

Year 11	Cycle 1		Cycle 2		Cycle 3
<b>Core Curriculum English</b>	<p style="text-align: center;"><b>Macbeth by William Shakespeare. A Christmas Carol Revisited</b></p> <p>How do writers explore the corrupting nature of ambition/ideas about the supernatural/humanity's relationship with power and nature. Reading consolidation Writing consolidation</p>		<p style="text-align: center;"><b>An Introduction to Unseen Poetry. Revisiting of Literature Paper 2 and Language Paper 1</b></p> <p>How do we refine our understanding of key concepts? All content revisited Reading consolidation Writing consolidation</p>		<p style="text-align: center;"><b>PPEs and Revision</b></p> <p>Begin revision; using precision planning, walking talking mocks, prompted PPEs and PPEs to inform the revision</p>
<b>Core Curriculum Mathematics</b>	<p style="text-align: center;"><b>Class Specific Revision Informed by PLCs</b></p>	<p style="text-align: center;"><b>Class Specific Revision Informed by PLCs PPES</b></p>	<p style="text-align: center;"><b>Class Specific Revision Informed by PLCs</b></p>	<p style="text-align: center;"><b>PPEs and Revision</b></p> <p>Begin revision; using precision planning, walking talking mocks, prompted PPEs and PPEs to inform the revision</p>	
<b>Core Curriculum Science</b>	<p style="text-align: center;"><b>Ecosystems and Material Cycles Electrolysis and Equilibria Motion, Forces, Work and Power</b></p>		<p style="text-align: center;"><b>PPEs and Revision</b></p> <p>Walkthrough PPE Paper 1 unprompted PPE Paper 2 prompted PPE Scheduled Topic Review Sequence</p>		
<b>Core Curriculum Geography</b>	<p style="text-align: center;"><b>Economic Development</b></p> <p>Developing human Geography with economic development Examining development indicators, the demographic transition model and population pyramid Identifying and explaining the development gap Examining how to close the gap: Focus Nigeria</p>		<p style="text-align: center;"><b>PPES, Revision and Pre-Release</b></p> <p>Begin revision; using precision planning, walking talking mocks, prompted PPEs and PPEs to inform the revision  Create a revision timetable within the department informed by previous assessments  Receive the AQA pre-release paperwork (Easter). Deliver 3-4 lessons preparing students for the issue evaluation within paper 3</p>		
<b>Core Curriculum History</b>	<p style="text-align: center;"><b>Living under Nazi Rule 1933-1945</b></p> <p>The Nazi Party in 1933 Establishing the dictatorship Achieving total power Terror, propaganda and opposition Workers, women and young people Jewish persecution Germany at war, and wartime opposition Nazi rule in eastern and western Europe The Holocaust Responses to Nazi rule</p>		<p style="text-align: center;"><b>PPEs and Revision</b></p> <p>Focus one: Pendennis Castle - Teacher Led revision with focus on examination questions and marking schemes  Begin revision; using precision planning, walking talking mocks, prompted PPEs and PPEs to inform the revision  Create a revision timetable within the department informed by previous assessments</p>		

<p><b>Core Curriculum</b> <b>French</b></p>	<p><b>The World of Work</b> Jobs, work experience Future career aspirations Helping at home</p>	<p><b>PPEs and Revision</b> Class topic revision and exam technique 2023 Reading and listening PPEs Full writing PPE with improvement time Full speaking PPE</p>		
<p><b>Core Curriculum</b> <b>Spanish</b></p>		<p><b>Global Dimension</b> Social and environmental problems Volunteering International events</p>	<p><b>PPEs and Revision</b> Class topic revision and exam technique 2023 Reading and listening PPEs Full writing PPE with improvement time Full speaking PPE</p>	
<p><b>Core Curriculum</b> <b>RE</b></p>	<p><b>Social Justice</b> Human rights, secularism, stewardship, poverty and wealth, family/marriage/children, medical ethics, attitudes around racism/sexism/LGBTQ+</p>		<p><b>Peace and Conflict</b> Religious views of violence and war: Pacifism, Just War theory, Realism</p>	<p><b>Examination and Revision</b> Study Skills</p>
<p><b>Core Curriculum</b> <b>PSHE</b></p>	<p><b>Families, Parenthood and Choices</b> Abortion access, parenting and choices around IVF and adoption <b>Sexual Health and Me</b> Recap and review over contraception, consent and self-checking for cancer</p>	<p><b>Drugs and Alcohol Awareness</b> Recap and review of laws and choices around drugs and alcohol usage <b>Online Safety and Employers</b> Recap and review around employability and where to look for jobs and posting CVs</p>		<p><b>Examination and Revision</b> Focus on mental and physical well-being</p>
<p><b>Core Curriculum</b> <b>PE</b></p>	<p><b>Core Sport: Dance, Rugby or Touch Rugby, Football, Netball, Gymnastics, Orienteering, HRE (short and long-term effects of exercise / components of fitness) Badminton, Athletics, Tennis, Cricket, Rounder and Softball</b></p>			
<p><b>Options</b> <b>Animal Care</b></p>	<p><b>Planning for Handling a Dog and Bearded Dragon</b> Component 1 Learning Aim B and C <b>Animal Diseases</b> Component 3 Learning Aim B</p>	<p><b>Animal Organisations and Welfare Legislation</b> Component 3 Learning Aim C <b>Animal Health</b> Component 3 Learning Aim A</p>		<p><b>PPES, Revision</b> Begin revision; using precision planning, walking talking mocks and PPEs to inform the revision</p>
<p><b>Options</b> <b>Art and Design</b></p>	<p><b>J170/01 – Portfolio</b> Present the final piece planned and developed in Cycle 3 of Year 10</p>		<p><b>J170/02 – Set Task</b> Exam paper topics determined by OCR (exam board) Complete a sketchbook of preparatory work in preparation for the 10hrs examined time to produce an independent final outcome The preparatory work will incorporate all the knowledge and skills developed in Year10 and 11</p>	

