



The Ridgeway School & Sixth Form College

...Inspiring Learners For Their Future

*'Our shared vision is that our students, colleagues and families will be part of a **FAIR** community.'*

*We will support our school **Family** to **Achieve** their potential, and **Inspire** students to **Reach** the very best destinations.'*



# Year 11 Curriculum Overview 2022 - 2023

RESPECT | HONESTY | ENDEAVOUR | CREATIVITY | COMMUNITY

## Year 11 English Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 11	Unit 1		Unit 2		Unit 3	
	<p>English Literature Paper 1: Shakespeare and the 19<sup>th</sup> Century Novel</p> <p>Romeo and Juliet</p>	<p>English Language &amp; English Literature Mock Revision</p> <p>Power and Conflict Poetry An Inspector Calls Unseen Poetry English Language Paper 2</p>	<p>English Language &amp; English Literature Revision</p>			

## Year 11 Maths Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 11	<ul style="list-style-type: none"> <li>Geometric Review and Circle Theorems</li> <li>Probability and Set Theory</li> </ul>	<ul style="list-style-type: none"> <li>Graphs of Equations &amp; Functions</li> <li>Iterative Methods</li> </ul>	<ul style="list-style-type: none"> <li>Transformations</li> <li>Sequences</li> </ul>	<ul style="list-style-type: none"> <li>Similar Shapes</li> <li>Vectors</li> </ul>	<p><b>Content and skills revision</b></p>	

## Year 11 Science Curriculum Overview

### Biology

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 11 Combined Science</b>	B11- Hormonal Coordination B13- Reproduction	B13- Reproduction B14- Variation and Evolution	B15- Genetics and Evolution B17- Organising an Ecosystem B18- Biodiversity and ecosystems	B18- Biodiversity and Ecosystems B16- Adaptations, Independence and Competition	Revision	
<b>Year 11 Triple Science</b>	B10- The Human Nervous System B11- Hormonal Coordination	B12- Homeostasis in Action B13- Reproduction B14- Variation and Evolution	B14- Variation and Evolution B15- Genetics and Evolution B17- Organising an Ecosystem	B16- Adaptations, Independence and Competition B18- Biodiversity and Ecosystems	Revision	

## Chemistry

Year 11	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Triple</b>	C8 Rates and equilibrium	C8 Rates and equilibrium  C9 Crude oils and fuels	C9 Crude oils and fuels  <i>C10 Organic reactions</i>	C10 Organic reactions  C11 Polymers  C12 Chemical analysis	C13 The Earth's atmosphere  C14 The Earth's resources  C15 Using our resources	Revision
<b>Combined</b>	C8 Rates and equilibrium	C8 Rates and equilibrium  C9 Crude oils and fuels	C9 Crude oils and fuels	C12 Chemical analysis	C13 The Earth's atmosphere  C14 The Earth's resources	Revision

## Physics

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 11	<b>Triple</b> P8 Forces	<b>Triple</b> P9 Motion P10 Force and motion P11 Force and pressure	<b>Triple</b> P12 Wave properties P13 Electromagnetic waves P14 Light	<b>Triple</b> P14 light P15 electromagnetism P16 Space	<b>Triple</b>	<b>Triple</b>
	<b>Combined</b> P8 Forces	<b>Combined</b> P9 Motion P10 Force and motion	<b>Combined</b> P12 Wave properties P13 Electromagnetic waves	<b>Combined</b> P13 Electromagnetic waves P15 electromagnetism	<b>Combined</b>	<b>Combined</b>

## Year 11 Core PSHE Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 11	<b>Respectful Relationships:</b> 1. Gender and Sex 2. Gender, gender expression, biological sex and sexuality 3. Transphobia and homophobia-prejudice and discrimination	<b>Being safe:</b> 1. Grooming and exploitation 2. Honor-based violence 3. FGM	<b>Respectful relationships</b> 1. Long-term commitments	<b>Respectful relationships:</b> 1. The legal status of marriage 2. Forced marriage 3. Forced marriage 2	<b>Respectful relationships:</b> 1. Parenting 2. Parenting 2	

