



Year 11



Autumn 1

Autumn 2

English

Following the AQA English Language syllabus, students practise their skills in completing Paper 2 Writing. Students work their way through a series of examination questions.

This includes:

- Writing argumentative and persuasive pieces.
- Writing in different forms including: letters, essays, leaflets, articles and speeches.
- Writing engagingly and accurately.
- Understanding how to write effectively including: vocabulary, use of language, use of structure, varying sentences for effect, varying punctuation for effect.

Following the AQA English Language syllabus, students practise their skills in completing Paper 2 Reading. Students work their way through a series of examination papers.

This includes:

- Reading a range of literary non-fiction
- Understanding and answering questions on meaning, language analysis, summaries and comparison.

Poetry: 'Power and Conflict' anthology

Revision unit taking a thematic approach to recapping the poems. Poems will be studied in triads around the key themes within the anthology, with a specific focus on comparative analysis.

Students:

- Lock in key quotations through retrieval and dual coding strategies.
- Actively practice key vocabulary to unpack the key ideas within the poems and introduce contextual understanding.
- Art and visuals used to develop / deepen ideas and perspectives.

Extensive modelling and use of Exampro responses to guide students on how to improve their analytical approach based around the AQA assessment objectives.

An Inspector Calls: the final curtain

Revision unit re-examining the text from the perspective of character and theme. Deepen students' knowledge of the context surrounding when the play was written (1945) and when it was set (1912). We will look at Priestley's politics and his experimentation with form and genre.

Students:

- Employ strategies of mind-mapping and flashcards to revise the key content needed for the exam.
- Explore dramatic devices used by the playwright, character voices, morals and the collective responsibility of society.

Increased focused on essay planning as this question does not have an accompanying passage on the exam paper so students need to be able to construct a big idea and develop a response from that starting point.

English Literature





Autumn 1

Autumn 2

Maths

Testing Times: The thematic approach from earlier years continues throughout Year 11, but with a greater focus on examination materials which often blend several skills. This half term addresses the more complex aspects of geometry.

Students learn to:

- Recognise, draw and manipulate vectors, both graphically and through the use of vector notation
- Reason with their knowledge of angles in order to solve more complex problems, including some proofs
- Understand the implications of and prove the congruence of two shapes
- Undertake standard constructions and use them to solve multi step locus problems

Higher students deepen their understanding by undertaking more complex proofs as well as learning how to apply circle theorems.

Get Plotting:

Some of the more challenging work within both courses is found within algebra. This is the last half term of new content for foundation students and introduces higher students to

Students learn to:

- Form, manipulate and solve inequalities
- Plot and recognise linear graphs, finding gradients, the full equation of a linear graph as well as recognising parallelism
- Expand on previous work with non-linear graphs by studying real life graphs, graphs of higher powers/reciprocals as well as recognising their characteristic features

Higher students deepen their understanding of the above topics by studying more complex non-linear graphs. They also learn to draw use and interpret trigonometrical graphs.





Autumn 1

Combined Science

Exploring Science: Counting Collisions

Students begin Year 11 with a bang, studying **C6 Unit – Rate and Extent of Chemical Change**. In this topic we investigate the factors that affect the speed at which a chemical reaction happens, looking at lots of examples along the way.

Students should be able to:

- Explain how different factors affect the rate of chemical reactions
- Calculate the rate of chemical reactions
- Identify catalysts in a reaction as not being included in the equation, but increasing the rate by lowering the activation energy
- Explain that some reactions are reversible, and understand that these reactions have an equilibrium position
- Make predictions about the effect of making changes to the system on the position of equilibrium, using Le Chatelier's principle, including temperature, concentration and pressure

C8 Unit – Chemical Analysis

Students should be able to:

- Describe methods to test whether a substance is pure (contains one element or compound), including melting point data and chromatography
- Explain how to test for different gases

By the end of this term, students should appreciate the problems faced by chemical engineers in industry, in trying to both maximise their yield of product, but also increase the rate of production and minimise costs. They should also understand how to investigate whether a product is pure, and identify the presence of different gases.



Autumn 2

The Newtonian World

P5 Unit – Forces is complex topic which challenges students to think differently about day-to-day interactions between objects and how they happen. We then go on to study motion and look at how data can be used to help us understand motion and journeys.

Students should be able to:

- Identify forces acting in different situations, and calculate resultant forces
- Describe the effect of forces on motion, using Newton's Laws
- Investigate extension of springs when a force is applied
- Interpret distance-time graphs and speed-time graphs representing journeys, and perform calculations such as acceleration.
- Calculate momentum of moving objects, and describe factors that affect stopping distances linked to thinking distance and braking distance

Students should now be able to use Newton's laws to quantify forces acting in different scenarios, and to make predictions. For example, is a spring strong enough to hold the weight? They will understand the physics behind road safety, for example, why it is so important to wear seatbelts, in terms of minimising force in a collision so reducing the risk of injury.



Biology

Exploring Biology: Bodies in Balance

We start Year 11 with the B5 Unit – Homeostasis and Response. In this topic we begin by looking at how the human body has a range of biological and chemical systems which detect, monitor and adjust our internal conditions to help keep us healthy.

Students should be able to:

- Explain how the nervous system works to bring about rapid and short-lived responses in the body
- Evaluate methods for measuring human reaction time
- Describe the functions of different parts of the brain, and appreciate the difficulties scientists face when studying this complex organ
- Label the eye and explain the internal workings, including how glasses help vision and how surgical options work in terms of the refraction of light

By the end of this term, students will appreciate the importance of our nervous system in both sensing our surroundings and being able to process that information and respond appropriately



Students continue their learning of the **B5 Unit**, now building on their knowledge of nervous control, to discuss the importance of hormones in the human body. They will consider questions like 'why does an adrenaline rush make us feel full of energy?'

Students should be able to:

- Explain how the endocrine system involves the release of hormones to bring about slower more sustained responses in the body
- Explain the mechanism by which the body keeps many conditions constant in the body, including body temperature and blood glucose
- Explain the role of the kidney in controlling water levels and excreting waste products
- Describe the hormonal control of the menstrual cycle
- Explain the role of hormones in the growth of plants, and the many uses of different plant hormones

Students should now understand that many processes in our bodies are controlled by hormones; chemical messengers travelling in our blood, sent from one organ to have an effect on another.





Chemistry

Exploring Chemistry: Counting Collisions

Students begin Year 11 with a bang, studying **C6 Unit – Rate and Extent of Chemical Change**. In this topic we investigate the factors that affect the speed at which a chemical reaction happens, looking at lots of examples along the way.

Students should be able to:

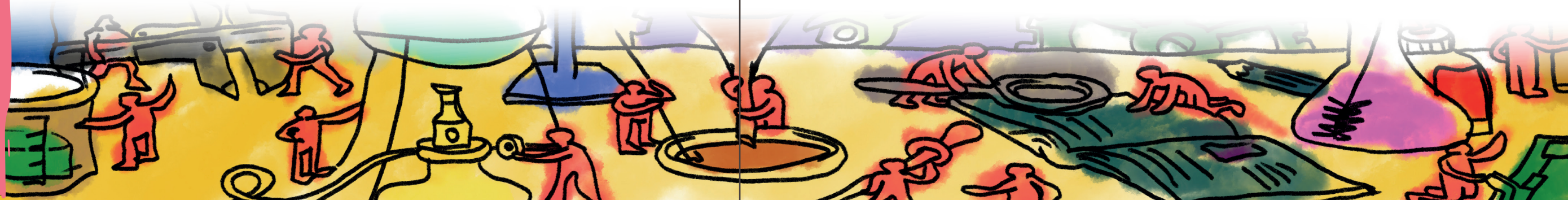
- Explain how different factors affect the rate of chemical reactions
- Calculate the rate of chemical reactions
- Identify catalysts in a reaction as not being included in the equation, but increasing the rate by lowering the activation energy

Students should now have a firm foundation of knowledge about how chemicals react, and how different conditions affect how quickly the product of a chemical reaction can be obtained.

