

# ARMTHORPE ACADEMY

## LONG-TERM PLAN SUMMER TERM



Y11	Key content	How is it assessed?	Why do we teach this now? (Links to prior and later learning, and links to careers where relevant)	Tier 2/3 vocabulary	
<b>English</b>					
Summer 1	<b>Revision</b> <i>Retrieval of knowledge from all four sections of the English Language GCSE: Fiction Reading skills, Narrative Writing, Non-fiction Reading skills, Transactional Writing.</i>		With several weeks to the exam, the final unit revisits and practises all the skills that pupils will be assessed on in the English Language GCSE.	<i>Tier 2 and Tier 3 vocabulary from all four units of the English Language course will be revisited in this revision unit.</i>	<b>Summer 1</b>
<b>French</b>					
Summer 1	Revision – reading, listening and writing focus	GCSE exams – Reading, Listening and Writing		<p><i>Tier 2: Definition, identify, similar, categorise, culture, text, justification, justify, gender, adapt, paragraph, analyse, predict, penpal</i></p> <p><i>Tiers 3: Cognate, verbs, nouns, adjectives, agreement, articles, singular, plural, masculine, feminine, present tense, intensifier, conjugate, time phrase, sequencers, past tense, future tense, conditional, infinitive, pronoun, 1<sup>st</sup> person, 2<sup>nd</sup> person, 3<sup>rd</sup> person,</i></p> <p><i>French specific vocabulary – see folder</i></p>	

<b>Geography</b>				
Summer 1	Revision			
<b>History</b>				
Summer 1		FINAL EXAM!		
<b>Health &amp; Social Care</b>				
Summer 1	Course completed apart from resubmission students for component 3.	Resubmission for component 3 external exam		
<b>Travel and Tourism</b>				
Summer 1	Course completed apart from resubmission students for component 2.	Resubmission for component 2 external exam		
<b>Business Studies</b>				
Summer 1				
<b>ICT Computer Science</b>				
Summer 1				
<b>Art and Design</b>				
Summer 1	<p><b>GCSE EXTERNAL SET ASSIGNMENT</b> Students are to choose a theme provided by AQA and produce a body of work. Teacher to support and guide choice of themes.</p> <p>Students will succeed in evidencing the following assessment objectives by:</p>	<p>Summative and cumulative assessment that follows AQA assessment criteria:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p>	<p>In Component 2 (externally set assignment) students respond to a starting point provided by AQA. This response provides evidence of the student's ability to work independently within specified time constraints, realise intentions that are personal and meaningful and explicitly address the</p>	<p>Colour Natural Lively Subtle Clashing Depressing Bright Deep Earthy</p>

	<p>AO1 – Develop:</p> <ul style="list-style-type: none"> <li>• Produce key information of the artists practice – the media they use, describe their work and articulate your thoughts and opinions about it.</li> <li>• Produce an accurate artist copy, working in the same media as your chosen artist.</li> <li>• Collect and present relevant imagery associated with theme Use keywords to describe and express your theme.</li> <li>• Mind map of your chosen theme.</li> </ul> <p>AO2 - Refine</p> <ul style="list-style-type: none"> <li>• Students to engage in a variety of media: pencil drawings, paintings, collages, printing, editing of photographs, ink or 3D approaches.</li> <li>• Students to produces realised intentions responding to their theme.</li> </ul> <p>AO3 - Record</p> <ul style="list-style-type: none"> <li>• Students to take thoughtful and purposeful photographs, exploring their theme. Student to be taught and respond to composition, light, texture and emotion within their photography.</li> <li>• Students to produce observational drawings</li> </ul>	<p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <ul style="list-style-type: none"> <li>• Students assessed through one to one regular tutorial style sessions.</li> <li>• Teacher and student wagolls.</li> <li>• Peer and group assessment.</li> <li>• Questioning – sharing of ideas, understanding and knowledge.</li> </ul>	<p>requirements of all four assessment objectives</p>	<p>Harmonious Intense Saturated Vibrant Dull Flat Pale Mellow Muted Subdued Cold Warm Light Dark Blended Broken Mixed Complementary Contrasting Composition Arrangement Structure Position Format Portrait Horizontal Vertical Foreground Background Middle Ground Chaotic Fragmented Texture Scratched Uneven Reflective Satin Silk</p>
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	<p>of/inspired by their photographs and ideas.</p> <ul style="list-style-type: none"> <li>Students to formulate ideas and a produce a final piece plan, ensuring it is influenced by their research and exploration of materials and processes.</li> </ul> <p>AO4 – Present</p> <ul style="list-style-type: none"> <li>Students to produce confident and resolved final piece/s that respond to their chosen theme.</li> </ul>			<p>Matte  Mark making  Hatching  Sketchy  Tranquil  Romantic  Depressed  Energetic  Thought-Provoking  2D  Stylized  3D  Geometric  Linear  Urban  Industrial  Fantasy  Imaginary  Invented Mythological  Figurative  Portrait  Interiors  Landscape  Seascape  Still life  Commercial Industrial</p>
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**Hospitality & Catering**

