

English

<i>Autumn 01</i> <i>Weeks 1 – 7 (6 weeks)</i>	<i>Autumn 02</i> <i>Weeks 8 – 15 (8 weeks)</i>
<p>Language Paper 2 Content 20th & 21st Century non-fiction & Transactional writing English Language Paper 2 Students to study extracts from 20th and 21st Century non-fiction and literary non-fiction. These will include topics such as travel, news and entertainment. Questions again will focus on language and structure analysis and evaluation. However, paper 2 adds a further assessment objective and students will be asked to compare texts.</p>	<p>Literature Paper 1 Section A and Language Paper 1 Section B Content Macbeth Students to study Shakespeare's Macbeth Students to read the play in its entirety in preparation for the English Literature Paper 1 exam. In the exam students will answer two questions, a language and structure analysis of an extract from the play and a theme and context question based on the play as a whole. Imaginative Writing</p>

Maths:

<i>Higher Maths units</i>	
<i>Autumn 01</i> <i>Weeks 1 – 7 (7 weeks)</i>	<i>Autumn 02</i> <i>Weeks 8 – 15 (8 weeks)</i>
<p>Content</p> <p>Reverse Percentages Simple and compound interest Ratio Fractions Recurring Decimals Direct and inverse proportion (algebraic) Linear Simultaneous Equations Factorising and solving quadratic equations Simultaneous Equations: linear and quadratic Completing the square Vectors</p>	<p>Content</p> <p>Rearrange formulae Further expanding & factorising Further graphs</p>

<i>Math Foundation units</i>	
<i>Autumn 01</i> <i>Weeks 1 – 6 (6 weeks)</i>	<i>Autumn 02</i> <i>Weeks 7 – 15 (8 weeks)</i>
<p>Content</p> <p>Percentages Simple and compound interest Direct and inverse proportion (non- algebraic) Ratio Fractions Decimals Sequences Simplifying algebraic expressions Expanding single and double brackets Factorising single brackets</p>	<p>Content</p> <p>Circles Equations and inequalities Probability Constructions Quadratics Quadratic graphs Ratio and compound measures</p>

Science:

<i>Autumn 01</i>		<i>Autumn 02</i>	
Topic C6: the rate and extent of chemical change Topic P5: forces Topic B5: homeostasis		Topic C7: organic chemistry Topic P6: waves Topic B6: inheritance, variation and evolution	
End of topic tests in topics studied		End of topic tests in topics studied Full mock papers: Biology Paper 1, Chemistry Paper 1, Physics Paper 1	
B5	Cells in the body can only survive within narrow physical and chemical limits. They require a constant temperature and pH as well as a constant supply of dissolved food and water. In order to do this the body requires control systems that constantly monitor and adjust the composition of the blood and tissues. These control systems include receptors which sense changes and effectors that bring about changes. In this section we will explore the structure and function of the nervous system and how it can bring about fast responses. We will also explore the hormonal system which usually brings about much slower changes. Hormonal coordination is particularly important in reproduction since it controls the menstrual cycle. An understanding of the role of hormones in reproduction has allowed scientists to develop not only contraceptive drugs but also drugs which can increase fertility.		
C6	Chemical reactions can occur at vastly different rates. Whilst the reactivity of chemicals is a significant factor in how fast chemical reactions proceed, there are many variables that can be manipulated in order to speed them up or slow them down. Chemical reactions may also be reversible and therefore the effect of different variables needs to be established in order to identify how to maximise the yield of desired product. Understanding energy changes that accompany chemical reactions is important for this process. In industry, chemists and chemical engineers determine the effect of different variables on reaction rate and yield of product. Whilst there may be compromises to be made, they carry out optimisation processes to ensure that enough product is produced within a sufficient time, and in an energy-efficient way.		
P5	Engineers analyse forces when designing a great variety of machines and instruments, from road bridges and fairground rides to atomic force microscopes. Anything mechanical can be analysed in this way. Recent developments in artificial limbs use the analysis of forces to make movement possible.		

