

Saffron Walden County High School Curriculum



CURRICULUM SUMMARY

SAFFRON WALDEN
COUNTY HIGH SCHOOL

Year 11		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A EXPLORING ANCIENT/ CULTURES mock exam project	TERM 1B CERAMIC Design, Development and preparation. Ceramic Construction	TERM 2A Launch AQA externally set exam project	TERM2B FINAL EXTERNAL EXAMINATION PERIOD	TERM 3A Final 10-hour externally set practical examination. PORTFOLIO SELECTION AND COMPLETION	TERM 3B
Arts – 3D Design	KNOWLEDGE DOMAIN	<p>LAUNCH/MOCK EXAM PROJECT apply Yr10 research on 2 cultures in response to a choice of questions - explore possible starting points.</p> <p>Taking own photos to create a 'personal response to given themes and as a personal bank of resources.</p> <p>Continue to explore Ancient / Modern cultures further informed by Cambridge museums visits through research and observational drawing and 3D experiments with a focus on form and lighting, detail, cultural significance and artists.</p> <p>Learning about the significance of Critical study tasks to enrich and inform development of ideas.</p>	<p>Learning how to refine and develop 2 alternate design ideas for possible final outcomes. Learning how to develop design ideas for a 3D ceramic outcome through using tonal value and colour to model form and detail with a consideration of appropriate ceramic processes and techniques.</p> <p>Preparation for building using test tiles, maquettes and using armatures, moulds and composite forms in clay.</p> <p>Development of well-formed constructions. Modelling form in preparation for refining, decorating a finishing surface.</p>	<p>AQA Externally Set Assignment 1st January onwards:</p> <p>LAUNCH EXAM PROJECT research on 2 themes in response to questions. Learning how to use moodboard research to explore questions and possible starting points. Observational drawing and 3D experiments with a focus on form and lighting, detail, cultural significance and artists.</p> <p>Taking own photos to create a 'personal' response to given themes and as a personal bank of resources.</p> <p>Learning about the significance of Critical study tasks to enrich and inform development of ideas.</p>	<p>Learning how to refine and develop 2 alternate ideas for possible final outcomes. Learning how to develop design ideas for a 3D ceramic outcome through using tonal value and colour to model form and detail with a consideration of appropriate ceramic processes and techniques.</p> <p>Preparation for building using test tiles, maquettes and using armatures, moulds and composite forms in clay. For 2D work, refined media experiments using appropriate media. Mock ups and practice pieces.</p> <p>Development of tonal colour for Final Design Ideas.</p>	<p>10 hour practical examination.</p> <p>Portfolio development and selection 2 weeks.</p>	

<p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p>	<ul style="list-style-type: none"> • Compiling research into cultures informed by Cambridge Museums visit to provide opportunities for primary source research, drawing and photography. • Observational drawing using a range of BW, colour and 3D media to develop and explore ideas from primary and secondary sources • Critical study investigation on ceramic artists / 3D cultural forms to explore, develop and create ideas. • Ceramic workshops - Practical exploration of ideas, techniques and processes through construction of maquettes and test tiles. Preparation of clay in advance of exam 	<ul style="list-style-type: none"> • Annotating to review, modify and refine ideas in preparation for ceramic construction. • Design Ideas - Sketching to document plan for composite construction using modelling, slabs and moulds. Initial design ideas - Annotated – who – what – why? • Exploration of surface finishes - acrylics, metallics, dry brushing, shoe polish, glazes, oxides, underglazes, encaustic, slips, varnishes, embellishment etc as appropriate to ideas. • Begin construction of final sculpture. Relief and decorative ceramic techniques. <p>Development of well-formed constructions.</p> <p>Development of tonal colour for Final Design Ideas.</p> <p>Mock Controlled test Period:</p> <ul style="list-style-type: none"> • Students complete construction of final sculpture. • Relief and decorative ceramic techniques. • Final Design Idea development and refinement. Exploded view. Construction plan. Tonal colour design 	<ul style="list-style-type: none"> • AQA Externally Set Assignment 1st January onwards: • Compiling research into 2 questions as a starting point before selection 1 question. This should include own photography. • Observational drawing for selected question using a range of BW, colour and 2D/3D media to develop and explore ideas from primary and secondary sources • Critical study investigation on relevant artists to explore, develop and create ideas. 	<ul style="list-style-type: none"> • Design Ideas - Sketching to document plan for composite construction using modelling, slabs and moulds. • Final Design Idea development and refinement. Exploded view. Construction plan. Tonal colour design • Ceramic workshops - Practical exploration of ideas, techniques and processes through construction of maquettes and test tiles. Preparation of clay in advance of exam • Possible exploration of surface finishes - acrylics, metallics, dry brushing, shoe polish, glazes, oxides, underglazes, encaustic, slips, varnishes, embellishment etc as appropriate to ideas. 	<p>Final 10-hour practical examination:</p> <ul style="list-style-type: none"> • Students develop refined construction, modelling and finishing skills to complete a well resolved ceramic form. • Students select and apply suitable decorative high / relief techniques to develop and realise their ideas in clay • Students apply a finish / surface to their completed and fired outcomes as experimented with in Term 1B. • Presentation and sketchbook submission. • Portfolio development and selection 2 weeks. 	
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Year 11		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A: mock exam project/museums	TERM 1B: ceramic design/ceramic construction	TERM 2A: final externally set exam paper preparatory period	TERM 2B: final externally set exam paper preparatory period	TERM 3A: FINAL 10 Hour exam. Portfolio selection and development	
Art & Design	KNOWLEDGE DOMAIN	Mock exam project launch to extend portfolio into exploration of natural forms in ancient cultures.	Students extend their initial natural forms investigations into ceramic design work, they design and begin to make a ceramic piece inspired by their investigations into a cultural starting point from the mock exam paper Students focus on the completion of clay work and all decorative techniques to create a well resolved outcome that shows a sound application of ceramic construction and decoration techniques to realise their intentions.	Final external exam paper launch	Preparatory period 2 nd phase	During the final phase of their GCSE students focus on completion of missing portfolio elements and the extension of skills to build the best possible portfolio. The portfolio should include: Natural forms sketchbook into print painting/mixed media work. Natural forms extension and development into ancient cultures/museums.	

	<p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p>	<ul style="list-style-type: none"> • Sketching three dimensional forms by ceramic artists. Colour and contour. • Investigate the ceramic work of ancient cultures inspired by museum visits • Create annotated mood board of research to inform own photos and reference gathering. • DPS of own photos inspired by natural forms annotated to explain links to artists. • 4-6 Initial design ideas developed from synthesis of CCL, observational work and own photography. • alternate design ideas in tonal colour with annotation to explain CCL, decoration, form and function. • Final design idea showing front, side and back views. • Construction using composite forms shown through sketching and annotation. 	<ul style="list-style-type: none"> • Clay construction techniques including coiling, slabbing, moulding, composite techniques. • Teach students how to successfully manage drying rates to aid construction and decorative techniques. • Students learn how to translate 2D ideas into three-dimensional works of art. 	<ul style="list-style-type: none"> • Initial research and investigations into 2 possible starting points. • Taking photographs and gathering own resources for independent exploration of chosen theme. • Exploration of a range of media to develop observational drawing and ideas inspired by artists and research. • Development of ideas and experimentation inspired by chosen artists to explore suitable colour media on a variety of scales. • Investigation of artists techniques, processes and themes to develop a personal response. 	<ul style="list-style-type: none"> • Deeper exploration of ideas, techniques and processes informed by critical and contextual links. • Development of a personal response through design ideas stages and purposeful experimentation and refinement. • Planning and preparation for final exam after Easter. • Sketchbook development, presentation and annotation for final submission. 		
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		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Social Sciences - Business	KNOWLEDGE DOMAIN	Finance <ul style="list-style-type: none"> Costs, Revenue & profit Sources of finance Cash Flow Break Even Average Rate of Return 	Finance <ul style="list-style-type: none"> Income Statements Statements of financial position Gross & Net Profit Margins Business in the Real World <ul style="list-style-type: none"> Revision 	Marketing <ul style="list-style-type: none"> Types of customers Market segmentation Primary and Secondary market research Pricing methods and factors influencing pricing decisions 	<ul style="list-style-type: none"> Marketing Product development & the product life cycle Product portfolio & the Boston Matrix Promotional methods Place E-commerce & M-commerce 	Revision <ul style="list-style-type: none"> Influences on Business Business operations Human Resources Marketing Finance 	
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	Financial Calculations Using and interpreting quantitative data Problem solving	Interpretation and comparison of financial statements Interpretation of market research data Developing arguments and making judgements based on data	Application of business models in context Developing lines of argument and making judgements based on the inter-related nature of functional areas	Developing lines of argument and making judgements	Critical and reflective thinking skills Independent learning Developing lines of argument and making commercial judgements based on the inter-related nature of functional areas	

