BOA

CREATIVE, DIGITAL & PERFORMING ARTS ACADEMY

Y11 curriculum booklet

Artsmark Platinum Award
Awarded by Arts Council England

BOA GROUP
imagine everything

@imagine_boa
/imagineboa

Dear Parents/Carers,

Re: Year 11 Curriculum Booklet 2025 - 2026

Welcome to **Birmingham Ormiston Academy's Year 11 Curriculum Booklet**, which outlines the content of all courses studied by our current Year 11 students.

I hope you find this booklet both **informative** and **helpful** in supporting your child's learning journey.

The purpose of this booklet is to share **learning maps** for all Year 11 courses. These maps provide a clear overview of each subject and include:

- Unit titles and dates of study
- Subject exam board information
- Assessment details and key requirements
- Starting points (assumed prior learning), the sequence of learning objectives (building knowledge and skills), and desired end points (key assessment outcomes)
- Independent study plans and expectations

At Birmingham Ormiston Academy, we pride ourselves on delivering a **curriculum tailored to the individual needs** of our students. This approach ensures they are well-prepared for a wide range of opportunities at post-16. While some subjects remain compulsory as part of the **National Curriculum**, students are also able to select courses that reflect their **interests, strengths, and aspirations**.

As the academic year progresses, there may be **minor updates** to the curriculum outlines and assessment plans included in this booklet. Any significant changes will, of course, be communicated with you in advance.

I would like to wish your son or daughter **every success** during this important examination year.

Best wishes,

Chris Mitchell
Vice Principal

Contents Page

Table of Contents

The Key Stage 4 Curriculum at BOA

What subjects are offered in Years 10 and 11?
The curriculum at BOA combines compulsory subjects with a specialist pathway course and two additional GCSE option subjects. The academy meets the requirements of the National Curriculum and offers the option to follow the English Baccalaureate.

The Specialisms:
Students study for a BTEC Level 2 Tech Award in their chosen pathway. The BTEC is a specialist vocational qualification highly valued by industry and higher education. It encourages and stimulates students' achievement through practical learning and forms of assessment based on applied knowledge and understanding of the relevant subject area. BTEC courses provide considerable opportunities for teamwork and in-depth study based on specialist activities. The BTEC Level 2 Tech Awards are equivalent to one GCSE qualification. Students are also given the chance to take complementary skills awards, such as the Arts Awards, LAMDA Acting Awards or the IDTA Dance Awards, to strengthen their abilities within specific disciplines.

The specialist pathways on offer at BOA for September 2025 are as follows:

Creative Arts
- BTEC Level 2 Tech Award in Art & Design Practice

Performing Arts
- BTEC Level 2 Tech Award in Music Practice
- BTEC Level 2 Tech Award in Performing Arts: Acting
- BTEC Level 2 Tech Award in Performing Arts: Dance
- BTEC Level 2 Tech Award in Performing Arts: Musical Theatre

The Compulsory Subjects:
In Year 10, all students will study the following compulsory subjects:

1. English Language and English Literature (2 GCSEs)
2. Mathematics (1 GCSE)
3. Combined Science (2 GCSEs)
4. Citizenship Studies (1 GCSE)
5. Physical Education - Core PE: 'Maintaining a Healthy Lifestyle' (non-exam course)
6. RSE (non-exam course)

GCSE Option Subjects:
Students choose two further subjects from the following lists of GCSE options to broaden their learning:

Option Block A:	**Option Block B:**
Art	Art
Dance	Dance
French	Geography
Geography	History
History	Media Studies
Media Studies	Music
Triple Science	Spanish

Overview of Assessment

Vocational Qualifications (BTEC Level 2 Tech Award)

Vocational courses that underpin the specialist pathways at BOA provide experiences and education relevant to working life. You will develop your knowledge, skills and understanding across a broad vocational area, and will also gain experience of work in that area. BTEC courses are assessed mainly through evidence collated in portfolios, but external examinations also contribute significantly.

GCSEs (General Certificate of Secondary Education)

GCSE courses are taught over a two-year period and are started in Year 10. Assessment of GCSE can be via a combination of external examinations and non-exam assessments, all of which are completed under supervised conditions in the academy. The balance between exam and non-exam varies from subject to subject and has been outlined in the 'Assessment by Subject' table on the following page. It is no longer possible to enter students for module / units throughout Year 10 and Year 11, and students will not be able to re-sit modules / units throughout Year 10 or Year 11.

GCSE Citizenship

Since September 2020, all maintained schools and academies must ensure that they deliver RE (relationships education), RSE (relationships and sex education) and PHSE (personal, health, social and emotional education) as part of the curriculum. As GCSE Citizenship enables teachers to deliver large sections of the content outlined in the statutory guidance, all students at BOA are entered for the qualification.

Assessment by Subject

You will have chosen a combination of subjects that provides the right amount of challenge and gives you the best chance for success. The subject descriptions in the following table indicate the methods of assessment for all subjects on offer at BOA:

Subject	Assessed by external examination	Non-exam assessment
BTEC Level 2 Tech Award in Art & Design	40%	60%
BTEC Level 2 Tech Award in Music Practice	40%	60%
BTEC Level 2 Tech Award in Performing Arts – Acting	40%	60%
BTEC Level 2 Tech Award in Performing Arts – Dance	40%	60%
BTEC Level 2 Tech Award in Performing Arts – Musical Theatre	40%	60%
GCSE Art & Design	40%	60%
GCSE Citizenship Studies	100%	-
GCSE Dance	40%	60%
GCSE English Language	100%	-
GCSE English Literature	100%	-
GCSE French	100%	
GCSE Geography	100%	-
GCSE History	100%	-
GCSE Mathematics	100%	-
GCSE Media Studies	70%	30%
GCSE Music	40%	60%
GCSE Combined Science (Double Award)	100%	-
GCSE Spanish	100%	25%
GCSE Triple Science	100%	-

The Key Stage 4 Curriculum – in brief:

The table below condenses the information provided throughout this booklet and provided a clear overview of the curriculum offer at Key Stage 4, along with details of qualifications and time allocation per subject:

Subject	Qualification	Time allocation
GCSE English and GCSE English Literature	2 GCSEs	5 hours per week
GCSE Mathematics	1 GCSE	4.5 hours per week
GCSE Combined Science	2 GCSEs	5 hours per week
Pathway	BTEC Award (1 GCSE)	6.5 hours per week
GCSE Option 1	1 GCSE	2.5 hours per week
GCSE Option 2	1 GCSE	2.5 hours per week
Citizenship Studies	1 GCSE	2 hours per week
Physical Education	Non-exam	1 hour per week
TOTAL	Equivalent of 9 GCSEs	29 hours per week

CORE SUBJECT

ENGLISH LANGUAGE AND LITERATURE (GCSE)

Y11

Y11- LEARNING MAP: Literature Paper 1 – Macbeth

Dates of Study:	Term 1 – 7 weeks	**Exam Board:**	AQA
Assessments:	Formal GCSE essay practice (open book) at the end of the term	**Qualification Code:**	8702
		Tier:	N/A
Additional Information:	Students to complete an analytical paragraph in relation to the sequence question before moving to the next		

CREATIVE, DIGITAL & PERFORMING ARTS ACADEMY

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Demonstrate Knowledge & Understanding*
Consolidated through bell tasks and diagnostic questioning	Understand some dramatic devices and linguistic techniques Understand narrative structure and purpose	Be able to discuss the purpose and function of linguistic and poetic methods and structure in a formal essay structure Be able to construct a basic line of argument

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
1.1	Act 1, Scene 1	How does Shakespeare present the Witches?
1.2	Act 1, Scene 3	How does Shakespeare explore the effects of the supernatural in *Macbeth*?
1.3	Act 1, Scene 5	How does Shakespeare explore the theme of ambition in the presentation of Lady Macbeth?
1.4	Act 1, Scene 7	How does Shakespeare present Macbeth's doubts ahead of the murder?
1.5	Act 2, Scene 2	How does Shakespeare explore the theme of guilt?
1.6	Act 3, Scene 1	How does Shakespeare create an atmosphere of suspicion?
1.7	Act 3, Scene 2	How is the relationship between Macbeth and Lady Macbeth shown to change?
1.8	Act 3, Scene 4	How is Macbeth's changing state of mind conveyed?
1.9	Act 4, Scenes 1-2	How does Shakespeare convey Macbeth's tyrannical behaviour?
1.10	Act 5, Scene 1	How does Shakespeare convey the torment of grief?
1.11	Act 5, Scenes 2-9	How does Shakespeare present the restoration of order?

Independent Study Plan

See Independent Study addendum. (Resources > SoLs > Independent Study > Y11 Aut 1)

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	• An understanding of the central ideas presented by Shakespeare • An understanding of some variety of methods used by Shakespeare and how to write about them • A secure understanding of the requirements of the Shakespeare section of the course • A development in essay style from prior units
Desired Outcomes for Most Students	• A thorough understanding of both central and nuanced ideas within Macbeth • A secure understanding of a wide variety of methods used by Shakespeare and how to write about them thoughtfully • A secure understanding of the requirements of the Shakespeare section of the course, and able to articulate these thoughtfully when writing

Y11- LEARNING MAP: Language & Literature Paper 1

Dates of Study:	Term 2 – 7 weeks	**Exam Board:**	AQA
Assessments:	Mock exam practice during Nov series	**Qualification Code:**	8700 / 8702
		Tier:	N/A
Additional Information:	Students to complete an analytical paragraph in relation to the sequence question before moving to the next		

CREATIVE, DIGITAL & PERFORMING ARTS ACADEMY

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Demonstrate Knowledge & Understanding*
Consolidated through bell tasks and diagnostic questioning	Recall key plot points of A Christmas Carol and Macbeth Recall key linguistic devices and narrative structures	Be able to form a line of argument in relation to texts Be able to discuss writer's intentions and purpose in craft Be able to apply context to writer's purpose

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
2.1	ACC – Revising Stave 1	How does Charles Dickens introduce the character of Scrooge and begin to explain his behaviour?
2.2	ACC – Revising Stave 2	How does Charles Dickens explore the theme of regret?
2.3	ACC – Revising Stave 3	How does Charles Dickens highlight the problems in Victorian society?
2.4	ACC – Revising Stave 4-5	How does Charles Dickens present Scrooge's redemption?
2.5	Lang 1 – Q1-2	How can I present my own ideas about a fiction extract?
2.6	Lang 1 – Q3	How can I identify structural features and discuss them in a detailed fashion?
2.7	Lang 1 – Q4	How can I evaluate a text and present my ideas in a detailed fashion?
2.8	Lang 1 – Q5	How can I engage a writer in creative writing and demonstrate craft?
2.9	Macbeth – Context and Characters	How can I make relevant connections between contexts and characters?
2.10	ACC – Context and Characters	How can I make relevant connections between contexts and characters?

Independent Study Plan

See Independent Study addendum. (Resources > SoLs > Independent Study > Y11 Aut 2)

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	• An understanding of the central ideas presented by writers • An understanding of some variety of methods used by writers and how to write about them • A secure understanding of the requirements of Literature Paper 1 and Language Paper 1 • A development in essay style from prior units
Desired Outcomes for Most Students	• A thorough understanding of both central and nuanced ideas presented by both studied and new authors • A secure understanding of a wide variety of methods used by authors and how to write about them thoughtfully • A secure understanding of the requirements of Literature Paper 1 and Language Paper 1, and able to articulate these thoughtfully when writing

Y11- LEARNING MAP: Language & Literature Paper 2

Dates of Study:	Term 3 – 6 weeks	**Exam Board:**	AQA
Assessments:	Mock exam practice during Feb series	**Qualification Code:**	8700 / 8702
		Tier:	N/A
Additional Information:	Students to complete an analytical paragraph in relation to the sequence question before moving to the next		

CREATIVE, DIGITAL & PERFORMING ARTS ACADEMY

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Demonstrate Knowledge & Understanding*
Consolidated through bell tasks and diagnostic questioning	Recall key plot points of An Inspector Calls Recall main ideas and contexts of Power and Conflict poetry Recall key rhetorical devices and viewpoint structures	Be able to form a line of argument in relation to texts Be able to discuss writer's intentions and purpose in craft Be able to apply context to writer's purpose

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
3.1	AIC – Act One	What are the key moments in Act 1 of *An Inspector Calls* and what are their significance?
3.2	AIC – Act Two	What are the key moments in Act 2 of *An Inspector Calls* and what are their significance?
3.3	AIC – Act Three	What are the key moments in Act 3 of *An Inspector Calls* and what are their significance?
3.4	Lang 2 – Q1-2	How can I summarise texts using inference?
3.5	Lang 2 – Q3-4	How can I analyse language to unpick writer's perspective and explain them?
3.6	Lang 2 – Q5	How can I plan an engaging article with linked ideas?
3.7	Lang 2 – Q5	How can I structure my articles coherently and engagingly?
3.8	AIC – Context Revision	How does J.B. Priestley's play reflect and comment upon social issues?
3.9	Poetry Practice – Nature / War / Power	How can I make relevant comparisons between poems from the anthology?
3.10	Unseen Poetry Practice	How can I develop a system for approaching unseen poems?
3.11	Unseen Poetry Practice	How can I respond to an unseen poetry question effectively?

