

Year 11 Curriculum Map



The Bolsover School Vision



The Bolsover School
'Nothing but the Best'

Trust

- High Expectation
- Confident Learners
- Respectful
- Widen Experiences
- Critical Minds
- Subject Experts

Brave

- Limitless
- Creative
- Thirst for learning
- Active Learners
- Responsible Citizens
- Personal Development focused

Success

- Celebrate Achievement
- Strong Destinations
- Broad & Balanced offer
- Literacy focused
- Achieving Excellence
- Teaching & Learning emphasis

Core Values

1. To participate in a careers or curriculum based visit to enrich your education
2. To organise individually or as a team member a charity fund raising activity
3. To represent your house in at least 10 disciplines
4. To make a significant contribution to an arts event within the school
5. To represent the school in sports on more than one occasion
6. To participate in a curriculum plus activity and/or secure a recognised community award
7. To secure a school position of responsibility
8. To undertake 3 public speaking events or assemblies
9. To lead an effect school based enterprise venture
10. Individual target



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English Language

LANGUAGE	Autumn One	Autumn Two	Spring One	Spring Two	Summer One
	13th September - 22nd October	1st November - 23rd December	10th January - 18th February	28th February - 8th April	25th April - 27th May
Topic	Creative Reading and Writing Viewpoints and Perspectives Reading and Writing	Creative Reading and Writing Viewpoints and Perspectives Reading and Writing	Reading Skills revision Writing Skills revision	Reading Skills revision Writing Skills revision	Reading Skills revision Writing Skills revision
Knowledge and Skills	Comprehension Inference Analysis Evaluation Oracy Structure and cohesion SPaG Sentence variety	Comprehension Inference Analysis Evaluation Oracy Structure and cohesion SPaG Rhetoric - Ethos, Logos and Pathos	Comprehension Inference Analysis Evaluation Oracy Structure and cohesion SPaG Sentence variety	Comprehension Inference Analysis Evaluation Oracy Structure and cohesion SPaG Sentence variety	Comprehension Inference Analysis Evaluation Oracy Structure and cohesion SPaG Sentence variety

English Literature

LITERATURE	Autumn One	Autumn Two	Spring One	Spring Two	Summer One
	13th September - 22nd October	1st November - 23rd December	10th January - 18th February	28th February - 8th April	25th April - 27th May
Topic	Macbeth Power and Conflict Poetry	An Inspector Calls Power and Conflict Poetry Unseen Poetry	Power and Conflict Poetry An Inspector Calls	Macbeth An Inspector Calls Power and Conflict Poetry Unseen Poetry	Macbeth An Inspector Calls Power and Conflict Poetry Unseen Poetry
Knowledge and Skills	Comprehension Inference Analysis of language and structure Contextual Understanding Authorial Intent Comparison Skills	Comprehension Inference Analysis of language and structure Contextual Understanding Authorial Intent Comparison Skills	Comprehension Inference Analysis of language and structure Contextual Understanding Authorial Intent Comparison Skills	Comprehension Inference Analysis of language and structure Contextual Understanding Authorial Intent Comparison Skills	Comprehension Inference Analysis of language and structure Contextual Understanding Authorial Intent Comparison Skills



