

**Key skill: Evaluate**

The chance for you to showcase your knowledge, skills and talent that you've dedicated yourself to. Examinations will evaluate your progress. This is where it all comes together as a springboard for next steps.

**Key Question: Are you able to evaluate and apply the assembly criteria in your Foundation and specialised STEAM subjects? Ensure you are prepared to shine!**

**Year 11**

|                    | <b>Unit 1</b>  | <b>Unit 2</b>  | <b>Unit 3</b>  | <b>Unit 4</b>  | <b>Unit 5</b>   | <b>Unit 6</b>                 |
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| <b>Science</b>     | Biology<br>CB6 Plant structures and functions CB9/6 summative assessment<br>Paper 1 mock   | Biology<br>CB7 Animal coordination control and Homeostasis, Summative topic test<br><br>CB8 Exchange and Transport in Animals, Summative topic test<br>Paper 1 and 2 mock  | Biology<br>CB8 Exchange and Transport in Animals, Summative topic test<br>Walking talking mock<br><br>Reteaching   | Biology<br>CB9 Ecosystems and cycling of nutrients<br>Walking talking mock<br><br>Reteaching   | Biology<br>Reteaching<br><br>Paper 1 external exam  | Paper 2 external exam         |
|                    | Chemistry<br>C11 - Obtaining and using metals<br><br>C12 - Reversible reactions and equilibria, Summative topic test<br><br>C13 - Groups in the periodic table   | Chemistry<br>C14 - Rates of reaction<br>C15 - Heat energy changes in chemical reactions, Summative topic test<br>Paper 3 mock  | Chemistry<br>C15 - Heat energy changes in chemical reactions, Summative topic test<br><br>C16 - Fuels<br>Paper 3 and 4 mock  | Chemistry<br>C17 - Atmosphere, Summative topic test<br>Walking talking mock  | Chemistry<br>Reteaching<br><br>Paper 3 external exam  | Paper 4 external exam         |
|                    | Physics<br>CP6<br>Radioactivity, Summative topic test, physics gap analysis assessment<br>CP7/8<br>Energy, forces and doing work<br>CP9<br>Electricity and circuits.   | Physics<br>CP9 Electricity and circuits, Summative topic test<br>Paper 5 mock  | Physics<br>CP10 Magnetism and motor effect<br>CP11 Electromagnetic induction, Summative topic test<br>Paper 5 and 6 mock   | Physics<br>CP12 The particle model and energy CP13 How forces affect matter<br><br>Walking talking mock<br><br>Reteaching  | Physics<br>Reteaching<br><br>Paper 5 external exam  | Paper 6 external exam         |
| <b>Technology</b>  | <b>Digital information Technology</b><br>Component 3 - Exam Theory and Preparation; Learning Aim C and D   | <b>Digital information Technology</b><br>Component 3 - Exam Theory and Preparation. Mock and exam practice   | <b>Digital information Technology</b><br>Component 3 Exam Preparation for Exam in January.   | Students will use the lessons after their exam to complete a coding course in preparation for the T Level course. Others will use the lessons to ensure that they prepare fully for the forthcoming exam season. Component 3. Resit practices for examination in May.                              | <b>Digital information Technology</b><br>Component 3. Resit practices for examination in May.   |                               |
| <b>Engineering</b> | <b>Unit 1/2/40 Recap and consolidation</b><br>Feedback from assessment work and in-depth DIRT tasks. Identify and address gaps in theory and re-teach necessary sections.<br><b>Unit 3</b><br><b>LO1</b> Understand how to select engineering material   | <b>Unit 3</b><br><b>LO2</b> Understand material properties and heat treatment processes<br>ET2-003B: Practical Assessment  | <b>Unit 3</b><br><b>LO3</b> Understand fundamental numeracy applied to engineering<br><br>Exam practice and re-teaching of units 1/2/3 as necessary  | <b>Unit 3</b><br><b>LO4</b> Understand fundamental science applied to engineering.<br><br>Exam practice and re-teaching of units 1/2/3 as necessary  | <b>Exam practice</b>  |                               |
| <b>Art</b>         | <b>Coursework Portfolio, 'Development Stage'</b> - Producing work to fulfil the requirements of each brief, collecting evidence of skills, knowledge and development. Embedding the ethos of an Artist who "Thinks Like An Engineer". Developing creative independence through building confidence and exploring 'own style' of art, taking risks within their work and building confidence. | <b>Coursework Portfolio, 'Development Stage'</b> - Work with a sustained focus of development, demonstrating refining skills. Review and positively reflect upon work produced so far, identify strengths and areas for improvement. Produce a final response for your coursework, encompassing learnt skills in whatever media the student chooses. Self set, a focus of interest for a final outcome plan. | <b>Exam Unit, 'Independent Creativity'</b> - Applying creative skills to respond to an externally set brief. Exploring and experimenting accordingly. Building a body of independent work that represents ability to think creatively. | <b>Exam Unit, 'Independent Creativity'</b> - Work with a sustained focus of development, demonstrating refining skills. Consistently applying the 'Think Like An Engineer' process and annotating accordingly. Producing a 'Creative Statement' outlining your intentions and reviewing as you go. | <b>Exam Unit, 'Independent Creativity'</b> - During exam time, students will produce an outcome based upon their research and development work. | <b>Independent study time</b> |

