

ALMUÑÉCAR INTERNATIONAL SCHOOL



Year II Curriculum 2016 - 17

Contents

[English Language](#)

[English Media](#)

[Mathematics](#)

[Biology](#)

[Chemistry](#)

[Physics](#)

[Coordinated Science](#)

[History](#)

[Geography](#)

[Global Perspectives](#)

[Spanish Lengua](#)

[Sociales](#)

[French](#)

[German](#)

[Business Studies](#)

[PE](#)

[Sports Science](#)

Scheme of Work and Assessment Year 11 2016-17 [Contents](#)

Subject: English Language	Year 11	Teacher: Mark Blythe & Joe Watt
No. of lessons per week: 4	Date: September 2016 - June 2017	

Time scale (approximate)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
Approx. 2 or 3 chapters per month			Teaching & Learning Styles (VARK): Visual: Auditory: Read/Write: Kinaesthetic:	There is no coursework for English IGCSE.
Sept	Unit 6: Directed Writing Writing a journal Writing a speech Writing an article Writing a letter Writing an interview Voice, audience, register and purpose	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.	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)
Oct	Unit 6: Directed Writing			

	<p>Writing a journal Writing a speech Writing an article Writing a letter Writing an interview 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 Read/Write: Exercises from Cambridge IGCSE student book- chapter 6 Kinaesthetic: speeches, presentations, group work, role play scenarios</p>	<p>Mixed exercise with exam type questions. December: Mock exams (actual GCSE past papers)</p>
Nov	<p>Unit 7: Composition Writing Endings Openings Narrative writing Descriptive writing Whole-text and sentence structures 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- Read/Write: Exercises from Cambridge IGCSE student book- chapter 7 Kinaesthetic: speeches, presentations, group work, role play scenarios</p>	<p>Mixed exercises (for each chapter) with exam type questions. Feb/ March: Topic test on year 11 topics so far</p>
Dec	<p>Unit 7: Composition Writing Endings Openings Narrative writing Descriptive writing Whole-text and sentence structures Persona, viewpoint and</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 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>Visual: Looking at the structure of written language for different purposes- Read/Write: Exercises from Cambridge IGCSE student</p>	<p>Mixed exercises (for each chapter) with exam type questions. Formal Year 11 mock exams</p>

	character		book- chapter 7 Kinaesthetic: speeches, presentations, group work, role play scenarios	
Jan	Unit 8: Writing In Exams Assignment 3 Part 2 Assignment 3 Writing in response to opinion and argument Part 1 Assignment 2 Part 2 Assignment 2 Writing to describe and/or narrate Part 1 Assignment 1 Part 2 Assignment 1 Writing to inform, analyse and argue Part 1	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.	Visual: Looking at the structure of written language for different purposes- Read/Write: Longer written tasks, reading model responses Kinaesthetic: sorting and matching activities based on the mark schemes and model texts	Longer written task for specific purpose
Feb	Unit 8: Writing In Exams Assignment 3 Part 2 Assignment 3 Writing in response to opinion and argument Part 1 Assignment 2 Part 2 Assignment 2 Writing to describe and/or narrate Part 1 Assignment 1 Part 2 Assignment 1 Writing to inform, analyse and argue	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.	Visual: Looking at the structure of written language for different purposes- Read/Write: Longer written tasks, reading model responses Kinaesthetic: sorting and matching activities based on the mark schemes and	Writing task for specific purpose

	Part 1		model texts	
March	<p>Unit 9: Speaking and Listening</p> <p>Debating and challenging</p> <p>Dramatisation</p> <p>Role play and simulation</p> <p>Group discussion</p> <p>Talking in pairs</p> <p>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</p> <p>Debating and challenging</p> <p>Dramatisation</p> <p>Role play and simulation</p> <p>Group discussion</p> <p>Talking in pairs</p> <p>Giving a talk</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>Many opportunities also exist to engage with colleagues in cross-curricular activities that involve Speaking and Listening.</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</p>	<p>Presentations of how to answer exams questions, peer assessment, direct questioning</p>

			the mark schemes	
May	<p>Unit 10: Planning, drafting, editing and checking</p> <p>Improve the expression</p> <p>Check and correct</p> <p>Revise and edit a draft</p> <p>Write a draft</p> <p>Create a plan</p> <p>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.</p> <p>April/ May: Exam style questions and past papers including some in exam conditions</p>
June	<p>Unit 10: Planning, drafting, editing and checking</p> <p>Improve the expression</p> <p>Check and correct</p> <p>Revise and edit a draft</p> <p>Write a draft</p> <p>Create a plan</p> <p>Annotate stimulus material</p>	<p>Activities focused on giving students the tools to manage their exams effectively - including revision techniques and exam strategy</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>June: Final GCSE Exams</p>

	Collate research and planning	Selecting and presenting work for submission Proof-reading	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

Scheme of Work and Assessment Year 11 2016-17

[Contents](#)

Subject: Mathematics IGCSE	Year 11	Teacher: Isaac Muñoz
No. of lessons per week: 4	Date: September 2016 - June 2017	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
2 or 3 topics per month			Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	
Sept	<p>Number Revision of number</p> <p>Chapter 7: Ratio, Proportion & Rate</p> <p>Chapter 8: Estimation & Limits of Accuracy</p>	<p>Use of directed numbers Converting between fractions, decimals & % Ordering rational numbers</p> <p>Cancelling ratios and using for map scales Increasing and decreasing in ratios Calculating speed, distance and time Use of direct and indirect proportion</p> <p>Rounding numbers to whole numbers/ to decimal places/ to significant figures Finding, and calculating with, upper and lower bounds</p>	<p>Visual: Use of the physical no. line Read/Write: Exercises from ch4</p> <p>Auditory: Mental listening test Read/Write: Exercises from ch7 Kinaesthetic: Use scales in practical situations</p> <p>Auditory: One student giving a number and others deciding on upper and lower bounds and/ or what it could be rounded to.</p>	<p>For each topic, a mixed exercise with exam type questions is done. This is then marked by the teacher/ peer marking. All exercises in books, for class work and homework is self-marked for answers and checked regularly by teacher to check layout and workings.</p> <p>Mixed exercise of number with exam type questions.</p>
Oct	Algebra	Drawing straight line graphs	Visual: Recognising different types of graphs	Mixed exercise with exam