Mathematics Term 1-3

Term/Weeks	Term 1		Term 2		Term 3	
Level	Foundation	Higher	Foundation	Higher	Foundation	Higher
Topic						
Knowledge and Skills	<p>Odds/Evens/Primes/Multiples/Factors/Laws of Indices / LCM / HCF / Fractions, Decimals & Percentages/Probability / Composite bar charts/ Averages & range/Rounding / Ratio / Proportion / percentage of an amount /Bus timetables / Complex calculations / Standard form/Solve equations / Substitution / Simplifying terms / Expand / Factorise /Rearranging formulae/Area of triangle / Parts of circle / Circumference & Area / Real life problems involving circular shapes /Straight line graphs - $y = mx + c$ / Quadratic graphs & estimates for solutions / Scatter Graphs/Venn diagrams/ Tree Diagrams /Frequency Trees / Column Vectors</p>	<p>POPS / HCF/ LCM (worded) / Frac and neg indices / Compound interest / standard form calculations / percentage profit & loss/Composite functions / Adding column vectors / Transformations / Solving equations / Iteration/Reverse percentages / Ratio:Overlapping and dividing / Direct and inverse proportion / Matching graphs of proportionality/Similar shapes (including ratios)/ Surface area of a solid/ Plans and elevations/ Proving congruency/Speed/Distance/Time, Force/Pressure/Area, Speed from a graph / Area under a curve/Drawing and using linear and quadratic graphs / perpendicular lines / interpreting gradients etc / equation of a circle Scatter Graphs / two way tables / venn diagrams / probability tables / tree diagrams / Product rule for counting /Pythagoras / Trigonometry / 3D Trig / Sine and Cosine rule/Similar shapes (including ratios)/ Surface area of a</p>	<p>Pythagoras / Trigonometry/Pie charts / Transformations/Percentages-compound interest/proportion/index laws/standard form/Constructions/loci/bearings/Plans and elevations/similar shapes/congruence/Expanding & factorising quadratics/drawing quadratic, cubic & reciprocal graphs/simultaneous equations/Area and circumference of circles/volume of pyramids,cones & spheres</p>	<p>Algebraic proof/ Circle theorems (including proof)/ Angles in polygons/ Histograms/ Algebraic fractions/ expanding brackets with surds/Cumulative frequency/box plots/histograms/Vectors/Trigonometric graphs/proportion/Density,mass and volume/Bearings/Simultaneous equations/Tangents to circles</p>	<p>Averages from tables/Venn diagrams/ Probability tables and estimates/Two Way Tables Column vectors/Transformations/Plans and elevations/ Scale drawing/Writing ratios $n:1$/Dividing in a ratio Recipes/All fraction,dec & percentage operations/Error intervals/ Standard form/Powers and roots/HCF and LCM Conversions,currency,time/SDT/Using a calculator and rounding/ Multiplying 2dig x 2dig integers/BIDMAS/Primes/Mid values/ Dividing with decimals/Angles in parallel lines/angles in polygons/Standard form/ Changing the subject/Solving equations/Forming expressions/ Substitution/Linear inequalities</p>	<p>Probability estimates and tables/Recipes and proportion/Perimeter and area of 2D shapes/Graphing simultaneous equations/Compound percentage problems/Volume of cones and spheres/Product rule for counting/ Algebraic ratio problems/Completing the square including turning points/Complex worded probability/Drawing straight line graphs/Linear inequalities/Frequency polygons/Sampling/functional volume problems/Error intervals/Standard form/Time series/Machine hours/Arcs and sectors/Algebraic fractions/Changing the subject of a formula/Volume and SA of a cylinder</p>

Mathematics Term 4-6

Term 4		Term 5	
Foundation	Higher	Foundation	Higher
Revision	Revision	Revision	Revision
	Parallel and perpendicular lines/Vectors/Multiple ratios/Venn diagrams/transforming curves		

Science - Synergy

Term/Weeks	Term 1		Term 2		Term 3
Module	4.7 Movement and interaction	4.8 Guiding Spaceship Earth	4.3 Interaction with the environment	4.4 Explaining change	Revision and exam preparation
Topics	4.7.4 Rate and extent of chemical change 4.7.5 Atoms into ions / ions into atoms	4.8.1 Carbon Chemistry 4.8.2 Resources of materials and energy	4.3.1 Lifestyle and health 4.3.2 Radiation and risk 4.3.3 Preventing, treating and curing disease	4.4.1 The Earth's atmosphere 4.4.2 Ecosystems and biodiversity 4.4.3 Inheritance and evolution	

Science - Triple

Term/Weeks	Term 1			Term 2		Term 3
Module	B: Genetics and reproduction Ecology	C: Analysis and the Earth's resources	P: Waves, electromagnetism and space	B: Ecology	P: Waves, electromagnetism and space	
Topics	B15 Genetics and evolution B16 Adaptations, interdependence and competition	C15 Using our resources	P15 Electromagnetism	B17 Organising an ecosystem B18 Biodiversity and ecosystems	P16 Space	Revision and exam preparation

