

ALMUÑÉCAR INTERNATIONAL SCHOOL



Year 11 Curriculum 2020-21

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Scheme of Work and Assessment Year 11 2020-21 [Contents](#)

Subject: English Language	Year 11	Teacher: <i>Mr O' Connor and Mrs Burrow</i>
No. of lessons per week: 3	Date:	2020-21

Time scale (approximate)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			Teaching & Learning Styles (VARK): Visual: Auditory: Read/Write: Kinaesthetic:	There is no coursework for English IGCSE.
Sept	Reading and analysing no-fiction writing Unit 6: Directed Writing Writing a journal Writing a speech Writing an article Writing a letter Writing an interview Voice, audience, register	<p>We begin by analysing non-fiction writing, exploring how journalists use language features. We use skimming, scanning, and then language analysis skills before applying this below in our own writings.</p> <p>The unit gives practice in writing in different formats. A key feature is the linking of this work with reading activities. Teachers are recommended to create their own stimuli or to use those set formerly as Cambridge IGCSE First Language English question papers.</p>	Visual: Looking at Language- observing presentations Read/Write: Exercises from Cambridge IGCSE student book- chapter 6 Kinaesthetic: speeches, presentations, group work, role play scenarios	Mixed exercise with exam type questions. Mock exams from December (actual GCSE past papers)

	and purpose			
Oct	<p>Unit 6: Directed Writing</p> <p>Writing a journal</p> <p>Writing a speech</p> <p>Writing an article</p> <p>Writing a letter</p> <p>Writing an interview</p> <p>Voice, audience, register and purpose</p>	<p>reasonable working knowledge of spelling, punctuation and grammar, and of the conventions of structuring writing; reading and writing different forms, such as articles and letters, awareness of some of the conventions of these different forms and of the different ways in which language is used for different purposes, converting notes into sequences of sentences and to select reading material and structure it in a coherent order.</p> <p>Context This is the first of three units on writing in specific contexts and should be related both to these and to the skills covered in Units 1-5.</p>	<p>Visual: Looking at Language- observing presentations</p> <p>Read/Write: Exercises from Cambridge IGCSE student book- chapter 6</p> <p>Kinaesthetic: speeches, presentations, group work, role play scenarios</p>	<p>Mixed exercise with exam type questions.</p> <p>December: Mock exams (actual GCSE past papers)</p>
Nov	<p>Unit 7: Composition</p> <p>Writing</p> <p>Endings</p> <p>Openings</p> <p>Narrative writing</p> <p>Descriptive writing</p> <p>Whole-text and sentence structures</p> <p>Persona, viewpoint and character</p>	<p>The unit introduces learners to the different types of continuous writing tasks and gives practice in writing for different purposes. Teachers are recommended to create their own titles to work on skills development or to use those set formerly as Cambridge IGCSE First Language English, Paper 3.</p>	<p>Visual: Looking at the structure of written language for different purposes-</p> <p>Read/Write: Exercises from Cambridge IGCSE student book- chapter 7</p> <p>Kinaesthetic: speeches, presentations, group work, role play scenarios</p>	<p>Mixed exercises (for each chapter) with exam type questions.</p> <p>Feb/ March: Topic test on year 11 topics so far</p>
Dec	<p>Unit 7: Composition</p> <p>Writing</p> <p>Endings</p>	<p>Learners should have a reasonable working knowledge of spelling, punctuation and grammar, and of the conventions of structuring texts, and will have written for a variety of purposes and in different genres during their previous years</p>	<p>Visual: Looking at the structure of written</p>	<p>Mixed exercises (for each chapter) with</p>

	<p>Openings</p> <p>Narrative writing</p> <p>Descriptive writing</p> <p>Whole-text and sentence structures</p> <p>Persona, viewpoint and character</p>	<p>of education.</p> <p>This is the second of three units on writing in specific genres and should be related both to these and to the skills covered in Units 1-5.</p>	<p>language for different purposes-</p> <p>Read/Write: Exercises from Cambridge IGCSE student book- chapter 7</p> <p>Kinaesthetic: speeches, presentations, group work, role play scenarios</p>	<p>exam type questions.</p> <p>Formal Year 11 mock exams</p>
Jan	<p>Unit 8: Writing In Exams</p> <p>Assignment 3 Part 2</p> <p>Assignment 3 Writing in response to opinion and argument Part 1</p> <p>Assignment 2 Part 2</p> <p>Assignment 2 Writing to describe and/or narrate Part 1</p> <p>Assignment 1 Part 2</p> <p>Assignment 1 Writing to inform, analyse and argue Part 1</p>	<p>The unit introduces learners to the different types of exam writing tasks and skills involved. It gives practice in writing for different purposes. A key feature is the linking of this work with both reading and speaking and listening activities. Teachers are encouraged to select their own stimuli, though are reminded that in the final coursework portfolio only Assignment 3 is assessed for reading.</p>	<p>Visual: Looking at the structure of written language for different purposes-</p> <p>Read/Write: Longer written tasks, reading model responses</p> <p>Kinaesthetic: sorting and matching activities based on the mark schemes and model texts</p>	<p>Longer written task for specific purpose</p>
Feb	<p>Unit 8: Writing In Exams</p> <p>Assignment 3 Part 2</p> <p>Assignment 3 Writing in response to opinion and argument Part 1</p>	<p>The unit introduces learners to the different types of exam writing tasks and skills involved. It gives practice in writing for different purposes. A key feature is the linking of this work with both reading and speaking and listening activities. Teachers are encouraged to select their own stimuli, though are reminded that in the final coursework portfolio only</p>	<p>Visual: Looking at the structure of written language for different purposes-</p>	<p>Writing task for specific purpose</p>

	<p>Assignment 2 Part 2 Assignment 2 Writing to describe and/or narrate Part 1</p> <p>Assignment 1 Part 2 Assignment 1 Writing to inform, analyse and argue Part 1</p>	<p>Assignment 3 is assessed for reading.</p>	<p>Read/Write: Longer written tasks, reading model responses</p> <p>Kinaesthetic: sorting and matching activities based on the mark schemes and model texts</p>	
March	<p>Unit 9: Speaking and Listening Debating and challenging Dramatisation Role play and simulation Group discussion Talking in pairs Giving a talk</p>	<p>The unit provides a variety of activities which will assist the development of learners as speakers and listeners offering opportunities for practice, performance and process talk in relation to the specifications for Components 5 and 6 of Cambridge IGCSE First Language English. Teachers will need to refer to specific guidance in both the syllabus and the <i>Speaking and Listening Training Handbook</i>, for example regarding the requirements for assessing the Speaking and Listening Test and Coursework options.</p>	<p>Visual: Watching good examples of speaking and listening and identifying what is successful</p> <p>Auditory: listening to others and giving feedback</p> <p>Read/Write: Preparing notes for speaking and listening tasks</p> <p>Kinaesthetic: sorting and matching activities based on the mark schemes</p>	<p>Debate based on current news topic</p>
April	<p>Unit 9: Speaking and Listening Debating and challenging</p>	<p>Speaking and listening in the classroom, respect for the views of others, an ability to respond in sentences, and an understanding that learning takes place through discussion.</p>	<p>Visual: Watching good examples of speaking and listening and identifying what is successful</p>	<p>Presentations of how to answer exams questions, peer assessment,</p>

	<p>Dramatisation Role play and simulation Group discussion Talking in pairs Giving a talk</p>	<p>Many opportunities also exist to engage with colleagues in cross-curricular activities that involve Speaking and Listening.</p>	<p>Auditory: listening to others and giving feedback</p> <p>Read/Write: Preparing notes for speaking and listening tasks</p> <p>Kinaesthetic: sorting and matching activities based on the mark schemes</p>	<p>direct questioning</p>
May	<p>Unit 10: Planning, drafting, editing and checking Improve the expression Check and correct Revise and edit a draft Write a draft Create a plan Annotate stimulus material</p>	<p>The unit takes learners through the processes of planning a piece of writing, and of improving the first draft of a coursework assignment or the final response to an exam question. Note: there is no time for the writing of drafts in the exam, but evidence of planning and checking is expected.</p>	<p>Visual: looking at how good presentation can improve quality of written work, planning techniques</p> <p>Auditory: listening to feedback</p> <p>Read/write: proofreading work, drafting exam responses</p> <p>Kinaesthetic: sorting and matching good / bad examples</p>	<p>Mixed exercise with exam type questions. April/ May: Exam style questions and past papers including some in exam conditions</p>
June	<p>Unit 10: Planning, drafting, editing and</p>	<p>Activities focused on giving students the tools to manage their exams effectively - including revision</p>	<p>Visual: looking at how good presentation can</p>	<p>June: Final GCSE Exams</p>

	<p>checking Improve the expression Check and correct Revise and edit a draft Write a draft Create a plan Annotate stimulus material</p>	<p>techniques and exam strategy</p>	<p>improve quality of written work, planning techniques</p> <p>Auditory: listening to feedback</p> <p>Read/write: proofreading work, drafting exam responses</p> <p>Kinaesthetic: sorting and matching good / bad examples</p>	
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Subject: English Media	Year 11	Teacher: Mr P O' Connor
No. of lessons per week: 3	Date:	2020-21

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	
September	Introduction to TV advertising	Codes and conventions of TV advertising Product research Initial ideas Understanding the mark scheme	V: watching and analysing advertising campaigns A: listening to and sharing ideas in groups, listening to teacher feedback R: reading academic articles and brand information, reading the mark scheme K: producing powerpoint presentations	Research presentations
October	Researching, planning and drafting for assignment 3	<i>An advertising campaign realised as three 30-second television advertisements</i> Audience feedback Storyboarding, camera shots and angles, editing	V: using different storyboarding styles, looking at different camera shots and angles and their different uses A: listening to feedback, discussing ideas R: proof-reading ideas, producing brand identity and values K: producing storyboards and planning material	Planning and research portfolio
November	Filming, editing and sound	Using the equipment and the software effectively Time management and organisation	V: using filming and editing technology and software A: listening to audio, scripting ideas, discussing feedback R: reading different types of copy and slogans K: using filming and editing technology	Draft adverts
December	Audience feedback and	Qualitative and quantitative data	V: using and collating data and producing graphs and tables	Assignment 3 (part a)

	final post-production work Collate research and planning	Using feedback to improve products Selecting and presenting work for submission Proof-reading	A: listening to oral feedback, discussing what to include in final edit R: reading qualitative responses to questionnaires K: choosing what to include in research and planning portfolio, giving reasons	
January	Evaluation	Written reflection on production task Effective use of English	V: watching, analysing and evaluating own adverts A: listening to the sound quality and content R: reading copy and slogans, proof-reading written work K: vocabulary matching and sorting exercises	Final assignment 3
February	Back to the exam	Codes and conventions of game shows Group research on particular film Sub-genres of game shows	V: watching clips from different game show films and identifying codes and conventions A: listening to film reviews, soundtracks and dialogue R: reading reviews and academic articles K: producing powerpoint presentations	Group presentation on game show
March	Controlled assessment catch up	Re-visit assignments 1 and 2	V: looking at visual work and self-assessing for improvements A: listening to any audio work produced R: reading and self-assessing written work K: matching and sorting exercise using mark scheme	Final Controlled assessment grade
April	Exam revision	Writing potential exam questions Using the mark scheme and assessment objectives to inform revision Revision skills	V: looking at model sketching and planning A: listening to oral feedback and in group discussions R: reading mark-schemes, examiner's reports, AOs, model answers and exam papers K: drafting, sketching and planning skills for exam	Exam style questions
May	Exam revision	Exam practice	V: looking at model sketching and planning A: listening to oral feedback and in group discussions R: reading mark-schemes, examiner's reports, AOs, model answers and exam papers K: drafting, sketching and planning skills for exam	Mock exam

