

## Curriculum overview Whole School

### What our students study in Year11 at Strood Academy

Subjects	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Maths	<p><b>Number</b> Be able to manipulate and use number to solve real life and exam style problems</p> <ul style="list-style-type: none"> <li>- Be able to carry out operations and calculations with positive and negative integers, fractions, mixed numbers and decimals</li> <li>- Identify and work with multiples, decimals and prime numbers</li> <li>- Appreciate place value, write numbers in and make calculations in standard form</li> <li>- Order and convert between fractions, decimals and percentages</li> <li>- Convert between and work in various metric units.</li> <li>- Round numbers to appropriate levels of accuracy and estimate answers using rounding</li> </ul> <p><b>HIGHER ONLY</b></p> <ul style="list-style-type: none"> <li>- Use listing strategies to apply the product rule for counting.</li> <li>- Estimate powers and roots for any positive integer</li> <li>- Work with Fractional Indices</li> <li>- Be able to simplify, rationalise and carry out calculations with surds</li> <li>- Change recurring decimals into the fractional equivalents</li> <li>- Calculate with Upper and Lower Bounds</li> </ul>	<p><b>ALGEBRA</b> Be able to manipulate and use algebra to solve real life and exam style problems</p> <ul style="list-style-type: none"> <li>- Use Algebraic language, terminology and notation accurately</li> <li>- Be able to expand, simplify and factorise up to two sets of brackets and double brackets</li> <li>- Substitute into equations and inequalities</li> <li>- Rearrange formula to change the subject</li> <li>- Plot graphs of linear, quadratic, cubic and reciprocal functions</li> <li>- Find roots, turning points and intercepts of functions</li> <li>- Find and interpret gradients of linear functions</li> <li>- Solve linear, quadratic and linear simultaneous algebraically and graphically</li> <li>- Represent and solve inequalities graphically algebraically and on a number line.</li> <li>- Find nth term, term to term and position to term rules for linear sequences</li> <li>- Recognise sequence which are non-linear (triangular, squared, Fibonacci etc)</li> </ul> <p><b>HIGHER ONLY</b></p> <ul style="list-style-type: none"> <li>- Be able to simplify and work with algebraic fractions</li> <li>- Expand more than two binomials</li> <li>- Factorise any quadratics including using the quadratic formula</li> <li>- Be able to carry out algebraic proofs</li> <li>- Work with inverse and compound functions</li> <li>- Find equations of tangents and normals</li> <li>- Find turning points by completing the square</li> <li>- Plot exponential and trig functions</li> <li>- Sketch translations of functions</li> <li>- Estimate gradients on non-linear graphs, find areas under graphs and interpret the results</li> <li>- Recognise and use the equation of a circle</li> <li>- Solve non-linear simultaneous equations algebraically and graphically</li> <li>- Complete problems involving iteration</li> <li>- Calculate the nth term of quadratic sequences</li> </ul>	<p><b>Ratio, Proportion and Rates of Change</b> Be able to manipulate and use ratio, proportion and percentages to solve real life and exam style problems</p> <ul style="list-style-type: none"> <li>- Be able to change between related units (speed, distance, time, density, pressure, rates of pay)</li> <li>- Use scale factors, scale diagrams and maps and find lengths of similar shapes</li> <li>- Work with ratio in all forms (divide into a ratio, find a ratio, simplify)</li> <li>- Use direct and inverse proportion</li> <li>- Work with percentage (% of amount, increase, decrease, interest calculations)</li> <li>- Interpret gradient as rate of change</li> </ul> <p><b>HIGHER ONLY</b></p> <ul style="list-style-type: none"> <li>- Construct and interpret equations and graphs for direct and inverse proportion</li> <li>- Interpret gradient at a point on a curve as instantaneous rate of change</li> <li>- Set up growth and decay problems including using iteration.</li> <li>- Complete problems using compound interest, reverse percentage and compound depreciation.</li> </ul>	<p><b>Geometry</b> Be able to manipulate and use all forms of geometry to solve real life and exam style problems</p> <ul style="list-style-type: none"> <li>- Work with angles and find missing angles (at a point, in parallel lines, in polygons)</li> <li>- Carry out and describe transformations (translation, reflection, rotation, enlargement)</li> <li>- Understand the rules for congruence</li> <li>- Use Pythagoras' Theorem to find missing sides</li> <li>- Use Trigonometry to find missing angles in right-angled triangles</li> <li>- Know the standard values for sine, cosine and tangent at 0, 30, 45, 60 and 90 degrees</li> <li>- Know the parts of a circle and definitions of face, vertex and edge</li> <li>- Solve problems involving perimeter, area, surface area and volume for a range of 2 and 3D shapes</li> <li>- Carry out addition, subtraction and multiplication by a scalar and represent vectors graphically</li> <li>- Complete problems involving constructions, loci and bearings</li> </ul> <p><b>HIGHER ONLY</b></p> <ul style="list-style-type: none"> <li>- Be able to use Pythagoras' theorem in 3 dimensions</li> <li>- Combine transformations</li> <li>- Apply and prove circle theorems</li> <li>- Use similarity to find surface areas and volumes of 3D