

Birch Wood Vale - KS4

Year 11

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Entry Level Component 2: Myths & Legends and Exploring GCSE English Literature – An Inspector Calls reading</p> <ul style="list-style-type: none"> Close reading of a text Understanding/selecting vocabulary Identifying relevant information from text/selecting evidence Explaining ideas <p>Assessment: EL and/or GCSE paper</p>	<p>Entry Level Component 1 Music and Hobbies GCSE Language Grammar for Writing</p> <ul style="list-style-type: none"> Close reading of a text Understanding/selecting vocabulary Identifying relevant information from text/selecting evidence Explaining ideas Language analysis Structuring an exam response Writing simple, compound and complex sentences <p>Assessment: EL and/or GCSE paper</p>	<p>Entry Level Component 1 Detectives GCSE English Literature – Shakespeare play (TBC)</p> <ul style="list-style-type: none"> Understanding across a whole text Characterisation, plot, setting, dramatic devices Structuring a response using PEE/PEEL Exploring/commenting on character thoughts/feelings/motivation <p>Assessment: EL and/or GCSE question on Macbeth</p>	<p>Entry Level Component 1 Detectives GCSE English Literature – Shakespeare play (TBC)</p> <ul style="list-style-type: none"> Understanding across a whole text Characterisation, plot, setting, dramatic devices Structuring a response using PEE/PEEL Exploring/commenting on character thoughts/feelings/motivation <p>Assessment: EL and/or GCSE question on Macbeth</p>	<p>Entry Level Component 2 Gothic Horror GCSE English Literature - Dr Jekyll and Mr Hyde</p> <ul style="list-style-type: none"> Understanding across a whole text Characterisation, plot, setting, narrative devices/symbolism Structuring a response using PEE/PEEL Exploring/commenting on character thoughts/feelings/motivation/ theme <p>Assessment: EL and/or GCSE question on J&H</p>	<p>Entry Level Component 2 Gothic Horror GCSE English Literature - Dr Jekyll and Mr Hyde</p> <ul style="list-style-type: none"> Understanding across a whole text Characterisation, plot, setting, narrative devices/symbolism Structuring a response using PEE/PEEL Exploring/commenting on character thoughts/feelings/motivation <p>Assessment: EL and/or GCSE question on J&H</p>
Reading/Literacy	<p>Book: The Time & Space of Uncle Albert – Russell Stannard Student Choice – Independent Reading</p>		<p>Book: Abomination – Robert Swindells Student Choice – Independent Reading</p>		<p>Book: My Friend Walter – Michael Morpurgo Student Choice – Independent Reading</p>	
Mathematics	<p>Entry Level Pathway Number: 4 operations including applying to real life situations.</p> <p>GCSE Pathway Number 4 Operations including decimals and fractions. BODMAS Factors and Multiples Rounding and estimating</p>	<p>All Pathways Rickshaw Challenge: Enterprise/ Team work challenge to raise money for Children in Need</p> <p>Entry Level Pathway Money: Money Handling skills and Decimal Notation. Time Calendar skills</p> <p>GCSE Pathway Statistics Mean, Median, mode Representing data in graphical formats. Analysing graphical data</p>	<p>Entry Level Pathway Time Telling the time in different formats Fractions/Ratio Using fractions to represent parts of shapes and number Addition and subtraction of fractions</p> <p>GCSE Pathway Algebra Simplifying Substitution Solving by doing the opposite</p>	<p>Entry Level Pathway Geometry and Measure Perimeter, shape, and angles. Co-ordinates and directions. Measuring skills Choosing and converting units</p> <p>GCSE Pathway Geometry Shapes including angles, perimeter and area Angle rules Circles, circumference and Area Pythagoras</p>	<p>Entry Level pathway Entry Level Portfolio Weekly personalised focus on improving their Entry Level Portfolio ASDAN-Job Roles Researching and comparing different job roles</p> <p>GCSE Pathway Graph of a straight line Gradients and intercepts Exam Skills and Revision Weekly personalised focus on key maths skills, with exam question literacy focus GCSE Exams</p>	<p>Entry Level pathway ASDAN- Comparing Shopping Research and compare graphically shopping prices</p> <p>GCSE Pathway Exam Skills and Revision Weekly personalised focus on key maths skills, with exam question GCSE Exams Introduction to ASDAN Maths</p>
Science	<p>Balanced symbol equations Reaction profiles Measuring the rates of reactions Investigating the rates of reactions Interdependence Crude oil and fractional distillation Cracking The carbon footprint</p>	<p>Half-life Radioactive contamination Resistance Mock GCSE exams Power and the national grid Wave measurements Density</p>	<p>Changes of state Distance-time graphs Investigating acceleration The reactivity series Electrolysis Sustainability</p>	<p>Weight Work done and power Forces and electricity Genetic crosses</p>	<p>GCSE exam revision GCSE exams</p>	<p>First Aid Certification</p>
RE	<p>ASDAN Beliefs and Values Module 4: Peace and conflict</p>		<p>ASDAN Beliefs and Values Module 5: Beliefs and practice</p>		<p>ASDAN Beliefs and Values Module 6: Inspiration</p>	

