KING EDWARD VI
HANDSWORTH WOOD
GIRLS' ACADEMY

Educational excellence for our City

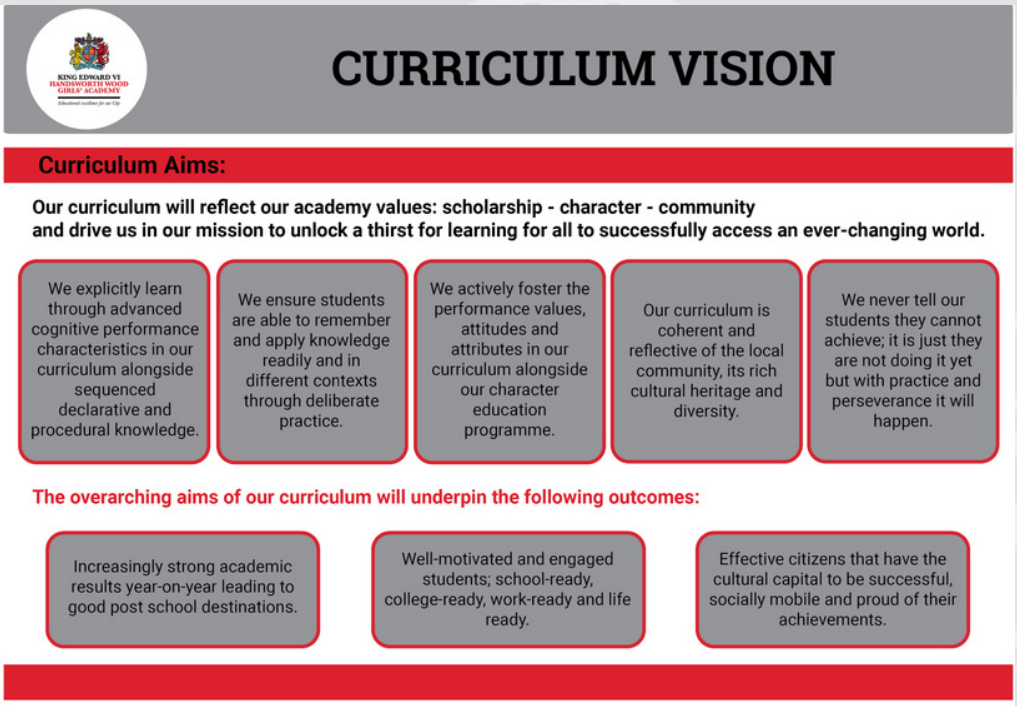
Family Guide
Year 11 Curriculum

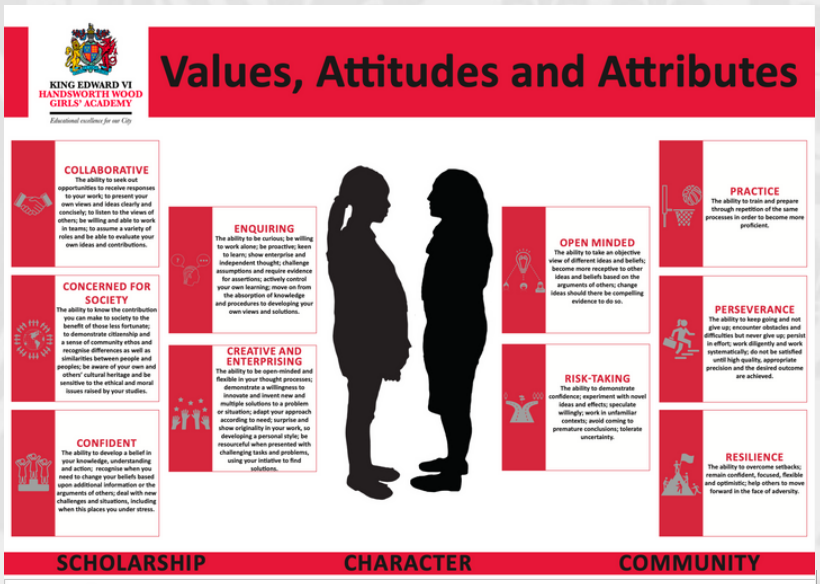
High Performance Learning
World Class School

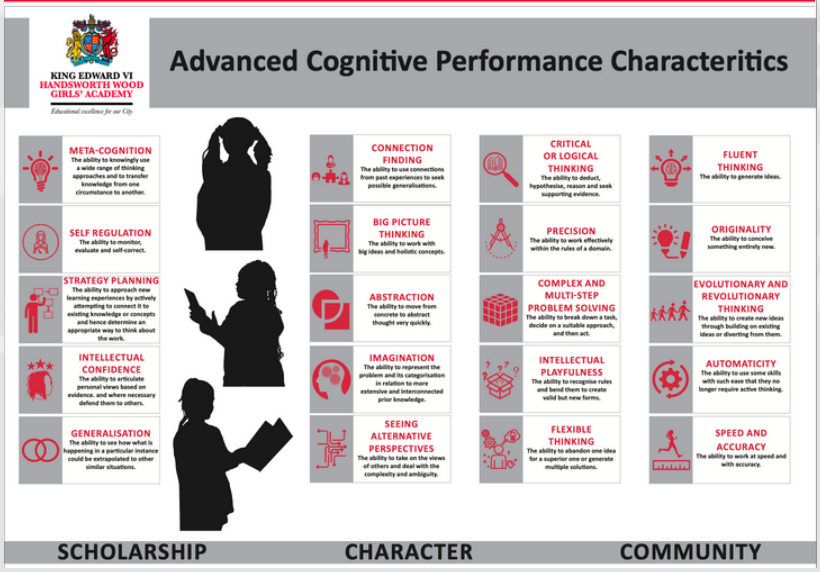
Scholarship - Character - Community

Our Curriculum

Our curriculum vision is underpinned by our core values of scholarship, character and community. It is our mission to unlock a thirst for learning and ensure our students are school-ready, work ready and life-ready. This booklet is for families and students to see what learning is planned throughout the year in each subject. This can be used to revisit topics previously taught and prepare for future learning.



