



# YEAR 11

CURRICULUM GUIDE 24/25

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**CRAMLINGTON**  
LEARNING VILLAGE



WHERE THE ART OF TEACHING MEETS THE SCIENCE OF LEARNING

# WELCOME TO YEAR 11

This booklet aims to provide you with a concise guide to the work your child will undertake in each subject area this year. Subject areas have provided a summary of the topics covered term by term and also indicated ways in which you can help and support your child at home.

We hope that you will find the information useful and if you have any further questions feel free to contact the relevant Head of Department.

# ART AND DESIGN

## WINTER TERM

Students will continue with their major personal GCSE NEA project. They will explore and refine their skills in a wide range of techniques such as drawing, painting, photography and print making. They will all work on independent outcomes inspired by the theme in sketchbooks or on display sheets.

## SPRING TERM

Students will begin working on Unit 2, which is the exam project. They will receive an exam paper with a number of different briefs to choose from. They will need to produce work that provides evidence for each of the assessment objectives for GCSE art, and will need to explore the work of other artists, experiment with different techniques and record their ideas effectively as the project develops. They will do this with the support of their art teacher.

## SUMMER TERM

In April, students will sit their art exam, which is 10 hours long. This will involve 2 full days working on their exam project final piece under supervised exam conditions in the art department. They must then ensure all work is completed before the work is marked at the end of April. Please note that this deadline is much earlier than some other subjects.

# BIOLOGY

## WINTER TERM

Students will continue to work through GCSE Biology module called 'Homeostasis and Response' which they started in Year 10. We will consider how the body is able to maintain a constant body temperature, and we will cover the structure and function of the nervous system, including the brain and the eye. Finally we will study hormonal coordination in both plants and animals. The second Year 11 module in Biology is called B6 'Inheritance, Variation and Evolution', studying the structure and function of DNA and patterns of inheritance. We will study the interaction between genes and the environment and the roles that these play in natural selection and the development and classification of new species as well as considering the role of new technologies such as genetic engineering and cloning.

## SPRING TERM

Students will begin work on the final B7 unit called 'Ecology.' We will start to consider the role organisms play within an ecosystem and the dynamics of competition, adaptation and interdependence as well as the human impact on biodiversity.

## SUMMER TERM

Much of this term will then be devoted to revision and practice of content and skills covered over the two year course in order to work towards students' final two examinations.

# BUSINESS STUDIES

## WINTER TERM

In this term students learn about external influences on business. They look at interest rates, unemployment, inflation and exchange rates. There have been massive amounts of coverage over the last few months and this will continue to be the case; encourage them to watch the BBC Business news or log on to the BBC Business web pages. Following this unit they will move on to the Finance unit. In this they investigate the different methods used to monitor the financial state of a business.

## SPRING TERM

Students will continue to look at business finance following Christmas. They will become confident with a range of financial calculations including cash flow, profit and investment appraisal in order to assess the financial health of the business. This term will also see the beginning of the exam preparation period. In this we will look to revise key course knowledge and ensure they fully grasp the exam technique requirements of each paper.

## SUMMER TERM

Students will spend most of this term revising and preparing for the exam, there will be support material available on the front page of the Business Studies frog site. Revision guides will also be available to purchase from the department.

# CHEMISTRY

## WINTER TERM

C6: Rates and Equilibria. Students will study the collision theory of chemical reactions and look at a range of methods used to follow rates of reactions. They will investigate factors which affect chemical reactions and the reasoning behind these factors. Students will also look at the concept of equilibria and how changing the conditions of a reversible reaction will affect the amount of products formed.

C7: The chemistry of carbon compounds is so important that it forms a separate branch of chemistry. A great variety of carbon compounds is possible because carbon atoms can form chains and rings linked by C-C bonds. This branch of chemistry gets its name from the fact that the main sources of organic compounds are living, or once-living materials from plants and animals. These sources include fossil fuels which are a major source of feedstock for the petrochemical industry.