In this term, we continue the **C6 Unit**, and build upon our knowledge of collision theory and the different factors that affect the rate of a reaction. We now take a look at the problems faced by chemists and chemical engineers in industry, in trying to both maximise their yield of product, but also increase the rate of production and minimise costs.

- Explain that some reactions are reversible, and understand that these reactions have an equilibrium position
- Make predictions about the effect of making changes to the system on the position of equilibrium, using Le Chatelier's principle, including temperature, concentration and pressure

By the end of this term, students should appreciate that compromises must be made in industry in order to ensure that enough product is made within a sufficient time, involving a fine balance between the conditions required to speed up the reaction and those needed to shift the equilibrium towards making the most product.



Physics

Exploring Physics: Making Waves

We start Year 11 with the **P6 Unit – Waves** in which students will build a strong foundation of knowledge about the nature of waves, and how they can be measured and investigated. Understanding light is the key to learning more about these wide-ranging waves and their behaviours.

Students should be able to:

- Define the two types of wave – longitudinal and transverse, with examples
- Perform calculations of different properties of a wave
- Explain how waves can be refracted (change direction), when they travel into a different material. Materials can transmit, reflect, absorb, refract or emit waves
- Investigate the reflection and refraction of light, drawing ray diagrams
- Explain why humans have a limited hearing range in terms of sound waves causing vibrations of solids (such as our ear drum) at certain frequencies

Students should now have a firm foundation of understanding of both light and sound waves, their properties and how they can be investigated; ready for next term when they will build on this knowledge.

P6 Unit – Waves In this term we continue to explore the nature of waves, taking a look at the uses of waves in modern day technology, and the dangers of waves with certain wavelengths.

- Understand the useful applications of waves in terms of detection and exploration, such as ultrasound scans and sonar
- Recall the order of waves in the electromagnetic spectrum, describing how wavelength and frequency change. Describe applications of each of these waves in modern life
- Draw conclusions about the risk of exposure to harmful radiation
- Investigate how concave and convex lenses affect light, constructing ray diagrams
- Explain how objects can appear different colours and transparent, translucent or opaque
- Explain how the absorption and reflection of infrared radiation affects the temperature of a 'body'

By the end of this term, students will recognise that waves play an integral role in most of our modern day technology, such as TV remotes, mobile phone and fibre optic broadband. It is only through understanding waves that we can use them to our advantage, for example through the invention of glasses, and knowing what colour to paint radiators for maximum efficiency..





Autumn 1

Autumn 2

Geography

“Our planet is home to a seemingly infinite variety of species, from ocean giants to the tiniest of insects.” David Attenborough

Ecosystems of the planet

Students learn that an ecosystem consists of interdependent components. They then explore the characteristics and distributions of different ecosystems around the world: polar, coral reefs, tropical grasslands, temperate grasslands, temperate forests, tropical rainforests, and hot deserts. This allows students to appreciate the diversity of the natural landscape. Students then study in depth the Peruvian Amazon and the Andros Barrier Reef, including: processes, interdependence, value, threats to biodiversity and sustainable management and thereby allow students to fully appreciate the interconnectedness and fragility of ecosystems.

People of the Planet: It's Grim up North!

Students build on their learning last year on the North-South divide in the UK by further delving into the concept of development. Students look at its varied definitions, the different ways of measuring it and also the patterns that have emerged globally as countries have developed at divergent speeds. Students evaluate the reasons for why these patterns have emerged and also how aid can both hinder and promote the development process. Nigeria is then used as a case study to highlight how interrelated factors can either help or prevent development from occurring. Finally, students evaluate the use of Rostow's model to determine a country's path of economic development.



History

Sisters are doing it for themselves

Students begin this unit by exploring the gender politics of the 16th Century and looking at a monarch who embodied voice and knew how to make herself heard. They explore the complexity of being Queen and navigate the religious turmoil tearing the English population and families apart; what makes sister turn on sister and families on families?

Students investigate the social dimension to 16th Century Britain – the ‘Golden Age’ for some and the squalid conditions for others.

Finally, students continue their studies by looking at how easily the powerful can fall and how the surveillance state came into being through the extensive use of a spy network to keep control at home and abroad and the building of the most powerful empire on earth.

Students will be able to:

- Develop coherent understanding of how this era helped shape the nation.
- Demonstrate their understanding of the complexity of society and the interplay of different aspects within it.
- Demonstrate their ability to apply second order concepts such as causation, change and consequence
- Analyse and evaluate interpretations to make their own historical claims

Medicine Stands Still

Students investigate how Britain went from the supernatural ideas of treatment to creating the NHS – the envy of the modern world.

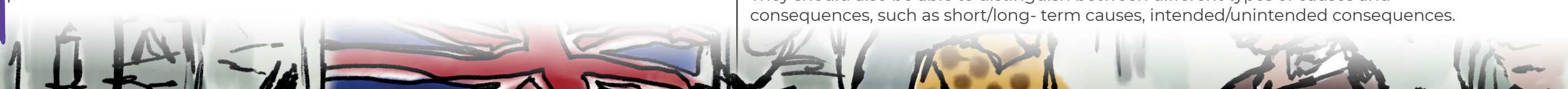
Students begin their thematic study looking at the early belief around medicine and treatments and comparing these beliefs to the more modern Islamic techniques.

They move through the course looking at the work of key individuals of Hippocrates, Galen, Vesalius, Pare, Harvey, Hunter and Jenner and those opposed to them. Finally, students move into the sudden acceleration of medical knowledge and understanding of the 18th Century. The rapid developments in scientific understanding and political motivations around public health. Students then look at the technological advancements that revolutionised treatments and democratised good public health.

Students will be able to:

- Students will show an understanding of how factors worked together to bring about particular developments at a particular time, how they were related and their impact upon society.
- Students will develop an understanding of the varying rate of change, why change happened when it did, whether change brought progress, and the significance of the change(s).

They should also be able to distinguish between different types of causes and consequences, such as short/long- term causes, intended/unintended consequences.





Autumn 1

Religious Studies

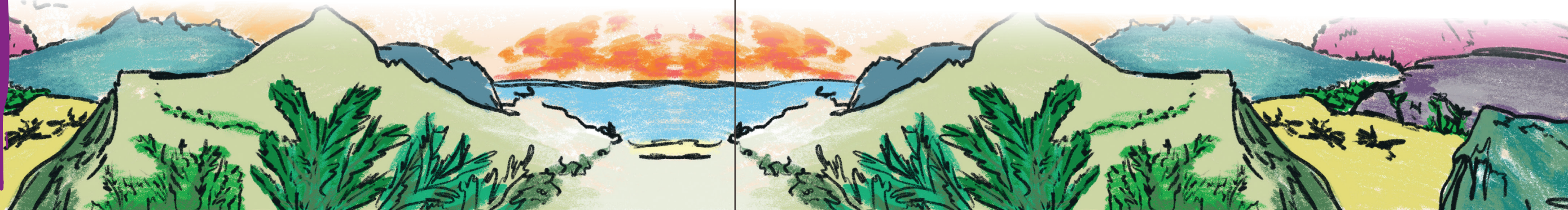
“Nothing in life is to be feared, it is only to be understood. Now is the time to understand more so that we can fear less.” Marie Curie

Islamic Arguments for the Existence of God

Students explore the various Islamic reasons for the existence of God as well as the Muslim response to atheist and humanist viewpoints of the non-existence of God and the diversity of opinions within Islam. Students debate and share their own arguments whilst grappling with those of others that are also evidence or faith based.