Art

Term/Weeks	Terms 1-2	Terms 3-4	Term 5
Topic	Mock Exam Project	Exam project (40% grade) subject to exam board	Coursework improvements
Knowledge and Skills	Students respond independently to previous exam paper title Contextual research Observational studies Media experiments Evaluating work in progress Photography experiments Composition planning Planning a final piece Final piece Evaluation of final outcome	Students respond independently to exam title Contextual research Observational studies Media experiments Evaluating work in progress Photography experiments Composition planning Planning a final piece Final piece Evaluation of final outcome	Revisiting coursework and making improvements (60% grade)

Business Studies

Term/Weeks	Week 1-8	Week 9-18	Week 19-32	Week 33-39
Topic	Making operational decisions	Making financial decisions Making human resource decisions	Making human resource decisions	Revision and all unit reviews
Knowledge and Skills	Business operations Production process Working with suppliers Managing quality Sales process	Business Calculations - Gross Profit / Net profit / Average Rate of Return Understanding business performance Making people decisions Organisational structures Effective recruitment - job roles	How businesses recruit people Mock exam preparation 2 Mock exam 2	

Careers

YEAR 11	Term 1	Term 2	Term 3
Assemblies:	Post-16 Options/ 6 th Form deadlines Xello-Career Planning	March- Apprenticeships (ASK) National Citizenship Service	
Enrichment Days:	Oct-Careers Enrichment Day- Post-16 Taster Day/ Market Place event. Workshop- Choosing A Levels		
Career Talks/Lessons:	Sept- Student Finance-Myth Busting-DANCOP	March-UCAS Workshop-DANCOP	
Tutor Time:	▪ Various careers topics on Tutorial PowerPoint	▪ Various careers topics on Tutorial PowerPoint	▪ Various careers topics on Tutorial PowerPoint
Trips:	Sept-Derbyshire Skills Festival		
Other:	Career Guidance 1:1s Careers Talks	Career Guidance 1:1s Parents' Evening-Careers- Feb Careers Talks	Career Guidance 1:1s May- Chesterfield College Application Station-Lunchtime Drop-ins Careers Talks

Design Technology

Term/Weeks	Term 1	Term 2	Term 3
Topic	NEA	NEA	NEA/Revision
Knowledge and Skills	<p>Completion of initial ideas started at the end of year 10</p> <p>Design developments— This will include physical moderation and user feedback</p> <p>Development of final design solution— an appropriate design with a relevant details to allow manufacture</p> <p>Critical thinking— Demonstration of responses to feedback</p> <p>Planning of final prototype— Plan of manufacture to give a step-by-step overview of the manufacturing process</p>	<p>Manufacture of a final prototype to take place</p> <p>Appropriate tools, processes and materials will be used to create a fully functional prototype product.</p> <p>Regular feedback collected from the primary user</p> <p>Iterative design considered at all times and modifications made where necessary</p>	<p>of the final prototype</p> <p>Assessment of feasibility and viability of the prototype</p> <p>Responses to user feedback and modifications</p> <p>Strengths and weaknesses of the prototype assessed with consideration to the non-technical specification</p> <p>Revision will commence after completion of the NEA</p> <p>Recap on all core theory work</p> <p>Past exam papers to be completed</p>

Drama

Term/Weeks	Term 1-2	Term 3	Term 4	Term 5-6
Topic	Completion of component 2 Preparation for Component 3	Completion of Component 3: Extracts	Noughts & Crosses	Revision
Knowledge and Skills	Completion of any outstanding videos for Component 2. Devising Log Section 3: Analysis & Evaluation. Redrafting of Devising Logs. Component 3 Selection and exploration of Extract 1 & 2 Reading and research. Character development. Development of Statements of Intention. Rehearsing Physical and Vocal Skills, choral and ensemble work; staging and blocking.	Refinements of Extract in the light of audience feedback and with reference to Statements of Intention. Performance for Visiting Examiner or videoing. Redrafting of Devising Logs for Component 2.	Review Noughts and Crosses. Character Journeys and narrative development. Written Exam Technique: Section B questions.	Revision and Exam Technique. Section A – Roles & Responsibilities. Section B – Noughts & crosses Section C - Billy Elliot

