

CURRICULUM MAP 2020-21 - TOPICS COVERED EACH HALF TERM

Intent To ensure that students achieve well and are prepared for the next stage.

To ensure good mental and emotional health.

KS4 -YEAR 11

| | AUTUMN | | SPRING | | SUMMER | |
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| SUBJECT | FIRST HALF | SECOND HALF | FIRST HALF | SECOND HALF | FIRST HALF | SECOND HALF |
| ART | <p>Fusion Coursework unit: Observational drawing and media studies – analytical drawing leading to transformation of images including close up / enlargement, abstraction, and metamorphosis.</p> <p>Exploring the theme - fusing objects/ideas together. Mapping first thoughts and presenting research imagery.</p> | <p>Exploring fusion themes and ideas through drawing / photography / media studies and collected imagery.</p> <p>Select a key theme and introduce a significant source of “Independent Research” including working from real life.</p> <p>Complete artist’s case studies including analysis, study of their work and presentation.</p> <p>Explore initial ideas for ‘Fusion’ final outcome. Further develop those ideas with more independence through photography, media and any other process necessary. Complete a final outcome under timed conditions.</p> | <p>Develop and explore final piece ideas, making connections with artists and influences studied and featuring elements of the students working from real life research.</p> <p>Create a personal response final piece.</p> | <p>Create a personal response final piece.</p> <p>Working on personalised targets to consolidate coursework ready for exhibition and assessment.</p> | <p>Exhibition of GCSE artwork for assessment.</p> | <p>External examiner in to moderate work across all 3 Art GCSEs.</p> <p>Final year 11 exhibition to showcase the best of each students work from the 3 disciplines.</p> |

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| COMPUTING | Complete controlled assessment preparation Controlled Assessment – Python | Exam theory to cover all remaining sections Practice papers and exam questions, homework to consolidate knowledge PPE to prepare for final exam | Final revision and preparation for exam early June | | | |
| DANCE | Responding to a Brief September Year 11 – January Year 11 Students will consolidate their knowledge gained from the completion of Components 1 and 2 and prepare for the creative process by examining a variety of choreographic styles and approaches and the ways in which these can bring value within a community setting. Students will explore of range of stimuli and establish a firm understanding of how to begin the choreographic process. | Responding to a Brief January Year 11 – April Year 11 Students will work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus. The brief will outline the performance and design requirements and ask students to consider a target audience and to start the creative process by using the given stimulus included in the brief. Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience. | | | | |
| DRAMA | Performance and Response September Year 11 – June Year 11 Preparation will begin again as we work towards the final written exam (40%) Section A will be questions on Blood Brothers covering the following: staging, costume, light, sound, props, semiotics, proxemics, characterisation, context, intention Section B is a review of Thirsty by The Paper Birds. The focus of the question will be unknown and the question will ask students to either Analyse or Evaluate. | Presenting and Performing Play Texts September Year 11 – February Year 11 Students will be split into groups and given a text to study. Time will be spent understanding: writer’s intention, target audience, influences, style, genre, form and structure, context, character’s motivations, character relationships, Students will prepare 2 sections of the play to showcase performance skills to the examiner. Exam booked for week commencing 10 th February 2020 – exact date TBC. Students will also use their research and rehearsals to help them answer questions on a pro forma about their play and performance. | | | | |
| DT | NEA Continue NON-Exam Assessment- to be completed by February half term. This will consist of designing, modelling, making, testing and evaluating a product. Worth 50% of final GCSE grade. | Examination revision | | | | |
| ENGLISH | Romeo and Juliet | Dr Jekyll and Mr Hyde/ A Christmas Carol | Revision from January onwards | Revision | | |

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| FOOD | Course Theory recap Exam Question Practice NEA1 Intro and research NEA 1 investigations | NEA 1 Evaluation and completion NEA 2 Intro NEA 2 Research and Planning | NEA 2 4 dishes made for skills trials | NEA 2 Final Exam 3 hr P Practical Revision begins | Revision and Recall | Revision and Recall |
| GEOGRAPHY | The Physical Landscapes of the UK – Rivers | | The Changing Economic World | The Challenge of Resource Management – Food | Issue Evaluation Preparation & Revision | |
| HISTORY | History Around Us | The Making of America | The Making of America | The Making of America | Revision FOCUSED ON NAZIS | Exams and study leave |
| IT | LO3: Understand how data can be collected, stored and used LO4: Understand the factors to be considered when collecting and processing data and storing <ul style="list-style-type: none"> • Types of threats • Cyber-security • IT legislation LO6: Understand the different methods of processing data and presenting information | | Past papers Revision strategies PPE to prepare for final exam | | Final revision and Exam Preparation | |
| MATHS - Higher | UNIT 1 Review: linear, quadratic sequences & other sequences. Surds. Integer & fractional indices. UNIT 2 Review: recurring decimals to fractions, upper & lower bounds, product rule for counting, UNIT 3 | UNIT 7 Know & use the formulae for the sine & cosine rules & trigonometric area of a triangle. UNIT 8 Recognise & use the equation of a circle. Find the equation of a tangent to a circle. UNIT 9 Find approximate solutions to equations using iterative methods. | UNIT 11 Understand & use function notation. Find inverse & composite functions. UNIT 12 Recognise & draw the graphs of transformed functions. State the function of a given transformed graph. UNIT 13 Review of equations & graphs. | REVISION & EXAM PRACTICE | REVISION & EXAM PRACTICE | |