Areas covered include:

- The Qur’an as revelation
- Visions
- Miracles
- Religious experiences



Autumn 2

Islamic Arguments for the Existence of God

Students get to explore one of the divisive debates in history; a debate that can both unite or separate the world’s smartest philosophers, academic religious scholars and revolutionary scientists. The design and cosmological arguments are studied as philosophical forms of arguments for God’s existence. Creation arguments allow for students to compare facts and statements of faith in order to understand religious and world views on the topic. The existence of God leads to other areas of debate, including the existence of suffering. Students explore the practical and philosophical solutions offered to the problem e.g. life as a test, prayer and charity.

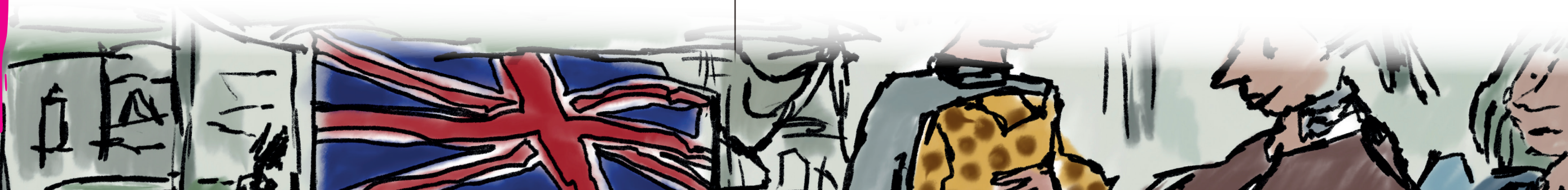


Citizenship

Power and Influence

“Peace can only last where human rights are respected, where the people are fed, and where individuals and nations are free.” 14th Dalai Lama

Students apply their understanding of law in the UK to explore how international law works to set the rules and norms for the relationships between nations. Here students gain an insight into the turbulent environments and fractious relationships in the international community. When the main aim of international organisations is to preserve human rights, life and peace, it is difficult to comprehend and witness the effects of peacekeeping organisations working in conflict and using force. Mediation, sanctions and force are all explored as methods used in conflict. Students are required to consider how human rights are sometimes infringed in situations of crisis. Students should develop their own coherent and reasoned arguments on the behaviours of nation states and the methods used to keep peace.



Citizenship in Action

“The moment we decide to fulfil something, we can do anything.” Greta Thunberg

Citizenship at the Halifax Academy enables our students to become thoughtful citizens, passionate democrats and confident activists. The final part of the course allows students to be citizens in action. First they conduct primary research into an aspect of social injustice personal to them whether this be climate change like Greta Thunberg, food poverty like Marcus Rashford or racial injustice like Michelle Obama. These role models tackling inequity in our society encourage students to find purpose in their projects. Students use their voice to directly contact key decision makers and those in power to make a change. Students are coached in their skills as leaders, advocates and collaborators to ensure their project to raise awareness leads to change for their local, national or global community.



Autumn 1

Autumn 2

Computing

'It takes as much energy to wish as it does to plan'. Eleanor Roosevelt

Relational databases and structured query language (SQL)

Students explore ways in which data can be organised and stored to be efficient, concise and well utilised for business needs. Using SQL students are able to work efficiently with databases. Students can interrogate data much more proficiently as a result, giving them the opportunity to problem solve effectively. Understanding data management systems and the relationship between entities enables students to apply their knowledge to different settings, e.g. how a business may store a wide range of information in a relational database, considering members/customers' information; departments, staff detail, wages etc.

Topics include:

- Relational databases
- Structured query language

"You are determined to see this through and it is that determination I like." – Peter Jones, Dragons Den

At the start of Year 11 students get to the raw theory behind starting a successful company. With a room full of budding entrepreneurs, aspiring leaders and future investors, it is crucial for students to learn the key elements to consider when starting up a business. Students understand how and why customer segmentation is used and how to target a customer market. A business is nothing without its customers! These elements provide students with underpinning knowledge and understanding for completion of Units R065 and R066 (coursework units) within this qualification, as well as developing transferable knowledge and understanding to allow for progression onto related study.

Topics include:

- Customer Segmentation/Market Segmentation
- Market Research
- Customer Feedback Techniques
- Financial Viability
- Product Life Cycle
- Product Differentiation

Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy

Students are able to end the course with learning about the effects of a growing industry on everyday people, whether this be about sharing personal data or a threat to life. Students will be able to think more deeply about their own use of the internet from a different perspective, considering the copyright of algorithms, data protectors, hackers and crackers, and data protection.

Topics include:

- Current impacts and risks of digital technology
- Data privacy

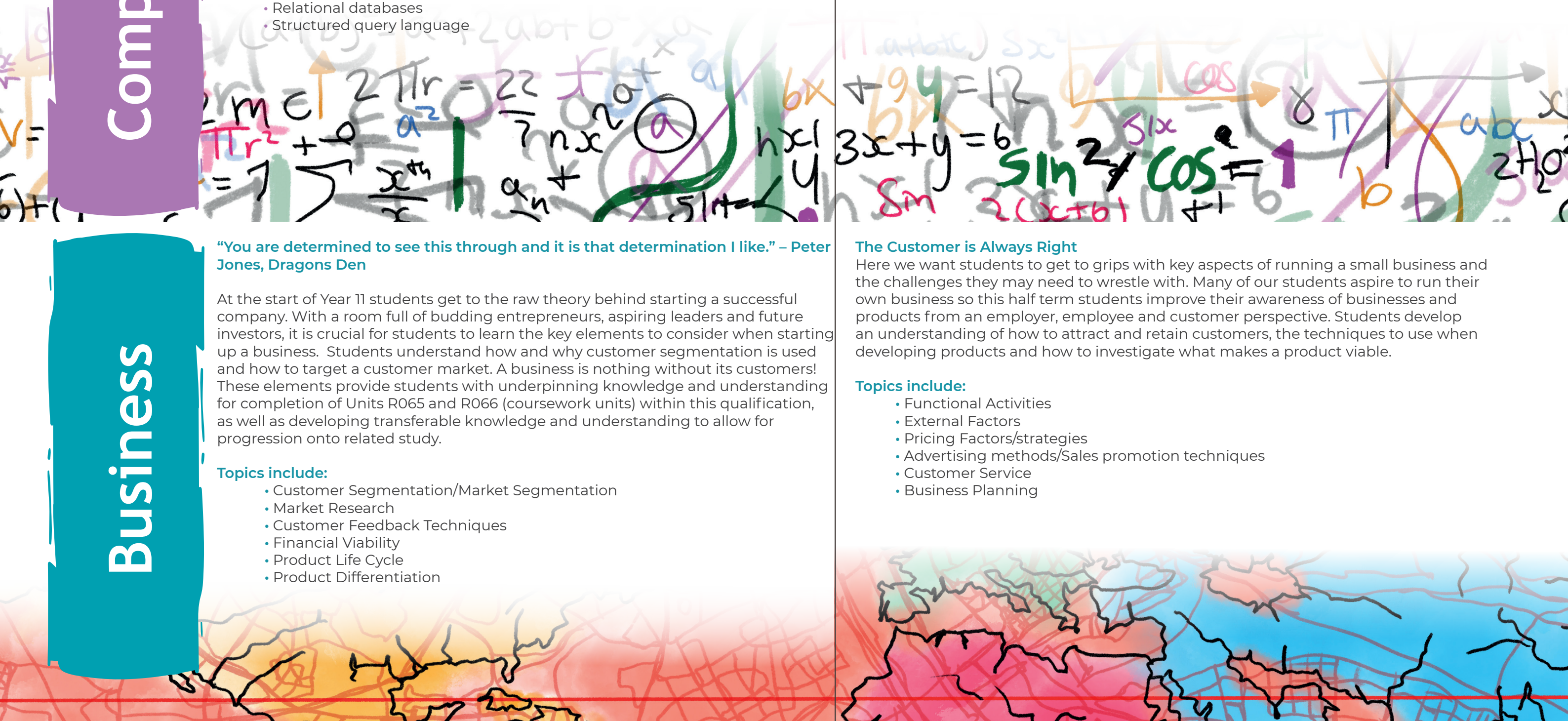
The Customer is Always Right

Here we want students to get to grips with key aspects of running a small business and the challenges they may need to wrestle with. Many of our students aspire to run their own business so this half term students improve their awareness of businesses and products from an employer, employee and customer perspective. Students develop an understanding of how to attract and retain customers, the techniques to use when developing products and how to investigate what makes a product viable.

