Stratford School Academy

Year 11 Information Pack

In this booklet:

- Curriculum maps for core subjects
- Curriculum maps for option subjects *(students to disregard any subjects they do not study)*

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Respect ● Excellence ● Responsibility

Contents

This pack contains the curriculum maps of each subject studied at GCSE by students at SSA. The curriculum maps feature a detailed overview of each course including a breakdown of the topics studied and key areas of focus in relation to the subjects examinations.

We recommend that students bookmark the maps they need and return to these throughout their GCSE study.

Core Subjects

English Language
English Literature
Mathematics
Statistics
Combined Science
Religious Education

Option Subjects

Please disregard the curriculum maps of any subject you do not study.

Separate Science (Triple Science)
History
Geography
Computer Science
Art and Design BTEC
Design and Technology
Drama
Food and Nutrition
Music
Sport and Fitness BTEC
English as an Additional Language

English Literature and English Language

Overview of the year:	**Ways to consolidate and extend your learning in English:**
This year you will cover the themes and ideas presented in Macbeth and the character development of the characters within the play. The rest of the year you will revise the other Literature texts: An Inspector Calls, A Christmas Carol as well as the Love and Relationship Cluster of Poetry. You will revise and become confident at understanding the authors' purpose and the context surrounding it. You will also practice mastering creative writing and how to respond to unseen fiction and non-fiction texts.	Reading texts and watch documentaries about Victorian London, Dickensian London, Edwardian Society, The Industrial Revolution and The Elizabethan Era. Also borrow books from your local library, read newspapers and fiction extracts or novels. Use YouTube revision videos such as Mr Bruff.

Half Term	**Unit title**	**Knowledge**	**Skills**	**Assessment**
1	Literature- Macbeth	Character development Features of a play Key themes in the play	Understanding the writers' methods used to present ideas in the play.	PPE Exam for English Literature Paper 1 1 hour 30 minutes Macbeth [30+4 marks] A Christmas Carol [30 marks]
2	Literature - A Christmas Carol	Revision of: Character development Features of a play Key themes in the novella	Understanding the writers' methods used to present ideas in the play.	
4	Literature- An Inspector Calls	Revision of: Character development Features of a play Key themes in the play	Understanding the writers' methods used to present ideas in the play.	PPE exam for English Literature Paper 2 2 hour 15 Minutes An Inspector Calls [30+4 marks] Love and Relationship Poetry [30 marks] Unseen Poetry [24 marks] Unseen Comparison [8 marks]
7	Love and Relationship Poetry	Revision of: Themes presented in 15 poems Poetic techniques and their effect	Understanding the poems and the effect of the techniques.	
6	Revision of Language and Literature Papers for the GCSE Exam	English Language and English Literature revision	Understanding the texts and the effect of writers' choice.	GCSE Exams

Curriculum Maps – Year 11

Maths – Foundation

Overview of the year for (Year 11 Set 6):	**Ways to consolidate and extend your learning in Maths:**
Number Algebra Ratio and Proportion Geometry and Measures Statistics and Probability	Can use Maths genie questions & worked solutions. https://www.mathsgenie.co.uk/ Use of Corbett- Maths. https://corbettmaths.com/ Use of Maths Watch. https://vle.mathswatch.co.uk/vle/ Weekly Hegarty maths HW with assigned 'fix up five' clip numbers https://hegartymaths.com/login/learner Use Lesson PPTs and revision specific materials uploaded on Microsoft Teams.

Half Term	**Unit title**	**Knowledge**	**Skills**	**Assessment**
1	Number- 1 Algebra- 1	Place value, BIDMAS, simplify calculations, inverses, rounding, Multiply and divide decimal numbers, significant figures, estimation, prime numbers, factors and multiples, square roots and cube roots, powers, fractions, decimals and percentages, percentage change, estimation, and best buys. Algebraic expressions, collecting like terms, multiplying, and dividing algebra, substitution, algebra terminology, expanding brackets, factorising expressions, Index laws, coordinates, midpoints, plotting straight-line graphs, distance-time graphs, linear equations, linear sequences.	Can communicate, justify, argue and prove using mathematical vocabulary. Can solve problems by applying their mathematics to a variety of routine and non-routine problem Can break down problems into a series of simpler steps and preserving in seeking solutions. Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language. Become fluent in the fundamentals of mathematics, through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.	Mid-phase assessment Weekly homework Pre-Public Examination
2	Ratio & proportion- 1 Geometry and Measures -1	Simplifying ratios, dividing in a ratio, recipes. Geometric notation, points and lines, properties of 2D shapes, angle on a line, angles around a point, on parallel lines, in a triangle, in polygons, translations, reflections, enlargements, rotations, describing transformations. Nets of 3D shapes, metric units, Units of measure: Length, mass, volume/capacity, time, area. Currency conversion, compound units: Speed. Angles: Measuring and Drawing. Calculating perimeter and area. Circles, circumference, circle area, surface area, volume of cuboids		Mid-phase assessment Weekly homework End of Term written assessment
3	Probability- 1 Statistics- 1	Probability scale, probability of single events, experimental probability, multiple event probability, listing elements in a set, frequency trees, listing systematically. Collecting data, frequency tables, two-way tables, bar charts, pictograms, pie charts, ttem and leaf diagrams, averages, scatter graphs		Mid-phase assessment Weekly homework End of Term written assessment Pre-Public Examination
4	REVISION	Knowledge based on areas of weakness informed by PLCs from Pre-Public Examination; fix up five from Hegarty, PLCs from previous assessments and homework's. (Unique to each group/ child)	Exam skills, time management, revision skills	Mid-phase assessment Weekly homework End of Term written assessment

Curriculum Maps – Year 11

Maths – Intermediate

Overview of the year for (Year 11 Sets 4-5):	**Ways to consolidate and extend your learning in Maths:**
Number Algebra Ratio and Proportion Geometry and Measures Statistics and Probability	Can use Maths genie questions & worked solutions. https://www.mathsgenie.co.uk/ Use of Corbett- Maths. https://corbettmaths.com/ Use of Maths Watch. https://vle.mathswatch.co.uk/vle/ Weekly Hegarty maths HW with assigned 'fix up five' clip numbers https://hegartymaths.com/login/learner Use Lesson PPTs and revision specific materials uploaded on Microsoft Teams.