Independent Study Plan

See Independent Study addendum. (Resources > SoLs > Independent Study > Y11 Spr 1)

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	• An understanding of the central ideas presented by writers • An understanding of some variety of methods used by writers and how to write about them • A secure understanding of the requirements of Literature Paper 2 and Language Paper 2 • A development in essay style from prior units
Desired Outcomes for Most Students	• A thorough understanding of both central and nuanced ideas presented by both studied and new authors • A secure understanding of a wide variety of methods used by authors and how to write about them thoughtfully • A secure understanding of the requirements of Literature Paper 2 and Language Paper 2, and able to articulate these thoughtfully when writing

Y11- LEARNING MAP: Literature– Overall Revision

Dates of Study:	Term 4-5 – 9 weeks	**Exam Board:**	AQA
Assessments:	At discretion of teacher – at least one GCSE style assessment to be completed	**Qualification Code:**	8702
		Tier:	N/A
Additional Information:	Teacher to use professional judgement in delivering revision material based on prior assessment results and student voice. Lessons may not be delivered in this sequence, dependent on student need.		

CREATIVE, DIGITAL & PERFORMING ARTS ACADEMY

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Demonstrate Knowledge & Understanding*
Consolidated through bell tasks and diagnostic questioning	Understand some dramatic devices and linguistic techniques Understand narrative structure and purpose Understand key plot points of all set texts	Be able to discuss the purpose and function of linguistic and poetic methods and structure in a formal essay structure Be able to construct a line of argument Be able to integrate context fluidly

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
4.1	The Tragic Genre	How does Shakespeare follow/subvert the conventions of tragedy?
4.2	Loyalty	How does Shakespeare explore the theme of loyalty in *Macbeth*?
4.3	Character Revision (Macbeth)	How does Shakespeare present the main characters of *Macbeth*?
4. 4	The Ghosts	How does Charles Dickens use the Ghosts to help Scrooge change his attitudes and behaviour?
4.5	Character Revision (ACC)	How does Dickens present the main characters of A Christmas Carol?
4.6	Contexts and Characters (ACC)	How can I make relevant connections between contexts and characters?
4.7	Contexts and Characters (AIC)	How can I respond successfully to a character question?
4.8	Themes Revision (AIC)	How can I respond successfully to a theme question?
4.9	Exploding Quotations	How can I ensure that my analysis is detailed and precise?
4.10	Revising the Essentials	How can I test my recall of the essentials for each poem?
4.11	Unseen Poetry Approaches	How can I articulate ideas regarding unseen poetry with confidence?

Independent Study Plan

See Independent Study addendum. (Resources > SoLs > Independent Study > Y11 Spr 2)

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	• An understanding of the central ideas presented by authors • An understanding of some variety of methods used by authors and how to write about them • A secure understanding of the requirements of the Literature course • A development in essay style from prior units
Desired Outcomes for Most Students	• A thorough understanding of both central and nuanced ideas presented by authors • A secure understanding of a wide variety of methods used by authors and how to write about them thoughtfully • A secure understanding of the requirements of the Literature course, and able to articulate these thoughtfully when writing

Y11- LEARNING MAP: Language Revision

Dates of Study:	Term 4-5 – 9 weeks	**Exam Board:**	AQA
Assessments:	At discretion of teacher – at least one GCSE style assessment to be completed	**Qualification Code:**	8700
		Tier:	N/A
Additional Information:	Teacher to use professional judgement in delivering revision material based on prior assessment results and student voice. Lessons may not be delivered in this sequence, dependent on student need.		

CREATIVE, DIGITAL & PERFORMING ARTS ACADEMY

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Demonstrate Knowledge & Understanding*
Consolidated through bell tasks and diagnostic questioning	Understand linguistic and rhetorical methods and their use Be aware of a range of fiction and non-fiction texts and narrative structures	Be able to utilize a range of linguistic techniques for effect Be able to produce a narrative plot with deliberate structure Be able to consider authorial methods and their effect

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
5.1	Writing with Style (Fiction)	How can I use linguistic devices to present my ideas in a convincing manner?
5.2	Writing for Form (Fiction)	How can I use conventions of form and structure to make my writing more compelling?
5.3	Skill Check (Fiction)	How can I deconstruct the work of others and present my ideas in a detailed way?
5.4	Writing with Style (Non-fiction)	How can I use rhetorical devices to present my ideas in a convincing manner?
5.5	Writing for Form (Non-fiction)	How can I use conventions of form and structure to make my writing more compelling?
5.6	Skill Check (Non-fiction)	How can I deconstruct the work of others and present my ideas in a detailed way?

Independent Study Plan

See Independent Study addendum. (Resources > SoLs > Independent Study > Y11 Spr1)

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	• A secure understanding of the requirements of the Language papers • A secure understanding of most skills required to both construct and deconstruct fiction and non-fiction work • To have engaged with a variety of diverse fiction and non-fiction texts
Desired Outcomes for Most Students	• A secure understanding of the requirements of the Language papers • A secure understanding of all skills required to both construct and deconstruct fiction work • To have engaged with a variety of diverse fiction and non-fiction texts, with increasing complexity

CORE SUBJECT

MATHEMATICS (GCSE)

Y11

Y11 LEARNING MAP – UNIT 1: Non-Calculator Methods

Dates of Study:	Term 1 – 2 weeks (4th – 12th September)	**Exam Board:**	Pearson Edexcel
Assessments:	- Students will also undertake some diagnostic assessments during this two-week period. These are designed to give students a clear indication of some specific targets for improvement as they begin year 11 and start to prepare for the first mock exams in November.	**Qualification Code:**	1MA1
		Tier:	Foundation and Higher
Additional Information:	Students will start Year 11 by consolidating and extending some key non-calculator methods and techniques, which may be important essential knowledge for some of the new content coming up during the year.		

CREATIVE, DIGITAL & PERFORMING ARTS ACADEMY

Mathematics

FOUNDATION PATHWAY – Class C2 & C3

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Essential skills & strategies*
Consolidated through Bell Tasks and Independent Learning	Understand that any fraction can be written as a decimal or percentage equivalent. Know simple fraction, decimal and percentage equivalents. Know and understand how to use the four rules with negative numbers. Know and understand the order of operations (BIDMAS).	Put decimals in order and compare using inequality symbols. Use the four rules correctly with positive and negative integers. Use a written method to multiply or divide large numbers. Find simple fractions or percentages of an amount without a calculator.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
1.1	Comparing and Ordering FDP	Convert fractions to decimals and percentages without a calculator and put them in order.
1.2	Percentages of an Amount	Find percentages and increase or decrease by a percentage without a calculator.
1.3	Money Problems	Use non-calculator methods to solve problems involving money.
1.4	Working with Negatives	Use the four rules to calculate with positive and negative integers.
1.5	BIDMAS Problems	Use the correct order of operations to work out a multi-step calculation.

Independent Study Plan

Week 1: Proportion (Consolidation via MathsWatch)

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 4)	• Be able to convert between fraction, decimals and percentage equivalents flexibly and put a mixture of these into increasing or decreasing order. • Be able to find a percentage of an amount by combining simple percentages without a calculator. • Be able to interpret and solve money problems in context, including problems involving increase or decrease by a percentage. • Be able to use the four rules with negative integers and apply these in context.
Desired Outcomes for Most Students (Target 5)	• Be able to use the correct order of operations when performing multi-step calculations, including those involving negative integers.

TARGET 5 PATHWAY – B Band & Class C1

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Essential skills & strategies*
Consolidated through Bell Tasks and Independent Learning	Know and understand how to use the four rules with negative numbers. Know and understand the order of operations (BIDMAS). Know the meaning of reciprocal and write down the reciprocal of an integer or fraction. Know the index laws $n^a \times n^b = n^{a+b}$, $n^a \div n^b = n^{a-b}$, and $(n^a)^b = n^{ab}$.	Use the four rules correctly with positive and negative integers. Use a written method to multiply or divide large numbers. Find simple fractions or percentages of an amount without a calculator. Convert a fraction into a percentage by making the denominator 10, 100 or 100. Use index laws to simplify expressions involving positive and negative integer indices.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
1.1	Percentages of an Amount	Find percentages and increase or decrease by a percentage without a calculator.
1.2	Percentage Change	Find one amount as a percentage of another and work out the percentage increase or decrease.
1.3	Money Problems	Use non-calculator methods to solve problems involving money.
1.4	Simplifying Indices	Use laws of indices to simplify a numerical or algebraic expression.

Independent Study Plan

Week 1: Proportion (Consolidation via MathsWatch)

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 4)	• Be able to find a percentage of an amount, or the percentage change by converting a fraction to a percentage. • Be able to interpret and solve money problems in context, including problems involving increase or decrease by a percentage.
Desired Outcomes for Most Students (Target 5)	• Be able to calculate the profit or loss as a percentage of the original amount. • Be able to use index laws to simplify expressions involving positive and negative integer indices and simple fractional indices.

HIGHER PATHWAY – A Band Classes

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Essential skills & strategies*
Consolidated through Bell Tasks and Independent Learning	Know the meaning of reciprocal and write down the reciprocal of an integer or fraction. Know that n^{-a} gives the reciprocal of n^a. Know the index laws $n^a \times n^b = n^{a+b}$, $n^a \div n^b = n^{a-b}$, and $(n^a)^b = n^{ab}$. Know that the square root of any number can be written in surd form. Know that any rational number can be written as a recurring decimal.	Use index laws to simplify expressions involving positive and negative integer indices. Simplify surds to the form $a\sqrt{b}$. Write simple recurring decimals as fractions with denominator 9, 99 or 999.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
1.1	Simplifying Indices	Use laws of indices to simplify a numerical or algebraic expression.
1.2	Fractional Indices 2	Evaluate any fractional or negative fractional power of a number.
1.3	Surds 2	Simplify expressions involving surds by expanding brackets.
1.4	Surds 3	Rationalise the denominator of a simple surd expression and simplify the result.
1.5	Recurring Decimals 2	Use an algebraic method to write any recurring decimal as a fraction.

Independent Study Plan

Week 1: Proportion (Consolidation via MathsWatch)

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 6)	• Be able to use index laws to simplify expressions involving positive and negative integer indices and simple fractional indices. • Be able to simplify expressions involving surds in single or double brackets. • Be able to rationalise a denominator in the form $\sqrt{b}$ or $a\sqrt{b}$.
Desired Outcomes for Most Students (Target 7)	• Be able to solve equations by writing expressions as a power of a particular base. • Be able to solve problems with surds e.g. finding the area of a rectangle with sides given in surd form, or finding a missing length by dividing by a surd expression. • Be able to use an algebraic method to write any recurring decimal as a fraction.

EXTENSION PATHWAY – Class A1 Only

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Essential skills & strategies*
Consolidated through Bell Tasks and Independent Learning	Know the meaning of reciprocal and write down the reciprocal of an integer or fraction. Know that n^{-a} gives the reciprocal of n^a. Know the index laws $n^a \times n^b = n^{a+b}$, $n^a \div n^b = n^{a-b}$, and $(n^a)^b = n^{ab}$. Know that the square root of any number can be written in surd form. Know that any rational number can be written as a recurring decimal.	Use index laws to simplify expressions involving positive and negative integer indices. Simplify surds to the form $a\sqrt{b}$. Simplify expressions involving surds in single or double brackets and rationalise a denominator in the form $\sqrt{b}$ or $a\sqrt{b}$. Write simple recurring decimals as fractions with denominator 9, 99 or 999.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
1.1	Fractional Indices 2	Evaluate any fractional or negative fractional power of a number.
1.2	Surds 2	Simplify expressions involving surds by expanding brackets.
1.3	Surds 3	Rationalise the denominator of a simple surd expression and simplify the result.
1.4	Surds 4	Rationalise a complex denominator by multiplying numerator and denominator by the conjugate.
1.5	Recurring Decimals 2	Use an algebraic method to write any recurring decimal as a fraction.

Independent Study Plan

Week 1: Proportion (Consolidation via MathsWatch)

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 7)	• Be able to use index laws to simplify expressions involving any combination of integer or fractional indices. • Be able to simplify expressions involving surds in single or double brackets and rationalise a denominator in the form $\sqrt{b}$ or $a\sqrt{b}$. • Be able to use an algebraic method to write any recurring decimal as a fraction.
Desired Outcomes for Most Students (Target 8-9)	• Understand the difference between rational and irrational numbers. • Be able to solve problems with surds e.g. finding the area of a rectangle with sides given in surd form, or finding a missing length by dividing by a surd expression. • Be able to convert recurring decimals to fractions in order to use them in a calculation, for example multiplying together.

Y11 LEARNING MAP – UNIT 2: Algebraic Expressions 2

Dates of Study:	Term 1 – 3 weeks (15th September – 3rd October)	**Exam Board:**	Pearson Edexcel
Assessments:	- Formative assessment is through Exam Practice lessons where students work on selected GCSE exam questions as they build towards the first mock exams. - They are given feedback on these questions and improvement then takes place through bespoke independent study tasks. - Students will complete the first full mock exam cycle in November.	**Qualification Code:**	1MA1
		Tier:	Foundation and Higher
Additional Information:	Having seen algebra used in different ways throughout Year 10, students will now learn more formal notation for formulae, functions and sequences and how to apply these to describe relationships in context, including those in science and humanities.		

CREATIVE, DIGITAL & PERFORMING ARTS ACADEMY

Mathematics

FOUNDATION PATHWAY – Class C2 & C3

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Essential skills & strategies*
Consolidated through Bell Tasks and Independent Learning	Understand the concepts of term-to-term and position-to-term rules for a sequence. Know the correct order of operations (BIDMAS). Understand the concept of a common difference in a linear sequence. Know how the multiple of n in an nth term rule relates to the term-to-term rule for a linear sequence.	Substitute numbers into a simple formula, using the order of operations correctly. Generate a number sequence using a term-to-term rule. Write a simple formula to describe a word problem. Find the nth term rule for an arithmetic sequence. Recognise and continue a sequence of square or triangle numbers or a geometric sequence.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
2.1	Changing the Subject 1	Rearrange a one- or two-step formula to change the subject.
2.2	Changing the Subject 2	Change the subject of formulae including indices and to solve real life problems.
2.3	Finding the Nth Term	Find and use the nth term rule for a linear sequence.
2.4	Reasoning with Linear Sequences	Use an nth term rule to determine whether a term appears in a sequence and describe and continue a sequence of geometric patterns.
2.5	Special Sequences	Recognise triangle, square, cube numbers and Fibonacci sequences.
2.6	Quadratic Sequences	Recognise and use simple quadratic sequences.

Independent Study Plan

Week 1: Angle Problems (Consolidation via MathsWatch)

Week 2: Algebra (Consolidation via MathsWatch)

Week 3: Area & Volume (Consolidation via MathsWatch)

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 4)	• Be able to change the subject of a formula, including one involving powers or roots. • Be able to find and use the nth term rule for an arithmetic sequence. • Be able to continue a sequence of triangular, square, or cube numbers or a Fibonacci-type sequence.
Desired Outcomes for Most Students (Target 5)	• Be able to recognise and distinguish between arithmetic, geometric and quadratic sequences. • Be able to solve algebraic problems involving Fibonacci sequences.

TARGET 5 PATHWAY – B Band & Class C1

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Essential skills & strategies*
Consolidated through Bell Tasks and Independent Learning	Understand the concept of a common difference in a linear sequence. Know how the multiple of n in an nth term rule relates to the term-to-term rule for a linear sequence. Know the meaning of the 'subject' of a formula.	Substitute numbers into a simple formula, using the order of operations correctly. Generate a number sequence using a term-to-term rule. Use a position-to-term rule to generate a linear sequence. Change the subject of a simple formula. Recognise and distinguish between arithmetic, geometric and Fibonacci sequences.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
2.1	Changing the Subject 1	Rearrange a one- or two-step formula to change the subject.
2.2	Changing the Subject 2	Change the subject of formulae including indices and to solve real life problems.
2.3	Finding the Nth Term	Find and use the nth term rule for a linear sequence.
2.4	Reasoning with Linear Sequences	Use an nth term rule to determine whether a term appears in a sequence and describe and continue a sequence of geometric patterns.
2.5	Special Sequences	Recognise triangle, square, cube numbers and Fibonacci sequences.
2.6	Quadratic Sequences	Recognise and use simple quadratic sequences.
2.7	Geometric Sequences	Recognise and use geometric sequences.

Independent Study Plan

Week 1: Angles & Bearings (Consolidation via MathsWatch)

Week 2: Algebra (Consolidation via MathsWatch)

Week 3: Area & Volume (Consolidation via MathsWatch)

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 4)	• Be able to change the subject of a formula, including one involving powers or roots. • Be able to find and use the nth term rule for an arithmetic sequence. • Be able to continue a sequence of triangular, square, or cube numbers or a Fibonacci-type sequence.
Desired Outcomes for Most Students (Target 5)	• Be able to recognise and distinguish between arithmetic, geometric and quadratic sequences. • Be able to solve algebraic problems involving Fibonacci sequences. • Be able to generate a simple geometric or quadratic sequence using an nth term rule.

HIGHER PATHWAY – A Band Classes

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Essential skills & strategies*
Consolidated through Bell Tasks and Independent Learning	Know the meaning of the 'subject' of a formula. Interpret an inverse function as the reverse process. Know how the multiple of n in an nth term rule relates to the term-to-term rule for a linear sequence. Know the definition of a Fibonacci sequence. Understand the concept of a common ratio in a geometric sequence. Know that a quadratic sequence can be related to the sequence of square numbers.	Write down the inverse of a simple function as an algebraic expression. Change the subject of a formula using an algebraic method. Find and use an nth term rule for a linear sequence. Generate a simple geometric or quadratic sequence using an nth term rule. Recognise and distinguish between arithmetic, geometric and Fibonacci sequences.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
2.1	Harder Rearranging	Rearrange a formula containing brackets or algebraic fractions where the subject appears twice.
2.2	Inverse Functions	Find an expression for $f^{-1}(x)$ using an algebraic method.
2.3	Composite Functions 1	Substitute values to find the output of a composite function.
2.4	Composite Functions 2	Find an algebraic expression for the composition of two functions.
2.5	Non-Linear Sequences	Recognise and continue simple geometric, quadratic and Fibonacci sequences.
2.6	Nth Term of a Quadratic Sequence	Find the nth term rule for any quadratic sequence using the second difference.
2.7	Iteration 1 – Recursive Iteration	Understand an iterative formula and calculate a sequence of values.
2.8	Iteration 2 – Estimating Solutions	Use the sign-change rule to locate a solution by trial-and-improvement.
2.9	Iteration 3 – Rearranging Iterative Formulae	Rearrange an equation to obtain a given form and use iteration to find a solution.

Independent Study Plan

Week 1: Angles, Bearings & Trigonometry (Consolidation via MathsWatch)

Week 2: Algebra (Consolidation via MathsWatch)

Week 3: Area & Volume (Consolidation via MathsWatch)

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 6)	• Be able to write down an inverse function $f^{-1}(x)$ and use an algebraic method to find the inverse. • Be able to find the output from a composite function $fg(x)$. • Be able to recognise a simple quadratic sequence related to square numbers and write down its nth term rule.
Desired Outcomes for Most Students (Target 7)	• Be able to find the inverse of functions involving brackets or algebraic fractions, where the variable appears twice. • Be able to find an algebraic expression for the composite function $fg(x)$. • Be able to find the nth term rule for any quadratic sequence by first considering the second difference. • Be able to use an iteration formula to calculate a sequence of values and understand that this sequence may in some cases converge to the solution of an equation.

EXTENSION PATHWAY – Class A1 Only

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Essential skills & strategies*
Consolidated through Bell Tasks and Independent Learning	Know the meaning of the 'subject' of a formula. Understand and use function notation f(x). Know the definition of a Fibonacci sequence. Understand the concept of a common ratio in a geometric sequence. Know that a quadratic sequence can be related to the sequence of square numbers.	Write down the inverse of a simple function as an algebraic expression. Change the subject of a formula using an algebraic method. Find and use an nth term rule for a linear sequence. Generate a simple geometric or quadratic sequence using an nth term rule. Recognise and distinguish between arithmetic, geometric, quadratic and Fibonacci sequences. Use a geometric formula to generate a sequence of terms growing exponentially.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
2.1	Harder Rearranging	Rearrange a formula containing brackets or algebraic fractions where the subject appears twice.
2.2	Inverse Functions	Find an expression for $f^{-1}(x)$ using an algebraic method.
2.3	Composite Functions 1	Substitute values to find the output of a composite function.
2.4	Composite Functions 2	Find an algebraic expression for the composition of two functions.
2.5	Nth Term of a Quadratic Sequence	Find the nth term rule for any quadratic sequence using the second difference.
2.6	Iteration 2 – Estimating Solutions	Use the sign-change rule to locate a solution by trial-and-improvement.
2.7	Iteration 3 – Rearranging Iterative Formulae	Rearrange an equation to obtain a given form and use iteration to find a solution.
2.8	Geometric Sequences & Compound Growth	Use a geometric sequence of values to model compounding of a proportional change.
2.9	Exponential Growth & Decay	Use an equation $y = ab^x$ to model exponential growth or decay and link the constants a and b to the features of the graph.

Independent Study Plan

Week 1: Angles, Bearings & Trigonometry (Consolidation via MathsWatch)

Week 2: Algebra (Consolidation via MathsWatch)

Week 3: Area & Volume (Consolidation via MathsWatch)

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 7)	• Be able to find the inverse of functions involving brackets or algebraic fractions, where the variable appears twice. • Be able to find an algebraic expression for the composite function $fg(x)$. • Be able to find the nth term rule for any quadratic sequence by first considering the second difference. • Be able to use an iteration formula to calculate a sequence of values and understand that this sequence may in some cases converge to the solution of an equation.
Desired Outcomes for Most Students (Target 8-9)	• Be able to solve equations involving composite and inverse functions • Be able to identify the common ratio from two given values in a geometric sequence, for example after 3 years and after 5 years. • Be able to rearrange an equation into a form where an iteration may be used and relate the solution to the original equation. • Be able to find and interpret the constants in an exponential function in the context of a growth or decay problem.

Y11 LEARNING MAP – UNIT 3: Properties of Shape 2

Dates of Study:	Term 1 & 2 – 4 weeks (6th October – 7th November)	**Exam Board:**	Pearson Edexcel
Assessments:	- Formative assessment is through Exam Practice lessons where students work on selected GCSE exam questions as they build towards the first mock exams. - They are given feedback on these questions and improvement then takes place through bespoke independent study tasks. - Students will complete the first full mock exam cycle in November.	**Qualification Code:**	1MA1
		Tier:	Foundation and Higher
Additional Information:	All students will consolidate their knowledge of angles in shapes, with the emphasis now on combining rules to solve more complex problems, including circle theorems for Higher students. They will then study how the four transformations connect shapes to one another, with vectors introduced as a way of expressing movement from one position to another. Higher students will use vectors to solve geometrical problems.		

