



St John Fisher
Catholic High School

Year 10 and 11 Curriculum Booklet

2022-2023

“I have come that they may have life and have it to the full”

John 10:10

Key Stage 4 Curriculum

Click on the links below to find out more about the subjects your child will be studying

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English Language and Literature – Year 10

Term	Topic	Skills
1.1	A Christmas Carol novella. Anthology Poetry study - The Destruction of Sennacherib, A Poison Tree, The Prelude	To be able to identify key characters, themes and events in the play. To identify and use key quotations and examples when exploring a character or theme. To explore, annotate and analyse the use of language, structure and form in an extract of the text. To explore, annotate and analyse the use of language, structure and form in a poetic text.
1.2	A Christmas Carol novella. Anthology poetry study – Charge of the Light Brigade, Belfast Confetti and Exposure.	To be able to identify key characters, themes and events in the play. To identify and use key quotations and examples when exploring a character or theme. To develop the reading and analysis skills required for Edexcel Paper 2 English literature. To explore, annotate and analyse the use of language, structure and form in a poetic text.
2.1	Paper 1 skills – Q1,2,3 & 4 (Section A) What were they like, The man he killed, war photographer Anthology poetry – (Literature – poetry - full comparison essay)	To develop the reading and analysis skills required for AQA Paper 1 English language To explore, annotate and analyse the use of language, structure and form in a poetic text.
2.2	Paper 1 skills – Q5 (Section B) Description and narration Anthology poetry – (Literature full comparison essay) - Half caste, Cousin Kate, Poppies	To develop their skills in creative writing – crafting language, structure and form to create effects. To identify, annotate and compare the themes, devices and language used in two poetic texts

English Language and Literature – Year 11

Term	Topic	Skills
1.1	Shakespeare's 'Macbeth' up to Act 2 Spoken language element	To explore and understand the play 'Macbeth' and Shakespeare's world and society which produced it. To revise the skills needed for Paper 1 language – identification, language and structure analysis and evaluation. To revise the main themes, characters and events of the key Literature texts (Paper 2) To develop analytical and essay writing skills
1.2	Shakespeare's 'Macbeth'	To explore and understand the play 'Macbeth' and Shakespeare's world and society which produced it.
2.1	Paper 2 AQA language Q1,2,3 & 4	To develop the reading and analysis skills required for Edexcel Paper 2 English literature.
2.2	Paper 2 AQA language Q5 transactional Revision of key Literature texts and skills Mock examination of language and literature	To be able to craft an effective persuasive, argumentative or informative piece that is crafted to effect the chosen audience, purpose and form. To use a range of structural and linguistic devices confidently and for effect To write clearly and accurately using a wide vocabulary, range of sentence structures and paragraphs To review exam technique and skills
3.1	Revision of all language papers Revision of key literature skills	Revision to cover all key areas

Maths – Year 10

Autumn 1	Ratio, Proportion, Factors, Powers, Roots
Autumn 2	Graphs part 1 and working in 3D
Spring 1	Handling data part 2, Calculations part 2
Spring 2	Graphs part 2
Summer 1	Pythagoras, trigonometry, vectors, probability
Summer 2	Sequences, units and proportionality

Maths – Year 11

Topics	Aiming for a grade 4	Aiming for a grade 5/6	Aiming for a grade 7/8/9	Tests Higher and Foundation
Term 1				
Topic 1: Algebra 1	Simplifying expressions Substitution Solving linear equations	Linear Inequalities and number lines	Inequality regions Proof functions	1. Functions 2. Equations and inequalities
Topic 2: Fractions, decimals and percentages	FDP equivalence Calculating percentages Fractions of amounts	Reverse Percentages		3. FDP 4. Fractions and percentages
Topic 3: Shape 1	Basic angle facts Properties of shapes Interior and exterior angles	Bearings	Circle theorems	5. Geometrical reasoning 6. Bearings
Topic 4: Number 1	Four rules with integers and fractions Rounding and Estimation Directed number arithmetic	Limits of accuracy	Surds Recurring decimals	7. Non – calculator method
Topic 5: Graphs	Plot $y=mx+c$ Interpret real-life graphs Plot quadratics	Parallel lines Find the equation of the line Cubic and reciprocal graphs	Perpendicular lines Equation of a circle	8. Gradient and lines 9. Non-linear graphs 10. Using graphs
Topic 6: Ratio and Proportion	Simplify ratios Share in a ratio Direct proportion	Use fractions in ratios Density and pressure Inverse proportion	Equations with proportion Gradients of curves	11. Ratio and Fractions
Topic 7: Shape 2	Perimeter and Area 2-D shapes Volume and Surface Area of prisms	Arc length and the area of a sector Volume of cones etc. Plans and elevations	Circle theorem recap	12. Area of Trapezia and circles 13. Working with circles 14. Three dimensions
Term 2				
Topic 8: Data	Finding averages Charts and graphs Recognise correlation	Cumulative frequency graphs Box plots Lines of best fit	Histograms	15. Delving into data
Topic 9: Algebra 2	Linear Sequences Changing the subject of a formula Product of prime factors	Quadratic sequences Expand and Factorise quadratics	Geometric sequences Complex changing the subject of a formula Quadratic formula Complete the square	16. Types of number and sequences 17. Changing the subject 18. Expand and Factorise

Topics	Aiming for a grade 4	Aiming for a grade 5/6	Aiming for a grade 7/8/9	Tests Higher and Foundation
Topic 10: Pythagoras and Trigonometry	Find sides using Pythagoras Find sides and angles using trig ratios	Use trig in 3-D	Use sine and Cosine rules Find the area of triangles using $A = \frac{1}{2}ab \sin C$	19. Trigonometry
Topic 11: Probability	Single event probability Listing outcomes	Tree diagrams – independent events	Dependent events Conditional probability	20. Probability
Topic 12: Number 2	Calculating with percentages Convert to/from standard form Indices	Compound interest Growth and decay Calculate with standard form	Fractional indices Upper and Lower bounds	21. Percentages and interest 22. Indices 23. Standard Form
Topic 13: Transformations and Constructions	Perform reflections, rotations, translations and positive enlargements Construct triangles	Negative and fractional enlargements Identify and describe transformation Construct bisectors	Transform graphs (include trig graphs here) Loci	24. Transformations and constructions
Term 3				
Topic 14: Algebra 3	Simultaneous linear equations Read solutions from graphs	Simultaneous equations; one linear, one quadratic	Quadratic inequalities Iteration Algebraic Fractions	25. Simultaneous Equations
Topic 15: Vectors	Add and subtract vectors	Multiply vectors by scalars	Proof with vectors	26. Vectors
Topic 16: Similarity	Finding missing sides in similar shapes Understand congruence	Solve complex similar triangles problems Recognise congruent triangles	Solve problems with similar areas and volumes Prove triangles and congruent	27. Congruence and Similarity

Science – Year 10

Term	Topic(s) covered
Autumn 1	P1 Energy P2 Electricity
Autumn 2	P3 Particle Model of Matter P4 Atomic Structure (Radioactivity)
Spring 1	C3 Quantitative Chemistry
Spring 2	C4 Chemical Changes C5 Energy Changes
Summer 1	B3 Infection and Response B4 Bioenergetics
Summer 2	C9 Earth's Atmosphere C7 Organic Chemistry

Summative Assessment

All topics are assessed with an End of Topic test at the end of the unit of study, as well as whole school Pre-Public Examinations (PPEs).