Half Term	**Unit title**	**Knowledge**	**Skills**	**Assessment**
1	Number- 1 Algebra- 1 Geometry and Measures -1	Write a number of the product of its prime factors, find the HCF and LCM of two numbers, use powers and roots in calculations, multiply and divide using index laws, work out a power raised to a power, use negative indices, use fractional indices, write a number in standard form, calculate with numbers in standard form, calculate error intervals and bounds. Simplifying expressions, expand expressions, factorise expressions, substitute into expressions, rearrange formulae, solving linear equations. Derive and use the sum of angles in a triangle and in a quadrilateral, exterior and interior angles of polygons, reflection, rotation, translation, and enlargement, convert between metric speed measures. Formula to calculate speed and acceleration. Solve problems involving compound measures.	Become fluent in the fundamentals of mathematics, through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately Can communicate, justify, argue, and prove using mathematical vocabulary. Can solve problems by applying their mathematics to a variety of routine and non-routine problem Can break down problems into a series of simpler steps and preserving in seeking solutions. Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.	Mid-phase assessment Weekly homework Pre-Public Examination
2	Statistics & probability- 1 Ratio & proportion- 1 Number- 2	Tables and data collection sheets, bar charts, line graphs and box plots, cumulative frequency, time series graphs, trends, stem and leaf, pie charts, scatter graphs. Averages & tables. Calculate rates, convert between metric speed measures, use a formula to calculate speed and acceleration, compound measures, relationships involving ratio, direct and indirect proportion. Compare, find quantities, and solve problems involving ratios. Fractions, percentages, reciprocals, and surds.		Mid-phase assessment Weekly homework End of Term written assessments
3	Algebra- 2 Geometry and Measures -2 Statistics & probability 2	Quadratics and simultaneous equations. Perimeter, area, volume, surface area. Arc lengths, angles and area of sectors of circles. Pyramids and cones. Pythagoras and trigonometry. Understand how to calculate probability, interpret, and draw sample space diagrams, Venn diagrams, frequency trees and probability trees		Mid-phase assessment Weekly homework Pre-Public Examination
4	Algebra- 3 Geometry and Measures -3	Arithmetic, geometric, and quadratic sequences. Fibonacci like sequences. Congruent and similar shapes		Mid-phase assessment Weekly homework End of Term written assessments

Curriculum Maps – Year 11

Maths – Higher

Overview of the year for (Year 11 / Sets 4-5):	**Ways to consolidate and extend your learning in Maths:**
Number Algebra Ratio and Proportion Geometry and Measures Statistics and Probability	Can use Maths genie questions & worked solutions. https://www.mathsgenie.co.uk/ Use of Corbett- Maths. https://corbettmaths.com/ Use of Maths Watch. https://vle.mathswatch.co.uk/vle/ Weekly Hegarty maths HW with assigned 'fix up five' clip numbers https://hegartymaths.com/login/learner Use Lesson PPTs and revision specific materials uploaded on Microsoft Teams.

Half Term	Unit title	Knowledge	Skills	Assessment
1	Number- 1 Algebra- 1 Geometry and Measures -1	Write a number of the product of its prime factors, find the HCF and LCM of two numbers, use powers and roots in calculations, multiply and divide using index laws, work out a power raised to a power, use negative indices, use fractional indices, write a number in standard form, calculate with numbers in standard form, calculate error intervals and bounds. Simplifying expressions, expand expressions, factorise expressions, substitute into expressions, rearrange formulae, solving linear equations. Derive and use the sum of angles in a triangle and in a quadrilateral, exterior and interior angles of polygons, reflection, rotation, translation, and enlargement, convert between metric speed measures. Formula to calculate speed and acceleration. Solve problems involving compound measures.	Become fluent in the fundamentals of mathematics, through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately Can communicate, justify, argue and prove using mathematical vocabulary. Can solve problems by applying their mathematics to a variety of routine and non-routine problem Can break down problems into a series of simpler steps and preserving in seeking solutions. Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.	Mid-phase assessment Weekly homework Pre-Public Examination
2	Statistics & probability- 1 Ratio & proportion- 1 Number- 2	Tables and data collection sheets, bar charts, line graphs and box plots, cumulative frequency, time series graphs, trends, stem and leaf, pie charts, scatter graphs. Averages & tables. Calculate rates, convert between metric speed measures, use a formula to calculate speed and acceleration, compound measures, relationships involving ratio, direct and indirect proportion. Compare, find quantities, and solve problems involving ratios. Fractions, percentages, reciprocals, and surds.		Mid-phase assessment Weekly homework End of Term written assessments
3	Algebra- 2 Geometry and Measures -2 Statistics & probability 2	Quadratics and simultaneous equations. Perimeter, area, volume, surface area. Arc lengths, angles, and area of sectors of circles. Pyramids and cones. Pythagoras and trigonometry. Understand how to calculate probability, interpret and draw sample space diagrams, venn diagrams, frequency trees and probability trees		Mid-phase assessment Weekly homework Pre-Public Examination
4	Algebra- 3 Geometry and Measures -3	Arithmetic, geometric, and quadratic sequences. Fibonacci like sequences. Congruent and similar shapes		Mid-phase assessment Weekly homework End of Term written assessments

Curriculum Maps – Year 11
Statistics

Overview of the year: Probability Index Numbers Probability distributions			**Ways to consolidate and extend your learning in Statistics** www.statsacademy.co.uk Can use Stats genie questions & worked solutions. https://www.mathsgenie.co.uk/ Use of Corbett- Maths. https://corbettmaths.com/ Use of Maths Watch. https://vle.mathswatch.co.uk/vle/ Weekly Hegarty maths HW with assigned 'fix up five' clip numbers https://hegartymaths.com/login/learner Use Lesson PPTs and revision specific materials uploaded on Microsoft Teams.	
Half Term	**Unit title**	**Knowledge**	**Skills**	**Assessment**
1	Probability	Probability of single events, Experimental probability, Sample space diagrams, Tree diagrams, Venn diagrams, Conditional probability	Can communicate, justify, argue and prove using mathematical vocabulary. Can solve problems by applying their mathematics to a variety of routine and non-routine problem Can break down problems into a series of simpler steps and preserving in seeking solutions. Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language. Become fluent in the fundamentals of mathematics, through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.	Mid-phase assessment Weekly homework
2	Index Numbers	Index Numbers, Chain base Index numbers RPI, CPI, GDP, Rate of changes		Mid-phase assessment Weekly homework Pre- Public exam – written test
3	Probability distributions	Binomial distributions Normal distributions Standardised scores Quality assurance and control charts		Mid-phase assessment Weekly homework End of term exam – Written test
4	REVISION	Knowledge based on areas of weakness informed by PLCs from PPEs, fix up five from Hegarty, PLCs from previous assessments and homework's. (Unique to each group/ child) Use the time to catch up with the topics taught online during lock down.	Exam skills, time management, revision skills	Diagnose, Therapy, Test