Business:

<i>Y11 Autumn 01</i> <i>Weeks 1 – 7 (7 weeks)</i>		<i>Y11 Autumn 02</i> <i>Weeks 8 – 15 (8 weeks)</i>	
Content 1. Enterprise and Entrepreneurship 2. Spotting a Business Opportunity 3. Putting a Business Idea into practice		Content 1.4. Making the Business effective 1.5 Understanding external influences	
Assessment Objectives This is the knowledge, application and skills assessed by the Big Test: Test on 1.1 -1.3 Paper 1		Assessment Objectives This is the knowledge, application and skills assessed by the Big Test: Test on 1.1 -1.5 Paper 1	

Computing:

Y11 Autumn 01 Weeks 1 – 7 (7 weeks)	Y11 Autumn 02 Weeks 8 – 15 (8 weeks)
Content 1. Systems Architecture 2. Memory - Purpose of ROM & RAM and difference between them 3. Storage – need for secondary storage & common types	Content 1.4 Networks Topologies, 1.5 Protocols & Layers 1.6 Systems Security 1.7 Issues; (Legal, Cultural, Environmental)
Assessment Objectives This is the knowledge, application and skills assessed by the Big Test: Paper 1	Assessment Objectives This is the knowledge, application and skills assessed by the Mock Exams: Paper 1 & 2

NCFE:

Y11 Autumn 01 Weeks 1 – 7 (7 weeks)	Y11 Autumn 02 Week 8 – 15 (8 weeks)
Content Unit 3 Responding to a graphic design brief LO2- Produce their final graphic design idea The learner must demonstrate: <ul style="list-style-type: none"> technical skills effective use of resources 	Content LO3 - Review how they met the brief The learner must evaluate: <ul style="list-style-type: none"> the final outcome the purpose and impact of the graphic design effective use of resources what went well and not so well
Assessment Objectives Internal assessment of L01 + L02. L01 Evidence must include: <ul style="list-style-type: none"> their response to the brief draft designs. Evidence could include: <ul style="list-style-type: none"> design sheets sketchbook (physical/digital) L02 The learner must provide: <ul style="list-style-type: none"> their final design Evidence could include: <ul style="list-style-type: none"> design sheets presentation 	Assessment Objectives Internal assessment of L03. Learner must provide: <ul style="list-style-type: none"> their review Evidence could include: <ul style="list-style-type: none"> report audio/visual narrative Unit 3 - Assessment 1st attempt

PE:

Autumn 01 Weeks 1 – 7 (6 weeks)	
Week1: Components of physical fitness Components of skill-related fitness Week 2: Why fitness components are important for successful participation in given sports in terms of Week 3: Exercise intensity and how it can be determined Week 4: The basic Principles of training (FITT) Additional Principles of training	Week 5: Learning Aim A Test Week 6: Requirements for each of the fitness training methods Additional requirements for each of the fitness training methods Fitness Training methods Week 7: Free Weights Training Plyometrics Training Aerobic Endurance training Speed training

Drama:

Autumn 01 Weeks 1 – 7 (6 weeks)	Autumn 02 Weeks 8 – 15 (8 weeks)
Unit Code: CAPA212 Unit Title: Performing Text – Internal Classic text- Hobsons choice Using the learning outcomes as the main point of reference, a scheme of work for this unit will include opportunities for learners to develop the following: Analytical Skills Applying text analysis skills to the preparation of performance, underpinned by related vocal, physical and movement skills Communication Skills Use of verbal and non-verbal communication in live performance (alone or with others), as appropriate The capacity to constructively peer review the work of others The ability to analyse and assess own skills and personal aims The ability to assess and evaluate own work and develop strategies for improving own performance The capacity to respond positively to tutor comments and evaluations The ability to assess and utilise peer evaluation Performing and Presentational Skills Approaches to the creation of character and conveyance of narrative in text-based drama work Ability to underpin well ‘realised’ use of dramatic text with appropriate and effective use of physical, movement and vocal techniques Awareness of any related Health & Safety issues	Unit Code: CAPA212 Unit Title: Performing Text – Internal Modern text- Find me or Alice- depending on needs of learners Using the learning outcomes as the main point of reference, a scheme of work for this unit will include opportunities for learners to develop the following: Analytical Skills Applying text analysis skills to the preparation of performance, underpinned by related vocal, physical and movement skills Communication Skills Use of verbal and non-verbal communication in live performance (alone or with others), as appropriate The capacity to constructively peer review the work of others The ability to analyse and assess own skills and personal aims The ability to assess and evaluate own work and develop strategies for improving own performance The capacity to respond positively to tutor comments and evaluations The ability to assess and utilise peer evaluation Performing and Presentational Skills Approaches to the creation of character and conveyance of narrative in text-based drama work Ability to underpin well ‘realised’ use of dramatic text with appropriate and effective use of physical, movement and vocal techniques Awareness of any related Health & Safety issues

Geography:

Autumn 01 Weeks 1 – 7(6 weeks)				Autumn 02 Weeks 8 – 15 (8 weeks)			
Content				Content			
3 rd S	Understanding Ecosystems recap	Tropical Rainforests recap	Hot deserts recap	29/10	Opportunities of urban change in Liverpool: (Part 2) <i>Environmental (urban greening).</i>	Challenges of urban change in Liverpool: <i>Social and economic (urban deprivation, inequalities in housing, education, health, and employment). Environmental (dereliction, building on brownfield and greenfield sites, waste disposal).</i>	Challenges of urban change in Liverpool: (Part 2) <i>Impacts of urban sprawl on the rural-urban fringe. Growth of commuter settlements.</i>
10 th S	Global urban change: <i>Patterns of urban change in HICs, LICs and NEEs.</i>	Factors affecting the rate of urbanisation: <i>Migration (push and pull theory). Natural increase. Suggest two pull factors that encourage people to move to the cities Explain how natural increase contributes to urbanisation</i>	Megacities: <i>Definition and importance. Global distribution.</i>	5/11	Buffer	An urban regeneration project in Liverpool: Anfield project. <i>Why it was needed. Main features of the project.</i>	Sustainable urban living: <i>Water and energy conservation. Waste recycling. Creating green space.</i>
17 th S	Buffer	Location and importance of Lagos: <i>Evidence that Nigeria is a NEE. Regional, national, and international importance.</i>	Causes of urban growth in Lagos: <i>Migration. Natural increase Suggest reasons for the difference in the rate of urbanisation in HIC's and LIC's</i>	12/11	How urban transport	Buffer	Different ways of classifying



24 th S	Opportunities of urban growth in Lagos: <i>Social opportunities: access to services (health and education); access to resources (water supply and energy).</i> Outline two opportunities created by urban growth in an LIC	Opportunities of urban growth in Lagos: <i>Economic opportunities.</i>	Challenges of urban growth in Lagos: <i>Managing urban growth (slums, squatter settlements). Providing clean water sanitation systems and energy. Providing access to services (health and education).</i>		strategies reduce traffic congestion		parts of the world: <i>According to economic development (economic indicators). According to quality of life (social indicators).</i>
1 st O	Challenges of urban growth in Lagos: <i>Reducing unemployment and crime. Managing environmental issues (waste disposal, air and water pollution, traffic congestion).</i> Describe two environmental challenges caused by urban growth in an LIC	Urban planning in Lagos: Makoko floating school. <i>Improving lives of the rural poor.</i> Explain how urban planning scheme in an LIC or NEE has had a positive effect on people living in the area	Buffer	19/11	Economic and social measures of development: <i>GNI, birth rate, death rate, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water, HDI.</i>	Limitations of economic and social measures:	The demographic transition model: <i>The link between stages and levels of development.</i>
				26/11	Population pyramids: <i>How they look at each stage of the DTM.</i>	Buffer	Causes of uneven development: <i>Physical.</i>
				3/12	Causes of uneven development: <i>(Part 2) Economic. Historical.</i>	Consequences of uneven development: <i>Disparities in wealth health and international migration</i>	Strategies to reduce the development gap: <i>Investment. Industrial development. Tourism.</i>
				10/12	Strategies to reduce the development gap: <i>(Part 2) Aid. Using intermediate technology. Fairtrade.</i>	Strategies to reduce the development gap: <i>(Part 3) Debt relief. Microfinance loans.</i>	A LIC using tourism to close the development gap: Kenya.
8 th O	Location and importance of Liverpool: <i>In the UK. In the wider world.</i>	Impacts of migration on Liverpool: <i>National migration. International migration.</i>	Opportunities of urban change in Liverpool: <i>Social and economic (cultural mix, recreation and entertainment, employment, integrated transport systems).</i>	17/12	Location and importance of India. <i>Regionally and globally.</i>	Wider context of India: <i>Political, social, cultural, and environmental.</i>	Changing industrial structure of India: <i>Balance between sectors of the economy</i>

RE:

<p>Autumn 01 Week 2 – 8 21 Lessons 7 Weeks Islam Beliefs/Practices</p>	
<p>Beliefs</p> <ol style="list-style-type: none"> Nature of God/Qualities/Gods will Beliefs of Sunni and Shiah Angels/ Life after Death Predestination Prophethood and Adam Ibrahim/Hajj <u>Mini Test – Peer Assess/Mark Scheme</u> Muhammad/Imamate Holy Books in Islam <u>12-mark essay question skills lesson</u> 	<p>Practices</p> <ol style="list-style-type: none"> Five Pillars/10 acts/Shahdah Salah/Jumah Fasting Zakah Hajj Jihad Eid ul Fitr/Adha Ashura <u>Mini Test – Peer Assess/Mark Scheme</u> <u>12-mark essay question skills lesson</u> Consolidation/Intro to Christianity

