



Year 11 curriculum overview

Whole-school curriculum intent:

Everything we do at Settle College is rooted in our vision to support all our students to 'be the best they can be'. Through developing a rich and exciting curriculum that is relevant to our locality and implemented with high quality teaching, we aim to secure outstanding progress and achievement for all, whilst also developing confidence, independence and resilience in our learners. In this ever-changing world, we need to equip our students with the knowledge and skills that they need to thrive, with the ability to lead and communicate in a thoughtful and respectful way. We must instil in our students that they can do whatever it is they aim to achieve and to help them to overcome any barriers in their way. All of this aims to provide them with the vital skills for life-long learning so that their personal progression continues beyond their years at Settle College.

Key Stage 4 curriculum planning

At key stage 4, students continue with English, maths, science (either separate or combined), PE, PSHE and religious studies. All students also complete two blocks of computing lessons, ensuring that they have the IT and computing skills required for later life. To maintain a broad curriculum, we operate a 'stage not age' options process, where students complete these GCSEs in one year, in classes with both year 10 and 11 students. Whilst some subjects only run every other year, all students are given the opportunity to select the subjects of their choice within the options route to which they are directed. The first route requires students to select at least one language and one humanity to complete the traditional EBacc, with two free option choices. The second route requires students to select at least one language or humanities subjects, with the other three options choices completely open. However, we do recognise that not all of our students will be best suited to these routes and so, as a school that knows its students as individuals, we are able to provide personalised advice for every one of our students during the option selection process.

The option subjects currently offered at key stage 4 are: art & design, computing, creative iMedia, drama, engineering, enterprise & marketing, food preparation & nutrition, French, geography, history, hospitality & catering, IT, PE, photography, product design, Spanish. These subjects ensure a breadth of curriculum choices to allow all students to thrive, irrespective of their strengths and interests, and to allow them to select the required courses for progression towards their future aspirations.



Curriculum mapping – core subjects

<p>Overall curriculum intent for year 11: this is the final year of study and so predominantly geared towards the final exams. We wish to avoid a teach to the test approach to studies and so the selection of material for unseen poetry is paramount. We seek to explore deeper themes and encourage independent thought, whilst also preparing students for life in the real world – how to spot fake news and recognise bias, how to present themselves at interview etc. One unseen poem analysis per half term.</p>						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	
English	Intent for the topic	<p>LIT: Completion of Poetry Anthology.</p> <p>LIT Key text: <i>An Inspector Calls</i>.</p> <p>LANG: Transactional writing task linked to <i>An Inspector Calls</i>.</p>	<p>LIT Key text: <i>An Inspector Calls</i>.</p> <p>LIT: Unseen poetry.</p>	<p>LANG: English language Paper 1, Section A.</p> <p>LANG: English language Paper 1, Section B.</p>	<p>LANG: English language Paper 2, Section A.</p> <p>LANG: English language Paper 2, Section B.</p>	<p>Revision and exam practice of all Literature texts and poetry.</p>
	Content mapping	<p>Poems:</p> <ul style="list-style-type: none"> - Bayonet Charge - Exposure <p>J. B. Priestley: <i>An Inspector Calls</i>.</p>	<p>J. B. Priestley: <i>An Inspector Calls</i>.</p> <p>Unseen poetry.</p>	<p>English language Paper 1.</p> <p>Focused preparation for final exams using unseen fiction papers and mock analysis.</p>	<p>English language Paper 2.</p> <p>Focused preparation for final exams using unseen fiction papers and mock analysis.</p>	<p>Literature texts.</p> <p>Focused revision of all key themes, key quotes and characters and exam-style questions.</p> <p>Focused preparation for all final exams.</p>
	Key skills developed	<p>LIT: How to analyse the presentation of a character, linking in key words, the writer’s intent and relevant social and political context.</p> <p>LANG: Transactional writing formats.</p> <p>Planning and structuring context.</p>	<p>LIT: How to analyse a character or theme using What? How? Why? and linking in relevant context.</p> <p>How to analyse and compare unseen poetry using S.M.I.L.E.</p>	<p>LANG: How to identify and interpret explicit and implicit information.</p> <p>Analyse how writers use language and structure to achieve effects.</p> <p>Use relevant subject terminology.</p> <p>Evaluate texts critically and support this with appropriate textual references.</p>	<p>LANG: How to identify and interpret explicit and implicit information. Select and synthesise evidence from different texts.</p> <p>Explain, comment on and analyse how writers use language and structure to achieve effects.</p> <p>Use relevant subject terminology.</p>	<p>LIT: How to revise effectively to recall key quotes, themes and context. How to plan and structure a Literature essay.</p>



LANG: How to analyse, summarise, evaluate and make links across texts.
Transactional writing formats.
Planning and structuring content.

Creative writing: narrative arcs, narrative voice. Using language for effect.
How to craft a piece of creative writing from an alternative viewpoint using *drop, shift, zoom, leave* and embedded a motif.
Full range of sentence types and punctuation.
Figurative language.
Ambitious vocabulary.
How to write with high levels of technical accuracy.