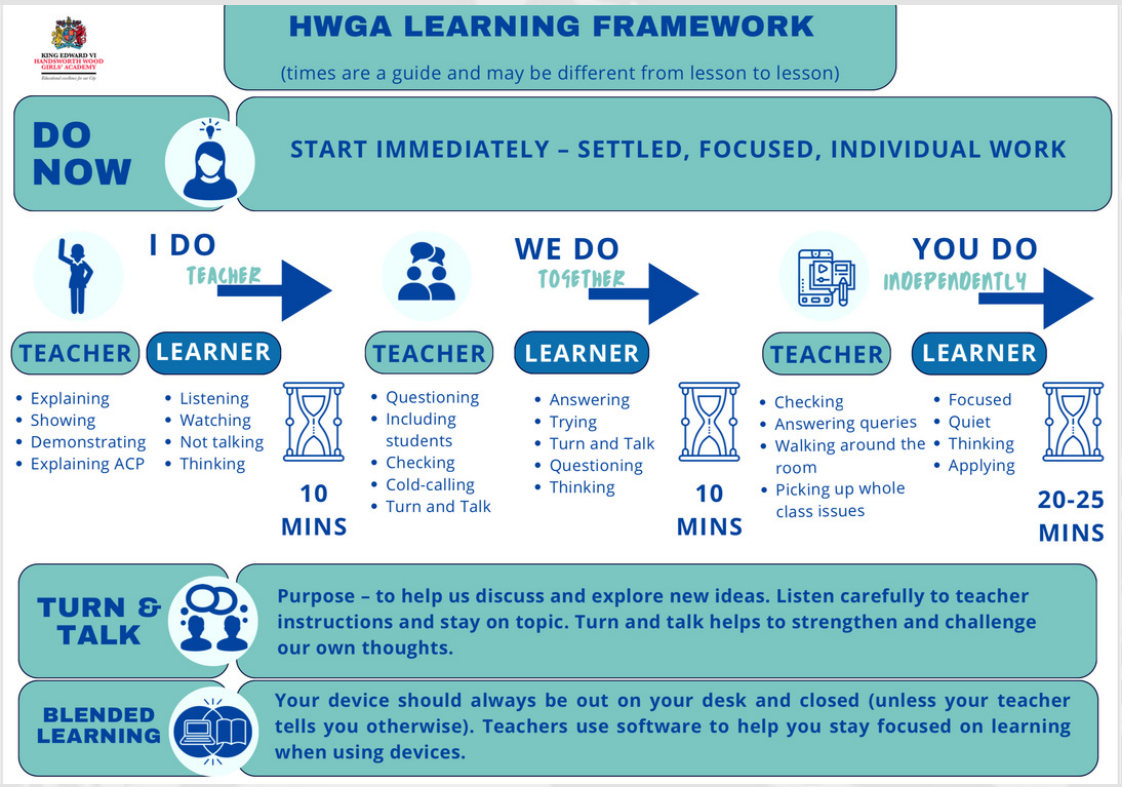




HIGH PERFORMANCE LEARNING

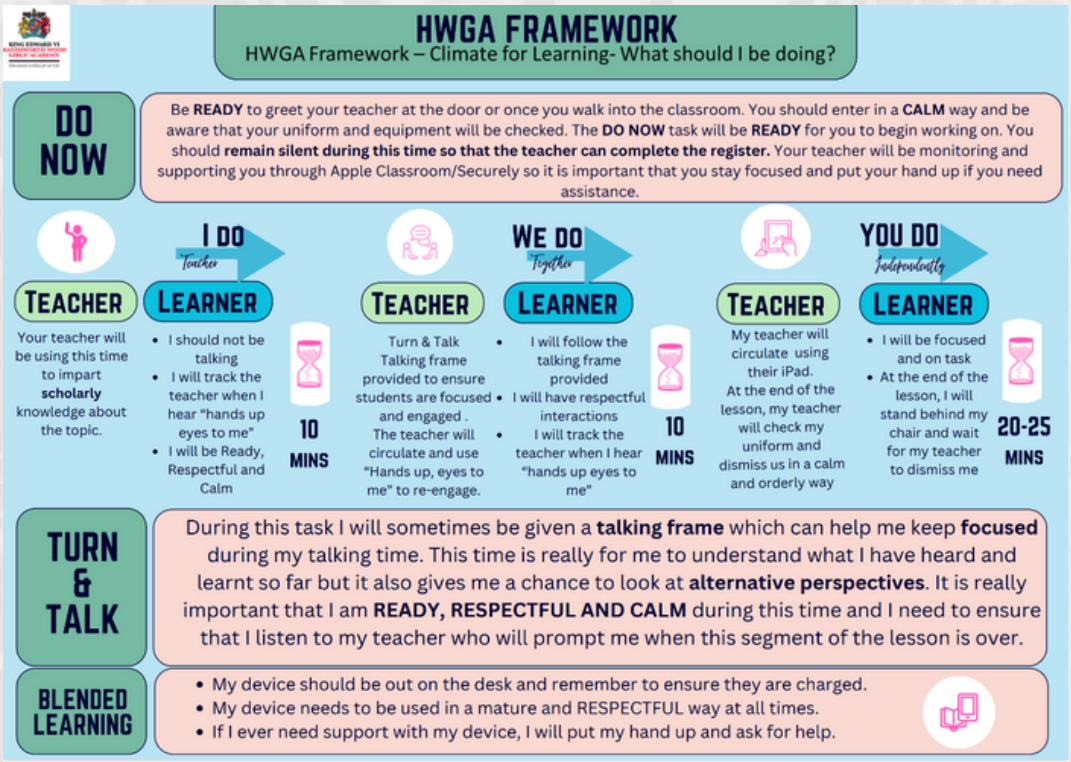
Our core aim is excellence for all which is underpinned by our vision, mission and values. We are a High Performance Learning World Class school which means that we believe in the HPL philosophy and framework. This means that we believe that all the students can be high performers, and we teach with these expectations in mind. We use HPL to develop our core values of scholarship, character and community which focuses on the Advanced Cognitive Performance skills and the Values, Attitudes and Attributes of the HPL framework. Your child will be taught these characteristics in the curriculum and through our pastoral support. The HPL framework is a set of characteristics that are well researched to prepare students for now and the future world of work.

Teaching & Learning Approach



We implement our curriculum using a consistent learning framework which starts with students retrieving knowledge previously taught. Your child will follow a framework of modelled practice where the teacher explicitly models learning during the 'I Do', time for collaboration and questioning in the 'We do', then handed over to students during the 'You do' phase to apply their thinking.

To maximise learning and engagement, the following climate for learning framework outlines the attitude to learning that will support great progress and excellent outcomes.



Year 11 Curriculum

SCIENCE

KING EDWARD VI HANDSWORTH WOOD GIRLS' ACADEMY

Educational excellence for our City

Curriculum Aims:

TO PROVIDE STIMULATING AND EXCITING SCIENCE LESSONS TO ENABLE ALL STUDENTS TO MAKE THE BEST POSSIBLE PROGRESS AND DEVELOP A PASSION FOR SCIENCE THAT ENCOURAGES THEM TO HAVE A CAREER IN THE SCIENCES.DURING YEAR 11 STUDENTS WILL LEARN ANY ADDITIONAL CONTENT REQUIRED FOR THE AQA GCSE SPECIFICATION. AFTER THIS THEY FOCUS ON REVISION AND EXAM PRACTICE, THEY ARE ENCOURAGED TO REVIEW THEIR OWN WORK TO HIGHLIGHT AREAS WHERE THEY DO NOT UNDERSTAND THE CONTENT OR REQUIRE MORE SUPPORT AND TEACHERS RESPOND WITH LESSONS TAILORED TO THESE TOPICS.

AUTUMN	SPRING	SUMMER
How do engineers analyse forces and use this knowledge to design a great variety of machines and instruments? (P5 Forces) Students will learn about a wide variety of forces and their effects on a number of factors and how these can be used and applied to everyday activities and the world around us. **Why is there a great variety in carbon compounds and how are they used in everyday life? (C7 Organic Chemistry)** Students will learn that organic chemistry is so important it is its own branch of chemistry and that carbon compounds are so varied due to how carbon atoms can form chains and rings. Students will learn that organic molecules can be modified to make new and useful materials. **How is genetic information passed from your parents to you and why are we so varied? What is the theory of evolution and what is the evidence that supports it (B6 Inheritance, Variation & Evolution)** Students will learn how genetic information is halved in meiosis and how these combined with the genes from a sexual partner to form a new individual. They will learn how mutations can cause genetic disorders and how they can lead to variation that can then be a driver of evolution. **Topics:** Forces Organic chemistry, Inheritance, variation & evolution. Application of knowledge, analysis of data, practical skills, evaluation, and analysis. **How do waves carry energy and how is our knowledge of waves used to design comfortable and safe structures? (P6 Waves)** Students will learn about different types of waves, their properties, applications and uses are everyday life. **What tests are used to detect chemicals and what are the positive results for these tests? (C8 Chemical Analysis)** Students will learn the wide range of tests for detect specific chemicals and will put many of these tests into action so they can determine a positive result. Students will learn how precision is essential to these tests in industries such as forensic science and drug control. **What powers our ecosystem and how are material cycled through it? How do organisms interact with each other and their environment and how are humans trying to manage ecosystems in a sustainable way? (B7 Ecology)** Students will learn about how animals are adapted to their environment and how they interact with other organisms, they will be able to analyse and determine energy losses through a system and explain and interpret how materials are cycled through an ecosystem as well as discussing methods for maintaining and measuring biodiversity in a habitat or ecosystem. **How do we use the analysis of Mock Paper 1s to devise a revision programme?** Students will be taught individually, in groups and as whole sets, areas of need based on the analysis of Mock Papers **How do we revise and study independently?** Students will be taught and practice a variety of revision techniques and apply these to their areas of need. **What knowledge and understanding are required to successfully answer Required Practical Questions in Paper 1?** Students will undertake or observe required practical and answer examination style questions based upon these. **Topics:** Waves, Chemical analysis, Ecology, Analysis of strengths and areas of development, Revision Skills, knowledge and understanding of required practical.	**How are electromagnetic effects used in a wide variety of devices? (P7 Magnetism & Electromagnetism)** Students will learn how engineers make the use of the fact that a magnet moving in a coil can produce electric current and that when a current flows around a magnet it can produce movement. **Why is the Earth's atmosphere dynamic and forever changing? (C9 Chemistry of the atmosphere)** Students will learn that the atmosphere has changes over time because of natural cycles and man-made influences. They will look at how scientists study these changes and the many variables that influence them as well as studying how human impact has affected the atmosphere. **How do industries use the Earth's natural resources and how have chemists dispose of products? (C10 Using resources)** Students will learn how industries use natural resources, chemists minimise the use of limited resources, energy, waste and environmental impact in the manufacture of products. **How do we use the analysis of Mock Paper 2s to devise a revision programme?** Students will be taught individually, in groups and as whole sets, areas of need based on the analysis of Mock Papers. **How do we revise and study independently?** Students will be taught and practice a variety of revision techniques and apply these to their areas of need. **What knowledge and understanding are required to successfully answer Required Practical Questions in Paper 2?** Students will undertake or observe required practical and answer examination style questions based upon these. **Topics:** Magnetism & Electromagnetism, Chemistry of the atmosphere, Using resources, Analysis of strengths and areas of development, Revision Skills, knowledge and understanding of required practical. **How do we use the analysis of Mock Papers to devise a revision programme?** Students will be taught individually, in groups and as whole sets, areas of need based on the analysis of Mock Papers **What knowledge and understanding are required to successfully answer Required Practical Questions?** Students will undertake or observe required practical and answer examination style questions based upon these. **Topics:** Analysis of strengths and areas of development, Revision Skills, knowledge and understanding of required practical.	