## Year 11 Core PE Curriculum Overview

	Term 1 – 2	Term 3 - 4	Term 5
Year 11	Students choose from the following pathways	Opportunity to re pick pathway	Opportunity to re pick pathway
	<ul style="list-style-type: none"> <li>• Ridgeway Compete</li> <li>• Ridgeway Lead</li> <li>• Ridgeway Fit</li> </ul>	<ul style="list-style-type: none"> <li>• Ridgeway Compete</li> <li>• Ridgeway Lead</li> <li>• Ridgeway Fit</li> </ul>	<ul style="list-style-type: none"> <li>• Ridgeway Compete</li> <li>• Ridgeway Lead</li> <li>• Ridgeway Fit</li> </ul>

## Humanities

### Year 11 Geography Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 11	Paper 2: Challenges in the human environment	Paper 2: Challenges in the human environment	Paper 2: Challenges in the human environment	Paper 2: Challenges in the human environment	Paper 3: Geographical applications Issue evaluation	Revision
	Section A: Urban issues and challenges	Section A: Urban issues and challenges Section B: The changing economic world	Section B: The changing economic world Section C: The challenge of resource management  Global resources	Section C: The challenge of resource management Water  Paper 3: Geographical applications Issue evaluation	Revision	

## Year 11 History Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 11	Paper 11: British Sector of the Western Front – Surgery	Paper 11: Modern Medicine	Paper P4: Superpower Relations and the Cold War 1941-1962	Paper P4: Superpower Relations and the Cold War 1962-1991	Revision	

## Year 11 RE Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 11	Christian Practices	Christian Practices	PLC target Revision / Teaching to the gaps of Peace and Conflict	PLC target Revision / Teaching to the gaps of Christianity Paper 1	PLC target Revision / Teaching to the gaps of Relationships and Families	
	Crime and Punishment	Crime and Punishment	PLC target Revision / Teaching to the gaps of Islamic Beliefs	PLC target Revision / Teaching to the gaps of Islamic Practices	PLC target Revision / Teaching to the gaps of Religion and Life	

## Languages

### Year 11 French Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 11	Le grand large – holidays and tourism	Au college – your school and the French school system	Bon travail – careers and jobs	Examen orale – preparation for the speaking exam	L'examen orale – preparation for the speaking exam  Revision	

### Year 11 German Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 11	Rund um die Arbeit – work and future plans	Eine wunderbare Welt – environment and international events	Mundliche Prüfung – preparation for a mock speaking exam (all topics included)	Menschliche Beziehungen – relationships with others	Auf in die Schule – school and education	Revision and support when taking the GCSE exams



## Year 11 Spanish Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 11	Hacia un mundo mejor – talking about the environment and international and global issues/events	Hacia un mundo mejor – talking about the environment and international and global issues/events	A currar – work and future plans	A currar – work and future plans	Mi vida en el insti – subjects, school and types of school	Revision and support when taking the GCSE exams

## Social Sciences

### Year 11 Business Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 11</b>	<ul style="list-style-type: none"> <li>Recap – The economy and business</li> <li>Business growth</li> <li>Changes in business aims and objectives</li> <li>Business and globalisation</li> </ul>	<ul style="list-style-type: none"> <li>Ethics, the environment and business</li> <li>Product</li> <li>Price</li> <li>Promotion</li> </ul>	<ul style="list-style-type: none"> <li>Place</li> <li>Using the marketing mix to make decision</li> <li>Business operations</li> <li>Working with suppliers</li> </ul>	<ul style="list-style-type: none"> <li>Managing Quality</li> <li>The sales process</li> <li>Business Calculations</li> <li>Understanding business performance</li> </ul>	<ul style="list-style-type: none"> <li>Organisational structure</li> <li>Effective recruitment</li> <li>Training and development</li> <li>Motivation</li> </ul>	Revision & Exam preparation

