

GWA Curriculum Map – Year 11

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>English</p> <p>Language and Literature are taught concurrently. Therefore, the skills for both are interweaved throughout the course. Literature texts lead the learning with language skills taught within these modules. The pupils will receive two separate GCSEs at the end of the course.</p>	<p><b>19<sup>th</sup> Century text:</b> ‘The Strange Case of Dr Jekyll and Mr Hyde’ by Robert Louis Stevenson OR ‘A Christmas Carol’ by Charles Dickens <b>English Literature Paper 1, section B</b></p> <p><b>Focus on:</b> Essay writing Extract based question</p>	<p><b>19<sup>th</sup> Century text:</b> ‘The Strange Case of Dr Jekyll and Mr Hyde’ by Robert Louis Stevenson OR ‘A Christmas Carol’ by Charles Dickens <b>English Literature Paper 1, section B</b></p> <p><b>Focus on:</b> Essay writing Extract based question</p> <p><b>Mini scheme:</b> English Language Paper 2.</p>	<p><b>English Language Paper 2:</b> <b>Writer’s viewpoints and perspectives.</b></p> <p><b>Focus on:</b> Both Reading and writing sections</p> <p><b>Interweaving Literature revision with a focus on:</b> - Poetry anthology and unseen poetry - Modern text</p> <p>These will be delivered in a variety of ways: - lectures - workshops - teacher carousels</p> <p>** Language Paper 2 Walking Talking Mock**</p>	<p><b>English Language Paper 1:</b> <b>Explorations into Creative Reading and Writing.</b></p> <p><b>Focus on:</b> Both Reading and writing sections</p> <p><b>Interweaving Literature revision with a focus on:</b> - Shakespeare - Modern text</p> <p>These will be delivered in a variety of ways: - lectures - workshops - teacher carousels</p> <p>** Language Paper 1 Walking Talking Mock**</p>	<p><b>Revision:</b> Bespoke revision tailored for the needs of individual groups. Revision for Language and Literature to be interwoven.</p>	
<p><b>Maths - Foundation</b></p>	<p><b>Ratio and Proportion</b> Multiplicative reasoning, applications of percentages and fractions, application of speed/ distance/ time.</p>	<p><b>Geometry</b> Constructions, loci and bearings. <b>Algebra</b></p>	<p><b>Geometry</b> Bounds, circles, volume of cylinders and spheres, area and perimeter of sectors. <b>Number</b></p>	<p><b>Algebra</b> Changing the subject, solving equations graphically, identifying graphs. <b>Geometry</b></p>	<p><b>Revision</b> Bespoke revision for individual classes working on exam -technique and preparation.</p>	

	<b>Geometry</b> Transformations including use of vector notation and combinations of transformations.	Expanding double brackets, using quadratics including factorising and solving.	Calculation with fractions, efficient use of indices and standard form.	Similarity and congruence, calculation with and use of vectors.		
<b>Maths - Higher</b>	<b>Algebra</b> Quadratic graphs, solving quadratics graphically, completing the square, cubic graphs, iteration. <b>Statistics</b> Further statistical diagrams including cumulative frequency, box plots and histograms, capture/recapture methods for estimating populations.	<b>Algebra</b> Algebraic fractions, functions, use of surds, mathematical proof. <b>Geometry</b> Use of circle theorems to find missing angles, proof of circle theorems.	<b>Geometry</b> Similarity including area and volume scale factors, congruence including proof. <b>Geometry</b> Use of vectors, proof of geometric statements using vectors.	<b>Geometry</b> Transformations and constructions. <b>Ratio and Proportion</b> Algebraic proportion including proportion graphs, use of tangents to find gradients of curved graph and applications of this.	<b>Revision</b> Bespoke revision for individual classes working on exam -technique and preparation.	
<b>Biology</b>						
<b>Chemistry</b>						
<b>Physics</b>						
<b>Combined Science</b>						
<b>History</b>	British America: Developments in colonial society <ul style="list-style-type: none"> <li>- Immigration to America</li> <li>- Slavery</li> <li>- Impact of smuggling &amp; piracy</li> </ul>	British America: A disrupted society <ul style="list-style-type: none"> <li>- Enlightenment &amp; The great awakening</li> <li>- King George's war</li> <li>- French and Indian War</li> </ul> British America: The Stirrings of rebellion	Germany 1918-1939 Weimar Germany: <ul style="list-style-type: none"> <li>- The 1920s</li> <li>- Political situation in Germany</li> <li>- Threats from the left and right wings</li> <li>- The Golden Years</li> </ul>	Germany 1918-1939 The Rise of Nazi Germany: -How did Hitler come to power - Hitlers' consolidation of power - Life inside Nazi Germany for children, Women, workers and minorities	Germany 1918 -1939 GCSE Revision	