AQA Entry Level Certificate

During the Spring Term of Year 11, a small number of students will complete coursework in order to gain the Entry Level Certificate in Science. This is targeted at students working below Level 1 and aims to ensure all students leave St John Fisher with a qualification in science.

Useful Websites and Resources

All students are provided with electronic access to a CGP revision guide for the whole course.

BBC Bitesize is also very useful - <https://www.bbc.co.uk/bitesize/examspecs/z8r997h>

Other revision websites:

Seneca Learning <https://senecalearning.com/en-GB/>

Free Science Lessons https://www.youtube.com/channel/UCqbOeHaAUXw9II7sBVG3_bw

Required practical's <https://www.youtube.com/c/MalmesburyEducation>

Cognito <https://www.youtube.com/c/Cognitoedu>

Science – Year 11

Term	Topic(s) covered
Autumn 1	B7 Ecology C9 Earth's atmosphere
Autumn 2	C7 Organic Chemistry C10 Using Resources
Spring 1	C8 Chemical analysis C6 Rates of reaction P6 Waves
Spring 2	P7 Magnetism and electromagnetism Revision
Summer 1	Revision

Summative Assessment

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Required practical's <https://www.youtube.com/c/MalmesburyEducation>

Cognito <https://www.youtube.com/c/Cognitoedu>

RE – Year 10

Term 1	Beliefs and teachings
Term 2 Spring 1	Practices
Term 2 Spring 2	Practices continued, Sources of wisdom and authority
Term 3 Summer 1	Sources of Wisdom and Authority continued
Term 3 Summer 2	Sources of Wisdom and Authority, Forms of expression and ways of life, start philosophy.

RE – Year 11

Term 1 Autumn 1	Beliefs and teachings, practices Judaism beliefs and teachings Period 5 intervention
Term 1 Autumn 2	Practices cont. Judaism practices Period 5 intervention
Term 2 Spring 1	Sources of Wisdom and Authority, Forms of expression and ways of life
Term 2 Spring 2	Forms of expression continued, Philosophy and ethics based on Catholic Christianity.
Term 3 Summer	Revision

Art - Year 10

Term	Topic	Assessment/Part of the Exam
Autumn 1	Shiny objects project – intensive tonal drawing project to boost observational skills. Component 1	AO3 assessed. Overall grade awarded base on drawing skills
Autumn 2	Natural Forms project: Component 1 Students complete a project around the broad theme of nature, with teacher-guided experiments and ideas.	Grades awarded based on 3 out of 4 assessment objectives, with an average grade estimated
Spring 1	Natural Forms project: Component 1	Grades awarded based on 3 out of 4 assessment objectives, with an average grade estimated
Spring 2	Natural Forms project: Component 1	Grades awarded based on 3 out of 4 assessment objectives, with an average grade estimated
Summer 1	Natural Forms project: Component 1	Final piece assessed along with portfolio of work to award an overall coursework grade
Summer 2	Y11 Independent project: Component 1 Students choose from a range of given titles and build a personal project around a personal response to the title.	Grades awarded based on 3 out of 4 assessment objectives, with an average grade estimated

Course Details:

2 year GCSE Art and Design course. Exam board: AQA

Where to get help:

<https://www.bbc.co.uk/bitesize/subjects/z6hs34j>

<https://www.artsy.net>

<https://www.tate.org.uk/art/student-resource/exam-help>

Art – Year 11

Term	Topic	Assessment/Part of the Exam
Autumn 1	Y11 Independent project: Component 1	Grades awarded based on 3 out of 4 assessment objectives, with an average grade estimated
Autumn 2	Y11 Independent project: Component 1	Final piece assessed along with portfolio of work to award an overall coursework grade
Spring 1	External assessment: Component 2. Students choose from a range of given titles and build a personal project around a personal response to the title.	Grades awarded based on 3 out of 4 assessment objectives, with an average grade estimated
Spring 2	External assessment: Component 2	Grades awarded based on 3 out of 4 assessment objectives, with an average grade estimated
Summer	External assessment: Component 2	Exam. Components 1 and 2 standardised and marks submitted to exam board.

Course Details:

2 year GCSE Art and Design course. Exam board: AQA

Where to get help:

<https://www.bbc.co.uk/bitesize/subjects/z6hs34j>

<https://www.artsy.net>

<https://www.tate.org.uk/art/student-resource/exam-help>

Computing – Year 10

When	Topic	Assessment/Part of the Exam
Autumn 1	<u>Algorithms:</u> About Algorithms, Flowcharts, Pseudocode and Trace Tables. <u>Programming:</u> Input and Output, Variables and Constants, Maths, Logic and Data Types.	Weekly homework of exam questions. Preparation for Paper 1. End of half term test.
Autumn 2	<u>Algorithms</u> Efficiency <u>Programming</u> String Handling, Sequence, Selection, Iteration, Structured Programming, File Handling, functions and Random Numbers.	Weekly homework of exam questions. Preparation for Paper 1. End of half term test
Spring 1	<u>Algorithms</u> Searching and Sorting Algorithms <u>Data Representation</u> Binary, Hexadecimal, Binary Arithmetic <u>Programming</u> Validation	Weekly homework of exam questions. Preparation for Paper 2. End of half term test
Spring 2	<u>Data Representation</u> Character Encoding, Images, Sound, Run Length Encoding and Huffman Trees <u>Programming</u> Authentication, Testing, Arrays, Tuples and Lists	Weekly homework of exam questions. Preparation for Papers 1 and 2. End of half term test
Summer 1	<u>Computer Systems</u> Logic gates, Logic circuits, Boolean Expressions and Truth Tables. <u>Programming</u> Errors.	Weekly homework of exam questions. Preparation for Papers 1 and 2 PPE
Summer 2	<u>Computer Systems</u> CPU, Memory, Software, Secondary Storage, Low and High-level Programming Languages and Embedded Systems	Weekly homework of exam questions. Preparation for Paper 2.

Course Details:

AQA Computer Science 8525

Where to get help:

On Teams there will be a copy of a course companion

GCSE Computer Science - AQA - BBC Bitesize

<https://app.senecalearning.com/classroom/course/72d0364c-db0a-4630-8e0a-61f48cae0252/section/efadb1ff-b68f-4e1d-a015-795e6e27aa7a/session>

This is to help with Python programming.

<https://app.senecalearning.com/classroom/course/90cb1d71-3c44-4a2d-a07e-d76a5f54cd05/section/72283194-4a37-4855-9b14-2b8726675e33/session>

Paper 1

https://www.youtube.com/watch?v=MZbbjaRoTM&list=PL04uZ7242_M6yYkM_hA2mzBZGcvEnLSOU

Paper 2

https://www.youtube.com/watch?v=MZ-bbjaRoTM&list=PL04uZ7242_M6yJQRfFcPUhAxykFNUPOy6

Computing – Year 11

When	Topic	Assessment/Part of the Exam
Autumn 1	<u>Networks</u> About networks, topologies, protocols, TCP/IP layers and security	Weekly homework of exam questions. Preparation for 2. End of half term test Potentially a PPE.
Autumn 2	<u>Cyber Security</u> About cyber security, social engineering, malware and protection methods <u>Legal and Ethical</u> Impact of Computing, Legal Issues, Cultural Issues, Privacy, Ethics and Environment	Weekly homework of exam questions. Preparation for 2. End of half term test
Spring 1	Relational Databases A whole module looking at databases, the theory behind them and using SQL to create, update and retrieve.	Weekly homework of exam questions. Preparation for Paper 2. End of half term test
Spring 2	Revision of all topics, past papers etc.	Weekly homework of exam questions. Preparation for Papers 1 and 2. PPE
Summer	Revision of all topics, past papers etc.	Final exams – Paper 1 and Paper 2

Course Details:

AQA Computer Science 8525

Where to get help:

On Teams there will be a copy of a course companion

[GCSE Computer Science - AQA - BBC Bitesize](https://www.bbc.com/bitesize/gcse/computer-science/aqa)

<https://app.senecalearning.com/classroom/course/72d0364c-db0a-4630-8e0a-61f48cae0252/section/efadb1ff-b68f-4e1d-a015-795e6e27aa7a/session>

This is to help with Python programming.

