

ARMTHORPE ACADEMY

LONG-TERM PLAN SPRING 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					
Spring 1	Component 1: Narrative and Fiction Reading Narrative - <i>Developing plot ideas for anecdotal narratives, writing a narrative in timed conditions, redrafting paragraphs, how to create tension, how to use direct speech and create a sense of setting.</i> Reading – <i>students will undergo a series of walking talking questions where the process is modelled and replicated by students.</i>	Formative Writing Assessment: Students to produce a 450-600 word narrative in timed conditions from a choice of four unseen titles.	After developing their own narrative style in Year 9, pupils will now refine their skills to fit to the requirements of the exam. In Autumn 2, students are briefly introduced to the Component 1 Reading section for their mock, but now the skills are taught in more detail through specific steps and refined and practised through teacher modelling and a gradual reduction in scaffolding throughout the unit to build independence.	Presents Expresses Exemplifies Signifies Highlights Criticises Disputes	Fiction trigger Ellipsis Reader response Narrative arc Transformation
Spring 2	Component 2: Reading <i>Selecting information from a text, inference, language analysis, structure, 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 identify priorities to work on in the final half term.	The Component 2 writing tasks are continually revisited through fortnightly homework pieces so now the Component 2 reading section is returned to. There is a focus in this unit on the skills of synthesis and comparison as these are the questions that students find most challenging in timed conditions.	Implies Represents Symbolises Indicates Convinces Establishes Subverts Delineates	Attitude Viewpoint Argument Balance Judgement
French					
Spring 1	Un oeil sur le mond (World) - Being able to identify problems facing the world, -being able to discuss how to protect the environment - being able to discuss ethical shopping and volunteering	Vocabulary test End of unit test reading and speaking Homework	GCSE topic	<i>Tier 2:</i> <i>Definition, identify, similar, categorise, culture, text, justification, justify, gender, adapt, paragraph, analyse, predict, penpal</i> <i>Tiers 3:</i>	

Spring 2	Revision Speaking focus	GCSE exam – Speaking		<i>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,</i> <i>French specific vocabulary – see folder</i>
Geography				
Spring 1	Water management 3.3.1 Why does supply and demand for water vary over time and space? 3.3.2 What happens when demand for water exceeds supply? 3.3.3 What are the challenges of managing water supplies?	Low stakes testing as starters and plenaries to check key words and low mark answers END OF THEME 3 EXAM	This fits last as it reflects the consequences of climate change and desertification	Over abstraction Aquifers Drought Transpiration Evapotranspiration Water footprint
Spring 2	Fieldwork and Revision			
History				
Spring 1	REVISION: Order of units and proportion of time spent to be finalised after PPEs. Default: Changes in Health & Medicine Elizabethan England			
Spring 2	USA Development of Germany			

Health & Social Care				
Spring 1	Revision of component 3 Component 2- Health and Social Care Services and Values (learning aim B content). The 7 Care Values that underpin services Applying the care values Working together with other services Making mistakes Review of own application of care values Receiving feedback and using feedback to improve.	Feb first entry for component 3 external exam	To demonstrate the application of care values in a range of settings and to understand the importance in everyday life when working with others in any setting. Learning to adapt in specific situations with a range of individuals. Learn the ability to identify mistakes and to learn from these to improve and the ability to make realistic justified suggestions to improve.	Spring 1
Spring 2	Start and completion of second assignment for component 2. Content carriers on from Spring 1	Assignment 2.2 Learning aim B: Demonstrate care values and review own practice. Set as homework and also afterschool club available every Wednesday to ensure students are on task for completion of their assignment.	Learning aim B to be taught, then assignment to follow to allow for ease of attainment and completion of their assignments.	Spring 2
Travel and Tourism				
Spring 1	Revision of component 2 Component 2: Influences on Global Travel Aim C- Destination management Tourism development The role of local and national governments in destination management The importance of partnerships in destination management	Entry for component 3 external exam. Assignment 2.3 Learning aim C: Consider how destinations change over time and how this is managed, the characteristics of emerging and mature destinations, how tourism may have impacted on the culture of a	Students will look at the appeal and characteristics of some global destinations and how they change over time such as transport links, traditional lifestyles of local cultures etc. They will understand that increased numbers of visitors and the development of visitor's facilities, amenities and infrastructure may influence destinations negatively or positively through Butler's Tourist Area Life Cycle (TALC) model.	Hub Connectivity Government subsidy Zero-hours contract Jobseeker's Allowance Tax Credits Destination management organisation Rejuvenation

