

## YEAR ELEVEN CURRICULUM SUMMARY – SPRING TERM 2020

<b>ENGLISH</b>	<p>As students enter a crucial term in their final year, the focus will continue to be on revision. Following up from January's mock exams, teachers will be identifying key areas that students need to focus on and tailoring revision to meet this.</p> <p>Topics covered in Literature will include revision of the key texts: 'An Inspector Calls', 'A Christmas Carol' and 'Macbeth', as well as recapping poems from the 'Power and Conflict' Cluster. Honing essay writing skills will also be key here as students develop their critical and analytical writing styles.</p> <p>Within Language, revision will explore creative and transactional writing. In addition students will refine their exam technique and develop their familiarity with the relevant marking criteria.</p>
<b>MATHEMATICS</b>	<p>All content of the GCSE Mathematics course will be taught within the first few weeks of the terms.</p> <p>Higher maths students will be studying exponential and reciprocal graphs, solving exponential equations, finding the area under curves and understanding its representation, finding the gradient of curves and having a more in-depth visit to proportion.</p> <p>Foundation maths students will be revisiting proportion, studying vectors, similarity and congruency, and more complex algebraic work, such as simultaneous equations.</p> <p>All Year 11 students will have tailor-made revision programmes within their lessons following the completion of their pre-public examinations. They will be completing further practice papers, discussing methods and solutions for all questions, using revision guides, working in small groups, looking at past paper solutions, exemplar questions and using other revision material.</p>
<b>SCIENCE</b>	<p>During the Spring Term, Year Ten students will be covering the following topics in science:</p> <p><b>Biology:</b> 'Exchange and Transport in Humans.' They will be learning about the structure and function of the main organs in the body and will undertake a heart dissection to enable them to fully appreciate the intricacies of its structure.</p> <p><b>Chemistry:</b> methods of quantitative analysis, including a core practical involving a titration experiment. They will also study the yields of reactions, including the Haber process.</p> <p><b>Physics:</b> students will complete the topic of radioactivity; finding out more about atoms and their structure and how they can produce radioactivity when they change.</p>
<b>ART &amp; DESIGN</b>	<p>The art exam paper is released on the 2<sup>nd</sup> January every year. Students spend this term working through all four assessment objectives, and developing ideas towards a final piece based upon the exam theme. The final piece is completed over two days in their final exam.</p>
<b>BUSINESS</b>	<p>Students will be focusing on exam technique as they have completed the course content. Students will have a particular focus on the interdependent nature of business (how the functional areas link) whilst recapping previous topics. Students have the opportunity to request topics to recap within lessons to take ownership of their learning.</p>

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<b>COMPUTER SCIENCE</b>	Students will complete their programming project. This 20 hour project will require students to design a solution to a given brief, implement a python based piece of software, complete thorough testing of the solution and then evaluate their project. These skills will then enable students to complete the algorithm based questions in the upcoming exams. Students will then be participating in 'Walking-Talking' mock preparations for both unit 1 and unit 2 papers. The components we will cover include systems architecture, network topologies, software engineering, system security, algorithms, programming techniques, computational logic, data representation and the legal, moral and ethical considerations for computer use.
<b>DANCE</b>	This term we will consolidate our non-examined assessment (NEA) work for component 1 of our exam. The students will be assessed in performance and choreography before we begin to focus our preparations on the external exam.
<b>DESIGN TECHNOLOGY</b>	Students will be continuing to work on their GCSE coursework, and will be starting the modelling and making aspects.
<b>DRAMA</b>	Year 11 will start the Spring Term preparing for Component 2 of their course. Students will participate in a performance from a text. Students will gain an understanding of how to interpret a text for performance and realise artistic intentions. For more information about this component please visit the Goldington Academy website.
<b>FRENCH</b>	Year Eleven will begin the term with their listening and reading French mock exams. We will spend two weeks going through the answers to the test papers in a lot of detail, ensuring that students can develop their understanding and know where they went wrong. The remainder of the term is then spent revisiting past topics and tricky grammar concepts, as well as practising a range of exam techniques. Students take their GCSE Speaking Exams in April, just after the Easter Holidays, so much of the last few weeks before Easter will be practising for this. Revision sessions will be advertised.
<b>GEOGRAPHY</b>	Year 11 will begin Section C of Paper 2 which is Resource Management and the option topic of Food. This will mean the completion of their GCSE content and it is a busy term as they will embark on reviewing and linking their GCSE course and continue with exam practice and technique. They will be using GCSE Pod and Seneca Learning to recall and review their learning. Geographical skills and application of examples and case study knowledge will feature in all lessons as will the condensing of notes. Students will be expected to be working to a revision schedule at home to self-direct their learning and exam application.
<b>HEALTH &amp; SOCIAL CARE</b>	Year Eleven will study for and produce their two final non-examination assessments looking at communicating and working in health, social care and early years settings. Students will further their understanding of key body systems such as the cardiovascular system and the respiratory system.
<b>HISTORY</b>	Year 11 historians will continue to revise for the two final examination papers. All four of the GCSE study units (America 1840-1895, Health and the People c1000 – present day, Conflict and Tension in Asia 1950-1975, Norman England c1066-c1100) will be re-visited in order to embed knowledge and examination technique.