## SPRING TERM

C7 (triples only): The chemistry of carbon compounds is so important that it forms a separate branch of chemistry. A great variety of carbon compounds is possible because carbon atoms can form chains and rings linked by C-C bonds. This branch of chemistry gets its name from the fact that the main sources of organic compounds are living, or once-living materials from plants and animals. These sources include fossil fuels which are a major source of feedstock for the petrochemical industry. Chemists are able to take organic molecules and modify them in many ways to make new and useful materials such as polymers, pharmaceuticals, perfumes and flavourings, dyes and detergents.

C8: Analysts have developed a range of qualitative tests to detect specific chemicals. The tests are based on reactions that produce a gas with distinctive properties, or a colour change or an insoluble solid that appears as a precipitate. Instrumental methods provide fast, sensitive and accurate means of analysing chemicals, and are particularly useful when the amount of chemical being analysed is small. Forensic scientists and drug control scientists rely on such instrumental methods in their work.

## SUMMER TERM

C9: The Earth's atmosphere is dynamic and forever changing. The causes of these changes are sometimes man-made and sometimes part of many natural cycles. Scientists use very complex software to predict weather and climate change as there are many variables that can influence this. The problems caused by increased levels of air pollutants require scientists and engineers to develop solutions that help to reduce the impact of human activity.

C10: Industries use the Earth's natural resources to manufacture useful products. In order to operate sustainably, chemists seek to minimise the use of limited resources, use of energy, waste and environmental impact in the manufacture of these products. Chemists also aim to develop ways of disposing of products at the end of their useful life in ways that ensure that materials and stored energy are utilised. Pollution, disposal of waste products and changing land use has a significant effect on the environment, and environmental chemists study how human activity has affected the Earth's natural cycles, and how damaging effects can be minimised.

Much of the rest of the term will be spent in preparation for the two chemistry exams at the end of the year.

# COMBINED SCIENCE

## WINTER TERM

Students will be assigned two science teachers and will complete the Biology module on Homeostasis and Response (B5), the Chemistry module on Rates of Reactions (C6) and the Physics module on Forces (P5).

## SPRING TERM

During this term students will complete the Biology module on Inheritance, Variation and Evolution (B6), the Chemistry modules on Fuels (C7) and Chemical Analysis (C8) and the Physics module on Waves (P6).

## SUMMER TERM

This term students will complete the Physics module on Electromagnetism (P7). They will then review key areas in preparation for their exams.



# COMPUTER SCIENCE

## WINTER TERM

This term starts with recapping the content we have learnt in Year 10. We then move onto “Systems Software” this covers both the Operating System and Utility Software. We look at the purpose of the Operating System and what the role of each piece of Utility Software is.

In the second half term we look at the Legal, Moral and Ethical aspects of the course. We also look at how to attempt and write longer worded responses in order to maximise their marks. At the end of this half term they have two mocks in the halls which lets us look at areas of strength and areas for development.

## SPRING TERM

During this term the group will complete all of the areas listed on the specification that we haven't covered so far - IDEs, Types of Programming languages, Sorts, Searches, Boolean Logic/Truth tables. We will also revise for their two examinations they will complete in the middle of May. We will use the data from assessments to identify with individuals and groups of learners areas to recap. At this point students should be ready to take their first examination and need to revise for this thoroughly.

## SUMMER TERM

We continue in this term to revise for their real GCSE exams which occur in the middle of May before the May half term. Again lots of intervention sessions will run to support learners maximise their grades.

# DESIGN TECHNOLOGY

## WINTER TERM

Students resume their NEA and work through sections B to E inclusively. This involves generating a Design Specification, Design Solutions and detailed development from which they then make their prototype outcome. Intertwined with their NEA students receive one lesson per cycle on exam technique covering technical and core principles covered in Year 10, staying in touch with core understanding that will appear in their final examination. Students also sit their mock examination during this term.

## SPRING TERM

Students resume their NEA after Christmas and finalise sections E to F inclusively. This is all finalised by a comprehensive evaluation. Intertwined with their NEA students continue to receive one lesson per cycle on exam technique covering technical and core principles covered in Year 10, staying in touch with core understanding that will appear in their final examination. Post February half term students learn their final core principles on systems approach to design, mechanical devices, energy generation and the work of designers.