	<p>Chapter 15: Straight Line Graphs</p> <p>Chapter 16: Graphs of Functions</p>	<p>Using the eqn $y = mx + c$ Recognising parallel lines Investigating points and lines</p> <p>Recognise and draw Quadratic, Reciprocal and other graphs Estimate gradients using a tangent</p>	<p>Read/Write- exercises from ch15 & 16 and graph w/sheets</p> <p>Kinaesthetic: plotting points on shared graphs</p>	<p>type questions.</p>
Nov	<p>Algebra Chapter 17: Integer Sequences</p> <p>Geometry Chapter 24: Geometrical Constructions</p> <p>Chapter 26: Mensuration</p>	<p>Recognising and continuing number sequences Finding the nth term Recognising patterns</p> <p>Construct shapes, bisectors and scale drawings Be able to draw a locus</p> <p>Perimeter and area of triangles, quadrilaterals and circle Surface area and volume of cuboid, cylinder, prism, cone and sphere Arcs and sectors</p>	<p>Visual: Recognising number patterns within shape patterns Read/Write: Exercises from ch 17/24 & 26</p> <p>Auditory: Listening to descriptions of triangles/ other shapes and deciding how much information is needed to work out area/ perimeter/ missing angles/sides</p> <p>Kinaesthetic: Use string and card to physically make and compare shapes</p>	<p>Mixed exercises (for each chapter) with exam type questions.</p> <p>Practice papers</p>
Dec	<p>Geometry Chapter 27: Symmetry</p> <p>Statistics and Probability Chapter 32: Statistical Measure</p>	<p>Identifying lines of symmetry and order of rotational symmetry Symmetry of 2D and 3D shapes</p> <p>Find mean, mode, median and range from individual data and choose appropriate average Use Frequency tables and find averages for grouped data Use cumulative frequency diagrams to estimate and interpret</p>	<p>Visual: Recognising lines/ orders of symmetry</p> <p>Read/Write: Past papers and exercises from ch 27 & 32</p>	<p>Mixed exercise with exam type questions</p> <p>Mock exams (actual IGCSE past papers)</p> <p>Exam analysis</p>
Jan	<p>Number Chapter 9: Standard Form</p>	<p>Recognising and using standard form Calculating with standard form</p> <p>Knowing and converting between metric units of</p>	<p>Visual: Use of timetables to do time calculations</p> <p>Auditory: One student giving a number and</p>	<p>Exam type questions and practice of topics found hardest in mock</p>

	<p>Chapter 10: Applying Number</p> <p>Algebra Chapter 18: Indices</p>	<p>measurement Understanding different ways of representing the time Converting currency Using a calculator efficiently</p> <p>Rules of indices Understanding and using Negative and fractional indices Multiplying and Dividing with indices</p>	<p>unit and others deciding on conversions</p> <p>Read/Write: Exercises from ch 9/10/18</p> <p>Kinaesthetic: Use of weights and measuring equipment. Using appropriate calculator keys for indices</p>	
Feb	<p>Geometry Chapter 28: Vectors in 2 dimensions</p> <p>Chapter 29: Transformations</p>	<p>Concept of a vector Using vectors to translate Finding the magnitude of vectors using Pythagoras' theorem</p> <p>Using the 4 transformations; translation, reflection, rotation, enlargement Being able to combine transformations</p>	<p>Visual: Recognising and describing transformations</p> <p>Auditory: Following each other's instructions to transform shapes</p> <p>Read/Write: Exercises from ch28/29</p> <p>Kinaesthetic: Making a Möbius strip</p>	Exam type questions and practice of topics found hardest in mock
Mar	<p>Statistics and Probability Chapter 33: Probability</p> <p>Algebra Chapter 19 Proportion</p>	<p>Understanding the probability scale Calculating probabilities Combining events and using tree diagrams</p> <p>Direct and indirect variation and proportion – expressing algebraically</p>	<p>Visual: Use of probability scale to place events</p> <p>Kinaesthetic: Use of Dice and Spinners to model situations</p> <p>Read/Write: Exercises from ch33 & 19</p>	Exam type questions and practice of topics found hardest in mock
April	<p>Algebra Chapter 13 (extended) Solutions of equations and inequalities</p>	<p>Solving quadratic eqtns by factorisation, use of the quadratic formula and completing the square Solving Inequalities</p>	<p>Visual: Graph plotting and recognising inequalities as graphs. Recognising transformations</p> <p>Auditory: match descriptions of different</p>	Practice papers and practice of exam technique

	<p>Chapter 20 Linear Programming (extended)</p> <p>Chapter 25 (extended) Trigonometry</p>	<p>Graphing inequalities; one or more than one on the same graph</p> <p>Sine and Cosine Rule</p> <p>Problems in 3D</p> <p>Angles of elevation & depression</p>	<p>methods to appropriate problems</p> <p>Read/Write: Exercises from ch 20/13 & 25</p> <p>Kinaesthetic: Measure physical triangles and check why/how rules work</p>	
May	Revision programme: Key topics, calculator skills, past papers, exam technique			

Scheme of Work and Assessment Year 11 2016-17 [Contents](#)