		<ul style="list-style-type: none"> <li>- The intolerable acts</li> <li>- The causes and events and outcomes of the War of independence</li> </ul>	<ul style="list-style-type: none"> <li>- The Lean years for the NSDAP</li> <li>- The Wall Street Crash</li> </ul>			
<b>Geography</b>	<b>Economic World:</b> <ul style="list-style-type: none"> <li>- Economic development</li> <li>- Development gap</li> </ul>	<b>Economic World:</b> <ul style="list-style-type: none"> <li>- Rapid development in an NEE</li> <li>- Development in the UK</li> </ul>	<b>Hazards:</b> <ul style="list-style-type: none"> <li>- Natural hazards</li> <li>- Tectonic hazards</li> </ul>	<b>Hazards:</b> <ul style="list-style-type: none"> <li>- Weather hazards</li> <li>- Climate change</li> </ul>	<b>Issue Evaluation:</b> <ul style="list-style-type: none"> <li>- Released 12 weeks prior to paper 3</li> </ul>	
<b>Philosophy &amp; Religion</b>	Islam - Practices	Theme D – Peace & Conflict	Christianity - Practices	Revision and exam technique	Revision and exam technique	
<b>French</b>	<b>Theme: School</b> <ul style="list-style-type: none"> <li>- Discussing lessons and opinions</li> <li>- Differences between French and English school system</li> <li>- School rules</li> <li>- School trips and exchanges</li> </ul>	<b>Theme: Future aspirations, study and work</b> <ul style="list-style-type: none"> <li>- Career choices</li> <li>- Plans, hopes and wishes</li> <li>- Importance of languages</li> <li>- Applying for jobs</li> </ul>	<b>Theme: International and global dimension</b> <ul style="list-style-type: none"> <li>- Problems facing the world</li> <li>- Protecting the planet</li> <li>- Ethical shopping</li> <li>- Volunteering</li> <li>- Global events</li> </ul>	<b>Focus on speaking exams in March-April</b> <ul style="list-style-type: none"> <li>- Preparing and finalising 1 minute preparation</li> <li>- Theme revision</li> </ul>	<b>GCSE Revision Skills focus, listening / reading / writing / translation</b>	
<b>Spanish</b>	<b>Theme: Identity and culture</b> <ul style="list-style-type: none"> <li>- Describing mealtimes</li> </ul>	<b>Theme: Future aspirations, study and work</b> <ul style="list-style-type: none"> <li>- Career choices</li> </ul>	<b>Theme: International and global dimension</b>	<b>Focus on speaking exams in March-April</b>	<b>GCSE Revision Skills focus, listening / reading / writing / translation</b>	

	<ul style="list-style-type: none"> <li>- Talking about injuries and illnesses</li> <li>- Talking about typical foods</li> <li>- Comparing and describing festivals</li> </ul>	<ul style="list-style-type: none"> <li>- Plans, hopes and wishes</li> <li>- Importance of languages</li> <li>- Applying for jobs</li> </ul>	<ul style="list-style-type: none"> <li>- Problems facing the world</li> <li>- Protecting the planet</li> <li>- Ethical shopping</li> <li>- Volunteering</li> <li>- Global events</li> </ul>	<ul style="list-style-type: none"> <li>- Preparing and finalising 1 minute preparation</li> <li>- Theme revision</li> </ul>		
<p><b>Core PE</b></p> <p><i>(Please note for PE students will do sports in a different order depending on what class they are in</i></p>	Physical, Mental and Social development through a range of sporting activities decided between students and their teacher.	Physical, Mental and Social development through a range of sporting activities decided between students and their teacher.	Physical, Mental and Social development through a range of sporting activities decided between students and their teacher.	Physical, Mental and Social development through a range of sporting activities decided between students and their teacher.	Physical, Mental and Social development through a range of sporting activities decided between students and their teacher.	
<p><b>GCSE PE</b></p>	<p><b>Theory -</b></p> <ul style="list-style-type: none"> <li>-Coursework completion</li> <li>-Movement analysis</li> </ul> <p><b>Practical -</b></p> <ul style="list-style-type: none"> <li>Basketball</li> <li>Netball</li> </ul>	<p><b>Theory -</b></p> <ul style="list-style-type: none"> <li>-Sports psychology continued.</li> </ul> <p><b>Practical -</b></p> <ul style="list-style-type: none"> <li>Badminton</li> <li>Handball</li> </ul>	<p><b>Theory -</b></p> <ul style="list-style-type: none"> <li>-Sociocultural</li> </ul> <p><b>Practical -</b></p> <ul style="list-style-type: none"> <li>Trampolining</li> <li>Football</li> </ul>	<p><b>Theory -</b></p> <ul style="list-style-type: none"> <li>-Revision</li> </ul> <p><b>Practical -</b></p> <ul style="list-style-type: none"> <li>Table tennis</li> <li>Athletics</li> </ul> <p>PRACTICAL EXAMS</p>	<p><b>Theory -</b></p> <ul style="list-style-type: none"> <li>-Revision</li> </ul> <p><b>Practical -</b></p> <ul style="list-style-type: none"> <li>Revision/free choice</li> </ul>	

<b>Music</b>	<p><b>Performance - Solo</b> performance NEA prep/recording .</p> <p><b>Listening and Appraising-</b> Area of Study 4 – Orchestral Music of Copland</p> <p>Minimalism</p> <p>Area of Study 1 – Mozart revisited</p>	<p><b>Composition</b> – starting composition 2</p> <p><b>Performance</b> – Ensemble Performance</p> <p><b>Listening and Appraising-</b> Area of Study 4 – British Music</p> <p>Orchestra Music of Kodaly and Bartok</p>	<p><b>Composition</b> – Continuation of composition 2</p> <p><b>Performance</b> – Ensemble Performance</p> <p><b>Listening and Appraising-</b> Area of Study 3 – Graceland Revisited</p>	<p><b>Composition</b> – Deadline of Composition</p> <p><b>Performance</b> – Ensemble NEA Recording</p> <p><b>Listening and Appraising-</b> Revision</p>	<b>Revision – Exam preparation</b>	
<b>Dance</b>	<p><b>Set Phrases Prep</b></p> <p>Choreography Paper released – selection and research</p>	<p><b>NEA Set Phrase</b></p> <p>Set phrase preparation</p> <p>Theory – Written paper</p> <p>MOCK preparation</p>	<p><b>NEA Performance Duet</b></p> <p>Duet preparation</p> <p>Theory – Return to all set works</p> <p>Critical appreciation of own work</p>	<p><b>NEA Choreography</b></p> <p>Choreography preparation</p> <p>Theory - Revision</p>	<b>Revision for Component 2</b> (Written Paper)	
<b>Drama</b>	<p><b>Noughts and Crosses by Malorie Blackman</b></p> <p>Live Theatre review</p> <p>Return to the set text this time with a clear focus on</p>	<p><b>NEA Scripted: Component 2</b></p> <p>Scripted exam being assessed either as an actor or designer.</p>	<p><b>NEA Scripted: Component 2</b></p> <p>Scripted exam being assessed either as an actor or designer.</p>	<p><b>Revision for Component 3 Set Text</b></p> <p>Exam technique and revision</p>	<b>Revision for Component 3 Set Text</b>	Exam technique and revision