Purpose, audience and form.
Content: structuring a response for impact.
Articulating a viewpoint.
Levels of formality.
How to construct sentences for effect.
Full range of punctuation (inc. higher-level).
Vocabulary choices (inc. ambitious).
How to write with high levels of technical accuracy.



		Half term 1	Half term 2	Half term 3	Half term 4	Half term 5
Maths	Intent for the topic	Identify different types of graphs using their shapes and key characteristics.	Algebraic expressions and equations can be manipulated and formed to represent different situations and that they are a way of calculating an unknown.	Develop students' multiplicative reasoning in a variety of contexts, from simple scale factors through to complex equations involving direct and inverse proportion. Consolidate their knowledge of angle facts and develop increasingly complex chains of reasoning to solve geometric problems.	Exploring transformations and constructions, relating these to symmetry and properties of shapes, describing transformations using the correct language. Inferences in statistical and probabilistic settings and expressing arguments formally. "Show that" to communicate in a clear mathematical fashion, transferring this to their writing of solutions to any type of question.	Revision
	Content mapping	Gradients and lines Non- Linear graphs Using graphs	Expanding and factoring Changing the subject Functions	Multiplicatives Geometric Algebraic	Transforming and constructing Listing and Describing Show that.	Revision
	Key skills developed	Recognise that the point of intersection of two linear graphs satisfies both relationships and hence represents the solution to both those equations. Rearranging an equation into the form $y=mx+c$ to identify the gradient and y-intercept. Ways of checking if a point lines on the line.	The subject of the formula is the variable that is being worked out. It can be recognisable as the letter on its own on side of the equal sign. Use inverse operations to manipulate and balance formulae. Order of expanding single, double and triple brackets is important, so terms do not get missed. Factorised answers can be checked by expanding.	Identifying if problems are direct or inverse proportion. Ways of applying the unitary method when solving problems with more difficulty numbers (non-calculator method). Representing solutions to inequalities on number lines. Negative powers are reciprocals. How to calculate exactly with multiples of pi.	When and why invariant points can occur. Identifying the centre of enlargement and scale factor.	Revision



Overall curriculum intent for year 11: Deepen understanding of GCSE Biology, sufficient to ensure post-16 study and job opportunities are able to be progressed onto.						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	
Biology	Intent for the topic	To understand the role respiration plays in the maintenance of life, and cells use the energy provided to grow and develop.	To understand the role of the circulatory, nervous and endocrine system in the maintenance of a constant internal environment.		To understand the role natural selection plays in the vast variety of life on Earth, and how this has arisen through natural selection and selective breeding.	Revision
	Content mapping	Continue B4 Cell division- mitosis, meiosis, stem cells	B5 Structure and function of the circulatory system, hormones and nervous system	B5 Homeostasis, diabetes, menstrual cycle	B6 Variation and causes, selective breeding and natural selection, evidence for evolution DNA evidence for evolution, ecosystems and interdependence	B1-6
	Key skills developed	Identifying cells in mitosis from micrographs. Understanding the ethical implication of stem cell use.	Dissection skills- how to safely dissect an organ to identify structural features. Using a microscope to compare blood vessels	Understanding safe choices when using contraceptives and the relative advantages and disadvantages of different types.	Using evidence to explain the presence of multiple species on earth through natural selection. Source analysis and criticism to understand the controversial nature of evolution and how to quality assure scientific knowledge via peer review. Understanding human impacts on global level ecosystems and how to reduce the impact of this.	-



Overall curriculum intent for year 11: Deepen understanding of GCSE Chemistry, sufficient to ensure post-16 study and job opportunities are able to be progressed onto.						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	
Chemistry	Intent for the topic	Understand how chemicals are separated, purified and quantified in solids, liquids and gases		Understand the reactions of acids, and how reactions can be manipulated in terms of rate to optimise yield		
	Content mapping	C5 Separation and purification methods, conservation of mass, the mole	C5 Acids, Avogadro constant, mole calculations (solids, liquids, gases & solutions), stoichiometry	C6 Acid reactions, neutralisation, strong and weak acids, factors affecting rate of reaction, catalysts	C6 Determining and expressing rate graphically, enzymes, reversible reactions & equilibrium	C1-6
	Key skills developed	Practical skills to separate mixtures and then purify. Using chromatography, filtration, distillation, evaporation and recrystallisation. Calculating moles and extracting relevant mathematical information from texts and questions.	Conduct titrations and record relevant data. Know the equations for calculating moles and molarity. Balancing chemical equations and processing chemical reaction data.	Titration – focus on safe use of equipment and accurate reading of volumes on a burette. Collecting data from rate of reaction practicals. Use different techniques to collect data from rate of reaction practicals. Calculate rate of reaction.	Draw graphs of rate of reaction data. Draw tangents on graphs. Describe trends on graphs. Identify outliers. Draw lines of best fit.	Skills of revision: Exam question completion, marking and evaluating. Mind maps.