		mature destination and the appeal of emerging destinations for tourists. Set as homework and afterschool club available every Tuesday to ensure students are on task for completion of their assignment.	They will understand the important role of the governments in developing and encouraging tourism as well as destination management and how partnerships of organisations can ensure destinations are managed effectively for the benefit of visitors, local communities and environments for the future, as well as the advantages and disadvantages of partnership working.	
Spring 2	Start and completion of second assignment for component 3. Explore how to meet the needs and references of travel and tourism customers Content carries on from Spring 1 Providing travel and tourism products and services to meet different customers' needs and preferences Planning a holiday to meet customer needs and preferences	Assignment 2.2 Learning aim B: Explore how to meet the needs and references of travel and tourism customers Consider how selected products or services meet customer needs and preferences of customers in given scenarios, with valid examples, assess customer needs and preferences to select appropriate products and services and produce a holiday plan. Set as homework and afterschool club available every Tuesday to ensure students are on task for completion of their assignment.	Learning aim B to be taught, then assignment to follow to allow for ease of attainment and completion of their assignments.	

Business Studies				
Spring 1	Students to be working on the internal assessment project. 21 hours in total.			
Spring 2				
ICT Computer Science				
Spring 1	1.8 Ethical, legal, cultural & environmental issues - Revision 2.4 Computational Logic - Revision 2.1 Algorithms			
Spring 2	Revision – Exam questions			
Art and Design				
Spring 1 Spring 2 Summer 1	GCSE EXTERNAL SET ASSIGNMENT Students are to choose a theme provided by AQA and produce a body of work. Teacher to support and guide choice of themes. Students will succeed in evidencing the following assessment objectives by: AO1 – Develop: Produce key information of the artists practice – the media they use, describe their work and articulate your thoughts and opinions about it.	Summative and cumulative assessment that follows AQA assessment criteria: AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	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 requirements of all four assessment objectives	Colour Natural Lively Subtle Clashing Depressing Bright Deep Earthy Harmonious Intense Saturated Vibrant Dull Flat Pale Mellow

	- Produce an accurate artist copy, working in the same media as your chosen artist. - Collect and present relevant imagery associated with theme Use keywords to describe and express your theme. - Mind map of your chosen theme. AO2 - Refine - Students to engage in a variety of media: pencil drawings, paintings, collages, printing, editing of photographs, ink or 3D approaches. - Students to produce realised intentions responding to their theme. AO3 - Record - 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. - Students to produce observational drawings of/inspired by their photographs and ideas. - Students to formulate ideas and produce a final piece plan, ensuring it is influenced by their	AO3: Record ideas, observations and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. - Students assessed through one to one regular tutorial style sessions. - Teacher and student waggles. - Peer and group assessment. - Questioning – sharing of ideas, understanding and knowledge.	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 Matte Mark making Hatching Sketchy Tranquil Romantic Depressed Energetic
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	research and exploration of materials and processes. AO4 – Present Students to produce confident and resolved final piece/s that respond to their chosen theme.			Thought-Provoking 2D Stylized 3D Geometric Linear Urban Industrial Fantasy Imaginary Invented Mythological Figurative Portrait Interiors Landscape Seascape Still life Commercial Industrial
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Hospitality & Catering