Topics include:

- Functional Activities
- External Factors
- Pricing Factors/strategies
- Advertising methods/Sales promotion techniques
- Customer Service
- Business Planning

Business





Art

Portrait of an Artist

“Art is an outline around your thought”, Gustav Klimt, Artist

Pupils continue to develop their artistic voice, using the research they have undertaken so far and their preferred artistic style. They research a chosen second artist that specialises in portraiture. After creating an initial observational piece, they learn how to bring styles from both artists together to create a stylised portrait of Grayson Perry.

- Research Page and Mood board
- Observational Study
- Portrait of Grayson Perry

Further exploration to further develop their understanding of the breadth of Art, Craft & Design and how to evolve their artistic voice through personal response might include: -

- Experiment with clay techniques to create Perry style tiles.
- Create either a vessel or Grayson Perry’s house using clay
- Portfolio presentation development.

All work completed for Art and Design, both in school and at home, counts towards the final GCSE grade, so it is important the pupils keep up to date with their portfolio work and continue to refine it.

Portrait of an Artist

“Art should be something that liberates your soul, provokes the imagination and encourages people to go further.” Keith Haring, Artist

Pupils choose a theme that represents something important to them, their interests or their personality as they deepen their discovery of their artistic voice. They build upon their experimental skills from year 9 and start to develop a range of possible outcomes that bring together their artist influences, own thoughts and ideas. They plan and create a final response completely personal to them and their artistic style to conclude their ‘Portrait of an Artist’ project. This could be a digital, two or three-dimensional outcome.

- Theme board
- Development pieces
- Final Outcome

All work completed for Art and Design, both in school and at home, counts towards the final GCSE grade, so it is important the pupils keep up to date with their portfolio work and continue to refine it.



Photography

Destroy & Disguise

“Everything you can imagine is real”, Pablo Picasso, Artist

Students develop their ink experiments into a series of abstract patterns. These are printed and showcased in a practical ‘pie-chart’ collage alongside their best photograph. They deepen their experimental skills as they develop this digitally on Photoshop where they learn how to add their own theme/narrative to their work through bringing written visual language and digital art together. Pupils end the half term deepening their discovery of their artistic voice with a second series of personal development pieces that will bring their favoured techniques, colour palettes and influences together.

Further of the breadth of Photography and evolution of their artistic voice through personal response: -

- Experiment with photography techniques, camera models and extended shoots.
- Portfolio presentation development.

They complete the following:

A digital coursework portfolio on PowerPoint showcasing their research, ideas and development work and intentions. It is important this is kept up-to-date and is continually refined.

Destroy & Disguise

“Creativity is contagious, pass it on”. Albert Einstein, Scientist

Students choose from a variety of practitioners who inform their personal final response. They will choose a theme with a personal greater depth that represents something important to them, their interests or their personality. They refine their experimental and development skills to create a series of final development pieces that bring together their previous ideas, chosen artist influence and chosen theme. They then use their development work to plan and create a final response completely personal to them and their artistic style to conclude their ‘Destroy and Disguise’ project.

They complete the following:

A digital coursework portfolio on PowerPoint showcasing their research, ideas and development work and intentions. It is important this is kept up-to-date and is continually refined.





Autumn 1

Autumn 2

Spanish

'Speak a new language so that the world will be a new world.' Rumi

We begin the year looking at the impact we have on the world and each other. Students learn about the issues affecting the world and the role they can play in overcoming them. Students work on building their confidence in expressing themselves using very complex vocabulary in complex themes such as homelessness, famine and global warming.

In this unit, we cover:

- The environment – What could we do to help?
- Global problems and solutions
- Volunteering
- The subjunctive tense
- The conditional tense
- Recap on past and present tense verb endings

GCSE Listening and Reading exams – How to handle the unknown (cognates, reading and listening for context)

GCSE Writing Exam – Question 2 – Elaborating with advanced opinions and justifications

'The limits of language mean the limits of my world.' Ludwig Wittgenstein

In the second half-term, we look at the world of work and how speaking a foreign language can open doors to students that would otherwise remain closed. We begin looking at students' future plans and their own personal ambitions and dreams, using mock interview role-plays, CV building and application letters to prepare them for the world of work. We then move on to examine how languages create a global village and can present students with unlimited opportunities.

In this unit, we cover:

- Part-time jobs
- Work experience
- My skills and personality traits
- My plans for the future
- The importance of languages in the modern world
- Switching between the imperfect, perfect and preterit tenses
- Using complex constructions to extend my sentences

GCSE Speaking Exam - Role Play Questions – How to give the correct information succinctly and to the point

GCSE Speaking Exam – General conversation – Transferring my written skills in each topic into my spoken language.

German

'Speak a new language so that the world will be a new world.' Rumi

We begin the year looking at the impact we have on the world and each other. Students learn about the issues affecting the world and the role they can play in overcoming them. Students work on building their confidence in expressing themselves using very complex vocabulary in complex themes such as homelessness, famine and global warming.

In this unit, we cover:

- The environment – What could we do to help?
- Global problems and solutions
- Volunteering
- The subjunctive tense
- The conditional tense
- Recap on past and present tense verb endings

GCSE Listening and Reading exams – How to handle the unknown (cognates, reading and listening for context)

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GCSE Speaking Exam – General conversation – Transferring my written skills in each topic into my spoken language.



Autumn 1

Autumn 2

Design

'Big in Memphis'

"Design is where Science & Art break even". Robin Mathew

This is an opportunity for students to deepen their learning and understanding of the subject by drawing upon their knowledge from Year 9 to implement into their own creations.

Students begin to experiment and implement towards their own responses to the themed project, they learn how to develop hand drawn ideas in 3D and how to present professionally. The refinement of ideas here will clearly reflect the journey that was started in Year 9.

Further exploration and understanding of product design, will allow students to learn how to construct their own response in the form of prototype models and digitally using industrial standard software.

They complete the following:

- Construct card and found material models of final idea
- Explore the use of digital design to construct their idea
- Construct Satellite pattern project outcome
- Portfolio presentation development

They complete the following:

- Memphis clock design ideas created.
- Portfolio presentation development.

A digital coursework portfolio on PowerPoint showcasing their research, ideas, development work and intentions.

'Big in Memphis'

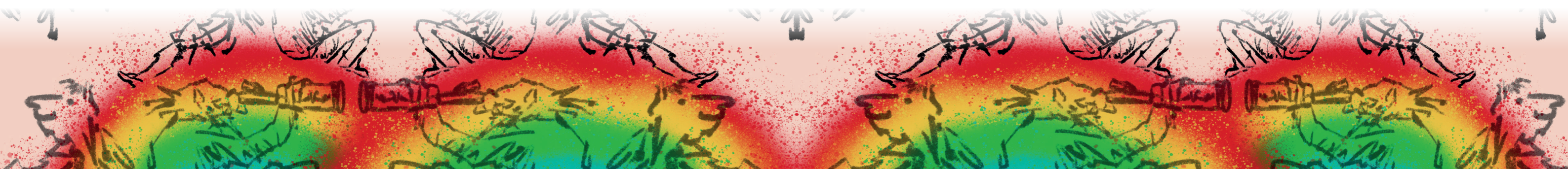
"Good design is obvious, great design is transparent," Joe Sparano

Students learn how to present ideas effectively through digital media, they develop their refined response with renders in settings.