Subject: Biology	Year 11	Teacher:
No. of lessons per week:	Date: September 2016 - June 2017	

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 Solve the exercises and answer the questions in the	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities

		Sexual reproduction in plants	book and worksheets. R/W	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

Scheme of Work and Assessment Year 11 2016-17

[Contents](#)

Subject: Chemistry	Year 11	Teacher: Dr Keith Ashness
No. of lessons per week: 2	Date: September 2016 - June 2017	

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	Unit 7.3 Redox Reactions Unit 10.1 Properties of metals Unit 10.2 Reactivity series	Definition of oxidation and reduction in terms of oxidation loss/gain, and in terms of electron transfer. Refer to colour changes illustrating state of oxidation. Description of general physical and chemical properties. Uses of alloys in terms of their structure. Orders of reactivity of metals by reference to their reaction with water and acid. Action of heat on the nitrates of above metals to show tendency of formation of positive ions.	Visual: Handling chemicals Auditory: Explanation of redox reactions in different terms. Read/write: Write equations using whiteboards. Homework tasks. Kinaesthetic: carrying out experimental procedures.	Homework, practical skills assessments.
Oct	Unit 10.3a Extraction of metals unit 10.3b Uses of metals, aluminium, iron, zinc and copper Unit 11 Air and Water	Methods of extraction dependent on the position of the metals in the reactivity series. Test, treatment and uses of water. Composition of air and pollutants. Effect of pollutants on building and health.	Visual: Diagram of blast furnace. Auditory: Listen to explanations. Read/write: Classwork and homework questions. Kinaesthetic: Inspection of substances damaged by pollutants.	Half-term test
Novr	Unit 13 Carbonates	Methods of rust prevention	Visual: Video showing conditions of the Haber	Homework responses

	Chemistry			
Feb Mar	Unit 14 Organic chemistry	<p>Nomenclature of organic compounds and the use of fossil fuels and hydrogen as fuels</p> <p>General characteristics, bonding and isomerism</p> <p>Formation of various organic compounds such as alcohols, alkenes, alkanes, etc.</p> <p>Polymerisation</p>	<p>Visual: Video of fractional distillation process and drawing diagrams of organic structures</p> <p>Auditory: Description and explanation of organic chemistry</p> <p>Read/write: Written explanations of uses of fractions related to molecular size</p> <p>Kinaesthetic: Practicals to show reactions of all organic compounds studied. Use of molymods.</p>	
April	Timed exam-style tests			
May	Examinations			
June	Examinations			

Scheme of Work and Assessment Year 11 2016-17

[Contents](#)

Subject: Physics	Year 11	Teacher: Peter Carpenter
No. of lessons per week:	Date: September 2016 - June 2017	

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 2015	Magnetism and Electromagnetism	Electric and Magnetic Fields	VARK	Homework
September 2015	Static Electricity	Positive and negative Charge	VARK	Homework
October 2015	Electrical Circuits	Current and EMF	VARK	Homework
October 2015	Electrical Circuits	Resistance and Power	VARK	Homework
November 2015	Electrical Circuits	Circuit Components	VARK	Homework
November 2015	Fuses and Earthing	Electrical safety	VARK	Homework
December 2015	Revision		VAR	Mock Exam

January 2016	Electromagnetic Induction	Inducing Voltages	VARK	Homework
February 2016	Generators	Moving coil generators	VARK	Homework
February 2016	Transformers	Changing Voltages	VARK	Homework
March 2016	Electromagnetic Forces	Magnetic fields of currents.	VARK	Homework + Test
March 2016	Motor Effect	Motors and Fleming's Left Hand Ruls	VARK	Homework
April 2016	Practical Skills		VAR	Revision and past papers
May 2016	Revision		VAR	Revision and past papers
May 2016	Revision		VAR	Revision and past papers
June 2015	Revision			Revision and past papers

Scheme of Work and Assessment Year 11 2016-17 [Contents](#)

Subject: Coordinated Science	Year 11	Teacher:
No. of lessons per week:	Date: September 2016 - June 2017	

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	Parasitology 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	Reproduction in	Human reproductive organs Fertilisation and development	Diagrams and models can be used to illustrate the structure of the male and female reproductive systems	Weekly homeworks on each topic

	humans	The menstrual cycle Birth control Sexually transmitted diseases	V Discuss the importance of birth control methods and impact of sexually transmitted diseases on human health A Work on the questions and exercises from the book and worksheets R/W	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 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
Feb	Energy flow	Ecology Energy flow Nutrient cycles Population size	Discuss the importance of each link in the food chain A Build diagrams picturing the nutrient cycles and different food chains from different habitats. K/V 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
March	Human influences on the environment	Food production Habitat destruction Pollution Conservation	Differentiate between different types and causes of pollution. R/W 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
Apr June	Revision for the IGCSE		Revise the exam topics Work on past papers	End of year test

Scheme of Work and Assessment Year 11 2016-17

[Contents](#)

Subject: History	Year 11	Teacher:
No. of lessons per week:	Date: September 2016 - June 2017	

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 - December	Depth Study: Germany 1918-1945	Understanding German history between 1918 and 1945 with causes, consequences and implications of main events of figures.	Reading text books; Research;	Presentation of results of research Exercise books
January + February	Preparation for course work writing: Planning, organising and writing skills Writing course work	Going through planning, organising and writing skills for course works;	Research for their course work; Gathering relevant material, organising it, developing own position and writing course work	Course work
March + April	Revision of Core Content Option B: The 20 th century: International Relations since 1919	Revisions in book; Past Paper Practice answering evaluating information	Past paper practice answering evaluating and supporting answers	Past Papers
May + June	Why did events in the Gulf matter, c.1970-2000? Practice of source evaluation	Revision of Chapter 7: Why did events in the Gulf matter, c.1970-2000? Source evaluation practice	Past Paper Practice, Paper 2: Source evaluation	Past Papers