## SUMMER TERM

For the final stages of their GCSE course students prepare for their examination, the other 50% of their final grade. This revision will take the form of class activities as well as home learning tasks. Students will be provided with ample opportunity to sit past papers and cement their prior learning through the use of Seneca. Full feedback on the student's exam performance will be provided and further support given.

## WINTER TERM

In half term one, students will study fiction and non fiction writing skills. In half term two, students will return to English Language Component 2 (Non Fiction Reading and Writing) before their mock exams in December.

## SPRING TERM

Students will begin studying `Macbeth` in preparation for Section A of their Component 1 exam for English Literature. Students will then continue to revise English Language, prioritising any gaps in their knowledge and areas for development.

## SUMMER TERM

Students will revise all topics covered in preparation for their final examinations.

# FOOD PREPARATION AND NUTRITION

## WINTER TERM

Students will complete their NEA 1 and 2 assessment tasks. NEA 1 is worth 15% of their grade and is a scientific investigation into a task set by the exam board. NEA 2 is worth 35% of their grade and is an investigation into a food topic, again set by the exam board. Both units are assessed with a written portfolio and practical assessment evidence.

## SPRING TERM

Students will continue with coursework until complete. They will prepare for the exam which accounts for 50% of their final grade. They will look at topics such as sustainability, nutrients, diet, recipes, special dietary requirements, food commodities, functions of ingredients and nutrition.

## SUMMER TERM

Students will continue to prepare for the examination in the summer.

## WINTER TERM

In this term we are completing the syllabus, the remaining topics are Social Issues, School and World of Work and Holidays. Students will be honing their exam skills as well as accumulating new vocabulary. Students are encouraged to begin their revision programme, systematically learning or recapping the vocabulary from Y10 topics using their booklets or online tools such as Quizlet or Duolingo. Before October half term, students will complete a mock speaking exam and will have a mock exam in the other 3 papers in December.

We would ask that students also attend any intervention or drop in sessions available to them.

## SPRING TERM

This term will see the start of the focus on exam skills (reading and listening). Students will look at the different types of question which appear in these papers and develop strategies to deal with them. Vocabulary revision should be ongoing. Students will complete another mock exam before half term. There will also be the opportunity for students to do a speaking or writing controlled assessment in after-school sessions. This option is available to students who have missed an assessment or if their teacher feels it would be beneficial for them to complete an additional piece in order to achieve their target grade.

## SUMMER TERM

In this term, students will continue to follow a revision programme based on the topics of the whole course and will focus on reading and listening skills. The French exam is generally mid May.

# GEOGRAPHY

## WINTER TERM

In year 11 students work through the physical geography aspect of the course. The first module is an investigation into the UK's Changing Landscapes, looking specifically at our coastal and river environments, as ever evolving landscapes in the UK. We look at the physical processes occurring in each landscape and how these processes cause distinct landforms. The module also looks at management of each of these physical environments to reduce negative impacts on our lives.

We will then move onto Weather Hazards and Climate Change. This module exams two contrasting weather hazards: tropical storms and deserts, and how they impact developing and developed countries differently. This module will cross into the Spring term.

## SPRING TERM

The start of the Spring term will finish the Weather Hazards and Climate Change module, looking at recent hazards and how they have impacted and been managed in different locations.

We then move onto our final module of the course: Ecosystems, Biodiversity and Management where we will examine contrasting forests: deciduous woodland and tropical rainforests and look at their differences and similarities. We look at how these environments are being managed, and why they need managing.

## SUMMER TERM

Completion of the course is expected by March. Following this, lessons will be focused on revision, fieldwork skills (which are to be assessed within the exam) and recapping the course content.

# HEALTH & SOCIAL CARE

## WINTER TERM

You will continue with Component 2.

## SPRING TERM

Component 3 - Promoting Health and Wellbeing. Learners will explore the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual's health and wellbeing.

You will learn about:

- Factors that affect health and wellbeing
- Methods used to measure an individual's physical health
- Lifestyle indicators of health and wellbeing
- Health and wellbeing improvement plans
- Obstacles to following health and wellbeing plans.

## SUMMER TERM

The external assessment will be based on a case study.