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| <p><b>Student Assessment:</b> Students will be assessed on how well they have demonstrated the skills and knowledge taught in line with the 'Assessment Objectives' of the GCSE specification delivered by Eduqas. These are AO1: Development, AO2: Refinement, AO3: Record &amp; AO4: Present. Students will receive regular verbal feedback on how to improve their technique/work, they will complete regularly self assess and occasionally peer assess. Students will receive written teacher feedback in their sketchbooks at least twice a half term. Formal assessments will be carried out in line with whole school report writing.</p> |   |   |   |   |  |  |
| <p><b>Maths</b></p>   | <p><b>Graphs</b></p> <p>Students find and work with the equations of straight lines. They continue in the same vein with quadratic curves, understanding and finding roots. Students meet cubic and reciprocal graphs. Work is then given over to graphing in context. Speed/time and distance/time graphs are examined and calculations made. Additional Higher content includes using exponential graphs, equations involving perpendicular lines, equations of tangents and areas under curves.</p>  | <p><b>Algebra</b></p> <p>This is an algebraic manipulation unit with some equation-solving. Students expand brackets and learn how to factorise more complicated expressions. Techniques surrounding the simplifying of algebraic fractions are studied. After a review of solving linear equations, students learn to rearrange more complex formulae including those for perimeter, area and volume. Additional Higher content includes completing the square, the most complex rearrangements, solving equations with iteration and functions.</p> | <p><b>Reasoning</b></p> <p>This unit begins with a review of a variety of topics including scale, proportion, pressure and density. New angle facts are applied to solving geometric problems and students meet kinematics and its associated formulae. The pyramid is studied. Pythagoras theorem and Trigonometry again comes under the spotlight, as does sequences. Additional Higher content includes solving problems involving variation with powers. Constructing formal and algebraic proofs and meeting the remaining four circle theorems - the first four of which were studied in Year 10.</p>   | <p><b>Revision and Communication</b></p> <p>Students perform standard and more complex constructions with ruler, protractor and compasses before moving onto problems involving loci. Students work with organised lists and sample spaces and conclude their study of probability. They consider plans and elevations. They practice justifying their answers, using correct mathematical language and illustrating equivalence. Additional Higher content includes the product rule for counting, trigonometrical graphs, transformations of graphs and proof surrounding congruence.</p> | <p><b>REVISION</b></p> <p>Interleaving has occurred through previous units and here teachers focus on the run up to the final examinations. Teachers will work with students on past papers targeting topics which have been identified as requiring attention. The department has access to a vast bank of support materials and students use online resources outside of school to a greater extent.</p> | <p><b>EXAMINATIONS</b></p> <p>Edexcel GCSE (9-1) Mathematics 1MA1. Three examination papers (one non-calculator), each 1.5 hours - 240 marks in total.</p> |
|   | <p><b>English Literature - An Inspector Calls Revisited</b> - Revisiting of existing knowledge, skills and understanding, and development of ideas concerning writer's methods, effect and meaning for the reader/audience and the writer's big ideas behind the text. Students will also explore academic writing and literary opinion that pushes them to develop their understanding of character, themes and events.</p> <p><b>English Language - Paper 2 Revisited</b> - Students will revisit the full demands of English Language Paper 2 Section A using two extracts which are linked by theme and are from two different centuries. Students will be taught effective strategies to apply to the demands of each of the four questions in this section of the Language examination. Students will then explore the full range of possible transactional forms: letter; article; speech; blog and review. Students will investigate and understand the different demands and structures of each key form. Students will explore the nuances between the three main purposes of transactional writing, namely: writing to persuade; writing to inform; writing to argue. Students will compose and submit a transactional text and adapt their work in response to formative feedback.</p> <p><b>English Literature - A Christmas Carol Revisited</b> - Revisiting of existing knowledge, skills and understanding, and development of ideas concerning writer's methods, effect and meaning for the reader/audience and the writer's big ideas behind the text. Students will also explore academic writing and literary opinion that pushes them to develop their understanding of character, themes and events. For the class of 2023 the text revisited will be Frankenstein by Mary Shelley.</p> |   | <p><b>English Language - Paper 1 Revisited</b> - Students will revisit the full demands of English Language Paper 1 Section A using extracts from popular fiction. Students will explore the demands of each of the four questions in Section A and apply their skills to answering each question in response to the text. Students will then explore and develop their skills of descriptive and narrative writing, applying structural and linguistic devices to fully meet the demands of question 5 (Section B).</p> <p><b>English Language - Shakespeare Revisited</b> - Revisiting of existing knowledge, skills and understanding, and development of ideas concerning writer's methods, effect and meaning for the reader/audience and the writer's big ideas behind the text. For the class of 2023, the Shakespearean text revisited will be Macbeth. For later years, the text will be Romeo and Juliet.</p> <p><b>English Literature Anthology Poetry and Unseen Poetry Revisited</b> - Exploration and comparison of all poems included in the Power &amp; Conflict anthology. Students will explore poets' use of language, structure &amp; form to create meaning for their readers and the context within which they were written. Students will develop their ability to compare poets' ideas. Students will also be introduced and practise the demands and approach to analysing unseen poetry in preparation for this section of their Paper 2 examination.</p> |   | <p><b>Targeted Revision and GCSE Examinations</b> - Teachers will work with their classes to target revision to best support students in filling gaps in their knowledge, skills and understanding in this last term before national assessments.</p>  |  |

