



## Year 11 Yearly overview 2022-2023

	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
English	<p>Theme: Non-fiction Texts and Transactional Writing</p> <p>Skills: Students should read a variety of high-quality, challenging non-fiction texts, in preparation to respond to one unseen non-fiction text in the examination. They should be able to read substantial pieces of writing, including whole and extended texts that make significant demands in terms of content, structure and the quality of the language. Throughout the qualification, students should develop the skills of interpretation and analysis.</p> <p>Text types studied should include a range of non-fiction forms, such as journalism (for example articles and reviews), speeches, journals and reference book extracts. Text types should also include literary non-fiction texts, such as</p>	<p>Theme: Poetry and Prose Texts and Imaginative Writing</p> <p>Skills: Students should study the poetry and prose provided in Part 2 of The <i>Pearson Edexcel International GCSE English Anthology</i> in preparation for responding to the given poetry or prose text from the anthology in the examination. They should be able to read substantial pieces of writing (extended texts) that make significant demands on them in terms of content, structure and the quality of language. Throughout the qualification, students should develop the skills of inference and analysis.</p>	<p>Poetry:</p> <p>Skills: Students will apply their knowledge of poetic form, content and meaning to compare poems. Students must:</p> <ul style="list-style-type: none"> <li>• demonstrate understanding of how writers create literary effects using, for example, imagery, descriptive skills, language choice, tone and mood, structure and form</li> <li>• understand and use appropriate literary terminology</li> <li>• make comparisons between poems, including use of language, structure and form</li> <li>• identify and use relevant examples from</li> </ul>

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	<p>selections from autobiography, letters, obituaries and travel writing. These lists are not exhaustive.</p>		<p>poems. Questions will test the following assessment objectives: Analyse the language, form and structure used by a writer to create meanings and effects. Explore links and connections between texts.</p>
<p><b>Maths</b></p>	<p>Theme: Algebraic representation and manipulation, algebraic indices, equations and inequalities.</p> <p>Skills: Solve complex linear and quadratic equations approximately, including finding and interpreting roots by graphical methods. Recognize, sketch and interpret graphs of functions with varying complexity.</p> <p>Theme: Sequences, graphs in practical situations, graphs of functions and straight-line graphs.</p>	<p>Theme: Geometrical vocabulary and construction, similarity and congruence, angle properties, perimeter, area and volume.</p> <p>Skills: Reflect simple plane figures in horizontal or vertical lines. Rotate simple plane figures about the origin, vertices or midpoints of edges of the figures, through multiples of 90°. Construct given translations and enlargements of simple plane figures.</p> <p>Theme: Number and language, accuracy, calculations and order, and integers</p>	<p>Theme: Geometrical vocabulary and construction, similarity and congruence, angle properties, perimeter, area and volume.</p> <p>Skills: Reflect complex plane figures in horizontal or vertical lines. Rotate complex plane figures about the origin, vertices or midpoints of edges of the figures, through multiples of 90°. Construct given translations and enlargements of simple plane figures.</p> <p>Exam Practice</p>

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	<p>Skills: Continue a given number sequence. Recognize patterns in sequences including the term-to-term rule and relationships between different sequences. Find and use the <math>n</math>th term of sequences.</p>	<p>Skills: Identify and use natural numbers, integers (positive, negative and zero), prime numbers, square and cube numbers, common factors and common multiples, rational and irrational numbers (e.g. <math>\pi</math>, <math>2</math>), real numbers, reciprocals.</p>	