Curriculum Maps – Year 11

Science – Combined Science

Overview of the year:	**Ways to consolidate and extend your learning in Science:**
In Year 11, you will learn about the remaining topics from each Science and will revise in preparation for your GCSE exams. The Edexcel Combined Science course has six exams – two for each of Biology, Chemistry and Physics. During this year, you will continue to learn about the topics which are assessed in "Paper 2" for each of the Sciences. Throughout the course there are 18 Core Practicals – these are experiments which you must carry out before you sit your exam.	Complete your Tassomai daily goal Answer past paper questions from physicsandmathstutor.com Answer questions from your Edexcel Combined Science textbook and your CGP revision guides Visit museums and scientific centres (all with free entry) are: The Science Museum, National History Museum, Wellcome Collection, Faraday Museum, Anaesthesia Heritage Centre, Kirkaldy Testing Museum, and Horniman Museum.

Half Term	**Unit title**	**Knowledge**	**Skills**	**Assessment**
1	CC13 Groups in the Periodic Table CB9 Ecosystems and Material Cycles CP7-9 Energy, Forces, Electricity and Circuits	Patterns in the periodic table Biodiversity, the Three Cycles of the Ecosystem Transferring Energy, Making and Investigating Circuits	Identifying patterns and trends Using quadrats Analysing cause and effect Building electric circuits Rearranging equations	End of topic tests Phase tests Core Practicals PPEs
2	CC14-16 Rates of Reaction and Heat Energy Changes in Chemical Reactions CB6 Plant Structures and their Functions CP10-11 Magnetism, the Motor Effect, Electromagnetic Induction	Factors Affecting Reaction Rates, Energy Changes in Chemical Reactions Photosynthesis, Transport in Plants Magnets, Magnetic Fields, the National Grid	Safely conducting experiments Interpreting graphs Application of the inverse square law Detecting magnetic fields	End of topic tests Phase tests Core Practicals
3	CC16-17 Fuels and Earth and Atmospheric Science CB7-8 Animal Coordination, Control and Homeostasis, Exchange, and Transport in Animals CP12-13 Particle Model, Forces and Matter	Hydrocarbons, Combustion, Climate Change Hormones, Respiration and Circulatory System States of Matter, Changing States, Changing Shapes, Pressure and Density	Drawing structural formulae Comparing correlation and causation Monitoring cycles using graphs Identification of anomalous results Drawing lines of best fit	End of topic tests Phase tests Core Practicals
4-5	GCSE Exam Preparation	Topics for revision will be identified based on pupils' attainment in assessments	Revising effectively Skills from previous units in Y10 and Y11 will be revised and practiced	PPEs GCSE Exams

Curriculum Maps – Year 11

RE

Overview of the year:	**Ways to consolidate and extend your learning in RE:**
You will develop your knowledge of Christianity from KS3 through an in-depth study of Christianity as a religion within the UK and throughout the world, and its beliefs and teachings on life, specifically within families, and matters of life and death. You will also develop your knowledge of Islam through an in-depth study of Islam as a religion within the UK and throughout the world, and its beliefs and teachings on life, specifically about the issues of peace and conflict and crime and punishment.	Read and complete activities from the Pearson Christianity and Islam text books and the My Revision Notes Religious Studies revision guide. You can access resourced from the Edexcel website: https://qualifications.pearson.com/en/qualifications/edexcel-gcses/religious-studies-b-2016.html. The BBC KS3 Religious Studies Bitesize website is also a useful tool to research key beliefs.

Half Term	**Unit title**	**Knowledge**	**Skills**	**Assessment**
1	Matters of Life and Death	Origins and value of life, sanctity of life, scientific and non-religious views on origins and value of human life, abortion, life after death, euthanasia, and issues in the natural world	To, outline, explain, compare, analyse, and evaluate	An end of unit test consisting of a), b), c) and d) style exam questions
2	Peace and Conflict	Muslim attitudes to peace, peace-making, to conflict, pacifism, just war theory, holy war, weapons of mass destruction and responses to the nature of problems involved in conflict.	To, outline, explain, compare, analyse, and evaluate	An end of unit test consisting of a), b), c) and d) style exam questions
3	Living the Christian and Muslim Life revision	Christianity: worship, sacraments, prayer, pilgrimage, celebrations, the future of the Christian church, the local church, and the worldwide church. Islam: the ten obligatory acts (Shi'a Islam), shahadah, salah, sawm, zakah, hajj, jihad, and celebrations.	To, outline, explain, compare, analyse, and evaluate	An end of unit test consisting of a), b), c) and d) style exam questions
4	Focused Revision	Christian Beliefs, Living the Christian Life, Marriage and Family, Matters of Life and Death, Muslim Beliefs, Living the Muslim Life, Crime and Punishment and Peace and Conflict.	To, outline, explain, compare, analyse, and evaluate	An end of unit test consisting of a), b), c) and d) style exam questions
5	Focused Revision	Christian Beliefs, Living the Christian Life, Marriage and Family, Matters of Life and Death, Muslim Beliefs, Living the Muslim Life, Crime and Punishment and Peace and Conflict.	To, outline, explain, compare, analyse, and evaluate	An end of unit test consisting of a), b), c) and d) style exam questions

Curriculum Maps – Year 11

Science – Biology (Separate Sciences)

Overview of the year:	**Ways to consolidate and extend your learning in Biology:**
In Year 11, you will learn about the remaining topics from Biology and will revise in preparation for your GCSE exams. The Edexcel Biology course has two exams – "Paper 1" and "Paper 2". During this year, you will continue to learn about the topics which are assessed in "Paper 2" for Biology. Throughout the course there are 8 Core Practicals – these are experiments which you must carry out before you sit your exam.	Complete your Tassomai daily goal Answer past paper questions from physicsandmathstutor.com Answer questions from your Edexcel Biology textbook and your CGP revision guide Visit museums and scientific centres (all with free entry) are; The Science Museum, National History Museum, Wellcome Collection, Faraday Museum, Anaesthesia Heritage Centre, Kirkaldy Testing Museum, and Horniman Museum.