Scheme of Work and Assessment Year 11 2016-17

[Contents](#)

Subject: Geography	Year 11	Teacher: Dr Keith Ashness
No. of lessons per week:	Date: September 2016 - June 2017	

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 2015 Mid Term 1	Population: rural and urban settlement	1.Rural areas: revision 2.Urban settlement 3.Urban change and issues 4.Sustainability	Textbooks: Collins Cambridge IGCSE Geography and Nelson Thornes Geography	Teacher assessment and self marking of classwork and homework, group projects Field work
Nov-Dec 2015 Mid Term 2	Economic development and resources Part 1	1.Agricultural systems 2.Food shortage 3.Industry and employment	Auditory: Pupils will be asked to research one farming system and report on it, taking notes from peer presentations. Read/write: Pupils will learn to use maps to successfully locate signs of old industry and suggest appropriate locations for modern industries.	Assessment as above
Jan-Feb 2016 Mid Term 3	Economic development and resources Part 2	4.Energy 5.Environment and sustainability	Read/write: Pupils will conduct research in order to calculate their own energy usage and carbon footprint in order to demonstrate sustainable living and its impact upon the environment.	As above plus field work
Mar-Apr	Geographical skills	1. Mapping	Visual: Using a variety of of image-based resources	All as above plus Past Papers

2015 Mid Term 4	revision and Examination preparation for Paper 1 and 2	2. Graphing 3. Illustration 4. Field work Assessment as before plus practice papers	including maps and graphs. Kinaesthetic: Pupils will conduct field tests using standard geographical equipment.	
May-Jun 2015 Mid Term 5	Examination preparation for Paper 4	Past papers and exercises		All as above plus Past Papers

Scheme of Work and Assessment Year 11 2016-17

[Contents](#)

Subject: Global Perspectives	Year 11	Teacher: M Galiana
No. of lessons per week: 3	Date: September 2016 - June 2017	

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,	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 students from

		<p>Plan</p> <p>Practice how to select relevant, reliable information using an internet search</p>		<p>another culture, community or country.</p> <p>Group production of a project plan.</p>
<p>November</p> <p>December</p>	<p>Trade and aid</p> <p>Coursework</p>	<p>What is Traid?</p> <p>What evidence is there that this is a global issue?</p> <p>Practice how to select relevant, reliable information using an internet search</p>	<p>Research on the internet</p> <p>Reading different information</p> <p>Presentations</p> <p>Posters</p> <p>Mind Mapping</p> <p>Debates</p>	<p>Exercise books</p> <p>Essay</p> <p>Exam</p> <p>Practice exam paper</p> <p>The focus of the Written Paper is enquiry, reasoning and evaluation. In response to a stimulus based on listed topics</p>
<p>December</p> <p>January</p>	<p>Conflict and peace</p>	<p>ISIS</p> <p>9/11</p> <p>Ukraine</p> <p>Bullying</p> <p>Personal response</p> <p>What do we know about the global issues on this topic</p> <p>What could I/we/they do about it to prevent it/improve/maintain,</p> <p>How might we resolve, eradicate, promote?</p> <p>Collect information, ideas and arguments</p> <p>Question information, ideas and arguments</p> <p>Reflect on information, ideas, arguments and issues</p> <p>Combining different sources of information using statistics and tables</p>	<p>Research on the internet</p> <p>Reading different information</p> <p>Presentations</p> <p>Posters</p> <p>Mind Mapping</p> <p>Debates</p> <p>Collect detailed digital photographs</p> <p>Put together an exhibition or poster showing the different perspectives of how different wars are in different continents</p> <p>commentary</p>	<p>Exercise books</p> <p>Individual research</p>

January February	Language and communication	What is communication IT and language What international organisations work on this issue Combining different sources of information using statistics and tables	Research on the internet Reading different information Presentations Posters Mind Mapping Debates	Exercise books Essay Group research
February March	Urbanization	China Spanish crisis Challenges of rapid urbanization Urban poverty Design own questions for research Plan and design own essay and response to this issue	Research on the internet Reading different information Presentations Posters Mind Mapping Debates	Exercise books Essay Individual research
March April	Coursework Preparations for IGCSE exams Review Year 10 and Year 11 topics	Plan and design the final coursework Same competencies during September-April Critical thinking skills review	Research on the internet Reading different information Presentations Posters Mind Mapping Debates Contact other schools and organizations Demonstrate understanding of this issue on a global scale	Exercise books Essays
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
------	------------------------------	--	---------------------	------------------------------

Scheme of Work and Assessment Year 11 2016-17 [Contents](#)

