



Harris Girls' Academy
East Dulwich

Year 11
CURRICULUM
GUIDE

2010/2011

We hope this Curriculum Guide is useful to you. It contains overviews of all the courses your daughter may be taking this year. Please bear in mind that not all the pages within this guide will apply to your daughter and you will need to check her timetable to ensure that you are looking at the right pages. If you have any confusion with this, please do not hesitate to contact us at the academy or to put up a question on our blog <http://harrisdulwichgirls.wordpress.com> where someone will be happy to help you out.

There are many ways that you can support your daughter in making the most of her education. The following are some suggestions that may be of use to you.

- Ensure that your daughter gets to bed at a reasonable hour to ensure sufficient sleep on school nights.
- Encourage your daughter to eat a healthy breakfast before she comes to school.
- Support your daughter in being at school every day and always on time.
- Ensure that your daughter does her homework to a high standard and follows the recommended homework times as set by the academy. Help her by providing a quiet place with a table where she can do her work.
- Support your daughter in completing all coursework to a high standard and to the agreed deadlines.
- Encourage your daughter to attend intervention sessions held after school, before school and during the holidays.
- Encourage your daughter to read regularly.
- Ensure your daughter is a member of a local library to support her in researching homework subjects.
- If possible, encourage your daughter's interest in her studies by finding related places of interest to visit, recording related programmes for her to watch etc.

Art & Design / GCSE

YEAR 11 GCSE	TOPICS	MAIN CONTENT	ASSESSMENT
Autumn Term	Dance and Movement	<ul style="list-style-type: none"> • Line Drawing • Painting • Contextual Studies • Collage / Printing • Photography 	Continuous Teacher Assessment using GCSE Grades Externally Moderated at end of course
Spring Term	GCSE Exam Preparation	<ul style="list-style-type: none"> • 8 Week Research Period 	"
Summer Term	GCSE Exam	<ul style="list-style-type: none"> • 10 Hour Test • Presentation of Coursework 	Teacher Marking and External Moderation

Art & Design / BTEC

YEAR 11 BTEC	TOPICS	MAIN CONTENT	ASSESSMENT
Autumn Term	Dance and Movement	<ul style="list-style-type: none"> • Line Drawing • Painting • Contextual Studies • Collage / Printing • Photography 	Continuous Teacher Assessment using BTEC Criteria Externally Moderated
Spring Term	Dance and Movement 2 Revisit all coursework in preparation for assessment	<ul style="list-style-type: none"> • As above 	“
Summer Term	Presentation of BTEC Coursework	<ul style="list-style-type: none"> • Presentation of Coursework 	Teacher Marking and External Moderation

BUSINESS

Year 11	UNIT TITLE	TOPICS	ASSESSMENT
AUTUMN TERM	<ol style="list-style-type: none"> 1. Investigating How businesses Work 3. Investigating People, Business and Change 	<p>Complete the Controlled Assessment</p> <p>Why are people so important? How do businesses develop? What are external factors Research for the Controlled Assessment.</p> <p>Unit 2 Revision for external examination</p>	Controlled Assessment
SPRING TERM	<ol style="list-style-type: none"> 3. Investigating People, Business and Change 4. Financial Planning and Forecasting 	<p>Begin the Controlled Assessment</p> <p>Investigating business cash-flow forecasts Investigating business budgets</p>	<p>JANUARY (Resits) External examination for Unit 2</p> <p>Unit 3 12 hour Controlled Assessment</p>

BUSINESS (Continued)

SUMMER TERM	4. Financial Planning and Forecasting	Investigating break-even analysis in business Investigating sources of business finance and financial planning	JUNE (Resits) External examination for Unit 4
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Dance

YEAR 11	TOPICS	UNIT No./ TITLE	KEY TERMINOLOGY	ASSESSMENT	ADD. INFO
Autumn Term	<ul style="list-style-type: none"> Street Dance Performance & Rehearsal BTEC Production Coursework improvement/cat ch up 	<ol style="list-style-type: none"> B4 – Performing Dance B5 – Understanding Dance 	<p><i>Social:</i> contemporary dance forms; modern/post-modern reactions; venue eg street, theatre etc; personal expression; type of audience</p> <p><i>Historical:</i> ritual, social culture, politics; style eg ballroom (foxtrot, waltz etc) jazz, jive, classical, modern, contemporary dance</p>	<p>Pupils will be formally assessed through Practical Assessment and will focus on upgrading their work from the previous year.</p>	<p>Pupils will perform in a small end of year evening BTEC showcase for an invited audience organized by other BTEC Dance students.</p>
Spring Term	<ul style="list-style-type: none"> Coursework improvement/cat ch up 	<ol style="list-style-type: none"> A2 – The Performing Arts Business A1 – The Performing Arts Production Process B3 - Understanding Dance 	<p><i>Evaluation:</i> self-observation; peer observation; tutor feedback</p> <p><i>Improvement:</i> readiness to accept constructive criticism; identification of targets, rehearsal, repetition, re-evaluation and improvement</p>	<p>Pupils will explore methods of choreography and develop their own group pieces.</p>	<p>Pupils will be expected to review and refine the performance, evaluating how they can improve for future performances.</p>
Summer Term	<ul style="list-style-type: none"> Coursework improvement/cat ch up 	<ol style="list-style-type: none"> All units review 	<p><i>Tracking progress: milestones, measuring achievement, revisiting and reviewing targets, self evaluation</i></p>	<p>Practical Performance and assessment. Pupils will create an individual portfolio as a record of achievement</p>	<p>Pupils are encouraged to take part in additional dance (clubs at school) and outside agencies where possible to support their dance vocabulary.</p>

Design & Technology / GCSE Product Design

CONTROLLED ASSESSMENT TASK		EXAMINATION	
<p>Completed by students in year 11 Worth 60% of the final GCSE mark Students complete 45 hour independent design project Work completed in school under controlled conditions Some research / preparation work required at home After school sessions between September and March</p>		<p>Exam - Monday 6th June 2011 at 9am Worth 40% of the final GCSE mark Contains 2 sections: Section A – design exercise worth 30-35 marks Section B – application of knowledge and understanding of topics covered Lasts 2 hours After school sessions between March and June</p>	
YEAR 11 AUTUMN TERM	CONTROLLED ASSESSMENT TASK	EXAMINATION PREPARATION	SUPPORT
	<p>Task 1 Children's Play Furniture Introduction to project theme. Analysis of linked products. Generating initial ideas. Developing ideas through drawing and modelling in 3D.</p>	<p>What is Product Design? Evolution of Product Design Designers and design movements Human factors relating to the design of products. Inclusive design. Anthropometrics & ergonomics. Choosing the right materials & their properties. Green issues Branding Practice exam questions</p>	<p>Controlled Assessment Surgery Thursday 3.15 to 4.30 Thursday 30th September onwards</p>
SPRING TERM	<p>Developing ideas for computer aided manufacture Making the product. Creating packaging for the product. Controlled Assessment Task submission deadline: Monday 4th April 2011</p>	<p>Manufacturing in quantity Quality Control / Assurance ICT in production Packaging & Marketing Functions of packaging How packaging is manufactured. Industrial manufacturing – how its different to school. Practice exam questions</p>	<p>Controlled Assessment Surgery Thursday 3.15 to 4.30 From Thursday 4th April: Exam topic surgery Thursday 3.15 to 4.30</p>