	exam preparation and how to answer questions.		This will form 20% of their course and is externally marked by a visiting examiner.			
<b>DT</b> <b>GCSE Food</b>	<b>NEA Theory-</b> Core technical principles	<b>NEA Theory –</b> Specialist technical principles	<b>NEA Theory-</b> Designing and making principles	<b>Theory –</b> Exam technique Revision	<b>Theory-</b> Exam technique Revision	
<b>Art</b>	<b>Theme: The Everyday.</b> Completion of board 1 & 2.  Introduction to topic “The Everyday” Research artists Jim Dine & 3 chosen artists relating to the Everyday subthemes objects, landscapes, architecture & portraits. Response to chosen artwork & complete copy. Photography & observational studies.  <b>Assessment objectives 1 &amp; 3</b>	<b>Theme: The Everyday.</b> Completion of board 3 & 4.  Development of ideas relevant to topic The Everyday & own photographs/photo manipulations. This should be inspired by artist & cultural research. Experimentation with materials, techniques & processes relating to chosen design idea.  <b>Assessment objective 1</b>	<b>Theme: The Everyday.</b> Completion of board 5/6.  Finish & refine experimentation with materials, techniques & processes relating to chosen design idea. Final piece mock-up. Final piece.  <b>Assessment objective 2 &amp; 4.</b>	<b>Exam Preparation:</b>  40% of final grade 4 months to complete exam preparation before the practical exam end of April beginning of May.  Choose starting point from AQA exam paper. Complete recording. Observational drawings, mind map around chosen topic, photographs & secondary images. Research artists relevant to topic. Complete design ideas & experimentation.  <b>Assessment objectives 1, 2 &amp; 3.</b> 10-hour final exam split over 2 days to complete final pieces to the project.	<b>Theme: The Everyday:</b>  Review & refine Everyday project based on teacher feedback.  Finish course. End of May.	

				<b>Assessment objective 4.</b>		
<b>Textiles</b>	Theme: Anatomy or Nature Mind mapping, Secondary and Primary Research, Drawing skills and mark-making, Artist Research and Artist Responses.	Theme: Anatomy or Nature Artist Research, Artist Responses, Experimentation and development.	Theme: Anatomy or Nature Initial Idea and Final Idea, Mock up and Final Outcome, Evaluation	Exam Question Released 40% of final grade 4 months to complete exam preparation before the practical exam end of April beginning of May.  Choose starting point from AQA exam paper. Complete recording. Observational drawings, mind map around chosen topic, photographs & secondary images. Research artists relevant to topic. Complete design ideas & experimentation.  <b>Assessment objectives 1, 2 &amp; 3.</b> 10-hour final exam split over 2 days to complete final pieces to the project.  <b>Assessment objectives</b>	Review of Coursework  Review and refine Under the Sea project and Anatomy or Nature project	

<p><b>Computing</b></p>	<p><b>Theory:</b> Threats to computer systems and networks, and Operating Systems.</p> <p><b>Practical:</b> Defensive Design and Testing</p>	<p><b>Theory:</b> Utility Software, and Ethical, legal, cultural and environmental impact</p> <p><b>Practical:</b> Languages and The IDE</p>	<p><b>Theory:</b> Theory Revision</p> <p><b>Practical:</b> Searching and sorting algorithms</p>	<p><b>Theory:</b> Exam Technique and Revision</p> <p><b>Practical:</b> Practical Programming Revision</p>	<p><b>Theory:</b> Exam Technique and Revision</p> <p><b>Practical:</b> Practical Programming Revision</p>	
<p><b>Business Studies</b></p>	<p><b>Building the Business:</b> This covers financial growth (both organic and inorganic), changing objectives, ethical business solutions and globalisation/ international trade.</p>	<p><b>Making marketing decisions:</b> This covers design and the design mix, product v service, marketing mix and the 4 P's (Product, price, promotion and placement).</p>	<p><b>Making business operations decisions:</b> This covers all types of production, promotion, procurement, logistics and stock management, quality control and assurance and sales process.</p>	<p><b>Making financial decisions:</b> This covers net profit / gross profit, profit margins, rates of return and business performance.</p>	<p><b>Making HR decisions:</b> This covers organisational structures, communication, ways of working, recruitment, training and motivation.</p>	
<p><b>PSHE &amp; Core P&amp;R</b></p>	<p><b>What are my values, rights and responsibilities?</b> What are values? British values, freedom of speech, hate crime and racism in football</p>	<p><b>How can I have healthy relationships?</b> Marriage and partnership rights, how belief and religion impact relationships and bereavement</p>	<p><b>What are the negative impacts of religion?</b></p>	<p><b>What are the positive impacts of religion?</b></p>	<p><b>How can I look after my physical and mental wellbeing?</b> Physical and mental wellbeing during exams</p>	



