

ARMTHORPE ACADEMY

LONG-TERM PLAN AUTUMN 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	
English					
Autumn 1	Component 2 Non-Fiction Writing Transactional Writing Styles. <i>Formal letter, informal letter, report, review, article, speech, leaflet, blog.</i>	Summative Writing Assessment: A relative is considering a career in teaching. Write them a letter giving your advice about whether they should pursue it. Summative Writing Assessment: Write a lively article for your school magazine explaining how you feel technology has affected your life.	After a literature focus in Year 10, students will revisit the transactional writing styles that have been previously taught throughout KS3. Challenge increases through the complexity of the sentence structures, vocabulary, punctuation and tone that are taught. They are exposed to a wide variety of tasks aimed at different audiences for different purposes on topic that are relevant to contemporary society. Links to careers: journalism, how to write a letter of application, film critic, restaurant critic, social media influencer, marketing, travel writing, solicitor.	Sincerely Faithfully Attention Regarding Compiled Overview Findings Solution Recommendation Increasingly Beneficial Advantageous	Complex Compound Embedded clause Syntax Subordinate clause Pronouns Semi colon Colon Comma splice
Autumn 2	Component 2 Non-Fiction Reading (and a brief introduction to Component 1) <i>Selecting information from a text, inference, language analysis, evaluation, synthesis, comparison.</i> <i>Reader response, skimming, scanning, close reading.</i>	Mock Examination: Cumulative assessment including both papers of the English Language GCSE to give a baseline assessment and to identify strengths and weakness of the cohort.	We begin with the study of Component 2 as it is worth 60% of the Language GCSE. The paper is longer and has two texts for students to read and therefore students require more practise on this paper. This half term there is a brief introduction to Component 1 so that students understand the question types and timings involved before the mock examination. Component 1 takes less of a priority at this point in the year as students will be applying the skills they have learnt during the literature course in Year 10 to this paper.	<i>Comparative connectives will be revisited:</i> Alternatively On the contrary However Conversely Similarly Likewise Additionally	Exaggeration Hyperbole Comparatives Statistics Anecdote Triple list Flattery Personal experience Direct address

French				
Autumn 1	Au collège (school) -being able to talk about your school -being able to compare French school and English schools, - being able to discuss healthy habit	Vocabulary test End of unit test writing and listening Homework	GCSE topic	<i>Tier 2: Definition, identify, similar, categorise, culture, text, justification, justify, gender, adapt, paragraph, analyse, predict, penpal</i>
Autumn 2	Bon travail (Good work) -being able to discuss carrer choices - being able to talk avout plans, hopes and wishes -being able to apply for jobs	GCSE mock exams Reading, writing, listening and speaking	GCSE topic	<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, 1st person, 2nd person, 3rd person, French specific vocabulary – see folder</i>
Geography				
Autumn 1	Extreme weather, drought and desertification 2.3.3 How are weather hazards distributed at a global scale and how does this pattern change over time? 2.3.4 What are the causes, impacts and responses to two contrasting extreme weather events? 3.4.1 What are the physical processes operating in hot semi-arid regions that make them vulnerable to desertification? 3.3.2 What happens when demand for water exceeds supply? 3.4.2 To what extent does human activity contribute to the problem of desertification? 3.4.3 How can environments vulnerable to desertification be managed?	Low stakes testing as starters and plenaries to check key words and low mark answers RHINO POACHING DECISION MAKING ACTIVITY		Depression Anticyclone Cyclone Hurricane Typhoon Levees Over abstraction Short term effects Long term effects Water stress Great green wall Planting pits Miracle stones Appropriate technology Intermediate technology Sahel

Autumn 2	Climate change 2.4.1 How has climate changed during the Quaternary period? 2.4.2 What are the causes of global warming? 3.2.2 How are ecosystems damaged by human activity? 2.1.4 What are the predicted impacts of climate change on coastal landscapes and communities? 2.4.3 What are the consequences of climate change? 2.4.4 How and why do attitudes to climate change vary? 2.4.5 What role can individuals and government in the UK play in reducing the risk of climate change?	Low stakes testing as starters and plenaries to check key words and low mark answers		Quaternary Methane Carbon dioxide Greenhouse gases Carbon sinks Carbon neutral Sustainable Carbon footprint Recycling Reduce
History				
Autumn 1	Development Study: Germany	Fortnightly assessment questions covering the stems used in the appropriate exam paper.	This is the next unit by chronology. It returns to the notion of change, reminding students of the concepts and Tier 2 language used in the first term of Y10. It also involves some causation, expressed in connections, and the notion of significance recurs on a larger scale. This is the unit which contributes the smallest percentage of the final mark, so it makes sense to put it in the final autumn term. This leaves time for the Y11 PPE, without disrupting the flow of a development unit.	Tier 2 = language of change, eg change; progress/regression, advance/improve; development, continuity; turning point; also significance. Tier 2 words which organise change: Dictatorship, Authoritarian, totalitarian /democracy, parliamentary Capitalist/Communist Right wing/left wing For Tier 3 see documents in Admin/Humanities/History/GCSE/Edu qas
Autumn 2		PPE Exam		
Health & Social Care				
Autumn 1	Component 3- Health and Wellbeing (learning Aim A and B content). A: Genetic inheritance	End of Learning Aim A: factors that affect health and wellbeing, learning aim	Holistic learning: all components are brought into the final component to understand the full picture of how	Component 3- Health and Wellbeing (learning Aim A and B content). A: Genetic inheritance

	<p>Chronic or acute illnesses Life style choices Personal hygiene Social interactions Stress Willingness to seek help Economic factors Environmental factor Housing The impact of life events relating to relationship and life circumstances B: health indicators Pulse rate Blood pressure BMI Peak flow Interpreting lifestyle data</p>	<p>B: interpreting health indicators tests Key word tests</p>	<p>individuals grow and develop, the effects life can have on an individual and the support that they can access when needed. It allows students to understand the support that individuals need during their care from a range of services, it teaches students to read and interpret data and the negative affects it can have on an individual if data is misinterpreted. It shows the effects that different life factors can have on a person's health and wellbeing</p>	<p>Chronic or acute illnesses Life style choices Personal hygiene Social interactions Stress Willingness to seek help Economic factors Environmental factor Housing The impact of life events relating to relationship and life circumstances B: health indicators Pulse rate Blood pressure BMI Peak flow Interpreting lifestyle data</p>
Autumn 2	<p>Component 3- Health and Wellbeing (learning aim C content) The importance of a person-centred approach Recommended actions to improve health Short and long term targets Sources of support Potential obstacles to implementing plans Barriers to accessing services</p>	<p>End of Learning Aim C test Key word tests PPE's</p>	<p>This follows on from Autumn 1.</p>	<p>Component 3- Health and Wellbeing (learning aim C content) The importance of a person-centred approach Recommended actions to improve health Short and long term targets Sources of support Potential obstacles to implementing plans Barriers to accessing services</p>

Travel and Tourism				
Autumn 1	<p>Component 2- Influences on Global Travel and Tourism</p> <p>Learning Aim A: Factors that influence global travel and tourism</p> <p>Economic factors Political factors Natural disasters Media, publicity and image Safety and security concerns Health risks and precautions Travel and tourism organisations Government Voluntary organisations</p>	<p>End of Learning Aim A and learning aim B tests Key word tests</p> <p>External assessment 2 hours (70 marks)</p>	<p>This Component is externally assessed, so left until last.</p> <p>Students will look at the many factors that influence global travel, as they change constantly e.g. weather events, recessions, legislation, natural disasters news reports etc. They are a concern for many destinations and can affect whether tourists visit there.</p> <p>Students will look at how governments, T&T organisations and voluntary organisations respond to these factors.</p>	<p>Disposable income Legislation Regulations Stakeholder Infrastructure Reparation Epidemic Pandemic Local government Regional government National government Social impacts Trade union Rickshaw Brownfield</p>
Autumn 2	<p>Component 2</p> <p>Learning Aim B: Impact of Travel and Tourism and Sustainability</p> <p>Social impact of tourism Economic impact of tourism Environmental impact of tourism</p>	<p>End of Learning Aim A test (SAMS) Key word tests PPE's</p>	<p>This follows on from Autumn 1.</p> <p>Students will focus on the positive and negative impacts of tourism and visitor activities on global destinations. They will also look at the impact of tourism socially, environmentally, and economically and gain an understanding of how global destinations minimise the negative impacts and maximise the positive impacts to achieve sustainable tourism. They will know that sustainable tourism includes low-impact tourism to protect the natural, cultural and heritage environments for future generations. They will understand how governments and T&T organisations can achieve sustainable tourism while meeting the needs of present generations.</p>	<p>Resource Biodegrade Water stress WWF Ecosystem Destination management Niche market</p>