Subject: Spanish Lengua	Year 11	Teacher: M ^a Elene Con Ariza
No. of lessons per week: 3	Date: September 2016 - June 2017	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
1 ^o Trimestre 6-9-16 al 22-12-16	<p>Tema 1. La literatura y el lenguaje literario. La lengua y su organización.</p> <p>Tema 2. La literatura medieval. Los cantares de gesta. El enunciado. Clases y estructuras.</p> <p>Tema 3. La poesía popular en la Edad Media. El SV. El verbo. El adverbio.</p> <p>Tema 4. La poesía culta en la Edad Media. El SN. El sustantivo.</p> <p>Tema 5. La prosa medieval. El SN. Los determinantes.</p>	<p>Lectura: "La apuesta" de José Zorrilla. "El hijo" de Blasco Ibáñez. "Adelfos" de Manuel Machado. "Muerte de Antoñito" de Federico García Lorca. "Recuerdos de amor" de Valle-Inclán.</p> <p>Literatura: La literatura romántica. La literatura realista y naturalista. La poesía entre 1898 y 1936. La poesía modernista. La Generación del 27. La narrativa entre 1898 y 1936.</p> <p>Gramática: El texto. Mecanismos de cohesión. El enunciado y sus clases. La oración. Sujeto y predicado. Los complementos verbales.</p> <p>Ortografía: Reglas ortográficas generales. Principios de acentuación. Acentuación de diptongos, triptongos e hiatos. Signos que delimitan</p>	<p>Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic</p> <p>Visual, Auditory, Read / Write,</p>	<p>Criterios de evaluación</p> <p>Calificación</p> <p>La calificación de la asignatura corresponderá a los siguientes porcentajes:</p> <p>Exámenes y controles 60% Trabajos escritos de clase y proyectos, libreta y dictados 20% Actitud (positivos) * 20%</p> <p>*Para evaluar la actitud se hará mediante un sistema de puntos positivos y negativos, contando para la calificación final solo los positivos que el alumno haya obtenido en esa evaluación. Este sistema se explica en los criterios de evaluación.</p> <p>Criterios de evaluación:</p> <p>Trabajos de redacción:</p> <p>Se pondrán positivos por:</p>

enunciados. Los dos puntos y las comillas.

- adecuación a lo que se pide.
- buena presentación.
- bien redactada.
- se ajusta a la extensión pedida.
- creatividad y originalidad.

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.

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 y se le quitará un positivo de los que tenga por no haber entregado el trabajo. Tampoco contarán con los positivos establecidos en los criterios de corrección.

La nota numérica de los ejercicios escritos será la descrita en la ortografía.

Cuadernos de clase.

Se pondrán positivos por:

- poner la fecha
- poner el número de página
- poner títulos y epígrafes
- hacer el trabajo completo
- hacer respuestas completas

- utilizar los colores pedidos
- corregir bien
- tener buena letra
- libreta limpia
- separas los ejercicios y respetar los márgenes

La nota numérica de los cuadernos será el número de positivos que tengan (8 positivos= nota del cuaderno: 8)

Dictados:

En los dictados solo se pondrá nota numérica siguiendo los criterios de la ortografía explicados más abajo.

Los dictados serán de las lecturas de los temas que hayamos dado en clase.

Positivos:

Deberes: aquellos alumnos que tengan hechos los deberes tendrán un positivo, aquellos que los tengan incompletos, tendrán un negativo y aquellos que no los hayan hecho tendrán un negativo y se le quitará un positivo de los que tengan.

Traer todo el material de clase: los alumnos tienen que traer el material completo a clase, si no se trae el libro o la libreta se tendrá un negativo, si no se traen ninguno de los dos, se pondrá un negativo y se quitará un positivo de los que se tenga.

Ejercicios de redacción o trabajos de clase: aparte de la nota numérica que tenga el trabajo, también tendrán positivos o negativos por los criterios arriba establecidos (adecuación a lo que se pide, buena presentación, bien redactada, etc.)

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.

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 y se le quitará un positivo de los que tenga por no haber entregado el trabajo. Tampoco contarán con los positivos establecidos en los criterios de corrección.

Si durante el curso, en las clases, surgiera algún otro elemento que pudiera ser valorado con positivos o negativos, como por ejemplo; un debate en clase, se informará adecuadamente al alumno sobre los criterios de evaluación de esa actividad.

Cuadernos de clase.
Como ya he dicho arriba, tienen que cumplir con diez criterios y cada uno será evaluado con un positivo o un

negativo, dependiendo de si el alumno los cumple.

****Ortografía.**

En los trabajos escritos (trabajos de clase y proyectos) y en los dictados, la nota numérica se obtendrá restando a la nota máxima (10 puntos) la siguiente puntuación:

1º y 2º de la ESO (year 8 y 9). Se quitarán 0'25 puntos de la nota final cada 2 faltas.

3º y 4º de la ESO (year 10 y 11). Se quitarán 0'25 puntos de la nota final cada falta.

Los acentos se consideran faltas de ortografía.

Los puntos y las comas no serán consideradas como faltas de ortografía excepto la coma en las enumeraciones.

El uso de comillas, guiones, abreviaturas, dos puntos, etc, sí serán faltas de ortografía.

Calificaciones:

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)

				Los alumnos que suspendan una evaluación podrán recuperar con nota máxima de 5 si aprueban la evaluación siguiente.
2º Trimestre 9-1-17 al 7-4-17	<p>Tema 6. El teatro entre 1898 y 1939. Los complementos verbales.</p> <p>Tema 7. La poesía de 1940 a 1975. Yuxtaposición y coordinación.</p> <p>Tema 8. La narrativa de 1940 a 1975. La subordinación. Enlaces subordinantes.</p> <p>Tema 9. El teatro de 1940 a 1975. La subordinación sustantiva.</p>	<p>Lectura: "La madre y la novia" de Federico García Lorca, "Dato biográfico" de Ángel González, "La quinta provincia" de Torrente Ballester, "El odioso señor" de Miguel Mihura.</p> <p>Literatura: El teatro entre 1898 y 1939. La poesía de 1940 a 1975. La narrativa de 1940 a 1975, el teatro de 1940 a 1975.</p> <p>Gramática: La oración compuesta. Yuxtaposición y coordinación. La subordinación. Enlaces subordinantes, la subordinación sustantiva.</p> <p>Ortografía: La raya y los paréntesis. La grafía x. La grafía y, La grafía ll.</p>	Visual, Auditory, Read / Write,	Igual que en el primer trimestre.