Half Term	**Unit title**	**Knowledge**	**Skills**	**Assessment**
1	SB9 Ecosystems and Material Cycles	Biodiversity in plants and animals (including humans) Biotic and Abiotic Factors The Three Cycles of the Ecosystem	Using quadrats Recording and presentation of quantitative data Presentation of multiple sets of quantitative data	End of topic tests Phase tests Core Practicals PPEs
2	SB6 Plant Structures and their Functions	Photosynthesis – factors which affect photosynthesis Transport in Plants Hormones and Plants	Safely conducting experiments Interpreting graphs Application of the inverse square law	End of topic tests Phase tests Core Practicals
3	SB7 Animal Coordination, Control and Homeostasis SB8 Exchange and Transport in Animals	Hormones The menstrual cycle Regulating blood sugar, body temperature and salt/water Movement across cell membranes Respiration and Circulatory System	Monitoring cycles using graphs Analysing cause and effect Identification of anomalous results Safe handling of chemical reagents Calculating rates	End of topic tests Phase tests Core Practicals
4-5	GCSE Exam Preparation	Topics for revision will be identified based on pupils' attainment in assessments	Revising effectively Skills from previous units in Y10 and Y11 will be revised and practiced	PPEs GCSE Exams

Curriculum Maps – Year 11

Science – Chemistry (Separate Sciences)

Overview of the year:	**Ways to consolidate and extend your learning in Chemistry:**
In Year 11, you will learn about the remaining topics from Chemistry and will revise in preparation for your GCSE exams. The Edexcel Chemistry course has two exams – "Paper 1" and "Paper 2". During this year, you will continue to learn about the topics which are assessed in "Paper 2" for Chemistry. Throughout the course there are 8 Core Practicals – these are experiments which you must carry out before you sit your exam.	Complete your Tassomai daily goal Answer past paper questions from physicsandmathstutor.com Answer questions from your Edexcel Chemistry textbook and your CGP revision guide Visit museums and scientific centres (all with **free entry**) are: The Science Museum, National History Museum, Wellcome Collection, Faraday Museum, Anaesthesia Heritage Centre, Kirkaldy Testing Museum, and Horniman Museum.

Half Term	**Unit title**	**Knowledge**	**Skills**	**Assessment**
1	<u>CGP Book Topics 6 and 9</u> SC17 Groups in the Periodic Table SC25 Qualitative Analysis: Tests for Ions SC26 Bulk and Surface Properties of Matter Including Nanoparticles	Patterns within in the periodic table Alkali metals, halogens, noble gases Cations and anions, halides Properties of materials, nanoparticles and surface area	Identifying patterns and trends Using standard form Surface area calculations Safely using Bunsen burners Use appropriate qualitative reagents and techniques to analyse and identify unknown samples	End of topic tests Phase tests Core Practicals PPEs
2	<u>CGP Book Topics 7</u> SC18 Rates of Reaction and SC19 Heat Energy Changes in Chemical Reactions	Factors affecting reaction rates – concentration, surface area, pressure, temperature Catalysts and activation energy Endothermic and exothermic reactions	Safely conducting experiments Interpreting graphs Calculating gradients of tangents to curves Use ratios in balanced equations	End of topic tests Phase tests Core Practicals
3	<u>CGP Book Topics 8 and 9</u> SC22 Hydrocarbons SC24 Polymers SC20 Fuels SC21 Earth and Atmospheric Science SC23 Alcohols	Alkanes and alkenes Combustion – complete and incomplete Breaking down hydrocarbons Climate change Alcohols and carboxylic acids	Drawing structural formulae Comparing correlation and causation Construct bar charts or graphs of the experimental results	End of topic tests Phase tests Core Practicals
4-5	GCSE Exam Preparation	Topics for revision will be identified based on pupils' attainment in assessments	Revising effectively Skills from previous units in Y10 and Y11 will be revised and practiced	PPEs GCSE Exams

Curriculum Maps – Year 11

Science – Physics (Separate Sciences)

Overview of the year:	**Ways to consolidate and extend your learning in Physics:**
In Year 11, you will learn about the remaining topics from Physics and will revise in preparation for your GCSE exams. The Edexcel Physics course has two exams – "Paper 1" and "Paper 2". During this year, you will continue to learn about the topics which are assessed in "Paper 2" for Physics. Throughout the course there are 8 Core Practicals – these are experiments which you must carry out before you sit your exam.	Complete your Tassomai daily goal Answer past paper questions from physicsandmathstutor.com Answer questions from your Edexcel Physics textbook and your CGP revision guide Visit museums and scientific centres (all with **free entry**) are: The Science Museum, National History Museum, Wellcome Collection, Faraday Museum, Anaesthesia Heritage Centre, Kirkaldy Testing Museum, and Horniman Museum.

Half Term	**Unit title**	**Knowledge**	**Skills**	**Assessment**
1	SP8 Energy – Forces Doing Work SP9 Forces and their Effects SP10 Electricity and Circuits	Transferring Energy Forces Diagrams Making and Investigating Circuits	Building electric circuits Rearranging equations Drawing scale diagrams Using a protractor	End of topic tests Phase tests Core Practicals PPEs
2	SP11 Static Electricity SP12 Magnetism and the Motor Effect SP13 Electromagnetic Induction	The Uses and Dangers of Static Electricity Magnets and Magnetic Fields Inducing Magnetic Fields National Grid	Detecting magnetic fields Using Flemings left-hand rule Analysing 3-dimensional problems	End of topic tests Phase tests Core Practicals
3	SP14 The Particle Model SP15 Forces and Matter	States of Matter and Changing States Changing Shapes – Elastic and Inelastic Deformation Pressure and Density	Identification of anomalous results Drawing lines of best fit Use of control variables Using reference points when measuring extensions Calculating the area under a graph	End of topic tests Phase tests Core Practicals
4-5	GCSE Exam Preparation	Topics for revision will be identified based on pupils' attainment in assessments	Revising effectively Skills from previous units in Y10 and Y11 will be revised and practiced	PPEs GCSE Exams

Curriculum Maps – Year 11

History

Overview of the year:	**Ways to consolidate and extend your learning in History:**
This year we will finish studying the modern topics for your GCSE and revise the content you learned in y10. We will finish studying the Interwar years and in particular focus on the rise of dictators and the road to the Second World War. This knowledge will prepare students to study the final international depth study: Germany 1890-1945. Students should finish these topics with a greater understanding of the causes of conflict in the 20th century and how this has shaped the modern world. Students will then revise these topics along with the thematic Health and the People module and the British depth study about Elizabethan England to prepare for their exams in the summer. Revision will be done in lessons alongside the independent revision that students will complete at home.	The main resource for learning GCSE History are the textbooks given to you by the school. You will also be given a revision guide to help your study this year. Pre-reading the textbook before lessons is a great way to help with your learning of the key knowledge required for GCSE. Re-reading the textbook at home after lessons is an important way to revise and consolidate information. Additionally, online resources such as YouTube videos and BBC bitesize can help further your understanding of topics. A wider list of useful resources is available on the school website. Visit museums and historical sites in the local area. Particularly useful places to visit are: The Museum of London; The Museum of Docklands; The British Museum; The Hunterian; The Wellcome Collection; The Old Operating Theatre; The Tower of London; Hampton Court Palace; Eastbury Manor House; The Globe Theatre; The Golden Hinde; and The Imperial War Museum. Further ideas for trips with your household are also available on the school website. Details of films and TV shows that can help your learning are also on the school website.