<b>Summer 1</b>	<b>REVISION</b>	<ul style="list-style-type: none"> <li>Past exam paper</li> <li>Revision booklet</li> <li>Worksheets</li> </ul>	<p>This will give students the opportunity to revise from past papers. Revision tasks to enable students to have a better understanding of vocabulary used in exam questions and the etiquette of answering questions correctly to gain higher marks.</p>	<p>Most vocabulary will be linked to prior learning, concentrating on subject specific terminology which will benefit the students when answering exam questions.</p>
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Sports Studies				
Summer 1	<p><b>Media in sport</b> (R054) unit:</p> <ul style="list-style-type: none"> <li>LO5 - Be able to evaluate media coverage of sport</li> </ul> <p><b>Amendments and improvements of units being resubmitted to the exam board or exam revision for a resit of R051 (if appropriate).</b></p>	<ul style="list-style-type: none"> <li>Assessment via coursework: written assignment and a comparison of two newspaper stories</li> </ul>	<p><u>Links to prior learning:</u></p> <ul style="list-style-type: none"> <li><b>Contemporary issues in sport</b> (R051): Different media stories are influenced by the popularity and size of the sport and organisation/people involved. The coverage may relevant to ethical issues, a sporting event or the role of a national governing body like The FA.</li> </ul>	<ul style="list-style-type: none"> <li>Influence</li> <li>Potential bias</li> <li>Tone and language</li> <li>Notoriety</li> <li>Criticism</li> <li>Features</li> <li>Representation</li> <li>Extent</li> </ul>
Sports Science				
Summer 1	<p><b>The body's response to physical activity</b> (R043) unit:</p> <p>LO4 - Be able to assess the long-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems</p> <p><b>Amendments and improvements of units being resubmitted to the exam board or exam revision for a resit of R041 (if appropriate).</b></p>	<ul style="list-style-type: none"> <li>Assessment via coursework: a written assignment.</li> </ul>	<p><u>Links to previous learning:</u></p> <ul style="list-style-type: none"> <li><b>Applying principles of training (R042)</b> – Knowledge and understanding gained about fitness testing and developing fitness programmes can be used here. <b>Large links to this unit, as work can be linked together to show improvements in the training plan.</b></li> <li><b>Sports nutrition (R055)</b> - Nutrition before, during and after exercise could be linked to short term effects of exercise. Poor diet can affect how the body responds to exercise.</li> </ul>	<ul style="list-style-type: none"> <li>Musculo-skeletal</li> <li>Cardio-respiratory</li> <li>Recovery</li> <li>Capacity</li> <li>Adaptations</li> <li>Outcomes</li> <li>Subjective</li> <li>Periodically</li> </ul>
Performing Arts				
Summer 1	<p><b>Learning Aim D - Evaluating the development process and workshop performance outcome</b></p> <p>Learning Aim D1</p>	<p>D1: Students to complete a <b>written assignment</b> reflecting on their creative process responding to a brief.</p>	<p>Once completing all of the practical work, students then reflect on their process.</p>	<p><b>Summer 1</b></p>

	Learning Aim D2	D2: Students to complete a <b>written assignment reflecting</b> on the outcome of their performance.		
<b>PSHE</b>				
<b>Summer 1</b>	<p>Adult life:</p> <ol style="list-style-type: none"> <li>(H17) Assess risks associated with cosmetic and aesthetic procedures</li> <li>(H18) The way industries can influence harmful behaviours</li> <li>(H14) Becoming a confident user of the NHS</li> <li>(H15) Blood, organ and stem cell donation</li> <li>(R9) Recognise, clarify and challenge their own values (H1) Accurately assess own areas of strength and development needs</li> <li>(H7) Have a broad range of strategies for promoting their own wellbeing</li> <li>(H8) Recognise the warning signs of common mental health concerns, their triggers and what help or treatment is available.</li> </ol>	<i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i>	During this half term, students will learn about a range of different topics that they may encounter after leaving school. It should help and encourage them to becoming a responsible adult and how to keep themselves, and others, happy and healthy, both physically and mentally.	<p>Aesthetic procedure</p> <p>Cosmetic</p> <p>Blood donation</p> <p>Strengths and developments</p>
<b>Science</b>				
<b>Summer 1</b>	Revision			
<b>Maths – see below</b>				

## Y11 Foundation Maths

Half Term 11 Content - Foundation			
Topic	Standard	Underlined	Bold
Revision Programme			

## Y11 Higher Maths

Half Term 11 Content - Foundation	
Standard	
Revision Programme	