Food Preparation and Nutrition

Year 11 Food

Term 1	Term 2	Term 3	Term 4	Term 5
<p>1 September NEA2: worth 50% launched</p> <p>Brief: Introduction and analysis of task.</p> <p>Exam questions: Food choices: culinary traditions and dietary groups</p> <p>Research range of recipe ideas: advantages and disadvantages.</p> <p>Exam questions: Food choices: Skill analysis and identification of cooking methods</p> <p>Exam questions: Cooking methods including microwaves</p> <p>Sensory descriptors – ready for tasting.</p> <p>Exam questions:- sensory properties</p>	<p>Costing and nutritional analysis.</p> <p>Mock exam: preparation:- food preservation: chilling, drying, chemical, cook chill</p> <p>Mock exam: preparation and DIRT</p> <p>Practical: Test out first product.</p> <p>Food provenance and seasonality.</p> <p>Exam questions: Food provenance and seasonality.</p> <p>Planning: accurate list of ingredients including quantities, list of equipment and time plan with both quality and food safety checks.</p> <p>Exam questions: Food safety and temperature control.</p> <p>Practical: Test out second product.</p>	<p>Planning: accurate list of ingredients including quantities, list of equipment and time plan with both quality and food safety checks.</p> <p>Recommendations for presentation methods.</p> <p>Practical: Off timetable for morning to complete assessed practical two products.</p> <p>Sensory evaluation and recommendations for improvement.</p> <p>Full evaluation of whole process.</p>	<p>Mock exam: preparation and DIRT</p> <p>Sensory evaluation and recommendations for improvement.</p> <p>Full evaluation of whole process.</p> <p>Exam preparation using revision guide and workbooks.</p> <p>Topics in response to mock exams and pupil feedback: Vegetarianism, pregnancy, Labelling, water soluble vitamins, Functional properties of: Protein, food allergies, Primary secondary processing, food poisoning</p>	<p>As many long answer questions as possible: Cultural Foods, social and moral issues, fair trade Vegetarianism, pregnancy, organic, GM foods, food allergies, food safety: causes of food poisoning, factors affecting food choices, nutritional requirements of child.</p>

Geography



Term/Weeks	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Changing Economic World	Changing Economic World	Resource management	Revision	Revision	Revision
Knowledge and Skills	1-2 week Mini Review of Urban Challenges using pre-filled booklets 1. Concepts 2. Lagos 3. Liverpool 4. Sustainability and transport Start Changing Economic World Measuring Development Uneven Development Causes of Uneven Development Consequences of Uneven Development Strategies to Solve Uneven Development	Mini Case Study – Kenya Full Case Study – India Changes in UK Economy Full Case Study – UK Revision for Mock Exams	What are Resources? Global Distribution of Food, Water and Energy Water Issues Case Study – Sustainable (Kenya) Case Study – Large Scale (China)	Revision of all topics	Revision Of All Topics	UNIT 2 EXAM IN FIRST WEEK OF TERM 6
					UNIT 1 EXAM IN LAST WEEK OF TERM 5	UNIT 3 EXAM IN SECOND WEEK OF TERM 6

Health and Social Care

Term/Weeks	Term 1	Term 2	Term 3	Term 4	Term 5
Topic	Care Values	Care Values	Health & Wellbeing	Health & Wellbeing	Exam Prep for May exams
Skills	Respect Empowering Confidentiality Safeguarding Effective communication Person-centred care	Respect Empowering Confidentiality Safeguarding Effective communication Person-centred care Coursework 2B	Indicators of health Taking measurements Treatment for common health issues	Effects of factors on health and wellbeing Culture, habits, stress, economic, environmental	Coursework Revision