<p><b>Options Business Studies</b></p>	<p><b>R067: Enterprise and Marketing Concepts</b>            Characteristics, risks, and rewards associated with entrepreneurship            Importance of market research for entrepreneurs; purpose, primary and secondary market research methods, types of data, market segmentation</p>	<p><b>R067: Enterprise and Marketing Concepts</b>            Calculate the costs involved in producing a product            Determine revenue generated by sales            Calculate profit/loss per unit and for a given level of output            Use the break-even formula for decision-making            Understand the importance of cash flow</p>	<p><b>R067: Enterprise and Marketing Concepts &amp; Revision</b>            Forms of ownership for business start-ups, various sources of capital for start-ups and expansion, and the support available for entrepreneurs, including finance providers, local council enterprise departments, and government initiatives.</p>
<p><b>Options Computer Science</b></p>	<p><b>File Management, Searching and Sorting Data</b>            Development tools in Algorithmic thinking            Use of the IDE            Impact of technology            Computational thinking; identifying and resolving errors in code            Creating flowcharts and writing Pseudocode            Working with external files of data</p>	<p><b>PPEs and Revision</b>            Review and Revisit Component 1            Using precision planning, walking talking mocks, prompted PPEs and PPEs to inform the revision</p>	<p><b>PPEs and Revision</b>            Review and Revisit Component 2            Using precision planning, walking talking mocks, prompted PPEs and PPEs to inform the revision</p>
<p><b>Options Construction</b></p>	<p><b>Construction Technology</b>            Develop an understanding of the processes required to construct a low-rise building            Ground floors            Superstructure – walls            Superstructure – roofs            Different type of structures</p>	<p><b>Construction Technology</b>            Develop an understanding of the processes required to construct a low-rise building:            Cross-section drawing            Floors            Walls            Roofs            Type of structures            Earthwork support</p>	<p><b>PPEs and Revision</b>            Using precision planning, walking talking mocks, prompted PPEs and PPEs to inform the revision</p>
<p><b>Options Dance</b></p>	<p><b>Performance (Solo Set Phrase Breathe and Duet/Trio)</b>            Perform a Duet/Trio task            Apply technical skills linked to a specific choreographic intention            Demonstrate mental skills performance            Perform using physical and expressive skills            Repertoire 'Breathe'            Demonstrate technical, expressive, mental and physical skills</p>	<p><b>Performance (Solo Set Phrase Shift) and Choreography</b>            Repertoire 'Shift'            Select and research stimuli for choreography exam            Improvise and generate material            Select and use appropriate aural setting            Knowledge and application of dancer choreographic devices</p>	<p><b>PPEs and Revision</b>            Component 2            Using precision planning, walking talking mocks, prompted PPEs and PPEs to inform the revision</p>
<p><b>Options Drama</b></p>	<p><b>Live Theatre Production</b>            Describe, analyse and evaluate an actor's performance skills within a recorded live theatre production (Frankenstein)</p>	<p><b>Texts in Practice</b>            Rehearse and perform two extracts from a chosen play</p>	<p><b>PPEs and Revision</b>            Component 1            Using precision planning, walking talking mocks, prompted PPEs and PPEs to inform the revision</p>