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Computer Science	KNOWLEDGE DOMAIN	<p>Algorithms & Programming</p> <ul style="list-style-type: none"> • Understand searching and sorting algorithms. • Program design methods • Pupils will recap understanding of: <ul style="list-style-type: none"> • <i>Data types</i> • <i>Iteration</i> • <i>Boolean Operation</i> • <i>File handling</i> • <i>String manipulation</i> • <i>Pupils will learn about dictionaries in programming</i> • <i>Understand testing procedures</i> 	<p>Computer Systems & Ethics</p> <p>Data Representation Revision</p> <ul style="list-style-type: none"> • Number bases • Units of measurement • Representation of sound • Representation of images • Data Compression methods 	<p>Networks Revision Pupils refresh their knowledge on</p> <ul style="list-style-type: none"> • Network types • Network hardware • Network topologies • Network Protocols • Network Security • Data transmission <p>Cybersecurity Revision Revision of the content needed for exams.</p> <ul style="list-style-type: none"> • Malware • Social Engineering • Attack Prevention 	<p>Database Revision</p> <ul style="list-style-type: none"> • Refresh the knowledge of the key terminology used in relational databases • Pupils will develop understanding of SQL 	<p>Revision lessons</p> <ul style="list-style-type: none"> • Analysis of mocks will inform these lessons • Individualised revision plans will be used by pupils • Pupils will also develop their understanding of how to answer different exam questions. 	
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<ul style="list-style-type: none"> • Pupils will be able to recreate existing searching and sorting algorithms • Pupils will be able to create programs with the following techniques: <ul style="list-style-type: none"> • <i>Data types</i> • <i>Iteration</i> • <i>Boolean operations</i> • <i>File handling</i> • <i>String manipulation</i> • <i>Dictionaries</i> • Students will be able to create test plans for programs with varying types of test data used 	<p>Pupils will be able to solve and complete mathematical tasks based on:</p> <ul style="list-style-type: none"> • Converting between number bases • Converting between units of measurement for data • Calculating file size • <i>sound files</i> • <i>images files</i> • <i>characters</i> • Compressing data using RLE and Huffman • Comparison of compressed and non-compressed file size 	<p>Pupils will be able to apply their knowledge to specific scenarios</p> <ul style="list-style-type: none"> • <i>Identifying</i> • <i>Discussing</i> • <i>Explaining</i> • <i>Analysing</i> • <i>Evaluation</i> 	<p>Pupils will be able to write SQL queries of varying complexity to perform:</p> <ul style="list-style-type: none"> • CREATE • SELECT • UPDATE • INSERT INTO 	<p>Pupils will develop their skill of answering different styles of exam questions. Improve their understanding of command words and decomposing questions.</p>	

Year 11		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Digital Information Technology	KNOWLEDGE DOMAIN	<p>Component 1 Learning Aim A teaching</p> <ul style="list-style-type: none"> Understand the design principles that are used to make successful user interfaces Understanding the term Human Computer Interaction and the factors that can affect it 	<p>Component 1</p> <ul style="list-style-type: none"> Understand some of the different ways to plan a project Understand how to use GANTT and PERT charts to plan the schedule of project tasks Understand what SMART objectives are 	<p>Component 1 Learning Aim B content</p> <p>Coursework practise:</p> <ul style="list-style-type: none"> Improve understanding of how to discuss, explain and identify parts of IT projects and the differences between each 	<p>Component 3</p> <p>Recalling knowledge of threats to data, including:</p> <ul style="list-style-type: none"> Internal and external threats to IT systems Ways of preventing threats to IT systems <p>Recalling knowledge of the types of forms of notation, including:</p> <ul style="list-style-type: none"> Data flow diagrams Information flow diagrams Flow charts <p>Component 1 Learning Aim B content</p> <ul style="list-style-type: none"> Coursework practise 	<p>Component 3</p> <p>Recalling knowledge of the impact of modern technology on businesses:</p> <ul style="list-style-type: none"> The changes modern technology has had on teams How to manage modern teams Making modern teams more accessible and inclusive How to communicate with stakeholders <p>EXAM Component 3 Mid May period</p>	Course completed
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<ul style="list-style-type: none"> Pupils can discuss how different design principles benefit towards its success and how they compare to others Pupils can discuss the factors that can affect Human Computer Interaction Pupils can discuss how a target audience can affect the design of a user interface <p>Coursework start Component 1 Learning Aim A</p>	<ul style="list-style-type: none"> Discuss the positives and drawbacks of the waterfall and agile project planning methods Create suitable GANTT and PERT charts for given scenarios Create assessable objectives for IT projects <p>Coursework Continue Component 1 Learning Aim A Start Component 1 Learning Aim B</p>	<p>EXAM Coursework Continue Component 1 Learning Aim B</p>	<ul style="list-style-type: none"> Discussing the ways to prevent external and internal threats Identifying the features of an IT department and creating flow diagrams based off these Designing algorithms in the form of a flow chart <p>EXAM Coursework Continue Component 1 Learning Aim B</p>	<ul style="list-style-type: none"> Discussing the impact modern technology has had teams and organisations in the above areas 	

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Drama	KNOWLEDGE DOMAIN	Hard to Swallow	Hard to Swallow	Component 2 – Scripted Performance	Component 2 – Scripted Performance	Component 3 – Written Exam	Component 3 – Written Exam Data
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<p>Re-read script.</p> <p>Practical exploration of the themes and characters in the script.</p> <p>Explore the Original Performance Conditions and Playwrights intentions.</p> <p>Use a variety of rehearsal techniques to explore the script.</p> <p>Create an OPC (overall production concept) for the text.</p>	<p>Re-read script.</p> <p>Practical exploration of the themes and characters in the script.</p> <p>Explore the Original Performance Conditions and Playwrights intentions.</p> <p>Use a variety of rehearsal techniques to explore the script.</p> <p>Create an OPC (overall production concept) for the text.</p>	<p>Students read a text in small groups.</p> <p>Discussion/analysis to develop understanding of characters, themes and playwrights' original intentions.</p> <p>Students will be responsible for staging a section of script for performance, whilst staying true to the playwrights' intentions.</p> <p>LIVE THEATRE TRIP – to prepare students for C3 written exam.</p>	<p>Discussion/ analysis to develop understanding of characters, themes and playwrights' original intentions.</p> <p>Students will be responsible for staging a section of script for performance, whilst staying true to the playwrights' intentions.</p> <p>Perform scripted piece to a visiting examiner.</p>	<p>Students will develop their practical understanding of An Inspector Calls, by applying it to written exam questions.</p> <p>Live theatre -analysis of production elements, including acting/technical/direction</p>	<p>Students will develop their practical understanding of An Inspector Calls by applying it to written exam questions.</p> <p>Live theatre -analysis of production elements, including acting/technical/direction</p>

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Year 11 Darkness and Redemption		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
English	KNOWLEDGE DOMAIN	English Language Paper 2 Section A: Writer's Viewpoints and Perspectives	The 19th Century Novel: Frankenstein or A Christmas Carol (English Literature)	Unseen Poetry (English Literature)	Revision	Revision	
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	A01: Identify, interpret and synthesise information and evidence. A02: Analyse how writers use language and structure for effect. A03: Compare writers' ideas and perspectives and how they are conveyed. A04: Evaluate texts critically.	A01: Read, understand and respond to texts. A02: Analyse the language, form and structure used by a writer to create meanings and effects A03: Show understanding of the relationships between texts and the contexts in which they were written	A01: Read, understand and respond to texts. A02: Analyse the language, form and structure used by a writer to create meanings and effects	Students continue to develop their skills to ensure they are confident and can achieve highly.	Students continue to develop their skills to ensure they are confident and can achieve highly.	