June	Exam revision	Reading the pre-release exam info and conducting individual research	All work must be individual research according to exam regulations - students are at liberty to conduct this how they like.	GCSE exam
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Subject: Mathematics GCSE Higher (See Scheme below for second group)	Year 11	Teacher: Gemma Flint
No. of lessons per week: 5	Date: 2020-21	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects et - applies to all sections:
			Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	

<p>Sept/ Oct</p>	<p>General revision of core topics from Year 10 including trigonometry, surds, solving quadratics</p> <p>Sequences</p> <p>Functions</p> <p>Circle theorems</p> <p>Bounds</p> <p>Direct and Indirect proportion</p>	<p>Finding the nth term for linear, quadratics and geometric sequences Using nth terms to find a given term in a sequence</p> <p>Using function notation $f(x)$ Substituting input values of x into functions Solving functions Composite functions Inverse functions</p> <p>All circle theorems and proofs for each Apply theorems to solve angle problems</p> <p>Identify upper and lower bounds of a rounded number and use to find maximum and minimum values of a calculation including problems of length, area and volume</p> <p>Setting up expressions and equations to work out missing values</p>	<p>Visual: Powerpoint scaffold and examples, Watching Myimaths tutorials, mathswatch videos and youtube tutorials, demonstrations, diagram representations of algebraic and numerical problems.</p> <p>Auditory: Listen to teacher and each other's explanations (and comment)</p> <p>Read/ Write: a variety of exercises on the whiteboard or worksheets (or from AQA GCSE maths textbook if required). Completing past papers.</p> <p>Kinaesthetic: Card loop activities, inviting students to the board, opportunities to use students to demonstrate teaching points where applicable, games e.g Maths Bingo</p>	<ul style="list-style-type: none"> Controlled assessment every 2 weeks in class - students can use class notes but must be independent work. CA will be a mixture of exam questions and teacher written based on current class work. Teacher marked and areas for improvement identified, students to complete corrections MyiMaths Homework set occasionally - either related to class work or revision topic. Automatically reviewed but teacher to check scores and discuss misconceptions/errors Written piece of Homework set
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	<p>Using $0.5ab\sin C$</p> <p>Expanding triple brackets</p>	<p>Deriving and using the formula to work out the area of a triangle where the height is not given</p> <p>Multiplying out polynomials</p>		<p>weekly - marked in class bi-weekly and teacher marked on alternate weeks (in tandem with CAs)</p> <ul style="list-style-type: none">• Mixed exercises and exam type questions are completed in lessons. Assessment: teacher/self/peer/and feedback given.• Students to keep all resources given to them in class in a folder for future reflection and revision or to be glued in exercise book.• Students to solve exam questions or problems independently, in pairs and in small groups
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Nov/Dec	<p>Graph transformations</p> <p>Exponential functions</p> <p>The minimum point</p> <p>Perpendicular graphs</p>	<p>Transform coordinates and full functions in both the y and x axis and make connections with the work on function notation</p> <p>Solve equations of the form $y = akb$ Plot and interpret exponential graphs</p> <p>Find the minimum point of a quadratic graph by completing the square or using symmetry</p> <p>Find the equation of a perpendicular line given the equation of a line - understand that the product of both gradients is -1</p>		Mock exam in December - dates tbc. 1 non-calc and 1 calc paper
Jan	Venn diagrams	Use set notation to complete and interpret a venn diagram		

	<p>% recap</p> <p>Graphing inequalities</p> <p>Solve complex simultaneous equations</p>	<p>Complex % problems including finding n in compound interest and depreciation</p> <p>Plot two inequalities on a graph and solve. Shade the region that satisfies the inequalities.</p> <p>Solve simultaneous equations where one is equation of a circle and the other linear. Make links with the graph of a circle and straight line. Identify the solutions from the graph. Solve also through substitution.</p>		
Feb	<p>Speed time distance graphs</p> <p>Velocity graphs</p> <p>Proving similarity and congruence</p> <p>Vectors</p>	<p>Calculating speeds, distances and times</p> <p>Calculating distance and acceleration from a given graph</p> <p>Using the trapezium rule to work out distance under a curve</p> <p>Using angle facts and other geometrical reasons to prove similarity between triangles.</p> <p>Adding vectors to find resultant vectors and using geometrical reasons to prove if points are on a straight line or if sides are parallel</p>		
March	<p>Revision of key topics including:</p> <p>Probability tree diagrams</p> <p>Cumulative frequency</p>			

	Histograms Averages Volume All trigonometry			
April	Past paper revision	Key topics, calculator skills, past papers, exam technique		
May	Past paper revision	Key topics, calculator skills, past papers, exam technique		

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Subject: Mathematics GCSE Foundation & Higher Foundation Grades 1 - 5 Higher Grades 4 - 9	Year 11	Teacher: Mrs. Kate Reed
No. of lessons per week: 5 Homework set Twice a week	Date: 2020-21	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	
Sept	Geometry & Measures Statistics	Recap Area: Area of polygons, circles, sectors and composite shapes Volume and Surface Area: Prisms and Cylinders, Cones & Spheres, Pyramids Analysing data: Averages and Range, Misleading graphs, Scatter diagrams	Visual: Identify physical shapes 2D and 3D Auditory: Listen to each other's explanations (and comment) Read/ Write: a variety of exercises from AQA GCSE maths textbook ch 11, 23, 3 Kinaesthetic: Drawing work	Self marking of day to day exercises from textbook Peer marking of specific exercises Books will be teacher marked to check for layout of answers and detail in answering, along with checking appropriate amounts of work/ homework are completed
Oct	Number	Standard form: Expressing numbers in standard form, Calculators and standard form, Working in standard form	Visual: Number steps (x10) for decimals Auditory: Students to present/ listen to explanations in differences of types of multiplying out Read/ Write: a variety of exercises from	Test on September & October 's topics Self marking of day to day exercises from textbook

	Algebra	<p>Recap Basic Algebra: Simplifying expressions, expanding brackets, factorising expressions</p> <p>Further Algebra: Multiplying 2 binomials, Factorising quadratic expressions, applying skills</p>	<p>AQA GCSE maths textbook ch15, (7), 16 and worksheets</p> <p>Kinaesthetic: Use of a calculator</p>	<p>Peer marking of specific exercises</p> <p>Books will be teacher marked to check for layout of answers and detail in answering, along with checking appropriate amounts of work/ homework are completed</p> <p>Use of Maths Passports for revision</p>
Nov	Algebra Geometry and Measures	<p>Functions & Sequences: Sequences and patterns, Finding the nth term, Functions, Special sequences</p> <p>3D Objects: 3D objects and their nets, Drawing 3D objects, Plan and elevation views</p> <p>Vector Geometry: Vector notation and representation, Vector arithmetic, Mixed practice</p>	<p>Visual: Look at 3D objects and match to net, plan view etc</p> <p>Auditory: Describe vector arithmetic for peer criticism</p> <p>Read/ Write: a variety of exercises from AQA GCSE maths textbook ch 18, 20, 30 and worksheets</p> <p>Kinaesthetic: Drawing 3D shapes- skills with a ruler</p>	<p>Use of Maths Passports for revision</p> <p>Test on November 's topics</p> <p>Self marking of day to day exercises from textbook</p> <p>Peer marking of specific exercises</p> <p>Books will be teacher marked to check for layout of answers and detail in answering, along with checking appropriate amounts of work/ homework are completed</p>
Dec	Algebra Geometry and Measures	<p>Formulae: Writing formulae, substituting values into formulae, changing the subject of a formula, working with formulae</p> <p>Transformations in a plane: Reflections, translations, rotations</p>	<p>Visual: Make posters to illustrate key points for revision</p> <p>Auditory: Explain to peers how to transform shapes what are the key features?</p> <p>Read/ Write: a variety of exercises from AQA GCSE maths textbook ch 22 and worksheets and practice papers</p> <p>Kinaesthetic: Interactive transformations of shapes- move the curves- use of string</p>	<p>Self marking of day to day exercises from textbook</p> <p>Peer marking of specific exercises</p> <p>Books will be teacher marked to check for layout of answers and detail in answering, along with checking appropriate amounts of work/ homework are completed</p>

		Past papers and revision for mocks		Mock exams and, following them, review of key areas to move forward with
Jan	Probability and Statistics Geometry and Measures Algebra	<p>Further probability: Combined events, theoretical probability of combined events</p> <p>Congruence: Congruent triangles, applying congruency</p> <p>Inequalities: Expressing inequalities, Number lines, Solving inequalities, working with inequalities</p>	<p>Visual: Use of venn and tree diagrams</p> <p>Auditory: Describe similarity and congruence to peers</p> <p>Read/ Write: a variety of exercises from AQA GCSE maths textbook 24, 34, 25 and worksheets</p> <p>Kinaesthetic: Physical number lines with students as operations</p>	<p>Self marking of day to day exercises from textbook</p> <p>Peer marking of specific exercises</p> <p>Books will be teacher marked to check for layout of answers and detail in answering, along with checking appropriate amounts of work/ homework are completed</p> <p>Test on January 's topics</p>
Feb	Ratio, Proportion & Rates of change Geometry and Measures	<p>Proportion: Direct proportion, algebraic and graphical representations, inverse proportion</p> <p>Pythagoras Theorem: Finding the length of the hypotenuse, Finding the length of any side, Proving whether a triangle is right angled, Using Pythagoras ' theorem to solve problems</p> <p>Trigonometry: Trigonometry in right-angled triangles, Exact values of trigonometric ratios, Solving problems using Trigonometry</p>	<p>Visual: Triangles diagrams with unknown sides or angles</p> <p>Auditory: Describe when to use Pythagoras and when to use trigonometry</p> <p>Read/ Write: a variety of exercises from AQA GCSE maths textbook ch27, 35, 36 and worksheets</p> <p>Kinaesthetic: Activities to move around the classroom involving missing sides/ angles</p>	<p>Self marking of day to day exercises from textbook</p> <p>Peer marking of specific exercises</p> <p>Books will be teacher marked to check for layout of answers and detail in answering, along with checking appropriate amounts of work/ homework are completed</p> <p>Test on February 's topics</p>

