pass and back line passes.	Small sided, competitive games, contributing to the termly formal assessment.	Netball in year 8, 9, 10, 11. Strategies and tactics in movement in football (year 7).
Volleyball	Principles of a net game, why we use different shots (dig and set), volleyball rotation, who serves, and when, scoring and umpiring. When to use different types of over-arm serve. When to go for a defensive block, and W formation).	Set shot (volley) and dig placement (front court players), over arm serve (and jump serve), returning the serve, attacking play (3 touch), and defensive block.	Small sided, competitive games, c ontributing to the termly formal assessment.	Year 8, 9, 10, 11 volleyball. Badminton year 8, 9, 10, 11 (principles of a net game).
Fitness	How to administer the Cooper run, and 30m sprint test, understanding the benefit of continuous (outside running or spin (including safety)), fartlek, interval and circuit training.	Run or spin technique (safety). Performance is coper run, and sprint test.	Performance in the cooper run and sprint test.	Fitness- Year 7 and 8, 9, 10 cross-country (stamina). All sports- (speed). Year 9, 10 and 11 fitness
Basketball	Rules of the game (travel, double dribble, contact, and back court). Where to inbound the ball after a foul (or free throw in act of shooting).	Chest and bounce pass, dribbling with both hands, set shot, jump-shot, and lay-up, triple threat, attacking movement (cutting),	Small sided, competitive games, c ontributing to the termly formal assessment.	Year 7, 8, 9, 10, and 11 netball. Year 10 and 11 basketball. Year 8, 9, 10, 11 handball.
Table Tennis	Rules of how to serve (alternating serve, behind the table, bounce both sides, height of toss, open palm etc.), rules of the game (no hand on table, no volley), when to be offensive and defensive. How to control a rally.	Serving- with spin and high toss, push shot- forehand and backhand with spin, offensive hit (smash forehand), and backhand with topspin.	Game play via a ladder competition.	Year 9, 10 and 11 table tennis. Year 8, 9, 10, and 11 badminton.
Handball	Rules of the game (double dribble, travel, when there is a corner or goal keepers' ball, the reason we defend goal side, why speed of fast-break is important.	Catching and passing on the move, dribbling with dominant and non-dominant hand, catching and passing sideways (one handed passing), shooting (the jump shot), offensive break- speed of play.	Small sided, competitive games, c ontributing to the termly formal assessment.	Invasion sports- all years. Year 9, 10 and 11 handball. Year 9, 10 and 11 basketball.
Badminton	Rules of the game, singles lines, serving order, where to aim (principles of a net game). Singles and doubles rules difference (size of court and tramlines).	Long and short serve, forehand overhead clear, backhand over head clear, forehand and back hand drop shot, forehand and backhand underarm clear (and lift shot), forehand smash.	Game play via a ladder competition.	Year 9, 10 and 11 basketball. Year 9, 10 and 11 badminton. Volleyball- principles of a net game.
Athletics	The start positions for each running event (100m, 200m, 300m, 800m), rules of throwing events (shotput and discus) including safety, breaking lanes in track running, and relay change overs.	Sprint start technique, shot put and discus technique, pacing, relay change overs. Adjusting technique to throw further (shot put and discus).	Competition in: 100m, 200m, 300m, 800m, shot put and discus.	Year 8, Year 9, Year 10 athletics. All year's cross-country.
Leadership	Knowledge of the characteristics of a good leader, how to design a training session, key points.	Leadership skills, communication skills, adaptive teaching, how to progress	Delivery of a training session.	Year 7 OAA. Leadership through the curriculum.
Striking and fielding.	Rules of the game, bowling technique, how to field as an individual and a team (cricket and rounders), what is the drive, cut, and pull shot, and why we use them against different deliveries, what is an over and wicketkeeper (cricket), and positions in rounders.	Bowling technique and variations in delivery, batting technique (grip, stance, footwork, defensive shot (cricket), throwing the ball on the run, long barrier and short barrier, the drive, pull shot, cut shot. Fielding- backing up and positioning.	Small sided, competitive games.	Year 8, 9, 10, 11 rounders and cricket.

KS4 core PE- Physical Education Overview

Intent:

The focus for years 10 and 11 remains the development of motor competence, mastering core and advanced skills and sport specific movements.

Some students elect to study GCSE or Cambridge National sport studies, and will therefore be focused on developing performance, against GCSE PE criteria (range of skills, quality of skills, fitness, and decision making). The focus for other students, in addition to progress in skill and knowledge development, will be developing healthy habits, and learning the role sport has to play in living a healthy active lifestyle.

Students will take part in outdoor adventurous activities (cross-country and orienteering) in year 10, and a leadership unit in the summer term, which presents intellectual and physical challenges, developing their teamwork, leadership, communication, resilience and problem-solving skills. Students will develop their teamwork, leadership and sportsmanship, to become **selfless**, and developing their resilience, confidence and determination to be **self-assured** learners.

Implementation:

Students study two hours of Physical Education a week.

Future learning is underpinned by prior learning, throughout the academic year. An emphasis is placed upon learning key knowledge , mastering core skills, and learning advanced skills across a range of contexts, as well as

Students will undergo a rotation of 4 sports in Autumn, 4 sports in Spring, and 3 in the summer term.

Impact:

All students will understand the key knowledge, in a range of sports, and will have developed a range of advanced skills in a variety of sporting contexts, including competition.

Students will have a firm grasp, of how to play a range of sports, across different disciplines.

Students will be able to articulate what they need to improve to improve their performance in PE, and understand the importance of the role physical activity plays, in a healthy active lifestyle.

	Knowledge	Skills- Mastering core and advanced skills	Assessment	Links
Football	Mastering of: Rules of the game, why we control the ball with the instep, and pass with the instep over short distances, why marking is important, goal side and player-to-player marking, how to find space, and why defensive positioning is important, the offside rule., and team defensive pressure.	Mastering of: Dribbling and ball control (beating opponents), non-dominant foot range of passing, defensive pressure and intercepting, shooting first time, and volleying, defensive positioning (jockeying and shepherding).	Small sided, competitive games, contributing to the termly formal assessment	Football in year 8, 9, 10, 11. Strategies and tactics in all team sports.
Netball	Mastering of: Different types of pass and when to use them, rules of the game (footwork, contact, positions and roles, how to start the game after a foul, tactics of the centre pass, rules of the centre pass, and back line pass strategies and tactics.	Mastering of: Variety of passes (mid and long distance (shoulder pass), footwork (catching and turning in the air), zonal defending, shooting (split landing footwork), the centre pass and back line passes.	Small sided, competitive games, contributing to the termly formal assessment.	Netball in year 8, 9, 10, 11. Strategies and tactics in movement in football (year 7).
Volleyball	Mastering of: Principles of a net game, why we use different shots (dig and set), volleyball rotation, who serves, and when, scoring and umpiring. When to use different types of over-arm serve. When to go for a defensive block, and W formation).	Mastering of: Set shot (volley) and dig placement (front court players), over arm serve (and jump serve), returning the serve, attacking play (3 touch), and defensive block.	Small sided, competitive games, contributing to the termly formal assessment.	Year 8, 9, 10, 11 volleyball. Badminton year 8, 9, 10, 11 (principles of a net game).
Fitness	Mastering of: How to administer the Cooper run, and 30m sprint test, understanding the benefit of continuous (outside running or spin (including safety)), fartlek, interval and circuit training.	Mastering of: Run or spin technique (safety). Performance is coper run, and sprint test.	Performance in the cooper run and sprint test.	Fitness- Year 7 and 8, 9, 10 cross-country (stamina). All sports- (speed). Year 9, 10 and 11 fitness
Basketball	Mastering of: Rules of the game (travel, double dribble, contact, and back court). Where to inbound the ball after a foul (or free throw in act of shooting).	Mastering of: Chest and bounce pass, dribbling with both hands, set shot, jump-shot, and lay-up, triple threat, attacking movement (cutting),	Small sided, competitive games, contributing to the termly formal assessment.	Year 7, 8, 9, 10, and 11 netball. Year 10 and 11 basketball. Year 8, 9, 10, 11 handball.
Handball	Mastering of: Rules of the game (double dribble, travel, when there is a corner or goal keepers' ball, the reason we defend goal side, why speed of fast-break is important.	Mastering of: Catching and passing on the move, dribbling with dominant and non-dominant hand, catching and passing sideways (one handed passing), shooting (the jump shot), offensive break- speed of play.	Small sided, competitive games, contributing to the termly formal assessment.	Invasion sports- all years. Year 9, 10 and 11 handball. Year 9, 10 and 11 basketball.
Badminton	Mastering of: Rules of the game, singles lines, serving order, where to aim (principles of a net game). Singles and doubles rules difference (size of court and tramlines).	Mastering of: Long and short serve, forehand overhead clear, backhand over head clear, forehand and back hand drop shot, forehand and backhand underarm clear (and lift shot), forehand smash.	Game play via a ladder competition.	Year 9, 10 and 11 basketball. Year 9, 10 and 11 badminton. Volleyball- principles of a net game.
Athletics (Y10 only)	Mastering of: The start positions for each running event (100m, 200m, 300m, 800m), rules of throwing events (shotput and discus) including safety, breaking lanes in track running, and relay change overs.	Mastering of: Sprint start technique, shot put and discus technique, pacing, relay change overs. Adjusting technique to throw further (shot put and discus).	Competition in: 100m, 200m, 300m, 800m, shot put and discus.	Year 8, Year 9, Year 10 athletics. All year's cross-country.
Leadership (Y10 only)	Mastering of: Knowledge of the characteristics of a good leader, how to design a training session, key points.	Mastering of: Leadership skills, communication skills, adaptive teaching, how to progress	Delivery of a training session.	Year 7 OAA. Leadership through the curriculum.
Striking and fielding.	Mastering of: Rules of the game, bowling technique, how to field as an individual and a team (cricket and rounders), what is the drive, cut, and pull shot, and why we use them against different deliveries, what is an over and wicketkeeper (cricket), and positions in rounders.	Mastering of: Bowling technique and variations in delivery, batting technique (grip, stance, footwork, defensive shot (cricket), throwing the ball on the run, long barrier and short barrier, the drive, pull shot, cut shot. Fielding- backing up and positioning.	Small sided, competitive games.	Year 8, 9, 10, 11 rounders and cricket.