shapes</li> <li>- Apply the sine, cosine and <math>\frac{1}{2}ab\sin C</math> rule to find sides, angles and areas of non-right angled triangles</li> <li>- Apply trigonometry in 3 dimensions</li> <li>- Use vectors to solve complex problems, including vector proofs</li> </ul>	<p><b>Statistics and Probability</b> Be able to manipulate and use statistics and probability to solve real life and exam style problems</p> <ul style="list-style-type: none"> <li>- Understand and apply the probability scale</li> <li>- Calculate probabilities from a range of sources (data, frequency diagrams, tree diagrams, venn diagrams, samples spaces, two way tables etc)</li> <li>- Construct frequency diagrams, tree diagrams, venn diagrams and samples spaces</li> <li>- Calculate the probability of independent and dependent events</li> <li>- Collect and classify data using a variety of sampling techniques</li> <li>- Interpret sets of data including finding mean, median, mode, range. (grouped data included)</li> <li>- Construct and interpret diagrams to display data (bar and pie charts, scatter graphs, frequency polygons etc)</li> </ul> <p><b>HIGHER ONLY</b></p> <ul style="list-style-type: none"> <li>- Interpret conditional probability from venn diagrams, tree diagrams and two way tables</li> <li>- Construct and interpret histograms</li> <li>- Construct and interpret cumulative frequency diagrams and box plots</li> <li>- Calculate quartiles, outliers and interquartile range</li> </ul>	Public examinations

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<p><b>English Lang &amp; English Lit</b></p>	<p><b>Literature: Rapid Cycling</b></p> <p><b>Language: Paper 1 Section B (Descriptive/Narrative Writing)</b></p> <p>Students have already studied the Literature texts in Year 10 and will therefore be spending Year 11 practising responding to exam questions and developing their analytical responses.</p> <p>Developing skills in descriptive writing. Applying sentence and punctuation variety to written responses and learning how to effectively approach an exam style question.</p> <p>For both Language and Literature - practise writing under exam conditions.</p>	<p><b>Literature: Rapid Cycling and Unseen Poetry</b></p> <p><b>Language: Paper 2 Section B (Transactional Writing) and Paper 1 Section A Question 4 (Evaluation)</b></p> <p>Students have already studied the Literature texts in Year 10 and will therefore be spending Year 11 practising responding to exam questions and developing their analytical responses.</p> <p>Analytical study of unseen poetry and the use and effect of techniques and messages used by the poet(s).</p> <p>Developing skills in transactional writing. Focus on writing form expectations and identification and awareness of ethical, moral, economic and social factors for inclusion in writing.</p> <p>Developing evaluative skills for responding to extended pieces of text.</p> <p>For both Language and Literature - practise writing under exam conditions</p>	<p><b>Literature: Rapid Cycling and Unseen Poetry</b></p> <p><b>Language: Paper 2 Section A (Summary and Writer's Perspectives)</b></p> <p>Students have already studied the Literature texts in Year 10 and will therefore be spending Year 11 practising responding to exam questions and developing their analytical responses.</p> <p>Analytical study of unseen poetry and the use and effect of techniques and messages used by the poet(s).</p> <p>Developing summary writing responses and comparing writers' perspectives in texts.</p> <p>For both Language and Literature - practise writing under exam conditions.</p>	<p><b>Literature: Rapid Cycling and Unseen Poetry</b></p> <p><b>Language: Paper 1 Section A (Language and Structural analysis) and Paper 2 Section A (Language analysis)</b></p> <p>Students have already studied the Literature texts in Year 10 and will therefore be spending Year 11 practising responding to exam questions and developing their analytical responses.</p> <p>Analytical study of unseen poetry and the use and effect of techniques and messages used by the poet(s).</p> <p>Developing understanding and responses for structural and language analysis in Paper 1 and Paper 2.</p> <p>For both Language and Literature - practise writing under exam</p>	<p><b>Literature: Rapid Cycling and Unseen Poetry</b></p> <p><b>Language: Rapid Cycling</b></p> <p>Students have already studied the Literature texts in Year 10 and will therefore be spending Year 11 practising responding to exam questions and developing their analytical responses.</p> <p>Analytical study of unseen poetry and the use and effect of techniques and messages used by the poet(s).</p> <p>Rapid cycling of Language questions - application and evaluation of skills.</p> <p>For both Language and Literature - practise writing under exam conditions.</p>	