Year 11 Curriculum

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RELIGIOUS EDUCATION

Curriculum Aims:

THE CORE PURPOSE OF RELIGIOUS STUDIES AT KEVI HWGA:

- ENCOURAGES PHILOSOPHICAL THOUGHT, DECISION-MAKING SKILLS, COLLABORATION AND INDEPENDENT WORKING SKILLS AND THE SEARCH FOR COMPROMISE AND CONFLICT RESOLUTIONS THAT WORK.
- MAKES A KEY AND UNIQUE CONTRIBUTION TO UNDERSTANDING BRITISH HERITAGE, PLURALITY, VALUES AND FUTURES.
- ENABLES PUPILS TO BE ABLE TO LEARN HOW TO RESPECT THEMSELVES AND UNDERSTAND THEIR OWN IDENTITY, TO RESPECT OTHERS, AND TO UNDERSTAND THEIR OWN AND OTHERS' RIGHTS AND RESPONSIBILITIES.
- PLAYS A KEY ROLE IN CREATING SOCIAL COHESION AND GENERATING GENUINE UNDERSTANDING BETWEEN COMMUNITIES REDUCING FRICTION, INTOLERANCE AND SOCIAL UNREST.

AUTUMN	SPRING	SUMMER
Theme A: Relationships and families **Sex, marriage and divorce** • Human sexuality including: heterosexual and homosexual relationships. • Sexual relationships before and outside of marriage. • Contraception and family planning. • The nature and purpose of marriage. • Same-sex marriage and cohabitation. • Divorce, including reasons for divorce, and remarrying. • Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion. **Families and gender equality** • The nature of families, including: • the role of parents and children • extended families and the nuclear family. • The purpose of families, including: • procreation • stability and the protection of children • educating children in a faith. • Contemporary family issues including: • same-sex parents • polygamy. • The roles of men and women. **Topics:** To learn relevant keywords Compare the similarities and differences within and/or between religions and beliefs. The influence of religion on individuals, communities, and societies Analyse religious viewpoints and its impact on 21st century Britain	**Theme D: Religion, peace and Conflict** **Religion, violence, terrorism and war** • Violence, including violent protest. • Terrorism. • Reasons for war, including greed, self-defence and retaliation. • The just war theory, including the criteria for a just war. • Holy war. • Pacifism. **Religion and belief in 21st century Conflict** • Religion and belief as a cause of war and violence in the contemporary world. • Nuclear weapons, including nuclear deterrence. • The use of weapons of mass destruction. • Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching. • Religious responses to the victims of war including the work of one present day religious organisation. **Theme F: Religion, human rights and social justice** **Human rights** • Prejudice and discrimination in religion and belief, including the status and treatment within religion of women and homosexuals. • Issues of equality, freedom of religion and belief including freedom of religious expression. • Human rights and the responsibilities that come with rights, including the responsibility to respect the rights of others. • Social justice. • Racial prejudice and discrimination. • Ethical arguments related to racial discrimination (including positive discrimination), including those based on the ideals of equality and justice. **Wealth and poverty** • Wealth, including: • the right attitude to wealth • the uses of wealth. • The responsibilities of wealth, including the duty to tackle poverty and its causes. • Exploitation of the poor including issues relating to: • fair pay • excessive interest on loans • people-trafficking. • The responsibilities of those living in poverty to help themselves overcome the difficulties they face. • Charity, including issues related to giving money to the poor. **Topics:** To learn relevant keywords Compare the similarities and differences within and/or between religions and beliefs. The influence of religion on individuals, communities, and societies Analyse religious viewpoints and its impact on 21st century Britain.	Revision

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ENGLISH

Curriculum Aims:

At KS4, students will read and be encouraged to appreciate the depth and power of the English literary heritage through reading a range of challenging texts reflective of English literary heritage. Students will study Shakespeare's 'Macbeth'; 19th century fiction such as Dickens' 'A Christmas Carol'; a range of poetry across time as well as more modern texts such as 'An Inspector Calls'. Students will draw upon the seminal knowledge explored in KS3 and will apply this to their KS4 study. As such, KS4 students will be guided to critically explore a range of literature and will read in for different purposes such as summarising, the identification of characterisation, plot, themes and settings, the significance of context and the importance of using evidence to support judgements and justifications. KS4 students will also develop their use and analysis of vocabulary, grammatical and structural features. Furthermore, KS4 is the stage wherein we guide students to pull together their procedural knowledge of academic writing founded in KS3, and students are encouraged to think critically and make informed personal responses.

KS4 students will also develop on their KS3 knowledge of writing and will develop the fluency of their writing taking into consideration a range of purposes and audiences. Students will also spent more time on planning and practicing writing precision (selecting and organising ideas, selecting appropriate and challenging vocabulary and revising and editing drafts).

AUTUMN

ENGLISH LITERATURE

Power and Conflict Poetry

Students are provided with the opportunity to round off their KS4 experience with the study of poetry, exploring how themes occur across poems and exploring poetic effect across a range of poetry.

Topics:
Symbolism, metaphor, Narrative poetry, Poems as stories, Monologue in poetry,
Poetic voice (speaker), poetic form, rhyme, metre, context (Romanticism, war through ages, British education system, migration).

A Christmas Carol

Exploring works from the 19th century fiction to develop student understanding of literature and literary heritage. The study of this text gives students the opportunity to study a different historical and social context as well as exploring, in more depth, the significance of key themes, plot, modes of characterisation and literary style.

Topics:
Symbolism, Motif, Allusion (e.g., Hamlet), Allegory, Analysing metaphor, Extended metaphor, characterisation, antithetical characters, staves, cyclical structures, narrative structure, episodic structure, Victorian stock characters (e.g., the saintly child, monomyth theory, setting, motifs (e.g., fire, bells), context (Victorian London, socialism, Thomas Malthus).

ENGLISH LANGUAGE

Paper 1 - Fiction (reading and writing)
'Being Human: the Human Condition'

Topics:
Noticing and analysing metaphor, writing metaphor, identifying and analysing voice and perspective, evaluating different perspectives, summary and synthesis, comparison, noticing patterns and juxtapositions, motifs, mirroring, analysing word forms and sentence types, identifying and exploring word class, descriptive and narrative writing, analysing structure.