<p><b>Russian non-native</b></p>	<p><b>Theme 1: Identity and culture.</b> Cultural life – reading; film and television. Cultural life: celebrations and festivals. Daily life – social media and technology (use of, advantages and disadvantages). <b>Theme 2: Local area, holiday and travel</b> Holidays – preferences; experiences. Travel and tourist transactions – eating out; shopping. Travel and tourist transactions – asking for help and dealing with problems. <b>Theme 4: Future aspirations, study and work</b></p>	<p><b>Theme 1: Identity and culture</b> Cultural life – celebrations and festivals. Daily life – customs. Who am I? – relationships; what makes a good friend? Who am I? – when I was younger. <b>Theme 3: School</b> What school is like – rules and pressures; celebrating success. School activities – school trips; events and exchanges. <b>Theme 4: Future aspirations, study and work</b> Using languages beyond the classroom – forming relationships. <b>Theme 5: International and global dimension</b></p>	<p>Revision for final examinations- all topic areas. (5). General revision of Foundation/Higher grammar topics. All GCSE the Russian language skills.</p>



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	<p>Using languages beyond the classroom – forming relationships; travel; employment.</p> <p><b>Theme 5: International and global dimension</b></p> <p>Environmental issues – being ‘green’; access to natural resources. Bringing the world together – campaigns and good causes, sports events; music event.</p> <p><b>Grammar coverage:</b></p> <p>Regular comparative adjectives with -ee ending and use of чем for object of comparison</p> <p>Irregular comparative adjectives</p> <p>Use of 'no-' as a prefix to modify comparative to mean 'slightly (more)'</p> <p>Object of comparison expressed by use of genitive</p> <p>Revision of past tense formation</p> <p>Possessive мой in nominative singular and plural in all genders; in all cases singular; in all cases plural.</p> <p>Superlative adjectives (long form) in nominative; in other cases.</p>	<p>Environmental issues – being ‘green’; access to natural resources.</p> <p><b>Grammar coverage:</b></p> <p>Constructions to translate 'on' a date and ‘in’ a year</p> <p>Relative pronoun который in nominative and accusative cases only</p> <p>Possessive свой</p> <p>Inversion with numbers for approximation</p> <p>First person plural and third person plural (without они) imperatives</p> <p>Translation of ‘must’ using должен/должна/должны</p> <p>Personal pronouns for I/me in all cases</p> <p>Other personal pronouns in nominative, accusative, dative cases; in genitive, instrumental, prepositional cases</p> <p>Common examples of 'сам'</p> <p>Use of negative constructions (нет + genitive in present, past and future); не + verbs; никто, нигде, etc.; ни..., ни)</p> <p>Using the conditional and если бы</p>	
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	<p>Genitive after 'нет' with (singular) nouns and adjectives          Accusative endings of (singular) adjectives and nouns (not including animate)          Cardinal numbers 0–5,000          Agreement of рубль with cardinal numbers (in nominative)          Conditional as a vocabulary item only (я заказал/а бы)          Prepositional (singular) ordinal numerals          Common prefixed verbs of motion using ходить/ездить and идти/ехать          Use of 24-hour clock at airports          Use of demonstrative этот/эта/это; эти          Giving precise location using genitive and prepositional adjective and noun (singular) endings          Consolidation of tenses – past imperfective; past perfective; present; future imperfective; future first person singular perfective; perfective future in other persons</p> <p><b>Skills coverage</b></p>	<p>Consolidation of structures and vocabulary for 'must'/'should' - надо, нельзя;          нужен/нужна/нужно/нужны          Conditional – бы + past tense          Use of -нибудь and –то          Use of друг друга (etc.)          Use of всё, что and то, что          Noun and adjective (singular) prepositional endings          Review of case system and (regular singular) adjectival and noun endings</p> <p><b>Skills coverage</b>          Listening, reading, free writing          Role play          Picture-based speaking task          Translation based on a text          Giving dates          How to say when a birthday is and when you were born          Vocabulary and constructions needed for talking about festivals and celebrations          Forming complex sentences using который          Vocabulary and constructions needed for talking about customs</p>