Half Term	**Unit title**	**Knowledge**	**Skills**	**Assessment (all modules will have an assessment under controlled conditions when finished)**
1	Conflict and Tension: Hitler's Foreign Policy	A study into the steps to World War Two. There is a specific focus on the actions of Hitler and the consequences of Britain and France's policy of Appeasement	Evaluating usefulness of sources using content and provenance Significance Change and continuity Comparing similarities Argumentative writing	Feedback throughout lessons as part of AfL and CfU. Written feedback on the two assessed written tasks Whole class feedback following each homework and based on the previous lesson's learning (Daily Review) **PPE2 includes everything we have learnt on GCSE course up until this point.**
2, 3	German Depth Study 1890-1945	A study into German government, society and economics from three time periods; Wilhelmine Germany, Weimar Germany and Nazi Germany.	Evaluating interpretations using fact checking and provenance Explaining importance Describing historical events Argumentative writing	Feedback throughout lessons as part of AfL and CfU. Written feedback on the two assessed written tasks Whole class feedback following each homework and based on the previous lesson's learning (Daily Review) **PPE2**
3, 4, 5	GCSE Exam Preparation	Prior attainment of students is used to direct them to appropriate revision materials and intervention.	All skills from previous modules in Y10 and Y11 will be revised and practiced	Feedback throughout lessons as part of AfL and CfU. Written feedback on the two assessed written tasks Whole class feedback following each homework and based on the previous lesson's learning (Daily Review)

Curriculum Maps – Year 11

Geography

Overview of the year: This year, students begin by recapping on the topic of Coasts and revise coastal processes and how they create different landforms. Students then in before moving onto managing coastlines to prevent erosion and seeing how this impacts people's lives in a case study set in Folkestone. At the end of this half-term, students will complete PPE exams in all GCSE content covered so far. In half term 2, students will work through the topic of Changing Economic World, which looks at how different countries are developing at different rates and how different strategies can help increase the wealth of a country. Students will then investigate the economies of Nigeria and the UK and see how they have changed over time. In the last 3 half terms, students will be revising for their upcoming GCSE geography exams. This time will also include preparation for the pre-seen synoptic skills exam which focuses on a particular issue that students must evaluate and come to a decision on.	**Ways to consolidate and extend your learning in Geography:** • TOP READ: **We Are Displaced: My Journey and Stories from Refugee Girls Around the World.** Malala Yousafzai introduces some of the faces behind the statistics and news stories we read or hear every day about the millions of people displaced worldwide. • TOP TV: **Coast – BBC 2/ IPlayer.** Various clips about life at the coastline, along with landforms and how people and processes interact • TOP FAMILY VISIT: **Museum of London Docklands -** *Feeding Black: Community, Power & Place*. A free display looking at how different groups have influenced politics, culture, heritage and resistance in London

Half Term	Unit title	Knowledge	Skills	Assessment
1	UK's Physical Landscapes: Coasts	• Knowledge of place – UK, Folkestone • Knowledge of physical processes – erosion, transportation and deposition and how they form different landforms, • Knowledge of human processes – management of erosion • Ability to use the views of different stakeholders – contrasting opinions on different types of coastal management	• Cartographic skills – locating places on a map, • Graphical/statistical skills – analysing data from graphs • Synoptic skills – how human and physical processes combine at the coast	PPE on all Y10 and Y11 topic completed so far
2	Changing Economic World	• Knowledge of place – Nigeria, UK • Knowledge of human processes - strategies to reduce the global development gap, deindustrialisation, and transport improvements • Ability to reach conclusions • Ability to use the views of different stakeholders – contrasting opinions on TNCs	• Cartographic skills – locating places on a map, • Graphical/statistical skills – analysing data from graphs • Synoptic skills – causes and consequences of uneven development	End of topic exam on Coasts and Changing Economic World
3	Revision	• Prior attainment is used to direct students to focus on areas of development in their revision to secure knowledge across the GCSE geography course	• All skills learnt through the GCSE course will be revisited and students will practice though exam questions and independent learning set	PPEs on Paper 1, 2 and Paper 3
4	Revision	• Prior attainment is used to direct students to focus on areas of development in their revision to secure knowledge across the GCSE geography course	• All skills learnt through the GCSE course will be revisited and students will practice though exam questions and independent learning set	Exam question practice in class and for homework
5	Revision	• Prior attainment is used to direct students to focus on areas of development in their revision to secure knowledge across the GCSE geography course	• All skills learnt through the GCSE course will be revisited and students will practice though exam questions and independent learning set	Exam question practice in class and for homework

Curriculum Maps – Year 11

Computer Science

Overview of the year:	**Ways to consolidate and extend your learning in History:**
This year we will finish studying the remaining topics for GCSE and revise the content learned in y10. We will study the following: Design and testing of robust programs, subroutines, search algorithms, operating systems, utility software, Ethical, Legal, Cultural & Environmental Issues surrounding computer systems, programming languages and the associated Development Editors associated with them. Students will also look at threats to a computer system, as well as protective measures. They will look at different types of System Software which enables computers to run. They will also review the ethical, legal, cultural, and environmental concerns of technology.	The main resource for learning GCSE Computer Science are the textbooks, Teach-ICT.com website resources and most importantly your Computer science folder (work done in class). You will also be given a revision guide to help your study this year. Pre-reading the textbook before lessons is a great way to help with your learning of the key knowledge required for GCSE. Re-reading the textbook at home after lessons is an important way to revise and consolidate information. Additionally, online resources such as YouTube videos and BBC bitesize can help further your understanding of topics. A wider list of useful resources is available on the school website. Also look at articles and videos posted on the Teams platform regularly. You should also practise programming at home for at least a few hours a week on tasks we worked in school. Test yourself to see if you can independently code the solutions for the problems we worked in class. This strategy will not only build your programming skills but also reinforce your understanding of algorithms.