The external exam will last for 2 hours and will be taken in May.

# HISTORY

## WINTER TERM

Students will continue working on Elizabeth England 1568-1603. They will study:

- Part one: Elizabeth's court and Parliament
- Part two: Life in Elizabethan times
- Part three: Troubles at home and abroad.

Students will also be revising for their mock exams which will be on Conflict and Tension - The First World War, Germany depth study and Elizabethan England.

They will then begin the final unit for paper 2 - Britain: Health and the people: c1000 to the present day (Thematic study)

- Part one: Medicine stands still
- Part two: The beginnings of change
- Part three: A revolution in medicine Part four: Modern medicine.

## SPRING TERM

Students will continue to study Britain: Health and the people: c1000 to the present day (Thematic study)

- Part one: Medicine stands still
- Part two: The beginnings of change
- Part three: A revolution in medicine Part four: Modern medicine.

They will also continue revision for all of the units.

## SUMMER TERM

Students will complete a comprehensive revision programme to prepare for Paper One and Paper Two. They will develop their abilities to recall historical events, analyse sources and produce historical essays.



## WINTER TERM

Component 3: Effective Digital Working Practices. 1 hour 30 minutes worth 60 marks. External exam marked by the exam board. Effective Digital Working Practices requires learners to apply decision-making skills and techniques in line with different organisations' use of digital systems and the wider implications associated with their use. Learners will explore how organisations use digital systems and the wider implications associated with their use.

Learners will be preparing for the final exam.

Assessment objectives:

- AO1 Demonstrate knowledge of facts, terms, processes and issues in relation to digital information technology
- AO2 Demonstrate an understanding of facts, terms, processes and issues in relation to digital information technology
- AO3 Apply an understanding of facts, terms, processes and issues in relation to digital information technology
- AO4 Make connections with the concepts, issues, terms and processes in digital information technology.

## SPRING TERM

Preparation for the final exam Component 3: Effective Digital Working Practices - written exam 1 hour 30 minutes 40% Explore how organisations use digital systems. Graded from Level 1 Pass to Level 2 Distinction\*.

## SUMMER TERM

Component 3: Effective Digital Working Practices - written exam 1 hour 30 minutes 40% Explore how organisations use digital systems. Graded from Level 1 Pass to Level 2 Distinction\*.

# MATHEMATICS

## WINTER TERM

Throughout the year all students will be given the opportunity to become problem solvers, logical thinkers and mathematical communicators. Year 11 will continue to follow the AQA GCSE specification in preparation for their final examinations at the end the year. Students will cover a variety of topics including factorising quadratics, rearranging formulae, solving simultaneous equations and inequalities. Calculator topics will include calculating volume, Pythagoras' theorem, graph plotting and probability.

As part of our assessment schedule students will complete a practice exam paper (with a calculator) at the end of September. A further assessment will take place in November.

Homework is set every week and will be either an exam paper or a MyMaths task.

## SPRING TERM

During the spring term students will complete the GCSE Mathematics course and revision will start in lessons as well as at home. To help identify areas of weakness there will be regular assessments. Topics covered during the Spring term include graph sketching, direct and inverse proportionality, solving quadratic equations and quadratic graphs. Higher students will also study function notation, kinematic graphs and advanced trigonometry. During the mock exam period, students will complete three assessments (one non calculator and two with a calculator)

## SUMMER TERM

There will be revision classes offered to our students after school until 4pm. These classes will continue throughout the year until all exams are completed. All students will take three GCSE papers.

## WINTER TERM

Students will study the remaining set texts which include newspaper front covers from The Guardian and The Sun, and look at radio shows such as The Archers. This builds and deepens analysis skills, providing further opportunities to apply these skills to the media that surrounds them.

Students will complete their coursework project. Over the summer they will have been asked to take a series of photographs that they could use as potential images within their practical designs. The coursework is a print based project and must reflect the statement of intent they wrote in the summer term of Year 10. Coursework is worth 30% of their final grade.