<p>3° Trimestre 17-4-17 al 23-6-17</p>	<p>Tema 10. La narrativa a partir de 1975. La subordinación adjetiva.</p> <p>Tema 11. La poesía y el teatro a partir de 1975. La subordinación adverbial I.</p> <p>Tema 12. La literatura hispanoamericana. La subordinación adverbial II.</p>	<p>Lectura: "El interrogatorio" de Muñoz Molina, "La princesa y el dragón" de Alberto de Cuenca, "La muerte de Santiago Nasar" de García Márquez.</p> <p>Literatura: El teatro de 1940 a 1975. La narrativa a partir de 1975. La poesía y el teatro a partir de 1975. La literatura hispanoamericana.</p> <p>Gramática: La subordinación sustantiva. La subordinación adjetiva. La subordinación adverbial I y II.</p> <p>Ortografía: Homófonos con <i>h</i> y sin <i>h</i>. Homófonos con <i>b</i> y con <i>v</i>. Parónimos con <i>ll</i> y con <i>y</i>.</p>	<p>Visual, Auditory, Read / Write,</p>	<p>Igual que en el primer trimestre.</p>
--	--	---	--	--

Scheme of Work and Assessment Year 11 2016-17 [Contents](#)

Subject: Sociales	Year 11	Teacher: M Galiana
No. of lessons per week: 2	Date: September 2016 - June 2017	

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. El Antiguo Régimen	Pervivencia del Antiguo Régimen Mundo rural Gobierno en el siglo XVIII Ilustración y despotismo ilustrado Final de siglo XVIII Cultura en el siglo XVIII	Debate sobre la monarquía absoluta Monarquías en la actualidad Analizar sociedad estamental con la construcción de un gráfico Comparar modos de producción Analizar fuentes y textos relacionados con la Ilustración	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. 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. Al final de cada unidad se realiza un examen escrito.
Octubre	2. Revoluciones políticas	Revolución Americana	Las Ciencias Sociales a través del	

		<p>Estallido de la Revolución Francesa Supresión del Antiguo Régimen Radicalización de la Revolución Francesa El imperio napoleónico La Restauración Una nueva oleada revolucionara Independencia de Hispanoamérica Arte en la época de las revoluciones</p>	<p>cine: “El patriota” “María Antonieta” “Los miserables” Propaganda y arte de la revolución La formación de EEUU: mapa mental Análisis de textos y mapas de la época</p>	<p>Sistema de evaluación descrito en la unidad 1</p>
Noviembre	3. Revolución Industrial	<p>Los factores de la revolución Industrial La primera revolución industrial Revolución de los transportes La segunda revolución industrial Efectos de la industrialización Sociedad de clases Clases medias y bajas Aparición del movimiento obrero Cambio cultural</p>	<p>Las Ciencias Sociales a través del cine: “Oliver Twist” Análisis de textos y mapas de la época Presentación sobre los grandes inventos e inventores Comparación nuevas técnicas Descripción de una fábrica Role play empresario-obrero</p>	<p>Sistema de evaluación descrito en la unidad 1</p>
Diciembre	4. Naciones e imperios	<p>Triunfo del nacionalismo EEUU Liberalismo y autoritarismo</p>	<p>Análisis de textos y mapas de la época Reflexión sobre los efectos del</p>	<p>Sistema de evaluación descrito en la unidad 1 pero en este caso se</p>

		<p>Orígenes del imperialismo Los grandes imperios coloniales Administración y vida en las colonias La cultura</p>	<p>imperialismo ¿Imperialismo hoy? Historia del mundo: BBC Debate: a favor o en contra del imperialismo</p>	<p>realiza un examen final con el contenido de las unidades 1 a 4.</p> <p>También se presenta el trabajo de investigación individual: Arte en los siglos XIX-XX</p>
Enero	5. Tensiones y conflictos	<p>Origen Desarrollo Un conflicto diferente Consecuencias Felices años 20 Crisis años 30 Cambios sociales Cultura</p>	<p>Las Ciencias Sociales a través del cine: fragmentos de diferentes películas que tratan la temática Análisis de textos y mapas de la época Documentos centenario ¿Causas o causa? Debate La guerra en imágenes: presentación Centenario de la IGM Dossier sobre los años 20 Mapa mental causas y efectos del crack del 29</p>	<p>Sistema de evaluación descrito en la unidad 1.</p> <p>Preparación del trabajo de investigación (en grupo) sobre el Crack de 1929 o el nazismo</p>
Febrero	6. La URSS	<p>Caída del zarismo Revolución de octubre Estado soviético Dictadura estalinista Construcción de una potencia</p>	<p>Las Ciencias Sociales a través del cine: fragmentos de diferentes películas que tratan la temática Análisis de textos y mapas de la época El gulag Propaganda soviética Comunismo hoy en día</p>	<p>Sistema de evaluación descrito en la unidad 1</p>
Marzo	7. Fascismo y nazismo	<p>Italia fascista República de Weimar Hitler llega al poder</p>	<p>Las Ciencias Sociales a través del cine: fragmentos de diferentes películas que tratan la temática</p>	<p>Sistema de evaluación descrito en la</p>

		<p>Ideología del nazismo Política interior Política exterior</p>	<p>Análisis de textos y mapas de la época Mein Kampf El triunfo de la voluntad Españoles en campos de concentración Neonazismo</p>	<p>unidad 1 pero en este caso se realiza un examen final con el contenido de las unidades 5 a 7.</p> <p>Presentación del trabajo de investigación en grupos sobre el centenario de la Primera Guerra Mundial.</p>
Abril	8. La Segunda Guerra Mundial	<p>El fracaso de la seguridad colectiva La ofensiva alemana La victoria aliada La organización de la paz Consecuencias de la guerra</p>	<p>Las Ciencias Sociales a través del cine: fragmentos de diferentes películas que tratan la temática Análisis de textos y mapas de la época Interpretar mapas Documental campos de concentración Proyecto en profundidad: el holocausto De Hiroshima a la proliferación nuclear Debate sobre la forma de evitar la Guerra Apocalipsis El mundo en Guerra ONU hoy: investigación</p>	<p>Sistema de evaluación descrito en la unidad 1</p>
Mayo	9. La Guerra Fría	<p>Bloque occidental: EEUU, Europa, Japón URSS y democracias populares China Evolución de América Latina,</p>	<p>Las Ciencias Sociales a través del cine: fragmentos de diferentes películas que tratan la temática Análisis de textos y mapas de la época Análisis de "Goodbye Lenin"</p>	<p>Sistema de evaluación descrito en la unidad 1</p>