Business Studies				
Autumn 1	<p>4.1 Planning</p> <p>4.1.1 Purpose of business planning Students will know and understand why businesses develop a business plan and be able to apply this to business, including:</p> <ul style="list-style-type: none"> • Inform personal development needs • Operational planning • Gaining funding and finance • Receiving external business support 			<ul style="list-style-type: none"> • SMART objective • Business plan
	<p>4.1.2 Benefits of business planning Learners will know and understand the benefits of business planning and be able to apply these in business, including:</p> <ul style="list-style-type: none"> • Support bidding processes • Manage change • Financial strategy • Identification of potential problems 		All financial topics to give an understanding as to why having a financial strategy is important.	<ul style="list-style-type: none"> • SWOT analysis
	<p>4.1.3 A business plan To understand the sections of a business plan and how it applies to business, including:</p> <ul style="list-style-type: none"> • Company description – name, business summary, aims and objectives, legal structure • Market analysis – target market, industry profile, competitive environment, potential suppliers • Marketing – product/service, place, price, promotion 	<p>End of topic assessment which includes multiple choice questions, exam style questions and knowledge questions linking the AO1, AO2 and AO3 assessment bands.</p> <p>Recall starters to assess recall ability throughout the year.</p>	All topics taught need to have been studied to ensure all sections of a business plan can be completed.	

	<ul style="list-style-type: none"> • People and operations – people considerations, operational considerations • Financial plan – start-up costs, running costs, break even, gross and net profit. 	Assessment of all topics in both units through mock project work.		
Students to spend any remaining time working on a mock project. Students re-sitting the exam in Oct will be revising.				
Autumn 2	Students to spend time working on a mock project in preparation for the project release in December.			
ICT Computer Science				
Autumn 1	<ul style="list-style-type: none"> • 1.3 Storage <ul style="list-style-type: none"> ○ Secondary storage • 1.7 System Software <ul style="list-style-type: none"> ○ Software <ul style="list-style-type: none"> ▪ Operating system ▪ Utility software ▪ Open source / Proprietary SW • Revision 2.6 Data Representation • Revision 2.2 Programming • 			
Autumn 2	<ol style="list-style-type: none"> 1. 1.4 Wired/wireless networks 2. 1.5 Network topologies 3. 1.7 System Security <ul style="list-style-type: none"> • Revision 2.6 Data Representation • Revision 2.2 Programming 			
Art and Design				
Autumn 1 Autumn 2	AQA GCSE Art and Design Fine Art Component 1: Sustained Project Students to continue with sustained project.	(As above in previous terms – re: sustained project)	(As above in previous terms – re: sustained project)	(As above in previous terms – re: sustained project)