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	<p>Listening, reading, free writing          Role play          Picture-based speaking task          Translation based on a text          Using common comparative constructions          Developing opinion and reason phrases          Recognising genitive case to show object of comparison          Using comparatives in past tense sentences          Constructing more sophisticated sentences          Accurate active use of adjectives with nouns          Recognising and using cardinal numerals          Recognition of conditional          Describing and reporting a lost item.          Discussing location in precise detail.          Talking about basic environmental problems.          Practising for preparing one-minute presentation (prompt questions).</p>	<p>Expressing opinions and reasons (written and spoken) on what makes a good friend and successful relationships          Using negative constructions accurately          Expressing opinions using conditional sentences          Vocabulary and constructions needed for talking about rules and pressures          Using бы to talk about unfulfilled conditions          Consolidation of vocabulary and constructions needed for talking about school trips and exchanges          Use of вы and ты          Talking about personal skills and attributes          Writing a CV/job application          Discussing being a good citizen in urban and rural environments</p>	
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	<p>General tips for the speaking assessment.</p> <p>General tips for the writing assessment.</p> <p>Accurate active use of verbs (aspects and tenses).</p> <p>Vocabulary and constructions needed for talking about global entertainment events.</p>		
<b>Russian native</b>	<p><b><u>A level skills</u></b></p> <p><b>Literature:</b></p> <p>In the study of the literary text students also need to develop the following skills:</p> <ul style="list-style-type: none"><li>• Critically analysing the work</li><li>• Evaluating the form and techniques used in the work</li><li>• Presenting and justifying viewpoints</li><li>• Developing logical arguments to persuade</li><li>• Relating the work to key concepts, issues and the social context</li></ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"><li>• To articulate experience and express what is thought, felt and imagined</li><li>• To order and present facts, ideas and opinions</li><li>• To understand and use a range of appropriate vocabulary</li><li>• To use language and register appropriate to audience and context</li></ul>		



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	<ul style="list-style-type: none"> <li>To make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling</li> </ul>		
	<p><u>A-level literature:</u></p> <ol style="list-style-type: none"> <li>“Ревизор”, Nikolay Gogol, 1836 (play)</li> <li>“Один день Ивана Денисовича”, Alexander Solzhenitsyn, 1962 (novella)</li> </ol> <p><u>Grammar and Spelling:</u></p> <ul style="list-style-type: none"> <li>Syntax constructions with Participle</li> <li>Syntax constructions with Verbal Adverb</li> <li>Spelling of Participles</li> <li>Adjectives and Verbal Adverbs</li> </ul>	<p><u>A-level literature:</u></p> <ul style="list-style-type: none"> <li>“Неделя как неделя”, Natalia Baranskaya, 1968 (novella)</li> <li>“Сонечка”, Ludmila Ulitskaya, 1992 (novella)</li> </ul> <p><u>Grammar and Spelling:</u></p> <ul style="list-style-type: none"> <li>Different Types of Introductory words / phrases</li> <li>Complex sentences</li> <li>Compound sentences</li> <li>Complex conjunctions</li> </ul> <p>Spelling of Adverbs</p>	<p><u>Speaking practice:</u></p> <p><b>Task 1 (discussion on a theme)</b> Students discuss one theme from the specification based on a stimulus containing two different statements.</p> <p><b>Task 2, Part 1 (independent research presentation)</b> Students present a summary of at least two of the written sources they have used for their research and give a personal response to what they have read.</p> <p><b>Task 2, Part 2 (discussion on independent research)</b> Students answer questions on their presentation and then have a wider discussion on their research.</p>
<b>Chemistry</b>	<p>Chemistry:</p> <ol style="list-style-type: none"> <li>Chemical tests</li> </ol> <p>Tests for gases</p>	<p>Chemistry:</p> <ol style="list-style-type: none"> <li>Organic Chemistry</li> </ol>	<p>Chemistry:</p> <ol style="list-style-type: none"> <li>Physical Chemistry</li> </ol> <p>Rate of reaction</p>