<https://app.senecalearning.com/classroom/course/90cb1d71-3c44-4a2d-a07e-d76a5f54cd05/section/72283194-4a37-4855-9b14-2b8726675e33/session>

Paper 1

https://www.youtube.com/watch?v=MZbbjaRoTM&list=PL04uZ7242_M6yYkM_hA2mzBZGcvEnLSOU

Paper 2

https://www.youtube.com/watch?v=MZ-bbjaRoTM&list=PL04uZ7242_M6yJQRfFcPUhAxykFNUPOy6

GCSE Design Technology – Year 10

Term	Topic	Assessment/Part of the Exam
Autumn 1	<u>Metals, from extraction to disposal.</u> Looking at how metals are produced, manufacturing techniques and environmental impact. Practical project to enhance and embed understanding of material properties.	Weekly homework to reinforce class learning End of half term test
Autumn 2	<u>Boards and packaging.</u> Cardboard project based on manufacturing and modelling. Lifecycle of products and 6R's <u>Tool theory:</u> selection and usage of tools, CAD/CAM, electronics, and machine tools.	Weekly homework to reinforce class learning End of half term test
Spring 1	<u>Plastics project, thermoform and thermoset polymers and uses.</u> <u>Tool practical:</u> Selection and usage of tools, creation of wooden joints, safety in workshop.	Weekly homework to reinforce class learning End of half term test
Spring 2	<u>Drawing:</u> Isometric, 3 –view, engineering and perspective drawings. Application of drawings in NEA. Linked to wooden manufacturing project <u>Tool practical:</u> Selection/Usage machine tools, safety with machinery, selection of materials.	Weekly homework to reinforce class learning End of half term test
Summer 1	<u>Technology Theory;</u> Production systems, product sustainability, sustain and social, products in society and power systems. <u>Practical/Theory:</u> Material selection, costs, practicalities, storage and alternatives.	Weekly homework to reinforce class learning End of half term test
Summer 2	<u>Properties of materials, environmental design;</u> Inc. properties of, 'smart' materials, technical textiles. <u>NEA challenge:</u> evaluate/plan for Yr 11	Weekly homework to reinforce class learning End of half term test

Course Details:

AQA Product Design 8552

Where to get help:

GCSE Product Design AQA BBC Bite size

<https://www.bbc.co.uk/bitesize/subjects/zvg4d2p>

Technology Student.com

<https://www.technologystudent.com/>

GCSE Design Technology – Year 11

When	Topic	Assessment/Part of the Exam
Autumn 1	<u>NEA</u> : Planning, Gantt Charts, Research issues, Design principles, individual project based on client interactions. <u>Practical</u> : Cutting list, consider materials, gather material, consider alternatives, production plan	Weekly homework to reinforce class learning End of half term test Prepare for paper 1
Autumn 2	<u>NEA</u> : Initial assembly of PowerPoint slides, task analysis. Primary Product Analysis, secondary Product Design, Design Influences <u>Practical</u> : Prototype 1, mock ups, basic assembly, evaluation, design revisions	Weekly homework to reinforce class learning End of half term test Prepare for paper 1
Spring 1	<u>NEA</u> : PowerPoints slides continue; Company/client, User profiles, Design Criteria, thumbnail ideas and development <u>Practical</u> : Prototype 2, final finish, adjustments, final evaluation	Weekly homework to reinforce class learning End of half term test Prepare for paper 1
Spring 2	<u>Revision and examination based questions</u>	Weekly homework to reinforce class learning End of half term test Prepare for paper 1
Summer	Revision all topics Inc. past papers	Final exam x 1

Course Details:

AQA Product Design 8552

Where to get help:

GCSE Product Design AQA BBC Bite size

<https://www.bbc.co.uk/bitesize/subjects/zvg4d2p>

Technology Student.com

<https://www.technologystudent.com/>

GCSE Drama – Year 10

Term	Content	What can a parent do to support?
Autumn Term One	Students will take part in a series of introductory workshops that will provide them with a variety of skills to tackle the coursework over the next two years.	Discuss with students what they have learned during lessons. Encourage them to work with a variety of different class members.
Autumn Term Two	Students will take part in a devising project, focusing on the development of movement and physical theatre skills. They will begin to prepare for a devised group performance that will be presented for the Holocaust Memorial Day commemorations that will take place in Cathedral Square.	Discuss the project with students, encourage them to practice their role at home.
Spring Term One	Students will start the term by performing their devised performance for the Holocaust Memorial Day. They will then begin preparations for their Devising Drama component.	Family members will be invited to attend the performance
Spring Term Two	Students will continue working on their Devising Drama coursework, devising an original piece of theatre from a stimulus and completing an accompanying logbook.	Encourage students to organise rehearsals with their groups. Help them to learn their lines for their role.
Summer Term One	Students will perform their devised pieces and will complete their coursework for this component. They will then start studying the Drama: Performance and Response component of the course.	Encourage students to organise rehearsals. Encourage them to practice their role at home.
Summer Term Two	Students will continue to study a text for the Drama: Performance and Response component of the course, practicing how to respond to written questions. There may also be opportunities to watch live theatre performances in preparation for the live theatre review.	Encourage students to complete any written homework required for this component. Encourage them to view live theatre performances.

GCSE Drama – Year 11

Term	Themes and Assessment	What can a parent do to support?
Autumn Term One	Students will start the year off with some general refresher workshops. They will then select a text to work on for the Presenting and Performing Texts component of the course.	Discuss with students what they have learned during lessons. Encourage them to work with different members of the class.
Autumn Term Two	Students will continue preparing for the Presenting and Performing Texts component of the course.	Encourage students to learn their lines at home.
Spring Term One	Students will be assessed by a visiting examiner for the Presenting and Performing Texts component of the course. Students will then return to the Drama: Performance and Response component and will refresh their studies from the previous Summer Term. There may also be an opportunity to watch some live theatre during this term.	Encourage students to learn their lines and attend rehearsals.
Spring Term Two	Students will be revising and preparing for the written exam focusing on the Drama: Performance and Response component.	Encourage students to complete any required homework. Ensure that they are carrying out revision.
Summer Term	Students will finish revising and preparing for the written exam. This exam will take place in the Summer Term.	Ensure that students are revising at home.

Enterprise and Marketing (Business Studies) Year 10

Term	Topic	Assessment/Part of the Exam
Autumn 1	R068 Design a business proposal TA 1	Coursework
Autumn 2	R068 Design a business proposal TA 2	Coursework
Spring 1	R068 Design a business proposal TA3 and 4	Coursework
Spring 2	R068 Design a business proposal TA 5 and 6	Coursework
Summer 1	R069 Market and pitch a business proposal TA 1	Coursework
Summer 2	R069 Market and pitch a business proposal TA 2	Coursework

Course Details:

J837 Cambridge National Enterprise and Marketing Level 1/2 Certificate (Year 10)

Where to get help:

Website: <https://www.ocr.org.uk/qualifications/cambridge-nationals/enterprise-and-marketing-level-1-2-j837/>

Enterprise and Marketing (Business Studies) Year 11

Term	Topic	Assessment/Part of the Exam
Autumn 1	R065 – Design a business proposal LO4	Coursework
Autumn 2	R066 -Market and pitch a business proposal LO1 and LO2	Coursework
Spring 1	R066 -Market and pitch a business proposal LO3	Coursework
Spring 2	R066 -Market and pitch a business proposal LO4	Coursework
Summer		

Course Details:

J819 Cambridge National Enterprise and Marketing Level 1/2 Certificate

Where to get help for year 11:

Website: [Enterprise and Marketing Level 1/2 Certificate - J819 - OCR](https://www.businessed.co.uk/index.php/home/theory/camnat-public/camnat-theory-notes-public)

<https://www.businessed.co.uk/index.php/home/theory/camnat-public/camnat-theory-notes-public>

Textbook: Cambridge National Level 1/2 Enterprise and Marketing by Tess Bayley and Leanna Oliver

Food Technology – Year 10

Term	Topic	Assessment/Part of the Exam
Autumn 1	Introduction and Nutrition (Macronutrients) Spec code: 3.1/3.2	Test on topic and exam practice Qs
Autumn 2	Nutrition part 2 (Micronutrients, energy, water, special diets, The Big 6 health issue linked to diet) Spec code: 3.1/3.2	Test on topic and exam practice Qs
Spring 1	Cooking methods/heat transfer and Functional and chemical properties of carbs, protein and fat. Spec code: 3.1/3.3	Test on topic and exam practice Qs plus NEA 1 coursework practice x 2
Spring 2	Functional and chemical properties (continued). NEA 1 practice linked to this (Food investigation task) Spec code: 3.1/3.3	Test on topic and exam practice Qs plus NEA 1 coursework practice x 1
Summer 1	NEA 2 Coursework practice project (Food preparation task) Spec code: 3.1	PPE, test on topic and exam practice Qs. NEA 2 coursework practice.
Summer 2	Food safety, Food choices, food provenance Spec code: 3.1,3.4,3.5,3.6	Test on topic and exam practice Qs

Course Details:

AQA Food Preparation and Nutrition (8585E)

Where to get help:

www.foodafactoflife

www.aqa.org.uk

Food Technology – Year 11

Term	Topic	Assessment/Part of the Exam
Autumn 1	Introduction/NEA 1 coursework- Food investigation task Spec code: 3.1, 3.7	NEA 1 final coursework assessment. Written exam practice Qs and test.
Autumn 2	Introduction to NEA 2 coursework – Food preparation task. Research and selecting technical skills/showcasing skills (Section A and B) Spec code: 3.1,3.7	NEA 2 final coursework assessment (Section A and B) Written exam practice Qs and test.
Spring 1	NEA 2: Completing technical skills practical work. Planning final menu (Section C of coursework) Spec code: 3.1,3.7	NEA 2 final coursework (Section B and C) Written exam practice questions and test.
Spring 2	NEA 2 practical exam (Section D) and evaluation/analysis (Section E) Spec code: 3.1,3.7	NEA 2 final coursework (Section D and E) Written exam practice Qs and test
Summer	Preparation for written exam: Environmental theory, sustainability, technological developments and revision of all course topics. Spec code: 3.1-3.6	Practice questions, PPE and final AQA written exam (June)

Course Details:

AQA Food Preparation and Nutrition (8585E)

Where to get help:

www.foodafactoflife

www.aqa.org.uk

French – Year 10

When	Topic	Assessment	What can a parent do to support?
Autumn 1	Introduction to course + grammar induction 1. Identity and culture : 3. Free-time activities	Listening, Reading (<i>exam-style questions</i>)	<p>- Be positive about language learning. It can be challenging, but always try to be encouraging and supportive.</p> <p>- Talk to your child about what they are learning in MFL. Show an interest; encourage them to teach you a few words or phrases on a regular basis — have fun with it.</p> <p>- Encourage them to use Blooket or Quizlet to learn vocabulary. Ask them how many points they have for the week.</p> <p>- Download or buy foreign language films or watch a favourite DVD with the foreign subtitles turned on. Netflix and Amazon Prime have a range of international films.</p>
Autumn 2	1. Identity and culture : 2. Technology in everyday life	Writing (<i>exam-style questions</i>)	
Spring 1	1. Identity and culture : 1. Me, my family and friends	Listening, Reading (<i>exam-style questions</i>)	
Spring 2	1. Identity and culture : 4. Customs and festivals in French-speaking countries/communities	Writing (<i>exam-style questions</i>)	
Summer 1	Revision of Theme 1 and Speaking practice	Speaking (<i>general conversation</i>),	
Summer 2	2. Local, national, international and global areas of interest: 4. Travel and Tourism	Listening, Reading (<i>exam-style questions</i>)	

Helpful Books / Useful Websites

Revision guide and workbook for AQA 9-1 GCSE French – Pearson Education (1 copy provided to students as textbook – to be returned at the end of the course)

www.blooket.com www.quizlet.com

French – Year 11

When	Topic	Assessment	What can a parent do to support?
Autumn 1	3. Current and future study and employment: 1. My studies 2. Life at school/college	Listening, Reading <i>(exam-style questions)</i>	<p>- Be positive about language learning. It can be challenging, but always try to be encouraging and supportive.</p> <p>- Talk to your child about what they are learning in MFL. Show an interest; encourage them to teach you a few words or phrases on a regular basis — have fun with it.</p> <p>- Encourage them to use Blooket or Quizlet to learn vocabulary. Ask them how many points they have for the week.</p> <p>- Download or buy foreign language films or watch a favourite DVD with the foreign subtitles turned on. Netflix and Amazon Prime have a range of international films.</p>
Autumn 2	3. Current and future study and employment: 3. Education post-16 4. Jobs, careers choices and ambitions	Writing <i>(exam-style questions)</i>	
Spring 1	2. Local, national, international and global areas of interest: 1. Home, town, neighbourhood and region	Listening, Reading <i>(exam-style questions)</i>	
Spring 2	2. Local, national, international and global areas of interest: 2. Social issues 3. Global issues	Writing <i>(exam-style questions)</i>	
Summer 1	Revision for exams - Key vocabulary for all themes - Speaking preparation - Writing practice under timed conditions	Speaking Exam (20min)	
Summer 2	Exams	Listening Exam Reading Exam Writing Exam	

Helpful Books / Useful Websites

Revision guide and workbook for AQA 9-1 GCSE French – Pearson Education (1 copy provided to students as textbook – to be returned at the end of the course)