They will complete the following:

- Develop ideas to final stage
- Present renders of digital outcomes
- Portfolio presentation development

A digital coursework portfolio on PowerPoint showcasing their research, ideas, development work and intentions.





Spring 1

Spring 2

English

Following the AQA English Language syllabus, students practise their skills in completing Paper 1 Writing. Students work their way through a series of examination questions.

This includes:

- Writing pieces of narrative and description.
- Writing engagingly and accurately.
- Understanding how to write effectively including: vocabulary, use of language, use of structure, varying sentences for effect, varying punctuation for effect.

Following the AQA English Language syllabus, students practise their skills in completing Paper 1 Reading. Students work their way through a series of examination papers.

This includes:

- Reading a range of literary fiction
- Understanding and answering questions on meaning, language analysis, structural analysis and evaluation.

A Christmas Carol: Scrooge's Redemption

Revision unit working through the key set pieces from the five staves of the novella. Our work is orientated around the journey and redemption of the central protagonist, but time will also be dedicated to the key themes and minor characters.

Students:

- Map out Scrooge's journey through the novella and explore the allegorical interpretations of his journey.
- Go deeper into the Christian message behind the story and how this was embedded in the fabric of Victorian society. Setting up ideas of how views became more secular into the 20th century.
- Employ the four revision strategies to lock in key quotations and contextual knowledge ahead of the exam.
- Practice analysing extracts and building essay plans for potential exam questions.

More focus on modelling and 'how to' craft a high-level analytical response. Focusing on modality, analytical verbs and a broader toolkit of analytical tools for exploring a text.

Macbeth: Shakespeare's most brutal tragedy

Revision unit focused around a booklet of the key 'moments' during the play. Our revision follows the parallel journeys of Macbeth and Lady Macbeth through the play and uses these studies to illuminate the key themes that Shakespeare explores in the play.

Students:

- Work through the booklet of extracts practising the analysis of a passage and turning that into a practice 10min paragraph.
- Build-up mindmaps on the key themes and quotation banks for each of the five acts of the play.
- Dual coding and art in Literature will again be employed to trace the key ideas threaded through the text.

In the countdown to exams, we will refine examination technique and timings, focusing on planning, analytical method and proof-reading work.

English Literature





Spring 1

Spring 2

Maths

You do the Math: Students following the foundation course have completed all the required content by the beginning of this term. Class teachers set individualised revision plans based on the needs of the class as identified by end of year 10 examinations and mock examinations in Year 11. These schemes are made available on TEAMS and link to a range of online learning platforms such as Hegarty Maths and Corbett Maths.

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Higher students finish the more challenging aspects of algebra.

Higher students only learn to

- Reason with algebra in order to undertake abstract proofs
- Use more advanced function notation as well as find inverse and combined functions
- Transform graphs
- Find the gradients and areas under real life graphs





Spring 1

Spring 2

Combined Science

Exploring Science: Making Waves

Our final Physics topic is P6 Unit – Waves in which students will learn about the nature of waves before focussing on a particular group of waves known as the electromagnetic spectrum. Understanding light is the key to learning more about these wide-ranging waves and their applications.

Students should be able to:

- Define the two types of wave – longitudinal and transverse, with examples
- Perform calculations of different properties of a wave
- Recall the order of waves in the electromagnetic spectrum, describing how wavelength and frequency change. Describe uses of these waves in modern life
- Explain how waves can be refracted (change direction), when they travel into a different material. Materials can transmit, reflect, absorb, refract or emit waves
- Draw conclusions about the risk of exposure to harmful radiation

By the end of this term, students will recognise that waves play an integral role in most of our modern day technology, such as TV remotes, mobile phone and fibre optic broadband.

Bodies in Balance

Our final few topics bring us back to Biology with B5 Unit – Homeostasis and Response. In this topic we begin by looking at how the human body has a range of biological and chemical systems which detect, monitor and adjust our internal conditions to help keep us healthy.

Students should be able to:

- Explain how the nervous system works to bring about rapid and short-lived responses in the body
- Explain how the endocrine system involves the release of hormones to bring about slower more sustained responses in the body
- Explain the mechanism by which the body keeps many conditions constant in the body
- Describe the hormonal control of the menstrual cycle

By the end of this term, students will appreciate the importance of our nervous system in both sensing our surroundings and being able to process that information and respond appropriately. Students should now understand that many processes in our bodies are controlled by hormones; chemical messengers travelling in our blood, sent from one organ to have an effect on another.

Inheritance, Variation and Evolution

B6 Unit – Inheritance, Variation and Evolution is our final topic which gives students the opportunity to learn about the science behind genetics. Equipped with this knowledge we end by studying the evidence we have of evolution and debate the moral implications of human impact on this natural process.

Students should be able to:

- Describe how gamete cells are produced through meiosis
- Explain how inherited genes determine characteristics, including both dominant and recessive genetic disorders
- Understand that there is variation within populations, and some genes increase the chances of survival. Over time this can lead to formation of a new species through natural selection
- Evaluate the use of selective breeding and genetic engineering, particularly within the farming industry

Students have now studied all the content for combined science.





Spring 1

Biology

Exploring Biology: Survival of the Fittest

B6 Unit – Inheritance, Variation and Evolution is our final topic which gives students the opportunity to learn about the science behind genetics. Who we are, is determined by a complex combination of both the genes we have inherited from our ancestors, and our environment.

Students should be able to:

- State the differences between sexual and asexual reproduction, and evaluate the advantages and disadvantages of each
- Describe how gamete cells are produced through meiosis
- Describe the structure of DNA, define the term genome, and explain how DNA codes for proteins
- Define a mutation as a change to the genetic code, and describe the possible consequences of a mutation
- Explain how inherited genes determine characteristics, including both dominant and recessive genetic disorders

Students should now have a firm foundation of knowledge about genes and how to calculate the likelihood of an individual inheriting certain characteristics from their parents. They will have the opportunity to debate the ethics of embryonic screening, to reduce the likelihood of inheriting disease.



Chemistry

Exploring Chemistry: Industrial Insights

In this term, we reach our final Chemistry unit: **C8 Unit – Chemical Analysis**, where students will learn about the methods used by forensic scientists and drug control scientists to detect specific chemicals in an unknown sample.

Students should be able to:

- Describe methods to test whether a substance is pure (contains one element or compound), including melting point data and chromatography
- Explain how to test for different gases
- Identify ions present in a sample by the colour shown in a flame test
- Identify metal ions present in a sample from the colour of the precipitate, and write the balanced symbol equations for these reactions
- Perform a variety of chemical tests to identify carbonates, halides and sulfates; knowing which test to use when, and what a positive result looks like
- Explain the advantages of instrumental methods, and interpret data from flame-emission spectroscopy

This unit allows for students to get hands on with some practical skills, and have an idea of what it might be like to work in a lab analysing samples, for example as a forensic scientist.