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	<p>Flame tests Tests for anions 2. The Periodic Table Alkali metals and their reactions Halogens and their reactions 3. Organic Chemistry Introduction to organic chemistry Crude oil Alkanes and Alkenes</p>	<p>Chemical reactions of alkanes and alkenes Polymers 2. Principles of Chemistry Chemical formulae, equations and calculations Moles Gases calculations Percentage yield and efficiency of reactions 3. Physical Chemistry Energetics Endothermic and exothermic Reactions Enthalpy change</p>	<p>Measuring rate of reaction Catalysts Reversible reaction and equilibria 2. Exam practice</p>
<p><b>Physics</b></p>	<p><b><u>Physics</u></b> Electricity and Magnetism State the factors affecting e.m.f. *Show understanding that the direction of an induced e.m.f opposes change *describe generator and its functioning and sketch graph of voltage vs time *describe construction and principle of operation of transformers</p>	<p><b><u>Physics</u></b> <b><u>A) Energy</u></b> * Demonstrate an understanding that an object may have energy due to its position or motion. *give examples of the different forms of energy * Derive and use eqns. <math>E_k = \frac{1}{2} m v^2</math> and <math>E_p = mgh</math> *apply the principle of energy conservation to simple examples *Distinguish between renewable and non-renewable energy sources</p>	<p><b><u>Physics</u></b> <b><u>Revision</u></b> 1. Waves, Sound and light 2. Solids, liquids and gases Exam Preparation- Exam Date:End of May</p>

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	<ul style="list-style-type: none"> <li>*Recall and use the eqns. (<math>V_p/V_s = N_p/N_s</math>) &amp; <math>V_p I_p = I_s I_s</math> (for 100% efficiency)</li> <li>*give advantages of high voltage transmission of electricity</li> <li>*describe and draw magnetic field patterns around straight wires &amp; solenoids</li> <li>*describe the effect of changing magnetic field on induced current</li> <li>*describe the structure and functioning of motors on electromagnetic rules</li> <li>*state factors that influence the productivity of a motor</li> <li>*describe the production and detection of cathode rays and cathode ray</li>   <li>*Describe forces between magnets and magnetic materials</li> <li>*Draw magnetic field lines</li> <li>*Describe an experiment to identify field patterns</li> <li>*State that there are like and unlike charges</li> <li>*State the law of charges</li> </ul>	<ul style="list-style-type: none"> <li>*Describe how electrical energy may be obtained from various sources</li> <li>*Give advantages and disadvantages of each method</li> <li>*recall and use the concept of efficiency and the equation  <math display="block">\text{efficiency} = \frac{\text{useful energy output}}{\text{energy input}} \times 100 \%</math> </li> <li>*relate work done to the magnitude of a force and the distance moved</li> <li>*describe energy changes in terms of work done</li> <li>*Relate the pressure to force and area, using appropriate examples</li> <li>*describe the simple mercury barometer and its use in atmospheric pressure</li> <li>*Use and describe the use of a manometer</li>   <li><b><u>B) Atomic Physics</u></b></li> <li>*Describe the structure of an atom in terms of positive and negative charges</li> </ul>	
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	<p>*Distinguish between insulators and conductors</p> <p>*State the definitions of current, resistance, emf</p>	<p>*Describe the composition of nucleus</p> <p>*Describe the detection of alpha , beta and gamma rays</p> <p>*State the nature of radioactive emissions</p> <p>*Perform half-life calculations</p>	
<p><b>Biology</b></p>	<p><b>Section 3: Reproduction and inheritance</b></p> <p><b>b) Inheritance</b></p> <p>3.14 understand that the genome is the entire DNA of an organism and that a gene is a section of a molecule of DNA that codes for a specific protein</p> <p>3.15 understand that the nucleus of a cell contains chromosomes on which genes are located</p> <p>3.19 understand how genes exist in alternative forms called alleles which give rise to</p>	<p>4 Ecology and the Environment</p> <p><i>(d) Human influences on the environment</i></p> <p>4.12 understand the biological consequences of pollution of air by sulfur dioxide and carbon monoxide</p> <p>4.13 understand that water vapour, carbon dioxide, nitrous oxide, methane and CFCs are greenhouse gases</p> <p>4.14 understand how human activities contribute to greenhouse gases</p> <p>4.15 understand how an increase in greenhouse gases results in an enhanced greenhouse effect and</p>	<p>5 Use of Biological Resources</p> <p><i>(b) Selective breeding</i></p> <p>5.10 understand how selective breeding can develop plants with desired characteristics</p> <p>5.11 understand how selective breeding can develop animals with desired characteristics</p> <p><i>(c) Genetic modification (genetic engineering)</i></p> <p>5.12 understand how restriction enzymes are used to cut DNA at specific sites and ligase enzymes are used to join pieces of DNA together</p>