Overall curriculum intent for year 11: Deepen understanding of GCSE Physics, sufficient to ensure post-16 study and job opportunities are able to be progressed onto.						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	
Physics	Intent for the topic	Understand how electrical circuits behave, and how we can quantify energy, current, voltage and resistance in a variety of circuit arrangements. Understand how magnetic fields work and induce electric fields.		Understand how energy transforms matter and how these changes can be explained using examples such as heating and placing matter under physical stress		
	Content mapping	P3- Current, Ohm's law, charge, circuit building, $V=W/Q$,	P3- Series, parallel, resistors, thermistors, $W=J/S$, circuit relationships, transformers	P6- density, mass, volume, energy transfers, heat capacity, latent heat	P6- Particle model, elastic & plastic deformation, $F=kx$ relationships, Hooke's law.	P1-6
	Key skills developed	Calculating various electrical values using key formula and rearranging these. Creating circuits from circuit diagrams.	Carrying out experiments on components (i.e. thermistors) and collecting I/V characteristic data to express graphically.	Calculating volume and using this to determine heat capacity experimentally of different substances.	Carrying out Hooke's law experiments safely and collecting data to determine if materials conform to Hooke's law.	-



Core PE	Overall curriculum intent for year 11: To promote enjoyment of sport and develop a lifelong love of being active.						
		Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
	Intent for the topic	Invasion Sports	Invasion Sports, Racket Sports, Fitness	Invasion Sports, Racket Sports, Fitness	Invasion Sports, Racket Sports, Fitness, OAA	Athletics, Striking and Fielding, Racket Sports	Athletics, Striking and Fielding, Racket Sports
	Content mapping	Badminton, Football, Rugby, Fitness, Table Tennis, World Sports	Badminton, Football, Rugby, Fitness, Table Tennis, World Sports	Badminton, Football, Rugby, Fitness, Table Tennis, World Sports	Badminton, Football, Rugby, Fitness, Table Tennis. World Sport, OAA	Cricket, Athletics, Rounders, Softball, Tennis	Cricket, Athletics, Rounders, Softball, Tennis
* Whilst we do follow a timetable based on facility availability, this is not as strictly followed as KS3. For Core PE in KS4 the emphasis is on enjoyment and being active for as long as possible. Often activity choices will be based on what suits the individual groups.							

Core computing	Overall curriculum intent for year 10: To provide all students with the IT and computing skills needed for the school education and the world of work in later life. This is covered as a six-week block of lessons as part of the	
		Year 11
	Intent for the topic	To build up students' digital literacy and knowledge of computing
	Content mapping	Threats, software systems, algorithmic thinking, Programming constructs, file handling, data structures, SQL, verification, validation, testing, networks, AI, Digital literacy
Key skills developed	Apply the fundamental principles and concepts of computer science. Use search technologies effectively, be discerning in evaluating digital content.	



Curriculum mapping – options subjects

Overall curriculum intent for year 10 & 11: to develop creativity and critical thinking and foster a love of the performing arts						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	
Drama	Intent for the topic	<p>To develop knowledge and understanding of theatre roles and responsibilities in the Performing Arts Industry, stage types and terminology</p> <p>To introduce study of Set Text</p>	<p>To develop imagination and creativity through devising skills</p>	<p>To develop skills of analysis and evaluation in response to live theatre</p> <p>To complete Devising Logbook NEA Assessment (Evaluating own performance work)</p> <p>To develop a personal response to Live Theatre (Evaluating the work of others)</p> <p>To continue Study of Set Text (Act 2)</p>	<p>To revise all sections of C1 written exam</p> <p>To develop and improve scripted acting skills and to complete C3 Scripted Drama</p> <p>Written mock exam</p>	<p>To revise Component 1 Section A Section B Section C</p>
	Content mapping	<p>Component 1 Section A Theatre roles and responsibilities Theatre Terminology Types of Stage and pros and cons Working Stage Areas</p> <p>Blood Brothers Act 1 Through a series of workshops, students practically explore different aspects of the first half of play in preparation for their component 1 written examination.</p> <p>Theatre visit to see Blood Brothers</p>	<p>NEA Component 2 Devising</p> <p>Devising from stimuli Logbook sections 1 & 2 Devised Performance</p> <p>C1 Sections A&B Revision</p>	<p>Devising Logbook section 3</p> <p>Live Theatre Small Island – watch the digital performance and analyse evaluate performance aspects and design elements</p> <p>Blood Brothers Act 2 practically explore the second half of the play in preparation for their component 1 written examination.</p>	<p>Written exam practice questions</p> <p>C3 Practical exam rehearsal and examination</p>	<p>Exam practice questions Revision exercises Knowledge retrieval</p>