	(Content as above in previous terms – re: sustained project)			
Hospitality & Catering				
Autumn 1	Unit 2 Actual Task <ul style="list-style-type: none"> Teacher lead introduction to task content and timings. Requirements and expectations. Discuss possible dishes from recipes already cooked. Research LO1 – AC 1.1, AC 1.2 Link to the brief given. Research LO1 – AC 1.3, AC 1.4 Link to brief given. Research LO2 – AC 2.1, AC 2.2 Link to brief given. Planning – AC 2.4 Complete time plan. Planning - AC 2.4 Complete time plan. 	<ul style="list-style-type: none"> Student practical trial of possible dish. Student practical of trial dish suitable for brief. Free choice practical. Differentiated recipe cards. Worksheets to complete. Class notes. Text books. Power point presentations. Equipment and utensils. 	<p>This is taught, for students to practice different dishes that would be suitable for the brief. Student will also use prior learning and knowledge to start their coursework which is a controlled assessment.</p> <p>This will give students the confidence to trial more demanding dishes to improve their grade.</p>	<p>Most of the vocabulary will be linked to prior learning from year 10. New Vocabulary will be introduced when student start to look at past exam papers, understanding the questions and what is required to ensure full marks.</p>
Autumn 2	<ul style="list-style-type: none"> Research LO2 – AC 2.3 Planning. Recap LO1 – AC 1.3 Describe working conditions within the H&C industry. AC 1.4 Explain factors which affect the success of H&C providers Recap Unit 1 - LO2 AC 2.1 Describe the operation of a kitchen. AC.2.2 Describe the operation of Front of House. Recap Unit 1 – LO2 AC 2.3 Explain how H&C provision meet customer requirements. 	<ul style="list-style-type: none"> Student practical trials suitable for the brief. Differentiated recipe cards. Power point presentations. Text books. Worksheets. Booklets. Equipment and utensils Mock exam assessment paper. Teacher led revision form prior lessons. 	<p>Student will need this information to build on the practical and theoretical knowledge to complete the coursework and practical exam. By working through the work and resources they will be able to understand what improvement could be made to ensure a higher final grade.</p>	<p>New vocabulary and subject terminology which will be required to understand exam questions.</p>

	<ul style="list-style-type: none"> Recap Unit 1 – LO3 AC 3.1 Describe personal safety responsibilities in the workplace. Recap Unit 1 – LO3 AC 3.2, AC 3.3 Health and safety risks and controls. Mock Exam – feedback. Discussion as group, go over any problems occurred and how to improve their grade. 	<ul style="list-style-type: none"> Proforma 		
--	---	--	--	--

Sports Studies

<p>Autumn 1</p>	<p>Finalising <i>developing sports skills (R052)</i> unit:</p> <ul style="list-style-type: none"> LO4 - Be able to apply practice methods to support improvement in a sporting activity 	<ul style="list-style-type: none"> Assessment via coursework: a written assignment and log book showing how the students' practical skills have improved over a period of time 	<ul style="list-style-type: none"> The final learning outcome for the <i>developing sport skills (R052)</i> unit is completed after students have shown their practical abilities in the earlier methods of assessment (LO1 and LO2). They will then build on their capabilities to improve an element of their performance. 	
<p>Autumn 2</p>	<p><i>Media in sport (R054)</i> unit:</p> <ul style="list-style-type: none"> LO1 - Know how sport is covered across the media LO2 - Understand positive effects that the media can have on sport 	<ul style="list-style-type: none"> Assessment via coursework: written assignments with real life examples of sources of media (students' own research required) Assessment of LO1 and LO2 is cumulative with LO3, LO4 and LO5 covered in 'Spring 1' to 'Summer 1' 	<p>This is the final unit in the qualification. Students end with this unit as they will be equipped with the knowledge of all other units to assist in their work.</p> <p><u>Links to prior learning:</u></p> <ul style="list-style-type: none"> <i>Contemporary issues in sport (R051)</i>: Knowing about the coverage of sport in the media has links with the use of promotion to increase participation in sport as well as understanding the popularity of different sports. Media coverage can also have a range of positive effects in sport/popularity/participation, the 	<ul style="list-style-type: none"> Simple and complex skill Open and closed skill Transferrable Whole/part practice Fixed/variable practice Proficiency awards

			<p>promotion of values and the hosting of major sporting events</p> <ul style="list-style-type: none"> • Developing sport skills (R052): The media introduces people to sports and increases understanding of tactics, skills, techniques and the role of officials. • Sports leadership (R053): The media can promote good sports leaders who are positive role models 	
Sports Science				
Autumn 1	<p>Finalising sports nutrition (R045) unit:</p> <ul style="list-style-type: none"> • LO2 – Understand the importance of nutrition in sport • LO3 - Know about the effects of a poor diet on sports performance and participation 	<ul style="list-style-type: none"> • Assessment via coursework: with written assignments 	<p><u>Links to previous learning:</u></p> <ul style="list-style-type: none"> • Reducing the risk of sports injuries (R041) – Nutrition is one of the individual variables which are intrinsic factors that can influence the risk of injury as well as fitness levels, fatigue and posture. There are also links to diet with diabetes (for example). • Applying principles of training (R042) – Aerobic and anaerobic exercise links closely with dietary requirements for different activities. <p><u>Links to later learning:</u></p> <ul style="list-style-type: none"> • The body's response to physical activity (R043) – Nutrition before, during and after exercise has an effect on the body's performance. Nutrition (or lack of) would be a consideration when planning a fitness programme 	<ul style="list-style-type: none"> • Malnutrition • Deteriorate • Under eating • Anorexia • Clarify • Realistic • Off-season • Objectively and subjectively