<p><b>Options Engineering</b></p>	<p><b>NEA Set Design Task</b> Apply engineering knowledge to analyse, design, and create a range of engineering products and solutions to achieve specific tasks or meet criteria</p>	<p><b>PPES, Revision and Pre-Release</b> Begin revision; using precision planning, walking talking mocks, prompted PPEs and PPEs to inform the revision Create a revision timetable within the department informed by previous assessments</p>	
<p><b>Options Food Technology</b></p>	<p><b>NEA Task 1</b> Demonstrate practical skills and knowledge in food preparation and nutrition</p>	<p><b>NEA Task 2</b> Plan, prepare, cook and present a range of dishes within a specified time frame</p>	<p><b>PPEs and Revision</b> Using precision planning, walking talking mocks, prompted PPEs and PPEs to inform the revision</p>
<p><b>Options Graphics</b></p>	<p><b>Self-Initiated Brief</b> Develop chosen concept and experiment with materials, techniques and processes Document and present design journey</p>	<p><b>Response to Set Exam Board Brief</b> Response to a word or them presented by the exam board Complete research and develop design</p>	
<p><b>Options Hair and Beauty</b></p>	<p><b>Design in the hair and beauty sector</b> LO3 Know how to present and review a design brief project</p>	<p><b>Business and A&amp;P in Cosmetic Science</b> Recap Business LO2 and 3</p>	<p><b>Skill building in Hair and Beauty in preparation for progressing into Level 2 Hairdressing, Barbering or Beauty Therapy</b></p>
<p><b>Options Health and Social Care</b></p>	<p><b>Component 2: Learning Aim A-</b> Understand the different types of health and social care services and barriers to accessing them Explore the health and social care services that are available and why individuals may need to use them</p>	<p><b>Component 2: Learning Aim B</b> Demonstrate care values and review own practice Explore and practise applying the different care values that are key to the delivery of effective health and social care services</p>	<p><b>Component 3: Health and Wellbeing Exam</b> Study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and how to design a health and wellbeing improvement plan</p>
<p><b>Options Media Studies</b></p>	<p><b>NEA Production &amp; TV</b> Completion of NEA brief In depth study of Crime Drama case study</p>	<p><b>Music Industry</b> In depth study of Music Industry case studies</p>	<p><b>Newspaper Industry, PPEs &amp; Revision</b> In depth study of Newspaper industry including case studies Using precision planning, walking talking mocks, prompted PPEs and PPEs to inform the revision</p>
<p><b>Options PE GCSE</b></p>	<p><b>AEP Coursework - J587/05 Analysis and Evaluation of Performance</b> Written task under controlled conditions Onsite practical moderation</p>	<p><b>Sports Psychology and Goal Setting Setting</b> Apply examples of the use of goal setting Types of guidance Types of feedback</p>	<p><b>PPEs and Revision</b> Using precision planning, walking talking mocks, prompted PPEs and PPEs to inform the revision</p>

<p><b>Options Photography</b></p>	<p><b>Utilising Film Project-Based Learning in Creative Arts Education</b> This educational methodology revolves around employing a specific film, "The Green Book," as a catalyst for project-based learning within creative arts education</p>	<p><b>A Portrait of Britain: The Places that Make Us</b> Photoshoots and still imagery Introduction to film making Different forms of filming and editing Project challenge Concepts of home, place and memory</p>	<p><b>Personal Investigation/Portfolio Project Including</b> Personal Study Introduction to concept development Identifying artists Project challenge Concepts and contexts</p>
<p><b>Options RE</b></p>	<p><b>Christian Beliefs and Practices</b> Nature of God, Biblical accounts, the problem of evil and suffering, Jesus, beliefs and teachings, worship, prayer, celebrations, the role of the church</p>	<p><b>Morals and Ethics</b> Relationships and families, men and women, equality, existence of God, peace and conflict, religious and non-religious beliefs</p>	<p><b>PPES, Revision</b> Begin revision; using precision planning, walking talking mocks and PPEs to inform the revision</p>
<p><b>Options Sports Science NCFE</b></p>	<p><b>NEA Coursework Revision</b> Lifestyle factors Fitness testing Training methods Optimising a health and fitness programme Health and fitness analysis and goal setting Fitness programmes</p>	<p><b>NEA Coursework (60%)</b> Internal synoptic project - 4.11.24-14.2.25</p>	<p><b>PPEs and Revision</b> Using precision planning, walking talking mocks, prompted PPEs and PPEs to inform the revision</p>
<p><b>Options Textiles</b></p>	<p><b>Art and Design Practice Component 1</b> Task 1: Investigation Task 2: Ideas generation Task 3: Development and creation</p>	<p><b>Art and Design Practice Component 2 – Responding to a Brief</b> Task 1: Project development Task 2: Ideas generation Task 3: Creation (8hrs of formal supervision) Task 4: Write up</p>	