Year 11 Art Overview

Intent – the Big Picture:

Year 11 GCSE we aim to provide a learning environment where students feel safe and willing to take creative risks. To encourage collaborative thinking and learning where individuals demonstrate respect to the work of others. They discuss ideas and concepts which are both challenging and ambitious. To nurture a trust between teacher and student to enable them to become more resilient, self reflective and able to endure when the process of making becomes challenging. To have a good understanding of the GCSE course structure, assessment criteria and what makes a good piece of art. Students will be ready and equipped for post 16 study or to help them prepare for a career in the creative industries.

Implementation:

Students have two one hour lessons per week and have an opportunity to attend after school support sessions twice a week. Each half term a new unit of work is introduced which builds on KS3 knowledge and skills, and prepares for deeper knowledge and understanding. Most assessment happens during the lessons with 1:1 tutorial time with the teacher. This approach enables tailored support and suitable challenge. Students will work both independently mostly in their A3 sketchbooks. Three short units of work in the first half of year 10 aim to prepare students for their NEA from the Spring Term onwards. Homework will focus on refining technical skills, further research or consolidating learning by presenting work, 1 hour a week, most weeks.

Impact:

Students will: develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries. Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent. Become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques. • develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills

Unit	Knowledge	Skills	Assessment	Links
NEA - PORTFOLIO	The Assessment Objectives RECORD, DEVELOP, REFINE and PRESENT. About the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures. The ways in which meanings, ideas and intentions can be communicated through visual, sensory and tactile language, using formal elements. The characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to own creative intentions and chosen area(s) of study. The different purposes, intentions and functions of art, craft and design in a variety of contexts.	Develop their ideas through investigations informed by selecting and critically analysing sources. Apply an understanding of relevant art, craft and design practices in the creative industries to their own work. Refine their art, craft and design ideas as work progresses through recording, researching, selecting, editing and presenting. Record ideas, observations, insights and independent judgements, such as recording through drawing and creating images with mixed media.	September interim assessment - whole NEA November interim assessment – whole NEA Ongoing formative assessment. Final assessment by class teacher in May.	Link back to prior learning, formal elements, researching an artist , developing and refining an idea. Preparation for Post 16 learning and employment.
SET TASK	The Assessment Objectives RECORD, DEVELOP, REFINE and PRESENT. About the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures. The ways in which meanings, ideas and intentions can be communicated through visual, sensory and tactile language, using formal elements. The characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to own creative intentions and chosen area(s) of study. The different purposes, intentions and functions of art, craft and design in a variety of contexts.	Develop their ideas through investigations informed by selecting and critically analysing sources. Apply an understanding of relevant art, craft and design practices in the creative industries to their own work. Refine their art, craft and design ideas as work progresses through recording, researching, selecting, editing and presenting. Record ideas, observations, insights and independent judgements, such as recording through drawing and creating images with mixed media.	Ongoing assessment of preparatory work for the Set Task. Final assessment by class teacher in May.	Link back to prior learning, formal elements, researching an artist , developing and refining an idea. Preparation for Post 16 learning and employment.

Year 11 GRAPHICS Overview

Intent – the Big Picture:

Year 11 GCSE we aim to provide a learning environment where students feel safe and willing to take creative risks. To encourage collaborative thinking and learning where individuals demonstrate respect to the work of others. They discuss ideas and concepts which are both challenging and ambitious. To nurture a trust between teacher and student to enable them to become more resilient, self reflective and able to endure when the process of making becomes challenging. To have a good understanding of the GCSE course structure, assessment criteria and what makes a good piece of art. Students will be ready and equipped for post 16 study or to help them prepare for a career in the creative industries.

Implementation:

Students have two one hour lessons per week and have an opportunity to attend after school support sessions twice a week. Each half term a new unit of work is introduced which builds on KS3 knowledge and skills, and prepares for deeper knowledge and understanding. Most assessment happens during the lessons with 1:1 tutorial time with the teacher. This approach enables tailored support and suitable challenge. Students will work both independently mostly in their A3 sketchbooks. Three short units of work in the first half of year 10 aim to prepare students for their NEA from the Spring Term onwards. Homework will focus on refining technical skills, further research or consolidating learning by presenting work, 1 hour a week, most weeks.

Impact:

Students will: develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries. Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent. Become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques. Develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills

Unit	Knowledge	Skills	Assessment	Links
NEA - PORTFOLIO	The Assessment Objectives RECORD, DEVELOP, REFINE and PRESENT. About the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures. The ways in which meanings, ideas and intentions can be communicated through visual, sensory and tactile language, using formal elements. The characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to own creative intentions and chosen area(s) of study. The different purposes, intentions and functions of art, craft and design in a variety of contexts.	Develop their ideas through investigations informed by selecting and critically analysing sources. Apply an understanding of relevant art, craft and design practices in the creative industries to their own work. Refine their art, craft and design ideas as work progresses through recording, researching, selecting, editing and presenting. Record ideas, observations, insights and independent judgements, such as recording through drawing and creating images with mixed media.	September interim assessment - whole NEA November interim assessment – whole NEA Ongoing formative assessment. Final assessment by class teacher in May.	Link back to prior learning, formal elements, researching an artist , developing and refining an idea. Preparation for Post 16 learning and employment.
SET TASK	The Assessment Objectives RECORD, DEVELOP, REFINE and PRESENT. About the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures. The ways in which meanings, ideas and intentions can be communicated through visual, sensory and tactile language, using formal elements. The characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to own creative intentions and chosen area(s) of study. The different purposes, intentions and functions of art, craft and design in a variety of contexts.	Develop their ideas through investigations informed by selecting and critically analysing sources. Apply an understanding of relevant art, craft and design practices in the creative industries to their own work. Refine their art, craft and design ideas as work progresses through recording, researching, selecting, editing and presenting. Record ideas, observations, insights and independent judgements, such as recording through drawing and creating images with mixed media.	Ongoing assessment of preparatory work for the Set Task. Final assessment by class teacher in May.	Link back to prior learning, formal elements, researching an artist , developing and refining an idea. Preparation for Post 16 learning and employment.

Year 11 Business Overview

Intent – the Big Picture: Year 11 Business introduces students to influences on business, marketing and finance. Whilst learning about different aspects of how businesses are run, students are given the opportunity to apply their understanding to different business contexts. During each topic, students read several case studies and have opportunity to respond to them both verbally and in writing. Through their reading lists given at the start of the unit, we not only set the scene for the forthcoming content for that unit, but also instil the idea that choosing which books to read is wider than fiction and can be enjoyable as well as informative.

Implementation:

Students have 2 hours per week of Business. There are **six topics in Unit 2**. At the start of the topic, students are given a list of reading opportunities (autobiography or business reference books) and possible careers based on that topic.

Classes are mixed ability and within each class students will experience a variety of teaching strategies to enable those with different learning styles to stay engaged.

Impact:

All students will understand the key knowledge and skills required to access the lessons, with support from their class teacher. Students will be able to articulate their progress with confidence, using their Progress Record Sheets. They will be able to verbalise how they have made progress and which Business skills they need to continue to work on.

Students will improve their spelling, particularly of the key words that they are learning in that topic and will be able to use these fluently within their written answers. Applying knowledge to different business scenarios will be improved along with the ability to analyse and evaluate business information and issues.

UNIT 2: Business in the Real World

Topic	Knowledge	Skills	Assessment	Links
Topic One: Technology	**Our intention is to enable students to consider how changing technology has impacted upon businesses. Students should be able to:** • understand the impact of the changing use of ICT and how it influences business activity • understand how E-commerce is used to access wider markets • understand how digital communication is changing the way businesses communicate with stakeholders • identify relevant examples of digital technology/communication	**AO1:** Demonstrate knowledge and understanding of business concepts and issues **AO2C:** Apply knowledge and understanding of business concepts and issues to a variety of contexts **AO2Q:** Ability to calculate and interpret quantitative data in different business contexts to support, inform and justify business decisions **AO3A:** Analyse business information and issues to demonstrate understanding of business activity **AO3E:** Evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions	**Take One and Take Two Spell check of topic key words at:** ✓ start of Topic One and end of Topic Two ✓ start of Topic Three and end of Topic Four ✓ start of Topic Five and end of Topic Six **Knowledge checkers:** ✓ end of Topic Two ✓ end of Topic Four ✓ end of Topic Six **Extended writing in context:** ✓ One question per topic (either 4, 6 or 9 marker) ✓ One 12 marker (plus an optional follow-up question) **End of Unit Assessment:** ✓ Quantitative Skill Checker (plus an optional follow-up QS checker) ✓ End of unit 2 assessment	GCSE 2.1
Topic Two: Ethical and environmental considerations	**Our intention is to equip students with the knowledge to understand the ethical and environmental policies that businesses have. Students should be able to:** • identify and analyse where there may be a possible trade-off between ethics and profit • understand that ethical behaviour requires businesses to act in ways that stakeholders consider to be both fair and honest • identify relevant examples of ways in which a business can behave ethically and the benefits and drawbacks of ethical behaviour • demonstrate knowledge and understanding of how business and consumers accept greater environmental responsibility in their decision making and the costs and benefits of businesses behaving this way • identify and analyse where there may be a possible trade-off between sustainability and profit			GCSE 2.2
Topic Three: The economic climate of business	**Our intention is to equip students with the knowledge required to understand that the economic climate can change quickly and that there are external influences that will affect business. Students should be able to:** • demonstrate and understand how businesses might be affected by changes in the rate of interest • identify how and why businesses might be affected by changes in levels of employment • discuss how demand for products and services may change as incomes fluctuate			GCSE 2.3
Topic Four: Globalisation	**Our intention is to ensure that students have a good knowledge of the impact of a more interconnected world economy. Students should be able to:** • demonstrate knowledge and understanding of globalisation and the benefits and drawbacks that it offers UK businesses • demonstrate an understanding of the impact of exchange rates on the profit and sales of those businesses that import and/or export			GCSE 2.4
Topic Five: Legislation	**Our intention is to enable students to understand a selection of laws that businesses have to be aware of and the impact that they have on them. Students should be able to:** • assess the impact of legislation on businesses, for example cost, training needs, recruitment and the consequences of failure to follow legislation for the business • understand the benefits for providing a safe working environment • identify the effects of the legislation on businesses			GCSE 2.5 KS3: Year 8 – Topic Three
Topic Six: The competitive environment	**Our intention is to equip students with the knowledge to understand how most businesses face competition and how this can make it risky to run a business. Students should be able to:** • understand the meaning of a market and competition • analyse potential impacts of competition on businesses and identify situations when businesses face minimal or no competition • understand the risks businesses face and the reasons why all businesses face uncertainty • understand the reason why entrepreneurs embark on running businesses and the activities businesses can undertake to minimise risks			GCSE 2.6

Year 11 Business Overview

Intent – the Big Picture: Year 11 Business introduces students to influences on business, marketing and finance. Whilst learning about different aspects of how businesses are run, students are given the opportunity to apply their understanding to different business contexts. During each topic, students read several case studies and have opportunity to respond to them both verbally and in writing. Through their reading lists given at the start of the unit, we not only set the scene for the forthcoming content for that unit, but also instil the idea that choosing which books to read is wider than fiction and can be enjoyable as well as informative.

