**Curriculum Overview**

**Year 11**

**Autumn Term 2022-2023**

In this booklet you will find details for each subject which focusses on the substantive knowledge (facts etc) and disciplinary knowledge (how the subject gains knowledge. For example, in Science, disciplinary knowledge would focus on practical investigations, enquiry and data analysis etc).

This knowledge has been carefully sequenced to build in complexity and focuses on securing core knowledge, before moving on to more complex knowledge.

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| Books | This symbol indicates the ways in which we will  support pupils with their reading. |
| Speech | This symbol indicates the key terminology we will be introducing in lessons. |
| Checklist RTL | This symbol indicates how we will assess progress in the term. |
| Home | This symbol indicates the homework pupils will be set. |

**Curriculum Overview for English**

**Year 11**

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| **Half Term 1 - Reactivation of An Inspector Calls interleaved with Other fictional texts from the 19th, 2oth and 21st centuries.**  **Substantive Knowledge:**   * Common features/conventions of a play script (Test) * The impact/effect of form (play script features) in AIC (Essay/discussion) * The plot structure of AIC (test) * How and why characters have been consciously constructed for a purpose. (Essay/discussion) * Priestley’s big idea - intent for the play and further context of 1912 & 1945 (Essay/discussion and test) * How the themes of social responsibility, gender, capitalism v socialism, power and injustice, the generation gap are presented throughout the play. (Essay/discussion) * How to structure an argument for an analytical response. (Essay) * Grammatical rules for reading, writing and spoken language. * Using Standard English appropriately.   **Disciplinary Knowledge:**   * Summarise the plot of AIC – (test) * Summarise character and purpose of construction. (Test) * Summarise the relationship between characters. (Test) * Read fluently and critically to gain good understanding of texts. * Identify and explain the metaphor/symbolism of characters. (Essay/discussion) * Identify and explain symbols/motifs. (Essay/discussion) * Identify and analyse meaning through writer’s use of Form, Language and Structure. (Essay) * Explore how key themes are presented. (Essay and discussion) * Consider alternative interpretations. (Essay and discussion) * Evaluate writer’s intent. (Essay and discussion) * Apply understanding of context show understanding of the relationships between texts and the contexts in which they were written * Use knowledge gained from wide reading to inform and improve own writing. * Apply grammatical rules to write grammatically accurately, using a range of punctuation and vocabulary accurately and for effect. * Spell accurately. | Books | Graphical user interface, application, Word  Description automatically generated |
| Speech | Capitalism  Socialism  Microcosm  Interrogate  Hierarchy  Politics  Corruption  Social statue  Hubris  Injustice  Patriarchy  Envious  Infidelity  Form  Structure  Plot  Characterisation  Symbolism  Motif  Characterisation  Foreshadowing  Anagnorisis. |
| Checklist RTL | * Frequent checks for understanding and multiple-choice questions provided. * Regular opportunities to practise summarizing and thesis statements. * Low stakes quiz to assess knowledge of academic vocabulary, comparative themes, literary concepts & analytical lexis.   End point Essay – exam style question.  End point Test. |
| Home | A range/variety of online quizzes to embed and test substantive knowledge and vocabulary.  Research of social, historical and cultural context. |

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| **Half Term 2: A Christmas Carol interleaved with Non-fiction texts from the 19th, 20th and 21st centuries and Power and Conflict poetry with shared themes and context.**  **Substantive Knowledge:**   * Common features/conventions of the Gothic Genre (Test) * The impact/effect of The Gothic Form * The plot structure of *A Christmas Carol* (test) * How and why characters have been consciously constructed for a purpose. (Essay/discussion) * Writers’ big ideas - intent for the novel/poem/text and context of Victorian England .(Essay/discussion and test) * How the themes of social responsibility, poverty, wealth, family, power and religion are presented in the texts. * Consider how each presents writer a perspective or viewpoint to influence the reader. * How to structure an argument for an analytical response. (Essay) * Grammatical rules for reading, writing and spoken language. * Using Standard English appropriately.   **Disciplinary Knowledge:**   * Summarise the plot of ACC – (test) * Summarise character and purpose of construction. (Test) * Summarise the relationship between characters. (Test) * Read fluently and critically to gain good understanding of texts. * Identify and explain the metaphor/symbolism of characters. (Essay/discussion) * Identify and explain symbols/motifs. (Essay/discussion) * Identify and analyse meaning through writer’s use of Form, Language and Structure. (Essay) * Explore how key themes are presented. (Essay and discussion) * Consider alternative interpretations. (Essay and discussion) * Evaluate writer’s intent. (Essay and discussion) * Apply understanding of context; show understanding of the relationships between texts and the contexts in which they were written and read * Use knowledge gained from wide reading to inform and improve own writing; producing a written text to a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced to them. * Apply grammatical rules to write grammatically accurately, using a range of punctuation and vocabulary accurately and for effect. * Spell accurately. | Books | Graphical user interface, application, Word  Description automatically generated |
| Speech | |  |  |  | | --- | --- | --- | |  |  |  | | Philanthropist  Misanthropic  Benevolent  Apoplectic  Facetious  Opulence  Macabre  Odious  Destitute  Plight  Rudimentary |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |
| Checklist RTL | * Frequent checks for understanding and multiple-choice questions provided. * Regular opportunities to practise summarizing and thesis statements. * Low stakes quiz to assess knowledge of academic vocabulary, comparative themes, literary concepts & analytical lexis.   End point Essay – exam style question.   * End point Test. |
| Home | A range/variety of online quizzes to embed and test substantive knowledge and vocabulary.  Research of social, historical and cultural context. |