		Half term 1	Half term 2	Half term 3	Half term 4	Half term 5
Engineering	Intent for the topic	Unit 1- Practice - lamp	Unit 1 – phone holder	Unit 1 – phone holder finish and start Unit 2- Design engineering Mock exams will be within the earlier part of this HT (some flexibility added due to this).	Unit 2- Design engineering Complete all units and final preparation for Unit 3 (exam)	Preparation for Unit 3 (exam)
	Content mapping	Lamp manufacture Theory – engineering machines, engineering sectors, metals, plastics, joining methods, drawing techniques	CAD CAM to manufacture clamp components Lamp production plan Making Diary GANNT chart Risk assessment QC checks and evaluation	Phone holder evaluation Making diary Tidy up and completion of unit 1- lamp. Research and analysis of Unit 2- Design engineering specification Drawing techniques Ideas, evaluation development, modelling and CAD design Complete Unit 2- Design engineering Theory (most is recapping)– industrial processes, environment/sustainability, metals, plastics, joining methods, drawing techniques, conversions, maths skills, composites, modern and smart materials.		Exam practice
	Key skills developed	Engineering processes and equipment (marking up, saw, file, finishing techniques, lathe, drilling, Annealing/ bending, laser cutting, countersinking). CAD/CAM for lamp face and base. Quality assurance and Quality Control.	Engineering processes and equipment (marking up, saw, file, finishing techniques, lathe, drilling, Annealing/bending, CNC lathe, vacuum former).	QA & QC testing. Assembly Drawing methods Modelling methods 3D and 2D CAD design Basic IT skills (to create the assignment report)		Application of disciplinary knowledge as seen in prior 1-2 terms



<p>Overall curriculum intent for year 10 & 11: The aim of the Enterprise and Marketing OCR National is to develop applied knowledge and practical skills in enterprise and marketing. It is designed with both practical and theoretical elements, which will prepare students for further study of qualifications in enterprise, marketing or business. Students will get a great deal of benefit from this course as it will enable them to develop independent working skills and the ability to meet deadlines. They will get the confidence of knowing they can present their findings to adults that they do not fully know, and they will learn how to solve problems. These are all the things that will prepare them for the working world.</p>						
Enterprise and marketing		Half term 1	Half term 2	Half term 3	Half term 4	Half term 5
	Intent for the topic	Learners begin to understand the importance of customers, the need to listen to them and the need to make products to suit their needs. Learners begin to look at key skills needed to run a business and to develop a product	Learners look at the importance of the product being priced correctly and the way customers need to know the product exists.	Learners look at the difference between large and big business and how they are organised.	Learners begin to look at key communication skills including presentation and verbal/non-verbal skills when pitching their idea.	To address the areas needed to be covered in coursework and to develop exam technique.
Content mapping	<p>Learners discover the ways in which businesses target their customers and find out their needs. Learners see the key financial calculations needed to run a small business and how businesses look at their products and adapt them to increase sales.</p> <p>RO64 (Examination) L01, L02, L03 RO65 (Coursework) Task 1, Task 2, Task 3</p>	<p>Learners examine the importance of pricing, including strategies they can use to attract customers. They see the various advertising methods that exist and promotional techniques businesses use. We look at customers and the importance of customer service. Finally, we look at the types of ownership that exist and how they can access finance.</p> <p>RO64 (Examination) L04, L05 RO65 (Coursework) Task 4</p>	<p>In concluding the exam unit, we look at how business is organised by function.</p> <p>We start to look at branding and promotional methods used to attract customers.</p> <p>RO64 (Examination) L06 RO65 (Coursework) Task 5 RO66 (Coursework) Task 1</p>	<p>Learners look at how to pitch a business idea, practice completing one and actually pitch to an audience. They review their performance.</p> <p>RO66 (Coursework) Task 2, Task 3, Task 4</p>	<p>RO64 (Examination) Resit LO1-6</p> <p>RO65 and RO66 (coursework) must be submitted to the exam board by 15th May, with external moderation by the exam board completed after this date.</p>	



		Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Food preparation and nutrition	Intent for the topic	An introduction to the theory of food preparation and nutrition	Continuation with the theory work, whilst completing a food science investigation.	The focus of this term is the second NEA, where students plan, prepare and evaluate their own dish. The theory side of the course is finished this term.		Revision and exam preparation	
	Content mapping	<p>Two practical lessons per week.</p> <p>Macro/micronutrients.</p> <p>Fruit and veg - five a day, provenance, seasonality, classification, food miles, nutrients.</p> <p>Meat & fish - types, science of meat, nutrients, choosing health meats, hygiene and storage, how it's grown/reared/processed.</p> <p>Eggs - structure, science of eggs, quality marks, using eggs.</p> <p>Life stages and nutrition, dietary considerations.</p>	<p>Two practical lessons per week.</p> <p>NEA1 - practicing planning an investigation (feedback to be given on this attempt)</p> <p>NEA theory - star charts, sensory analysis.</p> <p>NEA1 completion.</p>	<p>Bread and cereals - flours, multicultural breads, grains, milling of wheat into flour, processing, bread making process, nutrients.</p> <p>Trialling recipes for NEA2</p> <p>Content taught in here will depend on the title for NEA2</p> <p>Students need to choose their list of dishes by the end of half term 3.</p> <p>NEA2 dishes selected and teaching around skills for NEA2.</p> <p>NEA2 - planning, practical exams and evaluation.</p>		<p>Dairy - types of dairy, processing, types of milk, uses, storage, nutrients</p> <p>Revision & exam practice</p>	
	Key skills developed	H&S, Hygiene, preparation, heat and presentation skills for a variety of different food groups. Food science.	Developing hypothesis, investigation and research, practical experimentation (food trials) to prove or disprove hypothesis. Sensory analysis and evaluation.	Investigation into the task set (key skills will vary depending on the task set by the exam board). Make selection of dishes suitable for the task, demonstrating their skill set Sensory analysis and evaluation.		Application of key skills as seen in prior 2 terms	



