**Year 11 Curriculum Map – January to February half term**

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| **Maths** | Students will now finished the scheme of work and are working on a programme of revision that runs up until the summer examinations. Following the December mocks, the results are put into a question level analysis and common topics for development identified for each class to form the in-class revision programme, tailoring the teaching to the specific needs of the class. Where individual students have issues on a topic these are addressed through homework tasks and intervention classes. We also continue to complete past paper practice every fortnight throughout year 11 to identify further key areas for development. |
| **English** | Students revise key poetry and different writing types (both narrative and transactional). Students prepare for internal assessments on ‘A taste of Honey’ and English Language Paper 2.  |
| **Science** | Students following the Separate science courses – set 1. In Biology will work continuing with and completing topic 6, Variation and Inheritance. In Chemistry they will be completing unit 8 Chemical analysis and moving on to the final two – topic 9 Chemistry of the atmosphere and topic 10 Using resources. In Physics students will be completing topic 7 Magnetism and electromagnetism. In the Combined science course in Biology the students will be finishing topic 6 Variation and Inheritance, in Chemistry topics 8 – Chemical analysis, 9 – Chemistry of the atmosphere and 10 – Using resources will be completed. In Physics topic 7 – Magnetism and electromagnetism will be completed. Once all topics are completed by all students they will then embark on personalised learning pathways, a revision system which allows all students to visit all topics and identify areas of strength and weakness in order to inform their revision, approximately 2 lessons per topic. |
| **Geography** | Students will continue to study AQA Geography 9-1. They will learn about Nigeria. They will learn about the location and importance of the country, regionally and globally. The wider political, social, cultural and environmental context within which the country is placed. The changing industrial structure. The balance between different sectors of the economy. How manufacturing industry can stimulate economic development. The role of transnational corporations (TNCs) in relation to industrial development. Advantages and disadvantages of TNC(s) to the host country. The changing political and trading relationships with the wider world. The environmental impacts of economic development and the effects of economic development on quality of life for the population. Students will have regular low stakes knowledge tests and formal written assessments.  |
| **History** | Students will continue to study AQA History 9-1. They will be completing Health and the People units 2 & 3. They will learn about the beginnings of change during the Renaissance and a revolution in medicine during the industrial period. Students will have regular low-stakes knowledge tests and formal assessments. They will build on their source skills and extended writing skills.  |
| **Health & Social Care** | Component 3 – Health & wellbeingStudents will be preparing for the exam which will take place in February we will be reviewing and consolidating knowledge on the following through exam practice * Demonstrating knowledge and understanding of factors that affect health and wellbeing
* Interpreting health indicators
* Designing a person-centred health and wellbeing improvement plan
* Demonstrating knowledge and understanding of how to overcome obstacles relating to health and wellbeing improvement plans
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| **Religious Studies** | Students will continue to study Christian beliefs and practices and Crime and punishment until the end of this half term, when revision is scheduled to begin.  |
| **Design Technology - Graphics** | This half term students will continue to realise their graphical products. They will reflect on the experimentation and research completed so far and will begin to refine their techniques in order to create their final prototype. They will then spend time exploring evaluation methods before completing a detailed evaluation of their product by reflecting on their original specification. Time will also be allocated for students to revise the theory work done thus far.  |
| **Design Technology - Materials** | Students who are on schedule will very soon complete their design realisation. They then need to conduct a detailed evaluation of the prototype(s) they have made. This concludes the coursework aspect of their course. Ideally this will allow students to start revision either before, or over February half term. |
| **Food & Nutrition** | Students have finished their NEA 1 and have now started their NEA 2. Students will start planning for their mock 3 hour practical and selecting the appropriate dishes for that task. Students have completed two out of the four practicals for their NEA 2 and will make these final two products in the New year. These products are based on the exam board task. Alongside these practical's students will be researching, analysing and selecting traditional dishes and writing about the skills used to make these dishes. Students will choose three dishes to make for their three-hour exam and write about these and the skills needed to make them.  |