Mar	Geometry and Measures Ratio, Proportion & rates of change	Continue Trigonometry Graphs of other functions and equations: Review of linear graphs, Quadratic functions, Other polynomials and reciprocals, Plotting, sketching and recognising graphs Growth and Decay: Simple and compound growth, Simple and compound decay	Visual: Triangles and angles Auditory: Explain the different circumstances for using pythagoras, SOHCAHTOA, sine rule and cosine rule to peers Read/ Write:a variety of exercises from AQA GCSE maths textbook ch 37, 38 and worksheets Kinaesthetic:: "Floor mats" for choosing rules	Self marking of day to day exercises from textbook Peer marking of specific exercises Books will be teacher marked to check for layout of answers and detail in answering, along with checking appropriate amounts of work/ homework are completed Test on March 's topics
Apr	Slippage of topics Revision	Complete topics? Revision topics and exam technique	Visual: Dependent on topics Auditory: Dependent on topics Read/ Write:a variety of exercises from AQA GCSE maths textbook and worksheets and past paper questions Kinaesthetic: Dependent on topics	Self marking of day to day exercises from textbook Peer marking of specific exercises Books will be teacher marked to check for layout of answers and detail in answering, along with checking appropriate amounts of work/ homework are completed Past paper questions in exam conditions
May	Revision and exams	Key topics, calculator skills, past papers, exam technique	Visual: Dependent on topics Auditory: Dependent on topics Read/ Write:a variety of exercises from AQA GCSE maths textbook and worksheets and past paper questions Kinaesthetic: Dependent on topics	Past paper questions
June	Revision and exams			

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Subject: Biology	Year 11	Shereeze Gaskin
No. of lessons per week: 2	Date: 2020-21	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	
Sept	The human transport system Pathogens and immunity	Transport in animals Heart Blood and lymphatic vessels Blood Pathogens Body defences The immune system	Heart models and diagrams V Pig heart dissection K/V Blood circulation animation V Discussion about different types of diseases and their causes A Solve the exercises and answer the questions in the book and worksheets. R/W	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
Oct	Coordination, response and homeostasis	Nervous control in humans Sense organs Hormones in humans Tropic responses Homeostasis Drugs Medicinal drugs Misused drugs Excretion in humans	Diagrams of the human nervous system V Dissection of an eye K/V Experiment - phototropism K/V Solve the exercises and answer the questions in the book and worksheets. R/W	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
Nov	Reproduction in plants	Asexual reproduction Mitosis Sexual reproduction Meiosis	Model and diagram of the structure of the flower V Observation of asexual reproduction in plants V	Weekly homeworks on each topic Observation of practical skills

		Sexual reproduction in plants	Solve the exercises and answer the questions in the book and worksheets. R/W	Contribution to class and group activities End of unit test
Decr	Human reproduction	Sexual reproduction in humans Sex hormones in humans Methods of birth control in humans Sexually transmitted infections (STIs)	Diagrams showing the human reproductive system V Animation showing the menstrual cycle V Research about STIs R/W Solve the exercises and answer the questions in the book and worksheets. R/W	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
Jan	Organisms and environment	Energy flow Food chains and food webs Nutrient cycles Nitrogen cycle	Diagrams of food chains from different habitats V Solve the exercises and answer the questions in the book and worksheets. R/W	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
Feb	Human influences on the environment	Population size Food supply Habitat destruction Pollution Conservation	Research about different types of pollution and their effects R/W Discussion about the importance of conservation A Solve the exercises and answer the questions in the book and worksheets. R/W	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
Mar June	Revision for the IGCSE exam			Past papers End of year test

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Subject: Chemistry igcse Edexcel	Year 11	Teacher: C Thomas
No. of lessons per week: 2	Date: 19 September	2020-21

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	
Sept. /Oct	ENERGETICS CHEMICAL EQUILIBRIUM	Exothermic and Endothermic energy profiles, bond energy calculations and uses of such reactions Understanding concept of reversible reactions and the factors that can influence the direction of such reactions	Vi, A,, R, W, Ki Vi, A,, R, W, Ki	Two tests every half-term. Frequent mini tests at the end of a lesson. Straightforward research tasks.
Nov	ORGANIC CHEMISTRY PRACTICAL	Names and properties of organic compounds. Practice practical skills.	Vi, A,, R, W, Ki Team work. A range of practical skills.	Potentially, a previous practical examination.
Dec	UNIT 12 SULFUR UNIT13 CARBONATES	Sources and uses. Manufacture and uses of lime,calcium carbonate and slaked lime.	Research.	End of topic tests.
Jan	CHEMICAL TESTING	Tests for gases, cations and anions	Practica	See Sept.

Feb.	AIR AND WATER	pollutants, fertilisers, greenhouse gases.	Practical work. Research tasks.	
Mar to May	REVIEW	Revision	Past papers. Practical work. Practice multiple choice techniques.	Mock tests; papers

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Subject: Physics	Year 11	Mr Leveridge
No. of lessons per week: 2	Date: 2020-21	

Time scale (approximate)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc
September October November	Topic 5 : Solid Liquid and Gases <ul style="list-style-type: none"> · Describe density and pressure · Explain specific heat capacity · Use the ideal gas laws 	Experiments, measurements, rearranging mathematical formula Understanding key physics concepts : What causes change of state, how to calculate impact on temperature, how to use ideal gas laws	Visual: Reading scales of different instruments Auditory: Listening theoretical explanation Read/Write: Reading exercises and describing experiments Kinaesthetic: Carrying out experiments in class.	<ul style="list-style-type: none"> · Exercises from workbook chapters 5 · Homework and exercises in class · Experimental skills in class · Worksheet and past paper questions
December January	Topic 6 : Magnetism and electromagnetism <ul style="list-style-type: none"> · Describe magnetism and magnets · Describe the relationship between magnet and current · Explain the motor effect · Explain generators and Transformers 	Experiments, measurements, rearranging mathematical formula Understanding key physics concepts : Attraction, repulsion of magnetic poles and the fields they create How current can create a magnetic field and how this field can be used in motors, generators and transformers	Visual: Reading scales of different instruments Auditory: Listening theoretical explanation Read/Write: Reading exercises and describing experiments Kinaesthetic: Carrying out experiments in class..	<ul style="list-style-type: none"> · Exercises from workbook chapters 6 · Homework and exercises in class · Experimental skills in class · Worksheet and past paper questions

February March	Topic 7 : Radioactivity and particles <ul style="list-style-type: none"> · Describe structure of an atom · Explain Radioactivity · Explain how to use radioactive materials safely · Explain fusion and fission 	<p>Experiments, measurements, rearranging mathematical formula, creating graphs</p> <p>Understanding key physics concepts : the structure of an atom, atomic symbols, how radioactive decay happens and what nuclear transformation is.</p>	<p>Visual: Reading scales of different instruments Auditory: Listening theoretical explanation Read/Write: Reading exercises and describing experiments Kinaesthetic: Carrying out experiments in class.</p>	<ul style="list-style-type: none"> · Exercises from workbook chapters 7 · Homework and exercises in class · Worksheet and past paper questions
March	Topic 8 : Astrophysics <ul style="list-style-type: none"> · The earth and its place in the universe · Explain what an orbit is · How stars evolve · Describe how universe evolves · Describe the big bang theory 	<p>Experiments, measurements, rearranging mathematical formula, creating graphs</p> <p>Understand our place in the universe and the evidence for it.</p>	<p>Visual: Reading scales of different instruments Auditory: Listening theoretical explanation Read/Write: Reading exercises and describing experiments Kinaesthetic: Carrying out experiments in class.</p>	<ul style="list-style-type: none"> · Exercises from workbook chapters 8 · Homework and exercises in class
April May	Exam Revision of all Units 1-8	Revision	Past papers	External exams

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Subject: Coordinated Science	Year 11	Teacher: To be introduced later in the year if appropriate for some pupils
No. of lessons per week:	Date: 2020-21	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	
Sept	Coordination and response	Coordination in animals The human nervous system Receptors The endocrine system	Draw a diagram with annotated labels of a motor neurone. Illustrate the positions of the brain, spinal cord and peripheral nerves in the body. V Dissection of a cow's eye K Work on the questions and exercises from the book and worksheets R/W	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities
Oct	Coordination and response Homeostasis	Coordination and response in plants Maintaining the internal environment Control of body temperature Control of blood glucose concentration	Experiments using seeds K/V Work on the questions and exercises from the book and worksheets R/W Discuss the importance of an internal steady state A	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
Nov	Reproduction in plants	Asexual and sexual reproduction Sexual reproduction in plants Flowers and pollination Germination Dispersal	Car plates that have had bacterial colonies grown on them can be set up by the class K Discuss differences between sexual and asexual reproduction A Dissection of a flower K Work on the questions and exercises from the book and worksheets R/W	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test

Dec	production in humans	Human reproductive organs Fertilisation and development The menstrual cycle Birth control Sexually transmitted diseases	agrams and models can be used to illustrate the structure of the male and female reproductive systems V Discuss the importance of birth control methods and the impact of sexually transmitted diseases on human health A ork on the questions and exercises from the book and worksheets R/W	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
Jan	Inheritance	Chromosomes Cell division DNA and protein synthesis	Compare mitosis and meiosis A/W ork on the questions and exercises from the book and worksheets R/W	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
Feb	Energy flow	Ecology Energy flow Nutrient cycles Population size	Discuss the importance of each link in the food chain A d diagrams picturing the nutrient cycles and ferent food chains from different habitats. K/V ork on the questions and exercises from the book and worksheets R/W	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities
March	man influences on the environment	Food production Habitat destruction Pollution Conservation	ifferentiate between different types and causes of pollution. R/W ork on the questions and exercises from the book and worksheets R/W	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
Apr June	vision for the IGCSE		Revise the exam topics Work on past papers	End of year test

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Subject: Global Perspectives	Year 11	Teacher: M Galiana
No. of lessons per week: 3	Date: 2020-21	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	
September October	Family and demographic change Coursework	China and the US Types of family group Childcare and work Life expectancy Family changes Collect information, ideas and arguments Question information, ideas and arguments Reflect on information, ideas, arguments and issues	Research on the internet Reading different information Presentations Posters Mind Mapping Debates	Exercise books Essay Group research
October November	Disease and health Coursework	AIDS Ebola Africa in 2020 Collect information, ideas and arguments Question information, ideas and arguments Reflect on information, Plan	Research on the internet Reading different information Presentations Posters Mind Mapping Debates	Exercise books Essay Group research The project should show evidence that students have worked with

		Practice how to select relevant, reliable information using an internet search		students from another culture, community or country. Group production of a project plan.
November December	Trade and aid Coursework	What is Trade? What evidence is there that this is a global issue? Practice how to select relevant, reliable information using an internet search	Research on the internet Reading different information Presentations Posters Mind Mapping Debates	Exercise books Essay Exam Practice exam paper The focus of the Written Paper is enquiry, reasoning and evaluation. In response to a stimulus based on listed topics
December January	Conflict and peace	ISIS 9/11 Ukraine Bullying Personal response What do we know about the global issues on this topic What could I/we/they do about it to prevent it/improve/maintain, How might we resolve, eradicate, promote?	Research on the internet Reading different information Presentations Posters Mind Mapping Debates Collect detailed digital photographs	Exercise books Individual research

		<p>Collect information, ideas and arguments Question information, ideas and arguments Reflect on information, ideas, arguments and issues</p> <p>Combining different sources of information using statistics and tables</p>	<p>Put together an exhibition or poster showing the different perspectives of how different wars are in different continents commentary</p>	
January February	Language and communication	<p>What is communication IT and language What international organisations work on this issue</p> <p>Combining different sources of information using statistics and tables</p>	<p>Research on the internet Reading different information Presentations Posters Mind Mapping Debates</p>	<p>Exercise books Essay Group research</p>
February March	Urbanization	<p>China Spanish crisis Challenges of rapid urbanization Urban poverty</p> <p>Design own questions for research Plan and design own essay and response to this issue</p>	<p>Research on the internet Reading different information Presentations Posters Mind Mapping Debates</p>	<p>Exercise books Essay Individual research</p>
March April	Coursework Preparations for IGCSE exams Review Year 10 and Year 11 topics	<p>Plan and design the final coursework</p> <p>Same competencies during September-April</p> <p>Critical thinking skills review</p>	<p>Research on the internet Reading different information Presentations Posters Mind Mapping Debates</p> <p>Contact other schools and organizations</p>	<p>Exercise books Essays</p>