## SPRING TERM

Students will begin an enhanced focus on exam technique and preparation. Both exams will require students to analyse set texts as well as unseen ones they have not studied. This means they will be tested on their ability to analyse and understand theories for ANY media product. Therefore, students must engage with media products regularly at home. Discussion at home around topical news stories and the construction of films, adverts and TV sitcoms would be a huge benefit. Why has the product been designed the way it has? What messages are being conveyed to us as the audience?

## SUMMER TERM

The exams are worth 70%. Students will continue to develop knowledge on key theorists within the media to allow them to reach higher levels and access more marks. They will develop fluency in key terminology. Work will be conducted both online and handwritten as the exam will require them to write at length for 10 mark questions. Practice papers in their own time will be a real benefit.

# MUSIC

## WINTER TERM

The GCSE course combines the main disciplines of music; composing, performing and listening. During Term 1 students study:

- Solo Performance (Home Learning)
- Ensemble Performance
- Classical Music set works: Bach Brandenburg Concerto no. 5 and Beethoven Pathetique piano sonata
- Composition to a brief (Film Music).

## SPRING TERM

During Term 2 students study:

- Solo Performance (Home Learning)
- Ensemble Performance
- Extended writing and Wider Listening
- Composition to a brief
- Theme and Variations Composition (Twinkle Twinkle).

## SUMMER TERM

During Term 3 students will revise the following areas in preparation for the final listening exam:

- Instrumental Music 1700-1820: Bach- Brandenburg Concerto no.5 and Beethoven- Pathetique Piano Sonata
- Vocal Music: Purcell- Music for a While and Queen- Killer Queen
- Music for Stage and Screen: Wicked- Defying Gravity and Star Wars- Episode IV (Main Title)
- Fusions: Afro Celt System- Release and Esperanza Spalding- Samba Em Preludio.

# PERFORMING ARTS

## WINTER TERM

In this first term of Year 11 students will finalise the completion of their Component 1 which is based a selection of varying theatre/dance styles, the works that represent this and key people within the industry. The students will be looking closely at how the performing arts industry functions as a well-oiled machine, whilst appreciating their own efforts in the creative performance environment. They will explore the work of key practitioners, their powerful plays and intentions, whilst developing on the skills set they acquired in term 3 of Year 10. The students will be able to choose from a selection of extracts by the varying practitioners to present in a showcase whilst completing a log that demonstrates their developed understanding of the industry. They will be graded and marked against the BTEC criteria which stipulates that they: examine professional performance work and explore the interrelationships between performance material. The students will be solely graded on their written aspect of this component but will be presenting practical work also. This will be in adherence to the exam boards released PSA (set brief).

During the MOCK exam period of December our students will complete a mock version of Component 3 - Performing to a Brief which will require them to work as a group to create a workshop performance in response to a BTEC brief and stimulus. This mock will be a smaller version of the real one they will complete across Term 2 & 3 for the May 2023 deadline. This will be accompanied by a written response to the planning, development and effectiveness of the process in an evaluative log - a supervised assessment.

**Students will also be spending this term upgrading their Component 2 coursework for moderation with Pearson.**

# PERFORMING ARTS

## SPRING TERM

During Term 2 students will receive feedback from mocks and collate strategies for success in their final exam. They will receive the official brief and stimulus for the Component 3 exam and begin the ideas generation and devising phase in groups of 3-7. This will then feed into the learners responding to this; creating a workshop experience that communicates ideas and creative intentions to a target audience of their choice. The criteria for this component is outlined as:

- A) Developing ideas in response to a brief
- B) Selecting and developing skills & techniques for performance
- C) Taking part in a workshop experience (live performance)
- D) Evaluating the development process and performance outcome (written controlled assessment)

**Component 3 is an externally graded unit by Edexcel.**

## SUMMER TERM

Students spend term 3 completing their final performance for Component 3. Their coursework from Component 1 and Component 2 is submitted for external moderation in mid-May.

# PHOTOGRAPHY

## WINTER TERM

Students will complete their final major project for Component 2 which will be a personal project based on one of seven given themes. They will work with both digital and physical photography and refine their skills using image manipulation on Photoshop and other relevant apps. They will work on Google slides and also investigate ways to present and explore their final pieces.