Design & Technology / GCSE Product Design (Continued)

SUMMER TERM		Examination Monday 6 th June 2011 at 9am Exam revision. Exam practice questions.	Exam topic surgery Thursday 3.15 to 4.30
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English

	Autumn 1, Yr 11	Autumn 2, Yr 11	Spring 1, Yr 11	Spring 2, Yr 11	Summer 1, Yr 11	Summer 2, Yr 11
UNIT(S)	Language Unit 2 S&L presentation task 2 weeks teaching including assessment	Literature Unit 3 Shakespeare & Literary Heritage 2 weeks inc CA	Literature 1a Modern Drama <i>Kindertransport</i> Finish text 3 weeks	Literature 1b Exploring Culture <i>Purple Hibiscus</i> revision	Language Unit 1a, 1b Non Fiction skills for June exam.	
EXAMPLE TASK(S)	Literature Unit 3 Shakespeare & Literary Heritage 4 weeks	Literature 1a Modern Drama <i>Kindertransport</i> Study text 4 weeks	Language unit 1a, 1b Non Fiction skills for June exam	Language Unit 1a, 1b Non Fiction skills for June exam.	Literature 1b Exploring Culture <i>Purple Hibiscus</i> revision	
ENTRY	Work experience talk	Explore how Romeo & Juliet are developed as characters in comparison with in Darcy & Elizabeth Pride & Prejudice	Past papers	Past papers	Past papers	
	Explore how Romeo & Juliet are developed as characters in comparison with in Darcy & Elizabeth Pride & Prejudice	Past papers	Past papers	Past papers		
			Enter Language unit 2 (20%) January Year 11 Enter Literature Unit 3 (25%) January Year 11		Terminal exam Language Unit 1 (40%) June Year 11 Terminal Exam Literature Unit 1 (40%) June Year 11 Literature Unit 2 Re-sits	

Year 11 Spring Term	TOPICS	UNIT No./ TITLE	Activity Content	ASSESSMENT	ADD. INFO
	Health and Fitness International Links The Environment Citizenship and Community	Unit 7 Health and Fitness (activity A&B).	<p>HF: A1- with others, carry out a survey of personal hygiene products for men and women. Report on the main types of products, their uses and costs. Show you understand the importance of personal hygiene.</p> <p>HF: A2- Keep a record of what you eat over two days. Make a list of what a balanced diet should include and compare to your diet. Compare with others and discuss how your diets could be healthier.</p> <p>HF: A3- Give yourself or your friend a 'makeover'. Use photographs, magazines and drawings to give you some ideas. Present 'before and after' pictures.</p> <p>Give a talk to others about this experience.</p> <p>HF: A4- Show that you know how to deal with three of the following: Cuts, grazes and nosebleeds; Electric shocks; Minor burns and scalds; Sprained wrist or ankle; Suspected broken bones; Fainting.</p> <p>HF: A5- Show how accidents can be avoided in three of the following areas: Kitchen; Bathroom; Garage/shed; Garden; Living room.</p> <p>HF: B- Complete a training course for a recognised First Aid Qualification</p> <p>IL: C- Develop your skills in a modern foreign language</p>	<p>Students are working on skill assessment</p> <p>'Problem-solving for Unit 7; 'Improving own learning and performance' for Unit 10; 'working with others' for Unit 5; and 'planning and giving an oral presentation' for unit 2.</p> <p>Tasks are completed and evidence is accumulated in portfolio e.g. photos / artifacts/ videos/ report. Assessment sheets submitted.</p> <p>Pass or fail assessment.</p>	<p>Support in the form of guidance when keeping records and researching personal hygiene or diet can be given. Practising first aid and foreign language skills at home is compulsory homework in order to demonstrate progress in independent learning.</p>
	Unit 10 International Links (Activity C)	Unit 5 The Environment (activity A)	<p>En: A1- Visit a local park, taking note of what you saw.</p> <p>En: A2- Identify two products in a local shop that are environmentally friendly and explain why you would recommend using them.</p> <p>En: A3- Carry out a traffic survey and list ways in which certain types of traffic may be damaging to the environment and people's health. Discuss with others ways of helping to prevent or reduce any damage.</p> <p>En: A6- As a group carry out a survey of your establishment and decide what needs to be done in order to improve the way it looks. Present a report with action points.</p> <p>En: A7- work in a group to improve the look of a garden or waste ground.</p>		
	Unit 2 Citizenship and the community (activity C)		<p>CC: C Prepare an illustrated presentation on the different ethnic groups in the school and the languages and cultures that they represent.</p>		

Year 11	TOPICS	UNIT No./ TITLE	Activity Content	ASSESSMENT	ADD. INFO
<p>Summer Term</p>	<p>Sport & Leisure</p>	<p>Unit 3 Sport and Leisure (Activity B&C)</p>	<p>SL: B2- Run a competition or take part in coaching or umpiring SL: B5- Learn how to play a traditional game and teach it to others. SL: C- Develop your skills in sport / music (must record progress)</p>	<p>Students are working on skill assessment 'improving own learning and performance' for Unit 3. Tasks are completed and evidence is accumulated in portfolio e.g. photos / artifacts/ videos/ report. Assessment sheets submitted. Pass or fail assessment.</p>	<p>Support at home can be provided to practice sport/ coaching skills at every opportunity. Practicing a traditional game and teaching it to other family members or friends is also a useful homework activity.</p>

Enterprise / Creative Craft



Year 11	TOPICS	UNIT No./ TITLE	Activity Content	ASSESSMENT	ADD. INFO
Autumn Term 1	Explore Enterprise Capabilities Develop sugar craft techniques Develop balloon craft techniques	Unit 1 Ent Cap: Understand and explore enterprise capabilities Unit 1 SC: Use materials and resources to develop sugar decorative crafts techniques Unit 1 BC: Use materials and resources to develop balloon crafts techniques	<p>1.1 Identify key enterprise characteristics and capabilities and their importance to the world of work</p> <p>1.2 Explore an enterprising organisation and explain what makes it successful</p> <p>1.3 Identify and explore enterprising project opportunities within their own environment</p> <p>1.4 Investigate one enterprising project opportunity</p> <p>1.5 Plan and deliver a well structured/ persuasive argument</p> <p>1.6 Identify their own enterprise capabilities</p> <p>1.7 Relate enterprise capabilities to their future career planning</p> <p>1.1 Explore the properties of available materials for your sugar decorative crafts item(s)</p> <p>1.2 Select a range of suitable materials and techniques and give reasons for choices</p> <p>1.3 Use a range of tools and equipment</p> <p>1.4 Develop a competent level of technical skill in sugar decorative crafts to make effective use of materials, techniques and resources</p> <p>1.5 Justify choice of resources, materials and techniques</p> <p>1.6 Identify the technical skills required to make effective use of materials, techniques and resources for your sugar decorative crafts item(s)</p> <p>1.7 Maintain a safe working environment</p> <p>1.1 Explore the properties of available materials for your balloon crafts item(s)</p> <p>1.2 Select a range of suitable materials and techniques and give reasons for choices</p> <p>1.3 Use a range of tools and equipment</p> <p>1.4 Develop a competent level of technical skill in balloon crafts to make effective use of materials, techniques and resources</p> <p>1.5 Justify choice of resources, materials and techniques</p> <p>1.6 Identify the technical skills required to make effective use of</p>	<p>Student portfolio development. Range of worksheets and assessed 'practical assignments' as well as products, photos, videos of students working and visual evidence such as marketing materials, shopping receipts, accounts.</p>	<p>Support may be given to assist pupils in developing their ideas for enterprising projects and to help them source materials and consider their resourcing constraints. Students are actively encouraged to experiment with their skills outside of lesson time.</p>

Enterprise / Creative Craft (Continued)

<p>Autumn term 2</p>	<p>Adapt sugar craft techniques</p>	<p>Unit 2 SC: Develop and adapt sugar decorative crafts ideas creatively</p>	<p>materials, techniques and resources for your balloon crafts item(s)</p> <p>1.7 Maintain a safe working environment</p> <p>1.1 Use ideas from a range of different sources to explore possible ways forward</p> <p>1.2 Collate, record and present findings about sources to understand the context in which they were made</p> <p>1.3 Use feedback and evaluation of own work to develop chosen sugar decorative crafts ideas creatively</p> <p>1.4 Try out and adapt sugar decorative crafts ideas appropriately in response to circumstances and individual ways of working</p> <p>1.5 Maintain a safe working environment</p>		
	<p>Adapt balloon craft techniques</p>	<p>Unit 2 BC: Develop and adapt balloon crafts ideas creatively</p>	<p>1.1 Use ideas from a range of different sources to explore possible ways forward</p> <p>1.2 Collate, record and present findings about sources to understand the context in which they were made</p> <p>1.3 Use feedback and evaluation of own work to develop chosen balloon crafts ideas creatively</p> <p>1.4 Try out and adapt balloon crafts ideas appropriately in response to circumstances and individual ways of working</p> <p>1.5 Maintain a safe working environment</p>		
	<p>Plan an enterprise project</p>	<p>Unit 2 Ent Cap: Plan and carry out an enterprising project</p>	<p>2.1 Identify and select an enterprise project</p> <p>2.2 Present persuasive arguments for the project to stakeholders</p> <p>2.3 Select an appropriate structure for the project plan</p> <p>2.4 Work as part of a team to undertake the required work to complete the project plan.</p> <p>2.5 Develop and implement a coherent strategy in order to carry out the enterprise project.</p>		

Enterprise / Creative Craft (Continued)

			2.11 Understand relationships between the organisation structure and decision-making 2.12 Understand working in teams 2.13 Communicate appropriately with other stakeholders who are involved in the project	
Year 11	TOPICS	UNIT No./ TITLE	Activity Content	ASSESSMENT
Spring Term 1	Carry out an enterprising project	Unit 2 Ent Cap: Plan and carry out an enterprising project	<p>2.9 Contribute to an enterprise project</p> <p>2.10 Understand and review communication within a project</p> <p>2.14 Understand how a project team can be sufficiently flexible to respond to new information or situations</p> <p>2.15 Assess the risk in a particular course of action</p> <p>2.16 Deal with uncertainty as it arises</p>	<p>Student portfolio development.</p> <p>Assessment focused on the running of an 'enterprise' and the products, photos, videos of students working to develop this enterprise.</p> <p>Visual evidence such as marketing materials, shopping receipts, accounts will all be assessed as well as worksheet completion.</p>
	Develop sugar craft and balloon crafting skills.	Unit 3 SC: Create, present and evaluate final sugar decorative crafts item(s)	<p>1.1 Plan and prepare for production of final sugar decorative crafts work</p> <p>1.2 Use ideas and experiences to inform production of final sugar decorative crafts work</p> <p>1.3 Produce the final sugar decorative crafts item(s) using a competent level of technical skill</p> <p>1.4 Present final sugar decorative crafts item(s) in an appropriate context</p> <p>1.5 Evaluate the whole creative process (May be done in summer term)</p> <p>1.6 Maintain a safe working environment</p>	<p>Support may be given to pupils by talking about the aspects of their enterprise and encouraging them to reflect on the strengths and areas for development of their enterprise. Students may wish to experiment with their skills at home to improve their products.</p>
		Unit 3 BC: Create, present and evaluate final balloon crafts item(s)	<p>1.1 Plan and prepare for production of final balloon crafts work</p> <p>1.2 Use ideas and experiences to inform production of final balloon crafts work</p> <p>1.3 Produce the final balloon crafts item(s) using a competent level of technical skill</p> <p>1.4 Present final balloon crafts item(s) in an appropriate context</p> <p>1.5 Evaluate the whole creative process (may be done in Summer term)</p> <p>1.6 Maintain a safe working environment</p>	
Spring Term 2	Carry out an enterprise project	Unit 2 Ent Cap: Plan and carry out an enterprising project	<p>2.6 Distinguish between capital and income</p> <p>2.7 Calculate and review flows of expenditure and income.</p> <p>2.8 Calculate and review the net benefit of the project.</p>	

Enterprise / Creative Craft (Continued)

Year 9	Topics	Unit No./Title	Activity Content	ASSESSMENT	ADD. INFO
Summer Term 1	Evaluate the project and self-development	Unit 03 Ent Cap: Evaluation of enterprise project and self development	<p>2.17 Gauge the success of the project against pre-determined measures identified in the business plan</p> <p>2.18 Discuss the strengths and weaknesses of the project.</p> <p>3.1 Actively seek constructive criticism or feedback from advisors and stakeholders</p> <p>3.2 Change practice in light of feedback and own experience</p> <p>3.3 Evaluate the project</p> <p>3.4 Explain how enterprise capabilities are useful in education and work.</p> <p>3.5 Produce a plan for future personal development</p>	Assessments focus on accurate student self-reflection on skills and qualities developed throughout the program and linked to future career planning.	Support can be given to encourage forward thinking and planning of future careers and education pathways.

Further information about these qualifications can be found at www.ncfe.org.uk

	UNIT TITLE	TOPICS	ASSESSMENT	ADDITIONAL INFORMATION
Autumn 1	REVISION Theme 4 (Economic Development)	<ul style="list-style-type: none"> • Revision and recap of Themes 1 (Rivers and Coasts), 2 (Population and Settlement) and 3 (Natural Hazards). • Different levels of development (quality of life and standards of living in LEDCs and MEDCs) • Development Indicators. • Different types of aid given to LEDCs. • Economic activities • Factors affecting the location of different types of economic activities 	Mock Exam (Paper 1) End of September.	Coursework Clinic for Fieldwork Focus (after school sessions on Wednesdays)
Autumn 2	Theme 4 Continued (Economic Development)	<ul style="list-style-type: none"> • Employment structures in MEDCs and LEDCs • Multi-National Companies • Impact of globalization on different groups of people • Economic development vs environmental protection REVISION FOR MOCK EXAMS – THEMES 1, 2 AND 3.	Mock Exam	Year 11 Mock Exams (November)
Spring 1	SDME EXAM PAPER AND SUBMISSION OF CONTROLLED ASSESSMENT	<ul style="list-style-type: none"> • Preparation for DECISION MAKING EXERCISE (SDME) 2 weeks • Geographical Investigation (February). This is a research and presentation task which together with the fieldwork = 25% of the overall grade. Research is based on the sustainable management of Tropical Rainforests. 	Practice SDME papers	OCR SDME Paper (Theme 4) to be sat mid January 2011. All controlled assessment tasks to be submitted.
Spring 2	REVISION	Revision and recap of Themes 1 (Rivers and Coasts), 2 (Population and Settlement) and 3 (Natural Hazards).	Practice exam papers	
Summer 1	REVISION	Revision and recap of Themes 1 (Rivers and Coasts), 2 (Population and Settlement) and 3 (Natural Hazards).	Practice exam papers	
Summer 2	EXAM	REVISION AND EXAM		External Exam (OCR B)