SPRING

ENGLISH LITERATURE

Macbeth

Exploring English literary heritage through the study of Shakespeare. The study of this seminal text not only allows students to explore dramatic methods but also acts as a vehicle to support students in critically evaluating Shakesperean literature.

Topics:
Irony, Symbolism, Motif, Allusion, Analysing metaphor, Ambiguity, Paradox, Light vs dark imagery, The Aristotelian hero, Flaw and façade, Characterisation, Soliloquy, Setting, Foils/antithetical characters, Shakespeare's tragedy, themes (supernatural, masculinity, nature), context (King James I, Divine Right of Kings, Supernatural, Jacobean era).

ENGLISH LANGUAGE

Paper 1 - Fiction (Creative reading and writing)
'Identity and Belonging'

Topics:
Noticing and analysing metaphor, writing metaphor, identifying and analysing voice and perspective, evaluating different perspectives, summary and synthesis, comparison, noticing patterns and juxtapositions, motifs, mirroring, analysing word forms and sentence types, identifying and exploring word class, descriptive and narrative writing, analysing structure.

SUMMER

ENGLISH LITERATURE

An Inspector Calls

Providing the students with the opportunity to explore modern literature through 'the well-made play'. 'An Inspector Calls' is utilised as a vehicle to further develop the exploration of plot, character, event, setting and the effect of each. This play, in particular, lends itself well to the exploration of character and character development and allows for the opportunity to discuss more contemporary social contexts such as capitalism and socialism.

Topics:
The character as a 'mouthpiece' for the writer, Characters as symbols, Antithetical characters, Flaw/façade, Irony, symbolism, Motif, Allusion, Analysing metaphor, theme (socialism, older and younger generations, gender, class), context (Titanic, World War I & II, Edwardian era, socialism and capitalism)

Targeted revision

ENGLISH LANGUAGE

Paper 2 - Non-fiction (Writers' Perspectives)
'Human Impact'

Topics:
Noticing and analysing metaphor, writing metaphor, identifying and analysing voice and perspective, evaluating different perspectives, summary and synthesis, comparison, noticing patterns and juxtapositions, motifs, mirroring, analysing word forms and sentence types, identifying and exploring word class, rhetoric.

Paper 1 - Fiction (Creative reading and writing)
'Human Impact'

Topics:
Noticing and analysing metaphor, writing metaphor, identifying and analysing voice and perspective, evaluating different perspectives, summary and synthesis, comparison, noticing patterns and juxtapositions, motifs, mirroring, analysing word forms and sentence types, identifying and exploring word class, descriptive and narrative writing, analysing structure.

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ART

Curriculum Aims:

ART AS A SUBJECT HAS THE POTENTIAL TO BROADEN PERCEPTION, ENHANCE AND DEVELOP MOTOR SKILLS, CAPTURE, AND ENCOURAGE IMAGINATION, AND DEVELOP AWARENESS OF THE PHYSICAL WORLD, IN INTERPRETATION OF COLOUR, LIGHT AND FORM THROUGH VISUAL PERCEPTION. AS STUDENTS PROGRESS, THEY SHOULD BE ABLE TO THINK CRITICALLY AND DEVELOP A MORE RIGOROUS UNDERSTANDING OF ART AND DESIGN. THEY SHOULD KNOW HOW ART AND DESIGN BOTH REFLECT AND SHAPE OUR HISTORY, CULTURE, AND CREATIVITY. ART SHOULD ENGAGE, INSPIRE AND CHALLENGE STUDENTS, EQUIPPING THEM WITH THE KNOWLEDGE AND SKILLS TO EXPERIMENT, INVENT AND CREATE THEIR WORK OWN WORKS OF ART, CRAFT AND DESIGN.

AUTUMN	SPRING	SUMMER
How do we progress within a project to present a personal and meaningful response that realises intentions and demonstrates understanding of visual language **(Component 1-Extended Project)** Complete ownership and personalised approach focusing on a specific starting point and artist influence. Experimentation with art mediums through research, investigations and practice. **Topics:** Artist appreciation and research Experimentation, refinement of mediums Observation Evaluation, Analysis Procedural knowledge Declarative knowledge **How do we progress within a project to present a personal and meaningful response that realises intentions and demonstrates understanding of visual language** **(Component 1- Project 2)** Complete ownership and personalised approach focusing on a specific starting point and artist influence. Experimentation with art mediums through research, investigations and practice. **Topics:** Application and refinement of mediums Contextual research Fine art skills Personalised outcomes Procedural knowledge Declarative knowledge	**How do we progress within a project to present a personal and meaningful response that realises intentions and demonstrates understanding of visual language** **(Component 2 Exam)** Students will work independently on a sustained and focused portfolio which works towards a final outcome. **Topics:** Creativity Planning Research Annotation Observation Experimentation/refinement Procedural knowledge Declarative knowledge **How do we progress within a project to present a personal and meaningful response that realises intentions and demonstrates understanding of visual language** **(Component 2 Exam)** Students will sit a 10 hour exam completing their personal response (A04) to their externally set assignment. **Topics:** Planning Preparation Refinement Fine Art skills Procedural knowledge Declarative knowledge	

Year 11 Curriculum

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BUSINESS STUDIES

Curriculum Aims:

Theme 2 content is taught in Year 11. Students examine how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows

AUTUMN	SPRING	SUMMER
Making marketing decisions **What are the phases of the product life cycle and how can it be extended? How can a business set the price of a product/service? What appropriate promotion strategies are there for different market segments? What are the methods of distribution? How can each element of the marketing mix influence other elements?** Students will explore how each element of the marketing mix is managed and used to inform and make business decisions in a competitive marketplace. **Topics:** Product Price Promotion Place Using the marketing mix to make business decisions **Making operational decisions - supply, quality and sales decisions a business makes.** **Making financial decisions** **How do you calculate and interpret gross and net profit margin? What are the uses and limitations of financial information and quantitative data?** Students will explore the tools a business has to support financial decision making, including ratio analysis and the use and limitation of a range of financial information. **Topics:** Business operations Working with suppliers Managing quality The sales process Business calculations Understanding business performance	**Making human resource decisions** **What are the main types of organisational structures and how do they impact communication? What types of employment contracts are there? Explain the recruitment/selection/training process. Why is motivation in the workplace important and how does it impact productivity?** Growing a business means that decisions relating to organisational structure, recruitment, training and motivation need to be made to influence business activity. These aspects are considered in this final topic. **Topics:** Organisational structures Effective recruitment Effective training and development Motivation **Revision and final exams** **How do we use the analysis of Mock Papers to devise a revision/study programme for the summer holidays? What knowledge and understanding are required to successfully answer the Theme 1 exam?** Students will review areas of weakness and cove difficult topics. A series of self/peer/teacher assessment will also take place. Theme 1 & Theme 2 External Exam.	**Revision and final exams** **How do we use the analysis of Mock Papers to devise a revision/study programme for the summer holidays? What knowledge and understanding are required to successfully answer the Theme 1 exam?** Students will review areas of weakness and cove difficult topics. A series of self/peer/teacher assessment will also take place. Theme 1 & Theme 2 External Exam.

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MATHS

Curriculum Aims:

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programme of study for key stage 4 is organised into apparently distinct domains, but pupils should develop and consolidate connections across mathematical ideas. They should build on learning from key stage 3 to further develop fluency, mathematical reasoning, and competence in solving increasingly sophisticated problems.