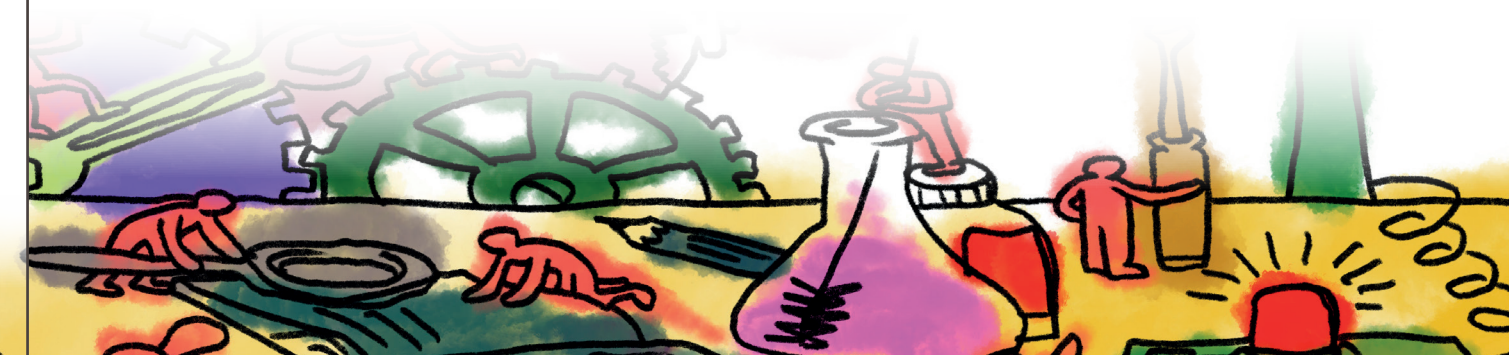


Spring 2

Students continue to study the **B6 Unit**. Equipped with the knowledge of genetics, we move on to studying the evidence we have of evolution and debate the moral implications of human impact on this natural process.

- Understand that there is variation within populations, and some genes increase the chances of survival. Over time this can lead to formation of a new species through natural selection
- Evaluate the use of selective breeding and genetic engineering, particularly within the farming industry
- Describe the process of cloning both plants and animals, and evaluate the benefits and risks including ethical concerns

The farming industry has been under increasing pressure to provide food for an increasing population. Students will consider the consequences of some of these farming methods, and debate whether they should be allowed to continue.



Physics

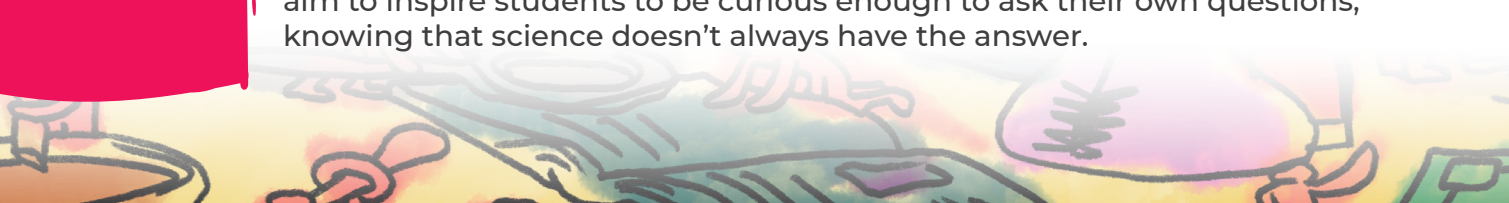
Exploring Physics: Our Place in Space

P8 Unit – Space Physics Questions about where we are, and where we came from, have been asked for thousands of years. In the past century, astronomers and astrophysicists have made remarkable progress in understanding the scale and structure of the universe, its evolution and ours. New questions have emerged recently. 'Dark matter', which bends light and holds galaxies together but does not emit electromagnetic radiation, is everywhere – what is it? And what is causing the universe to expand ever faster?

Students should be able to:

- Describe our solar system as containing 8 planets and dwarf planets, and their moons, all orbiting one star, the sun.
- Explain how our sun was formed, and describe the fusion reactions that provide energy and form new elements.
- Describe the life cycle of a star
- Qualitatively explain how gravity keeps objects in orbit
- Explain how the red shift provides evidence to suggest that the universe is expanding, which supports the big bang theory

By the end of this unit, students will realise that there are more unanswered questions in space physics than there are answered. We aim to inspire students to be curious enough to ask their own questions, knowing that science doesn't always have the answer.





Geography

“Looking down on this great metropolis, the ingenuity with which we continue to reshape the surface of our planet is very striking. It’s also very sobering, and reminds me of just how easy it is for us to lose our connection with the natural world.” David Attenborough

People of the Planet

Students continue to build on their understanding of urban Geography by firstly learning the definitions of different types of urban areas and then being introduced to the fourth and final urban trend: urbanisation. Students investigate Lagos, Nigeria, a city that bears both profound similarities and stark contrasts to Leeds, UK which students have previously studied. They explore the ways of life, challenges and sustainable strategies allowing them to see how geographical processes, depending on socio-economic context, can have very different outcomes.

“Surely we all have a responsibility to care for our blue planet. The future of humanity and indeed, all life on earth, now depends on us.” David Attenborough

Environmental threats to our planet

Students build on their understanding of climate from last year by exploring the global atmospheric circulation system and how this can lead to extreme weather conditions at different latitudes and cause hardship to many people. This is exemplified in the study of the ‘Big Dry’ Case Study in Australia. Students also explore the possible causes, consequences and evidence for climate change, providing the opportunity to interrogate contemporary debates from an accurate foundation.

Synoptic and geographical skills

Students explore elements of both Living in the UK (Paper One) and the World Around Us (Paper Two) to draw synoptic links that help tackle the questions in Geographical Skills (Paper Three). This also involves reviewing the numerical, graphical, application and fieldwork skills that students have gained throughout the course.



Humanities

The Beginnings of Change

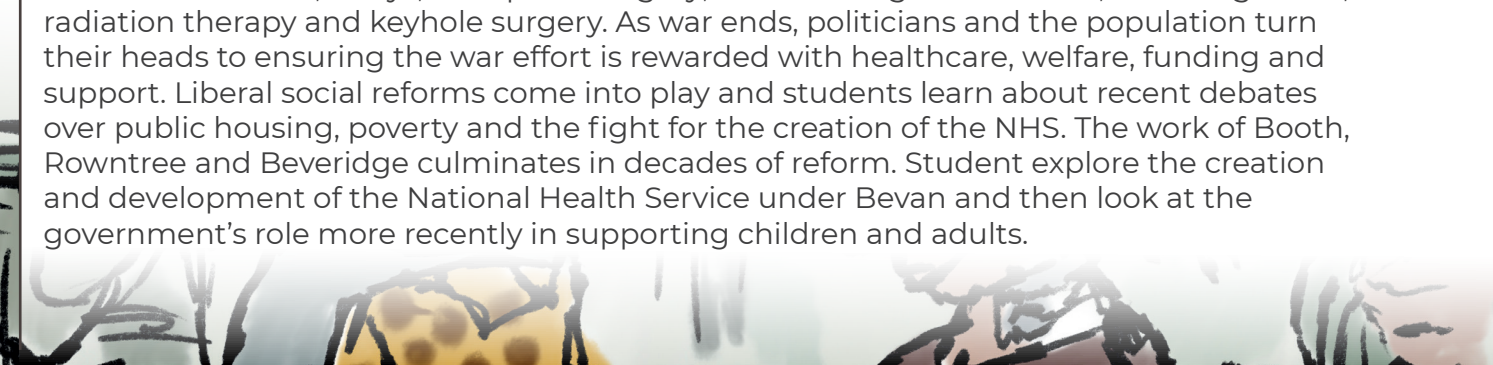
The students continue to explore the evolution of medicine and public health in Britain. In this section students focus on changes during the Renaissance period and the role of individuals in bringing change. The period in history is renowned for great developments in art, music and architecture, but similar strides were also seen in medicine and science. Doctors, surgeons and academics begin to challenge the medical authority of Greek and Roman thoughts on anatomy, physiology and surgery. Whilst ideas such as a healthy diet and exercise remained, students learning to be surgeons purely through observations and the balancing of the Four Humours quickly dwindled. Students engage in biographies of Vesalius, Paré and Harvey to learn the latest techniques and treatments against a backdrop of opposition to change from the Church. Disease continues to plague Britain, with those living in cities most at risk of death. Students learn about the development of hospitals, methods of treating disease, and the work of surgeon John Hunter to improve patients’ life changes. Vaccinations were hot off the press, much like today, in order to prevent killer diseases like smallpox. As with all medical advancements of the time, many opposed only to be quickly disproved.