Year 11	Autumn		Spring		Summer	
	1	2	1	2	1	2
Units	Controlled Assessment					
Topics	CA5 - The Vietnam War					
Content	<ol style="list-style-type: none"> The reasons for US Involvement in Vietnam. The nature of the conflict and reasons for US defeat. The impact of the war on civilians and the military. <p>The growth of protest and the end of the conflict.</p>	<p>Unit 1A Medicine and Treatment Edexcel History B</p> <ol style="list-style-type: none"> c1350 – c1750 c1750 – c1900 c1900 – present Public Health 	<p>Unit 2B The American West Edexcel History B</p> <ol style="list-style-type: none"> Inhabitants and early settlers. Development of the plains. Conflict on the plains. 	<p>Exam technique and preparation</p> <p>Use of sources. Time management Target language</p>	Examination	
Assessment	Submission of Controlled Assessment work.					
Revision (note: Yr11 have been taught all content).						
Mock exam papers throughout year.						

ICT LONG TERM PLAN KS 4-YEAR 11 BTEC IT

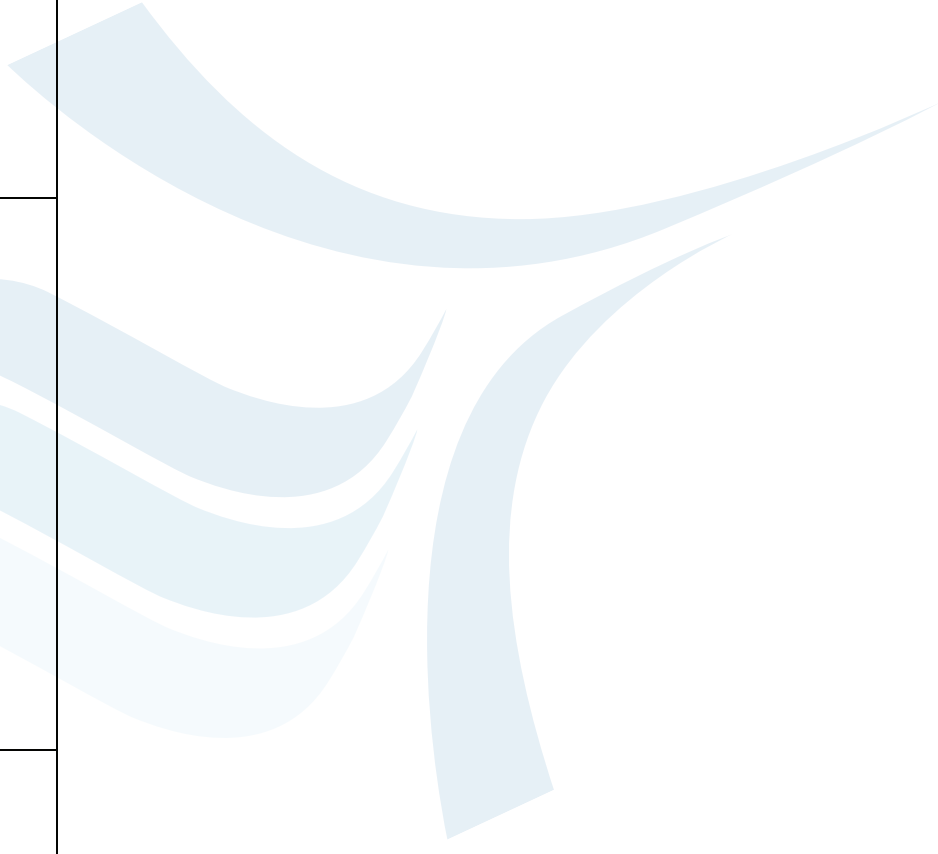
YEAR 11 BTEC	TOPICS	UNIT No./ TITLE	ASSESSMENT	ADD. INFO
Autumn Term	Unit 18: ICT Graphics	<p>Introduction to the unit Learn about hardware and software associated with computer graphics:</p> <ul style="list-style-type: none"> describe the hardware and software needed to create and edit graphic images understanding of the main differences between vector and bitmap graphics Introduction to Photoshop own graphics from scratch, using appropriate dedicated software acquire and edit an image using appropriate specialist hardware Explain the limitations of different software packages used to create and edit graphic images. evaluate the images created using different software <p>Assignment task 1 and 2-Band tour promo produce marketing materials for a new band</p>	<p>Self assessment Peer assessment Teacher observation and assessment of assignments submitted</p>	<p>Student upload all completed assignments into the VLE Students use resources in year 11 Btec folder</p>

ICT LONG TERM PLAN KS 4-YEAR 11 BTEC IT (Continued)

<p>Spring Term</p>	<p>Unit 2: Introduction to Computer Systems</p>	<p>Introduction to the unit</p> <ul style="list-style-type: none"> • Discuss the purpose of different types of computer • understand simple commands which perform the same functions as those available via a GUI. • describe of the elements of a standalone PC • explain the use of common types of hardware in a personal computer system • Hardware connections • Learn how to select software for a specified user <p>Assignment 1 Different types of computers in home and businesses</p> <p>Assignment 2 Selection, justification and evaluation of hardware and software</p> <p>Assignment 3 PC hardware/software configuration and testing</p> <p>Assignment 4 Legal requirements and threats facing hardware and software</p>	<p>Self assessment</p> <p>Peer assessment</p> <p>Teacher observation and assessment of assignments submitted</p>	<p>Student upload all completed assignments into the VLE</p> <p>Students use resources in year 11 Btec folder</p>
<p>Summer Term</p>	<p>Unit 5: ICT Supporting Organisations</p>	<p>Introduction to the unit</p> <ul style="list-style-type: none"> • Know the ways in which organisations use ICT • Understand the reasons why organisations use ICT • Understand the impact of ICT on individuals and organisations • Understand how ICT can be used to improve skills and knowledge 	<p>Self assessment</p> <p>Peer assessment</p> <p>Teacher observation and assessment of assignments submitted</p>	<p>Student upload all completed assignments into the VLE</p> <p>Students use resources in year 11 Btec folder</p>

ICT LONG TERM PLAN KS 4-YEAR 11 BTEC IT (Continued)

		Assignment 1 Helping business studies learners Assignment 2 Selling sheet music Assignment 3 Personal development needs		
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Maths / Key Stage 4

In Key Stage 4 pupils will follow a two year scheme of work in order to prepare for an early entry in November of Year 11.
The current examination board is EdExcel.