		Asia, África	Estudio del fenómeno de la Ostalgia Role play crisis de los misiles de Cuba	
Junio	10. Historia de España	Reformismo borbónico España en el siglo XIX España en el siglo XX: 1902-1939 La dictadura de Franco Democracia y transición	Las Ciencias Sociales a través del cine: fragmentos de diferentes películas que tratan la temática Análisis de textos y mapas de la época Comparación de las diferentes constituciones Comentario de caricaturas políticas Cuadro sobre las semejanzas y diferencias entre progresistas y moderados Presentación sobre Blas Infante Recoger testimonios sobre el franquismo y la Guerra Civil Documental sobre el 23F Ley de la Memoria Histórica Hechos locales: "la desbandá"	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. Presentación del último trabajo de investigación: las Ciencias Sociales a través del cine (realización individual)

Scheme of Work and Assessment Year 11 2016-17

[Contents](#)

Subject: French	Year 11	Teacher: V Bernard
No. of lessons per week: 3	Date: September 2016 - June 2017	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
Around one unit a month			Teaching & Learning Styles (VARK): Due to the nature of Languages teaching, all four teaching and learning styles are regularly used in Class.	
September	Revision Finish remaining unit if needed Problems	Complaining about poor services in cafés, restaurants, accommodation The Pluperfect Unsatisfactory goods and services Breakdowns Health problems: aches and pains Medical help Revise en +present participle Accidents, emergencies Verbs in passive Theft and street incidents News reports Possessive pronouns	Teaching & Learning Styles (VARK): Visual: use of pictures and PowerPoint and picture cues Auditory: Listening exercises in textbook, assessment Read/Write: basic and extended exercises in textbook Kinaesthetic: word order games for grammar (IOP and DOP)	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 This chapter: focus on Listening

October	Work and money	Young people and work Part time jobs Relative pronoun "dont,ou" Advertisement for jobs Applying for jobs Impersonal verbs Work experience At work Aller+ infinitive Pocket money D.O.P's and I.O.P's	Teaching & Learning Styles (VARK): Visual: use of pictures and PowerPoint and picture cues Auditory: Listening exercises in textbook, assessment Read/Write: basic and extended exercises in textbook Kinaesthetic: Vocabulary and grammar tarsia.	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 This chapter: focus on Reading
November	Current issues Environment	Global environment problems Conditional Pollution Impact on tourism Transport issues Review situation in local area Indefinite adjectives and pronouns	Teaching & Learning Styles (VARK): Visual: use of pictures and PowerPoint and picture cues Auditory: Listening exercises in textbook, assessment Read/Write: basic and extended exercises in textbook Kinaesthetic: Grammar mime quiz	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 This chapter: focus on Speaking
December	My world	Mock exam preparation Poverty Savoir vs connaître Childhood Verbs followed by à and de Special religious occasions Pronouns with à and de New Year celebrations Traditions and everyday life in different	Teaching & Learning Styles (VARK): Visual: use of pictures and PowerPoint and picture cues Auditory: Listening exercises in textbook, assessment Read/Write: basic and extended exercises in textbook Kinaesthetic: mind map on subjunctive	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 This chapter: focus on Speaking for mock examination

		communities		
January	Future plans	Past Resolutions Plans for future Direct and indirect speech Year gap Pressure for career Widespread use of French Importance of language learning Importance of French in work place	Teaching & Learning Styles (VARK): Visual: use of pictures and PowerPoint and picture cues Auditory: Listening exercises in textbook, assessment Read/Write: basic and extended exercises in textbook Kinaesthetic: word order	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 This chapter: focus on Listening Reading Speaking and Writing
February	Speaking exam preparation	Revision of questions on main topics from Yr 10 Preparation of presentation from students Practice	Teaching & Learning Styles (VARK): Visual: Picture cues to prompt language, to expand language, PowerPoint to present speaking Auditory: Listening to each other, listening exercise to work on pronunciation Read/Write: Read text to provide input for speaking preparation and preparation writing Kinaesthetic: Exercises to improve speaking in public (loudness, performance)	Punctual vocabulary/ grammar tests; peer assessed and checked by teacher. Exam preparation grading Mixed of peer/self assessment, checked by teacher with feedback Focus on speaking
March	Revision for exam	Catch up sessions on topics Revision of first part of topics Reading practice Listening Practice	Teaching & Learning Styles (VARK): Various exam techniques based on VARK	Punctual vocabulary/ grammar tests; peer assessed and checked by teacher. Exam preparation grading Mixed of peer/self assessment, checked by teacher with feedback Focus on Reading and Listening
April		Revision of second part of topics Focus on remaining skills Writing practice	Teaching & Learning Styles (VARK): Various exam techniques based on VARK	Punctual vocabulary/ grammar tests; peer assessed and checked by teacher. Exam preparation grading Mixed of peer/self assessment, checked by teacher with feedback Focus on Writing

Nov	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
January	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 Preparing and taking their Oral IGCSE exams	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 Oral IGCSE exams
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;	Reading, listening, speaking and writing exercises; Watching a German movie and writing a film critic;	Vocabulary test Exercise books Film critics Texts about own musical