### Year 11 Economics

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 11</b>	<b>Unit 3 Economic Objectives and the Role of Government</b> <ul style="list-style-type: none"> <li>Price Stability</li> <li>Fiscal Policy</li> </ul>	<b>Unit 3 Economic Objectives and the Role of Government</b> <ul style="list-style-type: none"> <li>Monetary Policy</li> <li>Supply Side Policies</li> <li>Limitations of Markets</li> </ul>	<b>Unit 4 International Trade and The Global Economy</b> <ul style="list-style-type: none"> <li>Importance of International Trade</li> <li>Balance of Payments</li> </ul>	<b>Unit 4 International Trade and The Global Economy</b> <ul style="list-style-type: none"> <li>Exchange Rates</li> <li>Globalisation</li> </ul>	<b>Revision</b> <ul style="list-style-type: none"> <li>Key topics identified from QLAs</li> <li>Exam skills and practice papers</li> </ul>	

## Year 11 Enterprise and Marketing Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 11	<ul style="list-style-type: none"> <li>• Sources of capital</li> <li>• Support for entrepreneur</li> </ul>	<ul style="list-style-type: none"> <li>• Mock exam</li> <li>• Revision for Jan exam</li> </ul>	<ul style="list-style-type: none"> <li>• Branding</li> <li>• SWOT Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Promotional campaign</li> <li>• Preparation for presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Deliver pitch</li> <li>• Peer and self-review pitch</li> </ul>	<b>Revision</b>

## Year 11 Computer Science Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 11	<ul style="list-style-type: none"> <li>• Programming Techniques and Project</li> <li>• Selection, Sequential and Iteration</li> <li>• Variables, Loops and Functions</li> <li>• Lists and Arrays</li> <li>• File Handling</li> </ul>	<ul style="list-style-type: none"> <li>• Programming Techniques and Project</li> <li>• Selection, Sequential and Iteration</li> <li>• Variables, Loops and Functions</li> <li>• Lists and Arrays</li> <li>• File Handling</li> </ul>	<ul style="list-style-type: none"> <li>• Defensive Design, Authentication and Validation</li> <li>• Checking and Maintainability</li> <li>• Testing, Logic and Syntax Errors</li> </ul>	<ul style="list-style-type: none"> <li>• Boolean Logic and Logic Gates</li> <li>• High Level and Low Languages</li> <li>• Integrated Development Environment</li> </ul>	<ul style="list-style-type: none"> <li>• Revision Based Work</li> </ul>	<ul style="list-style-type: none"> <li>• Revision Based Work</li> </ul>

## Year 11 Child Development Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 11</b>	<ul style="list-style-type: none"> <li>• The signs that labour has started</li> <li>• The three stages of labour and their physiological changes</li> <li>• The methods of assisted birth</li> <li>• The postnatal checks that are carried out on the baby immediately after birth</li> </ul>	<ul style="list-style-type: none"> <li>• The role of the Health Visitor in supporting the new family</li> <li>• stages of play</li> </ul>	<ul style="list-style-type: none"> <li>• The developmental needs of children from birth to five years</li> <li>• Types of play</li> </ul>	<ul style="list-style-type: none"> <li>• Observation and recording</li> <li>• How play benefits development</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and evaluate play activities</li> </ul>	Revision and exam preparation