History

Term/Weeks	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Paper 1 Historic environment Paper 3 - Weimar and Nazi Germany	Paper 3 - Weimar and Nazi Germany.	Paper 3 - Weimar and Nazi Germany Paper 2 - American West	Paper 2 American West .	Paper 2 - American West Paper 1 , Paper 2 and Paper 3 revision	Anglo-Saxon and Norman England and Weimar and Nazi Germany revision
Knowledge and Skills	The Historic Environment - The British sector of the Western Front, 1914–18: injuries, treatment and the trenches. Source analysis. Paper 3 Hitler's Rise to Power,	Paper 3 Hitler's Rise to Power, 1919–33. Control and Dictatorship, 1933–39.	Control and Dictatorship, 1933–39. Life in Nazi Germany, 1933–39. American West - The early settlement of the West, c1835–c1862.	American West - The early settlement of the West, c1835–c1862. Development of the plains, c1862–c1876 . Conflicts and conquest, c1876–c1895	American West - Conflicts and conquest, c1876–c1895. Revision -Medicine, Anglo- Saxon and Norman England and Germany.	Revision - American West, Anglo-Saxon and Norman England and Germany.

iMedia



Term/Weeks	Week 1-8	Week 9-18	Week 19-32	Week 33-39
Topic	RO85 - Preparation	R081 /RO85 - Assessment	R081 /RO85 - Assessment	
Knowledge and Skills	Review existing websites Connections and file types Client brief / Purpose and audience Visualisation diagrams and site map Work plans Website animated features / objects Development of website RO81 mock exam / preparation	Mock Exam RO85 Controlled Assessment	R085 Controlled Assessment final stages RO81 Pre- production RO81 Files and folders RO81 Health and Safety RO81 Legislation RO81 Research RO81 - All other topics	

Modern Foreign Languages

Term/Weeks	Term 1	Term 2	Term 3	Term 4	Term 5
Topic	Healthy living and Media/Internet	Home, Town, Environment and Homelessness	Education	Future Study	Revision
Knowledge and Skills	<p>Vocabulary Your diet Stress in your life Recent healthy / unhealthy activities Future plans for fitness Pros and cons of internet use How time is spent online</p> <p>Grammar Frequency words as adverbs Past tense Future tense</p>	<p>Vocabulary Describing your home Describing your ideal home Your local area Tourism in your area Different areas Homelessness and social issues</p> <p>Grammar Conditional tense</p>	<p>Vocabulary My Studies Opinions on different subjects Life at School /College Different types of school Advantages and disadvantages of your school Typical school day Recent school trips Ideal school</p> <p>Grammar Opinion phrases Sequencers Past tense Conditional tense</p>	<p>Vocabulary Education Post 16 University and careers Jobs, careers and ambitions Future plans for careers Future of the world of work Your ideal job</p> <p>Grammar Future tense Conditional tense Modal verbs</p>	

Music

Term/Weeks	Term 1-2	Term 3-4	Term 5-6
Topic	Set study pieces	Differentiated study Performance and composition work	Revision
Knowledge and Skills	Set study pieces recapping Development and completion of composition work Practise listening skills	Focused differentiated area of study	Revision

Physical Education

Term/Week	Term 1	Term 2	Term 3	Term 4	Term 5
Knowledge and Skills	Basketball Netball Health Related Fitness Table Tennis Football Handball Boxercise Volleyball	Football Handball Boxercise Volleyball	Badminton Rugby Health Related Fitness Orienteering	Football Dodgeball HIIT Just Dance Handball Hockey Health Related Fitness Cross-Fit	Tennis Rounders Circuit Training Stoolball