www.blooket.com www.quizlet.com

Geography – Year 10

Term	Topic	Detailed Content	Assessment
Autumn 1	Changing Landscapes of the UK River Landscapes and Processes	There are geological variations within the UK A number of physical and human processes work together to create distinct UK landscapes A variety of physical processes interact to shape river landscapes Erosion and deposition interacting with geology create distinctive landforms in river landscapes Human activities can lead to changes in river landscapes which affect people and the environment Distinctive river landscapes are the outcome of the interaction between physical and human processes	Ongoing informal assessment of classwork and homework. Formal assessment through regular end of unit testing and mock examinations. Final grading based on terminal examinations.
Autumn 2	Coastal Landscapes and Processes	A variety of physical processes interact to shape coastal landscapes Coastal erosion and deposition create distinctive landforms within the coastal landscape Human activities can lead to changes in coastal landscapes which affect people and the environment	
Spring 1	Coastal Landscapes and Processes Weather Hazards and Climate Change	Distinctive coastal landscapes are the outcome of the interaction between physical and human processes The atmosphere operates as a global system transferring heat and energy The global climate was different in the past and continues to change due to natural causes Global climate is now changing as a result of human activity	
Spring 2	Weather Hazards and Climate Change	The UK has a distinct climate which has changed over time Tropical cyclones are extreme weather events that develop under specific conditions and in certain locations There are various impacts of and responses to natural hazards caused by tropical cyclones depending on a country's level of development The causes of drought are complex with some locations more vulnerable than others The impacts of, and responses to drought vary depending on a country's level of development	
Summer 1	Ecosystems, Biodiversity and Management	Large-scale ecosystems are found in different parts of the world and are important The biosphere is a vital system The UK has its own variety of distinctive ecosystems that it relies on Tropical rainforests show a range of distinguishing features Tropical rainforest ecosystems provide a range of goods and services some of which are under threat	
Summer 2	Ecosystems, Biodiversity and Management Global Development	Deciduous woodlands show a range of distinguishing features Deciduous woodlands ecosystems provide a range of goods and services some of which are under threat Definitions of development vary as do attempts to measure it The level of development varies globally Uneven global development has had a range of consequences A range of strategies has been used to try to address uneven development The level of development of the chosen developing or emerging country is influenced by its location and context in the world	

Geography – Year 11

Term	Topic	Detailed Content	Assessment
Autumn 1	Global Development Changing Cities	<p>The interactions of economic, social and demographic processes influence the development of the chosen developing or emerging country</p> <p>Changing geopolitics and technology impact on the chosen developing or emerging country</p> <p>There are positive and negative impacts of rapid development for the people and environment of the chosen developing or emerging country</p> <p>Urbanisation is a global process</p> <p>The degree of urbanisation varies across the UK</p>	<p>Ongoing informal assessment of classwork and homework. Formal assessment through regular end of unit testing and mock examinations. Final grading based on terminal examinations.</p>
Autumn 2	Changing Cities	<p>The context of the chosen UK city influences its functions and structure</p> <p>The chosen UK city is being changed by movements of people, employment and services</p> <p>Globalisation and economic change create challenges for the chosen UK city that require long-term solutions</p> <p>The context of the chosen developing country or emerging country city influences its functions and structure</p> <p>The character of the chosen developing country or emerging country city is influenced by its fast rate of growth</p> <p>Rapid growth, within the chosen developing country or emerging country city, results in a number of challenges that need to be managed</p>	
Spring 1	Resource Management (Water)	<p>A natural resource is any feature or part of the environment that can be used to meet human needs</p> <p>The patterns of the distribution and consumption of natural resources varies on a global and a national scale</p> <p>The supply of fresh water supply varies globally</p> <p>There are differences between the water consumption patterns of developing countries and developed countries</p> <p>Countries at different levels of development have water supply problems</p> <p>Meeting the demands for water resources could involve technology and interventions by different interest groups</p> <p>Management and sustainable use of water resources are required at a range of spatial scales from local to international</p>	
Spring 2	UK Challenges Fieldwork Challenges	<p>The UK's resource consumption and environmental sustainability challenge</p> <p>The UK settlement, population and economic challenges</p> <p>The UK's landscape challenges</p> <p>The UK's climate change challenges</p> <p>Formulating enquiry questions</p> <p>Fieldwork methods and techniques</p> <p>Secondary data sources</p>	
Summer 1	Revision	<p>Issue of revision guides</p> <p>Consideration of revision techniques</p> <p>Focus on examination technique</p> <p>Practice exam questions</p>	
Summer 2	Examinations		

History – Year 10

Term	Topic	Detailed Content	Assessment
Autumn 1	Crime & Punishment through time 1000- present	<p>This option comprises a thematic study Crime and punishment in Britain</p> <p>c1000–present day and a study of the historic environment Whitechapel c1870–1900: crime, policing and the inner city.</p> <p>There are two main strands to the crime and punishment thematic study: the nature and changing definitions of criminal activity and the nature of law enforcement and punishment.</p> <p>Crime and punishment in medieval England 1000-1500,</p>	<p>Ongoing informal assessment of classwork and homework.</p> <p>Formal assessment through regular end of unit testing and mock examinations.</p> <p>Final grading based on terminal examinations.</p>
Autumn 2	Crime & Punishment through time 1000-present	<p>Nature and changing definitions of criminal activity ,continuity and change in the nature of crimes against the person, property and authority, including heresy and treason.</p> <p>New definitions of crime: vagabondage, witchcraft, smuggling and new crimes in the 20th century. Changing nature of punishment: introduction of prisons, the changing nature of law enforcement: introduction of the Metropolitan Police Force and how this changes in the 20th century.</p>	
Spring 1	Whitechapel, c1870–c1900: crime, policing and the inner city	<p>This unit examines the relationship between Whitechapel and historical events and the development of policing in the inner city.</p> <p>The study of Whitechapel highlights the problems in policing and the investigative challenges policing faced. The unit also examines the public attitudes towards the police and how this may have hindered investigations.</p> <p>Students develop the necessary skills to analyse and use contemporary sources to make substantiated judgements, in the context of historical events studied.</p>	
Spring 2	Weimar and Nazi Germany, 1918–39	<p>This modern depth study offers students a fascinating analysis of how, between the First and Second World Wars, a democratic Germany became a one-party dictatorship. During this short time span students will examine various political, economic, social and cultural aspects of this change from a democratic to a one party state.</p> <p>The unit examines the the fragile beginnings of the Weimar Republic at the very end of the First World War and Hitler's rise to power. Students study the hardships and unrest in Germany by November 1918 and the reasons for the abdication of the Kaiser and the signing of the armistice. They should be aware of the key terms of the new constitution and its strengths and weaknesses. Students should understand the key terms of the Versailles Treaty, for example the War Guilt clause and the financial, economic, territorial and military terms.</p> <p>This section then explores how Hitler initially failed to gain a great deal of support and then how political developments and key individuals in the final year of the Weimar Republic led to Hitler becoming Chancellor of Germany in 1933.</p>	

Term	Topic	Detailed Content	Assessment
Summer 1	Weimar and Nazi Germany, 1918–39	<p>This section focuses on the Nazi dictatorship in the years before the outbreak of the Second World War.</p> <p>Students study the key events which led to Germany moving from a democracy to a single-party state during the period 1933–34. They examine how the Nazis created a police state to control the German population which included secret police, the use of concentration camps, and control of the legal system and of the Catholic and Protestant Churches.</p> <p>Students learn about the Nazi government’s control and influence of attitudes by using propaganda and censorship. The final section deals with the issue of the extent of support for Nazism as well as a range of organisations and individuals that displayed opposition to the regime</p>	
Summer 2	Weimar and Nazi Germany, 1918–39	<p>The final focus of the unit examines life in Nazi Germany before the Second World War.</p> <p>The first section looks at how Nazi policies towards women changed their roles and positions in German society. This is followed by Nazi policies which influenced the lives of young people with the establishment of Nazi youth groups as well as government controls over education.</p> <p>Students study the changes to employment and living standards in Nazi Germany. They also learn about the Nazis’ racial beliefs and how this led to policies which discriminated against minority groups as well as the increasingly harsh persecution of German Jews during the years 1933–39.</p>	