			Demonstrate understanding of this issue on a global scale	
April May	Preparations for IGCSE exams	Writing past papers under exam conditions Same competencies during September-April Critical thinking skills review	Past paper practice	Exercise books Essays
June	Preparations for IGCSE exams	Same competencies during September-April Writing past papers under exam conditions Critical thinking skills review	Past paper practice	Final exam Final research

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Subject: Spanish Lengua	Year 11	Teacher: M ^a Elena Con Ariza
No. of lessons per week: 3	Date: 2020-21	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencias	Learning styles	Assessment Criteria; tests/ projects etc.
1 ^o Trimestre 7-9-20 al 22-12-20	Tema 1. Los jardines del Alcázar Tema 2. Soneto, escrito en Granada Tema 3. De cómo vivía la gente Tema 4. Cantares	Lectura: "Un viejo que leía novelas de amor", Luis Sepúlveda, "La montaña mágica", Thomas Mann, "Corazón y mente" de V. Fuster y L.Rojas Marcos y "Y entonces sucedió algo maravilloso" de Sonia Laredo. Literatura: La literatura del siglo XVIII, el Romanticismo, el Realismo y el Naturalismo y el Modernismo y la Generación del 98. Gramática: el léxico castellano, el nombre y el adjetivo, los determinantes y los pronombres y el verbo, el adverbio, la preposición y la conjunción. Ortografía: la escritura de latinismos y extranjerismos, las reglas de acentuación, las letras h, g, j, las letras b, v y x.	Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinesthetic Visual, Auditory, Read / Write,	Criterios de evaluación Calificación La calificación de la asignatura corresponderá a los siguientes porcentajes: 60 % de la nota: Exámenes y controles 60% 40% de la nota: Deberes, trabajos de clase (ejercicios de redacción, dictados, ortografía, comprensión lectora), libretas y material de clase. Criterios de evaluación Exámenes En los exámenes se restará 0'1p por cada falta de ortografía. No se podrán contabilizar más de 10 faltas (1punto por examen) y se dará al alumno la opción de recuperar la puntuación perdida.

			<p>Deberes:</p> <p>Quando haya deberes, se puntuará:</p> <ul style="list-style-type: none">- 2 puntos si el alumno tiene todos los deberes hechos- 1 puntos si algún ejercicio está incompleto- 0 puntos y además se restará 1 punto, si no se han hecho los deberes. <p>Trabajos de redacción.</p> <p>Los trabajos de redacción tendrán una extensión mínima y una máxima, si un trabajo no tiene la extensión mínima pedida, no será admitido y constará como no entregado y contará en la nota media.</p> <p>Los trabajos de redacción se entregarán en las fechas establecidas. No habrá otra fecha. La no presentación del trabajo conlleva que el alumno no tendrá nota en ese ejercicio. Como serán deberes no hechos, se le restará 1 punto.</p> <p>Se descontarán puntos por las faltas de ortografía:</p> <p>En year 8 y 9, se restará 0'25 por cada falta de ortografía.</p> <p>En year 10 y 11, se restará 0'40 por cada falta de ortografía.</p>
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			<p>Los acentos se consideran faltas de ortografía.</p> <p>Las comas, puntos, punto y coma y dos puntos no son faltas de ortografía excepto el punto final, los dos puntos en el saludo de las cartas y las comas de una enumeración. El uso de los guiones y comillas sí serán faltas de ortografía.</p> <p>Dictados</p> <p>Los dictados se harán sobre cualquier texto de lectura del libro de Lengua. No se avisará sobre el mismo.</p> <p>En year 8 y 9, se restará 0'25 por cada falta de ortografía. (20 faltas=5puntos)</p> <p>En year 10 y 11, se restará 0'40 por cada falta de ortografía (13 faltas=5'2 puntos)</p> <p>Los acentos se consideran faltas de ortografía.</p> <p>Los signos de puntuación no serán considerados como faltas de ortografía.</p> <p>Otros trabajos de clase:</p> <p>Cuando se mande otro tipo de trabajo, proyecto, etc., el alumno será informado de cómo se evaluará y puntuará ese trabajo para que esté informado en todo momento.</p>
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				<p>Traer todo el material de clase: los alumnos tienen que traer el material completo a clase.</p> <ul style="list-style-type: none">- Si un alumno no trae libro o libreta se pondrá 1 punto a todos los compañeros excepto a los alumnos que no tengan ni libro o libreta.- Si no trae ni libro ni libreta, se pondrá 1 punto a todos los compañeros pero además se restará 1 punto al alumno que no ha traído ni su libro ni su libreta. <p>Cuadernos de clase.</p> <p>En la corrección de los cuadernos se tendrán en cuenta dos criterios:</p> <ul style="list-style-type: none">- Presentación- Trabajo <p>Por ello, se puntuarán:</p> <ul style="list-style-type: none">- 2 puntos. Si cumple con la presentación y el trabajo adecuados- 1 puntos. Si solo cumple con la presentación o el trabajo.- 0 puntos. Si no cumple ni con el trabajo ni con la presentación.
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			<p><u>Presentación</u></p> <p>En la presentación de la libreta tendré en cuenta:</p> <ul style="list-style-type: none">• Trabajo ordenado.• Libreta limpia y con buena letra.• Epígrafes y títulos del trabajo• En el margen de la libreta, hay que escribir el número de las páginas y de los ejercicios que se hayan realizado• Se pueden utilizar colores para los títulos, los números, etc. pero los ejercicios deben estar hechos con bolígrafo azul o negro y se debe utilizar el mismo color (a elegir por el alumno) en la corrección. <p><u>Trabajo</u></p> <p>Se tendrá en cuenta que el trabajo esté completo y bien hecho.</p> <p>Hay que hacer <u>todos</u> los ejercicios que se mandan en clase. Cuando un ejercicio tiene varios apartados, también tienen que estar todos hechos y bien señalados en la libreta. No aceptaré que un ejercicio no se haga porque "no se entiende". Todos los ejercicios se corresponden con los contenidos dados en clase y por lo tanto, toda la información está en el libro a la mano del alumno, así que, al menos, se debe intentar hacerlo. Corregimos para aprender, si</p>
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			<p>tenemos dudas sobre un ejercicio, se pregunta en clase.</p> <p>Las respuestas tienen que ser completas, las oraciones y los textos de los ejercicios se copian completos, los ejercicios de "verdadero y falso" se copian completos. Cuando se dé una fotocopia para facilitar un ejercicio, esta tiene que estar bien pegada en la libreta en el ejercicio que le corresponde. Las preguntas no se pueden responder con "sí" o "no", siempre hay que responder ¿por qué sí o por qué no?. Las preguntas de razonamiento tienen que responderse de forma completa.</p> <p>En la corrección de las libretas, el alumno pondrá un "tic" si el ejercicio está correcto pero si no está bien el ejercicio, debe ponerse la respuesta correcta.</p> <p>Calificaciones:</p> <p>Los trabajos de clase y los exámenes se calificarán con nota numérica hasta dos decimales. Para la nota final se hará redondeo a partir de 0'75 (8'75 = 9)</p> <p>Los alumnos que suspendan una evaluación podrán recuperar con nota máxima de 5 si aprueban la evaluación siguiente.</p>
		<p>Lectura: "El amigo de Melquiades" de Carlos Arniches, "Gino Bartali" de</p>	

<p>2º Trimestre 7-1-21 al 26-3-21</p>	<p>Tema 5. El divino fracaso</p> <p>Tema 6. Un poema de amor y muerte</p> <p>Tema 7. Balcón</p> <p>Tema 8. Fandango</p>	<p>R. Saravia, "La ladrona de libros" de M. Zusak y "Antígona" de Sófocles.</p> <p>Literatura: el Novecentismo y las vanguardias, la Generación del 27, la poesía de 1936-75, el teatro de 1936-75.</p> <p>Gramática: la oración simple y compuesta, yuxtapuestas y coordinadas, subordinadas adjetivas, sustantivas y adverbiales, las variedades de la lengua.</p> <p>Ortografía: las palabra homónimas, parónimas, la escritura de los números y las abreviaturas, siglas y acrónimos y símbolos.</p>	<p>Visual, Auditory, Read / Write,</p>	<p>Igual que en el primer trimestre.</p>
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<p>3^o Trimestre 13-4-21 al 23-6-21</p>	<p>Tema 9. La casa jerezana</p> <p>Tema 10. Los verdiales</p>	<p>Lectura: "Ortografía de la Lengua Española", RAE, "De animales a dioses" de Harari</p> <p>Literatura: la novela de 1936-75, la novela y ensayo actuales, la poesía y teatro actuales.</p> <p>Gramática: el texto, los textos expositivos y argumentativos, los textos periodísticos y publicitarios.</p> <p>Ortografía: palabras juntas y separadas, los signos de puntuación I, II.</p>	<p>Visual, Auditory, Read / Write,</p>	<p>Igual que en el primer trimestre.</p>
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Subject: Sociales	Year 11	Teacher: Carmen Jimenez
No. of lessons per week: 3	Date:	2020-21

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	
Septiembre	1. La crisis del Antiguo Régimen	<ul style="list-style-type: none"> ● El Antiguo Régimen ● Formas de Gobierno en el siglo XVIII ● Ilustración y crítica del Antiguo Régimen ● La Guerra de Sucesión ● El despotismo ilustrado en España 	<ul style="list-style-type: none"> ● Analizar la sociedad estamental a través de escenas de películas ● Debate sobre la monarquía absoluta ● Monarquías en la actualidad ● Analizar fuentes y textos relacionados con la Ilustración 	<p>En cada unidad se realizará una serie de ejercicios, tanto de aquellos que aparecen en el libro de texto, como de otros indicados por el profesor. A ellos se debe añadir la realización de esquemas o resolución de preguntas sobre los videos o imágenes que vayan apareciendo a lo largo de la explicación.</p> <p>En cada una de las unidades pueden tratarse aspectos de los temas de investigación (individuales o de grupo) que deben realizar los alumnos para el final del trimestre.</p> <p>Al final de cada unidad se realiza un examen escrito.</p>

Octubre	2. Revoluciones liberales y nacionalismos	<ul style="list-style-type: none"> • Revolución Americana • El comienzo de la Revolución Francesa • Radicalización de la Revolución • La Europa napoleónica • La Restauración • Nuevas oleadas revolucionarias • Los nacionalismos. Unificación de Italia. • La unificación de Alemania 	<ul style="list-style-type: none"> • Interpretar una caricatura del Congreso de Viena • Interpretar las revoluciones a través de la pintura 	Sistema de evaluación descrito en la unidad 1
Noviembre	3. Revolución Industrial y los cambios sociales	<ul style="list-style-type: none"> • El origen de la Revolución Industrial • La Primera Revolución Industrial • La revolución de los transportes • La Segunda Revolución Industrial • La expansión de la Revolución Industrial • Los efectos de la industrialización en la población • La sociedad de clases. Las clases altas • Las clases medias y bajas • El nacimiento del movimiento obrero 	<ul style="list-style-type: none"> • Analizar el impacto del ferrocarril • Analizar las migraciones del siglo XIX • Comparar formas de vida a través de la pintura • Comparar las ideologías marxista y anarquista 	Sistema de evaluación descrito en la unidad 1
Diciembre	4. Imperialismo, guerra y revolución	<ul style="list-style-type: none"> • Las grandes potencias en la segunda mitad del siglo XIX • Los factores del imperialismo • Los grandes imperios coloniales • La administración colonial y sus efectos • El origen de la Primera Guerra Mundial • El desarrollo de la guerra • Las consecuencias de la Primera Guerra Mundial • Los orígenes de la Revolución rusa 	<ul style="list-style-type: none"> • Interpretar una caricatura sobre el colonialismo • Analizar los cambios territoriales tras la Primera Guerra Mundial • Interpretar carteles de propaganda política 	Sistema de evaluación descrito en la unidad 1 pero en este caso se realiza un examen final con el contenido de las unidades 1 a 4.