		skills and techniques in order to perform professional repertoire. Assessment is a written log of the skills and techniques that have been used to perform professional repertoire. Alongside a recording of the final performance.		
Autumn 2	<u>Component 2: Developing Skills and Techniques in the Performing Arts</u> Learning Aim C – Review own development and contribution to the performance Learning Aim C1 Learning Aim C2	Assessment via written coursework. C1: Students must complete a written assignment reviewing their own development of skills in rehearsal and for a performance. C2: Students must complete a written assignment reviewing their own application of skills in rehearsal and for a performance.	This is the second component of the three students must complete. Students have developed and applied skills to a rehearsal process and a performance. They are the going to review and evaluate their development/application.	Autumn 2
PSHE				
Autumn 1	Changing relationships: 1. (R12) To safely and responsibly manage changes in personal relationships including the ending of relationships (R11) Strategies to manage the strong emotions associated with the different stages of relationships	<i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i>	Sexual relationships has been taught in previous years but now needs to be taught in more detail due to students growing in maturity. At Armthorpe we often have an increase of issues and fall outs due to relationships breaking down therefore it is essential that students know how to manage these	Separation Divorce Bereavement Consent Marriage Civil partnership Equality act.

	<ol style="list-style-type: none"> 2. (R13) Ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them 3. (R16) To recognise unwanted attention, ways to respond and how to seek help 4. (R18) The concept of consent in maturing relationships 5. (R4) The importance of stable, committed relationships and the rights and protections of marriage and civil partnerships 6. (R5) The legal rights, responsibilities and protections of the equality act 		<p>emotions associated with different stages of a relationship, along with how to cope with grief.</p> <p>Consent has previously been taught in yr8 but students should be reminded they always have a choice in relationships, this relates to behaviour and crime along with sex.</p> <p>Students will also be taught about marriage civil partnerships and what legally entails along with rights and responsibilities as students can legally do this from the age of 16 with parental consent.</p>	
Autumn 2	<p>Being sexually active:</p> <ol style="list-style-type: none"> 1. (H29) To overcome barriers about sexual health and sexual health services 2. (R2) The role of pleasure in intimate relationships 3. (H30) Healthy pregnancy and (H31) How fertility can vary in people, changes over time and can be affected by STIs and lifestyle 4. (H32) Possibility of miscarriage and support when trying to conceive <p>Substance misuse:</p> <ol style="list-style-type: none"> 5. (H20) Wider risk of illegal substances for individuals including safety, career and future lifestyles 6. (H21) To identify, manage and seek support for unhealthy behaviours 	<p><i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i></p>	<p>Sexual relationships has been taught in previous years but now needs to be taught in more detail due to students growing in maturity.</p> <p>Pregnancy, fertility and miscarriage should be taught at this stage as it is information students will need to know before they leave school as information may not be easily accessed after they have left school.</p> <p>Students should also be taught about choices they make now about substance misuse may affect their future lifestyles and how they can access support should they need it.</p>	
Science				

Maths – see below				

Y11 Foundation Maths

Half Term 7 Content - Foundation

Topic	Standard	Underlined	Bold
Pythagoras		Calculate with roots, and with integer indices	
		Leave answers in surd form	
		Given 3 sides of a triangle, justify if it is right-angled or not	
		Apply Pythagoras' Theorem with a triangle drawn on a coordinate grid	
		Calculate the length of a line segment AB given pairs of points	
Right Angled Trigonometry		Trigonometry in right angled triangles	
		Know the exact values of $\sin\theta$ and $\cos\theta$ for $\theta = 0^\circ, 30^\circ, 45^\circ, 60^\circ$ and 90° . Know the exact value of $\tan\theta$ for $\theta = 0^\circ, 30^\circ, 45^\circ$ and 60°	
		Find angles of elevation and depression	
Bearings & Scale Drawings	Interpret maps and scale drawings		
	Estimate lengths using a scale diagram		
	Make an accurate scale drawing from a diagram		