		Revising different tenses.	Class survey about use of computers and mobile phones + evaluation; Listening to different styles of German music; Writing about own musical likes and dislikes.	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

Scheme of Work and Assessment Year 11 2016-17 [Contents](#)

Subject: Business Studies	Year 11	Teacher: Janine Buckley
No. of lessons per week: 3	Date: September 2016 - June 2017	

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	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. Students will also be receiving homework to reinforce what was taught in Year 10 and any specific problem areas will be addressed in lesson.
September	start with a recap of the areas covered in june Operations management	Production process Productivity Stock control lean production Kaizen JIT	diagrams video making a mini	Textbook activities exam style questions paper 1 & 2
October	Operations management	Production methods factors affecting production technology in production Costs - fixed, variable, total, average economies & diseconomies	Case studies Production activity video	Textbook activities exam style questions paper 1 & 2

November	operations management	break-even - chart & calculation methods quality control quality assurance TQM	charts	Textbook activities exam style questions paper 1 & 2
December	operations management Financial information & financial decisions	location of industry factors affecting - new country why do companies need finance working capital capital & expenditure sources of finance & how company makes decisions	equations research	Mock exam prep mock exam
January	Financial information & financial decisions	cashflow forecasting how to overcome cashflow problems income statements balance sheets	cashflow construction problem solving income statement construction balance sheet construction	cashflow activities income statement activities balance sheet construction
February	Financial information & financial decisions	Analysis of accounts Ratios: ROCE, gross profit margin, net profit margin, current, acid test limitations	problem solving	taking business accounts and analysing paper 2 style
March	external influences on business activity	government objectives, inflation, unemployment, economic growth, import & export tariffs & quotas taxes interest rates Ethics & businesses	videos on ethics	Textbook activities exam style questions paper 1 & 2
April	external influences on business activity exam prep and revision	globalisation multinationals exchange rates		Textbook activities exam style questions paper 1 & 2
May	exam prep and			past papers

	revision			
June	exam prep and revision			past papers

Scheme of Work and Assessment Year 11 2016-17

[Contents](#)

Subject: PE	Year 11	Teacher: Nick Lavin
No. of lessons per week: 1	Date: September 2016 - June 2017	

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 Read/Write:	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.	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 choreography skills or planning skills. Be able to choreograph or plan a performance and deliver to small groups		Graded delivery of coaching plans. Peer evaluation.

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.

Scheme of Work and Assessment Year 11 2016-17

[Contents](#)

Subject: Sports Science	Year 11	Teacher: Nick Lavin
No. of lessons per week: 4	Date: September 2016 - June 2017	

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. Research different people and why they participate in Sport	Visual: TV media, Powerpoint Auditory: Verbal descriptions Read/Write: Report writing Kinaesthetic: Practical Examples	Research work. End of topic test. Individual verbal feedback.
January to March	Analysis of Performance	Coursework piece, students analyse another students practical performance and develop training programs and insight on how	Visual: TV media, Powerpoint Auditory: Verbal descriptions	Written or video coursework piece.

		to maintain their strengths and develop their weaknesses.	Read/Write: Report writing Kinaesthetic: Practical Examples	
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.

Scheme of Work and Assessment Year 11 2016-17 [Contents](#)

Subject: Spanish 2nd Language	Year 11 GCSE	Teacher: M^a Angeles Alvarez
No. of lessons per week: 4	Date: September 2016 - June 2017	

Time scale (approximate)	Topics	Curriculum concepts/ skills and competencies	Learning styles Teaching & Learning Styles (VARK):	Assessment Criteria; tests/ projects etc.
Autumn term	Holidays Home and Environment	Holidays: Holiday plans preferences, experiences and activities. Home and Environment: Home, town, neighbourhood and region, where and what it is like. Being environmental friendly within the home and the local area. Current problems facing the planet.	Visual: PPP, pictures, videos, posters and flash cards. Auditory: Dialogues, interviews, etc. Kinesthetic: Role-Plays, TPR Web pages: linguascope, languagesonline, etc Video ELE	1 GCSE exam papers Listening 2 GCSE exam papers Reading 3 Controlled Assessment Speaking Task1: Home and Local Area 4 Controlled Assessment Writing Task1: Holidays 5 Ongoing assessment: Homework marks. Class work. Dispositions and attitudes.
Spring term	Work and Education:	Work and Education: School/college future plans. What school/college is like?	Visual: PPP, pictures, videos, posters and flash cards. Auditory: Dialogues,	1 GCSE exam papers Listening 2 GCSE exam papers

	<p>Relationships and Free time</p>	<p>Pressure problems. Current and future jobs Looking for and getting a job Advantages and disadvantages of different jobs.</p> <p>Relationships and Free time Relationships with family and friends. Future Plans regarding marriage/partnership. Free time activities and celebrations.</p>	<p>interviews,etc. Kinesthetic: Role-Plays, TPR Web pages: linguascope, languagesonline, etc Video ELE</p>	<p>Reading 3 Controlled Assessment Speaking Task2: Conversation about family and friends 4 Controlled Assessment Writing Task2: 5 Ongoing assessment: Homework marks. Class work. Dispositions and attitudes.</p>
<p>Summer Term</p>	<p>Health Revision of all topics</p>	<p>Exam Practice Revision: Health Healthy and unhealthy lifestyles and their consequences. Revision of all GCSE Topics</p>	<p>Visual: PPP, pictures, videos, posters and flash cards. Auditory: Dialogues, interviews,etc. Kinesthetic: Role-Plays, TPR Web pages: linguascope, languagesonline, etc Video ELE</p>	<p>1 GCSE exam papers Listening 2 GCSE exam papers Reading 3 Ongoing assessment: Homework marks. Class work. Dispositions and attitudes.</p>