**Curriculum Overview for Mathematics**

**Year 11**

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| **Foundation**  **Half Term 1: Rounding, Indices, Standard Form**  **Declarative Knowledge:**   * Recognise powers of 2, 3, 4, 5   **Procedural Knowledge:**   * Round numbers and measures to an appropriate degree of accuracy (e.g. to a specified number of decimal places or significant figures) * Use inequality notation to specify simple error intervals due to truncation or rounding * Use positive integer powers and associated real roots (square, cube and higher) * Calculate with roots and with integer indices * Calculate with and interpret standard form http://aqamaths.aqa.org.uk/custom_content/8300_Foundation_images/standard_form/a%20x%2010%5En.jpg where http://aqamaths.aqa.org.uk/custom_content/8300_Foundation_images/1%20less%20than%20equal%20to%20a%20less%20than%2010.jpg and `n` is an integer   **Conditional Knowledge:**   * Apply and interpret limits of accuracy * Understand and use place value in context (e.g. when working with very large or very small numbers) | Books | Modelling reading of questions by the class teacher – teaching like a Mathematician  Two key words at the start of each lesson defined  Expectation of Mathematical vocabulary used in lessons |
| Speech | Standard form Inequality Truncate Round Minimum, Maximum Interval Decimal place Significant figure |
| Checklist RTL | There will be a formal end of half-term exam incorporating the 2 units studied during the half-term.  We will re-teach during an Exam Review lesson after the assessment |
| Home | Key Knowledge Organiser test – revise the key knowledge organiser given at the start of the unit  Dr Frost Maths – practising skills using DrFrostMaths.com (a unique username and password will be provided by the school) |
| **Half Term 1: Inequalities**  **Declarative Knowledge:**   * Know the meaning of inequality * Know the meaning of less than and more than (or equal to) signs   **Procedural Knowledge:**   * Solve linear inequalities in one variable * Represent the solution set on a number line | Books | Modelling reading of questions by the class teacher – teaching like a Mathematician  Two key words at the start of each lesson defined  Expectation of Mathematical vocabulary used in lessons |
| Speech | (Linear) inequality Unknown Manipulate Solve Solution Set Integer |
| Checklist RTL | There will be a formal end of half-term exam incorporating the 2 units studied during the half-term and will recall work from Half-Term 1  We will re-teach during an Exam Review lesson after the assessment |
| Home | Key Knowledge Organiser test – revise the key knowledge organiser given at the start of the unit  Dr Frost Maths – practising skills using DrFrostMaths.com (a unique username and password will be provided by the school) |
| **Half Term 1: Algebra and Graphs**  **Declarative Knowledge:**  Know that linear graphs form a straight line  **Procedural Knowledge:**   * Solve linear equations in one unknown algebraically * Including those with the unknown on both sides of the equation * Find approximate solutions using a graph * Translate simple situations or procedures into algebraic expressions or formulae * derive an equation (or two simultaneous equations), solve the equation(s) and interpret the solution   **Conditional Knowledge:**   * Translate simple situations or procedures into algebraic expressions or formulae * derive an equation (or two simultaneous equations), solve the equation(s) and interpret the solution | Books | Modelling reading of questions by the class teacher – teaching like a Mathematician  Two key words at the start of each lesson defined  Expectation of Mathematical vocabulary used in lessons |
| Speech | Algebra, algebraic, algebraically Unknown Equation Operation Solve Solution Brackets Symbol Substitute  Graph |
| Checklist RTL | There will be a formal end of half-term exam incorporating the 2 units studied during the half-term.  We will re-teach during an Exam Review lesson after the assessment |
| Home | Key Knowledge Organiser test – revise the key knowledge organiser given at the start of the unit  Dr Frost Maths – practising skills using DrFrostMaths.com (a unique username and password will be provided by the school) |
| **Half Term 1: Sketching Graphs**  **Procedural Knowledge:**  https://allaboutmaths.aqa.org.uk/custom_content/8300_Foundation_images/further_sketching_graphs/y%20equals%201%20over%20x.jpgRecognise, sketch and interpret graphs of linear functions, quadratic functions, simple cubic functions and the reciprocal function  **Conditional Knowledge:** | Books | Modelling reading of questions by the class teacher – teaching like a Mathematician  Two key words at the start of each lesson defined  Expectation of Mathematical vocabulary used in lessons |
| Speech | Function, equation Quadratic, cubic, reciprocal Gradient, y-intercept, x-intercept, root Sketch, plot Kinematic Speed, distance, time Acceleration, deceleration Linear, non-linear Parabola, |
| Checklist RTL | There will be a formal end of half-term exam incorporating the 2 units studied during the half-term.  We will re-teach during an Exam Review lesson after the assessment |
| Home | Key Knowledge Organiser test – revise the key knowledge organiser given at the start of the unit  Dr Frost Maths – practising skills using DrFrostMaths.com (a unique username and password will be provided by the school) |