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	<p>differences in inherited characteristics</p> <p>3.20 understand the meaning of the terms: dominant, recessive, homozygous, heterozygous, phenotype, and genotype</p> <p>3.22 understand that most phenotypic features are the result of polygenic inheritance rather than single genes</p> <p>3.23 describe patterns of monohybrid inheritance using a genetic diagram</p> <p>3.24 understand how to interpret family pedigrees.</p> <p>3.25 predict probabilities of outcomes from monohybrid crosses</p> <p>3.26 understand how the sex of a person is controlled by one pair of chromosomes, XX in a female and XY in a male</p>	<p>that this may lead to global warming and its consequences</p> <p>4.16 understand the biological consequences of pollution of water by sewage</p> <p>4.17 understand the biological consequences of eutrophication caused by leached minerals from fertiliser</p> <p>5 Use of Biological Resources</p> <p><i>(a) Food production</i></p> <p><b>Crop plants</b></p> <p>5.1 describe how glasshouses and polythene tunnels can be used to increase the yield of certain crops</p> <p>5.2 understand the effects on crop yield of increased carbon dioxide and increased temperature in glasshouses</p> <p>5.3 understand how the use of fertiliser can increase crop yield</p> <p>5.4 understand the reasons for pest control and the advantages and disadvantages of using pesticides and biological control with crop plants</p>	<p>5.13 understand how plasmids and viruses can act as vectors, which take up pieces of DNA, and then insert this recombinant DNA into other cells</p> <p>5.14 understand how large amounts of human insulin can be manufactured from genetically modified bacteria that are grown in a fermenter</p> <p>5.15 understand how genetically modified plants can be used to improve food production</p> <p>5.16 understand that the term transgenic means the transfer of genetic material from one species to a different species</p>
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	<p>3.27 describe the determination of the sex of offspring at fertilisation, using a genetic diagram</p> <p>3.28 understand how division of a diploid cell by mitosis produces two cells that contain identical sets of chromosomes</p> <p>3.29 understand that mitosis occurs during growth, repair, cloning and asexual reproduction</p> <p>3.30 understand how division of a cell by meiosis produces four cells, each with half the number of chromosomes, and that this results in the formation of genetically different haploid gametes</p> <p>3.31 understand how random fertilisation produces genetic variation of offspring</p> <p>3.32 know that in human cells the diploid number of</p>	<p><b>Microorganisms</b></p> <p>5.5 understand the role of yeast in the production of food including bread</p> <p><i>5.6 practical: investigate the role of anaerobic respiration by yeast in different conditions</i></p> <p>5.7 understand the role of bacteria (<i>Lactobacillus</i>) in the production of yoghurt</p> <p>5.8 understand the use of an industrial fermenter and explain the need to provide suitable conditions in the fermenter, including aseptic precautions, nutrients, optimum temperature and pH, oxygenation and agitation, for the growth of microorganisms</p>	
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	<p>chromosomes is 46 and the haploid number is 23</p> <p>3.33 understand that variation within a species can be genetic, environmental, or a combination of both</p> <p>3.34 understand that mutation is a rare, random change in genetic material that can be inherited</p> <p>3.38 explain Darwin's theory of evolution by natural selection</p> <p>3.39 understand how resistance to antibiotics can increase in bacterial populations, and appreciate how such an increase can lead to infections being difficult to control</p> <p><b>Section 4 :Ecology and the environment</b></p> <p>The organism in the environment</p>		