Overall curriculum intent for year 10 & 11: Students will develop their listening, speaking, reading and writing skills, recalling events and expressing opinions. Students can engage in debates and discussions about French culture as well as investigate current issues in the French speaking world.						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	
French	Intent for the topic	<p>Topics covered: Identity and culture Family and friends Technology in everyday life.</p> <p>Grammar covered: Adjective agreement, using the verbs avoir/ être, reflexive verbs, direct and indirect object pronouns, prepositions, using perfect, future, imperfect and present continuous tenses.</p>	<p>Topics covered: Identity and culture Free time activities. Customs and festivals.</p> <p>Grammar covered: Present, future and preterite tenses, using two verbs together, irregular verbs and regular adverbs. Using the preterite of irregular verbs (aller) and using two past tenses together.</p>	<p>Topics covered: Local, national and global areas of interest Where I live. Charity and voluntary work/healthy living</p> <p>Grammar covered: Using prepositions, complex questions. Demonstrative adjectives and pronouns. Possessive pronouns. Using negatives and conditional and subjunctive.</p>	<p>Topics covered: Local, national and global areas of interest. Environment/poverty and homelessness. Holidays and travel/regions of France.</p> <p>Grammar covered: Using 'if' clauses, using modal verbs, reflexive verbs, using emotive phrases such as 'it worries me that...+subjunctive'. Using the pluperfect tense. Using the past tenses together, using expressions of sequence.</p>	<p>Topics covered: Current and future study and employment. My studies: Life at school and college and education post 16. Jobs, career choices and ambitions.</p> <p>Grammar covered: Using the imperative and perfect tense. Revising modal verbs and conditional tenses. Using expressions with avoir. Using the present subjunctive after expressions of time and in hypothetical situations. Using tenses together.</p>
	Content mapping	<p>Talking about family and friends, describing relationships, talking about marriage and divorce and future plans. Talking about relationships nowadays. Discussing opinions on online messaging, talking about positive and negative influence of social media, talking about mobile technology and overuse.</p>	<p>Discuss free time activities and what your plans are for the weekend. Talk about special occasion meals, expand knowledge on sport and talking about sport in the world. Learn about French local customs, learning about customs in the Francophone world.</p>	<p>Describe your house and the amenities in your local area. Discuss the pros and cons of living in the town/country. Talk about the importance of charity and voluntary work. Learn more about charities and volunteering, looking at schemes from French speaking countries. Discuss healthy and unhealthy lifestyles and give opinions related to healthy living.</p>	<p>Discuss ways of protecting the environment. Understand and discuss the main environmental problems. Talk about homelessness & how to help those in need. Talk about holiday accommodation, what you did during your holidays. Understand tourist leaflets and websites. Describe a French region.</p>	<p>Talking about current studies and school facilities. Talking about school rules and uniform. Talking about the good and bad aspects of school. Discussing choices at 18: work or university? Talking about the benefits of further education. Looking for and applying for jobs. Talking about the ideal job.</p>