Implementation:

Students have 2 hours per week of Business. There are **four topics in Unit 5**. At the start of the topic, students are given a list of reading opportunities (autobiography or business reference books) and possible careers based on that topic.

Classes are mixed ability and within each class students will experience a variety of teaching strategies to enable those with different learning styles to stay engaged.

Impact:

All students will understand the key knowledge and skills required to access the lessons, with support from their class teacher. Students will be able to articulate their progress with confidence, using their Progress Record Sheets. They will be able to verbalise how they have made progress and which Business skills they need to continue to work on.

Students will improve their spelling, particularly of the key words that they are learning in that topic and will be able to use these fluently within their written answers. Applying knowledge to different business scenarios will be improved along with the ability to analyse and evaluate business information and issues.

UNIT 5: Marketing

Topic	Knowledge	Skills	Assessment	Links
Topic One: Identifying and understanding customers & segmentation	**Our intention is to equip students with the knowledge to understand that a business can only be successful if it meets its customers' needs and wants effectively and then divides up markets to target. Students should be able to:** • understand the importance of identifying and satisfying customer needs, in order to provide a product or service that customers will buy, increase sales, select the correct marketing mix, avoid costly mistakes, be competitive • understand how and why different businesses use segmentation to target customers	**AO1:** Demonstrate knowledge and understanding of business concepts and issues **AO2C:** Apply knowledge and understanding of business concepts and issues to a variety of contexts **AO2Q:** Ability to calculate and interpret quantitative data in different business contexts to support, inform and justify business decisions **AO3A:** Analyse business information and issues to demonstrate understanding of business activity **AO3E:** Evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions	**Take One and Take Two Spell check of topic key words at:** ✓ start of Topic One and end of Topic Two ✓ start of Topic Three and end of Topic Four **Knowledge checkers:** ✓ end of Topic Two ✓ end of Topic Three (Product) ✓ end of Topic Three (Price) ✓ end of Topic Four (Place & Promotion) **Extended writing in context:** ✓ One question per topic (either 4, 6 or 9 marker) ✓ One 12 marker (plus an optional follow-up question) **End of Unit Assessment:** ✓ Quantitative Skill Checker (plus an optional follow-up QS checker) ✓ End of unit 5 assessment	GCSE 5.1, 5.2 KS3: Year 8 – Topic One
Topic Two: The purpose and methods of research	**Our intention is to equip students with the knowledge to understand how important market research is to businesses if they want to know what is happening in their market. Students should be able to:** • understand why businesses conduct market research, such as to identify market opportunities and to get a better insight into their customers and competitors • understand the difference between qualitative and quantitative market research • identify the benefits and drawbacks for various market research techniques and select the best method for a given business • interpret and use qualitative and quantitative market research findings to help make appropriate decisions for different types of business • manipulate and interpret data from tables and charts • identify market size and market share			GCSE 5.3 KS3: Year 8 – Topic One
Topic Three: Using the marketing mix – products and pricing	**Our intention is to equip students with the knowledge to understand the importance of product and price in the marketing mix. Students should be able to:** • understand the benefits and risks of developing new products • understand the importance of product design, image and the needs of the target market when designing new products • appreciate the significance of having a USP in a competitive market and the importance of a good brand image • have an understanding of the product life cycle and demonstrate how demand for a product or service might change over time; evaluate the effectiveness of extension strategies and when they would be suitable • understand how and why businesses might broaden and balance their product portfolio using the Boston Matrix; identify and explain the four categories of the Boston Box • have an understanding of the main features of pricing methods and the impact they will have on a business • recognise the factors, internal and external, which might influence the pricing decision, particularly as businesses grow and expand • evaluate the factors and use them to assess the suitability of pricing methods for a given business • have an understanding of the basic relationship between price and demand ie as prices rise demand is likely to fall			GCSE 5.4 KS3: Year 8 – Topic One
Topic Four: Using the marketing mix – promotion and distribution	**Our intention is to ensure that students understand the different promotional and distribution activities that a business can carry out and their importance a growing business. Students should be able to:** • understand the promotional methods which are likely to be used by a given business • appreciate the benefits and drawbacks of promotional methods used by businesses • analyse factors influencing the selection of the promotion mix to assess their suitability for a given business • understand the different channels of distribution used by businesses to gain access to potential customers • analyse the appropriateness of each distribution method for a given scenario • analyse the growing importance of e-commerce and m-commerce and how it can extend the reach of businesses to include international markets • identify the benefits and drawbacks of a business using e-commerce and m-commerce			GCSE 5.4 KS3: Year 7 – Topic One

Year 11 Business Overview

Intent – the Big Picture: Year 11 Business introduces students to influences on business, marketing and finance. Whilst learning about different aspects of how businesses are run, students are given the opportunity to apply their understanding to different business contexts. During each topic, students read several case studies and have opportunity to respond to them both verbally and in writing. Through their reading lists given at the start of the unit, we not only set the scene for the forthcoming content for that unit, but also instil the idea that choosing which books to read is wider than fiction and can be enjoyable as well as informative.

Implementation:

Students have 2 hours per week of Business. There are **four topics in Unit 6**. At the start of the topic, students are given a list of reading opportunities (autobiography or business reference books) and possible careers based on that topic.

Classes are mixed ability and within each class students will experience a variety of teaching strategies to enable those with different learning styles to stay engaged.

Impact:

All students will understand the key knowledge and skills required to access the lessons, with support from their class teacher. Students will be able to articulate their progress with confidence, using their Progress Record Sheets. They will be able to verbalise how they have made progress and which Business skills they need to continue to work on.

Students will improve their spelling, particularly of the key words that they are learning in that topic and will be able to use these fluently within their written answers. Applying knowledge to different business scenarios will be improved along with the ability to analyse and evaluate business information and issues.

UNIT 6: Finance

Topic	Knowledge	Skills	Assessment	Links
Topic One: Sources of finance	**Our intention is to enable students to consider why businesses need to raise money and the sources that can be used to do this. Students should be able to:** • understand the main internal and external sources of finance available (including family and friends, retained profit, a new share issue, obtaining a loan or mortgage, selling unwanted assets, overdrafts, trade credit, hire purchase and government grants) • analyse the advantages and disadvantages of each method for a given situation • evaluate the suitability of sources of finance for new and established businesses	**AO1:** Demonstrate knowledge and understanding of business concepts and issues **AO2C:** Apply knowledge and understanding of business concepts and issues to a variety of contexts **AO2Q:** Ability to calculate and interpret quantitative data in different business contexts to support, inform and justify business decisions **AO3A:** Analyse business information and issues to demonstrate understanding of business activity **AO3E:** Evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions	**Take One and Take Two Spell check of topic key words at:** ✓ start of Topic One and end of Topic Two ✓ start of Topic Three and end of Topic Four **Knowledge checkers:** ✓ end of Topic Three ✓ end of Topic Four **Extended writing in context:** ✓ One question per topic (either 4, 6 or 9 marker) ✓ One 12 marker (plus an optional follow-up question) **End of Unit Assessment:** ✓ End of unit 6 assessment	GCSE 6.1
Topic Two: Cash flow	**Our intention is to enable students to understand cash flow and cash flow forecasts and understand their importance. Students should be able to:** • understand the consequences of cash flow problems and the effect of positive cash flow • understand how and why cash flow forecasts are constructed • complete and interpret sections of a cash flow forecast (this includes an understanding of cash inflows and outflows, net cash flow and the opening and closing balance) • evaluate possible solutions to cash flow problems, including re-scheduling payments, overdrafts, reducing cash outflow, increasing cash inflow and finding new sources of finance			GCSE 6.2
Topic Three: Financial terms and calculations	**Our intention is to introduce students to some important key terms and show them how managers can calculate their business's costs, decide whether an investment is worthwhile and determine whether the business will make a profit or a loss. Students should be able to:** • understand the difference between variable costs, fixed costs and total costs • understand the concept of revenue, costs, profit and loss • understand the main investment projects that businesses undertake, including investment in new machinery, buildings and vehicles • calculate the average rate of return for these projects • understand the meaning of the term break-even output and interpret break-even charts • identify the break-even level of output and margin of safety from a break-even chart • evaluate the value of using break-even analysis to a business			GCSE 6.3 KS3: Year 8 – Topic Two
Topic Four: Analysing the financial performance of a business	**Our intention is look at the two most important financial statements that large businesses keep and understand how useful they are to stakeholders such as managers and owners. Students should be able to:** • understand the importance of financial statements for assessing business performance and helping make business decisions • identify the main components of the income statement and the statement of financial position • understand the difference between assets and liabilities and that the statement of financial position is a snapshot in time • make judgements on the performance of a business through the interpretation of the information contained in income statements • consider current performance, performance against previous years, performance against competitors and performance from the perspective of a range of stakeholders • calculate gross profit margin and net profit margin to help assess financial performance			GCSE 6.4

Year 11 Design & Technology Overview

Year 11 D&T provides a safe learning environment where pupils can take creative risks and embrace the flexibility of the NEA to showcase their knowledge and skills. We aim to enable them to be resilient, self reflective and able to endure when the process of designing and making when it becomes challenging and demanding. To have a good understanding of the GCSE course structure, assessment criteria and understand how to deliver a design solution to a client by producing an aesthetically pleasing and functional prototype. Students will be ready and equipped for living independent lives, to make descisions about post 16 study and consider future career pathways.

Implementation:

The NEA is structured into six sections and generic material is used to support pupils understanding of the requirements. This includes interim deadline, check lists, tracking of content and exemplar material from the exam board as well as prior Priory pupils.

No individual feedback, marking or teacher 1:1 support is allowed during this non-examination time. The NEA runs until the middle of the spring term.

Exam preparation is taught in single targeted lesson inputs, supporting the pupils in their own personal revision preparations. A focus on exam technique and analysis of question mark schemes is linked to topical subject content. Subject learning from KS3 & Y10 is reviewed to ensure memory recall of basis content.