GCSE Physical Education



Term/Weeks	Term 1	Term 2	Term 3
Topic	<i>Analysing and evaluating performance - coursework</i>	<i>Engagement patterns Commercialisation in sport Ethical and socio-cultural issues</i>	<i>Ethical and socio-cultural issues Diet and nutrition</i>
Knowledge and Skills	<ul style="list-style-type: none"> Evaluate the strengths and weaknesses of their own physical fitness using appropriate tests for each component of fitness. Analyse the importance of different components of fitness for a specific activity/sport. Give an accurate overview of all the key skills required for a specific activity/sport. Assess their own strengths and weaknesses in relation to the key skills required for a specific sport/activity. Movement analysis of a specific skill - muscles, joints, types of movement, planes of movement, axis of rotation and lever systems used. Skill classification of a specific skill. produce an action plan that contains an understanding of the principles of training, types of training, a range of drills and practices with coaching points and SMART goal setting. 	<ul style="list-style-type: none"> The 5 key social groups - family, age, gender, ethnicity and disability. Other factors that affect participation levels: education, time, cost, socio-economic status, opportunity/access, environment/climate, media, role models. Strategies to improve participation - promotion, provision and access. Current trends in participation levels in the UK. The golden triangle. The positive and negative effects of the media on the commercialisation of sport. The positive and negative effects of sponsorship on the commercialisation of sport. Definition of sportsmanship, gamesmanship and deviance using practical examples. The use of drugs in sport (anabolic steroids, beta blockers and stimulants) including effects on performance and negative effects on performers. 	<ul style="list-style-type: none"> Examples of violence a in sport and the reasons why. Components of a balanced diet - carbohydrates, protein, fats, vitamins and minerals, fibre, water and hydration. The definition of energy balance and impact on health. Carbohydrate loading and why/how it is used by athletes. The use of sports drinks to improve performance. The effects of dehydration on health and performance.

Cambridge National in Physical Education

Term/Weeks	Term 1	Term 2	Term 3	Term 4	Term 5
Topic	RO52 - Developing sports skills	RO54 - Sport and the media	RO54 - Sport and the media RO55 - Working in the sports industry	RO55 - Working in the sports industry	Interleaving weeks
Knowledge and Skills	<p>LO3 - Be able to officiate in a sporting capacity</p> <ul style="list-style-type: none"> Apply rules and regulations consistently and accurately. The use of signals. How to communicate decisions. The importance of positioning <p>LO1 - Be able to use skills, techniques and tactics as an individual</p> <ul style="list-style-type: none"> Performance of skills and techniques. Creativity Appropriate use of tactics/strategies/compositional ideas. Decision making during performance. Ability to manage/maintain own performance. <p>LO2 - Be able to use skills, techniques and tactics as a team performer</p> <ul style="list-style-type: none"> The knowledge and skills is the same as LO1 but for a team sport. 	<p>LO1 - How sport is covered across the media</p> <ul style="list-style-type: none"> How sport is covered by TV e.g. pay per view. How sport is covered by the written press. How sport is covered by national and local radio. How sport is covered by the internet <p>LO2 - Positive effects of media on sport</p> <ul style="list-style-type: none"> Increased exposure of minority sports. Increased promotional opportunities. Education about rules and technique. Increased income generated by media rights. Inspiring people to participate. Competition between sports and clubs <p>LO3 - Negative effects of media on sport</p> <ul style="list-style-type: none"> Decline in live spectators. Loss of traditional sporting values. Coverage of inappropriate behaviour. Increased pressure on officials. Nespapers dominated by a few sports. Saturation of sport coverage. 	<p>LO4 - The relationship between sport and the media</p> <ul style="list-style-type: none"> How media uses sport to promote itself. How sport uses media to promote itself. Sport as a commodity. Sponsorship and advertising. Adoption and rejection of sporting heroes. Scrutiny/criticism through the media. The impact of pay-per-view. <p>LO5 - Evaluating media coverage of sport</p> <ul style="list-style-type: none"> Aspects which may influence the coverage of a story. Features of the coverage e.g. method of reporting. <p>LO1 - Know the areas of employment within the sports industry</p> <ul style="list-style-type: none"> Different areas of employment within the sports industry such as administration, advertising, coaching, facilities, retail and sport development. 	<p>LO2 - Know the skills and knowledge required to work within the sports industry</p> <ul style="list-style-type: none"> Skills that can be applied to different roles e.g. people skills, communication and team work. Knowledge that can be applied to different roles e.g. rules and regulations, training, legislation. <p>LO3 - Be able to apply for jobs within the sports industry</p> <ul style="list-style-type: none"> Sources of information regarding job vacancies. How to create a curriculum vitae. How to prepare for an interview. Producing a personal career plan. <p>LO4 - Understand the impacts which the sports industry has in the UK</p> <ul style="list-style-type: none"> Economic impacts of the sports industry. Social impacts of the sports industry. Health impacts of the sports industry. 	<ul style="list-style-type: none"> Re-submission of units RO54 and RO55. <p>LO1 - How sport is covered across the media.</p> <p>LO2 - Positive effects of media on sport.</p> <p>LO3 - Negative effects of media on sport.</p> <p>LO4 - The relationship between sport and the media.</p> <p>LO5 - Evaluating media coverage of sport.</p> <p>LO1 - Know the areas of employment within the sports industry.</p> <p>LO2 - Know the skills and knowledge required to work within the sports industry.</p> <p>LO3 - Be able to apply for jobs within the sports industry.</p> <p>LO4 - Understand the impacts which the sports industry has in the UK.</p>