BOA
CREATIVE, DIGITAL & PERFORMING ARTS ACADEMY

Mathematics

FOUNDATION PATHWAY – Class C2 & C3

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Essential skills & strategies*
Consolidated through Bell Tasks and Independent Learning	Understand the terms 'parallel' and 'perpendicular'. Know the sum of angles on a straight line, around a point, and in a triangle. Know the definitions of corresponding, alternate and supplementary angles. Know that bearings are to be measured from North in a clockwise direction. Know the names of the four basic transformations. Understand that reflection, rotation and translation produce congruent shapes. Understand that in an enlargement, lengths are multiplied by a scale factor, but angles stay the same.	Construct a triangle given SAS or ASA using ruler and protractor. Find missing angles on a straight line, around a point, and in a triangle. Identify pairs of corresponding, alternate or supplementary angles using parallel lines. Give a correct reason when finding a missing angle in a geometric problem. Complete a geometrical figure so that it has line symmetry or rotational symmetry. Reflect a shape in the axes of a graph and rotate a shape about the origin. Enlarge a shape by a positive scale factor and identify the scale factor between similar shapes.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
3.1	Bisectors	Construct angle and perpendicular bisectors and recognise their properties.
3.2	Loci and Regions	Draw loci involving circles and bisectors and identify regions.
3.3	Exam Challenge – Angle Rules	Solve exam problems involving angle rules including giving reasons and algebraic problems.
3.4	Interior Angles in Polygons	Find the sum of interior angles of polygons and calculate missing angles.
3.5	Exterior Angles in Polygons	Find exterior angles in polygons and in regular polygons.
3.6	Angles in Parallel Lines	Identify corresponding, alternate and co-interior angles in parallel lines.
3.7	Bearings and Scale Drawings	Solve problems on a map involving bearings and map scales.
3.8	Problem Solving with Angles	Solve problems by combining properties of angles in shapes.
3.9	Reflections 1	Reflect a shape in a given horizonal or vertical mirror line.
3.10	Reflections 2	Reflect a shape in the lines y=x or y=-x.
3.11	Rotations 1	Rotate a shape about a given point.
3.12	Rotations 2	Recognise and describe a rotation giving the centre of enlargement.
3.13	Translations	Translate a shape by a given column vector.

Independent Study Plan

Week 1: Improvement Work following Exam Practice

Week 2: Simplifying, Expanding, Solving Equations (Consolidation via MathsWatch)

Week 3: Improvement Work following Exam Practice

Week 4: Angles & Transformations (Consolidation via MathsWatch)

3.14	Enlargements 1	Enlarge a shape from a centre by an integer scale factor.
3.15	Enlargements 2	Enlarge a shape from a centre by a fractional scale factor.
3.16	Vectors 1	Add vectors or multiply a vector by a scalar and draw the result on a grid.

Desired End Points – Key Outcomes for Assessment	
Expected Outcomes for All Students (Target 4)	• Be able to construct an angle bisector or a line bisector using compasses. • Be able to solve problems involving a combination of angles in parallel lines, triangles and quadrilaterals, giving correct reasons for each step. • Be able to reflect a shape in a line x=a or y=b, and rotate a shape about a given centre.
Desired Outcomes for Most Students (Target 5)	• Be able to construct diagrams in order to show the locus of a point satisfying a number of conditions in context. • Be able to calculate interior and exterior angles in problems involving polygons and regular polygons. • Be able to translate a shape by a vector. • Be able to enlarge a shape by a positive integer scale factor from a given centre.

TARGET 5 PATHWAY – B Band & Class C1

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Essential skills & strategies*
Consolidated through Bell Tasks and Independent Learning	Know the definitions of corresponding, alternate and supplementary angles. Know names and properties of special quadrilaterals including parallelogram, rhombus, trapezium and kite. Know that bearings are to be measured from North in a clockwise direction. Know the names of the four basic transformations. Understand that reflection, rotation and translation produce congruent shapes. Understand that in an enlargement, lengths are multiplied by a scale factor, but angles stay the same.	Construct a triangle given SAS, ASA or SSS using ruler, protractor or compasses. Solve problems involving a combination of angles in parallel lines and in triangles, giving correct reasons for each step. Find missing angles in a quadrilateral, including special quadrilaterals. Draw or measure a bearing from one point to another using a protractor. Reflect a shape in a line x=a or y=b and rotate a shape about a given centre. Enlarge a shape by a positive scale factor and identify the scale factor between similar shapes.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
3.1	Bisectors	Construct angle and perpendicular bisectors and recognise their properties.
3.2	Loci and Regions	Draw loci involving circles and bisectors and identify regions.
3.3	Exam Challenge – Angle Rules	Solve exam problems involving angle rules including giving reasons and algebraic problems.
3.4	Interior Angles in Polygons	Find the sum of interior angles of polygons and calculate missing angles.
3.5	Exterior Angles in Polygons	Find exterior angles in polygons and in regular polygons.
3.6	Angles in Parallel Lines	Identify corresponding, alternate and co-interior angles in parallel lines.
3.7	Bearings and Scale Drawings	Solve problems on a map involving bearings and map scales.
3.8	Problem Solving with Angles	Solve problems by combining properties of angles in shapes.
3.9	Reflections 2	Reflect a shape in the lines y=x or y=-x.
3.10	Rotations 1	Rotate a shape about a given point.

Independent Study Plan

Week 1: Improvement Work following Exam Practice

Week 2: Simplifying, Expanding, Solving Equations (Consolidation via MathsWatch)

Week 3: Improvement Work following Exam Practice

Week 4: Angles & Transformations (Consolidation via MathsWatch)

3.11	Rotations 2	Recognise and describe a rotation giving the centre of enlargement.
3.12	Translations	Translate a shape by a given column vector.
3.13	Enlargements 1	Enlarge a shape from a centre by an integer scale factor.
3.14	Enlargements 2	Enlarge a shape from a centre by a fractional scale factor.
3.15	Vectors 1	Add vectors or multiply a vector by a scalar and draw the result on a grid.
3.16	Combinations of Transformations	Carry out and recognise equivalent combinations of transformations.

Desired End Points – Key Outcomes for Assessment	
Expected Outcomes for All Students (Target 4)	• Be able to construct an angle bisector or a line bisector using compasses in the context of the locus of a point. • Be able to solve problems involving a combination of angles in parallel lines and in quadrilaterals, giving correct reasons for each step. • Be able to reflect a shape in a line x=a or y=b, and rotate a shape about a given centre.
Desired Outcomes for Most Students (Target 5)	• Be able to construct diagrams in order to show the locus of a point satisfying a number of conditions in context. • Be able to calculate interior and exterior angles in problems involving polygons and regular polygons. • Be able to translate a shape by a vector. • Be able to enlarge a shape by a positive integer or fractional scale factor from a given centre, and identify the centre of a given enlargement. • Be able to carry out a combination of transformations and describe the equivalent single transformation.

HIGHER PATHWAY – A Band Classes

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Essential skills & strategies*
Consolidated through Bell Tasks and Independent Learning	Know the definitions of corresponding, alternate and supplementary angles. Know names and properties of special quadrilaterals including parallelogram, rhombus, trapezium and kite. Know that the sum of interior angles in a polygon is given by (n-2) x 360, while the sum of exterior angles is always 360 degrees. Recognise tangents, arcs, sectors and segments of circles. Understand that reflection, rotation and translation produce congruent shapes. Understand that in an enlargement, lengths are multiplied by a scale factor, but angles stay the same. Understand vector notation in two dimensions and know that vectors can be added/subtracted by adding/subtracting their components.	Solve problems involving a combination of angles in parallel lines, triangles or quadrilaterals, giving correct reasons for each step. Calculate the sum of interior angles in a polygon, and find the interior or exterior angle in a regular polygon. Identify pairs of congruent shapes, including using the four rules for congruent triangles. Translate a shape by a vector. Reflect a shape in a line x=a, y=b, y=x or y=-x, and rotate a shape about a given centre. Enlarge a shape by a positive scale factor from a given centre. Identify the centre of an enlargement by finding the point at which a set of rays intersect.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
3.1	Problem Solving with Angles	Solve problems by combining properties of angles in shapes.
3.2	Congruent Triangles 2	Construct a geometrical proof of the congruence of two shapes.
3.3	Circle Theorems 1	Know and use circle theorems to solve angle problems.
3.4	Circle Theorems 2	Know and use circle theorems to solve angle problems.

Independent Study Plan

Week 1: Improvement Work following Exam Practice

Week 2: Solving Equations, Expanding, Factorising (Consolidation via MathsWatch)

3.5	Exam Challenge – Circle Theorems	Solve problems using a combination of circle theorems to find a missing angle.
3.6	Circle Theorems 3	Reproduce a geometrical proof of a particular circle theorem.
3.7	Reflections 2	Reflect a shape in the lines y=x or y=-x.
3.8	Enlargements 2	Enlarge a shape from a centre by a fractional scale factor.
3.9	Vectors 1	Add vectors or multiply a vector by a scalar and draw the result on a grid.
3.10	Enlargements 3	Recognise and describe an enlargement by finding the centre.
3.11	Combinations of Transformations 2	Describe fully the single transformation equivalent to a combination of transformations.
3.12	Vectors 2	Find an expression for the position vector of a point dividing a line in a given ratio.
3.13	Vectors 3	Construct a proof to show that two vectors are parallel.
3.14	Exam Challenge – Vectors	Solve problems using vectors in a geometrical situation.

Week 3: Improvement Work following Exam Practice

Week 4: Angles & Transformations (Consolidation via MathsWatch)

Desired End Points – Key Outcomes for Assessment	
Expected Outcomes for All Students (Target 6)	• Be able to recognise two congruent triangles and explain why they are congruent using SSS, SAS, ASA, RHS. • Be able to use a particular circle theorem to find a missing angle in a circle problem and write down a correct reason. • Be able to carry out a combination of translation, reflection, rotation or enlargement and describe the equivalent single transformation. • Be able to add or subtract two vectors or multiply a vector by a scalar and show the result on a grid.
Desired Outcomes for Most Students (Target 7)	• Be able to enlarge a shape by a positive fractional scale factor, or a negative scale factor, from a given centre. • Be able to solve problems involving a combination of circle theorems and isosceles triangles, giving correct reasons for each step. • Be able to express the vector from point A to B in a geometric figure, or the midpoint of AB, as a combination of known vectors.

EXTENSION PATHWAY – Class A1 Only

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Essential skills & strategies*
Consolidated through Bell Tasks and Independent Learning	Know that the sum of interior angles in a polygon is given by (n-2) x 360, while the sum of exterior angles is always 360 degrees. Recognise tangents, arcs, sectors and segments of circles. Know the properties of the tangent and radius of a circle. Understand that reflection, rotation and translation produce congruent shapes. Understand that in an enlargement, lengths are multiplied by a scale factor, but angles stay the same. Understand vector notation in two dimensions and know that vectors can be added/subtracted by adding/subtracting their components.	Calculate the sum of interior angles in a polygon, and find the interior or exterior angle in a regular polygon. Use the properties of tangent/radius to find a missing angle in a circle problem. Identify pairs of congruent shapes, including using the four rules for congruent triangles. Translate a shape by a vector and add or subtract two vectors, showing the result on a grid. Reflect a shape in a line x=a, y=b, y=x or y=-x, and rotate a shape about a given centre. Enlarge a shape by a positive fractional scale factor from a given centre. Identify the centre of an enlargement by finding the point at which a set of rays intersect.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
3.1	Congruent Triangles 2	Construct a geometrical proof of the congruence of two shapes.

Independent Study Plan

Week 1: Improvement Work following Exam Practice

3.2	Circle Theorems 1	Know and use circle theorems to solve angle problems.
3.3	Circle Theorems 2	Know and use circle theorems to solve angle problems.
3.4	Exam Challenge – Circle Theorems	Solve problems using a combination of circle theorems to find a missing angle.
3.5	Circle Theorems 3	Reproduce a geometrical proof of a particular circle theorem.
3.6	Exam Challenge – Circle Theorem Proofs	Solve problems using circle theorems to create a geometrical proof.
3.7	Reflections 2	Reflect a shape in the lines y=x or y=-x.
3.8	Enlargements 2	Enlarge a shape from a centre by a fractional scale factor.
3.9	Vectors 1	Add vectors or multiply a vector by a scalar and draw the result on a grid.
3.10	Enlargements 3	Recognise and describe an enlargement by finding the centre.
3.11	Combinations of Transformations 2	Describe fully the single transformation equivalent to a combination of transformations.
3.12	Vectors 2	Find an expression for the position vector of a point dividing a line in a given ratio.
3.13	Vectors 3	Construct a proof to show that two vectors are parallel.
3.14	Exam Challenge – Vectors	Solve problems using vectors in a geometrical situation.

Week 2: Expanding, Factorising & Quadratics (Consolidation via MathsWatch)

Week 3: Improvement Work following Exam Practice

Week 4: Angles & Transformations (Consolidation via MathsWatch)

Desired End Points – Key Outcomes for Assessment	
Expected Outcomes for All Students (Target 7)	• Be able to solve problems involving a combination of circle theorems and isosceles triangles, giving correct reasons for each step. • Be able to carry out a combination of translation, reflection, rotation or enlargement and describe the equivalent single transformation. • Be able to enlarge a shape by a positive fractional scale factor, or a negative scale factor, from a given centre. • Be able to express the vector from point A to B in a geometric figure, or the midpoint of AB, as a combination of known vectors.
Desired Outcomes for Most Students (Target 8-9)	• Be able to reproduce the proof of a circle theorem. • Be able to use the conditions for congruent triangles in a formal geometrical proof. • Be able to use vectors to construct a proof of a geometrical statement, such as two vectors being parallel to each other or three points being collinear.

Y11 LEARNING MAP – UNIT 4: Equations & Inequalities 2

Dates of Study:	Term 2 – 4 weeks (10th November – 19th December)	**Exam Board:**	Pearson Edexcel
Assessments:	- Formative assessment is through Exam Practice lessons where students work on selected GCSE exam questions as they build towards the first mock exams. - They are given feedback on these questions and improvement then takes place through bespoke independent study tasks. - Students will complete the first full mock exam cycle in November.	**Qualification Code:**	1MA1
		Tier:	Foundation and Higher
Additional Information:	Equations arise in scientific, financial and many other applications. In Year 11, will learn to consolidate a methodical and accurate approach to solving them, as well as gain an insight into real-life examples and at Higher level the importance of quadratics in many contexts.		

BOA
CREATIVE, DIGITAL & PERFORMING ARTS ACADEMY

Mathematics

FOUNDATION PATHWAY – Class C2 & C3

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Essential skills & strategies*
Consolidated through Bell Tasks and Independent Learning	Know that an equation can be solved using inverse operations. Understand the concept of transforming an equation by performing the same operation on both sides. Know that expanding or factorising gives an equivalent expression written in a different form. Know that inequalities can be solved in the same way as equations.	Simplify expressions by collecting terms and expand single brackets. Form and solve simple linear equations in context. Solve linear equations with brackets or with unknowns on both sides. Draw and interpret simple inequalities on a number line.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
4.1	Solving Linear Equations 1	Solve two-step equations, including those with fractions.
4.2	Solving Linear Equations 2	Solve equations where the variable appears on both sides of the equals sign.
4.3	Forming and Solving 1	Apply understanding of shape and algebra to form expressions and equations.
4.4	Linear Simultaneous Equations 1	Solve linear simultaneous equations by eliminating a variable.
4.5	Linear Simultaneous Equations 2	Solve linear simultaneous equations by multiplying/rearranging and then eliminating a variable.
4.6	Linear Inequalities 1	Solve linear inequalities in one variable
4.7	Factorising Single Brackets	Factorise expressions into single brackets.
4.8	Expanding Double Brackets	Expand and simplify double brackets.
4.9	Factorising Simple Quadratics	Factorise quadratics in the form $x^2 + bx + c = 0$.
4.10	Solving Simple Quadratics	Solve quadratics in the form $x^2 + bx + c = 0$ by factorisation.
4.11	Exam Challenge – Shape and Algebra	Solve problems involving algebraic equations linked to problems involving shape.

Independent Study Plan

Week 1: Mock Revision Task

Week 2: Paper 1 Improvement Task

Week 3: Paper 2 Improvement Task

Week 4: Paper 3 Improvement Task

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 4)	• Be able to expand and factorise single brackets. • Be able to solve linear equations with unknowns on both sides. • Be able to solve linear inequalities in one variable, draw and interpret their solutions on a number line.

Desired Outcomes for Most Students (Target 5)	• Be able to expand and factorise quadratics in the form $x^2 + bx + c$. • Be able to solve linear simultaneous equations by elimination and use simultaneous equations to solve a problem with two variables in context. • Be able to form an equation to represent a problem, for example relating to a shape, and interpret the solution in context.

TARGET 5 PATHWAY – B Band & Class C1

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Essential skills & strategies*
Consolidated through Bell Tasks and Independent Learning	Know that an equation can be solved using inverse operations. Understand the concept of transforming an equation by performing the same operation on both sides. Know that expanding or factorising gives an equivalent expression written in a different form. Know that inequalities can be solved in the same way as equations.	Simplify expressions by collecting terms and expand single brackets. Form and solve simple linear equations in context. Solve linear equations with brackets or with unknowns on both sides. Solve simple inequalities in one variable, draw and interpret their solution on a number line. Factorise an expression into a single bracket.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
4.1	Solving Linear Equations 2	Solve equations where the variable appears on both sides of the equals sign.
4.2	Solving Linear Equations 3	Solve equations with brackets, where the variable appears on both sides of the equals sign.
4.3	Forming and Solving 1	Apply understanding of shape and algebra to form expressions and equations.
4.4	Linear Simultaneous Equations 1	Solve linear simultaneous equations by eliminating a variable.
4.5	Linear Simultaneous Equations 2	Solve linear simultaneous equations by multiplying/rearranging and then eliminating a variable.
4.6	Linear Inequalities 1	Solve linear inequalities in one variable
4.7	Factorising Single Brackets	Factorise expressions into single brackets.
4.8	Expanding Double Brackets	Expand and simplify double brackets.
4.9	Factorising Simple Quadratics	Factorise quadratics in the form $x^2 + bx + c = 0$.
4.10	Solving Simple Quadratics	Solve quadratics in the form $x^2 + bx + c = 0$ by factorisation.
4.11	Exam Challenge – Shape and Algebra	Solve problems involving algebraic equations linked to problems involving shape.

Independent Study Plan

Week 1: Mock Revision Task

Week 2: Paper 1 Improvement Task

Week 3: Paper 2 Improvement Task

Week 4: Paper 3 Improvement Task

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 4)	• Be able to expand and factorise single brackets and also expand double brackets to form a quadratic expression. • Be able to solve linear equations with unknowns on both sides, including those involving brackets and negative coefficients. • Be able to solve linear inequalities in one variable, draw and interpret their solutions on a number line.
Desired Outcomes for Most Students (Target 5)	• Be able to factorise and solve quadratics in the form $x^2 + bx + c = 0$. • Be able to solve linear simultaneous equations by elimination and use simultaneous equations to solve a problem with two variables in context. • Be able to form an equation to represent a problem, for example relating to a shape, and interpret the solution in context.

HIGHER PATHWAY – A Band Classes

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Essential skills & strategies*
Consolidated through Bell Tasks and Independent Learning	Know that expanding or factorising gives an equivalent expression written in a different form. Know that solutions to a quadratic equation can be written down from the factorised form. Know that inequalities can be solved in the same way as equations. Understand the concept of simultaneous equations.	Solve linear equations with brackets or with unknowns on both sides. Use simultaneous equations to solve a problem with two variables in context. Solve simple inequalities in one variable, draw and interpret their solution on a number line. Factorise and solve quadratics in the form $x^2 + bx + c = 0$. Recognise and factorise the difference of two squares. Relate the roots of a quadratic equation to its graph. Expand products of more than two binomials.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
4.1	Linear Simultaneous Equations 2	Solve linear simultaneous equations by multiplying/rearranging and then eliminating a variable.
4.2	Solving Linear Inequalities 3	Distinguish between inequality/strict inequality on a graph and identify regions.
4.3	The Quadratic Formula	Use the quadratic formula to solve any quadratic equation.
4.4	Forming and Solving 2	Apply understanding of shape and algebra to form and solve quadratic equations.
4.5	Factorising Harder Quadratics	Factorise and solve quadratics in the form $ax^2 + bx + c = 0$ where $a > 1$.
4.6	Simplifying Algebraic Fractions	Simplify algebraic fractions using common denominators, factorising and cancelling.
4.7	Quadratic Simultaneous Equations 1	Solve a linear and quadratic equation simultaneously by substitution.
4.8	Quadratic Simultaneous Equations 2	Solve harder linear and quadratic equations simultaneously and link their solutions to the intersection of a line and a circle.
4.9	Completing the Square 1	Write a quadratic expression $x^2 + bx + c$ in completed square form.
4.10	Completing the Square 2	Write harder quadratic expressions in completed square form and identify maximum and minimum values.
4.11	Algebraic Proof	Construct an algebraic proof of a statement of number properties.

Independent Study Plan

Week 1: Mock Revision Task

Week 2: Paper 1 Improvement Task

Week 3: Paper 2 Improvement Task

Week 4: Paper 3 Improvement Task

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 6)	• Be able to solve linear simultaneous equations by elimination and use simultaneous equations to solve a problem with two variables in context. • Be able to solve quadratic equations by factorising or by using the quadratic formula and solve problems in context which lead to a quadratic equation. • Be able to draw linear inequalities in two variables on a graph and identify a region on a graph by writing a set of inequalities.
Desired Outcomes for Most Students (Target 7)	• Be able to factorise and solve quadratics in the form $ax^2 + bx + c = 0$ where $a > 1$. • Be able to write quadratics in completed square form and use this to identify their minimum or maximum points. • Be able to simplify algebraic fractions by cancelling factors, and combine them by adding or subtracting using a common denominator. • Be able to complete a simple algebraic proof of a statement involving number properties, for example by considering odd or even numbers.

EXTENSION PATHWAY – Class A1 Only

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Essential skills & strategies*
Consolidated through Bell Tasks and Independent Learning	Know that expanding or factorising gives an equivalent expression written in a different form. Know that solutions to a quadratic equation can be written down from the factorised form. Know and understand the quadratic formula. Know that inequalities can be solved in the same way as equations. Understand the concept of simultaneous equations.	Solve linear equations with brackets or with unknowns on both sides. Use simultaneous equations to solve a problem with two variables in context. Solve simple inequalities in one variable, draw and interpret their solution on a number line. Factorise and solve quadratics in the form $x^2 + bx + c = 0$. Use the quadratic formula to solve quadratic equations in context. Recognise and factorise the difference of two squares. Relate the roots of a quadratic equation to its graph. Expand products of more than two binomials.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
4.1	Forming and Solving 2	Apply understanding of shape and algebra to form and solve quadratic equations.
4.2	Factorising Harder Quadratics	Factorise and solve quadratics in the form $ax^2 + bx + c = 0$ where $a > 1$.
4.3	Simplifying Algebraic Fractions	Simplify algebraic fractions using common denominators, factorising and cancelling.
4.4	Solving with Algebraic Fractions	Solve equations involving algebraic fractions, including those which result in a quadratic.
4.5	Quadratic Simultaneous Equations 1	Solve a linear and quadratic equation simultaneously by substitution.
4.6	Quadratic Simultaneous Equations 2	Solve harder linear and quadratic equations simultaneously and link their solutions to the intersection of a line and a circle.
4.7	Completing the Square 2	Write harder quadratic expressions in completed square form and identify maximum and minimum values.
4.8	Completing the Square 3	Use completed square form to identify features of a quadratic graph.
4.9	Solving Inequalities 3	Distinguish between inequality/strict inequality on a graph and identify regions.
4.10	Quadratic Inequalities	Find the solution set for a quadratic inequality by considering its associated roots.
4.11	Algebraic Proof	Construct an algebraic proof of a statement of number properties.

Independent Study Plan

Week 1: Mock Revision Task

Week 2: Paper 1 Improvement Task

Week 3: Paper 2 Improvement Task

Week 4: Paper 3 Improvement Task

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 7)	• Be able to factorise and solve quadratics in the form $ax^2 + bx + c = 0$ where $a > 1$. • Be able to write quadratics in completed square form and use this to identify their minimum or maximum points. • Be able to simplify algebraic fractions by cancelling factors, and combine them by adding or subtracting using a common denominator. • Be able to complete a simple algebraic proof of a statement involving number properties, for example by considering odd or even numbers.
Desired Outcomes for Most Students (Target 8-9)	• Be able to solve fractional algebraic equations, including those resulting in a quadratic. • Be able to solve simultaneous equations algebraically where one is nonlinear and interpret the solutions graphically. • Be able to complete the square for a quadratic where the coefficient of x^2 is greater than one. • Be able to find and write down the solution to a quadratic inequality.

Y11 LEARNING MAP – UNIT 5: Pythagoras & Trigonometry 2

Dates of Study:	Term 3 – 3 weeks (5th – 23rd January)	**Exam Board:**	Pearson Edexcel
Assessments:	- Formative assessment is through Exam Practice lessons where students work on selected GCSE exam questions as they build towards the final mock exams. - They are given feedback on these questions and improvement then takes place through bespoke independent study tasks. - Students will complete the final mock exam cycle after February half term.	**Qualification Code:**	1MA1
		Tier:	Foundation and Higher
Additional Information:	In this unit students will consolidate their understanding of using trigonometry in right-angled triangles and become fluent in solving problems using these functions. Higher students will then extend these methods to 3D problems and learn how to use the sine rule and cosine rule for triangles which are not right-angled.		

BOA
CREATIVE, DIGITAL & PERFORMING ARTS ACADEMY

Mathematics

FOUNDATION PATHWAY – Class C2 & C3

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Essential skills & strategies*
Consolidated through Bell Tasks and Independent Learning	Know an algebraic statement of Pythagoras' theorem. Understand the relationship between the squares of the sides of a right-angled triangle.	Calculate the length of the hypotenuse of a right-angled triangle. Calculate the length of any side of a right-angled triangle. Find the distance between two coordinates. Decide whether a given triangle contains a right angle or not.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
5.1	Length of a Line Segment	Calculate the length of a line segment between two points.
5.2	Pythagoras' Theorem 2	Find any side of a right-angled triangle given the other two.
5.3	Pythagoras Theorem – Area Problems	Find the height and the area of an isosceles triangle.
5.4	Pythagoras Theorem – Perimeter Problems	Find the perimeter of shapes using Pythagoras' theorem.
5.5	Similar Shapes	Find missing lengths in problems involving similar triangles using the ratio of matching sides.
5.6	Trigonometry 1	Find a missing length in a right-angled triangle using trigonometry.
5.7	Trigonometry 2	Find a missing angle in a right-angled triangle using trigonometry.

Independent Study Plan

Bespoke homework tasks will be set each week by teachers based on class and individual areas for improvement.

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 4)	• Be able to calculate the length of any side of a right-angled triangle using Pythagoras. • Be able to decide whether a given triangle contains a right angle or not. • Be able to find the distance between two points given their co-ordinates.
Desired Outcomes for Most Students (Target 5)	• Be able to use Pythagoras' theorem to calculate the height of an isosceles triangle. • Be able to solve problems by finding missing lengths in geometrical situations involving right-angled triangles. • Be able to calculate a missing length or a missing angle in a right-angled triangle using the correct trigonometric ratio.

TARGET 5 PATHWAY – B Band & Class C1

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Essential skills & strategies*
Consolidated through Bell Tasks and Independent Learning	Know an algebraic statement of Pythagoras' theorem. Understand the relationship between the squares of the sides of a right-angled triangle.	Calculate the length of the hypotenuse of a right-angled triangle. Calculate the length of any side of a right-angled triangle. Find the distance between two coordinates. Decide whether a given triangle contains a right angle or not.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
5.1	Pythagoras' Theorem 2	Find any side of a right-angled triangle given the other two.
5.2	Pythagoras Theorem – Area & Volume	Find the height and the area of an isosceles triangle and work out volume of a prism.
5.3	Pythagoras Problems	Solve problems using Pythagoras' theorem in context.
5.4	Similar Shapes	Find missing lengths in problems involving similar triangles using the ratio of matching sides.
5.5	Trigonometry 1	Find a missing length in a right-angled triangle using trigonometry.
5.6	Trigonometry 2	Find a missing angle in a right-angled triangle using trigonometry.
5.7	Trigonometry Problems	Solve geometrical problems involving trigonometry.

Independent Study Plan

Bespoke homework tasks will be set each week by teachers based on class and individual areas for improvement.

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 4)	• Be able to calculate the length of any side of a right-angled triangle using Pythagoras. • Be able to find the distance between two points given their co-ordinates. • Be able to use Pythagoras' theorem to calculate the height of an isosceles triangle.
Desired Outcomes for Most Students (Target 5)	• Be able to solve problems by finding missing lengths in geometrical situations involving right-angled triangles. • Be able to calculate a missing length in a right-angled triangle using the correct trigonometric ratio. • Be able to find a missing angle in a right-angled triangle using an inverse trig function.

HIGHER PATHWAY – A Band Classes

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Essential skills & strategies*
Consolidated through Bell Tasks and Independent Learning	Know an algebraic statement of Pythagoras' theorem. Understand the relationship between the squares of the sides of a right-angled triangle. Know how to identify the hypotenuse, opposite and adjacent sides in a right-angled triangle. Understand that sin, cos and tan are functions which give the ratio of two sides for a particular angle.	Find the distance between two coordinates. Decide whether a given triangle contains a right angle or not. Use Pythagoras' Theorem to calculate the height of an isosceles triangle. Find missing lengths or angles in right-angled triangles using the correct trigonometric ratio.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
5.1	Trigonometry 1/2	Find a missing angle in a right-angled triangle using trigonometry.
5.2	Exact Trigonometric Values	Know and use exact trig values for 0, 30, 45, 60 and 90 degrees.
5.3	Trigonometry Problems	Solve geometrical problems involving trigonometry.
5.4	Pythagoras and Trigonometry in 3D	Find lengths in three-dimensional shapes using Pythagoras or trigonometry.
5.5	Area of a Triangle using Sine	Find the area of a non-right-angled triangle using trigonometry.
5.6	Sine Rule 1	Use the sine rule to find missing lengths or angles in any triangle.
5.7	Cosine Rule 1	Use the cosine rule to find missing lengths in any triangle.
5.8	Cosine Rule 2	Use the cosine rule in rearranged form to find missing angles in any triangle.
5.9	Harder Trigonometry Problems 1	Use sine or cosine rule as appropriate to find lengths or angles in any triangle.

Independent Study Plan

Bespoke homework tasks will be set each week by teachers based on class and individual areas for improvement.

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 6)	• Be able to calculate any missing length or angle in a right-angled triangle using the correct trigonometric ratio. • Be able to use trigonometric ratios to find missing lengths or angles in geometrical situations, e.g. angles of elevation, or bearings. • Be able to find the area of a non-right-angled triangle using $\frac{1}{2}ab\ sin\ C$.
Desired Outcomes for Most Students (Target 7)	• Be able to calculate the area of a segment of a circle. • Be able to calculate lengths or angles in a 3D figure using a combination of Pythagoras and trigonometry. • Be able to use sine rule or cosine rule to find missing lengths or angles in non-right-angled triangles.

EXTENSION PATHWAY – Class A1 Only

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Essential skills & strategies*
Consolidated through Bell Tasks and Independent Learning	Understand the relationship between the squares of the sides of a right-angled triangle. Know how to identify the hypotenuse, opposite and adjacent sides in a right-angled triangle. Understand that sin, cos and tan are functions which give the ratio of two sides for a particular angle. Know the trigonometric formula for the area of a non-right-angled triangle, understanding the labelling conventions for lengths and angles.	Find the distance between opposite vertices of a cuboid. Find missing lengths or angles in right-angled triangles using the correct trigonometric ratio. Find the angle between a line and a plane. Find the area of a non-right-angled triangle using ½ab sin C. Apply sine rule or cosine rule to find a length in a non-right-angled triangle.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
5.1	Exact Trigonometric Values	Know and use exact trig values for 0, 30, 45, 60 and 90 degrees.
5.2	Trigonometry Problems	Solve geometrical problems involving trigonometry.
5.3	Pythagoras and Trigonometry in 3D	Find lengths in three-dimensional shapes using Pythagoras or trigonometry.
5.4	Sine Rule 1 / Cosine Rule 1	Use the sine rule or cosine rule to find missing lengths in any triangle.
5.5	Cosine Rule 2	Use the cosine rule in rearranged form to find missing angles in any triangle.
5.6	Sine Rule 2	Find the obtuse angle in a triangle using the sine rule.
5.7	Harder Trigonometry Problems 1	Use the sine or cosine rule to solve a geometrical problem.
5.8	Harder Trigonometry Problems 2	Solve multi-step problems involving right-angled and non-right-angled trigonometry.

Independent Study Plan

Bespoke homework tasks will be set each week by teachers based on class and individual areas for improvement.

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 7)	• Be able to calculate the area of a segment of a circle. • Be able to calculate lengths or angles in a 3D figure using a combination of Pythagoras and trigonometry. • Be able to use sine rule or cosine rule to find missing lengths or angles in non-right-angled triangles, identifying which to use first in order to solve a particular problem.
Desired Outcomes for Most Students (Target 8-9)	• Be able to solve geometrical problems using a combination of trigonometric methods. • Be able to find multiple solutions to simple trigonometric equations between 0º and 360º. • Be able to find an obtuse or reflex angle to solve a trigonometric equation, e.g. an obtuse angle in a non-right-angled triangle.

Y11 LEARNING MAP – UNIT 6: Functions & Graphs 2

Dates of Study:	Term 3 – 3 weeks (29th January – 17th February)	**Exam Board:**	Pearson Edexcel
Assessments:	- Formative assessment is through Exam Practice lessons where students work on selected GCSE exam questions as they build towards the final mock exams. - They are given feedback on these questions and improvement then takes place through bespoke independent study tasks. - Students will complete the final mock exam cycle after February half term.	**Qualification Code:**	1MA1
		Tier:	Foundation and Higher
Additional Information:	By now pupils have seen graphs used in many contexts. Foundation students will consolidate their knowledge of the important types of graph and link these to the solution of equations. Higher students will make links between transformations of these graphs and their equations, including work on the equation of a circle.		

BOA
CREATIVE, DIGITAL & PERFORMING ARTS ACADEMY

Mathematics

FOUNDATION PATHWAY – Class C2 & C3

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Essential skills & strategies*
Consolidated through Bell Tasks and Independent Learning	Distinguish between the equations of horizontal and vertical lines. Know the equations of the diagonal lines y = x and y = -x. Understand the meaning of gradient and recognise positive and negative gradients. Know the formula for the gradient of a line segment joining two points.	Plot co-ordinates on a graph in four quadrants. Draw straight line graphs of the form x = c or y = c. Plot the graph of an equation in the form y = mx + c using a table of values. Calculate the gradient of a line segment. Find the midpoint of two given co-ordinates.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
6.1	Coordinates and Shape	Solve problems involving co-ordinates in four quadrants.
6.2	Gradient and Intercept	Rearrange an equation of a graph in order to identify the gradient and intercept.
6.3	Equation of a Straight Line	Write the equation of a straight-line graph by finding its gradient and intercept.
6.4	Equation of Parallel Lines	Find the equation of a parallel line with a particular y-intercept.
6.5	Interpreting Real Life Graphs 1	Interpret linear graphs representing real-life contexts, e.g. conversion graphs.
6.6	Interpreting Real Life Graphs 2	Interpret the gradient or intercept of a straight-line graph in context.
6.7	Drawing Quadratic Graphs	Plot the graph of a quadratic function by completing a table of values.

Independent Study Plan

Bespoke homework tasks will be set each week by teachers based on class and individual areas for improvement.

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 4)	• Be able to plot the graph of an equation in the form y = mx + c using a table of values. • Be able to calculate the gradient of a line segment. • Be able to interpret the intercept or gradient of a straight-line graph in a real-life context.
Desired Outcomes for Most Students (Target 5)	• Be able to give the equation of a straight line by finding its gradient and intercept. • Be able to draw the graph of an equation in the form y = mx + c using a gradient-intercept method. • Be able to plot a quadratic graph by completing a table of values.

TARGET 5 PATHWAY – B Band & Class C1

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Essential skills & strategies*
Consolidated through Bell Tasks and Independent Learning	Distinguish between the equations of horizontal and vertical lines. Know the equations of the diagonal lines y = x and y = -x. Understand the meaning of gradient and recognise positive and negative gradients. Know the formula for the gradient of a line segment joining two points.	Draw straight line graphs of the form x = c or y = c. Plot the graph of an equation in the form y = mx + c using a table of values. Calculate the gradient of a line segment. Find the midpoint of two given co-ordinates.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
6.1	Gradient and Intercept	Rearrange an equation of a graph in order to identify the gradient and intercept.
6.2	Equation of a Straight Line	Write the equation of a straight-line graph by finding its gradient and intercept.
6.3	Equation of Parallel Lines	Find the equation of a parallel line with a particular y-intercept.
6.4	Interpreting Real Life Graphs 2	Interpret the gradient or intercept of a straight-line graph in context.
6.5	Drawing Cubic Graphs	Plot the graph of a cubic function by completing a table of values.
6.6	Drawing Reciprocal Graphs	Plot the graph of a reciprocal function by completing a table of values.
6.7	Recognising Graphs of Functions	Recognise and sketch the key features of linear, quadratic, cubic and reciprocal graphs

Independent Study Plan

Bespoke homework tasks will be set each week by teachers based on class and individual areas for improvement.

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 4)	• Be able to plot the graph of an equation in the form y = mx + c using a table of values. • Be able to calculate the gradient of a line segment. • Be able to interpret the intercept or gradient of a straight-line graph in a real-life context.
Desired Outcomes for Most Students (Target 5)	• Be able to rearrange an equation into the form y = mx + c in order to identify its gradient and intercept. • Be able to draw a graph of an equation in the form ax + by = c by finding points on the axes. • Be able to draw the graph of an equation in the form y = mx + c using a gradient-intercept method. • Be able to plot a quadratic graph by completing a table of values.

HIGHER PATHWAY – A Band Classes

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Essential skills & strategies*
Consolidated through Bell Tasks and Independent Learning	Understand the significance of the values of m and c in the equation y = mx + c. Know the meaning of quadratic, cubic and reciprocal. Understand that the point of intersection of two graphs represents the solution of the simultaneous equations.	Rearrange an equation into the form y = mx + c in order to identify its gradient and intercept. Draw straight line graphs of the form x = c, y = c, or y = mx + c, using a table of values if necessary. Interpret the intercept or gradient of a straight line graph in a real-life context. Draw a graph of an equation in the form ax + by = c by finding points on the axes. Plot quadratic and cubic graphs using a table of values.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
6.1	Coordinates and Ratio	Find the point which divides the distance between two pairs of co-ordinates in a given ratio.
6.2	Equation of Parallel Lines	Find the equation of a parallel line with a particular y-intercept.
6.3	Equation of Perpendicular Lines	Find the equation of a perpendicular line with a particular y-intercept.
6.4	Interpreting Real Life Graphs 2	Interpret the gradient or intercept of a straight-line graph in context.
6.5	Reciprocal Functions	Plot the graph of a reciprocal function by completing a table of values.
6.6	Trigonometric Functions	Draw the graphs of sin x, cos x, tan x and recognise their key features.
6.7	Transformations of Graphs 1	Translate the graph of f(x) using the transformations y = f(x+a) or y = f(x) + a
6.8	Transformations of Graphs 2	Reflect or stretch the graph of f(x) and know the correct function notation.
6.9	Equation of a Circle	Find the equation of a circle with centre at the origin given its radius.
6.10	Equation of a Tangent	Find the equation of a tangent to a circle at a particular point.

Independent Study Plan

Bespoke homework tasks will be set each week by teachers based on class and individual areas for improvement.

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 6)	• Be able to draw a graph of an equation in the form y = mx + c using a gradient-intercept method, or in the form ax + by = c by finding points on the axes. • Be able to find the equation of a line parallel or perpendicular to a given line through a given point. • Be able to plot a quadratic, cubic or reciprocal graph by completing a table of values.
Desired Outcomes for Most Students (Target 7)	• Be able to find the equation of a line through two points or one point with a given gradient. • Be able to relate features of trigonometric graphs to the properties of the trigonometric functions. • Be able to transform the graph of y = f(x) using the transformations y = f(x) + a, y = f(x + a), y = -f(x) or y = f(-x). • Be able to give the equation of a circle with a given radius and centre at the origin.

EXTENSION PATHWAY – Class A1 Only

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Essential skills & strategies*
Consolidated through Bell Tasks and Independent Learning	Understand the significance of the values of m and c in the equation y = mx + c. Know the meaning of quadratic, cubic and reciprocal. Understand that the point of intersection of two graphs represents the solution of the simultaneous equations. Know that two perpendicular gradients always multiply to make -1. Know the form of reciprocal and exponential equations and the shape of their graphs.	Rearrange an equation into the form y = mx + c in order to identify its gradient and intercept. Draw straight line graphs of the form x = c, y = c, or y = mx + c, using a table of values if necessary. Draw a graph of an equation in the form ax + by = c by finding points on the axes. Plot quadratic, cubic and reciprocal graphs using a table of values. Find the equation of a line parallel or perpendicular to a given line. Use key features to distinguish between and name different types of graph.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
6.1	Equation of Perpendicular Lines	Find the equation of a perpendicular line with a particular y-intercept.
6.2	Interpreting Real Life Graphs 2	Interpret the gradient or intercept of a straight-line graph in context.
6.3	Exponential Functions	Recognise features of an exponential graph and find its equation given two points.
6.4	Trigonometric Functions	Draw the graphs of sin x, cos x, tan x and recognise their key features.
6.5	Transformations of Graphs 1	Translate the graph of f(x) using the transformations y = f(x+a) or y = f(x) + a
6.6	Transformations of Graphs 2	Reflect or stretch the graph of f(x) and know the correct function notation.
6.7	Exam Challenge – Functions and Graphs	Solve problems related to graphs of functions and their transformations.
6.8	Equation of a Circle	Find the equation of a circle with centre at the origin given its radius.
6.9	Equation of a Tangent	Find the equation of a tangent to a circle at a particular point.

Independent Study Plan

Bespoke homework tasks will be set each week by teachers based on class and individual areas for improvement.

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students (Target 7)	• Be able to find the equation of a line through two points or one point with a given gradient. • Be able to relate features of trigonometric graphs to the properties of the trigonometric functions. • Be able to transform the graph of y = f(x) using the transformations y = f(x) + a, y = f(x + a), y = -f(x) or y = f(-x). • Be able to give the equation of a circle with given radius and centre at the origin.
Desired Outcomes for Most Students (Target 8-9)	• Be able to sketch the graphs of exponential and trigonometric functions, and relate features of trigonometric graphs to the properties of the trigonometric functions. • Be able to find the equation of the tangent to a circle given its centre and a point on its circumference. • Be able to carry out transformations on trigonometric graphs and find the new equation produced.

CORE SUBJECT

SCIENCE DOUBLE AWARD (GCSE)

Y11

Y11- LEARNING MAP: Physics Block 1, part 1

Dates of Study:	w/c 01/09/25 - 22/09/25	**Exam Board:**	AQA
Assessments:	Physics 1 Midpoint test Method writing assessment 1	**Qualification Code:**	8464
		Tier:	Both Higher and Foundation
Additional Information:	Part 1 and 2 may be taught in either order to allow practical work to be undertaken more effectively.		

CREATIVE, DIGITAL & PERFORMING ARTS ACADEMY

Combined Science

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Demonstrate Knowledge & Understanding*
Consolidated through Bell tasks and Recap Tasks	Energy changes and Transfers • Concepts of temperature and thermal energy • Concept of elastic, kinetic and gravitational potential energy	Energy changes and Transfers • Apply knowledge to explain situations in terms of energy

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	States of Matter and State Changes	Describe the states of matter and changes of state using particle theory.
.2	Pressure	Explain how particles exert pressure in gases.
.3	Latent Heat	Describe the concept of latent heat and relate it to energy transfers during changes of state
.4	Specific Heat Capacity	Describe the concept of specific heat capacity and relate it to temperature changes and cooling curves.
.5	SHC required practical	Investigate the specific heat capacity of a solid.
.6	Energy Stores	Describe the different energy stores and the concept of a 'system'.
.7	Conservation and Dissipation	Explain how energy transfers result in waste of energy and where that waste energy ends up.
.8	Elastic Energy	Investigate the relationships between elastic energy, deformation of objects and forces.
.9	Kinetic and Potential Energy	Describe the factors that affect the energy stores in moving and raised objects.
.10	Energy transfers	Describe the mechanisms that can transfer energy from one store to another.
.11	Mid Point Test	

Independent Study Plan

Weekly GCSEPOD activities

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	• Describe the concepts of specific latent heat, and specific heat capacity • Describe the factors that affect amount of energy stored in different situations • Apply the equations from this topic	• Describe the concepts of work and power
Desired Outcomes for Most Students	• Be able to use energy equations in complex situations to solve questions. • Apply the concept of conservation of energy numerically to an energy transfer situation.	• Use work and power to predict the outcome of different energy transfers.

Y11- LEARNING MAP: Physics Block 1, part 1

Dates of Study:	w/c 22/09/25 - 20/10/25	**Exam Board:**	AQA
Assessments:	Physics 1 Endpoint Test Method writing assessment 2	**Qualification Code:**	8464
		Tier:	Both Higher and Foundation
Additional Information:	Part 1 and 2 may be taught in either order to allow practical work to be undertaken more effectively.		

BOA CREATIVE, DIGITAL & PERFORMING ARTS ACADEMY

Combined Science

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Demonstrate Knowledge & Understanding*
Consolidated through Bell tasks and Recap Tasks	Electricity • Basic circuit symbols • Concept of electrical current	Electricity • Use circuit diagrams and symbols.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Current and Resistance	Define current and resistance and explain how the two interact.
.2	Potential Difference	Define potential difference, measure it in a circuit and explain how it produces current.
.3	Resistance and IV graphs	Investigate the current/potential difference relationship of resistors and bulbs.
.4	Required practicals – Resistance	Investigate the relationship between resistance and length of wire.
.5	Electrical Power	Calculate the rate of energy transfer in circuits.
.6	Efficiency	Calculate the efficiency of a device in terms of waste and useful energy transfer
.7	LDR	Investigate the resistance properties of a light dependent resistor.
.8	Thermistors	Investigate the resistance properties of a thermistor
.9	Diodes	Investigate the resistance properties of a diode
.10	Domestic Electricity (AC/DC)	Describe the differences between alternating and direct current.
.11	National Grid	Explain how power is generated and transfered around the country.
.12	End of topic assessment	

Independent Study Plan

Weekly GCSEPOD activities

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	• Know the standard circuit symbols for GCSE • Explain the concept of current, resistance and potential difference. • Describe series and parallel circuits and how this affects the flow of charge.	• Explain the concept of resistance and how it can be measured. • Describe the current/voltage relationship of different components.	• Describe the principles of energy generation and transmission. • Describe the main components in the national grid.
Desired Outcomes for Most Students	• Apply series and parallel circuits to calculate the current, potential difference and resistance of different parts of a circuit.	• Explain the current/voltage relationship of filament bulbs, resistors and diodes.	• Explain the purpose of transformers and apply the transformer equations.