Impact:

Pupils will produce a portfolio of evidence and a final working prototype for their NEA assessment. This should showcase the pupils skills, ability and understanding of designing and manufacturing.

Pupils need to be exam ready, they need to be confident and secure in theoretical knowledge, able to explain processes, complete technical drawings and analyse the work of other designer and products.

Pupils will have a lasting appreciation of good design, have the ability to complete practical tasks independently and may pursue the subject further post 16.

Unit	Knowledge	Skills	Assessment	Links
NEA *(till middle of spring term)*	Testing all aspects of the pupils knowledge, understanding and skills in a design and make in an independently directed project.		Exam board criteria, marked out of 100. Makes up 50% of the final GCSE grade. Assessed and moderated by teacher. Submitted to exam board in May of Y11.	To all D&T learning of KS3 & KS4.
Exam preparation *(10 weeks)*	Section A: Core and Technical Principles • All topics but limited depth of explanation • Key term meanings, working properties of materials, energy & power sources, smart & new materials, forces, electronics Section B: Specialist Technical Principles • Analysing and comparing products • Explaining processes (focus on timber, paper & board) Section C: Designing and Making Principles • All technical drawing styles • The work of key designers • Understanding of environmental, social, economic and cultural influences on design & manufacturing 15% of exam is Maths (KS3) 10% of exam is Science (Physics)	Practice explanation of practical processes - 4-5 mark question technique Drawing diagrams Orthographic projection Isometric drawing Perspective drawing British Standard dimensioning Practice structuring long answer question responses	Marked out 100 • Section A: Core and Technical Principles - multiple choice and short answer questions (20 marks) • Section B: Specialist Technical Principles – short and extended questions (30 marks) • Section C: Designing and Making Principles – long, short and drawing questions (50 marks)	To all D&T learning of KS3 & KS4.

Year 11 French Overview (until June 2025)

•**Intent – the Big Picture:** *Year 11 French provides students with the opportunity to develop a wide range of vocabulary, enabling them to understand information in French when reading and listening. Students will also learn to exploit a range of grammatical structures alongside their vocabulary to communicate with confidence both orally and in writing on the topics of school, future plans and on broader topics such as the environment, volunteering and global events. They will continue to improve their pronunciation, applying phonetical knowledge to their speech in the classroom and with the French assistant, for selected students. They will grow in confidence as their knowledge grows and their skills develop whilst also growing their understanding of, and curiosity about, life in Francophone countries. They will be ready and equipped for A Level study, should they choose this pathway post-16.*

Implementation:

Students have two one hour lessons per week, including time spent with the French assistant for selected students. Each half term a new GCSE unit of work is introduced which builds on knowledge and skills from Year 7-10, and prepares for deeper knowledge and understanding at KS5. A variety of teaching activities in mixed attainment settings will increase understanding and use of vocabulary and grammar and foster skills in listening, speaking, reading and writing. Students will work both independently and collaboratively, completing work in their A4 books and in workbooks.
Homework will be focused on vocabulary learning (30 min a week) a short written task (25 min) and an online listening activity (5 min).

Impact:

All students will have developed the key knowledge and skills required to access the lessons, with support from their class teacher and French assistant where applicable. Students will be able to articulate their progress with confidence, using the Knowledge Organisers and mind maps for each unit and their vocabulary books to capture key vocabulary, grammar, personal progress and progress towards their targets. Students will have been introduced to reading, listening, speaking and writing strategies to help them succeed in each of the 4 GCSE papers. They will be able to discuss cultural similarities and differences between Shrewsbury and Francophone countries and will be able to discuss further ways they could develop their understanding outside of the classroom.

Unit	Knowledge	Skills	Assessment	Links
GCSE French- ***Module 6 Theme: School*** *Describing school-subjects, uniform, rules, trips, clubs, timetables*	**Vocabulary**: school subjects, timetables, descriptions of school, school rules, extra-curricular activities, school trips **Grammar**: direct object pronouns, si clauses, negatives, imperfect tense, present tense regular verbs, persuasive language, imperative	**Listening** **Speaking**: Photo question (24 marks) Conversation (36 marks) **Reading** **Writing**: describing a photo (12 marks) 80-90 word tasks (20 marks), 130-150 word tasks (28 marks)	**Listening:** End of Module practice questions **Speaking**: Module 6 Mind map **Reading:** End of Module practice questions **Writing**: 130-150 word tasks x2 (school) Regular vocabulary tests	School subjects, uniform, present tense regular verbs,- Yr 7(I), Yr 8,9 (R) Past and future tense- Yr 8(I), Yr 9 (R) Clubs, imperfect tense, aller, vouloir – Yr 9 Fr/Sp (I)
GCSE French- ***Module 7 Theme: Future aspirations, study and work*** *Jobs, careers, future plans, languages, work experience*	**Vocabulary**: jobs, careers **Grammar**: conditional tense, apres avoir, future tense, persuasive language, en + present participle	**Listening** **Speaking**: Photo question (24 marks), conversation (36 marks) **Reading** **Writing**: describing a photo (12 marks) 80-90 word tasks (20 marks) 130-150 word tasks (28 marks)	**Listening:** Year 11 mock exam **Speaking**: Conversation: Module 7 Mind map. Practice photo question. Year 11 mock exam **Reading:** Year 11 mock exam **Writing**: 130-150 word tasks x1 (future aspirations), Year 11 mock exam	Jobs and careers- Yr 9(I)
GCSE French- ***Module 8 Theme: International and Global Dimension*** *The environment, fair trade, volunteering, global events*	**Vocabulary**: saving the planet, fair trade, helping others, volunteering, international events **Grammar**: devoir, pouvoir, persuasive language, conditional tense, use of ON, en+present participle, rhetorical questions, il faut	**Listening** **Speaking**: all elements prior to exam in April **Reading** **Writing**: all elements	**Listening:** End of Module practice questions **Speaking**: Conversation: Module 8 Mind map. Practice role plays. **Reading:** End of Module practice questions **Writing**: Exam-style questions Regular vocabulary tests	devoir, pouvoir- Yr 8(I), Yr 9 (R)
GCSE French- ***Revision***	**Vocabulary**: Vocabulary from Modules 1-8 **Grammar**: Grammar from Modules 1-8	**Listening:** Past papers **Speaking**: Past papers **Reading:** Past papers **Writing**: Past papers	**Listening:** Past papers **Speaking**: Past papers (exam in April) **Reading:** Past papers **Writing**: Past papers	All previous content and skills yr 7-11

Year 11 Geography Overview

Intent – the Big Picture:

Challenges in the human environment are about human process and systems, how they change both spatially and temporally. The C.E.W included the global development gap, the opportunities and challenges of rapid economic development of Nigeria and the changing economy of the UK. **The challenge of resource management** includes resource management (how food, water and energy are fundamental to human development and how the changing demand and provision of resources in the UK create opportunities and challenges) and a specific focus on energy management (demand, supply and insecurity, strategies to increase energy supply).

Implementation:

Students have 2 hours per week of Geography in KS4. There are four units of work across the year, plus revision and consolidation time, building on knowledge gained at KS3 and in year 10.

Classes are mixed ability and within each class students will experience a variety of teaching strategies and adaptive teaching, to enable all students to access the curriculum and make progress.

Impact:

Pupils will use and evaluate a wide range of geographical skills and techniques effectively. Demonstrate understanding of complex interactions and interrelationships between people and the environment. Construct sustained and convincing arguments to draw well-evidenced conclusions. Improvement in regular exam questions throughout the unit and low stakes knowledge testing.

Evidence that students can evaluate the impacts of food, water and energy insecurity and discuss the effectiveness of various management strategies.

Unit	Knowledge	Skills	Assessment	Links
Changing Economic World	To be able to use and interpret a range of geographical skills accurately. To be able to explain characteristics of LIC's/NEE's/HIC's including development indicators and the DTM. To have some understanding of the importance of Nigeria on a range of scales. be able to explain reasons for the challenges and opportunities created by the rapid economic growth of Nigeria To have detailed and specific understanding of the challenges and opportunities faced by Nigeria and the UK. To be able to critically evaluate these challenges and the different strategies used to cope with the changes/challenges the countries face. To show a good understanding of the interrelationships between social, economic and environmental issues on a range of scales.	⓾ Atlas skills: To be able to name the continents and location of at least 2 HIC's/NEE's/LIC's. ⓾ To be able to interpret development data Inc. choropleth maps and scatter graphs. ⓾ To be able to interpret population pyramids. ⓾ To be able to describe and explain features shown in a photograph. ⓾ To be able to describe major physical and human patterns and how they interact e.g. population distribution ⓾ To be able to use and evaluate statistical and data skills: Flow lines/desire lines, interquartile range, measures of central tendency	• Regular consolidation tasks and exam question practice. • Formative assessment through retrieval practice "Geog your Memory" • Summative assessment (end of topic test and feedback/reflection)	They have a basic understanding of development indicators and the characteristics of HIC's, NEE's & LIC's and the factors that influence development from the year 9 unit. A grasp of the wider context of the UK and Nigeria is vital for understanding of deep study of Birmingham and Lagos. AO4 skills such as OS maps, atlas skills and interpretation of graphs etc. run through other units of work.
The Changing UK Economy	. To be able to give developed reasons for the changing economy of the UK and the challenges and opportunities this creates. To be able to evaluate strategies to reduce the N/S divide.	⓾ To be able to use and evaluate statistical and data skills: Flow lines/desire lines, interquartile range, measures of central tendency ⓾ To be able to interpret development data Inc. choropleth maps and scatter graphs.	• Regular consolidation tasks and exam question practice. • Formative assessment through retrieval practice "Geog your Memory" • Summative assessment (end of topic test and feedback/reflection)	• Links to other units within the course, particularly Paper 2; ensuring students are aware of these.
Resource Management and Energy Focus	Use a wide range of geographical skills and techniques accurately, showing understanding of their purpose. Demonstrates accurate understanding of the changing demand and provision of resources in the UK and aspects of interactions and interrelationships between people and the environment when looking at managing supply and demand, issues of resource exploitation and food insecurity. Accurate and developed knowledge of energy sources and how energy insecurity can be reduced e.g. Nepal Microhydropower.	⓾ Pie charts ⓾ Measures of central tendency ⓾ Range ⓾ Percentage increase	• Regular consolidation tasks and exam question practice. • Formative assessment through retrieval practice "Geog your Memory" • Summative assessment (end of topic test and feedback/reflection)	Students have a basic understanding of climate change and conflict over resources from KS3. They will deepen this understanding and develop their statistical skills further in this unit.
Pre-release prep and revision	Use a wide range of geographical skills to interpret the pre-release exam material, in order to answer exam questions and create an argument for against a proposal (new topic each year; given only 6 weeks in advance of the exam),	• Use of various graphs, photographs and maps. • Data analysis.	• Regular consolidation tasks and exam question practice. • Formative assessment through retrieval practice "Geog your Memory" • Seneca homework and revision tasks	• Pre release will link to one topic from the GCSE course; to be announced 6 weeks prior to the exam.

Year 11 History Overview – A

Intent – the Big Picture: This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place. Although the focus of this study is the development of medicine and public health in Britain, it will draw on wider world developments that impacted on the core themes. Students will have the opportunity to see how some ideas and events in the wider world affected Britain and will promote the idea that key themes did not develop in isolation, but these ideas and events should be referenced in terms of their effects on the core theme for Britain and British people. Students will show an understanding of how factors worked together to bring about particular developments at a particular time, how they were related and their impact upon society.
Students will develop an understanding of the varying rate of change, why change happened when it did, whether change brought progress, and the significance of the change(s). They should also be able to distinguish between different types of causes and consequences, such as short/long-term causes, intended/unintended consequences.

Implementation:

Students have two 60-minutes lessons per week. Content and learning is chronologically sequenced and builds on prior knowledge and skills. A variety of teaching activities in mixed attainment settings will foster skills in reading, writing, speaking and listening and retrieval practice. Students will work both independently and collaboratively with different learning partners and will be exposed to a range of challenging and diverse evidence from a range of genres and eras. Homework will be set weekly, but will feature a variety of tasks, including exam-style questions, reading, quizzes, research, etc.

Impact:

1. Understanding Historical Progress and Change
2. Awareness of Social and Technological Advancements
3. Insight into the Impact of Key Figures and Events
4. Critical Thinking and Analytical Skills
5. Appreciation of the Role of Medicine in Society
6. Preparation for Further Education and Careers
7. Enhanced Empathy and Ethical Understanding

In summary, studying the AQA GCSE "Britain: Health and the people, c.1000-present" equips students with a nuanced understanding of the history of medicine, enriches their critical thinking and analytical abilities, and prepares them for future academic and career endeavours while fostering a deeper appreciation of the role of health in human societies.

Unit	Knowledge	Skills	Assessment	Links
AQA GCSE Britain: Health and the people, c.1000-present Part one: Medicine stands still	Medieval medicine: approaches including natural, supernatural, ideas of Hippocratic and Galenic methods and treatments; the medieval doctor; training, beliefs about cause of illness. Medical progress: the contribution of Christianity to medical progress and treatment; hospitals; the nature and importance of Islamic medicine and surgery; surgery in medieval times, ideas and techniques. Public health in the Middle Ages: towns and monasteries; the Black Death in Britain, beliefs about its causes, treatment and prevention.	*AO1 Knowledge and Understanding* *AO2 Concepts* *AO3 Sources* *AO4 Interpretations*	• substantive and procedural knowledge (knowledge and skills) • complete a chronology-based knowledge retrieval quiz on substantive knowledge and concepts covered so far. • Q1 'How useful' question on the Black Death, which could be used to illuminate their wider understanding of medieval approaches to medicine, as well as the role of religion and the government as contributing factors.	Medieval medicine - Medieval medicine - medicine stands still - AQA - GCSE History Revision - AQA - BBC Bitesize
AQA GCSE Britain: Health and the people, c.1000-present Part two: The beginnings of change	The impact of the Renaissance on Britain: challenge to medical authority in anatomy, physiology and surgery; the work of Vesalius, Paré, William Harvey; opposition to change. Dealing with disease: traditional and new methods of treatments; quackery; methods of treating disease; plague; the growth of hospitals; changes to the training and status of surgeons and physicians; the work of John Hunter. Prevention of disease: inoculation; Edward Jenner, vaccination and opposition to change.	*AO1 Knowledge and Understanding* *AO2 Concepts* *AO3 Sources* *AO4 Interpretations*	• introduce Q2. How significant was…' • practice a Q3. 'Compare the….'	The Renaissance - Renaissance medicine - the beginnings of change - AQA - GCSE History Revision - AQA - BBC Bitesize
AQA GCSE Britain: Health and the people, c.1000-present Part three: A revolution in medicine	The development of Germ Theory and its impact on the treatment of disease in Britain: the importance of Pasteur, Robert Koch and microbe hunting; Pasteur and vaccination; Paul Ehrlich and magic bullets; everyday medical treatments and remedies. A revolution in surgery: anaesthetics, including Simpson and chloroform; antiseptics, including Lister and carbolic acid; surgical procedures; aseptic surgery. Improvements in public health: public health problems in industrial Britain; cholera epidemics; the role of public health reformers; local and national government involvement in public health improvement, including the 1848 and 1875 Public Health Acts.	*AO1 Knowledge and Understanding* *AO2 Concepts* *AO3 Sources* *AO4 Interpretations*	• compare and evaluate Koch and Pasteur. • Students could first complete a card sort, linking the various events studied so far to the three main themes (infectious disease, surgery and public health), and then sort under the most relevant factor. This will work as a plan for them to complete a 16-mark answer. • Students given advice on how to structure a 16-mark answer. They should have an opportunity to construct an, 'economic factors' 16-mark 'factors' answer which then should be used to explain and reinforce reference to 'other factors' in their answers.	Surgery, pain and anaesthetics - A revolution in medicine - AQA - GCSE History Revision - AQA - BBC Bitesize Health and the Industrial Revolution - Medicine and the Industrial Revolution - AQA - GCSE History Revision - AQA - BBC Bitesize

Year 11 History Overview – A

Intent – the Big Picture: This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place. Although the focus of this study is the development of medicine and public health in Britain, it will draw on wider world developments that impacted on the core themes. Students will have the opportunity to see how some ideas and events in the wider world affected Britain and will promote the idea that key themes did not develop in isolation, but these ideas and events should be referenced in terms of their effects on the core theme for Britain and British people. Students will show an understanding of how factors worked together to bring about particular developments at a particular time, how they were related and their impact upon society.
Students will develop an understanding of the varying rate of change, why change happened when it did, whether change brought progress, and the significance of the change(s). They should also be able to distinguish between different types of causes and consequences, such as short/long-term causes, intended/unintended consequences.

Implementation:

Students have two 60-minutes lessons per week. Content and learning is chronologically sequenced and builds on prior knowledge and skills. A variety of teaching activities in mixed attainment settings will foster skills in reading, writing, speaking and listening and retrieval practice. Students will work both independently and collaboratively with different learning partners and will be exposed to a range of challenging and diverse evidence from a range of genres and eras. Homework will be set weekly, but will feature a variety of tasks, including exam-style questions, reading, quizzes, research, etc.

Impact:

1. Understanding Historical Progress and Change
2. Awareness of Social and Technological Advancements
3. Insight into the Impact of Key Figures and Events
4. Critical Thinking and Analytical Skills
5. Appreciation of the Role of Medicine in Society
6. Preparation for Further Education and Careers
7. Enhanced Empathy and Ethical Understanding

In summary, studying the AQA GCSE "Britain: Health and the people, c.1000-present" equips students with a nuanced understanding of the history of medicine, enriches their critical thinking and analytical abilities, and prepares them for future academic and career endeavours while fostering a deeper appreciation of the role of health in human societies.

Unit	Knowledge	Skills	Assessment	Links
AQA GCSE *Britain: Health and the people, c.1000-present* Part four: Modern medicine	Modern treatment of disease: the development of the pharmaceutical industry; penicillin, its discovery by Fleming, its development; new diseases and treatments, antibiotic resistance; alternative treatments. The impact of war and technology on surgery: plastic surgery; blood transfusions; X-rays; transplant surgery; modern surgical methods, including lasers, radiation therapy and keyhole surgery. Modern public health: the importance of Booth, Rowntree, and the Boer War; the Liberal social reforms; the impact of two world wars on public health, poverty and housing; the Beveridge Report and the Welfare State; creation and development of the National Health Service; costs, choices and the issues of healthcare in the 21st century.	*AO1 Knowledge and Understanding* *AO2 Concepts* *AO3 Sources* *AO4 Interpretations*	• analyse contemporary source material i.e. election campaign posters for the Liberals and complete a 'How useful' style question. • complete a chronology knowledge based test, with the opportunity to identify factors and themes. • given advice on how to structure a 16-mark answer. They should have an opportunity to construct an, 'economic factors' 16-mark 'factors' answer which then should be used to explain and reinforce reference to 'other factors' in their answers. • sit a full paper exam – time permitting.	Magic bullets - Into the twentieth century - AQA - GCSE History Revision - AQA - BBC Bitesize Impact of World War One - Modern medicine - AQA - GCSE History Revision - AQA - BBC Bitesize

Year 11 History Overview – B

Intent – the Big Picture: This option allows students to study in depth the arrival of the Normans and the establishment of their rule. The depth study will focus on major aspects of Norman rule, considered from economic, religious, political, social and cultural standpoints of this period and arising contemporary and historical controversies.

Implementation:

Students will be examined on a specific site in depth. This site will be as specified and will be changed annually. The site will relate to the content of the rest of this depth study. It is intended that study of different historic environments will enrich students' understanding of Norman England.

Students have two 60-minutes lessons per week. Content and learning is chronologically sequenced and builds on prior knowledge and skills. A variety of teaching activities in mixed attainment settings will foster skills in reading, writing, speaking and listening and retrieval practice. Students will work both independently and collaboratively with different learning partners and will be exposed to a range of challenging and diverse evidence from a range of genres and eras. Homework will be set weekly, but will feature a variety of tasks, including exam-style questions, reading, quizzes, research, etc.

Impact:

1. Deep Understanding of a Pivotal Historical Event
2. Insight into Societal and Cultural Transformation
3. Analysis of Key Figures and Leadership
4. Development of Historical Enquiry and Critical Thinking
5. Understanding the Foundations of Modern England
6. Examination of Historical Continuity and Change
7. Enhanced Empathy and Perspective-Taking
8. Preparation for Further Academic Pursuits

In summary, studying the AQA GCSE History module "Norman England, 1066-c1100" offers students a comprehensive understanding of a critical period in English history, enhances their analytical and critical thinking skills, and prepares them for future academic and career opportunities. It also fosters a deeper appreciation of the historical roots of modern English society and institutions.

Unit	Knowledge	Skills	Assessment	Links
AQA GCSE *Norman England, 1066-c.1100* Part one: The Normans: conquest and control	Causes of Norman Conquest, including the death of Edward the Confessor, the claimants and claims. Military aspects: Battle of Stamford Bridge; Battle of Hastings; Anglo-Saxon and Norman tactics; military innovations, including cavalry and castles. Establishing and maintaining control: the Harrying of the North; revolts, 1067–1075; King William's leadership and government; William II and his inheritance.	*AO1 Knowledge and Understanding* *AO2 Concepts* *AO3 Sources* *AO4 Interpretations*	Give students exam-style questions such as an interpretation question, a 'write an account' question and an explain question which covers Part one of the specified content. Class debate: students consider what they need to think about when answering interpretation, 'write an account' and explain questions.	Britain's Bayeux Tapestry | Reading Museum BBC - History - Edward the Confessor Biography of King Harold II Godwinson (normaninvasion.info) The Battlefields Hub → Britons, Saxons & Vikings → The Norman Conquest → The Battle of Battle of Hastings (battlefieldstrust.com) Norman Castles (spartacus-educational.com)
AQA GCSE *Norman England, 1066-c.1100* Part two: Life under the Normans	Feudalism and government: roles, rights, and responsibilities; landholding and lordship; land distribution; patronage; Anglo-Saxon and Norman government systems; the Anglo-Saxon and Norman aristocracies and societies; military service; justice and the legal system such as ordeals, 'murdrum'; inheritance; the Domesday Book. Economic and social changes and their consequences: Anglo-Saxon and Norman life, including towns, villages, buildings, work, food, roles and seasonal life; Forest law.	*AO1 Knowledge and Understanding* *AO2 Concepts* *AO3 Sources* *AO4 Interpretations*	complete exam-style questions which relate to content from Part two such as an interpretation question, a 'write an account' question or an 'explain' question.	BBC - History - British History in depth: The Conquest and its Aftermath The Laws of William the Conqueror - History Learning Site BBC - History - British History in depth: What Did the Normans Do for Us? BBC - History - William the Conqueror: A Thorough Revolutionary Medieval Towns - History Learning Site
AQA GCSE *Norman England, 1066-c.1100* Part three: The Norman Church and monasticism	The Church: the Anglo-Saxon Church before 1066; Archbishop Lanfranc and reform of the English Church, including the building of churches and cathedrals; Church organisation and courts; Church-state relations; William II and the Church; the wealth of the Church; relations with the Papacy; the Investiture Controversy. Monasticism: the Norman reforms, including the building of abbeys and monasteries; monastic life; learning; schools and education; Latin usage and the vernacular.	*AO1 Knowledge and Understanding* *AO2 Concepts* *AO3 Sources* *AO4 Interpretations*	a specimen paper or own mock paper. Write an essay to the following question: What difference did the Normans make to Anglo-Saxon England?	William Conquered England and Its Church - 901-1200 Church History (christianity.com) End of Europe's Middle Ages - Investiture Contests (umb.edu) The Monastic Revival | History Today

Year 11 History Overview – B

Intent – the Big Picture: This option allows students to study in depth the arrival of the Normans and the establishment of their rule. The depth study will focus on major aspects of Norman rule, considered from economic, religious, political, social and cultural standpoints of this period and arising contemporary and historical controversies.

Implementation:

Students will be examined on a specific site in depth. This site will be as specified and will be changed annually. The site will relate to the content of the rest of this depth study. It is intended that study of different historic environments will enrich students' understanding of Norman England.

Students have two 60-minutes lessons per week. Content and learning is chronologically sequenced and builds on prior knowledge and skills. A variety of teaching activities in mixed attainment settings will foster skills in reading, writing, speaking and listening and retrieval practice. Students will work both independently and collaboratively with different learning partners and will be exposed to a range of challenging and diverse evidence from a range of genres and eras. Homework will be set weekly, but will feature a variety of tasks, including exam-style questions, reading, quizzes, research, etc.

Impact:

1. Deep Understanding of a Pivotal Historical Event
2. Insight into Societal and Cultural Transformation
3. Analysis of Key Figures and Leadership
4. Development of Historical Enquiry and Critical Thinking
5. Understanding the Foundations of Modern England
6. Examination of Historical Continuity and Change
7. Enhanced Empathy and Perspective-Taking
8. Preparation for Further Academic Pursuits

In summary, studying the AQA GCSE History module "Norman England, 1066-c1100" offers students a comprehensive understanding of a critical period in English history, enhances their analytical and critical thinking skills, and prepares them for future academic and career opportunities. It also fosters a deeper appreciation of the historical roots of modern English society and institutions.

Unit	Knowledge	Skills	Assessment	Links
AQA GCSE *Norman England, 1066-c.1100* Part four: The historic environment of Norman England	The following aspects of the site should be considered: • location • function • the structure • people connected with the site, e.g. the designer, originator and occupants • design • how the design reflects the culture, values, fashions of the people at the time • how important events/developments from the depth study are connected to the site.	second order concepts of change, continuity, causation and/or consequence	Review and assess Parts one, two and three of the specified content and the Historic Environment. Complete mock exam question.	BBC - History - British History in depth: The Cathedrals of Britain Welcome to Durham Cathedral - Durham Cathedral Durham Cathedral - Wikipedia

Year 11 Computer Science Overview (1 of 3)

Intent – the Big Picture: Year 11 Computer Science will continue to prepare the students for the summer examinations on Computer Systems and Writing Algorithms. Students will become more familiar with exam paper content and mark scheme guidance as they work towards these exams. Further programming challenges at GCSE level and beyond will not only allow students to be more confident in writing algorithms for the examination paper but also prepare those students looking to study Computer Science further.

Implementation:

GCSE Computer Science is delivered with two one-hour lessons per week. As with previous years, students will have access to their own computer in an ICT suite with continued access to the digital platforms and software applications needed to access, produce and submit their work. BOOST & Office 365 are the main resources that students will access.

As with KS3, a typical lesson consists of a recap of prior learning with a recall starter (if part of a sequence of lessons). Learning objectives and key terminology for the lesson will also be clearly identified. Students will be expected to log in and access the digital resources. Students will complete a variety of activities that may include the use of Internet resources and other software applications such as a high level programming language IDE. Progression will be measured through the completion of a knowledge test for each of the lessons delivered. Students will also have access to their GCSE knowledge organisers and retrievers.

Impact:

Students should be able to understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation. They will be able to analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs. They should be able to think creatively, innovatively, analytically, logically and critically and be able to apply mathematical skills relevant to computer science. Students will understand the components that make up digital systems, and how they communicate with one another and with other systems Students will be more aware of the impacts of digital technology to the individual and to wider society

Students looking to study Computer Science at A level should have acquired the base knowledge, problem-solving and practical programming skills required.

Unit	Knowledge	Skills	Assessment	Links
1.4 Network Security	*1.4.1 - Threats to Computer Systems* • *Forms of attack* • *Types of Malware* • *Data interception* • *SQL injection* • *Brute Force attacks* • *DoS / DDoS attacks* *1.4.2 - Identifying Vulnerabilities & Preventing* • *Passwords* • *Firewalls* • *Encryption* • *Anti-Malware* • *Biometrics* • *Physical security*		*1.4 Knowledge tests* *1.4 Revision quizzes* *1.4 End of unit exam questions* *Year 11 mock examination paper*	*Builds on prior knowledge gained from the KS3 unit on:* • *Introduction to Computer Networks* • *Computer Crime* • *Using Computers*
2.4 Boolean Logic	*2.4.1 – Boolean Logic* • *Identifying Logic gates* • *Combining logical operators to create Logic Circuits* • *Logical expressions* • *Truth tables* • *Applying logical operators to truth tables*	*Use of logic gates to create logic circuits.* *Creation of truth tables.*	*2.4 Knowledge tests* *2.4 Revision quizzes* *2.4 End of unit exam questions* *Year 11 mock examination paper*	*Builds on prior knowledge gained from the KS3 unit on:* • *Computational Thinking & Logic*

Year 11 Computer Science Overview (2 of 3)

Intent – the Big Picture: Year 11 Computer Science will continue to prepare the students for the summer examinations on Computer Systems and Writing Algorithms. Students will become more familiar with exam paper content and mark scheme guidance as they work towards these exams. Further programming challenges at GCSE level and beyond will not only allow students to be more confident in writing algorithms for the examination paper but also prepare those students looking to study Computer Science further.

Implementation:

GCSE Computer Science is delivered with two one-hour lessons per week. As with previous years, students will have access to their own computer in an ICT suite with continued access to the digital platforms and software applications needed to access, produce and submit their work. BOOST & Office 365 are the main resources that students will access.

As with KS3, a typical lesson consists of a recap of prior learning with a recall starter (if part of a sequence of lessons). Learning objectives and key terminology for the lesson will also be clearly identified. Students will be expected to log in and access the digital resources. Students will complete a variety of activities that may include the use of Internet resources and other software applications such as a high level programming language IDE. Progression will be measured through the completion of a knowledge test for each of the lessons delivered. Students will also have access to their GCSE knowledge organisers and retrievers.

Impact:

Students should be able to understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation. They will be able to analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs. They should be able to think creatively, innovatively, analytically, logically and critically and be able to apply mathematical skills relevant to computer science. Students will understand the components that make up digital systems, and how they communicate with one another and with other systems Students will be more aware of the impacts of digital technology to the individual and to wider society

Students looking to study Computer Science at A level should have acquired the base knowledge, problem-solving and practical programming skills required.

Unit	Knowledge	Skills	Assessment	Links
1.5 System Software	*1.5.1 - Operating Systems* • *User interface* • *Multi-tasking* • *Memory management* • *Hardware & software management* • *User management* • *File management* *1.5.2 - Utility Software* • *The purpose of utility software* • *Encryption* • *Defragmentation* • *Compression*		*1.5 Knowledge tests* *1.5 Revision quizzes* *1.5 End of unit exam questions* *Year 11 mock examination paper*	*Builds on prior knowledge gained from the KS3 unit on:* • *Using Computers*
2.5 Programming Languages & IDE's	*2.5.1 - Programming Languages* • *The differences between high- and low-level programming languages.* • *The need for translators.* • *The differences, benefits and drawbacks of using a compiler or an interpreter.* *2.5.2 – Integrated Development Environments* • *Knowledge of the tools that an IDE provides.* • *How each of the tools and facilities listed can be used to help a programmer develop a program.*	*Practical experience of using a range of these tools within at least one IDE.* *Practical experience of using a high-level programming language.*	*2.5 Knowledge tests* *2.5 Revision quizzes* *2.5 End of unit exam questions* *Year 11 mock examination paper*	*Builds on prior knowledge gained from the KS3 unit on:* • *An Introduction to Python* • *Further Python*

Year 11 Computer Science Overview (3 of 3)

Intent – the Big Picture: Year 11 Computer Science will continue to prepare the students for the summer examinations on Computer Systems and Writing Algorithms. Students will become more familiar with exam paper content and mark scheme guidance as they work towards these exams. Further programming challenges at GCSE level and beyond will not only allow students to be more confident in writing algorithms for the examination paper but also prepare those students looking to study Computer Science further.