A Revolution in Medicine

The last couple of centuries have seen rapid improvements in human knowledge of health. A deeper understanding of germs, led to microbe hunting, vaccinations and magic bullets (spectacular at hunting down dangerous microbes and fending them off!) Students study the work of remarkable scientists including Koch, Pasteur and Ehrlich; their work has left triumphant footprints on medicine today. Developments in surgery, anaesthetics and antiseptics were also significant at the time, and students engage in the knock on effects on public health at the time. No longer fighting a plague to survive, the population begins to rise up to ask for public health reform and demand better for all people.

Modern Medicine

Students begin their study of modern medicine with an absolute miracle and an example of pure luck in the lab with Fleming’s discovery of penicillin. Other medical advancements include overcoming antibiotic resistance and alternative treatments such as transplants and gene therapy. With the modern world, there is modern conflict. Students study the impact of war and technology on surgery including : plastic surgery; blood transfusions; X-rays; transplant surgery; modern surgical methods, including lasers, radiation therapy and keyhole surgery. As war ends, politicians and the population turn their heads to ensuring the war effort is rewarded with healthcare, welfare, funding and support. Liberal social reforms come into play and students learn about recent debates over public housing, poverty and the fight for the creation of the NHS. The work of Booth, Rowntree and Beveridge culminates in decades of reform. Student explore the creation and development of the National Health Service under Bevan and then look at the government’s role more recently in supporting children and adults.





Spring 1

Spring 2

Religious Studies

'If you find it in your heart to care for somebody else, you will have succeeded.' Maya Angelou

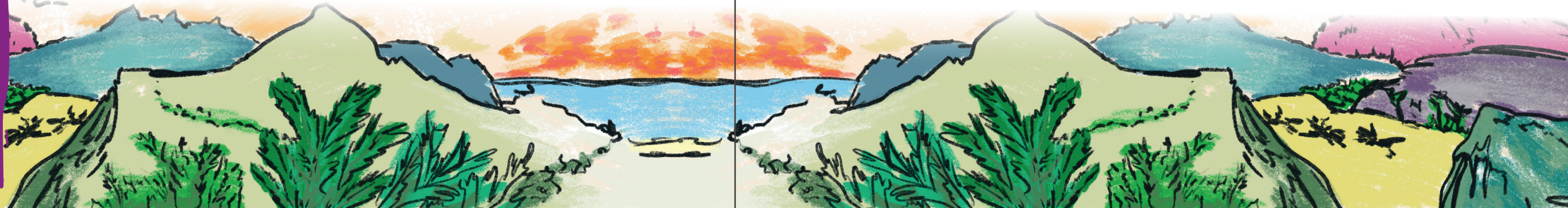
Islamic Teachings on Relationships and Families in the 21st Century

Students begin their exploration of how religion shapes relationships and guides Muslims in their responsibilities and roles within families and Muslim responses to non-religious attitudes to these teachings, as well as divergence of opinion within the Muslim community.

Areas covered include:

- The significance of marriage in Muslim life
- Muslim teaching about the importance of sexual relationships
- The purpose and importance of the family

Support for the family in the ummah including worship, rites of passage etc.



'Never mistake knowledge for wisdom. One helps you make a living, the other helps you make a life.' Eleanor Roosevelt

The Modern Life of Muslims

Muslim teaching on factors that affect relationships and families is continued with a focus on Muslim response to non-religious attitudes and diversity of opinion within the Muslim community. Divergent Muslim teaching on attitudes about contraception and family planning are explored as well as issues surrounding divorce. Students also explore teachings about the equality of men and women in the family and attitudes to gender prejudice and discrimination and examples of gender equality in action in Islam. This module allows students to explore religious and sacred texts with a contemporary lens to understand what life is like for Muslims in the twenty first century.

Citizenship

Citizenship action project

'I raise my voice – not so I can shout, but so that those without a voice can be heard.' Malala Yousafzai.

With their planning well under way, students have now committed to raising awareness and realising a social change within their community. Students have conducted primary and secondary research, and undertake the process of navigating decision makers and lobbying those in power to advocate for social injustice evident before them. Once their project is underway students are able to evaluate the importance of being an active citizen through contributing to local democracy and taking citizenship action to resolve problems, tackle inequality and improve justice. Students assess their own advocacy methods and critically reflect on the practical citizenship actions carried out by their group.

'Quality is never an accident.' John Ruskin

Students continue to put into practice the key skills they have developed throughout their learning journey. Students demonstrate knowledge and understanding of citizenship concepts, terms and issues. They apply this knowledge and understanding of citizenship concepts, terms and issues to contexts and actions. And continue to develop reasoned, coherent arguments and make substantiated judgements. Students are able to see the impact of living in the UK having participated in a democracy to realise change for themselves. Students are able to draw on key concepts from the course and apply this to their direct action in alleviating social injustice.





Spring 1

Spring 2

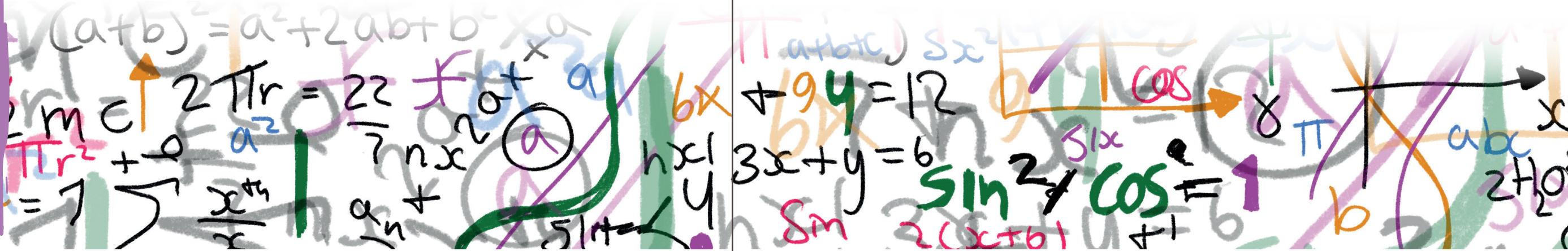
Computing

Knowing the literacy of the digital age:

Having studied both SQL and ethical, legal and environmental impacts of digital technology on wider society, students apply their knowledge to algorithms, computer programming and the use of data. Students are able to elevate the programming language previously used, offering more thoughtful solutions and creative designs. Students are also able to reflect on their impacts of the use of data both at a micro and macro level.

Honing the literacy of the digital age:

Having recently studied and revised both SQL and ethical, legal and environmental impacts of digital technology on wider society, students apply their knowledge to computer systems, computer networks and cyber security. Data privacy concerning cyber security is relevant to all people whether this is regarding the amount of knowledge the government holds on individuals, or how security services try to keep citizens safe from terrorism or other attacks. Students are able to apply their understanding to concrete examples and use their sophisticated knowledge of computational thinking and programming.



Business

'You are your best thing' – Toni Morrison

It's time for students to pitch their business with confidence and expertise!

Students begin their final Unit - to market and pitch a business proposal. This provides learners with the skills and knowledge to create a brand identity and promotional plan. Students focus on building a brand identity, promoting their product and planning their pitch and are able to focus on improving their communication skills through structuring their writing plan for their proposal and pitch: they consider their body language and tone in practising for the delivery of their proposal.

Entering the Dragon's Den!

Students practise and then pitch their product to an external audience. This develops crucial skills of professionally pitching to an unknown audience. This is brilliant in helping students get ready for employment situations such as interviews and for starting up a business in the future. While also developing the transferable skill of presenting information to others in a clear, entertaining and persuasive manner.





Spring 1

Spring 2

Art

Exam Unit

“It’s not just about art Its about giving your soul a voice of expression”
Desiree East, Artist

Students start their Unit 2 Exam Unit. They are given an exam paper issued by AQA with a series of starting points and suggested practitioners to choose from to begin their research. Their teacher supports their decision by introducing them to a diverse range of photographers, artists and designers to allow students to make the best decision for their exam unit that caters to their artistic style and interests. Students choose a theme and two artists to research. They then begin to showcase their learnt skills in unit 1 to produce a digital or practical piece in both their chosen practitioner’s style.

They complete the following:

- A personalised portfolio in response to the students starting point; showcasing research, ideas, developments work and intentions.

Exam Unit

“Art is the most intense form of individualism the world has known” Oscar Wilde, Poet & Playwright

Students begin their independent observations and experiments inspired by their chosen practitioners. They are encouraged to have completed four studies based on two separate artists, designers or crafts people. Pupils are encouraged to experiment with scale, media and technique; reflecting on the purpose of their development work and how this relates to their chosen exam theme.

They complete the following:

- A personalised portfolio in response to the students starting point; showcasing research, ideas, developments work and intentions.

Exam Unit

“Photography is the story I fail to put into words” Destin Sparks, Photographer

Students start their Unit 2 Exam Unit. They are given an exam paper issued by AQA with a series of starting points and suggested practitioners to choose from and they begin their research. Their teacher supports their decision by introducing them to a diverse range of photographers, artists and designers to allow students to make the best decision for their exam unit that caters to their artistic style and interests. Students choose a theme and two artists to research. They then begin to showcase their learnt skills in unit 1 to produce a digital or practical piece in both their chosen practitioner’s style.

They complete the following:

- A digital coursework portfolio on PowerPoint showcasing their research, ideas, development work and intentions.

Exam Unit

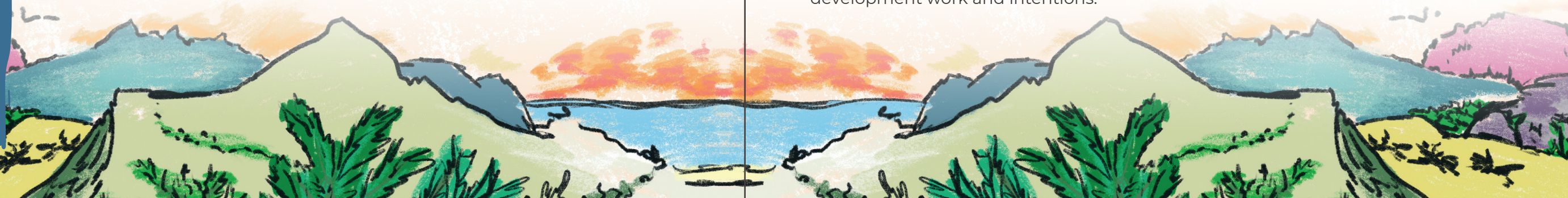
“My favourite words are possibilities, opportunities and curiosity. I think if you are curious, you create opportunities, and then if you open the doors, you create possibilities.” Mario Testino, Photographer

Students begin their independent photo-shoots inspired by their chosen practitioners or exam theme. They are expected to complete at least 2 photo-shoots for their exam unit. We support photo-shoots in school, but students are also expected to take photos independently at home using a mobile. Students edit their best photographs using Photoshop and then develop them digitally or practically with ideas from their two chosen practitioners. Pupils are encouraged to experiment with a variety of development techniques and reflect on the purpose of their development work and how this relates to their chosen exam theme.

They complete the following:

- A digital coursework portfolio on PowerPoint showcasing their research, ideas, development work and intentions.

Photography





Spanish

“The eight laws of learning are explanation, demonstration, imitation, repetition, repetition, repetition, repetition, repetition.” John Wooden

We begin to look at combining our skills across all topic areas and expose students to the demands of the speaking exam in full. Students will look at the importance of repetition, to commit key vocabulary and grammar points to memory and then focus on applying their skills much more broadly and spontaneously.

This half-term we will focus on students demonstrating their knowledge in the following topic areas:

- Family
- School
- Town
- Work
- Recap on key verbs and advanced vocabulary

GCSE Speaking Exam – Role Plays – Revision of key vocabulary and how to form questions in Spanish

GCSE Speaking Exam – Picture-Based Question – Showing off the correct skill at the correct time

GCSE Speaking Exam – General Conversation – Ensuring that grammatical skills are consistent and extensive in each of the key topic areas.

The most valuable thing you can make is a mistake, you can't learn anything from being perfect.' Adam Osborne

This half-term, students will look how to express themselves across the whole range of topic areas without fear. They will learn to accept that mistakes may be made in trying to show off their extensive grammar and vocabulary knowledge, but that mistakes will only make us better. The repair strategies discussed and learned during this half-term will give them the ability to deal with the unknown in an exam situation.

The additional topics from the previous half-term will be:

- Holidays
- Free-time
- Global Issues
- Recap on key verbs and advanced vocabulary

GCSE Speaking Exam – Role Plays – Revision of key vocabulary and how to form questions in Spanish

GCSE Speaking Exam – Picture-Based Question – Showing off the correct skill at the correct time

GCSE Speaking Exam – General Conversation – Ensuring that grammatical skills are consistent and extensive in each of the key topic areas.

German

“The eight laws of learning are explanation, demonstration, imitation, repetition, repetition, repetition, repetition, repetition.” John Wooden

We begin to look at combining our skills across all topic areas and expose students to the demands of the speaking exam in full. Students will look at the importance of repetition, to commit key vocabulary and grammar points to memory and then focus on applying their skills much more broadly and spontaneously.

This half-term we will focus on students demonstrating their knowledge in the following topic areas:

- Family
- School
- Town
- Work
- Recap on key verbs and advanced vocabulary

GCSE Speaking Exam – Role Plays – Revision of key vocabulary and how to form questions in Spanish

GCSE Speaking Exam – Picture-Based Question – Showing off the correct skill at the correct time

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Spring 1

Design

Exam Unit

“Design adds value faster than it adds costs.” Joel Spolsky, web programmer, writer, and creator of Trello

Students will start their Unit 2 Exam Unit. They will be given an exam paper issued by AQA from the 1st January with a series of starting points and suggested practitioners to choose from to begin their research. Their teacher will support their decision by introducing them to a diverse range of artists and designers to allow students to make the best decision for their exam unit that caters to their style and interests. Students will choose a theme and two Designer/Artists to research. They will then begin to showcase their learnt skills in unit 1 to produce a digital or practical piece in both their chosen practitioner’s style.

They complete the following:

- A digital coursework portfolio on PowerPoint showcasing their research, ideas, development work and intentions.

Spring 2

Exam Unit

“Every great design begins with an even better story.” Lorinda Mamo, designer

Students will begin their independent design ideas inspired by their chosen practitioners or exam theme. They will be expected to complete a series of idea developments for the exam unit. Pupils will be encouraged to experiment with a variety of techniques and reflect and refine on the purpose of their development work and how this relates to their chosen exam theme.

They complete the following:

- A digital coursework portfolio on PowerPoint showcasing their research, ideas, development work and intentions.