<p><b>Science</b></p>	<p><b>Biology:</b> Organisational Hierarchy. Heart, Blood Vessels, Coronary disease. Uses of Glucose in photosynthesis. Transport in Cells. Respiration.</p> <p><b>Chemistry:</b> Reactivity of Metals. Reactions of acids. Electrolysis Energy Changes. Conservation of Mass Quantitative Chemistry Recap</p> <p><b>Physics:</b> Energy. National &amp; Global Energy Resources. Current, Potential Difference &amp; P.d. Series &amp; Parallel Circuits. Power</p> <p>Interleaving Concepts: Cells, periodic table, energy</p>	<p><b>Biology:</b> Paper 1 Revision &amp; Recap</p> <p><b>Chemistry:</b> Quantitative Chemistry Recap Periodic Table - Groups Metals &amp; Alloys Bond Energies</p> <p><b>Physics:</b> Domestic Uses &amp; Safety. Energy Transfers. Internal Energy &amp; Energy Transfers. Particle Model &amp; Pressure. Specific Heat Capacity</p> <p><i>Paper 1 Revision/Recap before mock exams</i></p> <p>Interleaving Concepts: Genetics, energy, atoms &amp; elements, States of matter</p>	<p><b>Biology:</b> Homeostasis &amp; Response. Central Nervous System Hormonal Coordination in Humans. Inherited Disorders Evolution &amp; Adaptation Organisation of an Ecosystem.</p> <p><b>Chemistry:</b> Crude Oil &amp; Hydrocarbons Test for Common Gases Using Earth's Resources. Electrolysis. The Rate &amp; Extent of Chemical Change. Cracking &amp; Alkenes. Reversible Reactions &amp; Dynamic Equilibrium.</p> <p><b>Physics:</b> Work Done Forces &amp; Elasticity Magnetism &amp; Electromagnetism. The Motor Effect. Electromagnetic Waves.</p>	<p><b>Biology:</b> Adaptations, Interdependence &amp; Competition. Biodiversity &amp; The Effect of Human Interaction on Ecosystems.</p> <p><b>Chemistry:</b> The Rate &amp; Extent of Chemical Change. Earth's Atmosphere Carbon Dioxide &amp; Methane. Using Resources. Life Cycle Assessment &amp; Recycling. Common Atmospheric Pollutants &amp; Their Sources Potable Water</p> <p><b>Physics:</b> Paper 2 Recap/Revision</p> <p><i>Paper 2 Revision/Recap before mock exams</i></p> <p>Interleaving Concepts: Cells, Bonding &amp; Structure, Renewable Resources, Forces</p>	<p>Each teacher will use the assessments and their professional judgement to go through the students weakest topics.</p> <p>There will be a focus on exam style questions and how to answer.</p>	

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			Interleaving Concepts: Atoms & Bonding, Energy levels, Chemicals, Electricity, Properties of waves			
<b>Health and Social care</b>	<p><b>Component 2 - Learning Aim B</b></p> <p>interleaving: Care Values, PIES</p> <p>Core:</p> <p>Empowering and promoting Independence. Respect for Others Maintaining confidentiality Preserving dignity Effective Communication Safeguarding and duty of care Promoting Anti-discriminatory practise Applying care values in a compassionate way. Working together Giving and receiving feedback. Using/Actioning Feedback to improve.</p>	<p><b>Component 3</b></p> <p>Interleaving: Growth and Development, PIES, Life events and impact on wellbeing.</p> <p>Core:</p> <p>Health &amp; Wellbeing definitions Genetic Inheritance Ill health Diet Exercise Substance use Personal Hygiene Social Interactions Stress Seeking Help/Access to services Financial Resources Environmental Conditions Housing Impact of Life events relating to relationship changes Impact of Life events relating to changes in life circumstances</p>	<p><b>Component 3</b></p> <p>Interleaving: Growth and Development, PIES, Factors affecting development.</p> <p>Core:</p> <p>Health indicators - Pulse rate, resting and active; Blood pressure; Peak flow; Body Mass Index (BMI); Interpreting health indicators using published guidelines Risks to physical health of abnormal readings Interpreting Lifestyle data on - Smoking; Alcohol; inactivity; Importance of a person centred approach Recommended actions to improve health &amp; wellbeing Short and long term targets Sources of support Potential Obstacles to implementing plans - Emotional/psychological; Time; Resource availability; Unachievable targets; Lack of support; Addiction; ability/disability; barriers to accessing services.</p>	<p><b>Component 1/Component 2 Catch-Up Revision</b></p> <p>Coursework Tweaks/Catch up on outstanding submissions for :</p> <p>Component 1 - <u>LA.A</u> and <u>LA.B</u></p> <p>Component 2 - <u>LA.A</u> and <u>LA.B</u></p> <p>Structured Revision/Recap of Component 3 Content in preparation for May Resits.</p>	<p><b>Structured Revision</b></p> <p>Structured Revision/Recap of Component 3 Content in preparation for May Resits.</p>	
<b>History</b>	<p><b>This is reviewing topics they did at the start of Yr9. Due to the limited time available we will need to condense this and make up with missing content through use of H.W via Google Classrooms.</b></p> <p>Kaiser and Germany up to 1918 + practice Q4 PEQ</p> <p>Treaty of Versailles and problems 1918-23 + practice Q1 (H.W Munich Putsch).</p> <p>Stresemann era and Great Depression + practice Q5</p> <p>Becoming Chancellor and then Fuhrer + practice Q6</p> <p>Nazi Control and Opposition + practice Q1 and Q2</p> <p>Workers, economy and religion + practice Q4 and Q5</p>	<p><b>This is reviewing topics they did at the start of Yr9. Due to the limited time available we will need to condense this and make up with missing content through use of H.W via Google Classrooms.</b></p> <p>Treaty of Versailles and the Big three's reaction + practice Q1</p> <p>Structure of League of Nations and strengths/weaknesses + practice Q2</p> <p>League in the 1920's and Great Depression + practice Q4</p> <p>Manchuria and Abyssinia Crisis + practice Q3 (H.W Spanish Civil War)</p> <p>Road to WW2; Rhineland and Anschluss + practice Q3</p> <p>Road to WW2; Appeasement and Nazi Soviet Pact + practice Q4</p>	<p><b>This is reviewing topics they did at the start of Yr10. Due to the limited time available we will need to condense this and make up with missing content through use of H.W via Google Classrooms.