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		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B	
Languages - French	KNOWLEDGE DOMAIN	<p>Relationships with family and friends and future plans</p> <p>Marriage Friendship Family relations Future Plans Apprenticeship or University Jobs</p> <p>Grammar Focus Direct object pronouns Future Dont Conditional tense</p>	<p>Travel and Tourism</p> <ul style="list-style-type: none"> Talking about the benefits of travel Travelling by bus and train Planning a journey online Booking accommodation Reserving accommodation online To describe a holiday destination To describe a holiday from hell <p>Grammar Focus</p> <ul style="list-style-type: none"> Negatives Celui/ celle/ ceux/ celles Comparatives Il faut + verb On peut/ on pourra/ on pourrait Consolidation of tenses <p>Interrogatives – asking questions</p>	Revision and Practice	Revision and Practice	Revision and Practice		
	<p>Students will continue to embed their knowledge of Spanish phonics. Phonemes will be revisited as required to ensure students have accurate and confident pronunciation.</p>							
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<ul style="list-style-type: none"> Speaking Writing Listening Reading Exploring French culture and France as a country Dictionary skill 	<ul style="list-style-type: none"> Speaking Writing Listening Reading Exploring French culture and France as a country Dictionary skills 	<ul style="list-style-type: none"> Speaking Writing Listening Reading Exploring French culture and France as a country Dictionary skills 	<ul style="list-style-type: none"> Speaking Writing Listening Reading Exploring French culture and France as a country Dictionary skills 	<ul style="list-style-type: none"> Speaking Writing Listening Reading Exploring French culture and France as a country Dictionary skills 		

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		TERM 1A Changing Economic World (continued from Year 10 Term 3A)	TERM 1B Changing Economic World (continued) The Living World	TERM 2A The Living World (continued) Resource Management	TERM 2B Resource Management (continued) Decision Making Exercise & REVISION	TERM 3A
Humanities - Geography	KNOWLEDGE DOMAIN	<p>The Changing UK Economy</p> <p>Changes in the UK economy.</p> <p>Reducing the development gap:</p> <p>aid, intermediate technology, fair trade, debt relief, tourism.</p> <p>Nigeria – A Newly Emerging Economy</p> <p>Nigeria in the wider world.</p> <p>Balancing a changing industrial structure.</p> <p>The impact of TNCs.</p> <p>The impact of international aid.</p> <p>Manging environmental issues.</p> <p>Quality of life in Nigeria.</p> <p>REVISION</p> <p>MOCK EXAMS</p> <p>CLOSE THE GAP</p>	<p>A post-industrial economy.</p> <p>UK science and business parks</p> <p>Environmental impacts of industry.</p> <p>Changing transport infrastructure.</p> <p>The North South Divide</p> <p>The UK in the wider world.</p> <p>The Living World</p> <p>Introducing small/large scale ecosystems.</p> <p>How does change affect ecosystems?</p> <p>Tropical Rainforests: Amazon - characteristics, causes and impacts of deforestation, sustainable management.</p>	<p>REVISION</p> <p>MOCK EXAMS</p> <p>CLOSE THE GAP</p> <p>The Living World</p> <p>Hot Deserts: Sonoran - characteristics, opportunities for development, challenges, causes of desertification and reducing desertification.</p> <p>Resource Management</p> <p>The global distribution of resources.</p> <p>Provision of food, water and energy in the UK.</p> <p>Global energy supply and demand.</p> <p>Impacts of energy insecurity.</p> <p>Strategies to increase energy supply.</p>	<p>Gas – a non-renewable resource.</p> <p>Sustainable energy use in Nepal.</p> <p>PRE-RELEASE MATERIAL</p> <p>REVISION</p>	STUDY LEAVE

	<p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p>	<p>Write descriptively, analytically and critically.</p> <p>Communicate ideas effectively.</p> <p>Develop an extended written argument.</p> <p>Draw well-evidenced and informed conclusions about geographical questions and issues.</p> <p>Cartographic skills relating to a variety of maps at different scales.</p> <p>Graphical Skills</p> <p>Numeracy Skills</p> <p>Literacy Skills</p> <p>Statistical Skills</p> <p>Use of qualitative and quantitative data.</p> <p>Formulate enquiry and argument.</p>	<p>Write descriptively, analytically and critically.</p> <p>Communicate ideas effectively.</p> <p>Develop an extended written argument.</p> <p>Draw well-evidenced and informed conclusions about geographical questions and issues.</p> <p>Cartographic skills relating to a variety of maps at different scales.</p> <p>Graphical Skills</p> <p>Numeracy Skills</p> <p>Literacy Skills</p> <p>Statistical Skills.</p> <p>Use of qualitative and quantitative data.</p> <p>Formulate enquiry and argument.</p>	<p>Write descriptively, analytically and critically.</p> <p>Communicate ideas effectively.</p> <p>Develop an extended written argument.</p> <p>Draw well-evidenced and informed conclusions about geographical questions and issues.</p> <p>Cartographic skills relating to a variety of maps at different scales.</p> <p>Graphical Skills</p> <p>Numeracy Skills</p> <p>Literacy Skills</p> <p>Statistical Skills.</p> <p>Use of qualitative and quantitative data.</p> <p>Formulate enquiry and argument.</p>	<p>Write descriptively, analytically and critically.</p> <p>Communicate ideas effectively.</p> <p>Develop an extended written argument.</p> <p>Draw well-evidenced and informed conclusions about geographical questions and issues.</p> <p>Cartographic skills relating to a variety of maps at different scales.</p> <p>Graphical Skills</p> <p>Numeracy Skills</p> <p>Literacy Skills</p> <p>Statistical Skills.</p> <p>Use of qualitative and quantitative data.</p> <p>Formulate enquiry and argument.</p>	
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Social Sciences - Health & Social Care	KNOWLEDGE DOMAIN	<p>RO27 Creative activities to support individuals in a health, social care and early years setting</p> <p>LO1: Understand the different types of creative activities available in health, social care and early years settings</p> <p>LO2: Understand the benefits of participating in creative activities</p>	<p>RO27 Creative activities to support individuals in a health, social care and early years setting</p> <p>LO3: Be able to carry out creative activities in a health, social care or early years setting</p>	<p>R021 Essential values of care with individuals in care settings– mandatory unit – externally assessed</p> <p>LO1 understand how to support individuals to maintain their rights</p> <p>LO2 understand the importance of the values of care and how they are applied</p>	<p>R021 Essential values of care with individuals in care settings– mandatory unit – externally assessed</p> <p>LO3 understand how legislation impacts on care settings</p> <p>LO4 understand how personal hygiene, safety and security measures protect individuals</p>	<p>R021 Essential values of care with individuals in care settings– mandatory unit – externally assessed</p> <p>Revision Coursework review Exam</p>	<p>R021 Essential values of care with individuals in care settings– mandatory unit – externally assessed</p>
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<p>Able to provide a description of the different types of creative activities with explanation about how these meet the needs of different groups.</p> <p>Demonstrate a thorough understanding of the benefits of participating in creative activities.</p> <p>Provides detailed and coherent information, with appropriate examples, about the types of creative activities and their purpose.</p>	<p>Analyse the needs of an individual</p> <p>Select an appropriate activity to suit their needs</p> <p>Demonstrate a comprehensive understanding of what the objective of the creative activity is, with clear success measures set.</p> <p>Plan and cost resources</p> <p>Able to produce a comprehensive plan for a creative activity which shows originality and</p>	<p>Understand and explain the rights of individuals.</p> <p>Give examples in a range of settings.</p> <p>Justify and explain why it is important to maintain individuals rights</p> <p>Able to explain with examples how care workers can support individuals to maintain their rights</p> <p>Clear understanding of the values of care in health and social care:</p>	<p>Understand the importance of legislation in protecting the rights of service users.</p> <p>Provide an overview of the key aspects of legislation, i.e.: Equality Act 2010, Children Act 2004, Data Protection Act 2018, (GDPR) Health and Safety at Work Act 1974 Mental Health Act 2007</p>	<p>Reflection Consolidation Self-awareness Proof reading Application of knowledge across the syllabus Exam technique</p>	

Able to analyse and explain clear links between the different types of creative activities and the relevant P.I.L.E.S benefits to the individual or group participating in the activity in a care setting.

creativity, to meet the individual/ group needs.