Overall curriculum intent for years 10 & 11: Students will travel the world from the classroom, exploring case studies in the UK, higher income countries, newly emerging economies, and lower income countries. Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are encouraged to understand their role in society, by considering different viewpoints, values and attitudes.							
	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6	Topic 7
Intent for the topic	Physical landscapes in the UK Coasts and Rivers	The changing Economic World	The challenge of Resource Management Global water	Urban issues and challenges	The Living World Rainforests and Hot Deserts	Geographical applications, skills and pre-release	The challenge of natural hazards Earthquakes, tropical storms, and extreme weather
Geography Content mapping	We look at physical processes and systems, how they change and how people interact with them at a range of scales and in a range of places. Recognising the UK is made up of a range of landscapes. Identifying the processes involved in shaping the coastline and river systems. Evaluating various management strategies used to protect these landscapes and how the change in climate is having an impact on them both.	Understand why there are global variations in economic development and quality of life. Identify strategies for reducing the development gap. Explain why NEEs experience rapid economic development which leads to significant social, environmental and cultural change. Understand how changes in the economy of the UK have affected employment patterns and regional growth.	Understand how food, energy and water are fundamental to human development and how the change in demand and provision of resources in the UK creates both opportunities and challenges. On a global scale, we investigate why water supplies can be insecure and how this can lead to conflict. We evaluate different strategies to make water supplies more sustainable.	Identify how human processes and systems change both spatially and temporally looking specifically at global patterns of urban change. Understanding why a growing % of the population lives in urban areas and how this can create both opportunities and challenges. Urban change in UK cities can lead to a variety of social, economic, and environmental opportunities and challenges. Investigating ways of moving towards urban sustainability.	Looking at how people and physical systems interact. Identifying the interactions between living and non-living components of an ecosystem . What are the distinctive characteristics of a rainforest and hot deserts ? What are the impacts facing rainforests and can this be managed sustainably? Investigating how the desert can create both opportunities and challenges and identify ways we manage desertification.	We investigate two contrasting geographical enquiries. One showing the interaction between human and physical geography – ‘ <i>how effective are the groyne at Cleveleys?</i> ’ One human fieldwork enquiry ‘ <i>does deprivation increase with distance from the sea?</i> ’ Applying graphical skills such as latitude and longitude, 4 and 6 figure grid references, using scale, drawing cross sections. Interpreting sources of data (including mathematically).	Explaining how natural hazards pose a threat to people and property and identifying how the effects and responses vary between areas of contrasting wealth. Understanding that global atmospheric circulation helps determine weather patterns and climate focussing on tropical storms and extreme weather in the UK. Investigating ways to manage climate change through mitigation and adaptation.



		Half term 1	Half term 2	Half term 3	Half term 4	Half term 5
History	Intent for the topic	To cover the first part of the Medicine and Germany units.	To complete the Germany unit and the Medicine unit up to the 20 th century.	To complete the Medicine unit up to the present day. To cover the first part of the Superpower Relations and Early Elizabethan England units.	To continue covering the Superpower Relations and Early Elizabethan England units.	To complete the Superpower Relations and Early Elizabethan England units. To spend several weeks on revision and exam practice.
	Content mapping	<p>GERMANY Weimer Republic – 5 problems. The Stresemann Years.</p> <p>MEDICINE Medicine in the trenches of the Western Front, 1914-18 (complete from Drop Down Days) Medieval medicine c1250-c1500. Renaissance medicine c1500-c1700</p>	<p>GERMANY Hitler's rise to power. The Nazi State.</p> <p>MEDICINE Medicine in Industrial Britain. Medicine since 1900 – new ideas about the cause of illnesses. Medicine since 1900 – developments in treatments.</p>	<p>SUPERPOWER RELATIONS Origins of the Cold War. The Berlin Crisis. The Hungarian Uprising. The Berlin Wall.</p> <p>MEDICINE Preventing illness since 1900. The fight against lung cancer.</p> <p>ELIZABETHAN ENGLAND Queen, government and religion 1558-69.</p>	<p>SUPERPOWER RELATIONS The Cuban Missile Crisis. Czechoslovakia 1968 End of the Cold War – flashpoints.</p> <p>ELIZABETHAN ENGLAND Challenges at home and abroad 1569-88. Education and leisure. Poverty.</p>	<p>SUPERPOWER RELATIONS The collapse of Soviet control.</p> <p>ELIZABETHAN ENGLAND Voyages of discovery. Raleigh and Virginia.</p> <p>REVISION AND EXAM PRACTICE.</p>
	Key skills developed	<p>Causation Consequence Similarity/difference Continuity/change Significance</p> <p>Source skills – inference, utility, selecting sources for a specific enquiry. Differing interpretations.</p>	<p>Causation Consequence Similarity/difference Continuity/change Significance</p> <p>Source skills – inference, utility. Differing interpretations.</p>	<p>Causation Consequence Similarity/difference Continuity/change Significance.</p>	<p>Causation Consequence Similarity/difference Continuity/change Significance.</p>	<p>Causation Consequence Similarity/difference Continuity/change Significance.</p> <p>Source skills – inference, utility, selecting sources for a specific enquiry. Differing interpretations.</p>



		Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6	
Hospitality and catering	Intent for the topic	Unit 1: LO4 Know how food can cause ill health LO1 Understand the environment which hospitality and catering providers operate	Unit 2: LO1-3 Understanding the importance of nutrition Factors affecting menu planning How to plan production	Developing and applying Unit 2 prior knowledge from last term. To include: How to prepare and make dishes Presentation techniques Food safety practices NEA start	Developing and applying Unit 2 prior knowledge from the last 2 terms. NEA Preparation for practical exams Practical Exams here.	Revision Preparation for written exam		
	Content mapping	Unit 1 - LO4 Food related causes of ill-health Symptoms of ill health Control measures EHO Unit 1 - LO1 Commercial/Non-commercial Food Service Star Rating Working in the industry Working Conditions Contributing factors to success	Unit 2 Menu Planning How to plan production Dovetailing & sequencing Skills / Complexity Food Safety Practices Evaluations Macro/Micro Lifestyles Special dietary needs Cooking methods	Coursework/NEA introduction Unit 1 - LO2 Operations Front/Back of House Customer requirements Meeting specific needs Planning for NEA	NEA Use techniques in preparation of commodities. Assure quality of commodities to be used in food preparation Use techniques in cooking of commodities Complete dishes using presentation techniques Use food safety procedures	All of the prior content including unit 1 L03 recap Revision and exam practice		
	Key skills developed	Apply H&S and hygiene techniques in practical lessons Knife skills, fruit and vegetable preparation, preparing combining and shaping, tenderise and marinate, weigh and measure, equipment use, water-based methods using the hob, dry heat and fat-based methods using the hob, grill use, oven use, sauces, raising agent use, dough, readiness testing, judging and manipulating sensory properties Effective use of time in practical (organisation) Troubleshooting issues during practical					Application of key skills as seen in the prior two terms.	



<p>Overall curriculum intent for year 10 & 11: We introduce students to a wide range of topics and concepts, enabling them to fully experience the subject which gives a good clear basis for those who wish to build on this at A Level. Students also get to see where they fit in with physical activity and sport and how to improve their performance. Students will also sit examination papers, two one-hour papers worth 60 marks each, alongside the NEA where students complete three sports and one performance analysis tasks.</p>						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	
PE GCSE	Intent for the topic	<p>Theory: Section 1 - Physical Factors affecting performance Section 2 - Socio-cultural issues and sports psychology</p> <p>Practical: Progression in performance</p>	<p>Theory: Section 1 - Physical Factors affecting performance Section 2 - Socio-cultural issues and sports psychology</p> <p>Practical: Progression in performance</p>	<p>Theory: Section 1 - Physical Factors affecting performance Section 2 - Socio-cultural issues and sports psychology</p> <p>Practical: Progression in performance</p>	<p>Theory: Section 1 - Physical Factors affecting performance Section 2 - Socio-cultural issues and sports psychology</p> <p>Practical: Progression in performance and AEP coursework</p>	<p>Theory – Section 1 - Physical Factors affecting performance Section 2 - Socio-cultural issues and sports psychology</p> <p>Practical moderation (first week in May); following this all practical complete</p>
	Content mapping	1.1 Structure and Function of Skeletal System 1.2 Structure and Function of Muscular System 2.1 Engagement patterns 2.4 Sport Psychology Athletics / Table Tennis	1.3 Movement Analysis 1.4 Cardiovascular and respiratory systems 2.2 Commercialisation of sport Netball	1.5 Effects of exercise on the body 1.6 Physical Training 2.3 Ethical issues in sport 2.4 Sport Psychology Handball	1.7 Principles of Training 1.8 Preventing injury in physical activity and training 2.5 Health, Fitness, Wellbeing	Revision and exam technique



Overall curriculum intent for year 10 & 11: Pupils will have two coursework projects, a mini one and a main one. Pupils will then sit an externally set task from 1 st February to the exam, which is just after Easter.					
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5
Intent for the topic	Mini Coursework Pupils will complete a small coursework on a theme.	Main Coursework Pupils will complete their main coursework on a theme.	Exam Preparation Pupils will select a theme from the exam board.		Exam completed , with additional work added to their coursework.
Photography	AO1- Develop: Develop ideas through investigations, demonstrating critical understanding of sources.				
	AO2- Refine: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.				
	AO3- Research: Record ideas, observations and insights relevant to intentions as work progresses.				
	AO4- Present: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.				
	Content mapping, with key skills developed	Pupils will complete their "A selection of further work" section of Component 1. Pupils will produce a mini project based on a title the teacher will give them. Pupils will be expected to complete work that will fit in with all four of the assessment objectives, such as drawings, annotations, artist study pages, refinement, experimentation, and a personal outcome at the end.	Pupils will start their next section of Component 1: Sustained focus. This coursework is sustained over more time than that of the mini project. Pupils will be given a timeframe to work to and will do work to fit in with the four assessment objectives. Pupils will complete all sections of the coursework requirements except for the final piece/evaluation, which will be completed in January. The project title will be determined by the teacher.	Pupils will complete Component 1 by completing their final piece and writing their evaluation. This is submitted for marking on 31 st January. From 1 st February, pupils will be given the exam papers for their final exam. Pupils will get to choose a title from the paper, with guidance from the teacher. Pupils will then complete all aspects of the exam preparation in a sketchbook ready to sit the exam after returning to school after Easter.	Pupils will continue with their exam preparation work from the previous half term. Pupils will complete all aspects of the exam preparation in a sketchbook ready to sit the exam after returning to school after Easter.