Spring 1	- Recap – LO4 AC 4.1 Describe how food cause ill health. - Recap AC 4.2 Describe the role of the EHO. - Recap – LO4 AC 4.3 Describe food safety legislation. - Recap – AC 4.4 Describe common types of food poisoning, AC 4.5 Describe symptoms of food induced ill health.	- Teacher led lessons. - Power point presentations. - Class notes - Worksheets - Text books	Students will need this information to understand the links between food poisoning and legislation. This also links to the role of an EHO and what powers they have.	Most vocabulary will be linked to prior learning, concentrating on subject specific terminology which will benefit the students when answering questions and completing coursework.
Spring 2	Unit 1 – LO5 - Recap AC 5.1 Review options for H&C provision. - Recap –Unit 1 LO5 AC 5.2 Recommend options for hospitality provision. MOCK EXAM MOCK EXAM	- Past exam papers - Power point presentations - Text books - Revision booklet	Student will recap on prior learning to help with their revision. Being able to answer higher mark questions and what techniques to use to gain higher marks.	Most vocabulary will be linked to prior learning, concentrating on subject specific terminology which will benefit the students when answering exam questions.

Sports Studies

Spring 1	Media in sport (R054) unit: • LO3 - Understand negative effects that the media can have on sport • LO4 - Understand the relationship between sport and the media	• Assessment via coursework: written assignments with real life examples (students' own research required)	<u>Links to prior learning:</u> • Contemporary issues in sport (R051): Media coverage can have a range of negative effects in sport/popularity/participation, the promotion of values and the hosting of major sporting events. Also, sport uses the media to gain more coverage, money and participation. • Developing sport skills (R052): The media shows increased scrutiny on officials and negative behaviours show in in sport by players and spectators. • Sports leadership (R053): Some sports leaders may get a disproportionate amount of media coverage because of their less desirable qualities and styles of leadership. This generates a lot of stories in the media being reported.	• Spectatorship • Dominate • Saturation • Commodity • Revenue • Sponsorship and advertising • Adoption and rejection • Scrutiny
Spring 2	Media in sport (R054) unit: • LO4 - Understand the relationship between sport and the media • LO5 - Be able to evaluate media coverage of sport	• Assessment via coursework: written assignments with real life examples (students' own research required). Students will also compare two newspaper stories to support their work	<u>Links to prior learning:</u> • Contemporary issues in sport (R051): Sport uses the media to gain more coverage, money and participation. 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.	• Commodity • Revenue • Sponsorship and advertising • Adoption and rejection • Influence • Potential bias • Tone and language • Notoriety • Scrutiny and criticism • Features • Representation • Extent

			• Sports leadership (R053): Some sports leaders may get a disproportionate amount of media coverage because of their less desirable qualities and styles of leadership. This generates a lot of stories in the media being reported.	
Sports Science				
Spring 1	The body's response to physical activity (R043) unit: • LO1 - Know the key components of the musculo-skeletal and cardio-respiratory systems, their functions and roles • LO2 - Understand the importance of the musculo-skeletal and cardio-respiratory systems in health and fitness	• Assessment via coursework: a written assignment and labelling of the main body systems	<u>Links to previous learning:</u> • Reducing the risk of sports injuries (R041) – Consideration of factors which can influence the risk of injury (health of the musculo-skeletal and cardio-respiratory systems), appropriate warm ups and cool downs and different types of injuries and medical conditions will provide useful knowledge and context for studying body systems in more detail. • Applying principles of training (R042) – The structure and function of body systems are intrinsically linked to fitness components. • Sports nutrition (R055) – Poor diet can affect how the body responds to exercise.	• Musculo-skeletal • Function • Cardio-respiratory • Components • Flexion • Extension • Mechanism • Respiration • Prevention • Posture • Osteoporosis
Spring 2	The body's response to physical activity (R043) unit: • LO3 - Be able to assess the short-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems	• Assessment via coursework: a written assignment and practical work with witness statements and log books	<u>Links to previous learning:</u> • Reducing the risk of sports injuries (R041) – Links to factors which influence injury, warm-ups and cool downs (which produce examples of some of the short term effects); understanding these	• Musculo-skeletal • Cardio-respiratory • Adrenaline • Concentration • Fatigue • Outcomes • Subjective

			will help identify methods of treatment. • Applying principles of training (R042) – Understanding the short term effects of exercise would be applied in selecting relevant training methods and conducting fitness tests. • Sports nutrition (R055) – 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.	
Performing Arts				
Spring 1	<u>Component 2: Developing Skills and Techniques in the Performing Arts</u> <u>Component 3: Responding to a Brief</u> (Brief is usually released at the end of January) Learning Aim A - Developing ideas in response to a brief Learning Aim A1	During this half term some lessons would be dedicated to finishing and improving component 2. A1: Students to keep a written log of how they have responded to the brief.	After completing the written coursework students will submit and then have the opportunity to re-submit. Time will be given to improve written work before the re-submission date. This is the third component of the three students must complete. Students have explored and researched different aspects of performing arts and then developed and applied skills and techniques to rehearsals and performances. They are now going to use all of this knowledge to complete component 3.	Exploration Requirements Parameters Response Explore Generate Intentions Practitioner Target audience Effective Contributions Demonstrate Reflect

Spring 2	Learning Aim B - Selecting and developing skills and techniques in response to a brief Learning Aim B1	B1: Students to keep a written log of how they have selected and developed relevant skills and techniques to respond to a brief. Students to perform and record their performance in response to the brief.	Component 3 is an ongoing developmental process where students must keep a written log/diary as evidence. <u>Links to careers:</u> • Actor • Singer • Dancer • Designer (costume/lighting/set) • Theatre manager • Community Arts worker • Drama therapist	Exploration Requirements Parameters Response Explore Generate Intentions Practitioner Target audience Effective Contributions Demonstrate Reflect
	Learning Aim C - Contributing to a workshop performance Learning Aim C1	C1: Students to demonstrate and keep a written log how they have used appropriate skills for their performance.		
	Learning Aim C2	C2: Students to demonstrate and keep a written log of how they have worked effectively with others.		
	Learning Aim C3	C3: Students to demonstrate and keep a written log how they have communicated their ideas through a performance.		
PSHE				
Spring 1	<u>Choice</u> Contraception 1. Religious beliefs on contraception	<i>Exit pass at the end of each lesson – these must be</i>	During this topic, students will learn about a range of ethical and emotive issues that they will no doubt find	Contraception Euthanasia Abortion

	2. Contraception should be available to under 16s without parental permission Euthanasia 3. Sanctity of life and views on suicide in a variety of religions 4. Euthanasia should be legal in the UK Abortion 5. Pro-life/pro-choice argument including (R27) The current legal position on abortion 6. Women should be entitled to an abortion with no questions asked.	<i>stored by class teacher as evidence.</i>	interesting and how different religions view them. They will also be using and developing their debating skills to construct and demonstrate an argument, even if they don't believe in it themselves.	Pro-life/ pro-choice
Spring 2	Your next steps 1. Colleges and sixth form 2. Part time work 3. Work experience 4. Apprenticeships and minimum wage 5. Universities and student loans 6. The world of work	<i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i>	Students will shortly be leaving Armthorpe Academy and therefore need to be aware of everything available to them and what they need to be doing in order to achieve their specific goals.	Zero hour contract Minimum wage Apprenticeship Student loan University
Science				
Spring 1 Spring 2	Revision			
Maths – see below				