	To develop an understanding of the value of peace in society and the impact of conflict. It provides opportunities to learn about issues such as the role of the armed forces, pacifism and weapons of mass destruction. Explore religious views. What do these religions say about peace and conflict?		To develop an understanding of different religions and how they express their beliefs through worship and actions. It provides opportunities to learn about topics such as pilgrimage, ceremonies, places of worship and non-religious beliefs. Explore beliefs and values of two religions – Christianity and Islam.		To develop an understanding of inspiration as a religious and non-religious experience. It provides opportunities to learn about different sources of inspiration, such as music, art, nature and other people. Explore a religious and non-religious inspiration individuals?	
PE	OAA/Team building Communication Kinball Confidence; Competence	Invasion Games Communication; Challenge; Competence Gymnastics (floor) Communication; creativity; competence	Health Related Fitness Challenge Gymnastics (vaulting)/ Parkour Communication; creativity; competence	Net Games Communication; Challenge; Competence Invasion Games Confidence; Competence; Challenge	Tennis Competence; Confidence Striking and Fielding Creativity; communication; challenge; competence	Athletics/ HRF Challenge Striking and Fielding Creativity; communication; challenge; competence
PSHE	Helping others Caring for people, treating others with respect and kindness, challenging stereotypes, how to recognise negative relationships	Changes (incl. sex ed) How our bodies and feelings are changing, emotions relating to love and physical desire, private and public behaviour, and awareness, how to protect ourselves	Changing relationships Bereavement, separation, divorce, break ups how to manage these life changes.	Communities and cultures Identifying similarities and differences between diverse cultures in our local community. Learning about tolerance and respect	Taking risks & staying safe Protecting ourselves, identifying and learning how to assess the risk, what to do if we are in a situation where we do not feel safe, peer pressure, saying 'no' Sexual health, STIs, sexual pressure, contraception, pregnancy facts and myths.	Topical issues Find out about key stories in the world or local news. Discuss feelings towards world events e.g., terrorism, war, natural disasters. How to protect ourselves against 'grooming'
Art GCSE	Students will reflect on their project from Year 1 and work through their portfolio annotating any pages that need completing. They will complete a self-reflection on their final piece and follow teacher instructions to fill any gaps in their portfolio from AO1, AO2, AO3 or AO4.		Externally set exam released after Christmas. Students will select a theme from the ones given by AQA and respond to this theme in their own interpretation. They will Research artists, develop their ideas, experiment with materials		Students will collate their project and their ideas together to plan out a personal informed final piece linking to their exam project and their chosen artists. This will be planned and designed by the students. They will have 10 hours to complete their final piece under exam conditions.	
Art BTEC	Unit AD5: Creating an Image To demonstrate knowledge of formal elements, To produce work in mixed media, to comment on own work.		Unit 11. Explore 3D Fine Art To develop ideas for work in three-dimensional fine art, to produce work in three-dimensional art, to comment on own work		Opportunity to complete additional work towards BTEC if assessments not met. Personal project until summer carrying out art workshops if BTEC Units completed.	
Home Cook	Revisit Food safety and Kitchen Hygiene Pasta making, tasting, comparing fresh and dried Practical and theory	Main Meals – key ingredients, vegetarian alternatives How can different ingredients change basic flavours	Pastry - information nutritional value and practical uses in cooking Using developing food knowledge to adapt a recipe Discuss the importance of being able to cook.	Using developing food knowledge to adapt a recipe Discuss how to pass on cooking information for others Practice assessment cooking	Final assessment and retakes Complete work books and evidence folders Food Allergy and Intolerance project	
Design	Pewter Pendant Exploring how to create a pendant design, based Art Deco design movement, by exploring and developing Designs and prototyping to explore final idea ready for casting		AQA Exam: Externally set exam released after Christmas. Students will select a theme from the ones given by AQA and respond to this theme in their own interpretation. They will Research Designer, develop their ideas, experiment with materials		AQA Exam: Students will collate their project and their ideas together to plan out a personal informed final piece linking to their exam project and their chosen designer. This will be planned and designed by the students. They will have 10 hours to complete their final piece under exam conditions.	
BTEC Performing Arts	Unit PA5: Using a Stimulus for Performance Learners will learn how to successfully create a devised piece of drama in response to a stimuli. They will be exposed to different types of stimuli, such as: words, image, sound, newspaper article, literature, poetry and historical events. Though out this journey they will explore, experiment and create ideas around each stimuli before finally creating a workshop performance.		Unit A2: Developing a Progression Plan Students will identify current strengths and skills as well as areas they find difficult. They will learn how to set goals and recognise areas you need to develop and how to plan ways to reach next steps, for short term and long term goals.		Students will work on a personal project where they respond to a set brief and interpret in their own way	
Sport and Leisure	Unit 17: Job Opportunities in Sport and Active Leisure Students will develop knowledge of where to find job opportunities in sport and active leisure and about the different roles and requirements of different sport and active leisure roles.		Unit 4: Taking Part in Sport Develop the knowledge of a range of team and individual sports. This would include the rules, appropriate clothing, equipment as well as skills and techniques. This will be done through active		Leadership development. Students will explore and develop their leadership abilities.	

			participation in a range of team and individual sports. Students will also have to reflect on their own performance.	
Photography	Students will reflect on their mini personal project from Year 1 and work through their portfolio annotating any pages that need completing. They will complete a self-reflection on their final piece and follow teacher instructions to fill any gaps in their portfolio from AO1, AO2, AO3 or AO4.		Externally set exam released after Christmas. Students will select a theme from the ones given by AQA and respond to this theme in their own interpretation. They will Research photographers, develop their ideas, experiment with materials / ways of taking images	Students will collate their project and their ideas together to plan out a personal informed final piece linking to their exam project and their chosen photographers. This will be planned and designed by the students. They will have 10 hours to complete their final piece under exam conditions. This can be digitally or manipulating images.
Construction	unit Con6 Building a simple wall: explore and develop skills in bricklaying to lay a dwarf wall using a stretcher bond		Unit A1 Being Organised: Learners will develop key techniques to help organise their work and priorities and manage their time effectively.	Unit 1: Producing a Timber Product. Learners consolidate their skills and produce a wooden product that further develops their skills.
Dance	<p>Taking Part: Exploration of different dance styles</p> <p>Arts Inspiration: Researching avenues of inspiration</p> <p>Creation as Part of a Team: Creating a dance piece</p> <p>Introduction to Leadership: Recognising the qualities required to be a positive leader</p>		<p>Being the Audience: Experiencing a show at a theatre</p> <p>Arts Inspiration: Experiencing a guest workshop from an industry professional</p> <p>Creation as Part of a Team: Creating a dance piece</p> <p>Progression of Leadership: Assessing personal skillset</p>	<p>Being the Performer: Building confidence and self-awareness</p> <p>Reflection of Development: Learning to effectively self-evaluate</p> <p>Forward Thinking: Researching and assessing next steps</p> <p>Delivery of Leadership Project: Leading a cohort through planned practical tasks</p>
ICT	<p>Staying Safe in the Digital World Explore and develop knowledge in the dangers of being online and ways to stay safe.</p>	<p>Internet, Networks and The Web Explore and develop skills about the World Wide Web, the Internet and networks.</p>	<p>Computational Thinking Explore and develop skills in how computers actually work. There are four key skills in computational thinking that students will gain knowledge in: Decomposition, Pattern Recognition, Pattern Abstraction and Algorithm Design.</p>	<p>Using IT in the real world - Developing skills in using the Microsoft Package Explore and develop skills in using advanced tools in Microsoft PowerPoint, Word, Excel and Outlook. Students will work on tasks to support them with developing on their life skills.</p>