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| **Higher**  **Half Term 1: Rounding, Indices, Standard form, Surds**  **Declarative Knowledge:**   * Recognise powers of 2, 3, 4, 5   **Procedural Knowledge:**   * Round numbers and measures to an appropriate degree of accuracy (e.g. to a specified number of decimal places or significant figures) * Use inequality notation to specify simple error intervals due to truncation or rounding * Use positive integer powers and associated real roots (square, cube and higher) * Calculate with roots, and with integer **and fractional** indices * Understand and use place value (e.g. when working with very large or very small numbers) * Calculate with and interpret standard form https://allaboutmaths.aqa.org.uk/custom_content/8300_Foundation_images/standard_form/a%20x%2010%5En.jpg where https://allaboutmaths.aqa.org.uk/custom_content/8300_Foundation_images/1%20less%20than%20equal%20to%20a%20less%20than%2010.jpg and `n` is an integer * **Calculate exactly with surds** * **Simplify surd expressions involving squares (eg `sqrt 12 = sqrt(4 xx 3) = sqrt 4 xx sqrt 3 = 2 sqrt 3`) and rationalise denominators** * Recognise and use simple geometric progressions (*rⁿ* where *n* is an integer and ***r* is a surd**)   **Conditional Knowledge:**   * Apply and interpret limits of accuracy **including upper and lower bounds** * **Estimate powers and roots of any given positive number** | Books | Modelling reading of questions by the class teacher – teaching like a Mathematician  Two key words at the start of each lesson defined  Expectation of Mathematical vocabulary used in lessons |
| Speech | Power Root Index, Indices Standard form Inequality Truncate Round Minimum, Maximum Interval Decimal place Significant figure |
| Checklist RTL | There will be a formal end of half-term exam incorporating the 2 units studied during the half-term.  We will re-teach during an Exam Review lesson after the assessment |
| Home | Key Knowledge Organiser test – revise the key knowledge organiser given at the start of the unit  Dr Frost Maths – practising skills using DrFrostMaths.com (a unique username and password will be provided by the school) |
| **Half Term 1: Algebra: quadratics, rearranging, formulae and identities**  **Declarative Knowledge:**   * Know the difference between an equation and an identity   **Procedural Knowledge:**   * Simplify and manipulate algebraic expressions (including those involving surds) by:   + expanding products of two **or more** binomials   + factorising quadratic expressions of the form https://allaboutmaths.aqa.org.uk/custom_content/8300_Foundation_images/Algebra_intro_to_quadratics_/x%5E2%20+%20bx%20+%20c.jpg?cb=20201021 including the difference of two squares   + **factorising quadratic expressions of the form**https://allaboutmaths.aqa.org.uk/custom_content/8300_Foundation_images/Algebra_intro_to_quadratics_/x%5E2%20+%20bx%20+%20c.jpg?cb=20201021   + simplifying expressions involving sums, products and powers, including the laws of indices * Understand and use standard mathematical formulae * Rearrange formulae to change the subject   **Conditional Knowledge:**   * Argue mathematically to show algebraic expressions are equivalent, and use algebra to support and construct arguments **and proofs** * Where appropriate, 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’** | Books | Modelling reading of questions by the class teacher – teaching like a Mathematician  Two key words at the start of each lesson defined  Expectation of Mathematical vocabulary used in lessons |
| Speech | Inequality Identity Equivalent Equation Formula, Formulae Expression Expand Linear Quadratic |
| Checklist RTL | There will be a formal end of half-term exam incorporating the 2 units studied during the half-term.  We will re-teach during an Exam Review lesson after the assessment |
| Home | Key Knowledge Organiser test – revise the key knowledge organiser given at the start of the unit  Dr Frost Maths – practising skills using DrFrostMaths.com (a unique username and password will be provided by the school) |
| **Half Term 1: Sketching Graphs**  **Procedural Knowledge:**   * Recognise, sketch and interpret graphs of linear functions, quadratic functions, simple cubic functions and the reciprocal function https://allaboutmaths.aqa.org.uk/custom_content/8300_Foundation_images/further_sketching_graphs/y%20equals%201%20over%20x.jpg with https://allaboutmaths.aqa.org.uk/custom_content/8300_Foundation_images/further_sketching_graphs/x%20not%20equal%20to%200.jpg, **exponential functions https://allaboutmaths.aqa.org.uk/custom_content/8300_Foundation_images/further_sketching_graphs/y%20=%20kx.jpgfor positive values of https://allaboutmaths.aqa.org.uk/custom_content/8300_Foundation_images/further_sketching_graphs/k.jpg, and the trigonometric functions (with arguments in degrees) https://allaboutmaths.aqa.org.uk/custom_content/8300_Foundation_images/further_sketching_graphs/y%20=sin%20x,%20y%20=%20cos%20x%20and%20y%20=%20tan%20x.jpg for angles of any size** | Books | Modelling reading of questions by the class teacher – teaching like a Mathematician  Two key words at the start of each lesson defined  Expectation of Mathematical vocabulary used in lessons |
| Speech | Exponential Function, equation Linear, non-linear Quadratic, cubic, reciprocal, exponential Parabola Asymptote Maximum, minimum, period Gradient, y-intercept, x-intercept, root Sketch, plot Arguments |
| Checklist RTL | There will be a formal end of half-term exam incorporating the 2 units studied during the half-term.  We will re-teach during an Exam Review lesson after the assessment |
| Home | Key Knowledge Organiser test – revise the key knowledge organiser given at the start of the unit  Dr Frost Maths – practising skills using DrFrostMaths.com (a unique username and password will be provided by the school) |
| **Foundation**  **Half Term 2: Probability**  **Declarative Knowledge:**   * Apply the property that the probabilities of an exhaustive set of outcomes sum to one   **Procedural Knowledge:**   * Record, describe and analyse the frequency of outcomes of probability experiments using tables and frequency trees * Construct theoretical possibility spaces for single and combined experiments with equally likely outcomes and use these to calculate theoretical probabilities * Apply ideas of randomness, fairness and equally likely events to calculate expected outcomes or multiple future experiments   **Conditional Knowledge:**   * 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 in context, including using tree diagrams and other representations, and know the underlying assumptions | Books | Modelling reading of questions by the class teacher – teaching like a Mathematician  Two key words at the start of each lesson defined  Expectation of Mathematical vocabulary used in lessons |
| Speech | Outcome, equally likely outcomes Event, independent event, dependent event Tree diagrams Theoretical probability Experimental probability Random Bias, unbiased, fair Relative frequency Enumerate Se |
| Checklist RTL | There will be a formal end of half-term exam incorporating the 2 units studied during the half-term.  We will re-teach during an Exam Review lesson after the assessment |
| Home | Key Knowledge Organiser test – revise the key knowledge organiser given at the start of the unit  Dr Frost Maths – practising skills using DrFrostMaths.com (a unique username and password will be provided by the school) |
| **Half Term 2: Vectors**  **Declarative Knowledge:**   * Know that a vector has a magnitude and a direction   **Procedural Knowledge:**   * Understand addition and subtraction of vectors, multiplication of vectors by a scalar, and diagrammatic and column representation of vectors   **Conditional Knowledge:**   * Apply addition and subtraction of vectors, multiplication of vectors by a scalar, and diagrammatic and column representation of vectors | Books | Modelling reading of questions by the class teacher – teaching like a Mathematician  Two key words at the start of each lesson defined  Expectation of Mathematical vocabulary used in lessons |
| Speech | Vector Scalar Constant Magnitude |
| Checklist RTL | There will be a formal end of half-term exam incorporating the 2 units studied during the half-term.  We will re-teach during an Exam Review lesson after the assessment |
| Home | Key Knowledge Organiser test – revise the key knowledge organiser given at the start of the unit  Dr Frost Maths – practising skills using DrFrostMaths.com (a unique username and password will be provided by the school) |
| **Half Term 2: Measures**  **Declarative Knowledge:**   * Know standard units of measure and related concepts (length, area, volume / capacity, mass, time, money etc)   **Procedural Knowledge:**   * 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 * Use compound units such as speed, rates of pay, unit pricing, density and pressure   **Conditional Knowledge:**   * Apply and interpret limits of accuracy * Use standard units of mass, length, time, money and other measures (including standard compound measures) using decimal quantities where appropriate | Books | Modelling reading of questions by the class teacher – teaching like a Mathematician  Two key words at the start of each lesson defined  Expectation of Mathematical vocabulary used in lessons |
| Speech | Direct proportion Inverse proportion Multiplier Linear Congruent, Congruence Similar, Similarity Compound unit Density, Population density Pressure  Truncate, Round Minimum bound, Maximum bound Interval Decimal place, Significant figure Surd Limit |
| Checklist RTL | There will be a formal end of half-term exam incorporating the 2 units studied during the half-term.  We will re-teach during an Exam Review lesson after the assessment |
| Home | Key Knowledge Organiser test – revise the key knowledge organiser given at the start of the unit  Dr Frost Maths – practising skills using DrFrostMaths.com (a unique username and password will be provided by the school) |
| **Higher**  **Half Term 2: Further Equations with graphs**  **Declarative Knowledge:**  Know the difference between a linear and a quadratic graph.  **Procedural Knowledge:**   * Solve linear equations in one unknown algebraically including those with the unknown on both sides of the equation * Find approximate solutions using a graph * 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 * Identify and interpret roots, intercepts and turning points of quadratic functions graphically; deduce roots algebraically **and turning points by completing the square**   **Conditional Knowledge:**   * Recognise, sketch and interpret graphs of linear and quadratic functions * Translate simple situations or procedures into algebraic expressions or formulae * derive an equation, solve the equation and interpret the solution | Books | Modelling reading of questions by the class teacher – teaching like a Mathematician  Two key words at the start of each lesson defined  Expectation of Mathematical vocabulary used in lessons |
| Speech | Quadratic) equation Factorise Rearrange Complete the square Unknown Manipulate Maximum, minimum Parabola Recurrence relation Interval bisection |
| Checklist RTL | There will be a formal end of half-term exam incorporating the 2 units studied during the half-term.  We will re-teach during an Exam Review lesson after the assessment |
| Home | Key Knowledge Organiser test – revise the key knowledge organiser given at the start of the unit  Dr Frost Maths – practising skills using DrFrostMaths.com (a unique username and password will be provided by the school) |
| **Half Term 2: Probability**  **Declarative Knowledge:**  **Procedural Knowledge:**   * Calculate the probability of independent and dependent combined events, including using tree diagrams and other representations, and know the underlying assumptions * **Calculate conditional probabilities through representation using expected frequencies with two-way tables, tree diagrams and Venn diagrams** * Enumerate sets and combinations of sets systematically, using tables, grids, Venn diagrams and tree diagrams   **Conditional Knowledge:**   * Apply ideas of randomness, fairness and equally likely events to calculate expected outcomes or multiple future experiments * Understand that empirical unbiased samples tend towards theoretical probability distributions with increasing sample size * **Interpret conditional probabilities through representation using expected frequencies with two-way tables, tree diagrams and Venn diagrams** | Books | Modelling reading of questions by the class teacher – teaching like a Mathematician  Two key words at the start of each lesson defined  Expectation of Mathematical vocabulary used in lessons |
| Speech | Outcome, equally likely outcomes Event, independent event, dependent event Tree diagrams Theoretical probability Experimental probability Random Bias, unbiased, fair Relative frequency Enumerate Se |
| Checklist RTL | There will be a formal end of half-term exam incorporating the 2 units studied during the half-term.  We will re-teach during an Exam Review lesson after the assessment |
| Home | Key Knowledge Organiser test – revise the key knowledge organiser given at the start of the unit  Dr Frost Maths – practising skills using DrFrostMaths.com (a unique username and password will be provided by the school) |
| **Half Term 2: Vectors**  **Declarative Knowledge:**   * **Know that vectors have a direction and a magnitude.**   **Procedural Knowledge:**   * Apply addition and subtraction of vectors, multiplication of vectors by a scalar, and diagrammatic and column representation of vectors   **Conditional Knowledge:**   * **Use vectors to construct geometric arguments and proofs** | Books | Modelling reading of questions by the class teacher – teaching like a Mathematician  Two key words at the start of each lesson defined  Expectation of Mathematical vocabulary used in lessons |
| Speech | Vector Scalar Constant Magnitude |
| Checklist RTL | There will be a formal end of half-term exam incorporating the 2 units studied during the half-term.  We will re-teach during an Exam Review lesson after the assessment |
| Home | Key Knowledge Organiser test – revise the key knowledge organiser given at the start of the unit  Dr Frost Maths – practising skills using DrFrostMaths.com (a unique username and password will be provided by the school) |
| **Half Term 2: Measures**  **Declarative Knowledge:**   * Know standard units of measure and related concepts (length, area, volume / capacity, mass, time, money etc)   **Procedural Knowledge:**   * Use standard units of mass, length, time, money and other measures (including standard compound measures) using decimal quantities where appropriate * 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 * Use compound units such as speed, rates of pay, unit pricing, density and pressure   **Conditional Knowledge:**   * Apply and interpret limits of accuracy **including upper and lower bounds** | Books | Modelling reading of questions by the class teacher – teaching like a Mathematician  Two key words at the start of each lesson defined  Expectation of Mathematical vocabulary used in lessons |
| Speech | Direct proportion Inverse proportion Multiplier Linear Congruent, Congruence Similar, Similarity Compound unit Density, Population density Pressure  Truncate, Round Minimum bound, Maximum bound Interval Decimal place, Significant figure Surd Limit |
| Checklist RTL | There will be a formal end of half-term exam incorporating the 2 units studied during the half-term.  We will re-teach during an Exam Review lesson after the assessment |
| Home | Key Knowledge Organiser test – revise the key knowledge organiser given at the start of the unit  Dr Frost Maths – practising skills using DrFrostMaths.com (a unique username and password will be provided by the school) |