Provide a detailed explanation with justification of why the activity chosen is suitable for the individual or group.

Demonstrates comprehensive consideration of health and safety issues with detailed explanation for their choices.

Provide a risk assessment
With a thorough explanation of how to protect individuals from harm.

Able to carry out a well-structured creative activity effectively, which meets time requirements.

Confidently and effectively deliver the creative activity, engaging their participants and adapting to ensure that the individuals/groups needs are met.

Review and evaluate the activity, giving relevant suggestions for improvements with justification for these changes.

Clearly draw on relevant skills/knowledge/understanding from other units in the specification.

where the values of care are applied

how the values are applied

how the early years values of care are applied in settings

the importance of applying the values of care

the effects on people who use services if the values of care are not applied

Able to analyse and evaluate positive and negative impacts of the quality of care provided.

Able to provide examples in a range of settings

Able to apply the key aspects of legislation which are relevant to each of the following groups, i.e.:

- o children and young people

- o vulnerable adults

- o ethnic minority groups

- o people with disabilities

- o men and women

- o older adults

Understand how key legislation impacts on:

- o people who use services (rights)

- o care practitioners (training)

- o service providers (policies and procedures).

Able to describe and analyse the effectiveness of personal hygiene, safety procedures and security measures protect individuals in a range of settings.

Able to suggest, analyse and evaluate:

- o methods for reducing spread of infection,
- o methods for reducing risk/danger
- o procedures to prevent accidents and promote good practice

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Year 11		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A 7 weeks = 10 lessons	TERM 1B 7 weeks = 10 lessons	TERM 2A (5.5 weeks = 6-8 lessons)	TERM 2B 6 weeks – 9 lessons	TERM 3A 6 weeks – 9 lessons	TERM 3B
Humanities - History	KNOWLEDGE DOMAIN	<p>Germany: democracy and dictatorship c.1890-1945</p> <ul style="list-style-type: none"> Social policy and practice: reasons for policies, practices and their impact on women, young people and youth groups; education; control of churches and religion; Aryan ideas, racial policy and persecution; the Final Solution. <p>Control: Goebbels, the use of propaganda and censorship; Nazi culture; repression and the police state and the roles of Himmler, the SS and Gestapo; opposition and resistance, including White Rose group, Swing Youth, Edelweiss Pirates and July 1944 bomb plot</p> <p>Conflict and tension between East and West 1945-1972 [COLD WAR]</p> <p>Part one: The origins of the Cold War</p> <ul style="list-style-type: none"> The end of the Second 	<p>Conflict and tension between East and West 1945-1972 [COLD WAR]</p> <p>Part two: The development of the Cold War</p> <ul style="list-style-type: none"> The significance of events in Asia for superpower relations: USSR's support for Mao Tse Tung and Communist revolution in China, and the military campaigns waged by North Korea against the UN and by the Vietcong against France and the USA. Military rivalries: the arms race; membership and purposes of NATO and the Warsaw Pact; the space race, including Sputnik, ICBMs, Polaris, Gagarin, Apollo. The 'Thaw': Hungary, the protest movement and the reforms of Nagy; Soviet fears, how they reacted and the effects on the Cold War; the U2 Crisis and its effects on the Paris Peace Summit and the peace process. 	<p>Part three: Transformation of the Cold War</p> <ul style="list-style-type: none"> Berlin Wall: reasons for its construction and Kennedy's response. Tensions over Cuba: Castro's revolution, the Bay of Pigs and the missile crisis: the roles of Castro, Khrushchev, Kennedy; fears of the USA and reaction to missiles on Cuba; dangers and results of crisis. Czechoslovakia: Dubeck and the Prague Spring movement; USSR's response to the reforms; the effects the Prague Spring had on East-West relations, including the Warsaw Pact; the Brezhnev Doctrine. Easing of tension: sources of tension, including the Soviets' 	<p>Elizabethan Age c.1568 – 1603 Site Study: The Americas and Drake's circumnavigation, 1577 – 1580.</p> <p>Britain: migration, empires and the people c790 to the present day</p> <p>Part four: Britain in the 20th century</p> <ul style="list-style-type: none"> The end of Empire: the impact of the First and Second World Wars; the impact of Suez; nationalism and independence in India and Africa, including the role of Gandhi, Nkrumah and Kenyatta. The legacy of Empire: 'Windrush' and the Caribbean migrants; the work of Claudia Jones in the UK; migration from Asia and Africa, including the role of Amin in Uganda; the Commonwealth; the Falklands War. 	Revision and practice	

		<p>World War: Yalta and Potsdam Conferences; the division of Germany; contrasting attitudes and ideologies of the USA and the USSR, including the aims of Stalin, Churchill, Roosevelt, Attlee and Truman; effect of the dropping of the atom bomb on post-war superpower relations.</p> <ul style="list-style-type: none"> •The Iron Curtain and the evolution of East-West rivalry: Soviet expansion in East Europe; US policies; the Truman Doctrine and Marshall Plan, their purpose and Stalin's reaction; Cominform; Comecon; Yugoslavia; the Berlin Blockade and Airlift. 		<p>record on human rights; the reasons for Détente and for SALT 1; the part played by key individuals Brezhnev and Nixon.</p>	<p>Britain's relationship with Europe and its impact: the impact of the Second World War; economic, social and cultural interaction; the end of the Cold War and membership of European Union; European and non-European migration.</p> <p>Elizabethan Age c.1568 – 1603 Site Study: The Americas and Drake's circumnavigation, 1577 – 1580.</p>		
<p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p>		<p>Causation Historical Enquiry Change and continuity Exam practice</p>	<p>Causation Historical Enquiry Change and continuity Exam practice</p>	<p>Causation Historical Enquiry Change and continuity Exam practice</p>	<p>Causation Historical Enquiry Change and continuity Revision and exam practice</p>		

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Humanities - Latin	KNOWLEDGE DOMAIN	Latin Language Roman myths (translation)	Latin Language Roman myths (translation) Love and Marriage (GCSE Theme Paper)	Latin Language Roman myths (translation) Love and Marriage (GCSE Theme Paper)	Latin Language Roman myths (translation) Love and Marriage (GCSE Theme Paper)	Latin Language Roman myths (translation) Love and Marriage (GCSE Theme Paper)	N/A
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	Latin translation and comprehension skills (new grammar): different uses of subjunctive Translation and comprehension skills for GCSE Latin Language paper: consolidate grammar from previous years Grammar analysis for Section B of Language paper; Prose Composition as alternative for Section B Vocab learning (GCSE list) and derivations	Latin translation and comprehension skills (new grammar): different uses of subjunctive; 4th / 5th declension nouns; dum + indicative Theme Paper: Translation of unadapted prescribed Latin texts (prepared in advance); identify stylistic features of texts and explain their effects; understand cultural context; analysis of prescribed Roman picture sources Other areas as Term 1A	Theme Paper: As Term 1B; essay writing skills drawing the theme together Other areas as Term 1A	Latin translation and comprehension skills honed through exam paper practice As Term 2A	Latin translation and comprehension skills honed through exam paper practice Analysis of sources through revision for GCSE Civ Paper As Term 2A	N/A

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Maths	KNOWLEDGE DOMAIN	Number Algebra	Algebra	Algebra	Geometry Algebra	Number Algebra Geometry Data	
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	Estimates and bounds Indices and surds Linear graphs Non-linear graphs	Using graphs Expanding and factorising Changing the subject	Functions Multiplicative reasoning Geometric reasoning	Algebraic reasoning Transforming and constructing	Data reasoning Revision	

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Music	KNOWLEDGE DOMAIN	Performing (ongoing) Listening and Appraising (set works) Composition to a brief	Performing (ongoing) Listening and Appraising (set works) Composition to a brief	Performing (ongoing) Listening and Appraising (set works) Composition to a brief and a free composition	Performing (ongoing) Listening and Appraising (set works) Composition to a brief and a free composition	Listening Revision.	
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	Analysing - listening and appraising. Focus on the Areas of Study: Area of study 1: Musical Forms and Devices Area of study 2: Music for Ensemble Area of study 3: Film Music Area of study 4: Popular Music. Use of key vocab. Composing.	Analysing - listening and appraising.	Analysing - listening and appraising.	Analysing - listening and appraising.	Analysing - listening and appraising.	