ASDAN						
GWA Curriculum Map – Year 11						
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<p>English</p> <p>Language and Literature are taught concurrently. Therefore, the skills for both are interweaved throughout the course. Literature texts lead the learning with language skills taught within these modules. The pupils will receive two separate GCSEs at the end of the course.</p>	<p><b>19<sup>th</sup> Century text:</b> ‘The Strange Case of Dr Jekyll and Mr Hyde’ by Robert Louis Stevenson OR ‘A Christmas Carol’ by Charles Dickens <b>English Literature Paper 1, section B</b></p> <p><b>Focus on:</b> Essay writing Extract based question</p>	<p><b>19<sup>th</sup> Century text:</b> ‘The Strange Case of Dr Jekyll and Mr Hyde’ by Robert Louis Stevenson OR ‘A Christmas Carol’ by Charles Dickens <b>English Literature Paper 1, section B</b></p> <p><b>Focus on:</b> Essay writing Extract based question</p> <p><b>Mini scheme:</b> English Language Paper 2.</p>	<p><b>English Language Paper 2:</b> <b>Writer’s viewpoints and perspectives.</b></p> <p><b>Focus on:</b> Both Reading and writing sections</p> <p><b>Interweaving Literature revision with a focus on:</b> - Poetry anthology and unseen poetry - Modern text</p> <p>These will be delivered in a variety of ways: - lectures - workshops - teacher carousels</p> <p>** Language Paper 2 Walking Talking Mock**</p>	<p><b>English Language Paper 1:</b> <b>Explorations into Creative Reading and Writing.</b></p> <p><b>Focus on:</b> Both Reading and writing sections</p> <p><b>Interweaving Literature revision with a focus on:</b> - Shakespeare - Modern text</p> <p>These will be delivered in a variety of ways: - lectures - workshops - teacher carousels</p> <p>** Language Paper 1 Walking Talking Mock**</p>	<p><b>Revision:</b> Bespoke revision tailored for the needs of individual groups. Revision for Language and Literature to be interwoven.</p>	
<p><b>Maths - Foundation</b></p>	<p><b>Ratio and Proportion</b> Multiplicative reasoning, applications of</p>	<p><b>Geometry</b> Constructions, loci and bearings.</p>	<p><b>Geometry</b> Bounds, circles, volume of cylinders and spheres,</p>	<p><b>Algebra</b> Changing the subject, solving equations</p>	<p><b>Revision</b> Bespoke revision for individual classes working on</p>	

	percentages and fractions, application of speed/ distance/ time. <b>Geometry</b> Transformations including use of vector notation and combinations of transformations.	<b>Algebra</b> Expanding double brackets, using quadratics including factorising and solving.	area and perimeter of sectors. <b>Number</b> Calculation with fractions, efficient use of indices and standard form.	graphically, identifying graphs. <b>Geometry</b> Similarity and congruence, calculation with and use of vectors.	exam -technique and preparation.	
<b>Maths - Higher</b>	<b>Algebra</b> Quadratic graphs, solving quadratics graphically, completing the square, cubic graphs, iteration. <b>Statistics</b> Further statistical diagrams including cumulative frequency, box plots and histograms, capture/ recapture methods for estimating populations.	<b>Algebra</b> Algebraic fractions, functions, use of surds, mathematical proof. <b>Geometry</b> Use of circle theorems to find missing angles, proof of circle theorems.	<b>Geometry</b> Similarity including area and volume scale factors, congruence including proof. <b>Geometry</b> Use of vectors, proof of geometric statements using vectors.	<b>Geometry</b> Transformations and constructions. <b>Ratio and Proportion</b> Algebraic proportion including proportion graphs, use of tangents to find gradients of curved graph and applications of this.	<b>Revision</b> Bespoke revision for individual classes working on exam -technique and preparation.	
<b>Biology</b>						
<b>Chemistry</b>						
<b>Physics</b>						
<b>Combined Science</b>						
<b>History</b>	British America: Developments in colonial society - Immigration to America - Slavery	British America: A disrupted society - Enlightenment & The great awakening - King George's war - French and Indian War	Germany 1918-1939 Weimar Germany: - The 1920s - Political situation in Germany	Germany 1918-1939 The Rise of Nazi Germany: -How did Hitler come to power - Hitlers' consolidation of power	Germany 1918 -1939 GCSE Revision	

	<ul style="list-style-type: none"> <li>- Impact of smuggling &amp; piracy</li> </ul>	<p>British America: The Stirrings of rebellion</p> <ul style="list-style-type: none"> <li>- The intolerable acts</li> <li>- The causes and events and outcomes of the War of independence</li> </ul>	<ul style="list-style-type: none"> <li>- Threats from the left and right wings</li> <li>- The Golden Years</li> <li>- The Lean years for the NSDAP</li> <li>- The Wall Street Crash</li> </ul>	<ul style="list-style-type: none"> <li>- Life inside Nazi Germany for children, Women, workers and minorities</li> </ul>		
<b>Geography</b>	<p>Economic World:</p> <ul style="list-style-type: none"> <li>- Economic development</li> <li>- Development gap</li> </ul>	<p>Economic World:</p> <ul style="list-style-type: none"> <li>- Rapid development in an NEE</li> <li>- Development in the UK</li> </ul>	<p>Hazards:</p> <ul style="list-style-type: none"> <li>- Natural hazards</li> <li>- Tectonic hazards</li> </ul>	<p>Hazards:</p> <ul style="list-style-type: none"> <li>- Weather hazards</li> <li>- Climate change</li> </ul>	<p>Issue Evaluation:</p> <ul style="list-style-type: none"> <li>- Released 12 weeks prior to paper 3</li> </ul>	
<b>Philosophy &amp; Religion</b>	Islam - Practices	Theme D – Peace & Conflict	Christianity - Practices	Revision and exam technique	Revision and exam technique	
<b>French</b>	<p><b>Theme: School</b></p> <ul style="list-style-type: none"> <li>- Discussing lessons and opinions</li> <li>- Differences between French and English school system</li> <li>- School rules</li> <li>- School trips and exchanges</li> </ul>	<p><b>Theme: Future aspirations, study and work</b></p> <ul style="list-style-type: none"> <li>- Career choices</li> <li>- Plans, hopes and wishes</li> <li>- Importance of languages</li> <li>- Applying for jobs</li> </ul>	<p><b>Theme: International and global dimension</b></p> <ul style="list-style-type: none"> <li>- Problems facing the world</li> <li>- Protecting the planet</li> <li>- Ethical shopping</li> <li>- Volunteering</li> <li>- Global events</li> </ul>	<p><b>Focus on speaking exams in March-April</b></p> <ul style="list-style-type: none"> <li>- Preparing and finalising 1 minute preparation</li> <li>- Theme revision</li> </ul>	<p><b>GCSE Revision Skills focus, listening / reading / writing / translation</b></p>	

<p><b>Spanish</b></p>	<p><b>Theme: Identity and culture</b></p> <ul style="list-style-type: none"> <li>- Describing mealtimes</li> <li>- Talking about injuries and illnesses</li> <li>- Talking about typical foods</li> <li>- Comparing and describing festivals</li> </ul>	<p><b>Theme: Future aspirations, study and work</b></p> <ul style="list-style-type: none"> <li>- Career choices</li> <li>- Plans, hopes and wishes</li> <li>- Importance of languages</li> <li>- Applying for jobs</li> </ul>	<p><b>Theme: International and global dimension</b></p> <ul style="list-style-type: none"> <li>- Problems facing the world</li> <li>- Protecting the planet</li> <li>- Ethical shopping</li> <li>- Volunteering</li> <li>- Global events</li> </ul>	<p><b>Focus on speaking exams in March-April</b></p> <ul style="list-style-type: none"> <li>- Preparing and finalising 1 minute preparation</li> <li>- Theme revision</li> </ul>	<p><b>GCSE Revision Skills focus, listening / reading / writing / translation</b></p>	
<p><b>Core PE</b></p> <p><i>(Please note for PE students will do sports in a different order depending on what class they are in</i></p>	<p>Physical, Mental and Social development through a range of sporting activities decided between students and their teacher.</p>	<p>Physical, Mental and Social development through a range of sporting activities decided between students and their teacher.</p>	<p>Physical, Mental and Social development through a range of sporting activities decided between students and their teacher.</p>	<p>Physical, Mental and Social development through a range of sporting activities decided between students and their teacher.</p>	<p>Physical, Mental and Social development through a range of sporting activities decided between students and their teacher.</p>	
<p><b>GCSE PE</b></p>	<p><b>Theory -</b></p> <ul style="list-style-type: none"> <li>-Coursework completion</li> <li>-Movement analysis</li> </ul> <p><b>Practical -</b></p> <p>Basketball</p> <p>Netball</p>	<p><b>Theory -</b></p> <p>-Sports psychology continued.</p> <p><b>Practical -</b></p> <p>Badminton</p> <p>Handball</p>	<p><b>Theory -</b></p> <p>-Sociocultural</p> <p><b>Practical -</b></p> <p>Trampolining</p> <p>Football</p>	<p><b>Theory -</b></p> <p>-Revision</p> <p><b>Practical -</b></p> <p>Table tennis</p> <p>Athletics</p>	<p><b>Theory -</b></p> <p>-Revision</p> <p><b>Practical -</b></p> <p>Revision/free choice</p>	

				PRACTICAL EXAMS		
<b>Music</b>	<p><b>Performance - Solo</b> performance NEA prep/recording .</p> <p><b>Listening and Appraising-</b> Area of Study 4 – Orchestral Music of Copland Minimalism Area of Study 1 – Mozart revisited</p>	<p><b>Composition</b> – starting composition 2</p> <p><b>Performance</b> – Ensemble Performance</p> <p><b>Listening and Appraising-</b> Area of Study 4 – British Music Orchestra Music of Kodaly and Bartok</p>	<p><b>Composition</b> – Continuation of composition 2</p> <p><b>Performance</b> – Ensemble Performance</p> <p><b>Listening and Appraising-</b> Area of Study 3 – Graceland Revisited</p>	<p><b>Composition</b> – Deadline of Composition</p> <p><b>Performance</b> – Ensemble NEA Recording</p> <p><b>Listening and Appraising-</b> Revision</p>	<b>Revision – Exam preparation</b>	
<b>Dance</b>	<p><b>Set Phrases Prep</b> Choreography Paper released – selection and research</p>	<p><b>NEA Set Phrase</b> Set phrase preparation Theory – Written paper MOCK preparation</p>	<p><b>NEA Performance Duet</b> Duet preparation Theory – Return to all set works Critical appreciation of own work</p>	<p><b>NEA Choreography</b> Choreography preparation Theory - Revision</p>	<b>Revision for Component 2</b> (Written Paper)	
<b>Drama</b>	<p><b>Noughts and Crosses by Malorie Blackman</b> Live Theatre review</p>	<b>NEA Scripted: Component 2</b>	<b>NEA Scripted: Component 2</b>	<b>Revision for Component 3 Set Text</b>	<b>Revision for Component 3 Set Text</b> Exam technique and revision	