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| | <p>Review: previous work fractions & percentages.</p> <p>UNIT 4 Solve growth & decay problems including compound interest.</p> <p>UNIT 5 Simplify, add subtract, multiply & divide algebraic fractions.</p> <p>UNIT 6 Review: Pythagoras & trigonometry in right-angled triangles. Recognise, draw & interpret trigonometric graphs.</p> | <p>UNIT 10 Prove by counter-example. Use algebra to construct arguments & proofs.</p> | | | | |
| MATHS - Foundation | <p>UNIT 1 Solve linear simultaneous equations algebraically & graphically.</p> <p>UNIT 2 Solve problems involving direct & inverse proportion. Construct & use equations that describe direct & inverse proportion & recognise the associated graphs.</p> <p>UNIT 3 Solve quadratic equations by factorising.</p> | <p>UNIT 4 Review Trigonometry.</p> <p>UNIT 5 Review linear graphs. Plot quadratic graphs & use to solve quadratic equations.</p> <p>UNIT 6 Review percentages. Solve problems involving growth & decay incl. compound interest.</p> | <p>UNIT 7 Add, subtract & multiply column vectors. Understand diagrammatic representation of column vectors.</p> <p>UNIT 8 Review: solving equations & inequalities.</p> | REVISION & EXAM PRACTICE | REVISION & EXAM PRACTICE | |
| MFL 3 hours a week per | | | | Revision from after February half term onwards. Focus on all 4 skills, including translation and literary text booklets. Increasing focus on the speaking exam in the lead up to Easter. | | |

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| language studied | | | | |
| French | Au collège | Bon travail! | Un œil sur le monde | |
| German | Im Urlaub und zu Hause | Rund um die Arbeit | Eine wunderbare Welt | |
| Mandarin | Holidays | Food and Drink | The world of work | |
| Spanish | De costumbre | ¡A currar! | Hacia un mundo mejor | |
| MUSIC - BTEC | <p>BTEC Compulsory Unit 2: Managing a Music Product Learning aims A plan, develop and deliver a music product B promote a music product C review the management of a music product. Then choose either: Unit 5 Introducing Musical Performance Learning aims A develop your music performance skills and review your own practice B use your music performance skills within rehearsal and performance. Or Unit 3: Introducing Live Sound Learning aims A plan for a live music event B demonstrate understanding of health and safety C set up and use live music systems.</p> | <p>BTEC Compulsory Unit 2: Managing a Music Product Learning aims A plan, develop and deliver a music product B promote a music product C review the management of a music product. Then continue to develop either: Unit 5 Introducing Musical Performance Learning aims A develop your music performance skills and review your own practice B use your music performance skills within rehearsal and performance. Or Unit 3: Introducing Live Sound Learning aims A plan for a live music event B demonstrate understanding of health and safety C set up and use live music systems.</p> | <p>BTEC Compulsory Unit 2: Managing a Music Product Learning aims A plan, develop and deliver a music product B promote a music product C review the management of a music product. Then complete either: Unit 5 Introducing Musical Performance Learning aims A develop your music performance skills and review your own practice B use your music performance skills within rehearsal and performance. Or Unit 3: Introducing Live Sound Learning aims A plan for a live music event B demonstrate understanding of health and safety C set up and use live music systems.</p> | |
| MUSIC - GCSE | <p>Listening and Appraising There will be a more detailed analysis of the set works from each Area of Study. Students will improve on their essay writing skills. Composing The 2nd compositional brief will be released on the 1st of September. The briefs will relate to each of the areas of study. Each brief will relate to a specific audience and/or occasion. Students must compose to their chosen brief based on one of the areas of study. Performing</p> | <p>Listening and Appraising Most lessons will be focusing on exam technique and students will complete several past papers in preparation for their listening exam. Composing Students will complete their composition based on a set compositional brief Performing Students will record an ensemble piece to submit to the exam board in preparation for a performance</p> | <p>Listening and Appraising Most lessons will be focusing on exam technique and students will complete several past papers in preparation for their listening exam.</p> | |