## SPRING TERM

Students will begin working on Unit 2, which is the exam project. They will receive an exam paper with a number of different briefs to choose from. They will need to produce work that provides evidence for each of the assessment objectives for GCSE Photography, and will need to explore the work of other photographers, experiment with different techniques and record their ideas effectively as the project develops. They will do this with the support of their teacher.

## SUMMER TERM

In April, students will sit their Photography exam, which is 10 hours long. This will involve 2 full days working on their exam project final piece under supervised exam conditions in the art department. They must then ensure all work is completed before the work is marked at the end of April. Please note this deadline is much sooner than some other subjects.

# PHYSICAL EDUCATION

## WINTER TERM

### **Health, Fitness and Well Being & Socio-cultural Issues**

In their theory lessons, students will learn about sociocultural issues in sport, health, fitness and wellbeing including topics such as drug use, ethics and violence, diet and nutrition.

They will also finish their written coursework task - 'Analysing Performance'.

## SPRING TERM

### **Commercialisation of Sport and Engagement Patterns**

Students will complete the remainder of the syllabus, covering topics including commercialisation of sport, sponsorship, the media, participation factors and trends.

**Practical- They will finalise their 3 practical performance marks for moderation in the summer term.**

## SUMMER TERM

### **Revision and Assessment**

Students will follow a thorough revision programme including work on synoptic questions.

Selected students will be required to participate in external practical assessment (date to be confirmed by exam board).



## WINTER TERM

Students will cover AQA P6. This module is all about waves. By the end of the module successful students will be able to:

- Describe the properties of waves
- Explain reflection and refraction of waves
- Recall and describe the different parts of the electromagnetic spectrum
- Describe how lenses work and construct ray diagrams.

## SPRING TERM

Students will cover AQA P7. This module is all about magnetism and electromagnetism. By the end of the module successful students will be able to:

- Describe permanent and induced magnets
- Describe how electromagnets work
- Describe how motors, generators and other devices work
- Explain why transformers are used in the National Grid.

Students will cover AQA P8. This module is all about Space. By the end of the module successful students will be able to:

- Describe the different parts of the Solar System
- Describe the Life Cycle of Stars
- Describe Red-shift and the Big Bang Theory.

## SUMMER TERM

Much of this term will then be devoted to revision and practice of content and skills covered over the two year course in order to work towards students' final two examinations.

## WINTER TERM

**Tutor Work:** Students will explore the topics of online reputation, Priorities –getting organised as they embark on their final year at SLV, stress management and unhealthy coping strategies. They will then move on to communication and relationships; looking at assertiveness, domestic abuse and forced marriage. They will also cover sessions on revision timetables.

**Well Being Day:** Their first well being day will look at life skills and preparing for the future with the second day looking at achievement and revision.

## SPRING TERM

**Tutor Work:** Students will start this term looking at sixth form choices and where to go for support. They will also receive mock results and consider what they need to do to move forward to the real thing. They will also continue to look at healthy choices and how they can take responsibility for them. This will cover the importance of sleep, healthy eating and its impact on revision as well as mindfulness.

**Well Being Day:** Their third and fourth well being days will continue its focus on achievement and revision.

## SUMMER TERM

**Tutor Work:** Students will complete their PSHE programme by preparing for exams and focusing on revision strategies, managing workload mark 2 and mindfulness strategies to work alongside their own personal revision programme.

# RELIGIOUS STUDIES

## WINTER TERM

**Religion and Life:** The belief that life within the universe and the universe itself was created has big implications for religious attitudes to the natural world. Even if scientific theories are accepted as true, religion can still claim creation stories reflect symbolic messages about the need for humanity to act responsibly towards the environment, animals and fellow humans. In this topic students will examine the ways in which the concept of dominion and stewardship impact upon Christian attitudes towards pollution, the use and abuse of natural resources, animal rights, abortion and euthanasia. They will need to examine these issues from various standpoints so that they can reflect balanced views about them. Students will finish the unit examining perspectives about life after death and the way in which religious beliefs about judgement affects their moral decision making.