History – Year 11

When	Topic	Detailed Content	Assessment
Autumn 1	Superpower relations and the Cold War, 1941–91	<p>This option is a period study, and consists of the three Key topics: The origins of the Cold War, 1941–58; Cold War crises, 1958–70; The end of the Cold War, 1970–91.</p> <p>The first Key topic charts the breakdown of the Grand Alliance between the USA, USSR and Britain, particularly in 1945, and students examine the growing ideological differences seen in the Tehran, Yalta and Potsdam conferences. This section ends with the dramatic attempt by the people of Hungary to break away from their masters in the Soviet sphere in 1956, Khrushchev’s response and the international reaction.</p> <p>Key topic 2 highlights crises in Cold War history in the years 1958–70. The first crisis is the building of the Berlin Wall in 1961, the second crisis the Cuban Missile Crisis in 1962 and the Soviet Union's invasion of Czechoslovakia in 1967.</p>	<p>Ongoing informal assessment of classwork and homework.</p> <p>Formal assessment through regular end of unit testing and mock examinations.</p> <p>Final grading based on terminal examinations.</p>
Autumn 2	Superpower relations and the Cold War, 1941–91	<p>Key topic 3 examines the clash of superpowers in the 1970s and 1980s. It starts with the false dawn of détente, marked by arms negotiations, which gave way to a second Cold War triggered by the Soviet invasion of Afghanistan (1979), President Reagan’s attitude (talk of an ‘evil empire’) and ‘Star Wars’ nuclear technology.</p> <p>Students study the rule of Mikhail Gorbachev and policies of Glasnost and Perestroika which along with the fall of the Berlin Wall in 1989, led to the collapse of the Soviet Union in 1991.</p>	
Spring 1	Early Elizabethan England, 1558–88	<p>This unit covers the first 30 years of Elizabeth’s reign. They will investigate matters which include religious issues, especially the Catholic threat to Elizabeth’s security, relations with Philip II of Spain, several social and economic issues, and England’s changing relations with the wider world, including the first steps towards the creation of a seaborne empire.</p> <p>The first key topic is concerned with queen, government and religion in the years 1558–69. This section examines why religion was such an important feature of national life, and the reasons for the settlement of 1559. They should be aware of the divisions between Catholics, Protestants and Puritans, and the challenges they posed to Elizabeth. They should understand Mary Stuart’s claim to the throne, and how Elizabeth dealt with Mary in the years 1568–69.</p>	
Spring 2	Early Elizabethan England, 1558–88	<p>Key topic 2 deals with challenges to Elizabeth at home and abroad in the years 1569–88. Students should understand the nature of the threat to the queen posed by the different plots of 1569–86 and the role of her Chief Minister Walsingham and his large network of spies in neutralising them.</p> <p>The third and final key topic deals with Elizabethan society in the Age of Exploration, 1558–88. This examines the nature of education in the home, schools and universities and the social groups involved. Students study the types of cultural activities, sports and pastimes that were popular in these years.</p>	
Summer 1	Revision	Revision activities / Past paper exam practice Individual question practice e.g. 16 mark questions	
Summer 2	Examinations		

Cambridge National Creative i-Media – Year 10

Term	Topic	Assessment/Part of the Exam
Autumn 1	<p><u>R093: Creative iMedia in the Media Industry</u> Learning about media industry sectors and products. Looking at style and content linked to client requirements. Audience demographics and segmentation. Media codes to convey meaning and engage.</p>	Homework and Practice Questions from Past Papers
Autumn 2	<p><u>R093: Creative iMedia in the Media Industry</u> Work planning and documents. Design and planning media products using documentation.</p> <p><u>R094: Visual Identity and Digital Graphics</u> Purpose, features, elements and design.</p> <p>Graphic design concepts and conventions.</p> <p>Properties of digital graphics and use of assets.</p> <p>Techniques to plan visual identity and digital graphics.</p>	Homework and Practice Questions from Past Papers Practice coursework tasks
Spring 1	<p><u>R093: Creative iMedia in the Media Industry</u> Design and planning media products using documentation.</p> <p><u>R094: Visual Identity and Digital Graphics</u> Tools and techniques to create the digital identity. Technical skills to source, create and prepare assets for use within digital graphics.</p>	Homework and Practice Questions from Past Papers Some practice coursework tasks.
Spring 2	<p><u>R094: Visual Identity and Digital Graphics</u> Techniques to save and export. Some built in bits of R093 about distribution considerations and file formats.</p> <p>Working on NEA</p>	Homework tasks and past papers ready for exam Completing assignment tasks. Regular checking of the work and updating lists to complete.
Summer 1	<p><u>R094: Visual Identity and Digital Graphics</u> Working on NEA only until the very beginning of May.</p>	Completing assignment tasks. Regular checking of the work and updating lists to complete.
Summer 2	Starting the next coursework unit – yet to be confirmed.	Working on the task after 1 st June when released.

Course Details:

J834 Cambridge National in Creative iMedia

Where to get help:

[Cambridge Nationals - Creative iMedia Level 1/2 - J834 - OCR](#)

All students will be given access to an e-book and website called Boost.

Cambridge National Creative i-Media – Year 11

Term	Topic	Assessment/Part of the Exam
Autumn 1	<u>R082: Creating Digital Graphics</u> Finishing off this unit.	Completing assignment tasks. Regular checking of the work and updating lists to complete.
Autumn 2	<u>R085: Creating a Multipage Website</u> Working on the NEA	Completing assignment tasks. Regular checking of the work and updating lists to complete.
Spring 1	<u>R085: Creating a Multipage Website</u> Working on the NEA	Completing assignment tasks. Regular checking of the work and updating lists to complete.
Spring 2	<u>R085: Creating a Multipage Website</u> Working on the NEA	Completing assignment tasks. Regular checking of the work and updating lists to complete.
Summer	Coursework improvements ready for end of April final assessment	

Course Details:

Year 11

J817 Certificate in Creative iMedia

Where to get help:

Year 11

Cambridge Nationals - Creative iMedia Level 1/2 Award/Certificate - J807, J817 - OCR

Media Studies – Year 10

Term	Topics	How Assessed
Autumn Term 1.1	<ul style="list-style-type: none"> Understanding Media Language. Understanding Audience – Social economic grouping, demographics and psychographics 	Foundation to all CSP and NEA
Autumn 1.2	<ul style="list-style-type: none"> Film CSP – focus on industry, distribution, vertical and horizontal integration. Applying Semiotic language and narrative codes to a moving image. Todorov’s narrative theory, Propp’s character theory and iconography / semiology. 	Exam / PPE
Spring 2.1	<ul style="list-style-type: none"> TV CSP – Audience, representation, media language and industry. 	Exam / PPE
Spring 2.2	<ul style="list-style-type: none"> TV CSP continues – Audience, representation, media language and industry. Online and Social Participatory Media CSP – Audience, language, representation and industry. Unseen analysis – Media Language and audience. Mock advertising poster design for NEA. Introducing key design skills prior to the NEA. 	Exam / PPE Exam and NEA foundation work
Summer 3.1	<ul style="list-style-type: none"> Mock Web design NEA. Introducing key design skills prior to the NEA. Introducing the Non-Exam Assessment (NEA) briefs. All 5 practical briefs are explored in detail and students select their preferred brief for the major practical production project. Begin research, exploration and planning for chosen NEA. 	NEA 30% of Final Grade Exam / PPE
Summer 3.2	<ul style="list-style-type: none"> Conclude the NEA write ‘Statement of Intent’ for NEA 	NEA Exam / PPE