YEAR 1 GCSE All Tiers				
Topic	Assessment Objectives	Assessment Opportunity	Homework	
Autumn Term	<ul style="list-style-type: none"> Number/Measure 1 Number 2 Data 1 Data 2 	<ul style="list-style-type: none"> Integers Decimals Reading scale Measuring lines and angles Fractions Percentages Ratio Manipulation Formulae Factors Multiples Law of indices Standard from (H Tier only) Surd (H Tier only) 	<ul style="list-style-type: none"> End of Unit assessments Self assessment 	<ul style="list-style-type: none"> Revision Packs My Maths Maths Watch questions on VLE
Spring Term	<ul style="list-style-type: none"> Algebra 1 Algebra 2 Number 3 	<ul style="list-style-type: none"> Introduction to algebra Functions Straight line graphs Manipulation Formulae Factors Multiples Law of indices (H Tier only) Standard from (H Tier only) Surd (H Tier only) 	<ul style="list-style-type: none"> End of Unit assessments Self assessment 	<ul style="list-style-type: none"> Revision Packs My Maths Maths Watch questions on VLE

Topic	Assessment Objectives	Assessment Opportunity	Homework
<p>Autumn Term</p> <p>Revision of all topics in preparation for Linear entry:</p> <ul style="list-style-type: none"> • Shape • Handling Data • Number • Algebra <p>*denotes H Tier</p>	<ul style="list-style-type: none"> • Number skills and properties • Fractions and percentages • Ratio and proportion • Length area and volume • Expressions and equations • Pythagoras theorem • Angles and construction • Transformation geometry • Data handling • Real life graphs • Statistical representation • Probability of events • Sequences • Graphs and equations • Inequalities and regions • Using a calculator • Volume • Trigonometry* • Properties of circles* • Powers, surds and standard form* • Quadratic equations* • Measures similarity • Graphs and equations • Data distributions • Probability • Algebraic methods • Variation* • Limits of accuracy* • Vectors* • Transformations and graphs* 	<p>September Mock Examination</p> <p>End of Unit assessments</p> <p>Self assessment</p> <p>GCSE LINEAR EXAMINATION Tuesday 9th November (non calc) Friday 12th November (calc)</p>	<p>Revision Packs</p> <p>My Maths</p> <p>Maths Watch questions on VLE</p>
<p>Spring Term</p> <p>GCSE Statistics (Pupils achieving target grade from November entry)</p> <p>GCSE Resits</p>	<ul style="list-style-type: none"> • Review GCSE Linear topics for resit students (as Autumn Term) • GCSE Statistics 	<p>End of Unit assessments</p> <p>Self assessment</p>	<p>Revision Packs</p> <p>My Maths</p> <p>Maths Watch questions on VLE</p>

Maths / KS4 (Continued)

Summer Term	Revision for GCSE Resit and Statistics Additional Maths to prepare pupils for AS Level	Examination Preparation	FINAL EXAMINATIONS JUNE 2011	Revision Packs My Maths Maths Watch questions on VLE
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Resources

In addition to the VLE there are many excellent resources on the internet for your child to revise from. The academy has a subscription to My Maths, which is particularly useful to consolidate pupils learning.

www.mymaths.co.uk Username: harrised

Password: angle

www.mrbartonmaths.com

www.bbc.co.uk/gcsebitesize

Useful Books

In Key Stage 3 and 4 we use Collins textbooks; Maths Frameworking and New GCSE EdExcel Linear respectively.

There are a wealth of excellent revision books for your child to access at home. The following titles are highly recommended;

Letts 'Key Stage 3 Maths Questions and Answers' (These can be purchased a different National Curriculum levels)

Letts 'Edexcel GCSE Maths Success Higher Tier Revision Guide;

Letts 'Edexcel GCSE Maths Success Higher Tier Workbook'

YEAR 11	TOPICS	UNIT No./ TITLE	ASSESSMENT
<p>Autumn Term</p>	<p>(Introduction to Media and to using Macs.) Advertising and production. Using photoshop. Writing for the media. Looking at scripts, magazines, newspapers and screenplays.</p>	<p>Unit 7. Advertising Production. <i>Evaluating advertising techniques. Developing ideas for an advertisement.</i> <i>Creating an advertisement.</i> Review of advertisement. Unit 11. Writing for the media <i>Characteristics of different genres of writing.</i> Planning a piece of written work. Evaluating work.</p>	<p>Written report. Written report and presentation. Log of production and finished article. Written evaluation of advertisement. Written report. Evidence of interaction in group work, including minutes of meetings, brainstorming. One long or several shorter pieces of written pieces for media (eg script, article). Written evaluation and discussion with tutor.</p>
<p>Spring Term</p>	<p>Audio Production. Using the radio studio. Editing sound.</p>	<p>Unit 6. Audio Production <i>Exercise on individual learner's experience of audio products, followed by presentation.</i> Audio product production. End of Production Review.</p>	<p>Presentation to class. Preparation, undertaking and production of a radio programme, in small groups. Written evaluation of product.</p>
<p>Summer Term</p>	<p>Improvement and wrapping up. Completing files.</p>	<p><i>All files must be completed and improved by this stage. Students have the opportunity to redo one of their existing units to improve their overall grade. They will also be able to tie up loose ends.</i></p>	

Autumn 1	<p>Preparing for success</p> <ul style="list-style-type: none"> • Time management and revision • Writing a CV <p>BTEC Work Skills – Preparing for an interview (1 credit)</p>	<ul style="list-style-type: none"> • Preparing questions to answer and ask • Finding out key information • Job descriptions • Person specifications 	<p>Aims: to enable students to prepare and plan ahead; to write a first CV; to understand the interview process and practise asking and answering relevant questions.</p>
Autumn 2	<p>BTEC Work Skills – Interview Skills (1 credit)</p> <ul style="list-style-type: none"> • Appropriate presentation • Answering questions well • Reflection <p>Searching for a job – (1 credit)</p>	<ul style="list-style-type: none"> • Potential job sources • Own skills’ relationship to jobs • Investigating job vacancies <p>Managing stress</p> <p>Revision techniques</p>	<p>Aims: to develop the skills needed for a successful interview; to practise using appropriate body language; to practise interview technique; to analyse own performance and suggest ways of improving; to discuss ways of reducing stress and useful revision techniques.</p>
Spring 1	<p>BTEC Work Skills – Applying for a job (1 credit)</p> <ul style="list-style-type: none"> • Different ways of applying • Preparing and evaluating an application <p>SRE refresher</p> <ul style="list-style-type: none"> • Agony aunt 	<p>BTEC work Skills – Managing your own money (2 credits)</p> <ul style="list-style-type: none"> • Producing a budget • Credit • Outgoings • Investments • problems 	<p>Aims: to understand the job application process; to be able to prepare a thorough application and evaluate the suitability of the information given; to understand the physical and emotional risks of relationships; to be able to produce a budget so that planned outgoings do not exceed income; to consider responsibilities and potential problems associated with using credit.</p>
Spring 2	<p>BTEC Work Skills – Rights and responsibilities at work (1 credit)</p> <ul style="list-style-type: none"> • What are they? • Why are they important? • Sources of guidance 	<p>BTEC Work Skills – Managing your health at work (1 credit)</p> <ul style="list-style-type: none"> • The employee’s role • The employer’s role • Sources of help 	<p>Aims: to understand what is meant by the terms “rights and responsibilities” in the workplace; explain the key implications; identify key representative bodies; understand how they can be instrumental in managing their own health at work; understand the role of the employer and different sources of help.</p>
Summer	<p>First Aid – basic techniques</p>	<p>Coursework</p>	<p>Aims: to complete / improve the standard of coursework for the BTEC Work Skills and other courses.</p>

Assessment of PSR is by teacher, self and peer assessment. **BTEC units** are assessed by coursework, most of which is done in class, though some preparation / follow up work may be required. Achievement of 13 credits over years 10 & 11 gains a BTEC First qualification in Work Skills (equivalent to a grade B at GCSE). 6 credits were prepared in year 10.