</b></p> <p>Ancient ideas and ideas and Treatments used Vesalius – Jenner + practice Q1</p> <p>19th – 20th Treatments + practice Q3 (H.W 21st century treatments)</p> <p>Public Health; medieval, Renaissance and start of 19th + practice Q2</p> <p>Public health improvements 19th-20th Century</p> <p>Surgery through time + practice Q4</p> <p>Practice exam questions and mop up any missing content</p>	<p><b>This Topic was hardest hit as we only got up to the Battle of Hastings before the Lockdown happened meaning we have had very limited classroom time to teach this unit.</b></p> <p>Edward Confessor's death and claimants to the throne + practice Q1</p> <p>Battles and Hastings + practice Q2</p> <p>Rebellions and methods of control (H.W on either Domesday or Feudal system if not covered) + practice Q3</p> <p>Life under the Normans; Law and order, life in Village and Town + practice Q3</p> <p>Castles and White Tower practice Q4</p>	<p><b>We will finish off the Norman topic as this will need more time due to the impact of the lockdown and then we will start to review previous units and GAPS that exist in other units so as to get ready for the exams</b></p> <p>Role of the Church and Lanfranc's reforms</p> <p>Monasteries and King's relationship to the Church</p> <p>Review Germany 1890-1923</p> <p>Review Germany 1923-1934</p> <p>Review Health and people Renaissance – 19th century</p> <p>Review Road to WW2</p>	

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	Women, children and unwanted in Germany + practice Q3 (H.W on Holocaust)	Mock exam of Paper 1				
<b>Geography</b>	<p><b>Applied fieldwork enquiry / Development and resource issues</b></p> <p>How can evidence be analysed and how patterns and trends evidenced by fieldwork relate to wider geographical knowledge and understanding?</p> <ul style="list-style-type: none"> <li>- What conclusion may be drawn from fieldwork enquiries?</li> <li>- What evaluative techniques should be applied to the enquiry process?</li> </ul>	<p><b>Development and resource issues</b></p> <ul style="list-style-type: none"> <li>- Measuring economic development</li> <li>- Contemporary global patterns</li> <li>- Causes and consequences of uneven development at the global scale</li> <li>- Responses to uneven development at the global scale</li> <li>- How and why is the demand for water changing</li> <li>- Sustainable management of water resources</li> <li>- Causes and consequences of regional patterns of economic development in one economically developing country</li> <li>- Causes of consequences of regional patterns of economic development in the UK</li> <li>- How can regional inequalities in the UK be reduced?</li> </ul>	<p><b>Social development</b></p> <ul style="list-style-type: none"> <li>- Measuring social development</li> <li>- Challenges facing social development in subSaharan Africa and South Asia</li> <li>- Health care issues in subSaharan Africa</li> </ul>	<p><b>Revision</b></p> <p>GAPs identified from Exams</p> <p>Units include: Applied fieldwork enquiry Development and resource issue Social development Coastal hazards and their management Rural to urban links Landscapes and physical processes Weather, climate and ecosystems</p>	<p><b>Revision</b></p> <p>GAPs identified from Exams</p> <p>Units include: Applied fieldwork enquiry Development and resource issue Social development Coastal hazards and their management Rural to urban links Landscapes and physical processes Weather, climate and ecosystems</p>	
<b>Spanish</b>	<p><b>Global issues - the environment + social issue -</b></p> <p>Environmental issues linked to social issues such as poverty and homelessness</p> <p>using me preocupa, mucho modal verbs linked to behaviours (must do/can do/should do/could do etc)</p> <p>if /si sentences revised for outlining consequences of actions</p> <p>pluperfect</p> <p>algo / alguien / 3rd person</p> <p>se debe/ se puede</p> <p>negatives</p>	<p><b>Current and future studies</b></p> <p>School life including subjects, likes, dislikes, rules and uniform.</p> <p>Future choices at post 16 /18</p> <p>Jobs and charity work</p> <p>comparatives / superlatives</p> <p>quantifiers</p> <p>genders / se debe /hay</p> <p>future</p> <p>si clause</p> <p>lo que</p> <p>quisiera</p> <p>using varied tense</p> <p>verbs and infinitive</p> <p>me gustaría</p>	<p><b>My life</b></p> <p>Family, routine, technology, shopping, health</p> <p>tener and ser possessive adjectives</p> <p>reflexive verbs</p> <p>comparisons, por/para / perfect tense /gerund</p> <p>plurals word order in questions</p> <p>spotting tenses</p> <p>plurals</p> <p>hacer / jugar / mejor que / peor que</p>	<p><b>Traveling and festivals</b></p> <p>Holidays, transports, hotels, festivals, weather, activities, food, shopping</p> <p>present imperfect comparisons, sequence, compass, estar</p> <p>future and conditional</p> <p>weather</p> <p>future + opinions in plurals</p> <p>present tense</p> <p>past - preterite -ser -ir</p> <p>hay - había</p> <p>numbers, plurals</p> <p>tenses</p> <p>opinions</p>	<p><b>Speaking / revision</b></p> <p>Speaking exam</p> <p>Revision of all themes, grammar and techniques</p> <p>Gap analysis</p>	
<b>Drama</b>	<p><b>Component 2:</b> Re-recording of performance for all groups where possible to bring the recording standard up to examination quality.</p> <p><b>Component 1:</b> Understanding Theatre section A,B,C</p> <p>Component: 3 script performance</p>	<p><b>Component 1:</b> Understanding Theatre section B</p> <p><b>Component: 3</b> Script Performance</p>	<p><b>Component 1:</b> Understanding Theatre section C</p> <p><b>Component: 3</b> Script Performance</p>	<p><b>Component 1:</b> Understanding Theatre section A, Section B</p>	<p><b>Component 1:</b> Understanding Theatre section A, Section B, Section C</p>	