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Core PE	KNOWLEDGE DOMAIN	<p>Students study a range of different units to develop their skills and motivate students to enjoy sport and fitness for life. Options include Football, Rugby, Fitness, Aerobics, Trampolining, Netball, Rounders, Hockey, basketball, Handball, Tennis, Cricket, Dance, Badminton, Circuits, Lacrosse, Tchoukball, Invasion games, athletics, cross country</p> <p>Core PE lessons (2 hours per week) are supplemented by extra-curricular clubs and school and team fixtures.</p>					
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<p>Sustains a high standard of fitness.</p> <p>Recapping rules of games</p> <p>Developing skills/techniques and tactical awareness</p> <p>Analysing performance strengths and weaknesses</p> <p>An appreciation of the importance to sport and fitness for life.</p> <p>Recap understanding of theory</p>					

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PE – Dance GCSE	KNOWLEDGE DOMAIN	Choreography Performance : Written Tasks Appreciation	Performance Choreography Written Tasks Appreciation	Performance Choreography Written Tasks Appreciation	Performance Choreography Written Tasks Appreciation	Teacher- submit online practical results to AQA (7 th May 2024) Specific revision sessions for the remainder weeks in school	N/A
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<p><u>Choreography :</u></p> <p><i>Get choreography questions from AQA 15/09/22</i></p> <p>Introduction to choreography main task:</p> <p>Choose a stimulus from the AQA set task list.</p> <p>Consideration of artistic vision Begin research process Choreographic processes Rehearsal schedule</p> <p><u>Performance-</u></p> <p>Week commencing 19th Sept 22 Dance practitioner in to teach Performance Duo/Trio piece (day off timetable)</p>	<p><u>Performance Skills:</u></p> <p><u>Assessment task</u> 2. Perform and be filmed for final 'Shift' solo exam. (Dec23) (practical)</p> <p>Revision of: Safe working practices: Appropriate dance wear Footwear Hairstyle Jewellery relevant to solo exams Mental skills RADS</p> <p>Rehearse performance duo/trio learnt in first half term.</p> <p><u>Choreography-</u></p> <p>Creating own choreographic work-</p>	<p>Performance skills-</p> <p>If dancing own choreography- rehearse sections.</p> <p><u>Choreography-</u></p> <p>Continuing with creating own choreography work.</p> <p>Rehearsal process:</p> <p>Systematic repetition Mental rehearsal Response to feedback Capacity to improve</p> <p><u>Written Tasks:</u></p> <p><u>Assessment task:</u> Mock week Jan24: Complete full written paper 1 1/1hours.</p>	<p>Performance & Choreography skills:</p> <p>Rehearsal using RADS & mental skills for both performance and choreography.</p> <p><u>Assessment Task</u> Teacher assessment/ Practical moderation of live Performance trio & own Choreography. (March/April2024)</p> <p><u>Written tasks</u></p> <p>Write programme note to accompany choreography work.</p> <p>Exam style questions based on Section A, B and C of written paper.</p> <p>Appreciation:</p>	Students continue to develop their skills to ensure they are confident and can achieve highly. Revision session time TBC in preparation for Written exam on JUNE TBC	N/A

		<p>Revise 'Breathe' set phrases. With metronome, more as a solo, practice spatial understanding. In preparation for final exam</p> <p><u>Assessment Task</u> 1.Perform and be filmed for final 'Breathe, solo exam. (beg Nov22) (Practical)</p> <p><u>Written Tasks</u></p> <p>Start and create a choreographic journal.</p> <p>Modelling appropriate choices for aural setting.</p> <p>Practice exam style questions on section A Choreography</p> <p><u>Appreciation-</u> Wk commencing 7thSept23 teach 'Infra' AQA anthology work-features of production & choreographic features. Theory work</p>	<p>Exploring: Choreographic devices Relationships & RADS Travelling phrases Structure</p> <p><u>Written tasks</u></p> <p>Exam style questions on all three sections of the written paper.</p> <p>Specific revision tasks in preparation for the written mock paper.</p> <p>Revisit ALC and AT Shadows & Infra</p> <p>Answer exam style questions on own experience of performance.</p> <p><u>Appreciation:</u></p> <p>Features of production-costume & lighting, set & accompaniment.</p> <p>Understanding of The rehearsal process The physical, technical and expressive skills The mental skills and attributes needed for performance.</p>	<p>Model writing a programme note for choreography,</p> <p>Exam style questions-practice for Hmk.</p> <p>Specific revision tasks in preparation for the written mock paper January.</p> <p><u>Appreciation:</u></p> <p>Revisit AQA anthology works, features of production & choreographic features.</p> <p>Choreographic journal completed to support the process.</p> <p>Similarities and differences of anthologies. To assist answer of 12 mark questions.</p>	<p>Choreographic journal completed to support the process.</p> <p>Similarities and differences of anthologies. To assist answer of 12 mark questions.</p>		
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PE - GCSE	Theory	<p>Unit 5 Socio-Cultural Influences</p> <ul style="list-style-type: none"> - Understand the engagement patterns of different social groups - Understand the factors affecting participation <p>Commercialisation</p> <ul style="list-style-type: none"> - Revision of commercialisation in sport & the relationship between sport, sponsorship & the media - Understand the positive & negative impacts of sponsorship & the media - Understand the positive & negative impacts of technology <p>Ethical Issues</p> <ul style="list-style-type: none"> - Understand how the conduct of performers may vary - Understand the different prohibited substances and the methods that certain types of performers may use - Understand the positive and the negative effects of spectators at events 	<p>Paper 1 Revision before mocks w/c 8/11 or 15/11</p> <p>Unit 1</p> <ul style="list-style-type: none"> Skeletal System Synovial Joints Muscular System Movement Analysis Cardiorespiratory System Aerobic/Anaerobic Exercise ST/LT effects of exercise <p>Unit 2</p> <ul style="list-style-type: none"> Levers Planes & Axes <p>Unit 3</p> <ul style="list-style-type: none"> Health & Fitness Components of fitness Fitness Testing Principles of training Periodisation Warming up & Cooling down <p>Unit 6</p> <ul style="list-style-type: none"> Health & Fitness Sedentary Lifestyle Obesity Somatotyping Diet & Nutrition 	<p>- NEA Coursework</p> <p>Targeted revision on elements raised by the results of the mocks.</p>	<p>Targeted revision on elements raised by the results of the mocks.</p>	