Half Term	**Unit title**	**Knowledge**	**Skills**	**Assessment (all modules will have an assessment under controlled conditions when finished)**
1	Additional Programming techniques. Defensive Design. Testing. Operating Systems Utility Software	Students will learn about design and testing of robust programs, along with developing subroutines and search algorithms. Students will also learn about operating systems, their functionality and how they work with Utility Software.	• Programming • Pseudocode • Validation • Design • Testing and evaluation • Operating System • Utility Software Functionality	• Feedback throughout lessons as part of AfL and CfU. • Written feedback on class work and verbal feedback on unit tests • PPE2 includes everything we have learnt on GCSE course up until this point.
2, 3	Searching and Sorting Algorithm Programming Techniques. Ethics. Revision of all topics	Students will learn about the Ethical, Legal, Cultural & Environmental Issues surrounding computer systems, along with the associated legislation. Students will also learn about different programming languages and the associated Development Editors associated with them	• Legal Issues • Cultural Issues • Computing Legislation • Environmental Issues • Networks • Boolean logic • Computer hardware • Algorithms	• Feedback throughout lessons as part of AfL and CfU. • Written feedback on class work and verbal feedback on unit tests • PPE2 includes everything we have learnt on GCSE course up until this point.
3, 4, 5	GCSE Exam Preparation	Prior attainment of students is used to direct them to appropriate revision materials and intervention.	All skills from previous modules in Y10 and Y11 will be revised and practiced	Feedback throughout lessons as part of AfL and CfU. Written feedback on lesson tasks Whole class feedback following each homework and based on the previous lesson's learning

Curriculum Maps – Year 11

Art and Design BTEC

Overview of the year:	**Ways to consolidate and extend your learning in Art and Design:**
We will complete our personal response to Organic Structures at the beginning of the year. We will then start a new project with the theme of 'Expression and Identity' as a starting point, heavily focussed on self-portraiture and 2D outcomes – drawing and painting. We will look at various artists such as Shirin Nehsat, Reza Abedini, Vince Low and Marion Bolgnesi. You are asked to produce personal responses to these artists and are then asked to develop your own ideas inspired by these artists and other artists independently. You will complete a personal response 'final piece' in a 5-hour period of sustained focus.	• Visiting galleries and museums such as the Tate Britain, Tate Modern, Saatchi Gallery and Whitechapel Gallery. • Visit parks, museums, aquariums to record from primary sources. • Practicing techniques and technical skills learnt in lessons. • Entering art and design related competitions. • Attending Art Club to further experiment and develop ideas. • YouTube art experiments and techniques. • Visiting websites such as Pinterest, This is Colossal and studentartguide.com.

Half Term	**Unit title**	**Knowledge**	**Skills**	**Assessment**
1	Organic Structures 5	You learn how to present a personal and meaningful response to the theme Organic Structures – your final piece. You learn how to demonstrate confident understanding of visual language.	Presenting a meaningful and personal response. Understanding of visual language through application formal elements.	You will complete a final piece over 10 hours in lesson time. This will be submitted along your sketchbook.
	Expression, Portraiture, and Identity 1.	Exploring the work of Shirin Neshat, Reza Abedini, and Sean Williams we will learn how artists use their artwork to convey a message or as a form of expression.	Painting – acrylic and watercolour. Paper cut, layering. Digital manipulation of images. Creating a repeat pattern.	You will submit your sketchbook for assessment- your work and progress in each lesson informs your predicted grade and final grade.
2	Expression, Portraiture, and Identity 2.	Exploring the work of Kehinde Wiley, Delphine Diallo, Kris Trappinears and Vince Low we will learn how artists use their artwork to convey a message or as a form of expression.	Presenting a meaningful and personal response. Understanding of visual language through application formal elements.	You will submit your sketchbook for assessment- your work and progress in each lesson informs your predicted grade and final grade.
3	Expression, Portraiture, and Identity 3.	Exploring the work of Marion Bolognesi, Jimmy Law and Liz Y Ahmet we will learn how artists use their artwork to convey a message or as a form of expression.	Developing, refining, planning, and recording ideas in practice. Experimenting with a range of media.	You will submit your sketchbook for assessment- your work and progress in each lesson informs your predicted grade and final grade.
4	Expression, Portraiture, and Identity 4.	You learn how to independently develop, refine, and record your own ideas having chosen a sub theme for the topic and researched your own artists.	Developing, refining, planning, and recording ideas in practice. Experimenting with a range of media.	You will submit your sketchbook for assessment- your work and progress in each lesson informs your predicted grade and final grade.
5	Expression, Portraiture, and Identity 5.	You learn how to present a personal and meaningful response to this theme - your final piece. You learn how to demonstrate confident understanding of visual language.	Presenting a meaningful and personal response. Understanding of visual language through application formal elements.	You will submit your sketchbook for assessment- your work and progress in each lesson informs your predicted and final grade.
6	Consolidation of coursework	Before the external examiner visits, we will review our coursework projects 'Organic Structures' and 'Expression, portraiture and Identity'.	Improving work, selecting most appropriate work, analysis, and evaluation of work.	You will all present three sketchbooks and personal responses from yr10 and yr11 for marking and external moderation.