# Creative and Performing Arts

## Year 11 Art Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Year 11 Unit 1: Course Work 60% Masks Unit 2: Externally Set Task 40%</p>	<p><b><u>Ao1 Developing ideas through understanding of Artists and cultures.</u></b> <b><u>Ao2 Use of Materials</u></b> <b><u>Ao3 RECORDING</u></b> Continuing to build on skills and techniques with new materials. Students complete a large-scale Acrylic Masks form their 'Masks form around the world' research. Students research the sculptor Glenys Barton in preparation for a 3D piece.</p>	<p><b><u>Ao1 Developing ideas through understanding of Artists and cultures.</u></b> <b><u>Ao2 Use of Materials</u></b> <b><u>Ao3 RECORDING</u></b> <b><u>Ao4 Creating a personal response</u></b> Students reflect on their strengths and create 3 design ideas based on the Artist and cultures they studied so far. Students have the choice to take the theme of 'masks' down the traditional route or interpret it in a more conceptual way. Students make a 3D clay experiment in response to Glenys Barton and their chosen theme within 'Masks'. They then create a final design. Students will use recording in the form of Photography, mind mapping and annotation to explain their ideas and decision making.</p>	<p><b><u>Ao1 Developing ideas through understanding of Artists and cultures.</u></b> <b><u>Ao2 Use of Materials</u></b> <b><u>Ao3 RECORDING</u></b> <b><u>Ao4 Creating a personal response</u></b> Develop a final response to the Masks Project. Show clear evidence of links to Artists (at this point students can include a final artist of their choice). Experiment with appropriate material and techniques to develop a thoughtful and detailed investigation of their chosen idea. Create the final piece of this idea in their choice of materials. <b><u>Introduction to Unit 2 Externally Set Task.</u></b> Students decide on a theme form the External Set Tasks and begin recording initial thoughts visually and in written form. Mind mapping, collecting images, photographs and observational drawing.</p>	<p><b><u>Unit 2 Ao1 Developing ideas through understanding of Artists and cultures.</u></b> <b><u>Ao2 Use of Materials</u></b> <b><u>Ao3 RECORDING</u></b> <b><u>Ao4 Creating a personal response</u></b> Students now have a strong foundation of knowledge and practical skills. They know their strengths. Students also have a better understanding of how to show their thought process in a visual form. Work is presented on Boards or in books. Students research 2 Artists OR cultures of their choice, relevant to their chosen theme. They produce small copies and work inspired by the research using their own photos. Students create 3 design ideas based on the Artist and cultures they studied so far. Showing accurate recording and skilful use of materials through, photography, observational drawing, annotations and experimenting.</p>	<p><b><u>Ao1 Developing ideas through understanding of Artists and cultures.</u></b> <b><u>Ao2 Use of Materials</u></b> <b><u>Ao3 RECORDING</u></b> <b><u>Ao4 Creating a personal response</u></b> Develop a final response to the Project. Show clear evidence of links to Artists (at this point students can include a final artist of their choice). Experiment with appropriate material and techniques to develop a thoughtful and detailed investigation of their chosen idea. <b><u>Final EXAM 10 HOURS.</u></b> Create the final piece in their choice of materials. All externally set project preparation completed and presented at the start of the 10 hours.  Final Improvements of coursework projects.</p>	

## Year 11 Drama Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 10 Introduction to GCSE Drama &amp; Unit 1 (Devising)</b>	<p><b><u>INTRODUCTION TO GCSE DRAMA</u></b></p> <p>Students take part in a series of activities to develop transferable skills required through the GCSE Drama course. This develops into a series of workshops to develop the tools and techniques students require for DEVSING (UNIT 1)</p>	<p><b><u>INTRODUCTION TO DEVISING TECHNIQUES &amp; PORTFOLIO</u></b></p> <p>Students will develop the skills required for effecting devising. They will explore a range of practitioner styles and approaches.</p> <p>They will apply these skills to a selection of mini devised projects.</p>	<p><b><u>Unit 1: DEVISING STIMULUS LAUNCH</u></b></p> <p>Using the booklet supplied by OCR, students will explore a selection of stimuli – pictures, songs, lyrics, poems etc. before deciding on their chosen stimulus. Students will move into selected groups of 3-6 and plan/explore and devise a piece of drama.</p> <p>Some students may choose a technical option.</p> <p>Regular Journaling to take place. Portfolio to be filtered through lessons and WL to support journey</p>	<p><b><u>Unit 1: DEVISING</u></b></p> <p>To understand how to develop the group performance</p> <p>Plot initial ideas and storyline/characters and conventions. Devise performance, ensure techniques and a variety of abstract elements used and explored.</p> <p>Regular Journaling to take place. Portfolio to be filtered through lessons and WL to support journey</p>	<p><b><u>Unit 1: DEVISING</u></b></p> <p>To understand how to realise a group performance</p> <p>Development of technical ideas</p> <p>Regular Journaling to take place. Portfolio to be filtered through lessons and WL to support journey</p>	<p><b><u>UNIT 1: PERFORMANCE EXAM</u></b></p> <p>Effective performance of Devised work</p> <p>To understand how to analyse and evaluate their performance work</p> <p>Complete their final portfolio</p>
<b>Year 10 Component 3</b>	<p><b>“FIND ME”</b></p> <p>Students develop their knowledge from page to stage of a published play text. Students will practically and theoretically explore different aspects of the play in preparation for their <b>Unit 3 Performance &amp; Response</b> written examination.</p>	<p><b>“FIND ME”</b></p> <p>Students develop their knowledge from page to stage of a published play text. Students will practically and theoretically explore different aspects of the play in preparation for their <b>Unit 3 Performance &amp; Response</b> written examination.</p>				<p><b>“FIND ME”</b></p> <p>Students develop their knowledge from page to stage of a published play text. Students will practically and theoretically explore different aspects of the play in preparation for their <b>Unit 3 Performance &amp; Response</b> written examination.</p>