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	<p>4.1 understand the terms population, community, habitat and ecosystem</p> <p>4.2 <i>Practical: investigate the population size of an organism in two different areas using quadrats</i></p> <p>4.5 understand how abiotic and biotic factors affect the population size and distribution of organisms</p> <p>4 Ecology and the Environment <i>(a) The organism in the environment</i></p> <p>4.1 understand the terms population, community, habitat and ecosystem</p> <p><i>4.2 practical: investigate the population size of an organism in two different areas using quadrats</i></p> <p>4.5 understand how abiotic and biotic factors affect the population size and distribution of organisms</p> <p><i>(b) Feeding relationships</i></p> <p>4.6 understand the names given to different trophic levels, including producers, primary,</p>		
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	<p>secondary and tertiary consumers and decomposers</p> <p>4.7 understand the concepts of food chains, food webs, pyramids of number, pyramids of biomass and pyramids of energy transfer</p> <p>4.8 understand the transfer of substances and energy along a food chain</p> <p>4.9 understand why only about 10% of energy is transferred from one trophic level to the next</p> <p><i>(c) Cycles within ecosystems</i></p> <p>4.10 describe the stages in the carbon cycle, including respiration, photosynthesis, decomposition and combustion</p>		
<p>ICT</p>	<p><b>1. Types and components of computer systems</b></p> <p>Students know and understand hardware and software; main components of computer systems; operating systems; types of computers; and, emerging technologies.</p>	<p><b>13. Layout - word processing</b></p> <p>Students are able to create and edit a document; create, edit and format a table; and, create headers and footers.</p> <p><b>14. Styles</b></p> <p>Students know and understand</p>	<p><b>18. Proofing - software tools and proofing techniques</b></p> <p>Students know and understand software tools used to ensure that all work produced contains as few errors as possible; and, proofing techniques.</p>



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	<p><b>2. Input and output devices</b> Students know and understand input devices and their uses; direct data entry (DDE) devices; and, output devices and their uses.</p> <p><b>3. Storage devices and media</b> Students know and understand magnetic media and magnetic storage devices; optical media and optical storage devices; solid-state media and solid-state storage devices; and, the future of storage devices.</p> <p><b>4. Networks and the effects of using them</b> Students know and understand networks, network issues and communication.</p> <p><b>5. The effects of using IT</b> Students know and understand microprocessor-controlled</p>	<p>the purpose and uses of a corporate house style; and, are able to create, modify, update and apply consistent styles to ensure consistency of presentation.</p> <p><b>15. Databases</b> Students are able to create a database structure; manipulate data; and, present data.</p> <p><b>16. Spreadsheets</b> Students are able to create and edit a spreadsheet model; manipulate data; and, present data.</p> <p><b>17. Graphs and charts - spreadsheets</b> Students are able to create a graph or chart; label a graph or chart; and, use secondary axes in a graph or chart.</p>	<p><b>19. Document production</b> Students are able to organise the page layout, and format text in a document.</p> <p><b>20. Website authoring - creating web pages</b> Students know and understand the web development layers. They are able to create a web page; and, use stylesheets.</p> <p><b>21. Presentations - creating and editing</b> Students are able to create a presentation; use a master slide; edit a presentation; and output a presentation.</p> <p><b>Revision: Past papers</b></p>
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	<p>devices, and potential health problems related to the prolonged use of ICT equipment.</p> <p><b>6. ICT applications</b> Students know and understand communication applications; modelling applications; computer controlled systems; school management systems; booking systems; banking systems; computers in medicine; expert systems; computers in the retail industry; recognition systems; and, satellite systems.</p> <p><b>7. The systems life cycle</b> Students know and understand analysis; design; development and testing; implementation; documentation; and, evaluation.</p> <p><b>8. Safety and security</b> Students know and understand physical security; eSafety; and,</p>	<p><b>Revision: Past papers</b></p>	