Media Studies – Year 11

Term	Topics	How Assessed
Autumn Term 1.1	<ul style="list-style-type: none"> Advertising CSP – focusing on media language and representation 	Exam / PPE
Autumn 1.2	<ul style="list-style-type: none"> Radio CSP – Industry and audience and historical context. Music Video CSP– an in-depth study or the industry and audience 	Exam / PPE NEA
Spring 2.1	<ul style="list-style-type: none"> Music Video CSP– an in-depth study or the industry and audience Revisit the ‘Statement of intent’. Submit NEA for grading. 	Exam / PPE NEA
Spring 2.2	<ul style="list-style-type: none"> Newspapers – an in-depth study of the newspaper industry and audience representation and social, political and historical context Revision of Media theories Revision of CSP topics 	Exam / PPE
Summer 3.1	Revision and final paper 1 and paper 2 exams	Exam
Summer 3.2		

Music – Year 10

Term	Topics
Autumn 1	Introduction to the course Component 1 - LAA <i>Film Music, Samba and Reggae</i> Introduction to the course
Autumn 2	Component 1 LAA <i>Britpop</i> <i>Baroque</i> <i>Blues Music</i> <i>EDM</i> <i>Grime</i> Component 1 - LAA
Spring 1	Component 1 LAB <i>Britpop Performance, Baroque Arrangement and Film Music</i> <i>Composition</i>
Spring 2	Component 1 LAB <i>Britpop Performance, Baroque Arrangement and Film Music</i> <i>Composition</i> Component 2 LAA – Music Industry Skills <i>Music Skills Portfolio</i>
Summer 1	Component 2 LAA - Music Industry Skills <i>Music Skills Portfolio</i> LAB - Skills Development <i>Practice Diary and Performance Preparation</i>
Summer 2	Component 2 LAB - Skills Development <i>Practice Diary and Performance Preparation</i>

Music – Year 11

Term	Topics
Autumn 1	Component 2 LAB - Skills Development <i>Performance Evaluation and completion of all internal coursework</i>
Autumn 2	Component 3 Prep/Mock
Spring 1	Component 3 Response to Brief/Preparation Work
Spring 2	Component 3 Preparation work
Summer 1	Component 3 Evaluation/ Catch up incomplete coursework
Summer 2	

Spanish – Year 10

Term	Topic	Assessment	What can a parent do to support?
Autumn 1	Introduction to course + grammar induction 1. Identity and culture : 3. Free-time activities	Listening, Reading (<i>exam-style questions</i>)	<p>- Be positive about language learning. It can be challenging, but always try to be encouraging and supportive.</p> <p>- Talk to your child about what they are learning in MFL. Show an interest; encourage them to teach you a few words or phrases on a regular basis — have fun with it.</p> <p>- Encourage them to use Blooket or Quizlet to learn vocabulary. Ask them how many points they have for the week.</p> <p>- Download or buy foreign language films or watch a favourite DVD with the foreign subtitles turned on. Netflix and Amazon Prime have a range of international films.</p>
Autumn 2	1. Identity and culture : 2. Technology in everyday life	Writing (<i>exam-style questions</i>)	
Spring 1	1. Identity and culture : 1. Me, my family and friends	Listening, Reading (<i>exam-style questions</i>)	
Spring 2	1. Identity and culture : 4. Customs and festivals in French-speaking countries/communities	Writing (<i>exam-style questions</i>)	
Summer 1	Revision of Theme 1 and Speaking practice	Speaking (<i>general conversation</i>),	
Summer 2	2. Local, national, international and global areas of interest: 4. Travel and Tourism	Listening, Reading (<i>exam-style questions</i>)	

Helpful Books / Useful Websites

Revision guide and workbook for AQA 9-1 GCSE Spanish – Pearson Education (1 copy provided to students as textbook – to be returned at the end of the course)

www.blooket.com www.quizlet.com

Spanish – Year 11

When	Topic	Assessment	What can a parent do to support?
Autumn 1	3. Current and future study and employment: 1. My studies 2. Life at school/college	Listening, Reading <i>(exam-style questions)</i>	- Be positive about language learning. It can be challenging, but always try to be encouraging and supportive. - Talk to your child about what they are learning in MFL. Show an interest; encourage them to teach you a few words or phrases on a regular basis — have fun with it.
Autumn 2	3. Current and future study and employment: 3. Education post-16 4. Jobs, careers choices and ambitions	Writing <i>(exam-style questions)</i>	
Spring 1	2. Local, national, international and global areas of interest: 1. Home, town, neighbourhood and region	Listening, Reading <i>(exam-style questions)</i>	- Encourage them to use Blooket or Quizlet to learn vocabulary. Ask them how many points they have for the week.
Spring 2	2. Local, national, international and global areas of interest: 2. Social issues 3. Global issues	Writing <i>(exam-style questions)</i>	
Summer 1	Revision for exams - Key vocabulary for all themes - Speaking preparation - Writing practice under timed conditions	Speaking Exam	- Download or buy foreign language films or watch a favourite DVD with the foreign subtitles turned on. Netflix and Amazon Prime have a range of international films.
Summer 2	Exams	Listening Exam Reading Exam Writing Exam	

Helpful Books / Useful Websites

Revision guide and workbook for AQA 9-1 GCSE Spanish – Pearson Education (1 copy provided to students as textbook – to be returned at the end of the course)

www.blooket.com www.quizlet.com

Sports Studies - Year 10 & Year 11



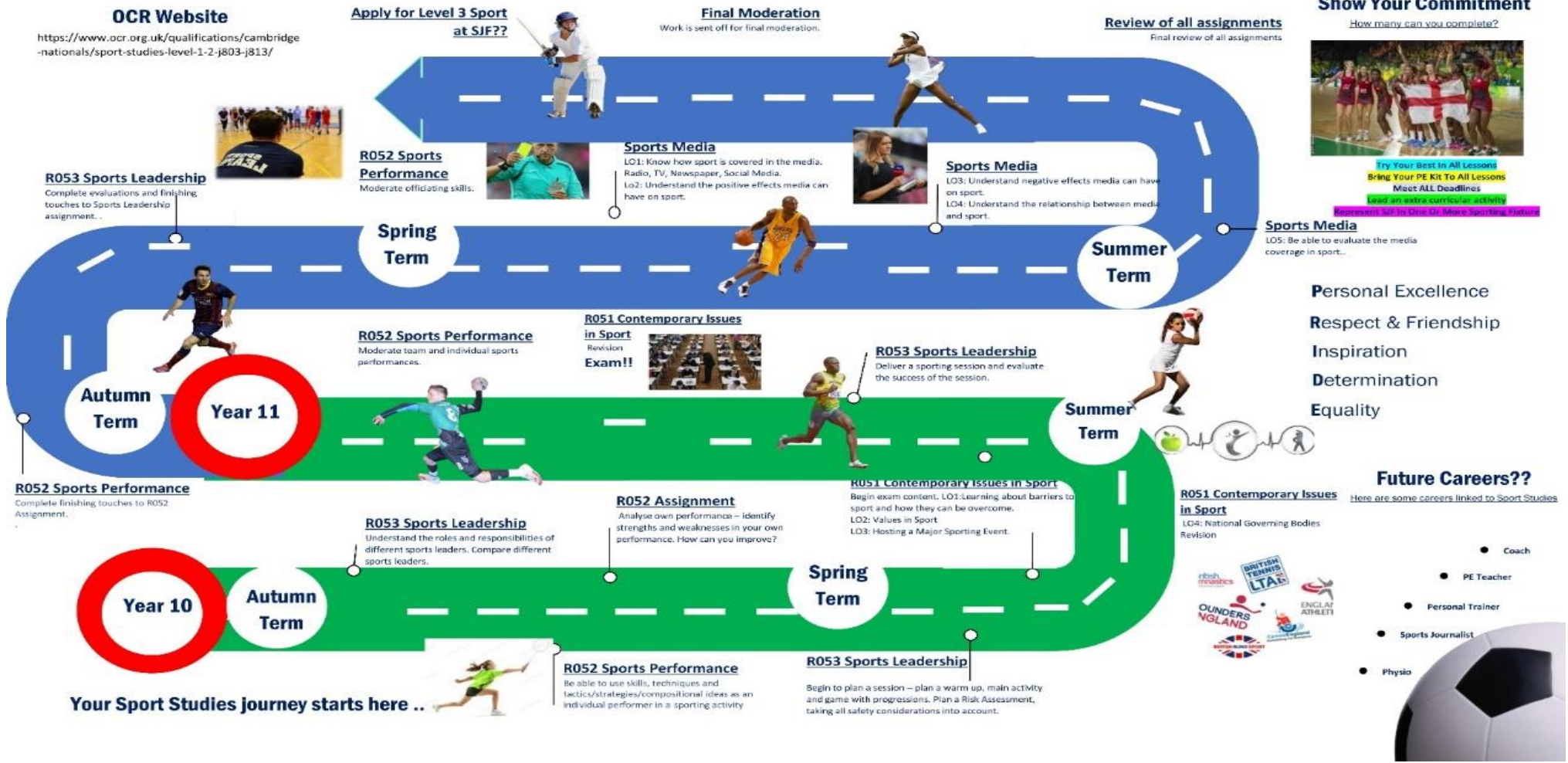
St John Fisher Physical Education Journey