		<ul style="list-style-type: none"> Las revoluciones de 1917 y la guerra civil en Rusia 		
Enero	5. El mundo de entreguerras	<ul style="list-style-type: none"> La frágil recuperación de los años veinte La Gran Depresión de los años treinta El ascenso de los totalitarismos La Italia fascista Los orígenes del nazismo La Alemania nazi: un régimen totalitario La formación de la URSS (1922-1929) La dictadura de Stalin (1929-1953) 	<ul style="list-style-type: none"> Obtener información histórica de una novela Analizar la formación de la URSS 	Sistema de evaluación descrito en la unidad 1.
Febrero	6. La Segunda Guerra Mundial	<ul style="list-style-type: none"> Las causas y el detonante de la guerra La ofensiva del Eje (1939-1941) La victoria aliada (1942-1945) El Holocausto La organización de la paz Las consecuencias de la guerra 	<ul style="list-style-type: none"> Analizar los cambios territoriales después de la Segunda Guerra Mundial 	Sistema de evaluación descrito en la unidad 1
Marzo	7. La Guerra Fría	<ul style="list-style-type: none"> La génesis de la Guerra Fría Los bloques de la Guerra Fría De los inicios a la coexistencia pacífica (1947-1953) De la coexistencia pacífica a la crisis de los misiles (1953-1962) De la máxima tensión a la crisis (1963-1973) El rebrote y el final de la Guerra Fría (1973-1991) 	<ul style="list-style-type: none"> Interpretar una caricatura sobre la Guerra Fría Analizar la división del mundo en bloques 	Sistema de evaluación descrito en la unidad 1 pero en este caso se realiza un examen final con el contenido de las unidades 5 a 7.

Abril	8. La descolonización y el Tercer Mundo	<ul style="list-style-type: none"> • La descolonización • La descolonización de Asia y Oceanía • Oriente Próximo • La descolonización de África • El nacimiento del Tercer Mundo 	<ul style="list-style-type: none"> • Interpretar una caricatura sobre la descolonización 	Sistema de evaluación descrito en la unidad 1
Mayo	9. El mundo desde 1945 hasta la actualidad	<ul style="list-style-type: none"> • Europa occidental: democracia y cambio social • La Unión Europea, una iniciativa original • Estados Unidos, una gran potencia • Europa del Este: la URSS y las democracias populares • La desaparición del bloque comunista • El desarrollo de Asia oriental • Tensiones y conflictos en América Latina • Tensiones y conflictos en Asia y África • Las potencias emergentes en el siglo XXI • El mundo islámico, un espacio en tensión • El mundo actual: un mundo globalizado • Retos y problemas del siglo XXI 	<ul style="list-style-type: none"> • Comparar el mapa de Europa en 1988 con el de la Europa actual • Analizar un gráfico sobre la procedencia de los refugiados 	Sistema de evaluación descrito en la unidad 1
Junio	10. España: de la dictadura a la democracia	<ul style="list-style-type: none"> • Los primeros años del franquismo • Afianzamiento del régimen y desarrollismo • El final de la dictadura • Una transición sin ruptura • La Constitución de 1978 y el Estado de las Autonomías • Los Gobiernos del PSOE (1982-1996) • La alternancia PP-PSOE (1996-2015) 	<ul style="list-style-type: none"> • Analizar el crecimiento económico a través de gráficos • Analizar la organización territorial de España • Comparar gráficos electorales 	Sistema de evaluación descrito en la unidad 1 pero en este caso se realiza un examen final con el contenido de las unidades 8 a 10 junto a la realización de una prueba final con el contenido de todas las unidades.

		<ul style="list-style-type: none">• <i>Cambios económicos y sociales en España</i>		
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Subject: French	Year 11	Teacher: V Bernard
No. of lessons per week: 3	Date: 2020-21	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
Around one unit a month		<p>Teaching & Learning Styles (VARK): In every lesson; Modern Foreign Languages teaching requires activities providing for these four learning styles. E.g Visual: Powerpoint presentation/flashcards for new vocabulary Auditory: Listening exercises, drilling from teacher. Read/Write: Included in textbook practice and part of MFL assessment Kinaesthetic: Acting up transitional language, miming for new words, thinking skills exercises VARK also included in the use of digital textbook and interactive exercises from Kerboodle</p>		
Sept/Oct	7.Global issues	Discussing environmental problems and their solutions Making use of social and cultural context when listening Discussing global issues Discussing inequality Agreeing and disagreeing in a discussion Discussing poverty in the world Dealing with longer texts	Teaching & Learning Styles (VARK): Visual: use of pictures/videos and PowerPoint to revise family members for example Auditory: Listening exercises in textbook, assessment Read/Write: basic and extended exercises in textbook Kinaesthetic: Multimedia use, documentary making	Punctual vocabulary/ grammar tests; peer assessed and checked by teacher. End of unit test, four skills assessed, exam type questions, mixed of peer/self assessment, checked by teacher with feedback
November	8.Travel and tourism	Talking about holiday preferences Sequencing words and phrases Paraphrasing	Teaching & Learning Styles (VARK):	Punctual vocabulary/ grammar tests; peer

		<p>Describing holidays in detail Adding complexity to written and spoken language Talking about visiting different places in France Recognising cognates and near-cognates when reading Talking about visiting French towns and cities Using three time frames: past, present and future Reading for gist</p>	<p>Visual: use of pictures/videos and PowerPoint Auditory: Listening exercises in textbook assessment Read/Write: basic and extended exercises in textbook/book software Kinaesthetic:Multimedia use</p>	<p>assessed and checked by teacher. End of unit test, four skills assessed, exam type questions, mixed of peer/self assessment, checked by teacher with feedback</p>
December /January	<p>9. My study Mock examination</p>	<p>Tenses revision Vocabulary revision Mock exams preparation Describing a day in school Describing physical properties Describing school life in different countries Pointing and demonstration</p>	<p>Teaching & Learning Styles (VARK): Visual: use of pictures/videos and PowerPoint Auditory: Listening exercises in textbook assessment Read/Write: basic and extended exercises in textbook/book software Kinaesthetic:Describing, making and bringing your favourite world food dish Multimedia use-Powerpoint presentation of an Extreme sport of their choice</p>	<p>Punctual vocabulary/ grammar tests; peer assessed and checked by teacher. End of unit test, four skills assessed, exam type questions, mixed of peer/self assessment, checked by teacher with feedback</p>
February	<p>10. Life at school and college</p>	<p>Talking about school rules and uniform Using visual and verbal context in reading Talking about your ideal school Revision of the conditional Time phrases Using more than one tense in the same sentence</p>	<p>Teaching & Learning Styles (VARK): Visual: use of pictures/videos and PowerPoint Auditory: Listening exercises in textbook assessment Read/Write: basic and extended exercises in textbook/book software Kinaesthetic:Multimedia use.School survey on how to improve your school</p>	<p>Punctual vocabulary/ grammar tests; peer assessed and checked by teacher. End of unit test, four skills assessed, exam type questions, mixed of peer/self assessment, checked by teacher with feedback</p>

March	11.Education post-16,	<p>Talking about future options Revision of si clauses in the present tense Si clauses with the future tense Ignoring words which are not needed in listening tests Discussing university and apprenticeships Using quand clauses with the future tense Two-verb structures Being aware of faux amis when translating into English</p> <p>French to English/ English to French Translation practice</p>	<p>Teaching & Learning Styles (VARK):</p> <p>Visual: use of pictures/videos and PowerPoint to revise family members for example Auditory: Listening exercises in textbook, assessment Read/Write: basic and extended exercises in textbook Kinaesthetic:Multimedia use; Magazine pagenews about Usain Bolt house; Finding your French twin town</p>	<p>Punctual vocabulary/ grammar tests; peer assessed and checked by teacher. End of unit test, four skills assessed, exam type questions, mixed of peer/self assessment, checked by teacher with feedback</p>
April	12.Jobs, career choices and ambitions	<p>Discussing how to get a job The passive voice in the present tense Revision of comparatives and superlatives Using qui and que to help you refer to something Talking about the advantages and disadvantages of jobs Avoiding the passive çRecognising the passive in the past and the future Using French idioms</p> <p>Speaking preparation</p>	<p>Teaching & Learning Styles (VARK):</p> <p>Visual: use of pictures/videos and PowerPoint to revise family members for example Auditory: Listening exercises in textbook, assessment Read/Write: basic and extended exercises in textbook Kinaesthetic:Multimedia use</p>	<p>Punctual vocabulary/ grammar tests; peer assessed and checked by teacher. End of unit test, four skills assessed, exam type questions, mixed of peer/self assessment, checked by teacher with feedback</p> <p>Exam papers practice End of year assessment</p>
May/June	Revision and exam practice	<p>Speaking preparation</p> <p>Catch up sessions on topics Revision of first part of topics Reading practice Listening Practice Revision of second part of topics Focus on remaining skills Writing practice</p>	<p>Teaching & Learning Styles (VARK):</p> <p>Teaching & Learning Styles (VARK):</p> <p>Various exam techniques based on VARK</p>	<p>Exam papers practice</p> <p>End of year assessment</p>

Scheme of Work and Assessment Year 11 2020-21

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Subject: German	Year 11	Teacher: Aidan McGarry
No. of lessons per week: 3	Date: 2020-21	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
Around one unit a month [depending on students' needs] Revision of grammar / skills as and when necessary Past paper practice (topic related - skills related)		Teaching & Learning Styles (VARK): Visual / Auditory / Read / Write / Kinaesthetic: Modern Foreign Languages teaching and learning requires activities providing for these four learning styles in every lesson. E.g.: Visual: Powerpoint presentation/flashcards for new vocabulary Auditory: Listening exercises, listening to class-mates, drilling from teacher Read/Write: Included in textbook practice and part of MFL assessment, past papers Kinaesthetic: Acting up transitional language, miming for new words, thinking skills exercises		
Sept / (Oct)	Revision Unit 9: Health	Talking about healthy eating and drinking and saying how to keep fit and healthy; Talking about and giving advice on unhealthy lifestyles using modal verbs; Saying that you are unwell and what is wrong with you and understanding questions and instructions from the doctor	Reading, listening, speaking and writing exercises; Presentations about own fitness and eating habits; Creating a website about healthy habits; Writing a text giving advice on healthy living; Dialogues: At the doctor	Exercise books Vocabulary test Presentations Websites about healthy habits
Oct / Nov	Revision	Asking for and giving directions using the imperative;	Reading, listening, speaking and writing exercises;	Exercise books Vocabulary tests

	Units 7 and 8: Travel, Tourism and Holidays	Learning how to ask about tourist activities and understanding instructions; Revision of modal verbs; Talking about what you did on holiday using the imperfect tense;	Dialogues: Asking for and giving directions using a town map; Writing a text what there is for tourists in your home town; Creating and writing post cards: writing about your holiday.	Post cards Speaking, Listening , Reading and Writing Assessments Units 7-9
Nov / Dec	Unit 10: My local area	Describing your town saying what you can do there; Giving detail about your home town and local area; Expressing likes and dislikes and positive and negative opinions;	Reading, listening, speaking and writing exercises; Presentations about home towns; Doing a brochure about home towns; Writing a text about your home town expressing likes and dislikes, advantages and disadvantages.	Exercise books Vocabulary tests Presentations Brochures about home towns Written texts
Dec	MOCKS	Speaking, Writing, Listening and Reading past papers	Speaking, Writing, Listening and Reading past papers	Speaking, Writing, Listening and Reading past papers
Jan	Unit 11: Shopping	Describing items of clothing using <i>dieser, welcher</i> and the question words <i>was für</i> ; Talking about buying things for your hobbies using relative pronouns; Talking about buying stamps, sending items and changing money	Reading, listening, speaking and writing exercises Role plays about going shopping;	Exercise books Vocabulary tests Role plays
Feb	Unit 12: Food	Revising food items and how to form plurals; Practising shopping transactions; Revising articles and adjective endings in nominative and accusative; Ordering meals in a restaurant and learning how to make a complaint; Expressing preferences; Talking about healthy eating.	Reading, listening, speaking and writing exercises; Listening , Reading and Writing Assessments Units 10-12	Exercise books Vocabulary tests Listening , Reading and Writing Assessments Units 10-12

Mar	Speaking Assessment Units 10-12 revision	Speaking Assessments Units 10-12 Preparing their own presentation and practising role plays	Preparing and taking Speaking Assessment Units 10-12 Speaking practice and taking the oral exam	Speaking Assessments Units 10-12
April	Unit 13: Media	Talking about television programmes and films; Making arrangements to go out; Talking about what you like to read and internet and mobile phones; Revising different tenses.	Reading, listening, speaking and writing exercises; Watching a German movie and writing a film critic; Class survey about use of computers and mobile phones + evaluation; Listening to different styles of German music; Writing about own musical likes and dislikes.	Vocabulary test Exercise books Film critics Texts about own musical likes and dislikes
May	Unit 14: Environment	Talking about the weather and understanding weather reports; Discussing major environmental problems; Talking about protecting the environment using the conditional	Reading, listening, speaking and writing exercises; Listening to weather reports; Class survey on environmentally friendly habits; Writing an article about what can be done about environmental problems in your town	Vocabulary test Exercise books Articles about what can be done about environmental problems in your town
June	Revisions and preparation for IGCSE exams	Revisions and Past paper practice	Listening, Reading and Writing past papers	Vocabulary tests Past papers

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Subject: Business Studies	Year 11	Teacher: Janine Buckley
No. of lessons per week: 3	Date: 2020-21	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
		These are the curriculum concepts, skills that are taught for each topic are application, analysis and evaluation.	Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	<p>This subject is examined by short answer questions, essays and case studies. Assessment will be a range of the above to make sure they are fully prepared.</p> <p>Students will also be receiving homework to reinforce what was taught in Year 10 and any specific problem areas</p>

				will be addressed in lesson.
September	Business operations	Students will be learning and practicing lean production, just in time, kaizen. Technology in production. Factors of production. Quality	Case studies Exam questions Construction and analysis	Textbook activities exam style questions paper 1 & 2
October	Finance	Students will be learning and practicing sources of finance cashflow forecasts, costs	Case studies Exam questions Construction and analysis	Textbook activities exam style questions paper 1 & 2
November	Finance	Students will be learning and practicing Financial concepts these will include break even, income statements, statement of financial position and ratios	Exam papers	Mock exam prep
December	finance	Students will be learning the use of financial documents	Case study Exam style questions	Mock exam
January	revision	What does a question require What are command words How do i get the most marks in my answers	Case study Exam style questions	Textbook activities exam style questions paper 1 & 2
February	revision	Topics in business activities such as objectives, types of businesses, globalisation	Case study Exam style questions	Textbook activities exam style questions paper 1 & 2
March	revision	Topics in people such as recruitment and selection, training, legal controls	Case study Exam style questions	Textbook activities

				exam style questions paper 1 & 2
April/May	revision	Topics in marketing and operations such as 4 P's, market research, economies of scale, factors of production	Exam questions	past papers
June	revision	Topics in finance, financial statements	Exam questions	past papers

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Subject: PE	Year 11	Teacher: Nick Lavin
No. of lessons per week: 1	Date: 2020-21	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	
September and October	Fitness Testing/Rounders /OAA and team building/ Ultimate Frisbee	Plan and evaluate methods of fitness testing for peer group. Identify training needs specific to a sporting goal and evaluate effectiveness following six week training program. Develop specific strike and field tactics for rounders. Develop compass skills and map reading techniques, design own orienteering challenges and deliver to the rest of the group. Understand the rules and implement techniques into ultimate game play	Visual: All PE subjects will provide visual learners with practical demos. Auditory: Opportunities to listen to feed back	Production of training programmes specific to a sport, end of unit assessment. Peer evaluation.
November/ December	Fitness test evaluation/ Football / Netball / Cross Country	Evaluate effectiveness of training programmes, Develop skills in football and Netball related to specific positions. Develop different running techniques for running on different terrain. Identify training and techniques necessary for improvement.	Read/Write: Opportunities to provide written analysis of their own and others performances.	Evaluation of training programmes. End of unit assessment. Peer evaluation.
January	Basketball	Performing in teams, invasion games. Developing dribbling skills, different types of passing, using these skills in gameplay, positioning, rule knowledge. Building on previously learned skills. Developing understanding of formations and tactics. Understand zonal and man to man and types of pressing. Knowledge of positions. Different attributes required for each position.	Kinaesthetic: Performance of practicals. This breakdown of learner types applies to all activities across the year.	End of unit practical assessment. Peer evaluations.
February	Dance/ Gymnastics/ Aerobics /Circuits design	Developing a performance with an understanding of rhythm and phrasing. Movements that associate to the music. Development of choreography techniques to include technical language. Body awareness and developing movement skills. Developing some		Graded delivery of coaching plans. Peer evaluation.

		choreography skills or planning skills. Be able to choreograph or plan a performance and deliver to small groups		
March	Hockey/ Cricket	Development of hockey skills related to stick management. Cricket and control, dribbling and passing. Show these skills effectively in small sided gameplay. Development of strike and field skills and rule knowledge unique to cricket. Develop tactical knowledge and demonstrate in gameplay. Understand fielding positions in Cricket, tactics in pairs batting. Position awareness in Hockey.. Umpiring abilities in Hockey and Cricket development.		End of unit assessment. Peer evaluation.
April	Athletics	Performing at maximal levels. Develop techniques and personal achievement in running, jumping and throwing. Be able to lead and run events as well as perform them. Identify and plan for training requirements to further improve in individual events.		Recorded timings and distances. Peer evaluations of technical performances. Verbal and written feedback on training requirements.
May	Volleyball	Development of team skills required in volleyball, developing the volley and dig technique. Linking this to develop 3 touch gameplay. Develop an understanding of setting and positions. Be able to switch and rotate effectively. Select positions and understand different roles, feed to the setter. Manage a full game independently with high positional and tactical level of understanding.		End of unit practical assessment. Peer evaluations
June	Tennis/Padel/Badminton	Development of racket skills, different shot development, positioning on the court, development of rule knowledge. Singles and doubles play and tactics. Umpire skill development. Develop attacking and defensive tactics. Play tactically against opponents weaknesses.		End of unit practical assessment. Peer evaluations. Ranked competition.

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Subject: Sports Science	Year 11	Teacher: Nick Lavin
No. of lessons per week: 4	Date: 2020-21	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria: tests/ projects etc.
			Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	
September / October	the World Health Organisation (WHO) Health definition Diet Energy requirements Safety in Sport	Pupils should work in groups to discuss what health means to them and arrive at a simple definition. They can then compare this definition with the WHO definition of health - a state of complete physical, mental and social well-being. Ask pupils to take each of the well-being terms mentioned in and explain in more detail what they think they mean. Pupils should be taught the essential nutrients in a balanced diet. They might then devise a table or chart to explain which products supply these nutrients. An excerpt from the film 'supersize me' could be used to illustrate how eating one form of any food only, isn't healthy and that balance is required in a diet. Pupils should be required to explain the importance of each nutrient to a balance diet in promoting good health by asking such questions as - Why is fibre an essential part of any diet? Students produce risk assessments and perform basic first aid role plays.	Teaching & Learning Styles (VARK): Visual: TV media, Powerpoint Auditory: Verbal descriptions Read/Write: Report writing Kinaesthetic: Practical Examples	End of topic test, inclusion in analysis coursework.
November/December	Participation and Excellence	Students develop an understanding of why people participate in Sport and the variation between participating for health reasons and developing through excellence pathways into professional sports players.	Visual: TV media, Powerpoint Auditory: Verbal descriptions Read/Write: Report	Research work. End of topic test. Individual verbal feedback.

		Research different people and why they participate in Sport	writing Kinaesthetic: Practical Examples	
January to March	Analysis of Performance	Coursework piece, students analyse another students practical performance and develop training programs and insight on how to maintain their strengths and develop their weaknesses.	Visual: TV media, Powerpoint Auditory: Verbal descriptions Read/Write: Report writing Kinaesthetic: Practical Examples	Written or video coursework piece.
March to June	Access to Sport Revision	Students develop an understanding of how barriers to access sport such as facilities in town and rural areas and natural environments or culture have an effect on participation. Revision programme to prepare for final exams.	Visual: TV media, Powerpoint Auditory: Verbal descriptions Read/Write: Report writing Kinaesthetic: Practical Examples	Topic test, practice exam questions. Video assessment of four strongest practical activities.