**Curriculum Overview for Biology**

**Year 11**

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| **Half Term 1: Inheritance, Variation and Evolution**  **Substantive Knowledge:**  Describe evolution and explain how it occurs through natural selection  Describe the main steps in genetic engineering  Triple: Explain different methods of cloning, evaluate theories of evolution. Explain speciation.  **Disciplinary Knowledge:**  Make informed judgements about the economic, social and ethical issues concerning embryo screening  Extract information from evolutionary trees | Books | Skim and Scan of source information  Decoding terms  Etymology of key terms |
| Speech | Embryo, genotype, genetic engineering, enzyme, cloning, surrogate, fossil, extinction, resistance, classification, nucleotide, stem cell, variation, evolution, natural selection, selective breeding |
| Checklist RTL | Recall questions to start every lesson  Recall test  Review sheet  End of unit assessment |
| Home | Revision Card preparation for every lesson  Recall test  Review sheet  Repetition of use of revision cards for end of unit assessment |
| **Half Term 2: Ecology**  **Substantive Knowledge:**  Describing different ecosystems including biotic and abiotic factors.  Behavioural, structural and functional adaptations and their impact on competition and interdependence.  Feeding relationships within different ecosystems.  Sampling techniques.  Cycling of materials such as carbon and water  Triple: decay and factors which impact the rate of decay  **Disciplinary Knowledge:**  Sampling techniques in the field  Calculating different means  Analysing data (graph and tables)  Use of sampling techniques to investigate the effect of a factor on the distribution of species.  Evaluate impact of environment change (temp, water atmosphere) on distribution of species in ecosystem. | Books | Skim and Scan of source information  Decoding terms  Etymology of key terms |
| Speech | Ecosystems, Carbon, Evaporated, precipitated, Animals, Plants, Respiration, Abiotic, Biotic, Environment, Sustainable, |
| Checklist RTL | Recall questions to start every lesson  Recall test  Review sheet  End of unit assessment |
| Home | Revision Card preparation for every lesson  Recall test  Review sheet  Repetition of use of revision cards for end of unit assessment |

**Curriculum Overview for Chemistry**

**Year 11**

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| **Half Term 1: Chemical analysis**  **Substantive Knowledge:**  Describe how we test for pure substances. Describe the use of formulation. Identify examples of formulations. Describe the chromatography required practical.  Explain how paper chromatography separates mixtures. Describe the test for hydrogen. Describe the test for oxygen Describe the test for chlorine. Describe the test for carbon dioxide  TRIPLE ONLY  Describe how to test for positive metal ions. Identify the results for the positive metal ion test. Describe how to use sodium hydroxide to test for some metal ions. Identify the results of the sodium hydroxide test,. Describe the test for carbonates. Describe the test for halides. Identify the halide test results. Describe the test for sulfates. State advantages of instrumental analysis compared to chemical tests. Describe flame emission spectroscopy. Interpret an instrumental results.  **Disciplinary Knowledge:**  Calculate Rf values.  Intepret chromatograms | Books | Skim and Scan of source information  Decoding terms  Etymology of key terms |
| Speech | Pure, Boiling point, Mixture, Formulation, Chromatography, Mobile phase, Stationary phase, Limewater, Litmus paper  TRIPLE ONLY:  Ion, Metal, Precipitate, Instrumental analysis, Flame emission spectroscopy. |
| Checklist RTL | Recall questions to start every lesson  Recall test  Review sheet  End of unit assessment |
| Home | Revision Card preparation for every lesson  Recall test  Review sheet  Repetition of use of revision cards for end of unit assessment |
| **Half Term 2: Chemistry of the atmosphere**  **Substantive Knowledge:**  Describe scientists theory on how the Earths atmosphere developed. Identify the photosynthesis equation and link to the development of the atmosphere. Explain how the levels of carbon dioxide change over time. Describe greenhouse effect in terms of short and long wave radiation. Explain how human activities increase levels of carbon dioxide and methane and the impact of it. Describe how to decrease emissions of carbon dioxide and methane. Describe how carbon monoxide, carbon particles (soot), sulfur dioxide and oxides of nitrogen are produced by burning fuels. Explain the effects of carbon monoxide, carbon particles (soot) and sulfur dioxide.  **Disciplinary Knowledge:**  Use ratios, fractions and percentages to describe the Earths atmosphere.  Analysis of data | Books | Skim and Scan of source information  Decoding terms  Etymology of key terms |
| Speech | Atmosphere, Mixture, Photosynthesis, Waves, Reflected, Carbon footprint, Combustion, Acid rain |
| Checklist RTL | Recall questions to start every lesson  Recall test  Review sheet  End of unit assessment |
| Home | Revision Card preparation for every lesson  Recall test  Review sheet  Repetition of use of revision cards for end of unit assessment |