	Practical	<ul style="list-style-type: none">• Netball• Football• Table tennis	<ul style="list-style-type: none">• Hockey• Rugby• Trampolining	<ul style="list-style-type: none">• Badminton• Trampolining• TBC	<ul style="list-style-type: none">• TBC	
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RPE - Option	<p>KNOWLEDGE DOMAIN</p> <p>Substantive Disciplinary Personal</p> <p>WORLDVIEWS Theology Lens (T) Philosophy Lens (p) Historical and Social Sciences Lens (HSc)</p>	<p>Relationships and families (from a Christian and secular viewpoint)</p> <p>Religion, Philosophy, Ethics, Theology, Sociology</p> <p>Human sexuality including heterosexuality and homosexuality (including in Islam) (P, HSc)</p> <p>Sexual relationships inside and outside marriage (including in Islam) (T, P, HSc) Mid point assessment: 12 mark question</p>	<p>Contraception and family planning (including in Islam) (T, P)</p> <p>Marriage, cohabitation and same-sex marriage (T, P, HSc)</p> <p>Divorce and re-marriage (T, HSc)</p> <p>Nature and purpose of families in the 21st century (T, HSc)</p> <p>Gender equality (T, P, HSc)</p> <p>End of unit assessment: Relationships and Families 1, 2, 4, 5, 12 mark exam questions</p>	<p>Religion and Life (from a Christian and secular viewpoint)</p> <p>Religion, Philosophy, Ethics, Theology, Science, Sociology</p> <p>Origins of the universe (P, HSc)</p> <p>The value of the world (P, HSc)</p> <p>Use and abuse of the environment (P, HSc)</p> <p>Attitudes to animals including animal experimentation (including in Islam) (T, P, HSc)</p> <p>Mid point assessment: 12 mark question</p>	<p>Origins of human life Abortion (including in Islam) (T, P, HSc)</p> <p>Euthanasia (including in Islam) (T, P, HSc)</p> <p>Death and the afterlife (T, P)</p> <p>End of unit assessment: Religion and Life 1, 2, 4, 5, 12 mark exam questions</p>	Revision and Practice	
	RPE – Core	<p>All students in year 11 are taught RPE in our carousel of core curriculum</p> <p>RPE: Applied Ethics (Abortion and Euthanasia) Religion, Theology, History, Social Sciences</p> <p>How to do ethics – deontological and teleological Legal grounds for abortion Is a foetus a life? Religious teachings How to do ethics – situation ethics What is assisted suicide? Religious teachings The law regarding euthanasia.</p>					

	<p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p>	<p>Literacy Interpretation of text Understanding of influence of religion Analysis Comparison Critical thinking Reflection Evaluation</p>	<p>Literacy interpretation of teachings understanding of influence of religion interpretation of evidence reflection collaboration explaining analysis of arguments presentation</p>	<p>Students continue to develop their skills to ensure they are confident and can achieve highly.</p>
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Science	KNOWLEDGE DOMAIN	<p>Ecosystems and Material cycles – Abiotic factors and communities, quadrats and transects,</p> <p>Plant Structures and their Functions – Photosynthesis, factors that affect photosynthesis, core practical, absorbing water and mineral ions, Transpiration and translocation.</p> <p>Review Topic 4 – Natural selection</p> <p>Topic 5 - Drug development and antibiotic resistance</p>	<p>Review Key concepts – Microscopes, plant and animal cells, specialised cells and bacteria.</p> <p>Review Cells and control – Mitosis, Growth in animals and plants, stem cells, the nervous system and neurotransmission speeds.</p> <p>Review Topic 3</p> <p>Review Topic 4</p> <p>MOCK ASSESSMENT</p> <p>Animal coordination, Control and Homeostasis – Hormones, the menstrual cycle, control of blood glucose. HIGHER ONLY Hormonal control of metabolic rate and hormones and the menstrual cycle</p>	<p>MOCK ASSESSMENT</p> <p>Exchange and Transport in Animals – Efficient transport and exchange, the circulatory system, the heart, cellular respiration</p>	<p>Exchange and Transport in Animals – cellular respiration core practical</p> <p>Ecosystems and Material cycles – Ecosystems, Abiotic factors and communities, quadrats and transects, biotic factors and communities, parasitism and mutualism, biodiversity and humans, preserving biodiversity.</p>	
	BIOLOGY (Combined)					

<p>BIOLOGY (Triple)</p>	<p>Health, Disease and Development of Medicines – Vaccinations, Antibiotic resistance, development of drugs</p> <p>Ecosystems and Material cycles – Ecosystems, Energy transfer, Abiotic factors and communities, practical using quadrats and transects,</p> <p>Plant structures and their Functions – Photosynthesis, Factors that affect photosynthesis with practical applications, , Absorbing water and mineral ions, Transpiration and translocation, plant adaptations,</p> <p>As well as reviewing microscopes</p>	<p>Plant structures and their Functions – plant hormones, uses of plant hormones</p> <p>Animal coordination, Control and Homeostasis – Hormones, Hormonal control of metabolic rate, The menstrual cycle, Hormones and the menstrual cycle, Control of blood glucose, Type 2 diabetes,</p> <p>As well as reviewing Testing foods, transporting substances across membranes</p>	<p>Animal coordination, Control and Homeostasis – Thermoregulation, Osmoregulation, The Kidneys.</p> <p>Exchange and Transport in Animals –The heart, Cellular respiration, practical investigating respiration rates.</p>	<p>Transport in Animals –The heart, Cellular respiration, practical investigating respiration rates.</p> <p>Ecosystems and Material cycles – The water cycle, The carbon cycle, The nitrogen cycle, Rates of decomposition.</p> <p>Recap and do the other practical Ecosystems and Material cycles – Ecosystems, Energy transfer, Abiotic factors and communities, practical using quadrats and transects,</p>	
<p>CHEMISTRY (Combined)</p>	<p>Neutralisation and salts – consolidate acids work from Yr 10, ions, neutralisation core practical, balancing equations, solubility, precipitation, pH</p> <p>Electrolysis – molten, aqueous, active electrodes</p> <p>Metal extraction – reactivity series, displacement reactions, extraction methods, recycling & LCA, biological extraction (H only), redox and OIL RIG (H only)</p>	<p>Electrolysis and metals – finish topic and consolidate</p> <p>Groups – alkali metals, halogens, noble gases</p>	<p>Calculations – Mr, empirical formula, conservation of mass, reacting mass, moles (H tier only)</p> <p>Reversible reactions – dynamic equilibria, reaction conditions, Haber process and industrial conditions</p>	<p>Fuels – oil, fractional distillation, alkanes and alkenes, cracking, hydrogen power</p>	
<p>CHEMISTRY (Triple)</p>	<p>Revision of calculation work from Year 10</p> <p>Triple Calculations – yields, atom economy, concentrations,</p>	<p>Reversible reactions – dynamic equilibria, reaction conditions, Haber process and industrial conditions</p>	<p>Groups – alkali metals, halogens, noble gases</p> <p>Ions testing – flame tests, test tube reactions for cations and anions</p>	<p>Fuels – oil, fractional distillation, alkanes and alkenes, cracking, hydrogen power</p>	

	titrations, molar volumes of gases	Transition metals – transition metals, corrosion, electroplating, alloying		Atmosphere – composition of air, historical changes in the atmosphere, greenhouse effect and global warming	
PHYSICS (Combined)	Particle Model, Bending and Stretching – Review calculations of density and investigation using Archimedes' Principle. Heating curve and calculations using specific heat capacity and specific latent heat. Investigating water practical. Gas pressure and absolute zero. Elastic and inelastic extension. Hooke's law investigation. Calculating energy transfers in springs	Electricity – Definitions and calculations for current, potential difference and resistance	Electricity (cont.) – Investigating resistance in components. Current and potential difference in series and parallel circuits. Energy transfers in circuits. Calculating electrical power. AC, DC, and mains electrical safety.	Magnetism, the Motor Effect, and Electromagnetic induction – Drawing and interpreting magnetic fields. Electromagnetic fields from straight wires and solenoids. Calculating the motor effect and using Flemings Left hand rule (H). Electromagnetic induction (H) , the structure and working of transformers. The structure of the National Grid.	
PHYSICS (Triple)	Astronomy – Structure of the solar system. Gravity and orbits. The life cycles of stars. Red shift and evidence for the Big Bang Electricity – Definitions and calculations for current, potential difference and resistance. Investigating resistance in components. Current and potential difference in series and parallel circuits.	Electricity (cont.) –Current and potential difference in series and parallel circuits. Energy transfers in circuits. Calculating electrical power. AC, DC, and mains electrical safety. Static Electricity and electric fields.	Particle Model, Bending and Stretching – Calculations of density and investigation using Archimedes' Principle. Heating curve and calculations using specific heat capacity and specific latent heat. Investigating water practical. Gas pressure and volume, absolute zero. Elastic and inelastic extension. Hooke's law investigation. Calculating energy transfers in springs. Calculating pressure and upthrust in fluids	Magnetism, the Motor Effect, and Electromagnetic induction – Drawing and interpreting magnetic fields. Electromagnetic fields from straight wires and solenoids. Calculating the motor effect and using Flemings Left hand rule. Electromagnetic induction and generating electricity. The structure of the National Grid. The structure and working of transformers	
SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	For Biology – Understanding science impact on wider community and being able to evaluate evidence, form a discussion. Literacy, written communication of concepts. For Chemistry – Practical work, equation work, calculations (triple)	For Biology – Using a microscope and making scientific drawings. Calculating magnification and using standard form. Practical skills, calculation of rate and graph drawing skills. Revision skills For Chemistry – practical work, equation work	For Biology – Practical skills, Graph drawing and calculations. For Chemistry – equation work, calculation skills (combined) For Physics – Calculation and Practical work. Graph interpretation	For Biology – Practical skills, Graph drawing and calculations. For Chemistry – Consideration of sources and evidence For Physics – Calculation and Practical work.	