**Sikh Practices:** The gurdwara is a special place for Sikhs and students will begin this unit with a study of its features and the key aspects of worship within it. For Sikhs the gurdwara functions as a community centre and provides the opportunity to put many Sikh beliefs into practice for example, sewa and the expression of equality through the langar. This topic will allow students to explore the importance of worship in the gurdwara and daily devotions at home. They will end the topic considering some of the most important Sikh festivals and gurburbs including pilgrimage to the Harimandir, naming and initiation ceremonies.

## SPRING TERM

**Buddhist Practices:** Given that Buddhism does not worship a God their way of showing devotion has some differences to worship that people might see in a Church or Gurdwara. However, there are still many special places that Buddhists go to in order to practice their religion and students will begin this unit with a consideration of what these are, the ways in which Buddhists use them and any artefacts that they use to help them. Meditation is a large part of Buddhist practice and this topic will allow students to explore the importance of this both in temples and at home. They will end the topic considering ceremonies associated with death and mourning, festivals and ethical precepts.

Once the three topics from this year have been completed students will then begin to work through the revision programme. This comprises lessons to review every topic from Y10 and Y11, revision booklets and lots of opportunities to access past exam questions to boost examination technique in the run up to exams.

# RELIGIOUS STUDIES

## SUMMER TERM

The final part of Year 11 is spent revising the content of the course in preparation for the final examinations. To guide revision students will be provided with a revision booklet which includes a number of tasks designed to review the key ideas from the course and to extend student understanding of examination technique. Structured revision lessons are also taught which systematically review each unit.

## WINTER TERM

1st half term - Leisure:- holiday plans, preferences and experiences. This will include methods of transport, places to stay and visit, getting around the region and any accommodation problems. All 3 time frames will be revisited, to be included in the next assessment, as well as adjective agreement, ser and estar and opinions.

2nd half term – Home and environment:- environmental problems including what you do at home to be environmentally friendly.

Using a variety of tenses to debate issues with justification, and offer solutions and give preferences.

Mock exam to cover all topics and grammar points.

## SPRING TERM

1st half term – Leisure:- shopping and money issues, including pocket money. Charities and voluntary work - using the conditional tense.

2nd half term - Identity and culture:- customs and festivals. Revision of all tenses. Learning about Spanish festivals and South American culture and comparing differences.

## SUMMER TERM

Revision and consolidation.

This term will be used to reinforce vocabulary over all topics in readiness for the exams. It will also be used for exam practice. Oral exam will take place in first part of this half term.

# SPORTS STUDIES

## WINTER TERM

Unit R185: Students will begin a topic area in sports leadership, where they will develop the knowledge, understanding and practical skills required to be an effective sports leader. Students will plan, deliver and review a safe and effective sport session.

## SPRING TERM

Unit R184 Exam: Students will begin exploring the following topics in preparation for their exam in Year 11 summer term. The topics covered are: issues which affect participation in sport, the role of sport in promoting values, the implications of hosting a major sporting event for a city or country, the role of National Governing Bodies (NGBs) play in the development of their sport and finally, the use of technology in sport.

## SUMMER TERM

Unit R184 Exam: Students will continue exploring and revising the following topics in preparation for their exam in Year 11 summer term. The topics covered are: issues which affect participation in sport, the role of sport in promoting values, the implications of hosting a major sporting event for a city or country, the role of National Governing Bodies (NGBs) play in the development of their sport and finally, the use of technology in sport.

# TRAVEL & TOURISM

## WINTER TERM

The class will complete the second controlled assessment looking at marketing and meet customer needs. This assessment will draw upon knowledge and skills gained in the last term of Year 10 and first half term of Year 11.

## SPRING TERM

The final unit of the course is assessed by exam. The term will begin by looking at a range of factors that impact the tourism industry such as political, social, technological and environmental. Students will learn how different organisations respond and adapt to these. They will take an in depth look at how tourism organisations and destinations try to be more aware of their environmental impact through their sustainability policies.

Students will also look at how economic changes impact on different tourism organisations and destinations. The final part of this unit will have the focus of destination development. How do destinations grow and change over time due to the influence of tourism?

## SUMMER TERM

The first half term will be used as preparation for the May exam. Students will revise key content from the final unit and refine their exam skills ready for the paper.