**Curriculum Overview for Physics**

**Year 11**

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| **Half Term 1: Waves**  **Substantive Knowledge:**  Longitudinal (labelled compression, rarefaction and wavelength) and transverse waves (amplitude, frequency, wavelength and period).  Definition of the two types of waves and what they transport (sound or ligh)  TRIPLE only – how mediums impact velocity, frequency and wavelength of sound.  TRIPLE – how sound waves travel and how you hear them – the range of sound.  TRIPLE – Explain how waves can be used for detection and exploration – e.g. ultrasounds, earthquakes  **Disciplinary Knowledge:**  Period calculation  Wave speed calculation  Required practical 8 – how to measure frequency, wave speed and wavelength in a ripple tank and solid.  TRIPLE ONLY – required practical 9 – reflection construct diagrams of the practical, describe method of the practical and describe the effects reflection has at material interfaces. | Books | Decoding of key terminology  Skim reading  Etymology of key terms |
| Speech | Transverse waves, longitudinal waves, compression, rarefaction, amplitude, wavelength, frequency, period, hertz, medium, apparatus, Reflection (Triple), transmission (Triple), absorption (Triple), refraction, sound waves, ultrasound waves (Triple/HT), seismic waves, P-waves (Triple/HT), S-waves (Triple/HT), Echo sounding (Triple/HT), |
| Checklist RTL | Recall tests  Review sheet  End of unit test |
| Home | Review sheet  Memorising revisions cards and preparing revision cards for every lesson |
| **Half Term 2: Matter**  **Substantive Knowledge:**  Electromagnetic spectrum – what type of waves the order of it with example  Refraction diagrams  HT – Electromagnetic spectrum – refraction in different substances  HT – Electromagnetic spectrum – how radio waves can be produced by electrical currents and why there are dangers to some of the EM spec waves..  TRIPLE - lenses – how convex and concave lenses work,  TRIPLE –Visible light and the colours. Soecular reflection and diffuse reflection. Hoe colour filters work.  TRIPLE - All bodies emit and absorb radiation. What a perfect black body is, the rate of this, Explain the temperature of the earth using this idea and draw diagrams to illustrate this.  **Disciplinary Knowledge:**  Required practical 10 – investigate how infrared radiation is absorbed or reflected by different materials.  Triple - construct diagrams of how the lenses work. | Books | Decoding of key terminology  Skim reading  Etymology of key terms |
| Speech | Electromagnetic waves, continuous spectrum, vacuum, velocity, radio, microwave, infrared, visible light, ultraviolet, X-rays, gamma rays, oscillations (HT only), electrical circuit (HT only), sieverts (HT only), ionising radiation, mutation, lenses (Triple), convex lens, concave lens, principal focus (Triple), ray diagram, specular reflection (Triple), diffuse reflection (Triple), opaque, transparent, translucent, |
| Checklist RTL | Recall tests  Review sheet  End of unit test |
| Home | Review sheet  Memorising revisions cards and preparing revision cards for every lesson |

**Curriculum Overview for PSHE**

**Year 11**

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| **Half Term 1: Revision Skills & Wellbeing**  **Substantive Knowledge:**  What is stress  How does exams link with stress  How to de-stress  How to create an effective timetable  What is a flash card  How to produce an effective flash card  Positives and negatives of a flash card  What is dual coding  Do’s and don’ts of revision cards  What is a revision card  How to produce a revision card  What is a mind map  How to produce an effective mind map  **Disciplinary Knowledge:**  Literacy skills  Analytical skills  Source analysis  Reading comprehension  Developing and sustaining argument  Empathy  Evaluating significance | Books | Whole class reading  Individuals read aloud  Opportunities for jump in reading for articles/source material.  Skim reading source material to look for key phrases/words |
| Speech | Stress  Cortisol  Revision  Timetable  Flash Cards  Cognitive Load  Revision Cards  Dual Coding  Mind Map  Links |
| Checklist RTL | Regular low stakes knowledge factual recall assessment/test  Beginning & end of unit exam questions |
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**Curriculum Overview for Religion, Philosophy and Ethics**

**Year 11**

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| **Half Term 1 and 2: What does it mean to be a Christian?**  **Substantive Knowledge:**  Crucifixion  Resurrection  Salvation  Redemption  Judgement  Forgiveness  Trinity  Triune  Hypostatic  Union  Incarnation  Messiah  **Disciplinary Knowledge:**  Comprehension  Listening  Team work  Leadership  Debate  Self-evaluation  Critical thinking | Books | Teachers lead by example. Teachers read from the board but will also encourage pupils to read aloud to the class |
| Speech | Christian Denomination God Monotheistic Omnipotent Omnibenevolent Omniscient Incarnation Blasphemy Ascension Judgement Hell Sin Salvation Atonement Justice Trinity Father Son Holy Spirit Son of God Creation The Word Resurrection Crucifixion Heaven Day of Judgement Purgatory Grace Original Sin Forgiveness Hypostatic union |
| Checklist RTL | Assessment at the end of the unit made up of short answer and long answer questions. |
| Home | Homework booklet with tasks every week |

**Curriculum Overview for Citizenship**

**Year 11**

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| **Half Term 1: Who made the rules?**  **Substantive Knowledge:**  Tripartite system  Legislature  Local and national government  Devolved government  Criminal and civil law  **Disciplinary Knowledge:**  Comprehension of newspaper articles Evaluate other pupils’ ideas  Discuss personal ideas  Oracy skills  Written communication | Books | Teachers lead by example. Teachers read aloud but will also encourage pupils to read aloud to the class and in smaller groups. |
| Speech | Tripartite system Legislature Judiciary Executive Law Society United Nations Commonwealth |
| Checklist RTL | Recall quizzes |
| Home | Homework booklet with tasks to be completed every other lesson |
| **Half Term 2: How am I connected with the wider world?**  **Substantive Knowledge:**  Roles in society  Law and communication  World trade organisation  United Nations  Commonwealth  Humanitarian situations  **Disciplinary Knowledge:**  Comprehension of newspaper articles Evaluate other pupils’ ideas  Discuss personal ideas  Oracy skills  Written communication | Books | Teachers lead by example. Teachers read aloud but will also encourage pupils to read aloud to the class and in smaller groups. |
| Speech | Tripartite system Legislature Judiciary Executive Law Society United Nations Commonwealth |
| Checklist RTL | Recall quizzes |
| Home | Homework booklet with tasks to be completed every other lesson |