		For Physics – Calculation and Practical work. Graph interpretation	For Physics – Calculation and Practical work. Graph interpretation			
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Languages - Spanish	KNOWLEDGE DOMAIN	<p>Home, town, region and environment</p> <ul style="list-style-type: none"> Describing house and rooms (introduced in Year9) Saying what your house is like (introduced in Year 9) Describing where your house is located Talking about town amenities Discussing pros and cons of town v city Talking about recycling and reusing Talking about how to protect the environment Discussing environmental problems Giving opinions about pollution Talking about the future of the planet Talking about what we do to care for the environment <p>Grammar Focus</p> <ul style="list-style-type: none"> Using hay v ser v estar Expressions of quantity Revisiting prepositions Forming complex questions Using prepositions in questions Using demonstrative adjectives (este, ese, aquel etc) and pronouns Using el que, la que, los que, las que + verb Revisiting back to front verbs (preocupar) 	<p>Social issues, customs and festivals</p> <ul style="list-style-type: none"> To talk about becoming a volunteer To discuss the importance of charity work To be able to talk about those in need To talk about homelessness To talk about how you can help others To talk about family customs To understand some regional customs To talk about how customs have changed To talk about festivals in Spain – La Tomatina and Las Fallas To talk about festivals in other Spanish-speaking countries <p>Grammar Focus:</p> <ul style="list-style-type: none"> Verbs followed by the infinitive Revising conditional tense and si clauses Using algo and alguien Using reflexive constructions Expressing opinions with the subjunctive Revising the preterite – regular verbs and common irregulars Consolidation of imperfect tense Using the imperfect and preterite together 	Revision and Practice	Revision and Practice	Revision and Practice	

		<ul style="list-style-type: none"> • Revising past, present and future tenses • Si clauses – set phrases si tuviera, si fuera, si pudiera • Revising perfect tense • Introducing the pluperfect tense • Por and para • Avoiding the passive voice • Using the subjunctive with verbs of obligation 					
<p>Students will continue to embed their knowledge of Spanish phonics. Phonemes will be revisited as required to ensure students have accurate and confident pronunciation.</p>							
	<p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p>	<ul style="list-style-type: none"> •Speaking •Writing •Listening •Reading •Practising the photo card exam skill •90 word task 	<ul style="list-style-type: none"> •Speaking •Writing •Listening •Reading •Practising the exam skills - transferable language, approaching longer reading texts, using fillers and exclamations, spotting positives and negatives, extending opinions. 	<ul style="list-style-type: none"> •Speaking •Writing •Listening •Reading •Practising the exam skills - transferable language, approaching longer reading texts, using fillers and exclamations, spotting positives and negatives, extending opinions. 	<ul style="list-style-type: none"> •Speaking •Writing •Listening •Reading •Practising the exam skills - transferable language, approaching longer reading texts, using fillers and exclamations, spotting positives and negatives, extending opinions. 	<ul style="list-style-type: none"> • Speaking •Writing •Listening •Reading •Practising the exam skills - transferable language, approaching longer reading texts, using fillers and exclamations, spotting positives and negatives, extending opinions. 	

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Year 11		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Technology – DT Timbers & Metals	KNOWLEDGE DOMAIN	Students will continue to undertake their NEA coursework, focusing on the remaining sections.				Revision for the GCSE written exam (50% of total qualification).	
		<ul style="list-style-type: none"> Understand how to produce a range of design ideas that address the criteria in the design brief and product specification. Understand how materials, components, processes & techniques influence the pursuit of different design approaches. Understand the iterative process involved in developing a design idea to better meet the needs of the end user. Understand how to use a range of different communication techniques to present ideas. Understand how to produce a functional prototype that meets the requirements of the design brief and product specification, showing a wide range of making skills with precision and accuracy. Understand how to analyse the prototype against the product specification by conducting a variety of tests under realistic conditions. Understand the importance of sustainability when developing design ideas and manufacturing the final prototype. 				<p>Context: Throughout term three, students follow a structured revision programme in preparation for the final exam.</p> <ul style="list-style-type: none"> Undertaking focus research tasks to develop subject knowledge. Understanding exam techniques and the language of the exam paper. Using various revision techniques and strategies. Applying prior knowledge to answer exam style questions. Revision of past knowledge to successfully answer exam style questions. 	
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<ul style="list-style-type: none"> Create a range of design ideas that address the criteria in the design brief and product specification. Effectively select a suitable design which best meets the design brief and product specification. Consideration of user group needs and preferences. Effectively selecting additional research to aid within the development of the product idea. Effectively select suitable modelling / simulations to test and further develop the product. Analysing models against the needs of the user, the specification and the models function to ensure it is fully suitable. Able to determine all material quantities necessary to produce a final outcome. Effectively selecting materials, techniques, and processes to successfully produce physical outcomes of high quality. Successfully analyse the final product against the product specification & through testing, ensuring these tests are realistic and suitable. 				<ul style="list-style-type: none"> Effectively able to filter research to develop subject knowledge. Applying exam technique and understanding of the terminology used within the exam to allow greater access to it. Applying revision techniques and strategies to further cover subject content. Applying prior knowledge to answer exam style questions. 	

Year 11		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
		Continuation of GCSE component 1 coursework. Context: Students will complete the make and evaluation section of the coursework.	Decay themed project. Context: Students will undertake primary observational work exploring a breadth of areas associated with the theme of Decay as part of this focused project.	GCSE COMPONENT 2 COURSEWORK– Externally set assignment (40% of total grade). The Externally Set Assignment (ESA) represents the culmination of the GCSE course as it draws together all the knowledge, understanding and skills developed from completing Component 1 (undertaken in Year 10 & term 1A in year 11), and the Year 11 focused tasks completed in term 1B.			
Technology – Textile Design	KNOWLEDGE DOMAIN	<ul style="list-style-type: none"> Understand how to effectively plan and manage time when undertaking practical work. 	<ul style="list-style-type: none"> Develop an awareness of more advanced art and textile techniques and how these can be used in the fashion industry and their own work. 	<ul style="list-style-type: none"> Critically analyse a given context in the process of finding a project theme to pursue. Independently identify designers and artists that relate to their chosen theme. Explore links between the designers/artists work and their own. Independently select and research how to make their own paper pattern for their chosen garment. Make a toile of their chosen garment to aid their understanding of how to make their final garment. Understand how to complete a time plan for their 10-hour practical exam. 			
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<ul style="list-style-type: none"> Independently manufacture a high-quality outcome. 	<p>Observational drawing work using a variety of art techniques:</p> <ul style="list-style-type: none"> Photography Sketching Acrylic paints Water colour paints Mark making using different tools. Pastels. <p>Experimentation work using advanced textile techniques:</p> <ul style="list-style-type: none"> Textural free hand machine embroidery/advanced from year 10 using yarns and small pieces of fabric. Reverse applique cut through work. Stitch and slash techniques. Melting fabrics Laser cutting fabrics. 	<ul style="list-style-type: none"> Further develop critical understanding through investigative, analytical, experimental, practical, technical, and expressive skills. Retrieve and apply prior knowledge from component 1. Demonstrate time management skills through the planning for the practical exam. Independence to make key decisions in the way project work advances. Select appropriate drawing skills for different needs and purposes, appropriate to the context of the externally set title. Select appropriate textile techniques to reflect the theme and show an elevated level of skill. These should ideally be different than those chosen for component 1 – to show a broad range of skills across both components. Self-moderation, the ability to constantly reflect on their work as it progresses. 			