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<p><b>3D Design</b> <b>Art</b> <b>Photography</b></p>	<p>Students will be continuing to develop their final unit of coursework based on the 'Mock Exam Units provided to them in term 6: These units are preparation for their real exam which is released in January. Themes to choose from are as follows:</p> <p>Art and Design: Still Life, Human Figure and expression</p> <p>Photography: Black and white, Text and Image and Close up</p> <p>3D Design: 'Inside and Outside', Shape &amp; Pattern and Construction'.</p> <p>All of these units cover the same GCSE AQA Guidelines in which there are four assessment objectives with equal points available (24points).</p> <p>Assessment Objective 1: Artist research. Making informed choices in selecting appropriate artists and designers suitable to project themes.</p> <p>Assessment Objective 2: Artist research. Making informed choices in selecting appropriate artists and designers suitable to project themes.</p> <p>Assessment Objective 3: Observational and recording of ideas. Reflecting on various ways to record ideas linking to selected themes.</p> <p>Assessment Objective 4: Observational and recording of ideas. Reflecting on various ways to record ideas linking to selected them</p>	<p>AQA Final Exam Papers are released in which eight new possible themes are provided.</p> <p>Students select their final project theme and produce a new unit of work.</p> <p>This exam unit equates to 40% of their final grade.</p> <p>Students to cover the four assessment objectives inline with coursework:</p> <p><u>Assessment Objective 1:</u> Artist research. <u>Assessment Objective 2:</u> Experimentations <u>Assessment Objective 3:</u> Observational and recording of ideas <u>Assessment Objective 4:</u> Final response</p>	<p>Students sit their final 10hr exam in which they produce a final piece.</p> <p>Once this exam is completed all units of work will be assessed and final grades submitted.</p> <p>Coursework = 60% Exam = 40</p>	<p>Students sit their final 10hr exam in which they produce a final piece.</p> <p>Once this exam is completed all units of work will be assessed and final grades submitted.</p> <p>Coursework = 60% Exam = 40</p>		
<p><b>Dance</b></p>	<p><b>C2 (Alvin Ailey American Dance Theatre) - Exploring Martha Graham, Katharine Dunham &amp; Lester Horton Technique</b></p> <ul style="list-style-type: none"> <li>- Martha Graham technique</li> <li>- Lester Horton technique</li> <li>- Katharine Dunham technique</li> <li>- Physical skills related to dance style and exercises for improvement</li> <li>- Technical skills related to dance style and exercises</li> </ul>	<p><b>C2 (Alvin Ailey American Dance Theatre) - Learning Solo Repertoire for Performance (Physical, Technical &amp; Expressive Skills)</b></p> <ul style="list-style-type: none"> <li>- Learning Alvin Ailey repertoire with a focus on Solo Performance</li> <li>- Developing Alvin Ailey physical skills with a focus on: posture, alignment, flexibility, coordination, strength, stamina, mobility, balance, strength,</li> </ul>	<p><b>C2 (Alvin Ailey American Dance Theatre) - Rehearsal for Live Performance</b></p> <ul style="list-style-type: none"> <li>- Professional rehearsal for live performance</li> <li>- Developing dance technique with a focus on mental skills: movement memory, commitment and concentration.</li> <li>- Developing dance technique with a focus on expressive skills: focus, projection, facial</li> </ul>	<p><b>C1 (Exploring Practitioners Work) - Infra, A Linha Curva and Emancipation of Expressionism</b></p> <ul style="list-style-type: none"> <li>- Explore the interrelationships between constituent features of existing performance material of Infra, A Linha Curva and Emancipation of Expressionism.</li> <li>- Discuss the stylistic qualities</li> </ul>	<p><b>C1 - Essay</b></p> <ul style="list-style-type: none"> <li>- Explain the interrelationships between processes, skills and approaches used by practitioners, with considered reference to examples of repertoire used to demonstrate how they contribute effectively to performance work.</li> </ul>	



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	<ul style="list-style-type: none"> <li>for improvement</li> <li>- Expressive skills related to dance style and exercises for improvement.</li> <li>- Physical skills</li> <li>- Technical skills</li> <li>- Expressive Skills</li> <li>- Mental Skills</li> <li>- Safe dance practice</li> <li>- Contemporary dance technique</li> <li>- Reflective Log process.</li> </ul>	<ul style="list-style-type: none"> <li>control, extension and isolation.</li> <li>- Developing dance technique with a focus on technical skills: action, space, dynamics and relationships in <i>Revelations</i> movement.</li> <li>- Physical demands of professional dance</li> <li>- Safe dance practice</li> <li>- Physical skills</li> <li>- Technical skills</li> <li>- Expressive Skills</li> <li>- Mental Skills</li> <li>- Contemporary dance technique</li> <li>- Reflective Log process.</li> </ul>	<ul style="list-style-type: none"> <li>expressions and musicality.</li> <li>- Alvin Ailey repertoire</li> <li>- Physical demands of professional dance</li> <li>- Safe dance practice</li> <li>- Physical skills</li> <li>- Technical skills</li> <li>- Expressive Skills</li> <li>- Mental Skills</li> <li>- Contemporary dance technique</li> <li>- Reflective Log process.