**Curriculum Overview for Careers**

**Year 11**

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| **Half Term 1: What are my next steps**  **Substantive Knowledge:**  Creating an action plan  Different careers  What a personal statement is  Work roles within schools  Main types of work locally  Roles within a team  **Disciplinary Knowledge:**  Planning for leaving school  Writing an effective personal statement  Writing a CV  Knowing how to apply for a job  How to conduct yourself in an interview. | Books | BUG  Pre-teaching of key vocab at the start of each lesson |
| Speech | Personal strength  Area for development  CV  Post 16  Personal statement  Interview  Career development  Interviews  Recourses  Application |
| Checklist RTL | Baseline assessment at start  Mid-point reflection on baseline  Personal statement at end of unit |
| Home | Begin researching post 16 opportunities |

**Curriculum Overview for Core PE**

**Year 11**

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| **Half Term 1: Rotation of Sports**  **Substantive Knowledge:**  Football:  Striking the ball  Applying power / swerve / curl to the ball using different parts of the foot  Jockeying and defensive body position  Formations  Attacking play  Defensive set up  Set pieces  Badminton:  Serving – flick serve and high serve  Smash shot  Backhand overhead clear  Forehand drive  Net kill  Net lift  Bench ball:  Range of passing – chest/bounce and overhead  Defensive strategies – man marking / zonal defence  Ways to communicate  Attacking with width  Speed, agility and balance  Netball:  Running footwork  Umpiring  Defensive tactics  Centre pass tactics  Attacking tactics  Shooting from range and one footed  Basketball:  Defensive strategies – man marking / zonal defence / full court and half court press  Attacking strategies  Screening  Pick and roll  Fast break  Rules around the key  **Disciplinary Knowledge:**  Football:   * Pupils to perform skills within drills, conditioned games, small sided game/mini tournaments. * Leadership opportunities * Officiating * Evaluating performance * Communication and teamwork * Selection of pass to meet the demands of a game   Badminton:   * Pupils to perform skills within drills, conditioned games, small sided game/mini tournaments. * Leadership opportunities * Officiating * Evaluating performance * Communication and teamwork * Selection of pass to meet the demands of a game   Netball:   * Pupils to perform skills within drills, conditioned games, small sided game/mini tournaments. * Leadership opportunities * Officiating * Evaluating performance * Communication and teamwork * Selection of pass to meet the demands of a game   Basketball:   * Pupils to perform skills within drills, conditioned games, small sided game/mini tournaments. * Leadership opportunities * Officiating * Evaluating performance * Communication and teamwork * Selection of pass to meet the demands of a game | Speech | Football:  Offside  Press  Jockey  Recovery  Defensive line  Communication  Diagonal  Channels  Width  Counter-attack |
| Speech | Badminton:  Lunge  Split step  Ready position / back to base  Smash  Power  Agility  Coordination  Trajectory |
| Speech | Benchball:  Teamwork  Communication  Spatial awareness  Pass  Receive  Counter-attack  Press  Man to man |
| Speech | Netball:  Tactics  Coaching  Attack  Defence  Footwork  Lunge  Dodge  Drive  Contact |
| Speech | Basketball:  Double dribble  Travel  Back court violation  Zonal  Half court  Screen  Contact  Key |
| Checklist RTL |  |

**OPTION SUBJECTS**

**Curriculum Overview for History**

**Year 11**

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| **Half Term 1: Elizabeth –Historical Environment**  **Substantive Knowledge:**  Patronage  Monarchy  Power  Religion  Patriotism  Church  **Disciplinary Knowledge:**  Literacy skills  Analytical skills  Source analysis  Reading comprehension  Developing and sustaining argument  Empathy  Evaluating significance | Books | Individuals read aloud  Opportunities for jump in reading for articles/source material.  Skim reading source material to look for key phrases/words |
| Speech | Inoculation  Jenner  Vaccination  Chloroform  Ether  Anaesthetic  Carbolic Acid |
| Checklist RTL | GCSE style full paper |
| Home | Vocabulary and exam questions set weekly |
| **Half Term 2: Conflict in Korea**  **Substantive Knowledge:**  Capitalism  Communism  Cold War  Domino Theory  Containment  **Disciplinary Knowledge:**  Literacy skills  Analytical skills  Source analysis  Reading comprehension  Developing and sustaining argument  Empathy  Evaluating significance | Books | Individuals read aloud  Opportunities for jump in reading for articles/source material.  Skim reading source material to look for key phrases/words |
| Speech | Tactics  Stalemate |
| Checklist RTL | GCSE style full paper |
| Home | Vocabulary and exam questions set weekly |

**Curriculum Overview for Geography**

**Year 11**

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| **Half Term 1: Natural Hazards: Climate** **Change**  **Substantive Knowledge:**  Global warming  Fossil fuel  Ice age  Climate change  **Disciplinary Knowledge:**  Literacy skills  Description  Explanation skills  Reading comprehension | Books | Oracy focus tasks  Reading comprehension  Analysis of contemporary and historical text  Key words – spelling and application  Extended writing opportunities  SPAG marking in books |
| Speech | Greenhouse gas  Greenhouse gas  Fossil fuel  Ice age  Climate change  Short wave energy  Long wave energy  Drought  Famine  Emit  Emission  Renewable energy |
| Checklist RTL | **Summative assessment –** GCSE exam paper |
| Home | * Microsoft forms * Revision mats * Dictionaries * Quizzes |
| **Half Term 2: Urban Growth in a LIC or NEE**  **Substantive Knowledge:**  Urbanisation  Sanitation  Rural to urban migration  Low income country  Newly emerging economy  **Disciplinary Knowledge:**  Numeracy skills  Graphicacy  Data handling  Description  Explanation skills | Books | Oracy focus tasks  Reading comprehension  Analysis of contemporary and historical text  Key words – spelling and application |
| Speech | Megacity  Formal/informal job  Squatter settlement  Pull factor  Push factor  Bottom up  Top down  Rate of natural increase |
| Checklist RTL | **Summative assessment –** GCSE exam paper |
| Home | * Microsoft forms * Revision mats * Dictionaries * Quizzes |