History:

Autumn 01 Weeks 1 – 7 (7 weeks)	Autumn 02 Weeks 8 – 15 (8 weeks)
<p>Content: Key topic 1: The Weimar Republic 1918–29</p> <p><u>1 The origins of the Republic, 1918–19</u></p> <ul style="list-style-type: none"> • The legacy of the First World War. The abdication of the Kaiser, the armistice and revolution, 1918–19. • The setting up of the Weimar Republic. The strengths and weaknesses of the new Constitution. <p><u>2 The early challenges to the Weimar Republic, 1919–23</u></p> <ul style="list-style-type: none"> • Reasons for the early unpopularity of the Republic, including the ‘stab in the back’ theory and the key terms of the Treaty of Versailles. • Challenges to the Republic from Left and Right: Spartacists, Freikorps, the Kapp Putsch. <ul style="list-style-type: none"> • The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr. <p><u>3 The recovery of the Republic, 1924–29</u></p> <ul style="list-style-type: none"> • Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment. • The impact on domestic policies of Stresemann’s achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact. <p><u>4 Changes in society, 1924–29</u></p> <ul style="list-style-type: none"> • Changes in the standard of living, including wages, housing, unemployment insurance. • Changes in the position of women in work, politics and leisure. • Cultural changes: developments in architecture, art and the cinema <p>Key topic 2: Hitler’s rise to power, 1919–33</p> <p><u>1 Early development of the Nazi Party, 1920–22</u></p> <ul style="list-style-type: none"> • Hitler’s early career: joining the German Workers’ Party and setting up the Nazi Party, 1919–20. • The early growth and features of the Party. The Twenty-Five Point Programme. The role of the SA. <p><u>2 The Munich Putsch and the lean years, 1923–29</u></p> <ul style="list-style-type: none"> • The reasons for, events and consequences of the Munich Putsch. • Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation and Mein Kampf. The Bamberg Conference of 1926. <p><u>3 The growth in support for the Nazis, 1929–32</u></p> <ul style="list-style-type: none"> • The growth of unemployment – its causes and impact. The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933. The growth of support for the Communist Party. • Reasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA. <p><u>4 How Hitler became Chancellor, 1932–33</u></p> <ul style="list-style-type: none"> • Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher. • The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933. 	<p>Content: Key topic 3: Nazi control and dictatorship, 1933–39</p> <p><u>1 The creation of a dictatorship, 1933–34</u></p> <ul style="list-style-type: none"> • The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions. • The threat from Röhm and the SA, the Night of the Long Knives and the death of von Hindenburg. Hitler becomes Führer, the army and oath of allegiance. <p><u>2 The police state</u></p> <ul style="list-style-type: none"> • The role of the Gestapo, the SS, the SD and concentration camps. • Nazi control of the legal system, judges and law courts. <ul style="list-style-type: none"> • Nazi policies towards the Catholic and Protestant Churches, including the Reich Church and the Concordat. <p><u>3 Controlling and influencing attitudes</u></p> <ul style="list-style-type: none"> • Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics of 1936. • Nazi control of culture and the arts, including art, architecture, literature and film. <p><u>4 Opposition, resistance and conformity</u></p> <ul style="list-style-type: none"> • The extent of support for the Nazi regime. • Opposition from the Churches, including the role of Pastor Niemöller. • Opposition from the young, including the Swing Youth and the Edelweiss Pirates. <p>Key topic 4: Life in Nazi Germany, 1933–39</p> <p><u>1 Nazi policies towards women</u></p> <ul style="list-style-type: none"> • Nazi views on women and the family. • Nazi policies towards women, including marriage and family, employment and appearance. <p><u>2 Nazi policies towards the young</u></p> <ul style="list-style-type: none"> • Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens. <ul style="list-style-type: none"> • Nazi control of the young through education, including the curriculum and teachers. <p><u>3 Employment and living standards</u></p> <ul style="list-style-type: none"> • Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment. • Changes in the standard of living, especially of German workers. The Labour Front, Strength Through Joy, Beauty of Labour. <p><u>4 The persecution of minorities</u></p> <ul style="list-style-type: none"> • Nazi racial beliefs and policies and the treatment of minorities: Slavs, ‘gypsies’, homosexuals and those with disabilities. • The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht.