**Year 11 Curriculum Map – Half term 4 (February to Easter)**

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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. This term is spent preparing for the next set of mocks, using data from the previous practice exams 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 poetry and English Language Paper 1.  |
| **Science** | The Separate science course – set 1 – will complete Biology topic 7 Ecology. In Chemistry they will complete topic 9 The chemistry of the atmosphere and topic 10 Using resources. In Physics they will complete topic 7 – magnetism and electromagnetism. In the Combined science course all the final topics will be completed. Once complete all students in the year group will embark on revision in the form of personalised learning pathways. This involves students using materials provided to revise a topic followed by mastery tasks including examination questions and mark schemes. This allows each student to revise more on topics they need help with. This leads up to the final examinations starting in May. |
| **Geography** | Students will complete their final unit the UK Economy and DCM. They will then begin revision for their GCSE exam. They will plan and write answers to exam questions. Revision materials are available on TEAMS.  |
| **History** | Students will complete the Health and the People unit on Paper 2 and begin revision for their GCSE exam. They will plan and write answers to exam questions and build up their ‘fingertip’ knowledge of each of the units. Revision materials are available on TEAMS.  |
| **Health & Social Care** | Students will complete their assessment applying the different care values that are key to the delivery of effective health and social care services. These practises include* empowering and promoting independence
* maintaining confidentiality
* preserving the dignity of individuals
* effective communication
* safeguarding and duty of care,
* promoting anti-discriminatory practice

Students must* plan 3 role plays in different scenarios
* act out their role plays
* Review their own performance
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| **Religious Studies** | Students will work on exam technique and preparation, revision and memory skills and revision of year 10 topics- Family and relationships, Islamic beliefs and practices. |
| **Design Technology - Graphics** | As students are putting finishing touches to their coursework projects the focus in this term will turn to exam preparation. In the final run up to their exam, students will focus on the theory included in the core technical principles, their specialist area of papers and boards and will complete practice papers, developing their exam technique. Homeworks will consist of a combination of revision and past paper questions. Students need to ensure they have materials at home to revise from. These will be their class notes which ideally will be supplemented with a purchased revision guide and internet sites recommended to students. Any incomplete coursework will ideally be completed out of lesson time. |
| **Design Technology - Materials** | Revision – In the final run up to their exam, students will focus on the theory included in the core technical principles, their specialist area of timbers and complete practice papers. Homeworks will consist of revision and past paper questions. Students need to ensure they have materials at home to revise from. These will be their class notes which ideally will be supplemented with a purchased revision guide and internet sites recommended to students. Any incomplete coursework will ideally be completed out of lesson time. |
| **Food & Nutrition** | Students will plan for their GCSE practical 3 hour exam in February. Students will choose three products based on the exam board topic. Each of these products will form part of their GCSE coursework. Students will produce a detailed time plan that covers temperatures, methods of making a interlinked method of making the three dishes. They then give reasons for their choice of the three products they make and how they can make them healthy based on the ‘Eat well guide’. Homework has continuously been set and will be until the students sit their written paper.  |
| **French** | Pupils continue to develop their skills of listening, speaking, reading and writing. They study topics related to personal concerns, weather, natural disasters, protecting the environment, ethical shopping and product provenance, volunteering, international events. They add to their knowledge of French grammar by focusing on and understanding and using as many tenses as possible, including present, perfect, near future, simple future, imperfect, conditional, pluperfect, imperative and subjunctive. They work on applying these tenses in all topics, to ensure best outcomes in Year 11. In this topic they also focus on higher level modal verbs, present participle, passive voice and emphatic pronouns. |
| **Performing Arts** | Unit 1: Unlocking Creativity – The Pitch Students 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 March. |
| **Art** | Externally Set Assignment**:** Students will now have spent almost two months on their preparatory work and should be well underway with tackling the first three assessment objectives of: AO1 Development, AO2 Refinement, and AO3 Recording. Personal response**:** This half-term will now focus on the final assessment objective: AO4 Presenting a personal, informed and meaningful final outcome to the title they have chosen. Final outcome: Students should record their ideas through drawing, painting, annotation and photography. They should aim to experiment with the necessary materials and show a variety of compositions before creating a mock-up of their final outcome and evaluating its success. The actual final outcome will then need to be produced independently in the 10-hour exam.GCSE Fine Art Exam – 21st and 22nd April 2020 |
| **GCSE PE** | Theory – Students will on topics within Paper 1 including Movement analysis, body systems. Components of fitness. Applying the Principles of Training. Preventing injury in physical activity and training and topics within Paper 2 Commercialisation of physical activity and sport. Ethical and sociocultural issues in physical activity. Sports Psychology. Health fitness and well-being. 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, trampolining or badminton. |
| **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 2 – Pitching An Idea For An Enterprise 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 Data Representation and exam technique which are areas 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. |