AUTUMN

FOUNDATION

Unit 10: Transformations
Students will learn about translation, reflection, rotation, enlargement, describing enlargements and combining transformations. (Art & Design Technology)

Unit 11: Ratio and proportion
Students will learn about using and comparing ratios and using proportion. (Food Technology)

Unit 12: Right-angled triangles
Students will learn about Pythagoras' theorem, the three trigonometric ratios, finding lengths and angles using trigonometry. (Music)

Unit 14: Multiplicative reasoning
Students will learn about percentages, growth and decay, compound measures, distance, speed and time, direct and inverse proportion.
(Physics)

Unit 15: Constructions, loci, and bearings
Students will learn about 3D solids, plans and elevations, accurate drawings, scale drawings and maps, constructions, loci, regions, and bearings. (Art & Design)

Unit 16: Quadratic equations and graphs
Students will learn about expanding double brackets, using quadratic graphs, factorising quadratic expressions, and solving quadratic equations. (Physical Education)

HIGHER

Unit 14: Further statistics
Students will learn about sampling, cumulative frequency, box plots, drawing histograms, interpreting histograms, comparing, and describing populations. (Geography)

Unit 15: Equations and graphs
Students will learn how to Solve simultaneous equations graphically, represent inequalities graphically, solve quadratic equations graphically and graphs of cubic functions.
(Physical Education)

Unit 16: Circle theorems
Students will learn about radii and chords, tangents, angles in circles and how to apply circle theorems.
(Art & Design Technology)

Unit 17: More algebra
Students will learn how to Rearrange formulae, manipulate algebraic fractions, solve problems involving Surds and algebraic fraction equations, functions, and algebraic proof.
(Physics)

Unit 18: Vectors and geometric proof
Students will learn how to use vectors, vector notation and Vector arithmetic. They will use these to solve problems involving parallel vectors and collinear points and solve geometric problems. (Physics & Computer Science)

Unit 19: Proportion and graphs
Students will learn more about Direct and inverse proportion. They will also explore exponential functions, non-linear graphs, translating graphs of functions and reflecting and stretching graphs of functions.
(Design Technology)

SPRING

FOUNDATION

Unit 18: Fractions, indices, and standard form
Students will learn about multiplying and dividing fractions, the laws of indices, writing large numbers in standard form, writing small numbers in standard form, and calculating with standard form.
(Physics)

Unit 19: Congruence, similarity, and vectors
Students will learn about similarity and enlargement, using similarity, congruence, and vectors. (Art & Design Technology)

Unit 20: More algebra
Students will learn about graphs of cubic and reciprocal functions, non-linear graphs, solving simultaneous equations graphically and algebraically, rearranging formulae and proof. (Science)

What are your secure and insecure areas in mathematics?

Students will use this time to consolidate on what they have learnt previously and addressing their weak areas. Along with identifying what action is planned to secure the insecurities.

HIGHER

What are your secure and insecure areas in mathematics?

Students will use this time to consolidate on what they have learnt previously and addressing their weak areas. Along with identifying what action is planned to secure the insecurities.

SUMMER

FOUNDATION

What are your secure and insecure areas in mathematics?

Students will use this time to consolidate on what they have learnt previously and addressing their weak areas. Along with identifying what action is planned to secure the insecurities.

Examinations.

HIGHER

What are your secure and insecure areas in mathematics?

Students will use this time to consolidate on what they have learnt previously and addressing their weak areas. Along with identifying what action is planned to secure the insecurities.

Examinations.

Year 11 Curriculum

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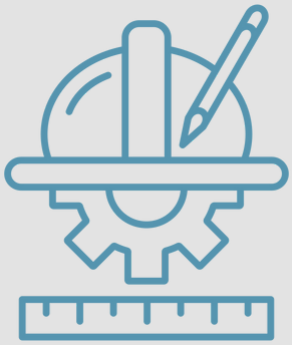
COMPUTING

Curriculum Aims:

Students understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation. Students are required to analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs. Students to think creatively, innovatively, analytically, logically and critically. Students to understand the components that make up digital systems, and how they communicate with one another and with other systems. Students to understand the impacts of digital technology to the individual and to wider society. Students apply mathematical skills relevant to Computer Science.

AUTUMN	SPRING	SUMMER
2.1 Algorithms and 2.2 Programming **Focus will also be on 2.1 and 2.2 as this is the backbone to Component 2. Lessons will also focus on consolidating Component 2 exam questions to ensure students master problem solving.** - Understand what an algorithm is, what algorithms are used for and be able to interpret algorithms (flowcharts, pseudocode, written descriptions, program code) - Understand how to create an algorithm to solve a particular problem, making use of programming constructs (sequence, selection, iteration) and using appropriate conventions (flowchart, pseudocode, written description, draft program code) - Understand the purpose of a given algorithm and how algorithm works - Understand how to determine the correct output of an algorithm for a given set of data - Understand how to identify and correct errors in algorithms - Understand how to code an algorithm in a high-level language - Understand how the choice of algorithm is influenced by the data structures and data values that need to be manipulated - Understand how standard algorithms (bubble sort, merge sort, linear search, binary search) work - Be able to evaluate the fitness for purpose of algorithms in meeting specified requirements efficiently using logical reasoning and test data - Be able to analyse a problem, investigate requirements (inputs, outputs, processing, initialisation) and design solutions - Be able to decompose a problem into smaller sub-programs - Understand how abstraction can be used effectively to model aspects of the real world - Be able to program in a high-level programming language - Understand the benefits of producing programs that are easy to read and be able to use techniques - Be able to differentiate between types of error in programs (logic, syntax, runtime) - Be able to design and use test plans and test data (normal, boundary, erroneous) - Be able to interpret error messages and identify, locate, and fix errors in a program - Be able to determine what value a variable will hold at a given point in a program (trace table) - Be able to determine the strengths and weaknesses of a program and suggest improvements - Understand the structural components of a program (variable, and type declarations, command sequences, selection, iteration, data structures, subprograms) - Be able to use sequencing, selection and iteration constructs in their programs - Understand the need for, and understand how to use data types - Be able to use data types effectively to make your programs more efficient - Be able to use one-dimensional and two-dimensional arrays - Be able to use validation in programs - Be able to coder that reads/writes/to a text file - Understand the purpose of multiple, modulus, integer division - Able to use logical operators in programs **Topics:** Algorithms Problem Solving Programming Constructs	**2.4 Boolean Logic** - Understand simple loci diagrams using the operators AND, OR and NOT - Able to use truth tables for AND, OR and NOT - Able to draw diagrams for the AND, OR and NOT gates - Be able to apply logical operators in appropriate truth tables to solve problems - Able to apply computer-related mathematics using: +,-,/,*, MOD, DIV and exponentiation **Topics:** Mathematical concepts and logic **2.5 Programming languages and Integrated Development Environments** **Revision and final exams** - Understand the characteristics and purpose of different levels of programming language, including: Low-level languages High-level languages - Understand the purpose of translators - Describe the characteristics of a compiler and interpreter - Understand the use of an Integrated Development Environment (IDE) to develop programs (editors, error diagnostics and run-time environment) **Component 2 revision** **Topics:** Hardware and Software Programming Constructs	**2.5 Programming languages and Integrated Development Environments** **Revision and final exams** - Understand the characteristics and purpose of different levels of programming language, including: Low-level languages High-level languages - Understand the purpose of translators - Describe the characteristics of a compiler and interpreter - Understand the use of an Integrated Development Environment (IDE) to develop programs (editors, error diagnostics and run-time environment) **Component 2 revision** **Topics:** Hardware and Software Programming Constructs



ENGINEERING

Year 11 Curriculum

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Curriculum Aims:

The aims and objectives of the design and technology department relate directly to those of the Academy. Creativity, flair, and innovation are encouraged from year 7 through to year 11. We see Creative Design as an area of practical and creative activity that aims to prepare young people for life in a changing technological society. We feel that the modern approach to teaching these subjects should emphasize on core life skills during key stage three and building on those with more industry specific skills at GCSE. We aim and endeavour to excite and challenge pupils.

AUTUMN	SPRING	SUMMER
R038 – Principles of Engineering Design (Theory/Exam) This unit focuses on different designing requirements and how to communicate design outcomes as well as evaluating design ideas. It is also assessed by a written exam which will last one hour and 15 minutes. There are two sections to the exam, section A and B. • Section A: 10 multiple choice questions which are worth 10 marks. • Section B: A mixture of short answer questions and extended response questions. *R038 is worth 60 marks*	**R039 – Design Communications (NEA)** A fairly short coursework-based assessment. • Task 1: Manual production of free hand sketches • Task 2: Manual production of free hand sketches: design development • Task 3: Manual production of engineering drawings • Task 4: Use of computer aided design (CAD) *R039 is worth 60 marks*	**R040 – Design, Evaluation and Modelling (NEA)** A research and practical coursework-based assessment. • Task 1: Product Evaluation – product analysis • Task 2: Product evaluation – product disassembly • Task 3 : Virtual CAD 3D • Task 4: Physical modelling – production planning • Task 5: Physical modelling – prototype production • Task 6: Physical modelling – Evaluation of a prototype *R040 is worth 60 marks.*

Year 11 Curriculum

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FOOD PREPARATION AND NUTRITION

Curriculum Aims:

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AUTUMN	SPRING	SUMMER
How do we conduct a fair scientific investigation within food preparation and nutrition? **NEA Food science task set yearly by exam board.** **Topics:** Declarative Food Science Functional and chemical properties of food	**How do we investigate and produce a range of dishes working from a design brief?** **NEA Food research task-set yearly by the exam board.** Students will work independently on a sustained and focused portfolio which works towards a final outcome. **Topics:** Iterative Process Research Planning Procedural Testing Making Evaluations	**How do we prepare and revise for exams?** **Revision in school and at home.** **Topics:** NEA

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GEOGRAPHY

Curriculum Aims:

THE CORE PURPOSE OF OUR STUDY OF GEOGRAPHY AT KEVI HWGA, AND WHAT WE WANT STUDENTS TO GAIN FROM IT, CAN BE SUMMARISED IN THREE STATEMENTS:

- GEOGRAPHY STIMULATES A SENSE OF WONDER ABOUT THE WORLD,
- GEOGRAPHY INSPIRES STUDENTS TO WANT TO SHAPE A BETTER FUTURE,
- GEOGRAPHY EQUIPS STUDENTS WITH SKILLS FOR THE FUTURE.

AUTUMN	SPRING	SUMMER
Sustaining Ecosystems This topic seeks to explore the distribution and characteristics of the Earth's ecological wonders **Topics:** Physical Geography Locational Geography Climate Adaptation Flora/Fauna Atmospheric Circulation **Distinctive Landscapes** This topic gives learners the opportunity to unravel the geographical processes that make them distinctive. **Topics:** Physical Geography Human Geography Place Specific Knowledge Deposition Management Erosion Transportation	**Distinctive Landscapes** This topic gives learners the opportunity to unravel the geographical processes that make them distinctive. **Topics:** Physical Geography Human Geography Place Specific Knowledge Deposition Management Erosion Transportation **Resource Reliance** This topic investigates emerging patterns, where demand is outstripping supply, before taking the issue of food security and considering the question 'can we feed 9 billion people? **Topics:** Human Geography Environmental Geography Supply Demand Balance	**Dynamic Development** Students should understand, through the use of detailed place based exemplars at a variety of scales the key processes in human geography relating to international development. **Topics:** Human Geography Physical Geography Place Specific Knowledge Development Indicators Conditions in ACs/LIDCs Map Skills **Exams.**

Year 11 Curriculum

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HEALTH & SOCIAL CARE

Curriculum Aims: Students will use connection finding and critical logical thinking to look at different factors that affect health and wellbeing, Students will learn about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual's health and wellbeing_

AUTUMN	SPRING	SUMMER
Component 2B **What are care values?** **How is empowering and promoting independence promoted for individual service users?** **How is anti-discriminatory practice promoted?** **How are care values applied in a compassionate way?** **Topics:** **Component 2A** Health conditions Primary care. Secondary and tertiary care. Allied Health professionals. Social Care services for children, young people and adults or children with specific needs- **Component 2B** **Skills** Problem solving Observation Dealing with difficult situations and organisation. **Attributes** Empathy, Patience Trustworthiness Honesty. **Values** Care Compassion Competence Communication Courage Commitment. **Component 3 preparation for external assessment in May 2024.** **Component 3** **What is health and wellbeing?** **What are the factors that affect health and wellbeing?** **3B How are health indicators interpreted?** **3C What is a person-centred approach and why is it important?** **How do you construct a health and wellbeing improvement plan based upon a person's specific needs?** **Topics:** **Component 3A** Health and wellbeing. Physical factors Lifestyle Factors Social Factors Cultural Factors Economic Factors Environmental Factors	**Component 3** **What is health and wellbeing?** **What are the factors that affect health and wellbeing?** **3B How are health indicators interpreted?** **What is a person-centred approach and why is it important?** **How do you construct a health and wellbeing improvement plan based upon a person's specific needs?** **Topics:** **Component 3B** Health indicators. Pulse rate and exercise recovery. Blood pressure. Peak flow. BMI. Interpreting health indicators. Abnormal readings and risks to health. Lifestyle data. Smoking. Alcohol. Inactivity. **Component 3B** B Interpreting health indicators B1 Physiological indicators B2 Lifestyle indicators **Topics:** **Component 3C** Person centred approach. Action to improve health and wellbeing. Short and long term targets. Support sources. Obstacles to implementing plans- emotional, psychological, resources. Unachievable targets, Lack of support. Ability. Disability. Addiction. **Component 3C** C Person-centred approach to improving health and wellbeing C1 Person-centred approach C2 Recommendations and actions to improve health and wellbeing. C3 Barriers and obstacles to following recommendations Component 3 exam practice questions.	**Prepare and revise for external exam in Component 3 A, B, C.** **Component 3 external assessment takes place.** .

HISTORY

Year 11 Curriculum

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Curriculum Aims:

An enquiry-based approach that encourages students to question and evaluate ideas and concepts. Helping students to recognise that History is contested, constructed, inescapable and fascinating. Engages with Britain's past and that of the wider world in order to promote students becoming active in historical debate and using evidence to make judgements with confidence.

AUTUMN

The American West. C1835-c1895

Unit 1: The Early settlement of the West, c1835-c1862

- Indigenous peoples of the Plains: their beliefs and ways of life
- Migration and early settlement
- Conflict and tension

Unit 2: Development of the Plains, c1862-c1876

- The development of settlement in the West
- Ranching and the cattle industry
- Changes in the way of life of the Indigenous peoples of the Plains

Unit 3: Conflict and conquest, c1876-1895

- Changes in the farming, the cattle industry and settlement
- Conflict and tension
- Indigenous peoples of the Plains: the destruction of their ways of life

Key concepts:
Power
Change over time
Cause and consequence
Perspective
Significance

Weimar and Nazi Germany, 1918-1939

Unit 1: The Weimar Republic, 1918-1929

- The origins of the Weimar Republic
- The early challenges to the Weimar Republic, 1919-1923
- The recovery of the Republic, 1924-29
- Changes in society, 1924-1929

Key concepts:
Power
Change over time
Cause and consequence
Perspective
Significance
Persecution
Democracy

SPRING

Weimar and Nazi Germany, 1918-1939:

Unit 2: Hitler's rise to power, 1919-33

- Early development of the Nazi Party, 1920-22
- The Munich Putsch and the lean years, 1923-29
- The growth in support for the Nazis, 1929-32
- How Hitler became Chancellor, 1932-33

Unit 3: Nazi control and dictatorship, 1933-39

- The creation of a dictatorship, 1933-34
- The police state
- Controlling and influencing attitudes
- Opposition, resistance and conformity

Unit 4: Life in Nazi Germany, 1933-39

- Nazi policies towards women
- Nazi policies towards the young
- Employment and living standards
- The persecution of minorities

Key concepts:
Power
Change over time
Cause and consequence
Perspective
Significance
Persecution
Democracy

SUMMER

Consolidation of all 4 topics from Y10 and Y11 History before examinations start in May.