**Curriculum Overview for H&SC**

**Year 11**

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| **Half Term 1: Communicating and working with individuals in health, social care and early years settings– RO22**  **Substantive Knowledge:**  6 behaviours that fail to value people  How RO22 and Ro21 link  How to improve coursework    **Disciplinary Knowledge:**  Explanation of the behaviours that fail to value people  Analysis of how we overturn the behaviours that fail to value people  Analysis of the units done and how they link  Analysis of coursework to improve | Books | Opportunities for jump in reading for articles/source material.  Skim reading source material to look for key phrases/words  Unpicking root words in questions & articles within lessons to aid understanding.  Re-reading coursework for understanding and assessment |
| Speech | Behaviour  Value  Link  Analysis  Basic  Sound  Detailed |
| Checklist RTL | Coursework |
| Home | Coursework Finishing Tasks |
| **Half Term 2: Understanding body systems and disorders – RO23**  **Substantive Knowledge:**  Structure of the Cardiovascular System  Function of the Cardiovascular System  Structure of the Respiratory System  Function of the Respiratory System  Structure of the Digestive System  Function of the Digestive System    **Disciplinary Knowledge:**  Linking and explaining the structure to the function of the three systems  Description of the three systems functionalities  Explanation of how the three systems work | Books | Opportunities for jump in reading for articles/source material.  Skim reading source material to look for key phrases/words  Unpicking root words in questions & articles within lessons to aid understanding.  Re-reading coursework for understanding and assessment |

**Curriculum Overview for Business**

**Year 11**

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| **Half Term 1 & 2: Operations**  **Substantive Knowledge:**  Students will look at how Businesses Operate, consider different methods of production, the sales process before thinking about customer service and meeting customer expectations.  **Disciplinary Knowledge:**  Identify, evaluate, analyse, explain, show understanding, apply knowledge on key aspects of the operation process within a business. | Books | Model reading  Reading out loud  Skim and Scan of source information  Decoding terms  Etymology of key terms |
| Speech | Methods of Production,  Job Production,  Batch Production,  Flow Production,  Quality, Supply Chain,  Procurement,  Logistics,  Stock Control,  Computerised Stock Control,  Business Departments,  Stakeholders,  The Sales Process,  Customer Engagement,  Retail Sales, Online Sales, High Value Sales, Customer Service  Automation  Robotics  Production process  Returns and recall  E-commerce  Face-to-face selling, Telesales  After-sales service  Product knowledge  Fit for purpose  As described  Consumer Law  Reputation  Satisfactory quality of goods |
| Checklist RTL | **Formative assessment**  Knowledge checks  Quiz  Practice questions  **Summative assessment**  End of unit assessment |
| Home | Seneca  Practice questions  Revision tasks  Research tasks |

**Curriculum Overview for Computer Science**

**Year 11**

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| **Half Term 1**  **Software**  **Substantive Knowledge:**   * Operating systems   **Disciplinary Knowledge:**   * Memory management * Peripheral management * Multi-tasking * Security * User interface * Encryption software * Formatting software * Defragmentation software * Data compression software   Backup software | Books | Model reading  Reading out loud  Skim and Scan of source information  Decoding terms  Etymology of key terms |
| Speech | Utility  System  Defragmentation  Backup  Incremental Backup  Full Backup  Lossy compression  Lossless compression  Memory  Peripheral  Security  User Interface |
| Checklist RTL | **Formative assessment**  Knowledge checks  Quiz  Practice questions  **Summative assessment**  End of unit assessment |
| Home | Seneca  Practice questions  Revision tasks  Research tasks |

**Curriculum Overview for French**

**Year 11**

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| **Half Term 1 & 2:** *Un oeil sur le monde*  **Substantive Knowledge:**  **Content**:  talking about world issues, the environment, volunteering and big events  **Disciplinary Knowledge:**  **Grammar**:  all tenses/ connectives/ passive/ arguments for and against  **Key skills developed**  **Speaking**  Take part in a conversation and describe photos, situations and events.  **Writing**  Accurately spelling and an understanding of accents in order to improve longer prose.  **Listening**  Understand spoken language in longer dialogues.  **Reading**  Using strategies to deal with unfamiliar words.  Understanding the gist of passages. Re-reading for detail. | Books | * De-coding new vocabulary * Reading for gist * Reading for detail * Understanding word association * Looking at how formal documents are created such as newspaper articles, reports. * Model reading * Paired reading * Reading out loud |
| Speech | Present tense  Past participles  Perfect  Imperfect  Questions in different tenses  Modal verbs  Nouns  Articles  Gender  Adverbs of frequency  Plural nouns  Conditional  Idioms  Conjunctions  Intensifiers  Adjective endings  (see pupil vocab list) |
| Checklist RTL | Formative assessment  Listening and reading exercises.  Speaking peer and self assessed conversation, photo and role play  Summative assessment  Writing assessment – write about large events – how to form longer passages of writing. |
| Home | Memrise.com  Quizizz.com  Research tasks |

**Curriculum Overview for German**

**Year 11**

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| **Half Term 1 & 2: Rund um die Arbeit**  **Substantive Knowledge:**  **Content**: talking about jobs/ advantages/disadvantages/ work experience/ job applications/ CV/ work routine/ the importance of languages at work and in the world.  **Disciplinary Knowledge:**  **Grammar**:  All tenses/question words/ adjective endings/ um...zu FOCERS  High frequency words.  **Key skills developed**  **Speaking**  Take part in a conversation and describe photos, situations and events.  **Writing**  Accurately spelling and an understanding of accents in order to improve longer prose.  **Listening**  Understand spoken language in longer dialogues.  **Reading**  Using strategies to deal with unfamiliar words.  Understanding the gist of passages. Re-reading for detail. | Books | * De-coding new vocabulary * Reading for gist * Reading for detail * Understanding word association * Looking at how formal documents are created such as CVs, letters of application |
| Speech | Present tense  Past participles  Perfect  Imperfect  Questions in different tenses  Modal verbs  Nouns  Articles  Gender  Case endings  Adverbs of frequency  Plural nouns  Conditional  Idioms  Conjunctions  intensifiers  (see pupil vocab list) |
| Checklist RTL | Formative assessment  Listening and reading exercises.  Speaking peer and self assessed conversation, photo and role play  Summative assessment  Writing assessment – write about future plans and compare to past experiences. |
| Home | Memrise.com  Quizizz.com  Research tasks |

**Curriculum Overview for Music**

**Year 11**

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| Half Term 1: Going Deeper into Film  Substantive Knowledge:  Listening skills; use of musical elements in film music; extended answers  Disciplinary Knowledge:  Developing musical motifs | Books | Key Terms  Etymology of Key Terms |
| Speech | Theme, motif, leitmotif, timbre/ sonority, diagetic/ non-diagetic, underscore, *ostinato, glissando, tremolando*, dissonance, stab chords, *legato*, conjunct / disjunct |
| Checklist RTL | Recall Questions to Start Every Lesson  End of Unit Assessment  Coursework component 2: Free composition |
| Home | Weekly Listening Activity |
| Half Term 2: Forms and Devices  Substantive Knowledge:  Listening skills; musical forms and devices; set work 1 (Africa by Toto) detailed analysis and revision  Disciplinary Knowledge:  Composing to a brief | Books | Key Terms  Etymology of Key Terms |
| Speech | Form and structure, binary, ternary, *da capo*, rondo, strophic, variation, through-composed, Minuet and Trio, drone/ pedal, canon, sequence, ornamentation, Alberti bass, Renaissance, Baroque, Classical, Romantic, Italian terms |
| Checklist RTL | Recall Questions to Start Every Lesson  End of Unit Assessment  Coursework component 1: First performance |
| Home | Weekly Listening Activity |