Curriculum Maps – Year 11

Design and Technology

Overview of the year: During this academic year students will be completing their NEA for submission. Their project is independently generated with guidance from their Design Technology teacher. The outcome is based around a need for a product and the use of research and investigations to develop a product that could be successful in a real-life situation. Students will also be continuing to study theory content of the course to be able to undertake an exam to demonstrate their ability to apply their knowledge of Product Design. The combined result of students completed NEA (50%) and exam (50%) will provide their overall grade.			**Ways to consolidate and extend your learning in Design and Technology:** Students to familiarizing themselves with processes, materials and systems in industry such as the manufacture of common items and how the world of design is ever evolving. Websites such as Technologystudent.com, GCSE bitesize and 'How It's Made' are good platforms to help students develop their understanding of processes and the theory knowledge for successful completion of the exam as well as information required to support and convey their ideas in their NEA.	
Half Term	**Unit title**	**Knowledge**	**Skills**	**Assessment**
1	NEA sections: Mood-board, Work of others, Design Brief, Specification, Design Ideas, Design evaluations, Client feedback for choices. Theory Units: 1.1-1.4	Theory units: 1.1: Industry and Enterprise, 1.2 Sustainability and the Environment, 1.3 People, Culture and Society, 1.4 Production Techniques and Systems	To make use of client feedback, interviews as well as previous research to produce a range of ideas that are suitable for both client and to meet specifications.	On-going submission with generic feedback for NEA. End of unit tests
2	NEA sections: Designer and class feedback for choices, drawn development, CAD development, Modelling development. Theory Units: 1.5-2.3	Theory units: 1.5 Informing Design Decisions, 2.1 Energy Generation, 2.2 Energy Storage, 2.3 Modern Materials	To be able to develop several possible solutions from client, designer, and third-party feedback. To be able to make an informed choice as to which design is most likely to be successful against a specification and Deign Brief.	On-going submission with generic feedback for NEA. End of unit tests.
3	NEA sections: Chosen design exploded diagram, Cutting List, Further research, Practical testing and development, Making (teaching Onshape). Theory Units: 2.4-2.6	Theory Units: 2.4 Smart Materials, 2.5 Composite Materials and Technical Textiles, 2.6 Systems Approach to Designing	To be able to communicate and inform industry to manufacture a prototype. Undertake practical testing methods to demonstrate expected performance of a prototype for manufacture.	On-going submission with generic feedback for NEA. End of unit tests
4	NEA sections: Making (using Onshape), Manufacturing specification, Final evaluation, Final Testing and submission Theory Units: 2.7-2.8	Theory Units: 2.7 Electronic Systems Processing, 2.8 Mechanical Devices	To make use of digital CAD design packages to be able to produce a 3D working model of a prototype. Demonstrate a products success through evaluation and testing methods.	On-going submission with generic feedback for NEA. End of unit tests before final examination.

Curriculum Maps – Year 11

Music

Overview of the year:			**Ways to consolidate and extend your learning in Music:**	
This year we develop further your knowledge of music and the musical styles. We also build consolidate your skills as a musician and composer ready to complete your GCSE non exam assessment materials. (coursework). We revise the topics in the concerto through time, rhythms of the world, Film music and conventions of pop practising recalling your knowledge needed for the exam. This is at the same time as you finish or improve your solo performance and free brief composition; whilst completing the ensemble performance and set brief composition.			Going to concerts and listening to music, thinking about how you can describe it using musical language. Naming instruments you can hear in a piece of music and breaking it down into parts. If you have an instrument at home practising playing pieces using you tube tutorials, or using the music rooms at break, lunch and after school to practise. You can also create music at home using music technology and instruments, particularly if you have access to garage band on a phone, tablet or computer. As a GCSE student you will also be part of the accelerated musician's programme. These will form instrument lessons it is compulsory for you to attend.	
Half Term	**Unit title**	**Knowledge**	**Skills**	**Assessment**
1	Set brief composition	Revision of all content in the four areas of study.	Rehearsal skill, performance skills, composition skills and exam question practice	PPE Solo performance complete (15% of course) Free brief complete (15% of course)
2	Ensemble performance	Revision of all content in the four areas of study.	Rehearsal skill, performance skills, composition skills and exam question practice	Ensemble performance (15% of course) Exam questions for each questions type.
3	Completing NEA pieces	Revision of all content in the four areas of study. Creating a score.	Rehearsal skill, performance skills, composition skills and exam question practice	Set brief composition (15% of course) Exam questions for each questions type.
4	Creating scores	Revision of all content in the four areas of study. NEA completed	Rehearsal skill, performance skills, composition skills and exam question practice	PPE NEA completed.
5	Exam	Rock n roll, rock anthems, pop ballads, solo artists.	Rehearsal skill, performance skills, composition skills and exam question practice	GCSE exam

Curriculum Maps – Year 11

Food and Nutrition

Overview of the year: This year the students will complete their Food Preparation and Nutrition GCSE. Students will continue to expand their understanding of the qualification by undertaking their NEA2 practical exam and their National GCSE exam. They will develop skills in designing dishes in accordance with a set brief; plan, prepare and evaluate such brief for submission before February half term. After February half term, the students will continue with some units not previously taught in Y10 and in May, the students will start their revision for their National GSCE exam.	**Ways to consolidate and extend your learning in Food Preparation and Nutrition** • TOP READ: Many recipe books are now available in all formats such as, hard back, CDs and online • TOP TV: BBC Bake Off, Master Chef the Professionals and Saturday morning TV • TOP FAMILY VISIT: Exploring new restaurants which serves foods from different cultures • BBC – Bite Size on Food Technology

Half Term	**Unit title**	**Knowledge**	**Skills**	**Assessment**
1	Special diets and nutrition	• How different diets can assist in healthy lifestyles • Extended knowledge of nutrition and its importance in people's lives • Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health	• Evaluating own diets and make healthier choices • How to use the knowledge of the function of nutrients to plan for special diets • How can food related illnesses be prevented?	End of unit test
2	NEA 2 November release 12 hours including 3 hr practical exam	• How to respond to a set brief • Planning of dishes to suit brief • Cooking dishes suitable for brief • Research of brief and how to address its requirements	• Research • Practicing cooking dishes for brief • Evaluation of brief	Submission of NEA2 February 2022
3	NEA 2 November release 12 hours including 3 hr practical exam	• How to respond to a set brief • Planning of dishes to suit brief • Cooking dishes suitable for brief • Research of brief and how to address its requirements • Be able to demonstrate effective and safe cooking skills by planning, preparing, and cooking a variety of food commodities whilst using different cooking techniques and equipment	• Research • Practicing cooking dishes for brief • Evaluation of brief	Submission of NEA2 February 2022
4	Food production and ethical, moral, and social issues	• How does food production in the UK and around the world affect us and our environment? • What is fair trade, food miles, GM foods and food sustainability? • Understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices	• How to tackle environmental factors affecting food choices • Being able to assess how UK and the world can act to consider; fair trade, food miles and food sustainability	End of unit test

Curriculum Maps – Year 11

Drama

Overview of the year: This year students will finish the GCSE Drama course. Students will continue to expand their understanding of communication through performance and practically consider the ways and develop ideas in which performers, directors and designers create impact and meaning through the elements of performance across performance skills and production elements. During this year students will complete their scripted performance elements and their final written examination.	**Ways to consolidate and extend your learning in Drama:** Reading and watching theatre playscripts/performances to understand how to write, create and perform. Watch a range of live theatre or recorded theatre performances now readily available online and through subscription apps (Netflix/Amazon Prime). Ensuring the homework tasks set on Microsoft Teams are complete to recap on the skills and knowledge learnt in lesson. Attend Drama clubs, both at SSA or with external theatre companies and theatres.