Religious Studies

At-A-Glance Religious Studies		Autumn		Spring		Summer	
		1	2	1	2	1	2
KS3	YR 7 8	Following the PSR carousel as submitted by D.Peel Religious Studies units highlighted					
	Yr 9 10 11	Following the PSR carousel as submitted by D.Peel Religious Studies units highlighted					
KS4	YR 9 GCSE RS	Believing in God	Matters of life and death	Marriage and family life	Religion and community and cohesion	Revision for possible early entry for GCSE Or Begin full course units	Revision for possible early entry for GCSE Or Begin full course units
	Content Edexcel Religion and life	Features of a religious upbringing Religious experiences Design and causation arguments Scientific explanations Unanswered prayers Evil and suffering	Why people believe/ not believe in life after death Abortion Euthanasia	Changing attitudes to marriage, divorce Attitudes to sex outside marriage and divorce Importance of family life Contraception Homosexuality	Changing roles and attitudes of men and women Equal rights Multi ethnic society Racial harmony Multi faith society Religion and community cohesion	Revision tasks Flash cards Past papers	Revision tasks Flash cards Past papers

Year	Topic titles	Subject areas covered	Key skills	Assessments
Autumn term	B4 – Homeostasis C4 – Chemical Patterns P4 – Explaining motion B5 – Growth and Development	B4 – Homeostasis, Temperature control, Water control, Enzymes C4 – Periodic table, Alkali metals, Halogens, Atomic structure, Salts, Ionic theory P4 – Forces, Friction, Acceleration, Laws of Motion B5 – Cell division, Reproduction, Stem cells, Inheritance, Protein synthesis	Application of Knowledge, Research, Problem-solving, Analysis of data, Enquiry	A GCSE-style test per module to provide exam practice and monitor progress. Mock exams
Spring Term	C5 – Chemicals of the Natural Environment P5 – Electric Circuits B6 – Brain and Mind C6 – Chemical Synthesis P6 – The Wave Model of Radiation Coursework Investigation	C5 – Chemicals of the Earth, Covalent bonding, Bonding in metals. P5 – Circuits, Current, Power, Domestic appliances, Electrical supply. B6 – Behaviour, Nervous system, Reflexes, The Brain, Memory. C6 – Acids & Alkalis, Salts, Chemical synthesis. P6 – Waves, Electromagnetic spectrum	Application, Research, Problem-solving, Analysis of data, Enquiry	The B4,C4,P4 module test will be sat on Jan 19 th . A GCSE-style test per module to provide exam practice and monitor progress.
Summer term	Revision and Coursework improvement	B5,C5,P5 and B6, C6, P6 modules Ideas in context preparation Coursework improvements	Application of Knowledge and Understanding	Revision tests and Questions to prepare for the Summer exams
<p>Revision guide information and additional support: OCR Additional Science revision guide, published by CGP, will be available to order through the Science department Suggested websites include: www.bbc.co.uk/schools/gcse/bitesize/science/21c, http://pastpapers.org/21st-century-science/, www.21stcenturyscience.org.uk/support/ Exam board and details – OCR 21st Century Science A, www.ocr.org.uk, www.twentyfirstcenturyscience.org</p>				

Science / BTEC

	Topic titles	Subject areas covered	Key skills	Assessments
Autumn term	Unit 4 – Physical Science Applications	Energy and Energy transfers Waves and Radiation Electricity Astronomy The Universe and Solar system	Interpreting information, Calculations, Working co-operatively	Each BTEC assignment is marked and used for the assessment grade
Spring Term	Unit 5 – Biological systems	Classification of living things Interaction of living things with their environment Inheritance, Variation, Evolution Human Health	Researching, Discussing ethical ideas, Decision-making, Problem-solving	Each BTEC assignment is marked and used for the assessment grade
Summer term	Completion of any outstanding coursework	Any topics that require completion	Time-management, Research, Data-handling	Each BTEC assignment is marked and used for the assessment grade
<p>Revision guide information and additional support: Suggested websites include: www.webelements.com, www.rsc.org, www.practicalphysics.org, www.schoolscience.co.uk, http://health.howstuffworks.com/, www.societyofbiology.org Exam board details: Edexcel BTEC Level 2 www.edexcel.com</p>				

Science / AS (Triple)

	Topic titles	Subject areas covered	Key skills	Assessments
Autumn term	AS Unit G641: Remote Sensing and the Natural Environment	<p>Module 1. Sensing the environment using electromagnetic radiation:</p> <ul style="list-style-type: none"> 1.1.1 emission and detection of visible and non-visible radiation; the electromagnetic spectrum; 1.1.2 interpreting space and satellite images. <p>Module 2. Stable and vulnerable ecosystems:</p> <ul style="list-style-type: none"> 1.2.1 energy balances and flows in cells and ecosystems; 1.2.2 nutrient cycles in ecosystems and agriculture; 1.2.3 biodiversity and ecosystems. 	<p>Communication, Information Technology, Working with Others, Improving Own Learning and Performance and Problem Solving.</p>	A formal assessment at the end of each module
Spring Term	AS Unit G642: Science and Human Activity AS Unit G643: Practical Skills in Science	<p>Module 1. Weather, climate and climate change:</p> <ul style="list-style-type: none"> 2.1.1 the nature of the atmosphere; 2.1.2 the unique properties of water; 2.1.3 climate change. <p>Module 2. Chemical processes in the atmosphere:</p> <ul style="list-style-type: none"> 2.2.1 acids and acid rain; 2.2.2 the effect of CFCs on ozone; 2.2.3 the greenhouse effect. <p>Module 3. Proteins and genetic engineering:</p> <ul style="list-style-type: none"> 2.3.1 the biological roles of proteins; 2.3.2 DNA and genetic modification. <p>Module 4. Options for energy generation:</p> <ul style="list-style-type: none"> 2.4.1 energy generation; 2.4.2 electrical energy 	<p>Communication, Information Technology, Working with Others, Improving Own Learning and Performance and Problem Solving Application of Number.</p>	<p>A formal assessment at the end of each module</p> <p>Practical assessment</p>
Summer term	AS Unit G642: completion Revision	<p>Completion of Modules Revision</p>	<p>Application of Knowledge</p>	<p>Formal exams: G641 – Tues 24th May am G642 – Mon 6th June pm</p>
<p>Information and additional support: Exam Board – OCR – www.ocr.org.uk. OCR AS Science Student Textbook – ISBN: 9780435691790 G641 is worth 30% of marks (1 hour exam), G642 is 50% (1 hour 45min exam) and G643 is worth 20% (internally assessed) Useful websites: www.webelements.com, www.rsc.org, www.practicalphysics.org, www.schoolscience.co.uk, http://health.howstuffworks.com/, www.societyofbiology.org</p>				

Year 11	Autumn		Spring		Summer	
	1	2	1	2	1	2
Units	GCSE AQA Syllabus					
Topics	Mass Media	Mass Media Power	Power	Revision and exam preparation	Revision and exam preparation	
Content	<ul style="list-style-type: none"> Relationship between the mass media and audiences. Link between mass media and the socialisation process Media as a source of power for individuals and organisations Significance of the internet Medias encouragement of stereotyping and deviancy amplification Links between media and violence 	<ul style="list-style-type: none"> Role of citizens in the political process Investigate how social factors influence patterns of political participation Government attempts to alleviate social problems Welfare state Power relations in 'everyday' situations 	<ul style="list-style-type: none"> Revisit all units of learning Create revision flash cards Practice papers Presentations Peer revision Revision guidance 			
Assessment	<p>Regular assessed questions</p> <p>Mock exam paper at end of each unit. Data used to guide intervention</p>					