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	<p>security of data.</p> <p><b>9. Audience</b> Students know and understand audience appreciation and copyright.</p> <p><b>10. Communication</b> Students know and understand communication with other ICT users using email, and effective use of the internet.</p> <p><b>11. File management</b> Students are able to manage files effectively, and to reduce file sizes for storage or transmission.</p> <p><b>12. Images</b> Students know and understand software tools for image editing, and are able to edit an image.</p>		
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<p><b>PSHE</b></p>	<p>Citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. PSHE lessons are aimed to equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. The discussions should also prepare pupils to take their place in society as responsible citizens, support them making right decisions, to be safe, healthy and prepared for life's opportunities. During the year, we discuss a number of topics to enable students to gain confidence in sharing beliefs and opinions within a safe and happy environment.</p> <p>Some discussions during the year include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Personal safety.</li> <li>• Ethics.</li> <li>• Perseverance and procrastination.</li> <li>• Career and Higher Education focus. Including: producing CV's, personal statements and cover letters, followed by mock interview days.</li> <li>• Revision and examination preparation.</li> <li>• Mental health and well-being.</li> <li>• Empathy and communicating with adults.</li> <li>• The wider world and global issues.</li> </ul>		
<p><b>History</b></p>	<p>Paper 1 The origins of the Revolution, c1780–87. Short-term causes of the Revolution: from Assembly of Notables to Estates General, 1787–89; Developments 1789–92; Convention and Terror, 1792–94; Directory and First Consul – the fall of Robespierre to the rise of</p>	<p>Progress in the mid-19th century; Nightingale, Chadwick, Snow and Simpson; Discovery and development, 1860–75; Lister and Pasteur; Accelerating change, 1875–1905; Ehrlich, Koch and chemistry; the impact of government action and war, 1905–20; Advances in medicine, surgery and public health 1920–48;</p>	<p>Paper 2: Historical Investigation and Breadth Studies Paper 2 is divided into two sections: A Historical Investigation; B Breadth Studies. Paper 2 Historical Investigation The specification contains five historical investigations and</p>

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	<p>Napoleon, 1794–99</p>	<p>Paper 1 Depth studies The specification contains eight in-depth study options and students must study any two of them. There are no forbidden combinations.</p> <p>6. A world divided: superpower relations, 1943–72</p> <p>7. A divided union: civil rights in the USA, 1945–74</p>	<p>students must study one of them. The key elements of the five options are as follows: A2 Russia and the Soviet Union, 1905–24 Completing the projects will be followed by practice papers before the exam dates.</p>
<p><b>Geography</b></p>	<p><b>1. Weather</b> Describe how weather data are collected</p> <p>Make calculations using information from weather instruments</p> <p>Use and interpret graphs and other diagrams showing weather and climate data</p>	<p><b>Introduction to paper 4 and Geographical skills</b></p> <p>River measurements of channel width, depth, speed of flow and the size and shape of bedload</p> <p>Studies of beach profile, the size and shape of pebbles and the movement of beach material</p>	<p><b>Revision and Final Exams</b></p> <p>Students manage time more effectively when revising and in the exam itself</p> <p>Students learn, or brush up on, revision and exam skills</p> <p>Students feel equipped to approach exams with less anxiety and stress.</p>

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	<p><b>2. Climate and natural vegetation</b></p> <p>Describe and explain the characteristics of two climates:</p> <ul style="list-style-type: none"> <li>• equatorial</li> <li>• hot desert</li> </ul> <p>Describe and explain the characteristics of tropical rainforest and hot desert ecosystems</p> <p>Describe the causes and effects of deforestation of tropical rainforest</p> <p><b>Case Study required for;</b></p> <ul style="list-style-type: none"> <li>• An area of tropical rainforest</li> <li>• An area of hot desert</li> </ul> <p><b>3. Earthquakes and volcanoes</b></p> <p>Describe the main types and features of volcanoes and earthquakes</p> <p>Describe and explain the distribution of earthquakes and volcanoes</p>	<p>Weather study instruments closely linked to Theme 2: The natural environment</p> <p>Measurement techniques associated with human fieldwork such as survey strategies and pedestrian/traffic counts.</p> <p>Using observations to collect data includes the recording of land use in an urban area or observations of river or coastal features</p> <p>Students can use maps, recording sheets, field sketches and annotated photographs to record their observations</p>	