Key concepts:
Power
Change over time
Cause and consequence
Perspective
Significance
Persecution
Democracy

Year 11 Curriculum

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MODERN FOREIGN LANGUAGES - SPANISH

Curriculum Aims:

- To equip students with the skills needed to communicate in a foreign language
- To develop students' confidence in their ability to communicate
- To provide students with opportunities to discover the culture of other countries

AUTUMN

How do I talk about my city/town?
Revising places in town and describing what there is
Asking for and giving directions
Describing features of a region/city
Describing the weather
Simple future
Planning what to do
Shopping for clothes
Talking about advantages and disadvantages of your town
Describing a visit to town using three-time frames
Talking about transports and arranging travel

Topics:
Fluency:
Pronunciation of "v" ("vivo")
Reminder that "h" is a silent letter ("hay")
Pronunciation of "ll" ("Amarillo", "llevo". "talla")
Pronunciation of "ñ" (señora)
Pronunciation of "z" ("zapatos")
Pronunciation of "qu" ("parques", "tranquillo")
Accents impact on pronunciation
Understanding, asking and answering questions
Vocabulary:
Places in town
Directions
Using "se puede" and "se pueden"
General activities (that you can do in a region)
Tourist information
Days of the week
Clothes and colours (revision)
Opinions on shopping
Advantages/disadvantages of a town
Using "tanto(s)/tanta(s)"
Grammar:
Using "some", "many", "lots of"
Adjective agreements
Infinitives
Simple future ("I will")
Using "if" clauses ("Si hace calor, visitaré la catédral")
Demonstrative adjectives

How do I discuss employment?
Talking about different jobs
Discussing job preferences
Talking about how you earn money
Discussing about job experience
Talking about languages and travel
Applying for a summer job
Discussing plans for the future

Topics:
Fluency:
Making explicit difference masculine and feminine sounds
Making the right intonation in questions
Stress pronunciation in words with accents in the past tense
Pronunciation of h
Correct pronunciation of "qu"
Making the correct difference between sí and si
Vocabulary:
Workplaces
Jobs
Jobs description
Personality
Work experience activities and places
Languages and skills
Future expressions
Elements in a curriculum
Grammar:
Masculine and feminine nouns for jobs
Leaving out the indefinite article when talking about jobs
Verbs followed by the infinitive
Understanding words with more than one meaning
Using the preterite and the imperfect tense
Lo + adjective
Using desde hace to say how long you have been doing something
The perfect tense
The future tense
Using 'if' clauses

SPRING

How do I talk about creating a better world?
Describing different type of houses
Talking about the environment
Talking about healthy eating
Considering global issues
Talking about local actions
Discussing healthy lifestyles
Talking about international sporting events

Topics:
Fluency:
Pronunciation of "r" and "rr"
Pronunciation of "ll"
Pronunciation of "h"
Correct pronunciation of "hay"
Pronunciation of "j"
Vocabulary:
House description
Type of food and food nutrients
Global and social issues
Local issues
Environment problems & solutions
Sport events
Grammar:
Using the 'we' form of verbs
The superlative
Se debería + infinitive
Identifying synonyms
Using tenses to work out different time frames
Using verbs in the third person plural

How do I talk about traditions and customs?
Describing mealtimes
Talking about daily routine
Talking about injuries and illnesses
Talking about typical food
Comparing different festivals
Describing special day
Ordering in a restaurant
Talking about a music festival

Topics:
Fluency:
Correct pronunciation of "sp" sound
Pronunciation of "j", "h" and "ll"
Pronunciation of "z"
Stress the sound of the third person plural
Pronunciation of "v"
Stress the sound in superlative "isimo"
Vocabulary:
Mealtimes and food
Temporary states and feelings
Illnesses and injuries
Weights
Celebration activities
Festivals
Grammar:
Reflexive verbs
Using estar for temporary states and feelings
Expressions with tener
Differentiating between Me gusta / Me gustaría
Using quantity expressions
Using verbs in the 'we' and 'they' form
Preterit tense of reflexive verbs
Using estar to describe a temporary state
Understanding adjectives ending in –ísimo
Using acabar de + infinitive

SUMMER

How do I talk about my city/town?
Catching-up on missed content.
Revising key grammar points.

How do I refer to different time frames and apply grammar accurately?

Year 11 Curriculum

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MODERN FOREIGN LANGUAGES - FRENCH

Curriculum Aims:

- To equip students with the skills needed to communicate in a foreign language
- To develop students' confidence in their ability to communicate
- To provide students with opportunities to discover the culture of other countries

AUTUMN

How do I talk about holidays and festivals?
Talking about customs and festivals in French-speaking countries.
Describing family celebrations.
Weather in 3 tenses
Talking about normal holidays
Staying in a hotel/ Complaints at a hotel
Travel and transport - buying tickets
Talking about what you do and did on holidays
Discussing holiday disasters
Talk about ideal holidays

Topics:
Fluency:
Pronunciation of "qu'est-ce que"
Pronunciation of "ë"
Final "s" silent
Final consonant silent
"H" is silent
Pronunciation of "ez" ("rez", "chez")
Pronunciation of "ion" ("television", "climatization")
Pronunciation of "eu" (eg: difference between "heureux" and "j'ai eu")
Pronunciation of "ç"
Pronunciation of "ais"
Understanding, asking and answering questions
Vocabulary:
Festivals and celebrations
Question words
Time expressions
Weather phrases
Countries
Hobbies and holidays activities
Transports
Hotel facilities
Grammar:
Using "on"
Present tense
Comparisons
Pronoun "y"
Perfect tense
Reflexive verbs and reflexive pronouns
Near future tense

How do we talk about career choices and technology?
Talking about jobs
Discussing work preferences and jobs
Talking about how you earn money Discussing work experience
Discussing summer jobs
Talking about the use of technology
Discussing cyber bullying

Topics:
Fluency:
Pronunciation of masculine and feminine endings (on/onne, eux/euse, ien/ienne…)
Silent final "s" (suis, voudrais, vais, gens…)
Silent final "t" (fait, était, intéressant..)
Pronunciation of "gn" (gagne)
Pronunciation of "ç" (reçois)
Pronunciation of "é" (organisé, supervisé…)
Pronunciation of "ez" (mettez, assez)
Pronunciation of "in" (Internet, Instagram, inconnus..)
Pronunciation of "aux"/"eaux" (réseaux, sociaux)
Understanding, asking and answering questions
Vocabulary:
Jobs
Job preferences
Job tasks
Numbers
Past work experience
Online activities
Dangers and advantages of technology
Grammar:
Jobs and gender
Using "je voudrais"
Relative pronoun "qui"
Perfect tense
Imperfect tense
Verbs followed by an infinitive
Near future tense
Present tense
Present tense of irregular verbs

SPRING

How do we talk about global and social issues?
Discussing weather and natural disasters
Talking about ways to protect the environment
Talking about fashion and shopping for clothes
Talking about ethical shopping
Talking about volunteering
Talking about poverty and homelessness
Talking about addiction

Topics:
Fluency:
Pronunciation of "eau"
Pronunciation of "tion" (pollution, inondations, surpopulation, disparition…)
Silent final "s" (Incendies, éclairs)
Silent final "x"
Pronunciation of "oi/ois/oit"
Pronunciation of "est"
Pronunciation of "ont"
Pronunciation of "é", "ées" and "és" (past participles used in the passive voice)
Pronunciatoin of "oi"
Pronunciation of "ous"
Pronunciation of "er"
Understanding, asking and answering questions
Vocabulary:
Weather phrases
Environmental problems
Solutions to protect the environment
Verbs link to the topic of making a T-shirt
Opinions on shopping
Clothes and accessories
Issues with an item recently bought
Issues that homeless people face + solutions to help homelessness
Dangers of smoking and using other drugs
Question words
Grammar:
Simple future tense
Modal verbs
Infinitives
Near future tense
The present participle ("en quittant", "en prenant"…)
Understanding the passive voice
Adjective agreement
Using "quel/quelle/quels/quelles"
Emphatic pronouns
Using demonstrative adjectives
Understanding information in the pluperfect tense
Using "il faut"

How do we use analysis of mock results to prepare for summer exams?
Revision of key topics, personalised to individuals/groups
Introduction/revision of higher level grammar as appropriate

SUMMER

Year 11 Curriculum

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MUSIC

Curriculum Aims:

In year 11 students main focus will be to start and finish both unit 2 and unit 3 assignments. This will mean students will be researching compositions and existing music events that match up to the assignment brief provided by the exam board.