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| <p><b>Core Physical Education</b></p> | <p><b>Invasion 1 (option):</b><br/>You will have a class choice option within invasion games. You will have the opportunity to develop your competence and confidence to compete with peers that share similar interests. You will get the chance to experience new emerging sports and learn the fundamental movement skills that are applied in these sports along with the tactics and rules.</p> | <p><b>Badminton:</b><br/>You will develop advanced techniques and implement and refine strategic play to outwit opponents. You will demonstrate knowledge of the essential elements of attack and defence in competitive situations. You will undertake a range of roles and responsibilities to help each other improve and independently run games and compete in them.</p> | <p><b>Health &amp; Fitness:</b><br/>You are soon approaching a life where physical exercise is not compulsory, and we want to ensure that all students are prepared to maintain a healthy and active lifestyle after UTC. Year 11 is a busy year of exams and pressure. Fitness activities and exercises will provide you with a release from your important revision. We offer an extensive range of activities to keep the students engaged with exercise, healthy in their body, and secure in their mental health so that they can flourish in Year 11.</p> | <p><b>Volleyball:</b><br/>You will focus on replicating and developing techniques as well as implementing and refining strategic play to outwit opponents. You will be able to demonstrate the essential elements of attack and defence. In net games, it is the player's aim to get the ball to land in the target area so that the opponent cannot return it. Pupil should be able to confidently score and officiate volleyball games.</p> | <p><b>Summer option</b><br/>In this unit, you will have different options of summer activities including rounders, cricket and softball. Students will be encouraged to lead competitions and have ownership over the unit of work so that they are engaged and motivated. This might take the form of officiating and leading warm ups or being a tactical coach.</p> |  |
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| OCR CNAT Sport Studies | R184 - TA1   | R184 - TA2   | R184 - TA4   | R184 - REVISION  |  |
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|                        | <p>1. Introduction to CNAT Sports studies and user groups (1.1) 2. User groups and possible barriers (1.2) 3. Barrier solutions (1.3) 4. Barrier solutions and application of knowledge (1.3) 5. Application of knowledge &amp; PP 1 (1.1-1.3) 6. Whole class feedback &amp; Revision Strategy 1 (1.3) 7. Popularity of sport in the UK (1.4) 8. Popularity of sport in the UK (1.4) 9. Emerging/new sports in the UK (1.5) 10. Application of knowledge (1.4 &amp; 1.5) 11. Application of knowledge and Revision strategy 2</p> <p><b>R184 – TA2</b></p> <p>14. Sporting values (2.1) 15. Sporting values (2.1) 16. The Olympics (2.2) 17. The Olympics (2.2) 18. The Olympics (2.2) 19. The Paralympics (2.2) 20. Application of knowledge (2.2) 21. Application of knowledge and progress point 2 (2.2) 22. WCF Feedback (PP2) and Initiatives (2.3) 23. The Olympics (2.2) 24. The Paralympics (2.2) 25. Application of knowledge (2.2) 26. Application of knowledge and progress point 2 (2.2) 27. WCF Feedback (PP2) and Initiatives (2.3) 28. Initiatives (2.3) 29. Initiatives (2.3) 30. Etiquette and sporting behaviour (2.4) 31. Etiquette and sporting behaviour (2.4) 32. Etiquette and sporting behaviour (2.4) 33. Application of knowledge (2.3 &amp; 2.4)</p> <p><b>R185 - TA2</b></p> <p>2.1 Strengths and weaknesses of sports performance 2.2 Methods to improve performance 2.3 Measuring improvement in performance</p> | <p>36. Application of knowledge (2.1 &amp; 2.4) 37. Application of knowledge (2.1 &amp; 2.4) 38. PEDS (2.5.1 &amp; 2.5.2) 39. PEDS (2.5.1 &amp; 2.5.2) 40. PEDS (2.5.1 &amp; 2.5.2) 41. PEDS WADA &amp; Sanctions (2.5.3 &amp; 2.5.4) 42. PEDS educational strategies (2.5.5) 43. PEDS Impact (2.5.6) 44. PEDS Impact (2.5.6) 45. PEDS Application of knowledge (2.5.1- 2.5.6) 46. PEDS Application of knowledge (2.5.1- 2.5.6)</p> <p><b>R184 - TA3</b></p> <p>50. Major sporting events (3.1.1) 51. Major sporting events (3.1.2) 52. Pre-event aspects (3.2) 53. During the event: Positives &amp; negatives (3.3) 54. Immediate and longer term post event: Positives &amp; negatives (3.3.2) 55. Application of knowledge (TA 3) 56. Application of knowledge (TA 3) 57. Application of knowledge &amp; PP4(TA 3)</p> | <p>58. WCF Feedback (PP4) and NGB's (4.1) 59. NGB's Revision &amp; Application (4.1) 60. TA 1-4 Assessment</p> <p><b>61. WCF (TA1-4)</b></p> <p><b>R184 - TA5</b></p> <p>62. Role of technology in sport (5.1) 63. Role of technology in sport (5.1) 64. Positives and negatives of technology in sport (5.2) 65. Positives and negatives of technology in sport (5.2) 66. Technology in sport application (5.2) 67. Application of knowledge (5.2) 68. Application of knowledge (5.2)</p> | <p>Revising topic areas. Practicing a variety of question types.</p> |  |

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| <p>PSHE</p> | <p><b>Living in the Wider World</b> This theme covers everything you need to be a well rounded young adult. It includes, economic wellbeing, careers and enterprise education, as well as education for personal safety, including assessing and managing risk.</p> | <p><b>Health and wellbeing</b><br/>This theme aims to give you the information you need to help you develop healthy, nurturing relationships. It should show you what a healthy relationship looks like, including what consent is and how to look after your sexual health. This will help you understand the positive effects that good relationships have on your mental wellbeing, identify when relationships are not right and how this can be managed.</p> | <p><b>Health and wellbeing</b><br/>This theme aims to give you the information you need to help you develop healthy, nurturing relationships. It should show you what a healthy relationship looks like, including what consent is and how to look after your sexual health. This will help you understand the positive effects that good relationships have on your mental wellbeing, identify when relationships are not right and how this can be managed.</p> | <p><b>Relationships</b><br/>This theme aims to give you the information you need to help you develop healthy, nurturing relationships. It should show you what a healthy relationship looks like, including what consent is and how to look after your sexual health. This will help you understand the positive effects that good relationships have on your mental wellbeing, identify when relationships are not right and how this can be managed.</p> |  |  |
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