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	<p>Describe the causes of earthquakes and volcanic eruptions and their effects on people and the environment</p> <p>Demonstrate an understanding that volcanoes present hazards and offer opportunities for people</p> <p>Explain what can be done to reduce the impacts of earthquakes and volcanoes</p> <p><b>Case Studies required for;</b></p> <ul style="list-style-type: none"> <li>• An earthquake</li> <li>• A volcano</li> </ul>		
<p><b>PE</b></p>	<p><b>Handball</b></p> <ul style="list-style-type: none"> <li>• Students should be able to perform a basic pass and taking the ball on the run technique and be able to apply these to small – sided competitive games and use them to begin to attack.</li> </ul>	<p><b>Football</b></p> <ul style="list-style-type: none"> <li>• To be able to rally co-operatively with a partner.</li> <li>• To be able to perform a technically correct basic skill.</li> <li>• To be able to perform teamwork</li> </ul>	<p><b>Volleyball</b></p> <ul style="list-style-type: none"> <li>• To perform a basic set-shot accurately and perform the shot in a game situation.</li> <li>• To perform volleyball, Dig shot technique</li> <li>• To understand the scoring system in Volleyball.</li> </ul>



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	<ul style="list-style-type: none"> <li>• Rallies should be started with a basic receiving-catching and students should understand ruled regarding the scoring of points.</li> <li>• Ball handling · Distribution -passing (analyses throwing action: use of chest, overhead, bounce, one handed shoulder pass.)</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to basic the rules/regulations and safety procedures.</li> <li>• Studying rules of safety in the lessons of Football.</li> <li>• Studying and developing dribbling,</li> <li>• inside -the foot pass, long pass, foot trap, passing, outside the foot pass,</li> <li>• ball control; tackling</li> <li>• goalkeeping, kicking goals, kick-off</li> <li>• team play and strategy</li> <li>• defensive maneuvers, football rules, game</li> <li>• Improving stamina, agility, strength.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to perform the underarm and overhand serve</li> <li>• To develop and accurately replicate a spike shot</li> <li>• To analyse performance in Volleyball</li> <li>• To use the three-touch idea in game situation</li> <li>• To use a variety of tactics to outwit opponent</li> <li>• To be able to perform teamwork</li> <li>• To be able to basic the rules/regulations and safety procedures</li> </ul>
<p><b>Art</b></p>	<p>Component 1: Coursework – 50%</p> <p>Students will independently be choosing a theme to base their portfolio of work. Their choice can be a response from several starting points or</p>	<p>Component 2: External Assignment 50%</p> <p>Students will independently be choosing a theme to base their portfolio of work. The students will receive an Exam Paper once they have returned in January. They will be given a list of 5 choices from the exam paper and they must pick one starting point.</p>	

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	<p>based on an area of their own personal interest.</p> <p>Students will work in accordance with the Assessment Objectives 1,2,3 and 4. Through producing observational studies, artist research and developmental studies and finally completing their final piece.</p> <p>The Final piece will be started and completed within the mock exam. This will support and prepare the students for the Externally Set Assignment, where they will have 8 hours to produce their final piece under exam conditions.</p>	<p>Students will work in accordance with the Assessment Objectives 1,2,3 and 4. Through producing observational studies, artist research and developmental studies and finally completing their final piece.</p> <p>The Final piece will be started and completed within the exam in April, which will be under exam conditions and supervised for 8 hours. This will be set over two days.</p>
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