AUTUMN	SPRING	SUMMER
Finish Unit 1 – Performance Assignment **Start Unit 2 – Creating (Composition) Assignment. Must be finished latest End of January but aim for December finish.** **Topics:** Working to a brief set by exam board Why are they performing their chosen piece(s), What is their target audience? What is the context of her piece? Creating Log Books for composition and performance rehearsals. Performance Skills (Articulation, dexterity, dynamics, rhythm, accuracy of pitch) Composition Skills (Use of DAW, use of appropriate instruments, Setting a scene with the use of musical elements) Evaluating performance.	**Unit 3 – Performing Arts in Practice** **Students will create a concept for a music event and pitch it to an audience before reflecting on the feedback they receive.** **Topics:** Working to a brief set by exam board TBC Jan 24 for lay out of unit assignment Learners will need to draw on their knowledge of the skills and techniques needed to reproduce an existing piece of professional/published work from Unit 1 alongside their knowledge and understanding of the skills and techniques needed to create and refine original work from Unit 2.	

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PHYSICAL EDUCATION

Curriculum Aims:

- To enthuse and inspire students to participate fully and develop a lifelong involvement of physical activity, sport and exercise.
- Promoting good physical health, emotional and social wellbeing.
- To understand the importance of leading healthy and active lifestyles.

AUTUMN	SPRING	SUMMER
How do students develop knowledge and understanding of commercialisation and the socio-cultural factors that impact on physical activity and sport, and the impact of sport on society? Chapter 5a - Socio-cultural influences Chapter 5b - Commercialisation **Topics:** Understanding engagement patterns of different social groups and the factors affecting participation / commercialisation and the relationship between sport, sponsorship and media. **How do students develop their knowledge and understanding of ethical issues including prohibited substances?** Chapter 5c – Ethical Issues **Topics:** Understand how the conduct of performers vary, prohibited substances and positive and negative effects of spectators.	**How do students develop knowledge and understanding of the benefits of participating in physical activity and sport to health, fitness and wellbeing?** Chapter 6 – Health & Fitness Paper 2 Revision **Topics:** Understand sedentary lifestyles, obesity, body types and balanced diets. **How do we use the analysis of the recent Mock Papers 1&2 to devise a personalised Revision Programme?** Paper 1 & 2 Topics – revisited Practical Moderation **Topics:** Anatomy and Physiology Movement Analysis Components of Fitness Use of Data Sports Psychology Commercialisation Diet & Nutrition Badminton, Netball, Handball Skills for each Full Context – Competitive Game Play	**Practical sessions to run alongside theory lessons in Y10/11.** **Sports chosen: Badminton/Netball/ Handball**

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PRODUCT DESIGN

Curriculum Aims:

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AUTUMN	SPRING	SUMMER
How do we research and select the most appropriate manufacturing methods and materials? **NEA Design & Technology. (Research)** Completion of NEA task: Revision. Students use primary and secondary resources, practical investigation and formulation of findings presented in a numerical and written format. **How do we research and select the most appropriate target market?** **Students working on their NEA. (Research and Design)** **Homework revision booklet.** Completion of NEA task: Research and Design. Students to complete their research and begin using graphics skills to visually represent their design ideas. Students to use Isometric, perspective and sketching skills. **Topics:** Process of designing (Substantive) Research - knowledge of the world, its context and problems. Knowledge of materials, tools, technology, and design theory. Analytical - making use of information through analysis	**How can we communicate with the client & user through visual representation?** **Students working on their NEA. (Designing & Developing)** **Homework revision booklet.** Completion of NEA task: Design & Developing. Students to continue exploring their designs by using modelling skills and being dimensionally accurate. Considering user opinions and acting upon feedback. **How do we research and select the most appropriate target market?** **Students working on their NEA. (Research and Design)** **Homework revision booklet.** **Topics:** Process of designing (Substantive) Research - knowledge of the world, its context and problems. Knowledge of materials, tools, technology, and design theory. Analytical - making use of information through analysis **How do we revise and prepare for the written exam?** Revision in school and at home. **Topics:** Knowledge of process of designing Revise - knowledge of the world, its context and problems. Knowledge of materials, tools, technology, and design theory.	**How do we revise and prepare for the written exam?** Revision in school and at home.

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PSYCHOLOGY

Curriculum Aims:

- **Students will be able to describe and evaluate key research in Psychology.**
- **Students will be able to specific links between the topics they have covered.**

AUTUMN	SPRING	SUMMER
Social Influence- Why does our behaviour change around different individuals. This topic focuses on the role of conformity, obedience, prosocial behaviour, crowd and collective behaviour. **Brain and Neuropsychology-** This topic focuses on the role of the our Brain and Neuropsychology on human behaviour. This topic looks at how neurons and structure of our brains impacts our mental processes.	**Psychological Problems**- This topic focuses on the the prevalence of mental health problems in the United Kingdom and how they are diagnosed. This topic focuses on the symptoms, explanations and treatments for both Depression and Addiction. **Language, Thought and Communication**- This topic focuses on the relationship between language and thought, non-verbal communication and non-verbal behaviour. **Exam Practise-** Application of A01, A02 and A03 across all topics.	• Revision in preparation for the examination

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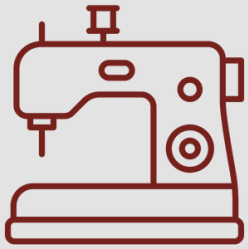
SOCIOLOGY

Curriculum Aims:

AUTUMN	SPRING	SUMMER

Year 11 Curriculum



TEXTILES

Curriculum Aims:

TEXTILES AS A SUBJECT HAS THE POTENTIAL TO BROADEN PERCEPTION, ENHANCE AND DEVELOP MOTOR SKILLS, CAPTURE, AND ENCOURAGE IMAGINATION, AND DEVELOP AWARENESS OF THE PHYSICAL WORLD, IN INTERPRETATION OF COLOUR, LIGHT AND FORM THROUGH VISUAL PERCEPTION. AS STUDENTS PROGRESS, THEY SHOULD BE ABLE TO THINK CRITICALLY AND DEVELOP A MORE RIGOROUS UNDERSTANDING OF TEXTILES. THEY SHOULD KNOW HOWTEXTILES REFLECTS AND SHAPES OUR HISTORY, CULTURE, AND CREATIVITY. ART SHOULD ENGAGE, INSPIRE AND CHALLENGE STUDENTS, EQUIPPING THEM WITH THE KNOWLEDGE AND SKILLS TO EXPERIMENT, INVENT AND CREATE THEIR WORK OWN WORKS OF TEXTILES ART.

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AUTUMN	SPRING	SUMMER
How do we explore and independently select projects, building on our prior learning? (Component 1-Project 2) Complete ownership and personalised approach focusing on a specific starting point and artist influence. Experimentation with a range of textiles mediums through research, investigations and practice. Topics: Artist and designer appreciation Evaluation, Analysis Experimentation Research Procedural knowledge Declarative knowledge How do we build on our ideas informed by our contextual research and put them into practice? (Component 1- Project 2) Complete ownership and personalised approach focusing on a specific starting point and artist influence. Experimentation with textiles mediums through research, investigations and practice. Topics: Application of mediums Contextual research Textiles skills Procedural knowledge Declarative knowledge	How do we build on previous learning to inspire our personal response to the externally set assignment? (Component 2 Exam) Students will work independently on a sustained and focused portfolio which works towards a final outcome. Topics: Creativity Planning Research Procedural knowledge Declarative knowledge How do we design and present a personal response to our contextual and practical work in the externally set assignment? (Component 2 Exam) Students will sit a 10 hour exam completing their personal response (A04) to their externally set assignment. Topics: Planning Preparation Textiles skills Procedural knowledge Declarative knowledge	How do we design and present a personal response to our contextual and practical work in the externally set assignment? (Component 2 Exam) Students will sit a 10 hour exam completing their personal response (A04) to their externally set assignment. Topics: Planning Preparation Textiles skills Procedural knowledge Declarative knowledge