Implementation:

GCSE Computer Science is delivered with two one-hour lessons per week. As with previous years, students will have access to their own computer in an ICT suite with continued access to the digital platforms and software applications needed to access, produce and submit their work. BOOST & Office 365 are the main resources that students will access.

As with KS3, a typical lesson consists of a recap of prior learning with a recall starter (if part of a sequence of lessons). Learning objectives and key terminology for the lesson will also be clearly identified. Students will be expected to log in and access the digital resources. Students will complete a variety of activities that may include the use of Internet resources and other software applications such as a high level programming language IDE. Progression will be measured through the completion of a knowledge test for each of the lessons delivered. Students will also have access to their GCSE knowledge organisers and retrievers.

Impact:

Students should be able to understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation. They will be able to analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs. They should be able to think creatively, innovatively, analytically, logically and critically and be able to apply mathematical skills relevant to computer science. Students will understand the components that make up digital systems, and how they communicate with one another and with other systems Students will be more aware of the impacts of digital technology to the individual and to wider society

Students looking to study Computer Science at A level should have acquired the base knowledge, problem-solving and practical programming skills required.

Unit	Knowledge	Skills	Assessment	Links
1.6 Ethical, Legal, Cultural & Environmental Impacts	*1.6.1 - Ethical, Legal, Cultural & Environmental Impacts* • *Ethical impacts* • *Legal impacts* • *Cultural impacts* • *Environmental Impacts* *1.6.2 – Legislation* • *Data Protection Act* • *Computer Misuse* • *Copyright* • *Health & Safety*		*1.6 Knowledge tests* *1.6 Revision quizzes* *1.6 End of unit exam questions* *Year 11 mock examination paper*	*Builds on prior knowledge gained from the KS3 unit on:* • *Computer Crime*
Revision	*ALL Component 01 Computer Systems content.* *ALL Component 02 Writing Algorithms & Programming content.*	*Calculating file sizes & data capacity.* *Writing algorithms.* *Creating logic circuits.*	*Written examination papers:* *Component 01 Computer Systems* *Component 02 Writing Algorithms & Programming* *1 hr 30 mins each paper, 50% weighting.*	*ALL Component 01 Computer Systems content. ALL Component 02 Writing Algorithms & Programming content.* *Post 16 courses.*

Year 11 Music Overview

Intent – the Big Picture: Year 11 Music builds on the four areas of study (Musical Forms & Devices, Music for Ensemble, Film Music and Popular Music) that were introduced in year 10. Students will also continue to develop and eventually record their solo and ensemble performances as well as completing their second composition, the brief composition. The course is assessed on AO1 – Perform with technical control, expression & interpretation; AO2 – Compose and develop musical ideas with technical control and coherence; AO3 – Demonstrate and apply musical knowledge; and AO4 – Use appraising skills to make evaluative and critical judgements about music

Implementation:

Students have two one hour music lessons a week. For the majority of the course students spend one hour on appraisal skills and one hour on performance or compositional skills, however this can fluctuate when coursework deadlines are approaching if needed. Each half term a new AoS is revisited and built on from Y11, until the final term when the focus is on exam preperation. Performance and composition coursework started in Y10 is continued and finished and the focus between pieces of coursework is rotated each half term to ensure students are balancing their time between each piece effectively, however this becomes more fluid based individual progress made by students and where they need to focus. Students work both collaboratively and independently as required on both appraisal and coursework tasks.

Impact:

All students will be able to perform with technical control, expression & interpretation (AO1), Compose and develop musical ideas with technical control and coherence (AO2), Demonstrate and apply musical knowledge (AO3) and use appraising skills to make evaluative and critical judgements about music (AO4).

Unit	Knowledge	Skills	Assessment	Links
AoS1: Musical Forms & Devices (Revisit) *Brief composition*	Variation form and strophic form in classical music Recognition of features of baroque, classical and romantic periods Revisit: imitation, pedal, canon, alberti bass and all harmonic features *Prepared Extract: Badinerie - Bach*	*Work and rehearse all performances* *Begin work on the piece for the WJEC Eduqas Composition set brief* *Continued regular practice on appraising questions in the style of the examination, including comparisons of extracts*	Assess performances to WJEC Eduqas criteria when ready Monitor composition, processes, progress and composition log Regular listening tests	*Builds on AoS1 and composition work*
AoS4: Popular Music (Revisit) *Solo & Ensemble performances*	*Bhangra and fusion* *Loops, samples, panning, phasing, melismatic/syllabic* *Revisit Africa - Toto* *Exam techniques: hints and tips* *Building a vocabulary revision list* *Clarifying all relevant theoretical points*	*Continued work on performance* ***Continued regular practice on appraising questions in the style of the examination, including comparisons of extracts***	Assess performances to Eduqas criteria when ready Monitor composition, processes, progress and composition log Regular listening tests *Mock exam*	*Builds on AoS4 and performance work*
AoS2: Music For Ensemble (Revisit) *Brief & free composition*	*Polyphonic, layered, round, canon and countermelody* *Cover all styles not completed in year 10*	***Revisit compositions*** ***Continued work on performances***	*Continue to assess performances to WJEC Eduqas criteria* *Monitor composition*	*Builds on AoS2 and composition work*
AoS3: Film Music (Revisit) *Complete all coursework*	*Special effects, extreme dynamics and tempi, varying time signatures, other minimalistic techniques, chromatic and extended harmonies, use of pattern-work, sustained notes and polyphonic textures to vary the textures*	***Complete compositions*** ***Complete performances***	*Complete all course work and assess using WJEC Eduqas criteria* *Complete all necessary documentation ready for submission*	*Builds on AoS3 work and coursework*
Revision, listening practice & exam	***Listening practice and final examination.***	*Exam practice questions, both at home and in class* *Discussion of revision techniques and learner answers – (and how to improve answers and achieve higher marks!)*	*Appraising examination*	*Revisits all AoS*

Year 11 RP Overview

Intent – the Big Picture: KS4 students will follow the AQA GCSE RS spec A. In Year 11 students will complete component 2: Thematic Studies. Students will study religious, philosophical and ethical arguments related to the issues raised in the four topics studied (detailed below), and their impact and influence on the modern world. Students will be expected to show their understanding of religion through the application of teachings from religion and beliefs. They will also be expected to make specific references to sources of wisdom and authority including scripture and/or sacred texts.

Implementation:

Students have 2 hours per week of RP. There will be four units of study across the year which will be formally assessed in Year 11 as Paper 2 'Thematic Studies'. Students will be given an information booklet for each of the topics covered.

Classes are mixed ability and within each class students will experience a variety of teaching strategies to enable those with different learning styles to stay engaged.

Impact:

All students will understand the key knowledge and skills required to access the lessons, with support from their class teacher. Students will be able to articulate their progress with confidence, using their tracking sheets for guidance. They will be able to verbalise how they have made progress and what skills they need to focus on to further improve.

Students will develop their knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority; including through their reading of key religious texts, other texts and scriptures of the religions they are studying. They will also develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject

Unit	Knowledge	Skills	Assessment	Links
Topic One Religion and Life	**Students will know:** • The origins of the universe (religion and science) • The value of the world and the duty of human beings to protect it, • The use and abuse of the environment • The use and abuse of animals • The origins of life (religion and science) • The concepts of sanctity of life and the quality of life. • Abortion, Ethical arguments, (sanctity and quality of life.) • Euthanasia. • Beliefs about death and an afterlife	**Assessment Objectives:** **AO1:** Demonstrate knowledge and understanding of religion and beliefs including: • beliefs, practices and sources of authority • influence on individuals, communities and societies • similarities and differences within and/or between religions and beliefs. **AO2:** Analyse and evaluate aspects of religion and belief, including their significance and influence.	Ongoing formative assessment, knowledge checker activities and GCSE questions, end of unit assessment (AO1 and AO2)	Year 7 Topics 3 and 4 Year 9 Topics 2 and 3 Paper 1 Beliefs
Topic Two Religion, Crime and Punishment	**Students will know:** • Good and evil intentions and actions, including whether it can ever be good to cause suffering. • Reasons for crime, including: poverty and upbringing, mental illness and addiction, greed and hate, opposition to an unjust law. • Views about different types of crime, including hate crimes, theft and murder. • The aims of punishment, including: retribution, deterrence, reformation. • The treatment of criminals, including: prison, corporal punishment, community service. • Forgiveness. • The death penalty: Ethical arguments related to the death penalty		Ongoing formative assessment, knowledge checker activities and GCSE questions, end of unit assessment (AO1 and AO2) Year 11 exam – students will sit 50% of GCSE Paper 2 (two topics). The exam will be 50 minutes	Year 8 Topic 2 Year 9 Topic 3 Paper 1 Beliefs
Topic Three Religion, human rights and social justice	**Students will know:** • Human rights and the responsibilities that come with rights • Issues of equality, freedom of religion and belief including freedom of religious expression. • Prejudice and discrimination in religion and belief, including the status and treatment within religion of women and homosexuals. • Racial prejudice and discrimination. • Ethical arguments related to racial discrimination (including positive discrimination), including those based on the ideals of equality and justice. • Social justice. • Wealth, including: the right attitude to wealth, the uses of wealth, The responsibilities of wealth, including the duty to tackle poverty and its causes. • Exploitation of the poor including issues relating to: fair pay, excessive interest on loans, people-trafficking. • The responsibilities of those living in poverty to help themselves overcome the difficulties they face. • Charity, including issues related to giving money to the poor		Ongoing formative assessment, knowledge checker activities and GCSE questions, end of unit assessment (AO1 and AO2)	Year 7 Topic 1 Year 8 Topic 2 Paper 1 Beliefs
Topic Four Religion, peace and conflict	**Students will know:** • The meaning and significance of: peace, justice, forgiveness, reconciliation. • Violence, including violent protest. • Terrorism. • Reasons for war, including greed, self-defence and retaliation. • The just war theory, including the criteria for a just war. • Holy war. • Pacifism. • Religion and belief as a cause of war and violence in the contemporary world. • Nuclear weapons, including nuclear deterrence. • Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching. • Religious responses to the victims of war including the work of one present day religious organisation.		Ongoing formative assessment, knowledge checker activities and GCSE questions, end of unit assessment (AO1 and AO2)	Year 9 Topic 2 Paper 1 Beliefs