YEAR 11	TOPICS	UNIT No./ TITLE	MAIN GRAMMAR	ASSESSMENT	ADD. INFO
Autumn Term	Módulo 6 “ Mi tiempo libre”	<p>Repaso 1: La tele y el cine Revising TV programmes and films</p> <p>Unit 1: El campeonato Describing sports and sporting events</p> <p>Unit 2: Los deportes de riesgo Talking about extreme sports</p> <p>Unit 3: ¿Quedamos? Making arrangements to go out</p> <p>Unit 4: Una crítica Writing reviews</p> <p>Unit 5: La tecnología Talking about new technology</p> <p>Oral and written preparation for the GCSE Mock exam</p>	<p>Using definite/indefinite articles and algún, expressing a range of opinions</p> <p>Referring to the past and the present, listening for the relevant information</p> <p>Using a range of adjectives and opinion phrases, decoding texts</p> <p>Using the present continuous, taking part in an extended conversation</p> <p>Using the personal a to talk about other people, using absolute superlatives</p> <p>Revising comparatives, using language of debate</p>	<p>Ongoing assessments during module</p> <p>Practice of GCSE past papers</p> <p>MOCK EXAMS</p>	<p>TEXT BOOK Edexcel GCSE Spanish Higher</p> <p>Use of laptops/ ICT Internet websites www.languageskills.co.uk www.languagesonline.org.uk www.wordreference.co.uk Shared MFL resources</p>
	Módulo 7 “ ¡Viva mi barrio!	<p>Repaso 1: Hogar, dulce hogar Talking about your home</p> <p>Unit 1: ¿Cómo es tu casa? Talking about different types of houses</p> <p>Unit 2: Mi barrio Talking about your neighborhood</p>	<p>Using prepositions and using relative clauses</p> <p>Using a variety of phrases to express opinions and justify them</p> <p>Using the imperfect and present tenses , understanding tan and tanto/a (so, so much, so many)</p>		
Spring Term	Módulo 7 “ ¡Viva mi barrio!	<p>Unit 3: Mi ciudad hoy y mañana Talking about how you would change your city</p> <p>Unit 4: El centro comercial Shopping for clothing</p> <p>Unit 5: Regalos y quejas Giving presents and making complaints</p> <p>Oral and written preparation for the GCSE exam</p>	<p>Using the conditional tense and developing a checklist to improve accuracy</p> <p>Using direct object pronouns and using este, ese and aquel</p> <p>Using indirect object pronouns, extending sentences by giving reasons</p>	<p>Ongoing assessments during module</p> <p>Oral and written GCSE assessment</p> <p>Practice of GCSE past papers</p>	<p>Use of laptops/ ICT Internet websites www.languageskills.co.uk www.languagesonline.org.uk www.wordreference.co.uk Shared MFL resources</p>
	Módulo 8 “La salud”	<p>Repaso 1: Pasándolo mal Talking about the body and illnesses</p> <p>Repaso 2: ¿Cuánto es? Buying food</p> <p>Unit 1: Estar en forma</p> <p>Unit 2: ¿Llevas una vida sana? Reading problem pages and giving advice</p>	<p>Using reflexive verbs in the perfect tense, finding strategies to remember vocabulary</p> <p>More vocab strategies, number practice</p> <p>Using the present and imperfect, using a variety of verbs to talk about mealtimes</p> <p>Using the conditional and future tense, giving</p>		

Spanish (Continued)

<p>Unit 3: Los jóvenes Talking about issues facing young people</p>	<p>extended answers while speaking</p>	<p>Repaso 1: Cambios medioambientales Talking about the environment Unit 1: El mundo hoy en día Talking about global issues Unit 2: ¡Cuida tu planeta! Considering problems facing the planet Unit 3: Piensa globalmente Looking at local solutions to global problems Unit 4: Voluntarios Talking about global citizenship Unit 5: Sin techo, sin derecho Talking about homelessness</p>	<p>Using the conditional of deber, (deberías...), using a variety of expressions to give your point of view Using the present subjunctive, listening for high numbers Negative commands, using cognates and context to understand a text Using the imperfect and present tenses, gaining thinking time when speaking Using si + present + future, writing an extended text The pluperfect tense, using different time frames</p>	<p>Written and speaking exam to be set at the beginning of May Final preparation and assessment for the listening and reading exam in May</p>	<p>Use of laptops/ ICT Internet websites Shared MFL resources</p>
<p>Summer Term</p>	<p>Módulo 9 "Nuestro Planeta"</p>				

SPORT AND FITNESS

YEAR 11 TOPICS	SPORTING ACTIVITY	MAIN CONTENT	ASSESSMENT	ADD. INFO
<p>As part of our sports college commitment, all students need to attain a sport specific qualification so within year 11 students will participate in a number of sports and a fitness unit. In two of the sports, your daughter will be accessed in their knowledge of the game (such as tactics), laws of the game, role of the officials and an athlete's strengths and weaknesses. The fitness unit gives students the opportunity to undertake a number of fitness tests and evaluate their results making suggestions on how they can improve their own personal fitness and in turns their health.</p>	<p>Badminton*</p>	<ul style="list-style-type: none"> Students consolidate the key skills of attacking strokes including serves, backhand and forehand strikes to gain tactical advantage throughout rallies and in competitive singles and doubles games. 	<p>Self, peer and teacher assessment throughout all lessons. Possible final teacher assessment based on BTEC criteria.</p>	<p>Badminton club is every Monday after school in the Sports Hall.</p>
<p>Sports studied throughout the year are listed in the next column with possible BTEC units asterisk (*);</p>	<p>Trampolining*</p>	<ul style="list-style-type: none"> A transition of basic trampolining skills learnt in year 9 Talented students may also move onto advanced twisting moves, somersaults and advanced somersaults. 	<p>Peer observation and feedback form a key aspect of the BTEC course. Possible final teacher assessment based on BTEC criteria.</p>	<p>Trampolining club is on Thursday nights for year 10 students. We participate in a number of competitions including borough and Federation events.</p>
<p>NB: additional sports focus on advanced skill development for tactical advantage in competitive situations.</p>	<p>Outdoor Invasion Sports (netball or football) *</p>	<ul style="list-style-type: none"> Students undertake a number of specialist roles within either football or netball developing attacking and defensive skills. 	<p>Peer assessment in a strong element of this unit and consolidated by teacher formal assessment at the end of the unit.</p>	<p>Football club is on Monday night with year 9 students able to attend the netball club on Wednesday evenings.</p>
<p>NB 2: only 5 or 6 practical units are delivered</p>	<p>Fitness *</p>	<ul style="list-style-type: none"> Students participate in a number of fitness tests. Interpretation of the results then leads the students to make suggestions on how to improve their own health and fitness. 	<p>Formal teacher assessment at the end of the unit and on final submission of the group instructional DVD.</p>	<p>Skills for any sport can be extended through club participation or attendance to the fitness club on Thursday evenings.</p>

SPORT AND FITNESS (Continued)



throughout the year until the students are released for study leave.	Rounders*	<ul style="list-style-type: none"> Skill development in teams focuses on how batting, bowling and advanced fielding can be used as a tactical advantage in game situations. Students take an active coaching role throughout the unit. 	Self, peer and teacher assessment throughout all lessons. Final teacher assessment based on national curriculum grades.	Rounders club starts after Easter and will be held on the Rye in year groups.
	Climbing	<ul style="list-style-type: none"> In their second year of climbing, students will develop their basic bouldering and vertical climbing skills including three point holds, cross over bouldering and advanced belaying. 	Self assessment against National Curriculum grades consolidated by a final teacher assessment.	Climbing club is on Monday after school.