</li> </ul>	<ul style="list-style-type: none"> <li>of practitioners' work using appropriate examples to justify how roles, responsibilities and skills contribute to creative intentions and purpose across three performance styles.</li> <li>- Infra, A Linha Curva and Emancipation of Expressionism performers and non-performers.</li> <li>- Infra, A Linha Curva and Emancipation of Expressionism (style of work, costumes, lighting, set design, movement style, practical exploration).</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate similarities and differences between three professional works.</li> <li>- Essay and PPE focus.</li> <li>- Infra, A Linha Curva and Emancipation of Expressionism performers and non-performers.</li> <li>- Infra, A Linha Curva and Emancipation of Expressionism (style of work, costumes, lighting, set design, movement style, practical exploration).</li> <li>- Interrelationships between constituent features.</li> </ul>	
<b>Media Studies</b>	<p><b>C3: Cross media production</b></p> <p><b>Completion of NEA</b></p> <p>This component synthesises knowledge and understanding of the media theoretical framework gained throughout their course by requiring learners to apply their knowledge and understanding of the media synoptically to practical production.</p>	<p><b>C2: Understanding Media Forms and Products: Television: crime drama</b></p> <p><b>Luther, Series 1, Episode 1 (2010)</b></p>	<p><b>Understanding Media Forms and Products: Television: crime drama</b></p> <p><b>The Sweeney, Series 1, Episode 1 (1975)</b></p>	<p><b>Music: music video and online media</b></p> <p><b>Katy Perry - Roar</b></p> <p><b>Bruno Mars - Uptown Funk</b></p> <p><b>Plus websites for both</b></p>	<p><b>Music: music video and online media</b></p> <p><b>TLC - Waterfalls</b></p> <p><b>Revision and exam practice of C1 and C2 papers and products</b></p>	
<b>PE</b>	<p><i>Theory: Cardiovascular &amp; Respiratory System</i></p> <p>Practical: Endurance training + team games (if/where possible) - Handball, netball</p> <p>Athletics - 800m running (combined with endurance training).</p> <p>Cycling in the October half term.</p> <p>P6: PEP Coursework - gaps and additions</p> <p>Theory</p> <p>Core knowledge being taught: The heart, The route blood takes through the heart. Blood vessels and their role in physical activity, Blood and its role in physical activity, The respiratory system, Gaseous Exchange, Short term effects of exercise on the cardiovascular and respiratory system.</p>	<p>Theory: Health, Fitness, &amp; Exercise   Fitness &amp; Wellbeing   Sedentary Lifestyle   Lifestyle Choices   Performance Enhancing Drugs</p> <p>Practical: Team games - Handball, football, netball (if/where possible)</p> <p>Athletics - 800m</p> <p>Theory</p> <p>Core knowledge being taught: Emotional, Physical and Social Health, The relationship between health fitness, exercise and performance, The impact of fitness on well-being, Lifestyle choices, The consequences of a sedentary lifestyle, The use of performance enhancing drugs in competitive sport.</p>	<p>Theory: Nutrition   Optimum Weight   Injury Prevention   Sporting Injuries   Skill Classification</p> <p>Practical: Team games - Handball, netball</p> <p>Athletics - 800m</p> <p>Theory</p> <p>Core knowledge being taught: A balanced diet, The factors affecting optimum weight, Maintaining a healthy weight, How to optimise training and avoid injury, Sporting injuries, The classification of skills.</p> <p>Interleaving of prior knowledge: Application of knowledge of skills from practical work. Utilisation of skills of food technology students</p>	<p>Theory: Practice Structures   Mental Preparation   Types of Guidance and Feedback   Participation Rates   Commercialisation   Sporting Behaviour</p> <p>Practical: Team games - Handball, netball (if/where possible)</p> <p>Athletics - 800m</p> <p>Theory</p> <p>Core knowledge being taught: Practice structures for skill development, Mental preparation for performance, Types of guidance to optimise performance, Types of feedback to optimise performance, Participation rates in physical activity and sport. The commercialisation of physical activity and sport, The advantages and disadvantages of commercialisation and the media. Different types of sporting behaviour.</p>	<p>Theory: Gap Filling/Revision</p> <p>Practical: Team games - Handball, football, netball</p> <p>Athletics - 800m</p> <p>Theory</p> <p>Core knowledge being taught: Re-delivery of topics that have been identified from the termly assessments and mock papers. Interleaving of prior knowledge: Emphasis of application to a practical setting.</p>	

Curriculum overview Whole School

	How do the cardiovascular and respiratory systems					