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Subject: Spanish 2nd Language	Year 11 IGCSE Edexcel International	Teacher: M ^a Angeles Alvarez
No. of lessons per week: 5	Date: 2020-21	

Time scale (approximate)	Topics	Curriculum concepts/ skills and competencies	Learning styles Teaching & Learning Styles (VARK):	Assessment Criteria; tests/ projects etc.
September - December	1 Mi vida en casa y en el colegio	<p>1.1 House and Home Describing where you live, your house and what members of family do in rooms in the house. Grammar: Present tense: regular verbs Adjective agreement Prepositions of place</p> <p>1.2 School Life and Routine Describing timetable and subjects, daily routine at school, school building and facilities. Grammar: Present tense: radical changing verbs, irregular verbs</p> <p>1.3 Food and Drinks</p>	<p>Visual: PPP, pictures, videos, posters and flash cards. Auditory: Dialogues, interviews, etc. Kinesthetic: Role-Plays, TPR Read /Write: exercises from textbook Spanish for Edexcel International GCSE Web pages: linguascope, languagesonline, etc Video ELE</p>	<p>Classroom observations Homework marks Class exercises marks Vocab and verb mini tests.</p> <p>End of unit tests including reading, listening, writing, and speaking tasks.</p> <p>1 IGCSE exam papers Listening</p> <p>2 IGCSE exam papers Reading</p>

		<p>Talking about food and drinks you normally have. Giving opinions on international food. Grammar: Interrogative pronouns Idiomatic verbs: Me gusta(n) etc.</p> <p>1.4 Common Ailments and Healthy Lifestyles Considering what healthy diet consists of. Talking about how you feel and health. Describing ways of keeping fit and healthy lifestyles. Grammar: Idiomatic verbs(2): Me duele(n) etc. Expressions with tener. Present Participle. Possessive adjectives</p> <p>1.5 Media - TV and Film Describing what you like watching on tv. Talking about films you like and dislike. Giving opinions about tv programs and films. Grammar: Present tense: more irregular verbs. Adverbial phrases. Comparison: regular and irregular</p>		
	<p>2 Mi familia, mis amigos y yo en casa y</p>	<p>2.1 Relationships with family and friends Talking about family and pets. Describing people physically and personality. Grammar: Personal "a". Possessive pronouns.</p>	<p>Visual: PPP, pictures, videos, posters and flash cards. Auditory: Dialogues, interviews, etc.</p>	<p>Classroom observations Homework marks Class exercises marks Vocab and verb mini tests.</p>

	<p>en el extranjero.</p>	<p>Using SER for identity.</p> <p>2.2 Daily routine and helping home Talking about free time activities in and outside the house. Describing daily routine. Talking about chores in the house and who does them. Grammar: Reflexive verbs and pronouns. Using ESTAR for location. Present continuous</p> <p>2.3 Hobbies, interests and special occasions Arranging to go out. Finding out about Festivals and special occasions. Organizing a party. Grammar: Adverbs ending in -mente. Interrogative pronouns with prepositions Preterite tense: regular and irregular verbs. Impersonal verbs. Near future. Dates</p> <p>2.4 Holidays Talking about different types of holidays Describing your last holiday. Planning a different holiday for the future: choosing accommodation and deciding where to go and what to do. Grammar: Future tense. Comparisons.</p> <p>2.5 Tourist information and directions Giving directions and asking how to get to places in town. Grammar:</p>	<p>Kinesthetic: Role-Plays, TPR Read /Write: exercises from textbook Spanish for Edexcel International GCSE Web pages: linguascope, languagesonline, etc Video ELE</p>	<p>End of unit tests including reading, listening, writing, and speaking tasks.</p> <p>1 IGCSE: Writing Task 2 IGCSE: Speaking: Describing a photo.</p>
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		Basic prepositions +infinitives. Prepositions: por / para		
January-February	3 El mundo que nos rodea	<p>3.1 Life in the town and rural life Buildings and facilities in town. Describing town and country locations, giving opinions. Advantages and disadvantages of different places to live. Grammar: Conjunctions: y,o, pero, sino,porque. Relative pronouns (1)</p> <p>3.2 Shopping and money matters What to buy in different shops and places. Sopping for food in supermarkets and small shops. Pocket money, earnings and spending habits. Grammar: Demonstrative adj. Expressions of quantity</p> <p>3.3 Servicios públicos Banking , changing money and ATMsPost office, phone and internet in Spanish speaking countries. Lost property Grammar: Indefinite pronouns. Ser/Estar contrast. Demonstrative pronouns. Direct object pronouns</p> <p>3.4 Environmental issues Things I do to help the environment. National parks in Spanish-speaking countries and their importance. Environmental problems and possible solutions.</p>	<p>Visual: PPP, pictures, videos, posters and flash cards. Auditory: Dialogues, interviews,etc. Kinesthetic: Role-Plays, TPR Read /Write: exercises from textbook Spanish for Edexcel International GCSE Web pages: linguascope, languagesonline, etc Video ELE</p>	<p>Classroom observations Homework marks Class exercises marks Vocab and verb mini tests.</p> <p>End of unit tests including reading, listening, writing, and speaking tasks.</p> <p>1 IGCSE exam papers Listening</p> <p>2 IGCSE exam papers Reading</p>

		<p>Grammar: Cojunctions: y,o, pero, sino,porque. Relative pronouns (1)</p> <p>3.5 Weather and climate Describing weather in different countries and weather forecasts. Weather problems, climate change, describing weather in the past. Grammar: The cardinal points. Impersonal weather expressions. Imperfect tense</p> <p>3.6 Everyday life in a Spanish-speaking country Informal and formal greetings Life in Spanish speaking communities outside Spain. Staying with a Spanish family Grammar: Formal and informal modes of address. Interrogatives (2). Indirect object pronouns.</p> <p>3.7 Customs and festivals Countries of the world and customs Descriptions of festivals in Spanish speaking countries /regions Grammar: Nationality adjectives. Adverbs including time and place. Imperfect continuous</p> <p>3.8 Travel and transport Different types of transport Getting around town and opinions about different forms of transport Itineraries of different holidays using various transports.</p>		
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		<p>Grammar: Prepositions referring to movement (2). Ser/ Estar contrasted (2). Si clauses: present/ future</p>		
March-April	<p>4 Vida desde la infancia a la madurez</p>	<p>4.1 Childhood Talking about memories from childhood. Talking about our grandparent's childhood. Grammar: Preterite and imperfect contrast.</p> <p>4.2 School rules and pressures Giving opinions about school rules. Talking about the pressures of being a student. Grammar: Impersonal 3th person plural</p> <p>4.3 School trips, events and exchanges Talking about fieldtrips and outings with school. Grammar: Two objects before the verb</p> <p>4.4 The importance of sport Talking about sports and team spirit, sport icons. Grammar: Superlatives</p> <p>4.5 Accidents and injuries Talking about sport accidents and injuries. Grammar: Quantifiers, Prepositions (full range)</p> <p>4.6 The world of work, future plans, volunteering and careees Discussing jobs and careers and career aspirations. Talking about education and plans for the future. Talking about temporary jobs, gap year</p>	<p>Visual: PPP, pictures, videos, posters and flash cards. Auditory: Dialogues, interviews,etc. Kinesthetic: Role-Plays, TPR Read /Write: exercises from textbook Spanish for Edexcel International GCSE Web pages: linguascope, languagesonline, etc Video ELE</p>	<p>Classroom observations Homework marks Class exercises marks Vocab and verb mini tests.</p> <p>End of unit tests including reading, listening, writing, and speaking tasks.</p> <p>1 IGCSE: Writing Task 2 IGCSE: Speaking: Describing a photo.</p>

		<p>voluntary work and future career. Grammar: Present Subjunctive after verbs of wishing and after cuando, para que, etc. Conditional. Relative pronouns.</p> <p>4.7 Communication by internet, phone, email, social media Understanding and giving opinions about computing and electronics. Dealing with safety in the web. Grammar: Comparison: mas de lo que..</p> <p>4.8 Keeping informed: radio, newspapers, TV, online Talking about how to keep up to date Grammar: Reflexive constructions.</p>		
May-June	Revision of all topics and vocabulary	Exam Practice: Listening, reading and writing from past papers		

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Subject: Computing	Year 11	Teacher: P.Reichenbach
No. of lessons per week: 3	Date: 2020-21	
<p>This schedule shows a delivery timetable over two years, with two timetable lessons per week, one of which is a double lesson. This schedule is built around two learning streams. In one lesson each week students learn computer science theory. In the other lesson they develop their programming skills.</p> <p>The advantage of this approach is that students will begin programming early, and continue throughout the two years. The programming stream includes "catch-up and extensions" lessons where students will work independently on programming tasks set in previous lessons.</p>		

Year 1			
12 weeks	Theory:		Programming:
	<i>Unit 1: Digital Data</i>	<i>Overview content</i>	<i>Unit 8: Introduction to programming</i>
	Students will learn about: <ul style="list-style-type: none"> • Binary data • Bits and bytes • Binary and denary • Counting in binary • Convert binary to denary • Convert denary to binary • Hexadecimal • Hexadecimal and denary • Hexadecimal and binary • How hexadecimal is used • Digital data • Digital graphics • Digital sound and video • Compression 	Students revise: <ul style="list-style-type: none"> • the binary number system • hexadecimal number system • Data storage 	Students will learn about: <ul style="list-style-type: none"> • An introduction to python • Algorithms • Output • Sequence • Input • How to assign values • Calculated values • Variables in pseudocode
12 weeks	<i>Unit 2: Communications and the internet</i>		<i>Unit 8: Programming: Python if... else...</i>
	Students will investigate: <ul style="list-style-type: none"> • How data is transmitted 	Students revise: <ul style="list-style-type: none"> • Data transmission • Security aspects 	Students will investigate: <ul style="list-style-type: none"> • Variables in flowcharts

	<ul style="list-style-type: none"> Serial and parallel transmission Data bus Transmission errors Parity checks Check digit and checksums The Internet? The World Wide Web? HTML HTTP: Hypertext transfer protocol TCP/IP Staying safe online Malware and hacking Protective software 	<ul style="list-style-type: none"> Internet principles of operation 	<ul style="list-style-type: none"> Logical decision Python if... Python if... else... Python elif Selection in pseudocode
Year 2			
12 weeks	<p><i>Unit 3 - Electronic processing</i></p> <p>Students will investigate:</p> <ul style="list-style-type: none"> Electronic processing The NOT gate The AND gate The OR and XOR gates The NAND and NOR gates Logic statements Simplify statements Logic circuits Truth tables and circuits Truth tables (continued) Solve a problem Repeat inputs The central processing unit (CPU) The fetch-execute cycle 	<p>Students revise:</p> <ul style="list-style-type: none"> Von Neumann model The stages of the fetch-execute cycle (incl. Registers and buses) the functions of NOT, AND, OR, NAND, NOR and XOR (EOR) gates, including the binary output produced from all the possible binary inputs (all gates, except the NOT gate, will have 2 inputs only) Truth tables and standard symbols A range of sensors that can be used to input data into a computer system 	<p><i>Programming: Loops and arrays</i></p> <p>Students will investigate:</p> <ul style="list-style-type: none"> Loops for loops while loops Loops in pseudocode Lists and arrays Output a list Add elements to a list Registers and buses
12 weeks	<p><i>Unit 4: Hardware</i></p> <p>Students will investigate:</p> <ul style="list-style-type: none"> Keyboard and mouse Touchscreens 	<p>Students revise:</p> <ul style="list-style-type: none"> Input devices: 2D and 3D scanners, barcode readers, Quick Response (QR) code readers, digital cameras, keyboards, mice, touch screens, interactive whiteboards, microphones 	<p><i>Unit 9: Programming: Worked examples</i></p> <p>Students will investigate:</p> <ul style="list-style-type: none"> An Introduction to Worked Examples How programs count

	<ul style="list-style-type: none"> • Camera and microphone • Barcode readers • Sensors • Control systems • Monitors and display • Printers • Sound • Actuators • Manufacturing objects • Output in real life 	<ul style="list-style-type: none"> • Output devices: inkjet, laser and 3D printers; 2D and 3D cutters; speakers and headphones; actuators; flat-panel display screens, such as Liquid Crystal Display (LCD) and Light-Emitting Diodes (LED) display; LCD projectors and Digital Light Projectors (DLP) 	<ul style="list-style-type: none"> • How programs calculate totals • How programs calculate an average • Verification • Validation
12 weeks	<p><i>Unit 5: Storage and software</i></p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Primary storage • Measuring storage • Magnetic storage • Optical Storage • Solid state (flash) storage • The use and choice of storage • Software and its uses • Operating systems • The functions of an operating system • Low-level languages • High-level languages 	<p>Students need to understand</p> <ul style="list-style-type: none"> • the difference between primary and secondary memory. They should be able to identify the purpose of RAM and ROM and provide examples of what the uses of these are in different types of computer. • Students need to understand how magnetic, optical and solid-state devices store data and be able to describe their features. • Students need to be able to compare a range of storage devices. They need to understand the differences in capacity, transfer speed, portability, durability and cost (per megabyte/gigabyte). They should be able to recommend a storage device for a scenario and justify their choice. • Students need to be able to calculate the storage requirements of a file, when given information about it. This must include a file of characters (e.g., a database), images or sound 	<p><i>Unit 9: Programming: Solution development</i></p> <p>Students will investigate:</p> <ul style="list-style-type: none"> • Test data • Evaluation • Trace tables • Trace tables (for loops) • Trace tables (with flow charts) • Analyse algorithms • Find errors in algorithms • How to create an algorithm
12 weeks	<p><i>Unit 6 & 7: Security and ethics</i></p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Data security • Security threats • Malpractice and crime • Online attacks • Proof of identity • Firewalls • Security protocols • Encryption • Security examples • Copyright 	<ul style="list-style-type: none"> • Students need to understand the need for protecting data against loss or change, and methods that can help prevent loss on input (e.g. verification), and how to recover from data loss (e.g., backup). Students need to be able to describe different methods of verification and recommend a backup solution for a given scenario. • Students need to be able to describe different threats that can occur on the internet, both to individual data and to a website. • Students need to understand how to keep data safe and be able to identify and describe different security methods. They should be able to apply their knowledge to real-life scenarios and recommend appropriate security methods. • Students need to understand what is meant by ethics and 	<p><i>Unit 10: Programming and databases</i></p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Top-down programming • Structure diagrams • Code libraries • Records and fields • Data types • Primary key • How to select fields • How to select records

	<ul style="list-style-type: none">● Free software● Hackers and crackers	<p>apply these to different scenarios.</p> <ul style="list-style-type: none">● Students need to understand the term 'copyright' and 'plagiarism', and describe why products or items and so on are copyrighted and why they should not be plagiarised.● Students need to recognise and describe the differences between free software, freeware and shareware.● Students need to understand how ethical issues can be raised through the use of electronic communication, including the passing of data and use of malware. Students should to be able to explain the ethical stance on given scenarios.	
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Scheme of Work and Assessment Year 11 2020-21 [Contents](#)

Subject: Literature	Year 11	Teacher: Mr Mark Burrow
No. of lessons per week: 3	Date: 2020-21	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	
September	Poetry (We take time to re-visit Y10's coursework to ensure this is fully complete)	Poetic devices Structure Form Language We will explore unseen poetry and poetry from the anthology Poems of Ourselves. We explore the skill of analysing a poem we have never seen before.	V: watching performances of poems, creating video representations A: listening to poems read aloud, class discussions R: reading poetry and writing analyses K: creating mind maps of techniques and analysis	Annotations Analytical paragraphs
October	Poetry	Effect on the reader Poet's intentions	V: watching performances of poems, creating video representations	Analytical paragraphs Exam papers

			<p>A: listening to poems read aloud, class discussions</p> <p>R: reading poetry and writing analyses</p> <p>K: creating mind maps of techniques and analysis</p>	
November	Poetry	Structuring a critical essay	<p>V: watching performances of poems, creating video representations</p> <p>A: listening to poems read aloud, class discussions</p> <p>R: reading poetry and writing analyses</p> <p>K: creating mind maps of techniques and analysis</p>	Full analytical essays
December	Poetry	Managing time	<p>V: watching performances of poems, creating video representations</p> <p>A: listening to poems read aloud, class discussions</p> <p>R: reading poetry and writing analyses</p> <p>K: creating mind maps of techniques and analysis</p>	Mock exam
January	Coursework	<p>Analysis</p> <p>Structure</p> <p>Language</p> <p>Form</p>	<p>V: watching videos on redrafting and essay writing</p> <p>A: class discussions</p> <p>R: reading, redrafting and writing coursework</p> <p>K: creating mind maps of techniques and analysis</p>	Coursework redraft
February	Coursework	<p>Analysis</p> <p>Structure</p> <p>Language</p>	<p>V: watching videos on redrafting and essay writing</p> <p>A: class discussions</p> <p>R: reading, redrafting and writing coursework</p>	Coursework redraft

		Form	K: creating mind maps of techniques and analysis	
March	Spies	Exam technique Structuring an essay Revision skills	V: watching videos on redrafting and essay writing A: class discussions R: reading, redrafting and writing practice exams K: creating mind maps of techniques and analysis	Practice papers
April	View from the Bridge	Exam technique Structuring an essay Revision skills	V: watching videos on redrafting and essay writing A: class discussions R: reading, redrafting and writing practice exams K: creating mind maps of techniques and analysis	Practice papers
May	Spies	Exam technique Structuring an essay Revision skills	V: watching videos on redrafting and essay writing A: class discussions R: reading, redrafting and writing practice exams K: creating mind maps of techniques and analysis	Practice papers
June	View from the Bridge	Exam technique Structuring an essay Revision skills	V: watching videos on redrafting and essay writing A: class discussions R: reading, redrafting and writing practice exams K: creating mind maps of techniques and analysis	Practice papers

Scheme of Work and Assessment Year 11 2020-21 [Contents](#)

Subject: Art	Year 11	Teacher: Teresa Alvarez
No. of lessons per week: 3	Date: 2020-21	

Time scale	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria: tests/ projects etc.
<u>Sept-Oct</u>	<p>Learn about the 5 assessment objectives that students will be graded on.</p> <p>Learn how to develop an idea.</p> <p>How to experiment with an idea.</p> <p>How to use the work of other artists/designers to inspire.</p> <p>How to write about your work and how to be critical in a way that promotes development.</p> <p>Skills for</p>	<p>- Learn about what is expected of an IGCSE art student. What the Coursework Book is for and how it should be put together. Initial planning and research into a theme. Photographs and drawings as research tools. Coursework Book shows planning prep and understanding for a final work of art.</p> <p>- Observational drawing skills and techniques to aid this assessment objective. Pencil, Pen and wash, Oil pastels.</p> <p>- How to look at relevant artists/designers and how to learn from their work and techniques. Make links. Find out about techniques and subject matter.</p> <p>Practising their techniques by either copying sections of their work or applying to personal work. Combining all elements used this term and prepare for assessment 2.</p> <p>- Taking an image and developing it with different media and looking for combinations of media to produce good effects. Looking at different sections of the same image (abstracting)</p>	<p>Visual: Suggested artists: Rembrandt, Chuck Close, Picasso, Warhol, Caravaggio, Lichtenstein, Käthe Kollwitz, Khalo, Kippenberger, Ensor Rego, Klimt, James Rosenquist, Christian Schad, Frank Auerbach, Lucien Freud, Morris Katz, Alex Kayz, Modigliani, Arcimboldo, Matisse, Utamaro, Ydañez.</p> <p>Auditory: material and documentary films.</p> <p>Read/Write: key vocabulary: Chiaroscuro, Tone, fragmentation, overlapping, texture, features, modelling, color modulation, flesh tones,</p>	<p>Observation, contribution and research.</p> <p>Sketchbooks, participation in class, independent work, classwork books, final outcomes, written notes for supporting ideas, observation, contribution and research. assessment by the teacher, classwork grades, weekly homework grades. Bi-monthly set test pieces. Personal tracker. Also, assessment opportunities to take place through constant dialogue.</p>

	<p>rendering final artworks successfully.</p>	<ul style="list-style-type: none"> - First-Hands Studies from Primary Sources. - 'Secondary' images from research into another culture, artist or artistic movement. Copies of artwork.. Analysis of this art work with particular reference to context (context of relevance to Your Ideas and to the context in which the artwork was made). in words and pictures how the work of this artist etc...can help you in your work. - Evidence of continued development of research as in previous weeks. - Evaluation of the project at every stage. 	<p>negative shapes, composition, form, expression, shape, line, likeness, subjective, objective, drapery, detail, under painting, gesture. Shiny. Rough. Pattern. Scaly. Scratched. Colored. Broken</p> <p>Kinaesthetic: Assessment objectives met. Completed units of work in a Coursework Book, fully evaluated and developed. Final works of art.</p>	
<p><u>Nov-Dec</u> <u>Jan-Feb</u></p>	<p>PERSONAL PROJECT DEVELOPMENT - Component 1 -</p>	<ul style="list-style-type: none"> - Recap on what is expected of an IGCSE art student. - What the Coursework Book is for and how it should be put together. - Continue planning and research into the personal project topic. Photographs and drawings as research tools. Coursework Book shows planning prep and understanding for a final work of art. - Working on AO3 (Assessment Objective 3). - Experimenting with styles, techniques and materials - Planning prep. time for AO5. Prep.Studies, sketches. 	<p>Visual: Suggested artists: Edward Hopper, Richard Diebenkorn, John Virtue, Michael Andrews, Oskar Kokoshka, John Piper, Magritte, Canaletto, Charles Sheeler, Georgia O'Keeffe, LS Lowry, Leger, Pieter De Hooch, George Grosz, Richard Estes, Walter Sickert, Stanley Spencer, Carel Weight, Escher.</p> <p>Auditory: material and documentary films.</p> <p>Read/Write: key vocabulary: Illumination,</p>	<p>Observation, contribution and research. Sketchbooks, participation in class, independent work, classwork books, final outcomes, written notes for supporting ideas, observation, contribution and research. assessment by the teacher, classwork grades, weekly homework grades. Bi-monthly set test pieces. Personal tracker. Also, assessment opportunities to take place through constant dialogue.</p>

			<p>Tone, aerial perspective, fragmentation, overlapping, texture, features, perspective, negative shapes, composition, form, expression, atmosphere, subjective, objective, detail, under painting, gesture, medium, mood, monumentality, architecture, abstraction</p> <p>Kinaesthetic: Sketches, paintings, collages, computer aided art photo manipulation.</p>	
<p><u>March-April</u> <u>May-June</u></p>	<p>FINAL PIECE & PERSONAL EVALUATION</p> <p>- Component 1 -</p>	<p>- Choosing one question from the exam paper given by Cambridge</p> <p>- Supporting studies during the preparation period for the final piece.</p> <ul style="list-style-type: none"> • AO1 • AO2 • AO3 • AO4 <p>- Final Piece</p> <ul style="list-style-type: none"> • AO5 	<p>Visual: Suggested artists: Depending on the final exam chosen question.</p> <p>Auditory: Depending on exam question</p> <p>Read/Write: key vocabulary: depending on the exam question</p> <p>Kinaesthetic: depending on the exam paper</p>	<p>Observation, contribution and research.</p> <p>Sketchbooks, participation in class, independent work, classwork books, final outcomes, written notes for supporting ideas.</p> <p>Assessment by the teacher, classwork grades, weekly homework grades.</p> <p>Personal tracker. Also, assessment opportunities to take place through constant dialogue</p>