Y11 Foundation Maths

Half Term 9 Content - Foundation			
Topic	Standard	Underlined	Bold
Transformations	Reflection and rotation symmetry	Enlargements with a fractional scale factors	
	Transformations - rotation, reflection, translation, enlargement (with a positive scale factor)		
	Identify the equation of a line of symmetry		
	Identify the scale factor of an enlargement of a shape as the ratio of the lengths of two corresponding sides, simple integer scale factors, or simple fractions		
Congruence	Identify congruent shapes by eye	Congruence criteria for triangles (SSS, SAS, ASA, RHS)	
	Understand that distances and angles are preserved under reflections, so that any figure is congruent under this transformation	Solve angle problems involving congruence	
Vectors		Addition and subtraction of vectors, multiplication of vectors by a scalar, and diagrammatic and column representations of vectors	
		Be able to represent information graphically given column vectors	
		Identify two column vectors which are parallel	

Similar Shapes	Understand that similar shapes are enlargements of each other and angles are preserved – define similar in this unit	Apply the concepts similarity, including the relationships between lengths in similar figures	
	Identify shapes which are similar; including all circles or all regular polygons with equal number of sides	Understand similarity of triangles and of other plane shapes, use this to make geometric inferences, and solve angle problems using similarity	
		Understand the effect of enlargement on perimeter of shapes	
		Solve problems to find missing lengths in similar shapes	
Half Term 10 Content - Foundation			
Topic	Standard	Underlined	Bold
Revision Programme			

Y11 Higher Maths

Half Term 9 Content - Higher

Topic	Standard	Underlined	Bold
Statistics (further)			Draw and interpret Histograms
			Cumulative frequency graphs
			Draw, interpret and compare Box plots
			Range, quartiles and inter-quartile range
Transformations	Reflection and rotation symmetry	Enlargements with a fractional scale factors	Enlargement - negative scale factors
	Transformations - rotation, reflection, translation, enlargement (with a positive scale factor)		Describe the changes and invariance achieved by combinations of rotations, reflections and translations
	Identify the equation of a line of symmetry		
	Identify the scale factor of an enlargement of a shape as the ratio of the lengths of two corresponding sides, simple integer scale factors, or simple fractions		
Congruence	Identify congruent shapes by eye	Congruence criteria for triangles (SSS, SAS, ASA, RHS)	
	Understand that distances and angles are preserved under reflections, so that any figure is congruent under this transformation	Solve angle problems involving congruence	
Vectors		Addition and subtraction of vectors, multiplication of vectors by a scalar, and diagrammatic and column representations of vectors	Solve geometric problems in 2D where vectors are divided in a given ratio
		Be able to represent information graphically given column vectors	Produce geometrical proofs to prove points are collinear and vectors/lines are parallel

		Identify two column vectors which are parallel	
Half Term 10 Content – Higher			
Topic	Standard	Underlined	Bold
Gradients (Further), and area under a graph			Recognise and use the equation of a circle with centre at the origin
			Find the equation of a tangent to a circle at a given point, by: - Finding the gradient of the radius that meets the circle at that point (circles all centre the origin) - Finding the gradient of the tangent perpendicular to it - Using the given point
			Estimate area under a quadratic or other graph by dividing it into trapezia. Interpret the results in cases such distance–time graphs, velocity–time graphs and graphs in financial contexts
			Interpret the gradient of linear or non-linear graphs, and estimate the gradient of a quadratic or non-linear graph at a given point by sketching the tangent and finding its gradient
			Interpret the gradient of non-linear graph in curved distance–time and velocity–time graphs
Kinematics			Use kinematics formulae from the formulae sheet to calculate speed, acceleration, etc. (with variables defined in the question)

Graphical transformations			Translations and reflections of functions: • apply to the graph of $y = f(x)$ the transformations $y = -f(x)$, $y = f(-x)$ for linear, quadratic, cubic functions • apply to the graph of $y = f(x)$ the transformations $y = f(x) + a$, $y = f(x + a)$ for linear, quadratic, cubic functions • apply to the graph of $y = f(x)$ the transformations $y = -f(x)$, $y = f(-x)$ for sine, cosine and tan functions $f(x)$ • apply to the graph of $y = f(x)$ the transformations $y = f(x) + a$, $y = f(x + a)$ for sine, cosine and tan functions $f(x)$
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