		Half term 1	Half term 2	Half term 3	Half term 4	Half term 5
Product Design	Intent for the topic	Tea light holder project, Skills & theory	NEA & theory	NEA & theory Mock exams will be within the earlier part of this HT	NEA & Exam revision	Contingency – Time to complete NEA if needed and revise for exam
	Content mapping	Use tools, machines, and techniques to manufacture a Tea light holder. Develop 3D CAD skills. Develop materials and manufacturing theory (timber, plastics & smart). Develop drawing and presentation skills. Iterative design.	Develop electronics mechanisms, CAD CAM theory. NEA Analysing a design brief, Product analysis, Specification. production methods, new & emerging technology, energy, green design and design strategies.	Initial ideas Modelling techniques Refining and evaluating ideas (development design) CAD Final design idea Develop materials and manufacturing theory (smart, metal and adhesives).	Final design idea Prototype production Making diary Orthographic projection Test and evaluate finished prototype Theory – textiles, forces & structures, cultural/social/economic factors, materials and manufacturing (paper and board).	Final deadline for NEA - 27th March Four weeks after Easter break to ensure final moderation and tweaks done. This time will also include revision exercises and exam practice. All NEA work submitted to the exam board by 15th May.
	Key skills developed	CAD CAM to manufacture the Tea light holder, finishes, potential use of the following methods, depending on students, Laser cutter, Use of jigs vacuum forming, 3D printing, line bending, annealing, vinyl cutter. 3D CAD software	Desktop and internet research skills. Investigate existing products. Further Research – This will be exam board context specific (students have a choice from six contexts, this could include research on: User, dimensions, analysis, etc.) Generating analysis. Specifications and ideas.	Design skills to create initial, development and final ideas. Iterative design process. Modelling techniques CAD	Prototype production - This will be exam board context specific (students have a choice from six contexts). Apply H&S techniques in the workshop Use of workshop tools, CAD/CAM, assembly and finishing techniques to manufacture their product. Effective use of time in practical (organisation).	Continuation from half terms 2-4.



Overall curriculum intent for year 10 & 11: Students will develop their listening, speaking, reading and writing skills, recalling events and expressing opinions. Students can engage in debates and discussions about Spanish culture as well as investigate current issues in the Spanish speaking world.						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	
Spanish	Intent for the topic	<p>Topics covered: Identity and culture Family and friends Technology in everyday life.</p> <p>Grammar covered: Adjective agreement, using the verbs ser/estar, reflexive verbs, direct and indirect object pronouns, prepositions, using perfect, future, imperfect and present continuous tenses.</p>	<p>Topics covered: Identity and culture Free time activities. Customs and festivals.</p> <p>Grammar covered: Present, future and preterite tenses, using two verbs together, irregular verbs and regular adverbs. Using the preterite of irregular verbs (ir) and using two past tenses together.</p>	<p>Topics covered: Local, national and global areas of interest. Where I live. Charity and voluntary work/healthy living</p> <p>Grammar covered: Using prepositions, complex questions. Demonstrative adjectives and pronouns. Possessive pronouns. Using negatives and conditional and subjunctive.</p>	<p>Topics covered: Local, national and global areas of interest. Environment/poverty and homelessness. Holidays and travel/regions of Spain.</p> <p>Grammar covered: Using 'if' clauses, using modal verbs, reflexive verbs, using emotive phrases such as 'it worries me that...+subjunctive'. Using the pluperfect tense. Using the past tenses together, using expressions of sequence.</p>	<p>Topics covered: Current and future study and employment. My studies: Life at school and college and education post 16. Jobs, career choices and ambitions.</p> <p>Grammar covered: Using the imperative and perfect tense. Revising modal verbs and conditional tenses. Using expressions with tener. Using the present subjunctive after expressions of time and in hypothetical situations. Using tenses together.</p>
	Content mapping	<p>Talking about family and friends, describing relationships, talking about marriage and divorce and future plans. Talking about relationships nowadays. Discussing opinions on online messaging, talking about positive and negative influence of social media, talking about mobile technology and overuse.</p>	<p>Discuss free time activities and what your plans are for the weekend. Talk about special occasion meals, expand knowledge on sport and talking about sport in the world. Learn about Spanish local customs, learning about customs in the Hispanic world.</p>	<p>Describe your house and the amenities in your local area. Discuss the pros and cons of living in the town/country. Talk about the importance of charity and voluntary work. Learn more about charities and volunteering, looking at schemes from Spanish speaking countries. Discuss healthy and unhealthy lifestyles and give opinions related to healthy living.</p>	<p>Discuss ways of protecting the environment. Understand and discuss the main environmental problems. Talk about homelessness & how to help those in need. Talk about holiday accommodation, what you did during your holidays. Understand tourist leaflets and websites. Describe a Spanish region.</p>	<p>Talking about current studies and school facilities. Talking about school rules and uniform. Talking about the good and bad aspects of school. Discussing choices at 18: work or university? Talking about the benefits of further education. Looking for and applying for jobs. Talking about the ideal job.</p>