| **French** | Students continue to develop their skills of listening, speaking, reading and writing. They work on feedback from their mock exams and develop a clear understanding of their achievements and what they need to do, to make further progress. They finish their work related to the school topic and they then study the topics of healthy and unhealthy living, extra-curricular activities and the world of work. They add to their knowledge of French grammar, with an emphasis on secure formation of present, past and future tenses, as well as a range of additional tenses, where appropriate. They develop their use of justified opinions and extensive use of time frames, to add structure to their speaking and writing outcomes. They work from WAGOLLS and produce their own extended written and speaking answers. They prepare for Theme 3 of the Speaking exam. |
| **Performing Arts** | Unit 1: Unlocking Creativity – The PitchStudents will be given the Brief for Unit 1. A period of exploration will follow the initial reading of the brief to help fully understand the possibilities and potential for development.Following the initial exploration of the Unit 1 brief, students are required in their groups to put forward a proposal with their initial ideas including aims and intentions, potential audience/s; venue and individual roles to be undertaken. Students must then work practically to put together their Pitch’s developing their presentation skills and showing their understanding of the performance industry ready for assessment in February. |
| **Art** | Externally Set Assignment**:** Issued first week back after the Christmas break along with a new sketchbook. Initial responses**:** Student research and react to the 7 starting points. After mind mapping 3 potential titles students to select just one to work with.  Artist/Cultural research pages: responding to their individually selected titles students through appropriate artist research. Supported by gallery visits and research using books & the internet. High quality imagery to be printed off and decorative pages to be produced in context with chosen artist style  Liverpool Galleries Visit Tuesday 14th January 2020  |
| **GCSE PE** | Theory and coursework - After completion of the course work students will review the mock exam and then start to recap/revisit all theory for paper 1 and paper 2 (spilt between different staff) preparing for the summer exam. Practical - Learners are assessed in their ability to select and perform appropriate skills consistently, precisely and with control and fluency in conditioned, competitive environments, adapting their performance to suit a variety of situations. Activities will be table tennis and trampolining.  |
| **Cambridge National Sport** | Cam Nat Students will spend this half term studying RO54 – Sport and the media. Learners will develop their knowledge and understanding of the relationship between sport and the media as well as their ability to evaluate and interpret the different ways in which sports items may be represented by the media. The skills developed would be relevant in a range of careers and roles within the sports industry, such as sports reporting/broadcasting, sports analysis or research and Public Relations or media work within a sports organisation. RO51 - Contemporary issues in sport, students will explore a range of topical and contemporary issues in sport, relating to participation levels and barriers, the promotion of values and ethical behaviour through sport and the role of high-profile sporting events and national governing bodies in advancing sports’ attempts to positively impact upon society and showcase their worth beyond providing entertainment |
| **Enterprise** | Students will spend this half term studying Component 1 – Exploring Enterprises which is the coursework component of their Tech Award qualification in Enterprise. The skills learned from these projects teach new perspectives and understanding on the world of business and enhance the student’s enterprise capability. The unit builds upon knowledge of business start-up and financial skills focused on in previous years blending the theoretical knowledge covered with practical activities as part of a Key Stage 4 qualification. Homework that relates to the topics covered is set on Doddlelearn.co.uk online homework platform every two lessons. |
| **Computer Science** | Students will spend this half term studying Programming with Python which is a topic assessed by the final examination component of their GCSE Computer Science. The skills learned from these programming projects teach new perspectives and understanding on the world of IT and enhance the student’s digital capability. The unit builds upon knowledge of programming and computer architecture focused on in previous years blending the theoretical knowledge covered with practical activities as part of a Key Stage 4 qualification. Homework that relates to the topics covered is set on Doddlelearn.co.uk online homework platform and Office 365 every two lessons. |
| **Digital Information Technology** | Students will spend this half term studying Component 2 – Collecting, Presenting and Interpreting Data which is the coursework component of their Tech Award qualification in Digital Information Technology. The skills learned from these projects teach new perspectives and understanding on the world of technology and enhance the student’s digital capability. The unit supplements the more traditional Office and ICT skills focused on in previous years blending the theoretical knowledge covered with practical activities as part of a Key Stage 4 qualification. Homework that relates to the topics covered is set on Doddlelearn.co.uk online homework platform every two lessons. |