	Know and use compass directions		
	Use three-figure bearings to specify direction		
	Mark on a diagram the position of point <i>B</i> given its bearing from point <i>A</i>		
	Give a bearing between the points on a map or scaled plan		
	Given the bearing of a point <i>A</i> from point <i>B</i> , work out the bearing of <i>B</i> from <i>A</i>		
	Use accurate drawing to solve bearings problems		
	Solve locus problems including bearings		
Half Term 8 Content - Foundation			
Topic	Standard	Underlined	Bold
Revision / Mocks			

Y11 Higher Maths

Half Term 7 Content - Higher

Topic	Standard	Underlined	Bold
Algebraic Proof			Language of proof: odd, even, product, sum, integer, consecutive, square, difference etc.
			Solve 'Show that' and proof questions using consecutive integers ($n, n + 1$), squares a^2, b^2 , even numbers $2n$, odd numbers $2n + 1$
Solving Quadratics & Further SE		Solve quadratic equations algebraically by factorising (no rearrangement required)	Solve quadratic equations (that also require rearrangement) by factorising, completing the square and by using the quadratic formula
		Find approximate solutions to quadratic equations using a graph	Solve linear/quadratic simultaneous equations
			Solve quadratic equations arising from algebraic fraction equations
			Be able to identify from a graph if a quadratic equation has any real roots
			Solve linear/circles simultaneous equations
Functions			Find $f(x) + g(x)$ and $f(x) - g(x)$, $2f(x)$, $f(3x)$ etc. algebraically
			Find the inverse of a linear function
			Know that $f^{-1}(x)$ refers to the inverse function
			Composite functions - for two functions $f(x)$ and $g(x)$, find $gf(x)$
Iteration			Find approximate solutions to equations numerically using iteration
			Use iteration with simple converging sequences

Quadratic Inequalities			Sketch a graph of a quadratic function, by factorising or by using the formula, identifying roots, y-intercept and turning point by completing the square
			Solve quadratic inequalities in one variable, by factorising and sketching the graph to find critical values
			Represent the solution set for inequalities using set notation, i.e. curly brackets and 'is an element of' notation e.g. the solution set of $x^2 - 3x - 10 < 0$ as $\{x: x < -3\}$ $\{x: x > 5\}$
Half Term 8 Content – Higher			
Topic	Standard	Underlined	Bold
Bearings & Scale Drawings	Interpret maps and scale drawings		
	Estimate lengths using a scale diagram		
	Make an accurate scale drawing from a diagram		
	Know and use compass directions		
	Use three-figure bearings to specify direction		
	Mark on a diagram the position of point <i>B</i> given its bearing from point <i>A</i>		
	Give a bearing between the points on a map or scaled plan		
	Given the bearing of a point <i>A</i> from point <i>B</i> , work out the bearing of <i>B</i> from <i>A</i>		
	Use accurate drawing to solve bearings problems		
	Solve locus problems including bearings		
Circle Theorems			Apply and prove the standard circle theorems concerning angles, radii, tangents and chords, and use them to prove related results:

			<ul style="list-style-type: none"> • The angle subtended by an arc at the centre of a circle is twice the angle subtended at any point on the circumference; • the angle in a semicircle is a right angle; • the perpendicular from the centre of a circle to a chord bisects the chord; • angles in the same segment are equal; • alternate segment theorem; • opposite angles of a cyclic quadrilateral sum to 180°; • understand and use the fact that the tangent at any point on a circle is perpendicular to the radius at that point;
Further Trigonometry & Trigonometric Graphs			Sine rule and cosine rule
			Area of a triangle using trigonometry. Also use to find sides or angles of any triangle
			Sketch and interpret graphs of the trigonometric functions $y = \sin x$, $y = \cos x$ and $y = \tan x$
			Apply sine and cosine rule to questions involving bearings
			Trigonometry in 3D configurations