Half Term	Unit title	Knowledge	Skills	Assessment

1	1. An Inspector Calls Workshops
	2. Roles Exploration: Performer, Director,
		• An Inspector Calls: Plot, Characters, Context
		• Production elements
		• Role of performer
		  ○ Creating character, Communicating meaning
		• Role of director
		  ○ Performance as a whole, Style and form Directing performance, Vision and intent
			• How to study a text, exploring the relevant social, historical, and cultural contexts
			• How to recognise and understand the roles and responsibilities of performer, designer, and director
				In-class questioning
				
				C3 Examination Questions

2	1. Exploration of a text
	2. Communicating meaning through performance
	3. Block scripted performance
		• Deducing and inferring from a script
		• Building an effective character:
		  ○ Vocality
		  ○ Physicality
		  ○ Spatial relationships and proxemics
		• Communication with audience and Establishing impact
		• Rehearsal techniques and stages: Blocking, Running, Dress run, Tech run and cue to cue
			• How to interpret and explore an extract from a full play text
			• How to realise intention through performance or design
				In-class questioning
				
				Mock performances

3	1. Final scripted performance
	2. An Inspector Calls Workshops
		• Performing characters effectively:
		  ○ Vocality, Physicality, Spatial relationships, and proxemics
		• An Inspector Calls:
		  ○ Plot, Characters, Context
		• Production elements
			• How to interpret and explore an extract from a full play text
			• How to realise intention through performance or design
			• How to study a text, exploring the relevant social, historical, and cultural contexts
				• Final scripted performance to visiting examiner
				• In-class questioning
				• C3 Examination Questions

4	1. An Inspector Calls Workshops 2. Roles Exploration: Performer, Director, Designer	• An Inspector Calls: Plot, Characters Context • Production elements • Role of performer: Creating character, Communicating meaning • Role of director: Performance as a whole, Style and form, Directing performance, Vision and intent • Role of designer: Creating character, Communicating meaning, Meeting director's vision and intent	• How to study a text, exploring the relevant social, historical, and cultural contexts • How to recognise and understand the roles and responsibilities of performer, designer, and director • How to develop ideas in which performers, directors and designers create impact and meaning through the elements of performance	In-class questioning C3 Examination Questions
5	1. An Inspector Calls Workshop 2. Roles Exploration: Performer, Director, Designer	• An Inspector Calls: Plot, Characters, Context • Production elements • Role of performer: Creating character, Communicating meaning • Role of director: Performance as a whole, Style and form, Directing performance, Vision and intent • Role of designer: Creating character, Communicating meaning, Meeting director's vision and intent	• How to study a text, exploring the relevant social, historical, and cultural contexts • How to recognise and understand the roles and responsibilities of performer, designer, and director • How to develop ideas in which performers, directors and designers create impact and meaning through the elements of performance	In-class questioning C3 Examination Questions

Curriculum Maps – Year 11

Sport and Fitness BTEC

Overview of the year: This year we will complete the remaining two units required for the successful completion of the course. We will start with the externally examined unit. This unit will be comprised of a variety of multiple choice, questions, short answer questions and sustained written responses. In this unit, a large amount of the information used to complete the PEP in year 10 will be required. The exam will be sat just before the Christmas holiday, revision will be done in lessons alongside the independent revision that students will complete at home. Following the completion of this unit, we will then complete unit 5 – The sports performer in action. In this unit the long- and short-term impacts of exercise on the cardiorespiratory and musculoskeletal systems will be examined in depth. Following the completion of this unit, we will then complete unit 2 – The sports performer in action. In this unit there will be assessment of practical performance as well as having to show a deep understanding of the rules, regulations and scoring systems of sports. In addition to this, there will be analysis of performance and use of data to inform improvement.	**Ways to consolidate and extend your learning in Sport and fitness:** The main resource for learning Sport and fitness are the revision guides given to you by the school. Revisiting content at home after lessons is an important way to revise and consolidate information. Additionally, going over key areas of the PEP unit will aid revision as these have been applied in the way that will be needed. Watching sport and trying to understand the intricate rules, why they exist, and the roles of officials will also help for this year.

Half Term	Unit title	Knowledge	Skills	Assessment
1, 2	Fitness for sport and exercise – Unit 1	The key areas are; Principles of training, methods of training, skill related fitness, physical fitness, fitness testing and exercise and heart rate. These areas need to be able to be interlinked.	Writing sustained responses in a structured manner Linking different ideas to show how they work together Identifying relevant information	External exam made up of 60 marks. These marks will include multiple choice questions, short response questions and extended written answers.
3, 4	The sports performer in action	The impact of exercise on two major body systems; the cardiorespiratory system and the musculoskeletal system will be considered. For both systems the immediate (short term) effects of exercise as well as the adaptations (long term effects) will be investigated	Linking of information Understanding multi layered relationships between information Evaluating and predicting the impact of change	Documents will be produced showing both the short term and long-term impacts of exercise on the two body systems being investigated.

Curriculum Maps – Year 11
EAL

Overview of the year: You will learn a range of writing skills; practice reading and learn vocabulary that covers a broad range of topics.	**Ways to consolidate and extend your learning in IGCSE ESL:** **Read newspapers and magazines. Use Read Theory to develop you reading skills and vocabulary.**

Half Term	**Unit title**	**Knowledge**	**Skills**	**Assessment**
1	Environment and wildlife	You will learn about some of the world's environmental issues such as global warming and pollution. You will learn about endangered species.	Reading Writing articles Listening skills Speaking skills	End of unit assessment
2	Our community: young and old	You will learn about community issues such as home and the challenges young and old people face. You will learn what makes a person an adult in different communities	Formal and informal writing styles Speaking & listening	End of unit assessment
3	Work	Many students will be at a stage in their lives when they are thinking carefully about types of jobs they would like to do. You will language around the topic of work and to learn practical skills such as writing job applications using appropriate expressions and formal language.	Vocabulary building Formal and informal speaking & writing CV writing Work related idioms	End of unit assessment
4	Student life	You will learn about some of the issues students face when they start college and university. You will learn about giving advice and vocabulary based around the topic of student life.	Email writing Analysing tone and register of emails Punctuation Nore taking and summary writing	End of unit assessment
5	Revision	You will prepare for the reading writing, speaking and listening exams.	Exam skills	Final examination

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