Year 11		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
		GCSE NEA COURSEWORK Food Investigation (30% of NEA grade) Context: Students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task.		GCSE NEA COURSEWORK Food preparation assessment (70% of NEA) Context: Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.		GCSE exam preparation Revision for the GCSE written exam. Context: Throughout term 3 Students follow a structured revision programme in preparation for the exam section of the course which accounts for 100 marks (50% of total grade).	
Technology – Food Preparation & Nutrition	KNOWLEDGE DOMAIN	<ul style="list-style-type: none"> Investigation into the working characteristics and functional and chemical properties of a particular ingredients through practical investigation. Understand how to approach and structure successfully produce a written report. 	<ul style="list-style-type: none"> Students understand how to prepare, cook and present a final menu of 3 dishes to meet the needs of specific context. 	<ul style="list-style-type: none"> Students will follow a revision programme that covers the 5 modules studied. Food, nutrition and health/Food science/Food safety/Food choice/Food provenance and Practical skills 			
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<ul style="list-style-type: none"> Produce a 1500 – 2000-word report including research into how and why ingredients work. Apply a range of communication methods will be used. Use specialist terminology to communicate research and investigation findings. Individually record their practical investigations and draw conclusions. 	<ul style="list-style-type: none"> Research and analysis of the life stage/dietary group or culinary tradition Apply appropriate technical skills and processes chosen to showcase practical skills in the making of 3/4 dishes. Effective time planning to ensure high -quality dishes are completed in a 3-hour session using 'dovetailing'. Independently prepare, cook and present a menu of three dishes within a single period of no more than 3 hours. Sensory evaluation, nutritional analysis, costing and final evaluation of final three dishes 	<ul style="list-style-type: none"> Range of techniques to prepare the students for the written examination. This includes multiple choice questions and longer form questions. 			

Year 11		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
		Continuation of GCSE component 1 coursework. Context: Students will complete the make and evaluation section of the coursework.		Generative Design project. Context: Students will undertake primary observational work exploring a breadth of areas associated with the theme of Geometry.	GCSE COMPONENT 2 COURSEWORK– Externally set assignment (40% of total grade). Context: The Externally Set Assignment (ESA) represents the culmination of the GCSE course as it draws together all the knowledge, understanding and skills developed from the major project completed in year 10, and the year 11 focused tasks completed in term 1B.		
Technology – 3D Design - Architecture	KNOWLEDGE DOMAIN	<ul style="list-style-type: none"> Understand how to effectively plan and manage time when undertaking practical work. Understanding the working properties of materials to successfully shape, mould and assemble a high-quality outcome. 	<ul style="list-style-type: none"> Develop an awareness of using more advanced art techniques in the process of creating design-based work 	<ul style="list-style-type: none"> Critically analyse a given context in the process of finding a project theme to pursue. Independently identify designers that relate to their chosen theme. Explore links between the designers work and their own. Independently select and research how to make a physical structure using various materials, techniques, and processes. Understand how to effectively plan for their 10-hour practical exam. 			
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<ul style="list-style-type: none"> Independently select materials, techniques, and processes to manufacture a high-quality model. 	<ul style="list-style-type: none"> Independence to make key decisions in the way project work advances. Apply greater creative thinking in the process of design. Retrieve and apply prior knowledge from component 1. 	<ul style="list-style-type: none"> Further develop critical understanding through investigative, analytical, experimental, practical, technical, and expressive skills. Retrieve and apply prior knowledge from component 1. Demonstrate time management skills through the planning for the practical exam. Select appropriate design-based skills for different needs and purposes, appropriate to the context of the externally set title. Self-moderation, the ability to constantly reflect on their work as it progresses. Independence to make key decisions in the way project work advances. 			

Saffron Walden County High School Curriculum



SAFFRON WALDEN
COUNTY HIGH SCHOOL

CURRICULUM SUMMARY

Year 11	Students are taught PSHE on rotation. Please see the subject areas below:						
	FAMILIES	REPRODUCTIVE HEALTH	ONLINE BEHAVIOURS	HEALTH SCREENING	PERSONAL SAFETY	WELLBEING: STUDY AND EXAM STRESS	EXTERNAL INPUT
PSHE	<p>L1: IMPACT OF FAMILIES How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>L2: MARRIAGE Why marriage is an important relationship choice for many couples and why it must be freely entered into.</p> <p>L3: ALTERNATIVES TO MARRIAGE The characteristics and legal status of other types of long-term relationships.</p> <p>L4: FORCED MARRIAGE The laws around forced marriage and the possible impact on future relationships.</p>	<p>L1: REPRODUCTIVE HEALTH The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</p> <p>L2: IMPACT OF INFERTILITY How infertility can impact our health and relationships.</p> <p>L3: ENDOMETRIOSIS AND POLYCYSTIC OVARIES Understand what endometriosis and polycystic ovaries are and the possible symptoms and treatment for each.</p> <p>L4: MENOPAUSE Understand what the menopause is and the possible symptoms and treatment.</p>	<p>L1: PORNOGRAPHY AND SELF-IMAGE Understand the laws around pornography and the impact it can have on self-image.</p> <p>L2: PORNOGRAPHY AND SEXUAL BEHAVIOURS How pornography can impact how someone behaves towards their partner.</p> <p>L3: INFLUENCERS Understand the impacts an influencer can have on young people.</p> <p>L4: ONLINE BLACKMAIL AND EXTORTION Identify online blackmail and extortion and know where to get support.</p>	<p>L1: SELF EXAMINATION (TESTICLES) The benefits of regular self-examination and screening.</p> <p>L2: SELF EXAMINATION (BREASTS) The benefits of regular self-examination and screening.</p> <p>L3: BLOOD DONATIONS The science relating to blood donation.</p> <p>L4: ORGAN AND STEM CELL DONATIONS The science relating to organ and stem cell donation.</p>	<p>L1: KNIFE CRIME Understand what knife crime is and the laws surrounding it.</p> <p>L2: SAFE TRAVEL Identify the safest ways to travel in the UK and abroad.</p> <p>L3: DANGER FREE FUN Understanding the laws and possible repercussions around using fake ID and recreational drugs.</p> <p>L4: ROAD SAFETY Laws arounds licences and tests. Speeding, driving and alcohol/drugs.</p>	Six sessions with a focus on mental wellbeing and coping with exam stress	<p>Streetwise 365 -</p> <p>Child on child abuse and sexual health</p> <p>ECC - Road safety</p> <p>TICBOX - Domestic abuse/consent</p> <p>Professor J. Harper - Reproductive health</p>

Saffron Walden County High School Curriculum

CURRICULUM SUMMARY



SAFFRON WALDEN
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Year 11						
	Sport	Music	English	Humanities & Science	Drama	Others
Extra-Curricular	<p>Netball Hockey</p> <p>Step into Dance Club (External)</p>	<p>Junior/Intermediate Ensembles: - these are open to performers that are working between grades 1 & 5 – students must contact the Music Department before attending</p> <p>Junior/Intermediate Ensembles: Intermediate Strings Intermediate Concert Band Junior Jazz Band Show Choir Lower School Choir</p> <p>Senior Ensembles - once a performer has reached grade 5 - – students must contact the Music Department before attending Senior Strings Senior Concert Band Jazz Band Symphony Orchestra Show Choir Chamber Choir</p> <p>Smaller Ensembles -these tend to be directed by members of the peripatetic team and can vary year on year. The Rhythm Corporation Pure Sax Classical Guitar Ensemble Wind Ensemble Brass Ensemble</p>	<p>Shakespeare Club Poetry Club Literature Club</p>	<p>Politics Club</p>	<p>SWCHS Upper School Drama Club (External) SWCHS Musical Theatre Group (External) LAMDA Acting (External)</p>	<p>Agricultural Science Unit – Lunch and after school</p>