## Year 11 Music Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 11	<u>Listening and Appraising</u> Revision of Area of Study 1 – and application to exam questions	<u>Listening and Appraising</u> Revision of Area of Study 3 – and application to exam questions	<u>Listening and Appraising</u> Revision of Area of Study 2 and 4 – and application to exam questions	<u>Listening and Appraising</u> Revision and practice questions	<u>Listening and Appraising</u> Final prep and practice for written paper	
	<u>Composing</u>	<u>Composing</u> Students work individually on their Brief Composition (worth 15% of final grade) Deadline for completion in DRAFT form – February Half Term	<u>Composing</u> Students work individually on their Brief Composition (worth 15% of final grade) Deadline for completion – Easter Holidays	<u>Composing</u> Both Compositions sent to the exam board by May 5 <sup>th</sup> .	<u>Composing</u>	

## Year 11 Performing Arts Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 11	<b>Component 2: Developing Skills and Techniques in the Performing Arts</b>  Filming of Evidence		<b>Component 3: Responding to a Brief</b> Levels: 1/2 Assessment type: External Synoptic Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or a designer in response to a brief and stimulus.			

## Design & Technology

### Year 11 Engineering Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 11	Unit 1 assessment. Practical. <b>Fabrication of the unit 1 technical drawing.</b>	<b>Unit 3 Recap.</b> Theory elements of the course, leading into the exam component. <ul style="list-style-type: none"> <li>• Materials + properties + Testing</li> <li>• Technologies</li> <li>• Tools + machine tools</li> <li>• Electronics</li> <li>• Technical drawing.</li> </ul>	<b>Exam revision</b> <b>Unit 3: Exam</b>  Start of unit 2: Specification Research, Initial designs, CAD – orthographic + isometric.	<b>Finish unit 2</b>	<b>Refinement of coursework modules.</b>  <b>Unit 3 revision.</b>	

### Year 11 Graphics Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 11	<b>Unit 3 Coursework Project – Responding to a Graphic Design Brief</b> <ul style="list-style-type: none"> <li>• UNIQUEST music festival poster, ticket and wrist band</li> <li>• Ideas development</li> </ul>	<b>Unit 3 continued</b> <ul style="list-style-type: none"> <li>• Final idea for poster, wrist band and ticket</li> <li>• Evaluation – Linking Graphic Elements and justifying outcome with brief</li> </ul>	<b>Review all units</b> <ul style="list-style-type: none"> <li>• Respond to feedback for all 3 units</li> <li>• Exam preparation – Drawing /illustration</li> </ul>	<b>Mock exam</b>  <b>Externally assessed exam –</b> Assessment window Feb 8th -March 3rd	<b>Graphics in industry</b>	<b>External assessment</b>  Exam prep  June 2023



## Year 11 Hospitality & Catering Curriculum Overview

	Term 1 & 2	Term 3	Term 4	Term 5	Term 6
<b>Year 11</b>	Unit 2- H&C In Action 2.1- Menu planning 2.1-1. Factors effecting menu planning 2.1-2. How to plan production  Trialling of complex dishes selected for practical exam.  Unit 1 Knowledge Recall	Re-visiting coursework and finalising production plan.  Unit 2 practical exam.  Unit 1 Knowledge Recall and revision.	Unit 2- H&C In Action 2.2-Evaluating cooking skills 2.2-1.Reviewing of dishes 2.2-2.Reviewing own performance	<b>Unit 1 Revision</b>	