SPORT AND FITNESS / GCSE

YEAR 11 TOPICS	SPORTING ACTIVITY	MAIN CONTENT	ASSESSMENT	ADD. INFO
In their third year of study, students are completing their theory component and improving their physical grades in their 4 top sports.				
Autumn one Theory	Skeletal system in action	<ul style="list-style-type: none"> Review of year 10 Introduce joints Range of movements 	Unit test and independent project	This unit commenced in June 2010. Revision sessions will be held on Friday after school.
Autumn one Practical	Netball	<ul style="list-style-type: none"> Improve basic and advanced team skills. Improve tactical awareness and positional play. 	End of unit assessment based on GCSE PE criteria.	Additional fixtures to be organised throughout the year.
Autumn two Theory	Cardio-vascular system	<ul style="list-style-type: none"> Structure of the heart Components of the cardio-vascular system The long and short term effects of exercise on the cardio-vascular system 	End of unit assessment.	Revision sessions will be held on Friday after school.
Autumn two Practical	Trampolining or basketball	<ul style="list-style-type: none"> Trampolining students will be working towards improving individual skills and applying these in difficult routines. Basketball students will further develop tactical and technical aspects of the game. 	Self assessment and teacher based controlled assessment.	Students will be directed towards their best sport for optimal grade improvement.
Spring one Theory	Respiratory system	<ul style="list-style-type: none"> Structure Function Effects of exercise, short and long term. 	End of unit assessment.	Revision sessions will be held on Friday after school.

SPORT AND FITNESS / GCSE (Continued)

Spring one Practical	Badminton	<ul style="list-style-type: none"> Continual skill development. Doubles play Tactical appreciation and anticipation. 	Self assessment and teacher based controlled assessment.	Students are encouraged to attend the community club on Tuesday evenings and the extra-curricular provision on Monday after school to improve their grades.
Spring two Theory	Revision and recap	<ul style="list-style-type: none"> Review on curriculum trouble spots as identified by the students. Training principles and methods linked to practical sessions. 	Mini tests Self assessment Use of interactive links	
Spring two practical	Fitness	<ul style="list-style-type: none"> Practical assessment on students' ability to apply their knowledge of fitness methods, training and principles in their personal exercise program. External moderation of 40% of their final grade will at the end of this term. 	PEP – 20% of final grade External moderator in for controlled assessment.	
Summer one Theory only	Revision and recap	<ul style="list-style-type: none"> Review on curriculum trouble spots as identified by the students. Exam preparation 	Tests	Practical sessions will be limited to allow students additional time for theory revision.

Textiles

CONTROLLED ASSESSMENT TASK		EXAMINATION
<p>Unit 1: Creative Design and Make Activities Worth 60% of the final GCSE mark Students complete a design and make activity. 40 hours 100 marks (design 50 marks/make 50 marks)</p>	<p>Unit 2: Knowledge and Understanding of Textile Technology Worth 40% of the final GCSE mark Students apply their knowledge and understanding of textiles technology through multiple-choice, short answer and extended-writing and design type questions. Lasts 1hour 30 minutes</p>	

YEAR 11 AUTUMN TERM	CONTROLLED ASSESSMENT TASK	EXAMINATION PREPARATION	SUPPORT
<p>Tasks</p> <p>A. Sports Fashion</p> <ol style="list-style-type: none"> 1. a product from a team kit that can be worn for a sporting activity or as casual wear with a sporty influence. <p>B. Natural Forms</p> <ol style="list-style-type: none"> 2. a dress or accessory influenced by natural forms that can be worn or used at a celebration. 3. a fashion or interior product influenced by insects. <p>C. Child's Play</p> <ol style="list-style-type: none"> 4. an outfit or product suitable for outdoor play. 5. a child's gift or fashion product to be sold in a shop. <p>DESIGN FOLDER: Investigate Research Specification Initial Design Ideas Review and Development</p>	<p>Introduction to GCSE Textiles; Skills based learning covering a range of Focussed Practical Tasks</p> <p>Textiles Components 1: Functional, Structural, aesthetic (Fastenings)</p> <p>Surface decoration using: Fabric and Thread: (Quilting, Applique, Embroidery</p> <p>Textile Components 2: Linings, Interfacing and components for giving shape</p> <p>Fibres and Fabrics: Fabric construction, performance characteristics, blends</p> <p>Shaping and Reducing Fullness: pleats gathers, smocking, darts</p>	<p>December 2010 whole day Intervention</p>	

Textiles (Continued)

<p>SPRING TERM</p>	<p>DESIGN FOLDER: Final Design Production Plan Quality Manufacture Testing and Evaluation</p>	<p>Fibres and Fabrics: Fabric construction, performance characteristics, blends – further learning through a range of focussed practical tasks</p> <p>Adding Colour and Design to Fabric; Dyeing, Printing, embellishing techniques</p> <p>Finishes to Fibres and Fabric</p> <p>Care Labelling</p> <p>Quality control and quality assurance</p>	
<p>SUMMER TERM</p>		<p>Industrial Practices and production methods</p> <p>Using ICT and CAD/CAM</p> <p>Health and Safety</p> <p>Technological developments in textiles</p> <p>Smart and Modern Materials</p> <p>Environmental Considerations</p> <p>Sustainable textiles/ global considerations</p> <p>Exam revision. Exam practice questions.</p>	

TRAVEL AND TOURISM / BTEC



	UNIT TITLE	TOPICS	ASSESSMENT	ADDITIONAL INFORMATION
Autumn 1	Unit 8: Planning Visits for Travel and Tourism	<ul style="list-style-type: none"> Be able to use different sources of information when planning itineraries Know how to plan itineraries for different customer types Understand the planning process involved when organizing a visit Be able to review travel itineraries and visits 	<ol style="list-style-type: none"> Create a poster of different sources of information used to create itineraries. Plan three travel itineraries to meet the needs of different customers Plan, conduct and evaluate a day trip 	
Autumn 2				
Spring 1	Unit 5: Exploring Marketing in Travel and Tourism	<ul style="list-style-type: none"> Understand the principles of marketing in the travel and tourism industry Understand how travel and tourism organizations provide a range of products and services to meet the needs of different types of customers Be able to design and use market research to meet specific objectives Be able to produce promotional material suitable for use in travel and tourism 	<ol style="list-style-type: none"> Prepare and give a presentation on the principles of marketing in the travel and tourism industry Produce a report on how products and services meet the needs of different types of customers Plan, conduct and evaluate a visitor satisfaction survey of students going on a school trip Produce and evaluate promotional material suitable for use in travel and tourism 	
Spring 2				
Summer 1	Completion of coursework from all units	Independent work on completion of BTEC coursework portfolio (supported by teacher)	The assessment of this course is 100% coursework and the BTEC portfolio must be complete.	
Summer 2				

Notes

Notes