**Curriculum Overview for Art and Design**

**Year 11**

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| **Term 1 : Mini-project**  **Substantive Knowledge:**  Researching effectively – the ability to explore the work of a range of artists, designers and craftspeople and draw inspiration from them  Exploring and communicating ideas using the work of others to develop and extend thinking  Having the ability to discuss and compare the work of others  Making informed decisions about when to apply appropriate techniques within their work, and developing this how ideas, feelings and meanings can be conveyed and interpreted in images, artefacts and products  How images, artefacts and products relate to social, historical, vocational and cultural contexts  **Disciplinary Knowledge:**  The ability to record experiences and ideas in appropriate forms when undertaking research and gathering, selecting and organising visual, and other relevant information  Exploring relevant resources – analysing, discussing and evaluating images, objects and products, making and recording independent judgements in visual and other forms  Generating and exploring potential lines of enquiry using appropriate new media practices and techniques  Applying knowledge and understanding in making artworks. Reviewing and modifying work and planning and developing ideas in the light of their own and others' evaluations  Organising, selecting and communicating ideas, solutions and responses, and presenting them in a range of appropriate forms  Working both as individuals and in collaboration with others in a range of situations discussing the work of relevant artists using correct Art vocabulary  Annotating and evaluating their own work in relation to their intentions | Books | Decoding of keywords with etymology  Teacher modelling subject specific vocabulary  Opportunities for group and independent reading of artist context pages  Critical analysis of artist’s work with guidance on writing an opinion |
| Speech | abstract, mono-printing, still life, composition, crop, enlarge, montage, design, point, tone, line, colour, response, context, Investigate, composition, primary & secondary sources, explore, experiment, photograph and record, identify, describe, analyse, compose, contextual, reflect, evaluate |
| Checklist RTL | Student/teacher discussion  Peer marking  Self-assessment  Questioning  Start and end of unit RAG rating |
| Home | Create a mood board/mind-map relating to chosen theme  Take 20 photographs relating to chosen theme  Experiment and develop ideas from primary sources  Two artist research pages  Experimental drawings connecting to theme  Sketchbook consolidation |

**Curriculum Overview for Hospitality and Catering**

**Year 11**

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| **Half Term 1,2,3,and 4:**  **Substantive Knowledge:**  Students will complete coursework ready for year 11. They will cover nutrients, how diets change depending on life stage, how having too much or too little of a nutrient can affect your health and finally, how cooking methods affect nutrition. This first stage of the course work is quite generic. In the second half, students will receive a brief and start planning dishes to suit this establishment. After proposing dishes, they will need to evaluate them to see how they meet the customers needs and write a time plan to follow in the practical exam. In the practical lessons, students will continue to practice the commodities from last term, there will be more focus on adapting dishes to suit different diets, such as vegan and vegetarian, as this will give them practice for their coursework.  **Disciplinary Knowledge:**  They will learn how to contextualise theory of the coursework into a real business which follows a brief. Students will learn how to structure responses to suit the marking criteria. This will involve students practicing analytical skills so they can identify key areas of the brief that needs to be discussed. They will also learn how to reason and explain in depth when writing their coursework pages. During practical, many skills will be practiced and developed from the first half of the year. Students will continue to perfect their knife, to include butchery and portioning of a chicken and filleting skills when using fish skills, trying new garnishes to test their ability. They will also enhance their skill set by learning to fillet a whole fish and use it, which encourages no waste. All of these skills will be needed in the practical exam as they are marked on how many cooking methods and skills they are able to conduct to a high standard. | Books | Decoding of keywords  Opportunities for extended knowledge theeory |
| Speech | Nutrients, customer needs, dietary needs, age, gender, life stages, success factors, environmental factors, air miles, carbon footprint, seasonality, menu planning, suitability, allergy, autoimmune e disease, hygienic practice, no waste, linked dishes. |
| Checklist RTL | Practical evaluation – suitability of dish |
| Home | Research, planning, purchasing. |

**Curriculum Overview for Design Technology**

**Year 11**

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| **Half Term 1: NEA folder:**  **Substantive Knowledge:**  Researching contextual challenge  Justifying a problem  Target users’ needs  Analysing existing products  **Disciplinary Knowledge:**  Mind map all issues relating to the contextual challenge  Explore the target users needs in a variety of ways  Analise a variety of existing products and establish key features | Books | Textbook guide reading to deepen knowledge |
| Speech | Client, Target user, Analysis, Research, Existing products Contextual challenge |
| Checklist RTL | Sections marked against the exam board response marking scheme. |
| Home | Recall reading on revision guides |
| **Half Term 2: NEA folder**  **Substantive Knowledge:**  Writing a brief and specification  Generating ideas  Development of idea  **Disciplinary Knowledge:**  Complete a Brief and Specification based on the target users needs and all research done.  Generate a range of ideas based on the constrictions of the specification.  Justify a choice of design and develop the idea based on evaluation and feedback from the target user. | Books | Textbook guide reading to deepen knowledge |
| Speech | Generated ideas, development  Specification. Evaluation Feedback |
| Checklist RTL | Sections marked against the exam board response marking scheme. |
| Home | Recall reading on revision guides |

**Curriculum Overview for BTEC PE First Award in Sport**

**Year 11**

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| **Half Term 1: Unit 6 ,**  Know the attributes associated with successful sports leadership  **Substantive Knowledge:**  Attributes of a sports leader Skills: Communication organisation of equipment knowledge Qualities:  Appearance  Enthusiasm  Confidence  Additional qualities:  Leadership style motivation humour personality  Responsibilities professional conduct health and safety equality insurance child protection  Legal obligations ethics and values regulations  **Disciplinary Knowledge:**  Explanation of the attributes and responsibilities that make a successful leader.  Analysis of the attributes and responsibilities.  Evaluation of 2x successful sports leaders. | Books | Pupils will use sources and sections of text to access information on the different topics.  Reading scenarios and applying knowledge to their coursework.  Re-reading coursework for understanding and assessment. |
| Speech | Leadership  Attributes  Skills  Responsibilities  Describe  Evaluate  Explain  Successful  Compare  contrast |
| Checklist RTL | Coursework |
| Home | Research tasks and applying knowledge in lessons coursework. |
| **Half Term 2: Unit 6,** Undertake the planning and leading of sports activities.  Review the planning and leading of sports activities.  **Substantive Knowledge:**  Paticipants  Aims and objectives  Resources  Warm up (pulse raiser, mobilise) components of activity  Risk assessment  Cool down  Demonstration  Feedback strengths  Areas for improvement  Targets for development  SMARTER targets Development plan  **Disciplinary Knowledge:**  Planning 2x leadership sessions Demonstrating the attributesCompletion of core responsibilities. Evaluating their own performance. | Books | Pupils will use sources and sections of text to access information on the different topics.  Reading scenarios and applying knowledge to their coursework.  Re-reading coursework for understanding and assessment. |
| Speech | Session Plan resources  Risk assessment  Health and safety  Demonstration  Review  Evaluate  strengths  Development |
| Checklist RTL | Coursework style scenarios |
| Home | Research tasks and applying knowledge in lessons coursework. |