## Year 11 3D Design Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 11</b>	<b>Component 1. Coursework Project.</b> <ul style="list-style-type: none"> <li>Developing ideas AO1 - through design, experimentation and modelling.</li> </ul>	<b>Component 1. Coursework Project.</b> <ul style="list-style-type: none"> <li>Developing ideas AO1 – into a Final response.</li> </ul> Final piece or pieces AO4	<b>Component 2. Exam Unit.</b> Exam paper with contexts issued by exam board. <ul style="list-style-type: none"> <li>Recording and observations – AO3 linked to chosen question</li> </ul> Developing ideas AO1 – Designer research, copies and working ‘in the style of’	<b>Component 2. Exam Unit.</b> <ul style="list-style-type: none"> <li>Exploring Ideas – AO2 experimenting with materials and resources</li> <li>Developing ideas AO1 - through design, experimenting and modelling</li> </ul>	<b>Component 2. Exam Unit.</b> Final piece or pieces AO4 – 10-hour exam. Dates chosen internally	<b>Revision</b>

## Year 11 Textiles Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 11	<p><b>Component 1. Coursework Project.</b></p> <ul style="list-style-type: none"> <li>Developing ideas AO1 - through design, experimenting and swatches</li> </ul>	<p><b>Component 1. Coursework Project.</b></p> <ul style="list-style-type: none"> <li>Developing ideas AO1 – into a Final response.</li> <li>Final piece or pieces AO4</li> </ul>	<p><b>Component 2. Exam Unit.</b></p> <p>Exam paper with starting points issued by exam board.</p> <ul style="list-style-type: none"> <li>Recording and observations – AO3 linked to chosen question</li> <li>Developing ideas AO1 –Artist research, copies and working ‘in the style of’</li> </ul>	<p><b>Component 2. Exam Unit.</b></p> <ul style="list-style-type: none"> <li>Exploring Ideas – AO2 experimenting with materials and resources</li> <li>Developing ideas AO1 - through design, experimenting and swatches</li> </ul>	<p><b>Component 2. Exam Unit.</b></p> <p>Final piece or pieces AO4 – 10-hour exam. Dates chosen internally</p>	

## PE & Sport

### Year 11 GCSE PE Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 11 Theory</b> <b>Paper 1 Content</b>	<ul style="list-style-type: none"> <li>Skeletal System</li> <li>Muscular System</li> <li>Muscles and Planes of Movement.</li> <li>Movement and analysis – Levers</li> </ul>	<ul style="list-style-type: none"> <li>Cardiovascular System</li> <li>Respiratory System</li> <li>Mechanics of Breathing</li> </ul> 1 <sup>st</sup> PPE – Paper 2 Start NEA Coursework	<ul style="list-style-type: none"> <li>Aerobic &amp; Anaerobic exercise</li> <li>Recovery process</li> <li>Fitness Testing</li> <li>Spirometer Trace</li> </ul>	<ul style="list-style-type: none"> <li>Weight and Altitude training methods</li> <li>The Training year</li> <li>Immediate, short and long term effects.</li> </ul> 2 <sup>nd</sup> PPE – Paper 1 and 2	<ul style="list-style-type: none"> <li>Revision and Walking Talking Mock</li> </ul>	
<b>Year 11 Practical</b>	<ul style="list-style-type: none"> <li>Handball, Football, Badminton, Netball</li> </ul>	<ul style="list-style-type: none"> <li>Start NEA Coursework</li> </ul>	<ul style="list-style-type: none"> <li>NEA Coursework</li> </ul>	<ul style="list-style-type: none"> <li>Revision and Walking Talking Mock</li> </ul>		

### Cambridge National Level 2 Sport

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
<b>Year 11</b>	<b>R186 Sport and the media</b>  TA 2: Positive effects of the media in sport  TA 3: Negative effects on the media in sport	<b>R184 Contemporary Issues in Sport</b>  TA 1: Issues which affect participation in sport: <ul style="list-style-type: none"> <li>Barriers to sport</li> <li>Solutions to barriers</li> </ul> TA 2: The role of sport in promoting values	<b>R184 Contemporary Issues in Sport</b>  TA 3: The implications of hosting a major sporting event for a city or country	<b>R184 Contemporary Issues in Sport</b>  TA 4: The role National Governing Bodies (NGBs) play in the development of their sport  TA 5: The use of technology in sport  Revision/walking talking mock	<b>R184 Contemporary Issues in Sport</b>  Revision and walking talking mock  End of year exam – 40% of course grade		