Contemporary & Moral Issues

Term/Weeks	Term 1	Term 2	Term 3	Term 4	Term 5
Topic	Christian Belief and Life	Marriage and Life after death	Islam	Exam Prep for May exams	Exam Prep for May exams
Skills	Revision of all topics	Revision of all topics	Revision of key terminology and references	Revision	Revision

Textiles

Term Topic	Term 1 Animals	Term 2 Animals	Term 3 Exam Assessment	Term 4 Exam Assessment	Term 5 Exam Assessment
Art and Design Textile Design Knowledge and Skills	<p>Introduce students to theme "Animals".</p> <p>Begin the project by researching: 'We are all animals' by Permendar Kaur, a mixture of animal features and human forms.</p> <p>'Stitchmonger', a knitted and crocheted collection by Kate Jenkins based on sea life.</p> <p>Kathryn Harmer Fox who references the plight of wildlife in her 'Africa Skinned' series, and printmaker Mark Hearld.</p> <p>Pupils complete research and initial designs/concepts into theme in a sketchbook and this will count towards your final grade.</p>	<p>Pupils to continue with initial designs on theme Animals.</p> <p>Pupils will now begin to work with different materials and techniques e.g. embroidery, applique, screen printing, silk printing, tie dye, laser cutter to bring initial ideas to life.</p> <p>Pupils will complete development of designs to create a "final piece", which will form part of your assessment in your sketchbook.</p> <p>Pupils will complete a 1 day mock exam where they will need to create their final piece using materials and Textiles techniques.</p> <p>Pupils will have the chance to reflect on their work in preparation for the exam.</p> <p>Students should make one of the following:</p> <ul style="list-style-type: none"> An item for home furnishing. A fashion/costume piece or accessory. A bag or textile container. A textile panel. 	<p>Pupils will choose from the Art and Design Textiles Design: Externally Set Assignment Tasks. (40% of your final grade)</p> <p>Pupils will need to research designers in relation to their brief as well as start to develop design ideas and research Textiles techniques which reflect their ideas, this will form the main part of your final assessment sketchbook.</p> <p>Students should begin to design one of the following:</p> <ul style="list-style-type: none"> An item for home furnishing. A fashion/costume piece or accessory. A bag or textile container. A textile panel. 	<p>Pupils will continue designing and researching for their Externally Set Assignment. (40% of your final grade)</p> <p>Pupils will develop/finalise their design ideas and should begin to design one of the following:</p> <ul style="list-style-type: none"> An item for home furnishing. A fashion/costume piece or accessory. A bag or textile container. A textile panel. 	<p>Pupils will continue designing and researching for their Externally Set Assignment. (40% of your final grade)</p> <p>Pupils will develop/finalise their design ideas and should begin to design one of the following:</p> <ul style="list-style-type: none"> An item for home furnishing. A fashion/costume piece or accessory. A bag or textile container. A textile panel. <p>Pupils will complete a 10 hour exam, based on their externally set project, where they will bring their design to life using a range of Textiles techniques.</p>