	Return to the set text this time with a clear focus on exam preparation and how to answer questions.	Scripted exam being assessed either as an actor or designer.	Scripted exam being assessed either as an actor or designer.  This will form 20% of their course and is externally marked by a visiting examiner.	Exam technique and revision		
<b>DT</b> <b>GCSE Food</b>	<b>NEA Theory-</b> Core technical principles	<b>NEA Theory –</b> Specialist technical principles	<b>NEA Theory-</b> Designing and making principles	<b>Theory –</b> Exam technique Revision	<b>Theory-</b> Exam technique Revision	
<b>Art</b>	<b>Theme: The Everyday.</b> Completion of board 1 & 2.  Introduction to topic “The Everyday” Research artists Jim Dine & 3 chosen artists relating to the Everyday subthemes objects, landscapes, architecture & portraits. Response to chosen artwork & complete copy. Photography & observational studies.  <b>Assessment objectives 1 &amp; 3</b>	<b>Theme: The Everyday.</b> Completion of board 3 & 4.  Development of ideas relevant to topic The Everyday & own photographs/photo manipulations. This should be inspired by artist & cultural research. Experimentation with materials, techniques & processes relating to chosen design idea.  <b>Assessment objective 1</b>	<b>Theme: The Everyday.</b> Completion of board 5/6.  Finish & refine experimentation with materials, techniques & processes relating to chosen design idea. Final piece mock-up. Final piece.  <b>Assessment objective 2 &amp; 4.</b>	<b>Exam Preparation:</b>  40% of final grade 4 months to complete exam preparation before the practical exam end of April beginning of May.  Choose starting point from AQA exam paper. Complete recording. Observational drawings, mind map around chosen topic, photographs & secondary images. Research artists relevant to topic. Complete design ideas & experimentation.  <b>Assessment objectives 1, 2 &amp; 3.</b>	<b>Theme: The Everyday:</b>  Review & refine Everyday project based on teacher feedback.  Finish course. End of May.	

				<p>10-hour final exam split over 2 days to complete final pieces to the project.</p> <p><b>Assessment objective 4.</b></p>		
<b>Textiles</b>	<p>Theme: Anatomy or Nature Mind mapping, Secondary and Primary Research, Drawing skills and mark-making, Artist Research and Artist Responses.</p>	<p>Theme: Anatomy or Nature Artist Research, Artist Responses, Experimentation and development.</p>	<p>Theme: Anatomy or Nature Initial Idea and Final Idea, Mock up and Final Outcome, Evaluation</p>	<p>Exam Question Released 40% of final grade 4 months to complete exam preparation before the practical exam end of April beginning of May.</p> <p>Choose starting point from AQA exam paper. Complete recording. Observational drawings, mind map around chosen topic, photographs &amp; secondary images. Research artists relevant to topic. Complete design ideas &amp; experimentation.</p> <p><b>Assessment objectives 1, 2 &amp; 3.</b> 10-hour final exam split over 2 days to complete final pieces to the project.</p>	<p>Review of Coursework</p> <p>Review and refine Under the Sea project and Anatomy or Nature project</p>	

				<b>Assessment objectives</b>		
<b>Computing</b>	<p><b>Theory:</b> Threats to computer systems and networks, and Operating Systems.</p> <p><b>Practical:</b> Defensive Design and Testing</p>	<p><b>Theory:</b> Utility Software, and Ethical, legal, cultural and environmental impact</p> <p><b>Practical:</b> Languages and The IDE</p>	<p><b>Theory:</b> Theory Revision</p> <p><b>Practical:</b> Searching and sorting algorithms</p>	<p><b>Theory:</b> Exam Technique and Revision</p> <p><b>Practical:</b> Practical Programming Revision</p>	<p><b>Theory:</b> Exam Technique and Revision</p> <p><b>Practical:</b> Practical Programming Revision</p>	
<b>Business Studies</b>	<p><b>Building the Business:</b> This covers financial growth (both organic and inorganic), changing objectives, ethical business solutions and globalisation/ international trade.</p>	<p><b>Making marketing decisions:</b> This covers design and the design mix, product v service, marketing mix and the 4 P's (Product, price, promotion and placement).</p>	<p><b>Making business operations decisions:</b> This covers all types of production, promotion, procurement, logistics and stock management, quality control and assurance and sales process.</p>	<p><b>Making financial decisions:</b> This covers net profit / gross profit, profit margins, rates of return and business performance.</p>	<p><b>Making HR decisions:</b> This covers organisational structures, communication, ways of working, recruitment, training and motivation.</p>	
<b>PSHE &amp; Core P&amp;R</b>	<p><b>What are my values, rights and responsibilities?</b> What are values? British values, freedom of speech, hate crime and racism in football</p>	<p><b>How can I have healthy relationships?</b> Marriage and partnership rights, how belief and religion impact relationships and bereavement</p>	<p><b>What are the negative impacts of religion?</b></p>	<p><b>What are the positive impacts of religion?</b></p>	<p><b>How can I look after my physical and mental wellbeing?</b>  Physical and mental wellbeing during exams</p>	



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