Year 11 Spanish Overview

Intent – the Big Picture: *Year 11 Spanish provides students with the opportunity to develop a wide range of vocabulary, enabling them to understand information when reading and listening in Spanish. Students will also learn to exploit a range of grammatical structures alongside their vocabulary base to communicate with confidence (both spoken and written communication) on the topics of Identity and Culture, future plans and broader topics such as the environment, volunteering and global events. They will continue to improve their pronunciation, applying phonetical knowledge to their speech both in the classroom and with the Spanish Fellow (where available). They will continue to grow in confidence as their knowledge grows and their skills develop whilst also growing their understanding of, and curiosity about, life in Hispanic countries. They will be ready and equipped for A Level study, should they choose this pathway post-16.*

Implementation:
Students have two one hour lessons per week, including time, individually or in small groups, with the Spanish Fellow (where available). There are three GCSE units of work covered in Year 11, followed by focussed revision of key knowledge and skills. The units build on knowledge and skills from Years 8-10, and prepares for a deeper knowledge and understanding at both KS4 and KS5. A variety of teaching activities will increase understanding and use of vocabulary and grammatical knowledge as well as fostering the skills of listening, speaking, reading and writing. . Students work both collaboratively and independently to build up their knowledge and confidence to be independent users of Spanish. They complete work in their A4 book and in grammar workbooks.
Homework will be focused on vocabulary learning (30 minutes each week) and a task (a written task or further grammatical, listening or reading practice).

Impact:
All students will have developed the key knowledge and skills required to access the lessons with support from their class teacher and the Spanish Fellow (where available). Students will be able to articulate their progress with confidence, using Knowledge Organisers, Module Clocks (topic specific questions) and their books to capture key vocabulary, grammatical structures, personal progress and progress towards their targets. Students will have been introduced to reading, listening, speaking and writing strategies to help them succeed in each of the four GCSE papers. They will be able to discuss cultural similarities and differences between Shrewsbury and Hispanic countries. They will also be able to discuss further ways they could develop their understanding outside of the classroom.

Unit	Knowledge	Skills	Assessment	Links
GCSE Spanish: Module 6 De costmbre (Theme 1 Identity and Culture)	***Vocabulary:*** *food, mealtimes, quantities, daily routine, illnesses and injuries, festivals, special events (birthday/ Christmas), eating out, music festival* ***Grammar:*** *preterite tense of reflexive verbs, using the passive, avoiding the passive, absolute superlatives, irregular verb patterns in the preterite, future tense, expressions followed by the infinitive, persuasive language* ***Phonics:*** *A, E, I, O, U, LL, Ñ, Y, H, CI/CE, V, GU, G, J, QU, RR, Z*	*Listening* *Speaking* *Reading* *Writing*	*Continuous formative assessment* *Regular vocabulary tests* *Reading: Questions on Mod 6 and translation from Sp to Eng* *Writing: 90 or 150 word on a festival (potentially Bonfire night if appropriate)* *Listening: formative throughout the module and through exam technique revision/ practice* *Speaking: Module Clock*	***Prior:*** *Food and festivals (Year 9, Units 4&5), daily routine (Year 10 Module 4), Opinions and tenses from Year 8-10* ***Future:*** *Festivals and customs a subtheme in Theme 2 A-Level*
GCSE Spanish: Module 7 ¡A currar! (Theme 4 Future Aspirations, Study and Work)	***Vocabulary:*** *jobs, tasks within a job, work experience, personalities, reasons to learn languages, gap year, travel, future intentions* ***Grammar:*** *soler + infinitive, tenses: present, preterite, imperfect, near future, simple future and conditional, cuando+ subjunctive, saber vs conocer, present continuous, indirect object pronouns* ***Phonics:*** *A, E, I, O, U, LL, Ñ, Y, H, CI/CE, V, GU, G, J, QU, RR, Z, CU/CO/CA*	*Listening* *Speaking* *Reading* *Writing*	*Continuous formative assessment* *Regular vocabulary tests* *Writing: 90/150 word (tier dependent)* *Work experience response (mid-point)* *End of Unit Listening and reading* *Speaking: Module Clock*	***Prior:*** *Soler (Year 10 Module 4), Future tense (Years 8-10), Opinions and tenses from Year 8-10* ***Future:*** *Sub theme of work in Theme 1 of Spanish A-Level*
GCSE Spanish: Module 8 Hacia un mundo mejor (Theme 5 International and Global Dimension)	***Vocabulary:*** *area you live, caring for the environment, global issues, action plans (e.g. saving planet), healthy diet, social issues (drugs/ health problems), sporting/ global events, natural disasters* ***Grammar:*** *present subjunctive, imperfect continuous, commands, persuasive language, justifications, conjunctions, pluperfect tense, tenses: present: preterite, imperfect, near future, simple future, conditional* ***Phonics:*** *A, E, I, O, U, LL, Ñ, Y, H, CI/CE, V, GU, G, J, QU, RR, Z, CU/CO/CA, accent stress*	*Listening* *Speaking* *Reading* *Writing*	*Continuous formative assessment* *Regular vocabulary tests* *Speaking: Photocard* *Writing: Translations (Eng-Sp)* *End of Unit Listening and Reading* *Speaking: Module Clock*	***Prior:*** *Sports (Year 8 Unit 2, Year 10 Unit 4), Opinions and tenses from Year 8-10* ***Future:*** *use of the subjunctive, vocabulary may lead to support for A-Level theme on social impacts with Spanish society (e.g. immigration)*
GCSE Spanish: Revision	***Vocabulary:*** *From Modules 1-8* ***Grammar:*** *From Modules 1-8* ***Phonics:*** *A, E, I, O, U, LL, Ñ, Y, H, CI/CE, V, GU, G, J, QU, RR, Z, CU/CO/CA, accent stress*	*Listening* *Speaking* *Reading* *Writing*	*Continuous formative assessment* *Past papers in the four skill areas* *Speaking exam in April*	***Prior:*** *All prior knowledge from Years 8-11 (and KS2 where applicable), Opinions and tenses from Year 8-10* ***Future:*** *KS5 learning – grammatical structures, vocabulary from KS3 and KS4 is revisited at KS5*

Year 10 and 11 Citizenship – Personalised Learning Route

Intent – the Big Picture: GCSE Citizenship Studies has the power to motivate and enable young people to become thoughtful, active citizens. Students gain a deeper knowledge of democracy, government and law, and develop skills to create sustained and reasoned arguments, present various viewpoints and plan practical citizenship actions to benefit society.

Implementation: The sequencing of subject content contributes to a strong curriculum by establishing the key terms of each topic area to maximise student understanding and to embed these into their learning. We follow the AQA suggested SOW order. Citizenship is not a specific subject in KS3. In KS4 Citizenship it is offered to a select group of students. GCSE Citizenship is timetabled for 4 hours a week compared to other non-core GCSEs who are timetabled for 2 hours a week. We are able to deliver the specification in a much slower pace. During one of these lessons we are able to provide some pre-teaching for English and we also offer time for the students to study Maths modules through Sparx Maths.

Impact: The major contributing factors to our results are to make our lessons achievable and challenging, taking into account the needs of students on the course. The pupils selected for this course have a number of barriers to learning and year on year these fluctuate and can have a significant effect on the overall progress of individuals. With the small number of students (6 – 8), and the nature of the course content students achieve a rounded and considered view of society as well as a GCSE grade. One of the strengths of Citizenship is the strong relationships between staff and students and the relaxed but nurturing environment within the Support HUB.

Unit	Knowledge	Skills	Assessment	Links
3.2 Life in Modern Britain	Students will look at the make-up, values and dynamics of contemporary UK society. They will consider what it means to be British, how our identities are formed and how we have multiple identities. Students will also look at the role and responsibilities of the traditional media, the impact of new media formats and the UK's role in international issues.	**3.**1 Citizenship skills, processes and methods Each of the questions that frame the subject content for this section helps establish a question or hypothesis. This will enable students to develop the citizenship skills, processes and methods listed in this specification. Many of the skills, processes and methods listed can also be developed through the use of a case study approach.	*End of section assessments to determine knowledge and understanding.* Each unit is broken down into 3 or 4 sections. written and verbal feedback and students are regularly asked to contribute their opinions about a topic as part of the course. We regularly revisit key terms and their understanding of these.	*SMSC British Values*
3.3 Rights and Responsibilities	*S*tudents will look at the nature of laws and the principles upon which laws are based, how the citizen engages with legal processes, how the justice system operates in the UK, how laws have developed over time and how society deals with criminality. Students will consider also how rights are protected, the nature of universal human rights and how the UK participates in international treaties and agreements. This theme also considers how the citizen can both play a part and bring about change within the legal system.		*End of section assessments to determine knowledge and understanding.* Each unit is broken down into 3 or 4 sections. written and verbal feedback and students are regularly asked to contribute their opinions about a topic as part of the course. We regularly revisit key terms and their understanding of these.	*SMSC British Values*
3.4 Politics and Participation	Students will look at the nature of political power in the UK and the core concepts relating to democracy and government. This includes how government operates at its various levels within the UK, how decisions are made and how the UK parliament works and carries out its functions. It also looks at the role of political parties, the election system, how other countries govern themselves and how the citizen can bring about political change.		*End of section assessments to determine knowledge and understanding.* Each unit is broken down into 3 or 4 sections. written and verbal feedback and students are regularly asked to contribute their opinions about a topic as part of the course. We regularly revisit key terms and their understanding of these.	*SMSC British Values*
3.5 Active Citizenship	Understanding the range of methods and approaches that can be used by governments, organisations, groups and individuals to address citizenship issues in society, including practical citizenship actions. Formulating citizenship enquiries, identifying and sequencing research questions to analyse citizenship ideas, issues and debates. Presenting their own and other viewpoints and representing the views of others, in relation to citizenship issues, causes, situations and concepts. Planning practical citizenship actions aimed at delivering a benefit or change for a particular community or wider society. Critically evaluating the effectiveness of citizenship actions to assess progress towards the intended aims and impact for the individuals, groups and communities affected	.	Students are required to undertake an investigation into a citizenship issue of their own choice which involves research, action and reflection. This enables students to understand and assess the actions of others and draw upon others' experiences when undertaking their own investigation.	