<b>Enterprise</b>	<p><b>Component 1:</b> Examine the characteristics of enterprises <b>Component 3:</b> Financial Records</p> <p><b>Comp 1 (Two lesson per week)</b> Examining the characteristics of enterprises Customer service Types of small and medium enterprises Characteristics of small and medium enterprises</p> <p><b>A2P1:</b> Compare the purpose, activities and aims of two contrasting local enterprises. <b>A2P2:</b> Describe the entrepreneurial characteristics and skills demonstrated in each selected local enterprise. <b>A2M1:</b> Analyse how entrepreneurial characteristics and skills support the purpose of a selected local enterprise. <b>A2D1:</b> Assess how successful a selected local enterprise has been in achieving its main purpose.</p> <p><b>Comp 3: (one lesson per week)</b> Financial Records Methods of payments Sources of revenue and cost Turnover, profit, assets, liabilities Statement of comprehensive income Statement of Financial position Profitability &amp; Liquidity Profitability Ratio Liquidity Ratio</p>	<p><b>Component 1:</b> Examine the characteristics of enterprises <b>Component 3:</b> Financial Calculations</p> <p><b>Comp 1 (Two lesson per week)</b> The purpose of enterprise Social and Political pressures influencing enterprises Range of goods and services Entrepreneurs Mindset of an entrepreneur Skills for success</p> <p><b>A2P1:</b> Compare the purpose, activities and aims of two contrasting local enterprises. <b>A2P2:</b> Describe the entrepreneurial characteristics and skills demonstrated in each selected local enterprise. <b>A2M1:</b> Analyse how entrepreneurial characteristics and skills support the purpose of a selected local enterprise. <b>A2D1:</b> Assess how successful a selected local enterprise has been in achieving its main purpose.</p> <p><b>Comp 3: (one lesson per week)</b> Cash Flow statement / forecast (inflows &amp; outflows) The importance of CF CF problems &amp; Solving CF problems Break-even Interpreting BE charts Putting together BE charts Using BE analysis to plan The limitations of BE analysis Financing an Enterprise Internal sources of Finance External sources of Finance: Short and Long term.</p>	<p><b>Component 1: Market research meets customer needs &amp; competitor behaviour</b></p> <p><b>Comp 1 (Two lesson per week)</b> Market research: Identify what customers want Market research and ongoing customer needs Using market research to understand customers Primary Research: Interviews, focus groups and surveys Secondary Research: online research and company materials Secondary Research: market reports, government reports and the media Understanding competitors: price &amp; quality Understanding competitors: availability and unique features Identifying competitors</p> <p><b>B2P3:</b> Explain how two selected enterprises use market research to meet customer needs and understand competitor behaviour. <b>B2M2:</b> Discuss how market research methods are designed to meet customer needs and understand competitor behaviour in two selected enterprises. <b>B.2D2:</b> Assess the effectiveness of the market research methods used to meet customer needs and understand competitor behaviour in a selected enterprise.</p>	<p><b>Component 1: Factors that contribute to the success of an enterprise</b></p> <p><b>Comp 1 (Two lesson per week)</b> The impact of internal factors on cost: markets and customer satisfaction The impact of internal factors on cost: planning, financing &amp; marketing The impact of external factors on cost The impact of external factors: marketing, selling &amp; regulations The impact of external factors on revenue Understanding situational Analysis: SWOT Understanding situational Analysis: PEST Reasons an SME is successful Measuring the success of an SME</p> <p><b>C2P4:</b> Explain ways in which internal factors are important for business success. <b>C2P5:</b> Explain ways in which external factors are important for business success <b>C2M3:</b> Analyse how the internal and external factors determine the success of a selected enterprise. <b>C2D3:</b> Evaluate the most significant internal and external factors currently affecting a selected enterprise.</p>		

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<p><b>Design information technology</b></p>	<p><b>Component 3 Communication technologies</b> [Component 3, A1, Modern technologies]</p> <p><b>Cloud storage Cloud computing</b> Modern technologies, Features and uses of cloud computing</p> <p><b>Selection of platforms and services</b> A1, Modern technologies, How the selection of platforms and services impacts on the use of cloud technologies]</p> <p><b>Using cloud and traditional systems together</b> Modern technologies, How cloud and 'traditional' systems are used together]</p> <p><b>Choosing cloud technologies</b> Modern technologies, Implications for organisations when choosing cloud technologies]</p> <p><b>Maintenance, set up and performance considerations</b> Modern technologies, Implications for organisations when choosing cloud technologies]</p> <p><b>Collaborative technologies</b> Impact of modern technologies, How modern technologies can be used to manage modern teams</p> <p><b>Using modern technology when managing teams: communication and collaboration</b> Impact of modern technologies, How modern technologies can be used to manage modern team</p> <p><b>Using modern technology when managing teams: scheduling and planning</b> Impact of modern technologies, How modern technologies can be used to manage modern teams</p>	<p><b>Component 3</b></p> <p><b>How technologies impact the way organisations operate</b> [Component 3, A2, Impact of modern technologies, Positive and negative impacts of modern technologies on organisations]</p> <p><b>How technology impacts individuals</b> [Component 3, A2, Impact of modern technologies, Positive and negative impacts of modern technologies on individuals]</p> <p><b>Why systems are attacked</b> [Component 3, B Cybersecurity, B1 Threats to data]</p> <p><b>External threats to digital systems and data security</b> [Component 3, B Cybersecurity, External threats (threats outside of the organisation) to digital systems and data security]</p> <p><b>Internal threats to