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<b>HOSPITALITY &amp; CATERING</b>	Year Eleven will further their understanding of Unit 2: to be able to cook dishes. Students will participate in a number of practical Lessons improving previously learnt skills to ready themselves for their non-examination assessment where they will have to produce two dishes from a given brief.
<b>iMEDIA</b>	Students will learn about different types of digital photographic equipment, features and settings used in digital photography, how to plan a photo shoot and how to present their portfolios. On completion of this unit, learners will understand the features and settings of digital photographic equipment, be able to plan a photo shoot, review the digital photographs and review the final portfolio against a specific brief.
<b>MUSIC</b>	Throughout this term we will be completing non-examined assessment (NEA) coursework for both the Integrated Portfolio (a solo performance and a composition to a brief set by the learner) and the Practical Component (an ensemble performance and a composition to an OCR set brief). We will also continue to reinforce the key musical terms and concepts associated with each area of study through a series of exam-style practice questions.
<b>PHYSICAL EDUCATION</b>	Year Eleven will participate in a variety of activities, focusing on skill development, advanced tactics and officiating. Students will have the opportunity to choose the sports they wish to participate in.
<b>GCSE PHYSICAL EDUCATION</b>	Within GCSE Physical Education students will have the opportunity to extend their knowledge on both Paper 1 and 2. They will also work to develop their exam technique.
<b>PSHE</b>	During the Spring Term, Year Eleven will study relationships and sex, where they will explore core values and emotions and how to protect against unwanted attention. Thereafter, they will move on to learn about forceful relationships and forced marriages, how to recognise and manage them and where/how to seek help if they are concerned. The final unit this term is 'Healthy Relationships' where students will consider risk management and emergency responses in their lifestyle choices. They will move on to learn about the healthcare importance of self-examination and possible consequences of poor health choices.
<b>RELIGIOUS STUDIES</b>	Year 11 will complete their final theme – religion, peace and conflict. Following on from this, they will analyse their mock papers and look at strengths and areas for development. Students will then begin their revision for their final GCSE papers, focusing on Christianity and Islam and the themes of relationships and families and religion and life.
<b>SPANISH</b>	At the start of the term, students will review their mock papers thoroughly and be given feedback about where they performed well and areas for improvement. They will then move onto the last two modules of the GCSE course. As part of these modules, they will learn how to talk and write about future study, employment and the environment. Throughout the term, students will complete exam-based tasks in their lessons in order to prepare them for the GCSE papers. They will also begin to revise key tenses and important exam techniques.
<b>SPORTS SCIENCE</b>	Students will complete the unit of work entitled 'Sports Nutrition.' They will also prepare for their upcoming exam in 'Reducing the risk of sports injuries.'

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### **TRAVEL AND TOURISM**

Students will understand the possible negative and positive impacts of tourism and visitor activities on global destinations. They will learn about the different types of impact that may affect local communities and environments at global destinations.

Students will know about the issue of sustainability. They will gain an understanding of how some global destinations aim to minimise the negative impacts of tourism and maximise the positive impacts of tourism to achieve sustainable tourism. They will know that sustainable tourism includes low-impact tourism that protects the natural, cultural and heritage environments for future generations. They will understand how governments and travel and tourism organisations can achieve sustainable tourism while meeting the needs of present generations.

We encourage staff to be innovative within their subject areas and seize topical opportunities as they arise, therefore aspects of the taught curriculum may differ from the one which is published.