OCR Level 2 Sport Studies



OCR Website
<https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j803-j813/>



Travel and Tourism – Year 10

Term	Topic	Detailed Content	Assessment
Autumn 1	Unit 1: UK Travel and Tourism Organisations and Destinations	<p>Learning Outcome A: Demonstrate an understanding of the UK travel and tourism industry</p> <p>Learning aim A1: The major components of the UK travel and tourism industry: Accommodation Providers Transport Operators Visitor Attractions Tour Operators Travel Agents Tourism Promotion Ancillary Services</p>	<p>Ongoing informal assessment of classwork and homework. Formal assessment through weekly submission of coursework tasks.</p> <p>Final grading based on coursework portfolio.</p>
Autumn 2		<p>Learning aim A2: The ownership and aims of travel and tourism organisations and how they work together: Ownership of travel and tourism organisations Common aims of UK travel and tourism organisations Travel and tourism organisations working together</p> <p>Learning aim A3: The role of consumer technology in travel and tourism</p>	
Spring 1		<p>Learning Outcome B: Explore popular visitor destinations</p> <p>Learning aim B1: Visitor Destinations: Types of visitor destinations Features of destinations</p> <p>Learning aim B2: Different types of tourism activities Types of tourism Reasons for travel</p> <p>Learning aim B3: Popularity of destinations with different visitor types Visitor types</p>	
Spring 2		<p>Learning aim B4: Travel options to access tourist destinations Modes of transport, hubs and routes</p> <p>Externally set assignment Learners will select a travel and tourism organisation from a given sector component and conduct research on its ownership, aims and products and services. Learners will consider different organisations from different sector components that the travel and tourism organisation could work with, and why. Learners will use research skills to consider the types of consumer technologies used by organisations in the travel and tourism sector, the reasons why they are offered, and the advantages and disadvantages to customers.</p> <p>Learners will refer to a given visitor profile and explore how and why the features of a given destination are suitable. Learners will use the three different travel routes provided and identify advantages and disadvantages for the visitor type in the visitor profile provided before recommending which would be the most suitable.</p> <p>The assignment will take approximately 4 hours of monitored preparation and 6 supervised hours to complete.</p>	

Term	Topic	Detailed Content	Assessment
Summer 1	Unit 2: Customer Needs in Travel and Tourism	<p>Learning Outcome A: Demonstrate an understanding of how organisations identify customer needs and travel and tourism trends</p> <p>Learning aim A1: Types of market research: Advantages and disadvantages of a range of primary research methods Advantages and disadvantages of a range of secondary research methods</p> <p>Learning aim A2: How travel and tourism organisations may use market research to identify customer needs and preferences How different types of market research are used by travel and tourism organisations to identify types of customer and their needs and preferences. How organisations use this information to provide a variety of services and products to meet customer needs</p> <p>Learning aim A3: How travel and tourism organisations may use research to identify travel and tourism trends</p>	<p>Ongoing informal assessment of classwork and homework. Formal assessment through practice examination questions and papers. Final grading based on unit terminal examination.</p>
Summer 2			

Travel and Tourism – Year 11

Term	Topic	Detailed Content	Assessment
Autumn 1	Unit 2: Customer Needs in Travel and Tourism	<p>Learning Outcome B: Recognise how the needs and preferences of travel and tourism customers are met.</p> <p>Learning aim B1: Customer Needs and Preferences: Customer travel and needs Desirable preferences</p> <p>Learning aim B2: How travel and tourism organisations provide different products and services to meet customer needs and preferences</p> <p>Learning aim B3: Customer needs and different types of travel: Leisure travel Corporate travel Specialist travel Visiting friends and relatives Day trips</p> <p>Learning aim B4: Travel planning to meet customer needs and preferences: Sources of information Travel planning and costing</p>	Ongoing informal assessment of classwork and homework.
Autumn 2		<p>Externally set assignment Learners will consider the different market research methods that could be used by an organisation to identify customer needs. Learners will use research skills to consider the different market research methods that could be used by an organisation to identify travel and tourism trends and suggest new products and services to meet these trends. Learners will consider how different types of travel and tourism organisations can meet the specific needs of customers. Learners will develop a travel plan to meet the needs of given customer needs and preferences.</p> <p>Learners will create an additional information document to provide to given customers.</p> <p>The assignment will take approximately 5 hours of monitored preparation and 6 supervised hours to complete.</p>	
Spring 1	Unit 3: Influences on Global Travel and Tourism	<p>Learning Outcome A: Factors that influence global travel and tourism</p> <p>Learning aim A1: Factors influencing global travel and tourism: Economic factors Political factors Natural factors Media factors Safety and Security factors Health risk factors</p> <p>Learning aim A2: Response to factors: Travel and Tourism organisations Government Voluntary organisations</p> <p>Learning outcome B: Impact of travel and tourism and sustainability</p> <p>Learning aim B1: Possible Impacts of Tourism: Sociocultural impacts Economic impacts Environmental Impacts</p>	

Term	Topic	Detailed Content	Assessment
Spring 2		Learning aim B2: Sustainable tourism What is sustainable tourism? The aim of sustainable tourism Learning aim B3: Managing sociocultural impacts The role of visitors The role of transport and infrastructure The role of local communities The role of taxes Learning aim B4: Managing economic impacts How tourism can provide employment How tourism can support local communities How governments can restrict foreign owned companies How visitor spend can be increased Learning aim B5: Managing environmental impacts How visitors can be managed How traffic can be managed The use of planning The education of visitors How resources can be managed	
Summer 1		Learning Outcome C: Destination Management Learning aim C1: Tourism development: Stages of tourism development Emerging destinations Mature destinations Learning aim C2: The role of local and national governments in tourism development: Why do governments want to increase tourism How does government use legislation to control tourism development Learning aim C3: The importance of partnerships in destination management: Types of partnership and their purpose Advantages and disadvantages of partnerships Issue of revision guide Consideration of revision techniques Focus on examination technique Practice exam questions	
Summer 2		Examinations	