digital systems and data security</b> [Component 3, B Cybersecurity, Internal threats (threats within the organisation) to digital systems and data security; Impact of security breach]</p> <p><b>User access restriction</b> [Component 3, Prevention and management of threats to data; User access restriction]</p> <p><b>Data level protection: firewalls and anti-virus software</b> [Component 3, Prevention and management of threats to data; Data level protection]</p> <p><b>Data level protection: device hardening and encryption</b> [Component 3, Prevention and management of threats to data; Data level protection]</p> <p><b>Finding weaknesses and improving</b></p>	<p><b>Component 3</b></p> <p><b>The impact of technology on the environment</b> [Component 3, C The wider implications of digital systems; C1 Responsible use, Environmental]</p> <p><b>Equal access to information and services</b> [Component 3, C The wider implications of digital systems; C2 Legal and ethical, Importance of providing equal access to services and information]</p> <p><b>Legal requirements and professional guidelines</b> [Component 3, C The wider implications of digital systems; C2 Legal and ethical, Importance of providing equal access to services and information]</p> <p><b>Net neutrality</b> [Component 3, C The wider implications of digital systems; C2 Legal and ethical, Net neutrality and how this impacts on organisations]</p> <p><b>Acceptable use policies</b> [Component 3, C The wider implications of digital systems; C2 Legal and ethical, The purpose and use of acceptable use policies, Blurring of social and business boundaries]</p> <p><b>Data protection principles</b> [Component 3, C The wider implications of digital systems; C2 Legal and ethical, The purpose and use of acceptable use policies, Data protection principles]</p> <p><b>Data and the use of the internet</b> [Component 3, C The wider implications of digital systems; C2 Legal and ethical, The purpose and use of acceptable use policies, Data protection principles]</p> <p><b>The criminal use of computer systems</b> [Component 3, C The wider implications of digital systems; C2 Legal and ethical, The purpose and use of acceptable use policies, The criminal use of computer</p>	<p><b>conditional formatting</b> [Component 2, B1, Data processing methods]</p> <p><b>Showing data summaries</b> [Component 2, B1, Data processing methods]</p> <p><b>Showing information summaries</b> [Component 2, B1, Data processing methods]</p> <p><b>Presentation methods 1</b> [Component 2, B2, Produce a dashboard]</p> <p><b>Presentation methods 2</b> [Component 2, B2, Produce a dashboard]</p> <p><b>Presentation features</b> [Component 2, B2, Produce a dashboard]</p> <p><b>Drawing conclusions</b> [Component 2, C1 Drawing conclusions based upon the data]</p> <p><b>Make recommendations</b> [Component 2, C1, Drawing conclusions based upon the data]</p> <p><b>How presentation affects understanding</b> [Component 2, C2, How presentation affects understanding]</p>	<p>Exam revision and resit for component 3 for pupils who need to improve grade or pass the unit. Pupils to be completing component 2 learning aim C- resubmission of task will take place prior to EV visit.</p>	
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**Curriculum overview Whole School**

	<p><b>Communication with stakeholders</b></p> <p>Impact of modern technologies, How organisations use modern technologies to communicate with stakeholders]</p> <p><b>Accessibility and inclusivity</b></p> <p>Impact of modern technologies, How modern technologies aid inclusivity and accessibility</p> <p><b>How modern technologies impact on the organisation</b></p> <p>Impact of modern technologies, Positive and negative impacts of modern technologies on organisations</p>	<p><b>system security</b></p> <p>[Component 3, Prevention and management of threats to data; Finding weaknesses and improving system security]</p> <p><b>Security policies</b></p> <p>[Component 3, B3 Policy Security policies</p> <p>[Component 3, B3 Policy</p> <p><b>Defining security parameters: passwords</b></p> <p>[Component 3, B3 Policy, Defining security parameters]</p> <p><b>Defining security parameters: policies</b></p> <p>[Component 3, B3 Policy,</p> <p><b>Defining security parameters]</b></p> <p><b>Actions to take after an attack</b></p> <p>[Component 3, B3 Policy, Defining security parameters; Actions to take after an attack]</p> <p><b>Sharing data</b></p> <p>[Component 3, C The wider implications of digital systems; C1 Responsible use, Shared data]</p>	<p>systems]</p> <p><b>Forms of notation</b></p> <p>[Component 3, D Planning and communication in digital systems; D1 Forms of notation]</p> <p><b>Interpreting data flow diagrams</b></p> <p>[Component 3, D Planning and communication in digital systems; D1 Forms of notation]</p> <p><b>Interpreting system diagrams</b></p> <p>[Component 3, D Planning and communication in digital systems; D1 Forms of notation]</p> <p><b>Tables and written information</b></p> <p>[Component 3, D Planning and communication in digital systems; D1 Forms of notation]</p> <p><b>Creating data flow diagrams</b></p> <p>[Component 3, D Planning and communication in digital systems; D1 Forms of notation]</p> <p><b>Creating flowcharts</b></p> <p>[Component 3, D Planning and communication in digital systems; D1 Forms of notation]</p> <p><b>External examination component 3 Term 3 - First Attempt</b></p>			
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