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| | Students will perform a solo to submit to the exam board. | | | | | |
| PE | Cricket, Softball, Tennis, Athletics, Rounders | Hockey Football Badminton Table Tennis Continuous Training Netball Rugby, Tag Rugby – TBC Handball Basketball Spinning | Hockey Football Badminton Table Tennis Continuous Training Netball Rugby, Tag Rugby – TBC Handball Basketball Spinning | Hockey Football Badminton Table Tennis Continuous Training Netball Rugby, Tag Rugby – TBC Handball Basketball Spinning | Hockey Football Badminton Table Tennis Continuous Training Netball Rugby, Tag Rugby – TBC Handball Basketball Spinning | Cricket, Softball, Tennis, Athletics, Rounders |
| | Enrichment – Mondays Badminton Football Rounders Tennis | | | | | |
| PE GCSE | Planes/Axis/Levers Handball, Table Tennis, Athletics and Football | Health in Sport (Physical/Emotional/Mental) Diet and Optimum weight Handball, Table Tennis, Athletics and Football | Sport Psychology Moderation Prep | Socio Cultural (Commercialisation, Sponsorship/Media) Moderation Prep | Revision and Exam Prep | Revision Exam Prep |
| PE BTEC SPORT | Unit 6 – Leading Sports activities | Unit 6 – Leading Sports activities | Unit 6 – Leading Sports activities Unit 3 – Applying the principles of personal training | Unit 3 – Applying the principles of personal training | Unit 3 – Applying the principles of personal training | |
| PHOTOGRAPHY | First 2 weeks – consolidate and complete The Material World project done in lockdown. | Year 11 Project Theme sheet 2: Photographer case study. Show a range of photographers linking with the chosen theme and choose one to | Year 11 Project Theme Sheet 3: Exploring, developing and refining your ideas. A set of sketch drawings, collage, photos and/or notes that show how you have explored a range of different | Year 11 Project final piece. Large scale piece for exhibition. Then into coursework consolidation – personalised targets - preparing all coursework for exhibition. | Presenting an exhibition of Photography Coursework for GCSE Assessment. Exam board still to confirm whether this will be a visiting examiner or a virtual visit. | |

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| | <p>Year 11 Coursework project – 5 themes:</p> <ul style="list-style-type: none"> • Shadows • Time • Messages • Colour • Surfaces <p>Explore theme ideas and influences – looking at a range of Photographers and analysing.</p> <p>Exploring ideas for own shooting and completing first school and independent shoots linking to the chosen theme.</p> <p>Make “introducing the theme” presentation sheet.</p> | <p>analyse in depth. Include 4 paragraph written analysis.</p> <p>Make and present an “equivalents shoot” - exactly re-create the photographer’s style in your own work, including evidence of photoshop manipulations.</p> <p>Extend your connection to the photographer with a further shoot to develop this theme and style of photography.</p> | <p>ideas for your project, and refined a chosen idea. Shooting that develops your theme in preparation for a final piece, with annotation to evaluate and explain.</p> <p>Exploring ways of enhancing and manipulating images, including work in Photoshop with notes to explain and evaluate.</p> <p>“Mock up” final piece.</p> | | |
| <p>PSHE</p> <p>Health Day</p> <p>Specialist Team</p> | <p>Lifestyle choices + the developing foetus. The world of work. Tutor time activities.</p> <p>Drugs & Alcohol</p> <p>Knife Crime/Violent Crime</p> | | <p>Decisions & assertiveness Coppafeel E-safety / Online presence – financial safety</p> <p>Families</p> | | |
| RE | Crime and punishment- Revision for PPE in Oct | Finish Crime and punishment Start Human rights | Finish human rights Revision PPE | Revision GCSE | |

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| SCIENCE | <p>Biology 2 Plant structures and functions (Paper 2) Animals coordination and homeostasis (Paper 2) Exchange and transports in animals (Paper 2) Ecosystem and material cycles (Paper 2) Additional topics for separate students only: Plant hormones and adaptations Uses of plant hormones Thermoregulation Osmoregulation The kidneys Assessing pollution Food security Rates of decomposition</p> | <p>Chemistry 2 Electrolysis (Paper 3) Metal reactions (Paper 3) Groups in the periodic table (Paper 4) Rates of reaction (Paper 4) Heat energy and chemical reactions (Paper 4) Fuels (Paper 4) Earth and atmosphere (Paper 4) Additional topics for separate students only: Transition metals Corrosion Electroplating Alloying Hydrocarbons Alcohols and carboxylic acids Polymers Qualitative analysis Bulk and surface properties of matter Nanoparticles</p> | | <p>Physics 2 Energy and work (Paper 6) Forces and their effects (Paper 6) Electricity and circuits (Paper 6) Magnetism (Paper 6) Electromagnetic induction (Paper 6) Particle model (Paper 6) Forces and matter (Paper 6) Additional topics for separate students only: Rotational forces Static electricity Dangers and uses of static electricity Gas temperature and volume Pressure in fluids Pressure and up thrust</p> | |
| TEXTILES | <p>'Brushes to stitches' Working on completing their final outcomes for the 'Brushes to Stitches' unit. Consolidating skills from the previous year into a more extended and larger final outcome. Finalising ideas and moving onto decoration and construction.</p> | <p>Final project Theme TBC. Students working on research and techniques relevant to the chosen theme. Experimenting and refining skills they have learnt during the course.</p> | <p>Final project. Theme TBC. Students developing their ideas based on the theme into their final textiles outcome. Working on</p> | <p>Consolidating and coursework that needs refining and preparing the exhibition for the moderator. Selecting and refining any work to go on display.</p> | <p>External examiner in to moderate work across all 3 Art GCSEs. Final year 11 exhibition to showcase the best of each students work from the 3 disciplines.</p> |