Y11- LEARNING MAP: Chemistry Block 1, part 2

Dates of Study:	w/c 03/11/25 - 05/01/26	**Exam Board:**	AQA
Assessments:	Chemistry 1 Midpoint test Method writing assessment 3	**Qualification Code:**	8464
		Tier:	Both Higher and Foundation
Additional Information:	Year 11 mock exams take place during this block		

CREATIVE, DIGITAL & PERFORMING ARTS ACADEMY

Combined Science

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Demonstrate Knowledge & Understanding*
Consolidated through Bell tasks and Recap Tasks	• the concept of a pure substance • mixtures, including dissolving • chemical reactions as the rearrangement of atoms • representing chemical reactions using formulae and using equations	• diffusion in t-erms of the particle model • simple techniques for separating mixtures: filtration, evaporation, distillation and chromatography • the identification of pure substances • combustion, thermal decomposition, oxidation and displacement reactions

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Early Periodic Tables	Evaluate the contribution made by early chemists to the periodic table
.2	Modern Periodic table	Explain the structure and reasoning of the periodic table according to Mendeleev and its modern version
.3	Metals and Non-metals	Describe the properties of metals and explain this in terms of their bonding
.4	Group 1	Describe and explain the trends in the properties of the group 1 metals
.5	Group 7	Describe and explain the trends in the properties of the group 7 metals
.6	Properties of ionic compounds	Explain the properties of ionic compounds in terms of their bonding
.7	Properties of small molecules	Explain the properties of small ionic compounds in terms of their bonding
.8	Polymers	Explain the properties of polymers compounds in terms of their bonding
.9	Giant Structures	Explain the properties of giant covalent compounds in terms of their bonding
.10	Conservation of mass	Explain the concept of conservation of mass and apply it to chemical reactions
.11	Measuring gases	Explain how the presences of gases affects the measurements of conservation of mass
.12	Relative Atomic Mass/Relative formula mass	Calculate the relative atomic mass from data, and then calculate relative formula mass
.13	Mixtures and Separation	Describe the common methods for separating mixtures
.14	Reactions of metals	Describe the common reactions of metals with oxygen, water and acids
.15	Reactivity series	Explain the concept of reactivity with respect to metals and use data to form a series.
.16	Extraction of metals and reduction	Describe how differences in reactivity can be exploited to extract metals from their ores.
.17	Extracting metals practical	Investigate the extraction of copper using reduction by carbon.
.18	Mid point Test	

Independent Study Plan

Weekly GCSEPOD activities

Desired End Points – Key Outcomes for Assessment		
Expected Outcomes for All Students	• Describe the steps in the development of the periodic table • describe the differences between metals and non-metals on the basis of their characteristic physical and chemical properties. • Describe the formation of each type of chemical bond	• Explain the concept of reactivity and describe how it can be measured. • Explain why different metals need different methods of extraction from their ores.
Desired Outcomes for Most Students	• Explain how the position of an element in the periodic table is related to the arrangement of electrons in its atoms and hence to its atomic number • Explain how properties of the elements in Group 1, 7 and 0 depend on the outer shell of electrons of the atoms • Explain the differences in the properties of chemicals based on their bonding.	• Explain the extraction of metals in terms of reduction and the movement of electrons

Y11- LEARNING MAP: Chemistry Block 1, part 1

Dates of Study:	w/c 05/01/25 - 26/01/26	**Exam Board:**	AQA
Assessments:	Chemistry 1 Endpoint Test Method writing assessment 4	**Qualification Code:**	8464
		Tier:	Both Higher and Foundation
Additional Information:			

CREATIVE, DIGITAL & PERFORMING ARTS ACADEMY

Combined Science

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Demonstrate Knowledge & Understanding*
Consolidated through Bell tasks and Recap Tasks	• defining acids and alkalis in terms of neutralisation reactions • the pH scale for measuring acidity/alkalinity; and indicators	• reactions of acids with metals to produce a salt plus hydrogen • reactions of acids with alkalis to produce a salt plus water

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Moles (HT)	Explain the concept of a mole, and the ways the concept is used in chemistry
.2	Reacting mass calculations/limiting masses (HT)	Calculate the amount of material needed in different reactions, using chemical equations
.3	Concentration	Calculate the concentrations of solutions in g/dm3 and moles/dm3
.4	Reactions of Acids	Explain acids and Bases, and their common reactions
.5	Making Salts	Explain the concept of a 'salt' and how its name is determined form the materials it is made from.
.6	pH scale and neutralisation	Describe how the pH scale is used and how it is measured.
.7	Strong/weak acids (HT)	Explain the difference between the two types of acid using the concept of ionisation.
.8	Making salts required practical	Investigate how to produce a sample of a soluble salt.
.9	Simple Electrolysis	Predict the products of electrolysis of a simple ionic compound and describe the method to do so.
.10	Electrolysis of solutions	Predict the products of electrolysis of a solution of an ionic compound and describe the method to do so.
.11	Extraction of Aluminium	Explain how aluminium is extracted from its ore.
.12	Half Equations	Explain electrolysis using half equations.
.13	Endothermic Exothermic	Describe endo and exothermic reactions in terms of energy changes
.14	Bond Energy calculations (HT)	Explain endo and exothermic reactions in terms of bond energy and calculate the overall change.
.15	End of topic assessment	

Independent Study Plan

Weekly GCSEPOD activities

Desired End Points – Key Outcomes for Assessment		
Expected Outcomes for All Students	• Explain the principle of conservation of mass • Calculate Mr of a compound from the Ar of its elements • Explain how the mass of a solute and the volume of a solution is related to the concentration of the solution.	• Explain the differences between acids, bases and salts in terms of the ions involved. • Describe how to make a sample of a soluble salt • Define exo and endothermic in terms of energy flow and in terms of bonds being made and broken • Distinguish between exothermic and endothermic reactions on the basis of the temperature change of the surroundings • Draw the reaction profiles of exo and endothermic reactions
Desired Outcomes for Most Students	• Explain uncertainty in measurements • Calculate the Ar of an element from the abundance of its isotopes. • Balance an equation given the masses of reactants and products. • Convert between mass and moles using Mr • Explain the effect of a limiting quantity of a reactant on the amount of products it is possible to obtain in terms of amounts in moles or masses in grams. • Calculate the expected mass of a chemical in a reaction based on the mass of other chemicals in the reaction • Calculate concentration in mol/dm3 (HT) or g/dm3 • Convert between mol/dm3 (HT) and g/dm3	• Identify the relative energies of reactants and products, the activation energy and the overall energy change on a reaction profile. • Calculate the energy change in a reaction using bond energies. • Explain the difference between a strong and a weak acid • Use the pH scale and the concentration of ions to predict changes in pH.

Y11- LEARNING MAP: Biology Block 1, part 1

Dates of Study:	w/c 02/02/26 - 23/02/26	**Exam Board:**	AQA
Assessments:	Method Writing assessment 5	**Qualification Code:**	8464
		Tier:	Both Higher and Foundation
Additional Information:	This block includes the second mock exam block		

BOA CREATIVE, DIGITAL & PERFORMING ARTS ACADEMY

Combined Science

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Demonstrate Knowledge & Understanding*
Consolidated through Bell tasks and Recap Tasks	• diffusion in terms of the particle model • the structure and functions of the gas exchange system in humans, including adaptations to function	• the mechanism of breathing to move air in and out of the lungs, using a pressure model to explain the movement of gases, including simple measurements of lung volume

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Diffusion & Active Transport	Explain the movement of particles in and out of cells using diffusion and active transport.
.2	Osmosis	Describe the motion of water particles through cell membranes using osmosis
.3	Osmosis 2	Investigate the effect of different factors on the rate of osmosis.
.4	Exchange Surfaces	Describe the common adaptations found in exchange surfaces and explain their function.
.5	Lungs and Gills	Describe the adaptations of the lungs and gills.
.6	Blood and Circulation	Describe the components of the blood and the structure of the blood vessels.
.7	Heart	Describe the structure of the heart and how it is adapted to its function.
.8	Respiration	Describe how the body releases energy from glucose with and without oxygen.
.9	Exercise	Describe and explain the effect of exercise on the body and link this to respiration.
.10	Mid Point Test	

Independent Study Plan

Weekly GCSEPOD activities

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	• Describe the three ways molecules move into and out of cells, and the list the factors that affect them.	• Describe the structure of the lungs and explain how they are adapted for their function. • Describe the structure of the heart and explain how it is adapted for their function.
Desired Outcomes for Most Students	• Explain why each factor affects the rate of movement of molecules. • From data or diagrams, predict which form of transport is going to be used for a molecule	• Describe the structure of the three types of blood vessel and explain how they are adapted for their function. • Describe the make-up of the blood and explain how it is adapted for their function

Y11- LEARNING MAP: Biology Block 1, part 2

Dates of Study:	w/c 02/03/26 - 16/03/026	**Exam Board:**	AQA
Assessments:	Biology 1 Endpoint Test Method Writing Assessment 6	**Qualification Code:**	8464
		Tier:	Both Higher and Foundation
Additional Information:			

CREATIVE, DIGITAL & PERFORMING ARTS ACADEMY

Combined Science

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Demonstrate Knowledge & Understanding*
Consolidated through Bell tasks and Recap Tasks	• Nutrition and digestion • content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed • aerobic and anaerobic respiration in living organisms, including the breakdown of organic molecules to enable all the other chemical processes necessary for life	• the differences between aerobic and anaerobic respiration in terms of the reactants, the products formed and the implications for the organism. • the impact of exercise, asthma and smoking on the human gas exchange system

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Respiration	Describe how the body releases energy from glucose with and without oxygen.
.2	Exercise	Describe and explain the effect of exercise on the body and link this to respiration.
.3	The digestive system	Describe the structure and explain the function of the different organs of the digestive system.
.4	Food tests	Describe the major food groups and describe chemical tests for each.
.5	Enzymes	Explain the function of enzymes using the lock and key model.
.6	Digestive Enzymes	Describe the main digestive enzymes, their substrates and their products
.7	Amylase Practical	Describe how to monitor the progress of a enzyme reaction using continuous sampling.
.8	Non-communicable Diseases	Describe the effect of lifestyle factors (e.g. diet and exercise) on health.
.9	End of topic assessment	

Independent Study Plan

Weekly GCSEPOD activities

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	• Describe the major organs of the digestive system and their functions. • Describe how enzymes work using the lock and key model • Define metabolism	• Describe the major food groups, the chemicals they are broken down into and the food tests for each group • Describe the process of aerobic and anaerobic respiration in animals, plants and microorganisms. • Describe the effect of exercise on the body and how this relates to the rate and type of respiration used.
Desired Outcomes for Most Students	• Explain why changes in temperature and pH affect the rate of enzyme-controlled reactions.	• Analyse data relating to heart rate, breathing rate and oxygen debt.

COMPULSORY SUBJECT

CITIZENSHIP (GCSE)

Y11

Y11 - LEARNING MAP – Politics and Participation (Paper 1)

Dates of Study:	Summer Term 2025 - Autumn Term 2025.	**Exam Board:**	AQA
Assessments:	Exam Challenge Lessons, Independent study knowledge quizzes + summative end of unit assessment for grade card 1.	**Qualification Code:**	**8100**
		Tier:	N/A
Additional Information:	In this theme students will look at the nature of political power in the UK and the core concepts relating to democracy and government. This includes how government operates at its various levels within the UK, how decisions are made and how the UK parliament works and carries out its functions. It also looks at the role of political parties, the election system, how other countries govern themselves and how the citizen can bring about political change.		

BOA
CREATIVE, DIGITAL & PERFORMING ARTS ACADEMY

GCSE Citizenship Studies

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Demonstrate Knowledge & Understanding*
Consolidated through diagnostic questioning, base line assessment and independent study.	**Life in Modern Britain** — British values: rights, equality, rule of law — Media's role in holding power to account — Citizen action via groups, campaigns, protests **Rights and Responsibilities** — Legal principles: presumption of innocence, due process — Understanding of legal institutions (police, judiciary) — How rights can be influenced or defended by citizens	• Ability to comprehend a variety of texts. • Ability to construct comprehensive arguments. • Ability to write to persuade • Ability to infer meaning from sources. • Ability to interrogate information to formulate debates.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Democracy (Completed in Year 10)	To investigate what is meant by the term 'democracy' and to understand how it links to the core British Values.
.2	UK Constitution (WC 01/09).	To understand what a constitution is and its function.
.3	Institutions of the British Constitution L1 (WC 08/09)	To understand the different components of the British Constitution and how they operate together.
.4	Institutions of the British Constitution L2 (WC 08/09)	To understand the different components of the British Constitution and how they operate together.
.5	Local Government Lesson 1 (WC 15/09)	To understand how local Government is structured amongst the 4 home nations of England, Scotland, Wales & Northern Ireland.
.6	Local Government Lesson 2 (WC 15/09)	To understand how local Government is structured amongst the 4 home nations of England, Scotland, Wales & Northern Ireland.
.7	Devolution Lesson 1 (WC 22/09)	To investigate the purpose and impact of Devolution in Scotland, Wales, London & Northern Ireland.
.8	Devolution Lesson 2 WC (22/09)	To investigate the purpose and impact of Devolution in Scotland, Wales, London & Northern Ireland.
.9	**Exam Challenge lesson 1 (WC 29/09)**	**Assessment of specification points 1-4**
.10	**Exam Challenge lesson 2 (WC 29/09)**	**Assessment of specification points 5-8**

.11	Taxes and Spending (WC 06/10)	To investigate the purpose of Government taxation and how it is spent.
.12	Voting Systems Lesson 1 (WC 06/10)	To investigate the strengths and weaknesses of First Past the Post voting systems.
.13	Voting Systems Lesson 2 (WC 13/10)	To investigate the strengths and weaknesses of Proportional Representation voting systems.
.14	Political Parties in the UK (WC 13/10) **(Delivery may be impacted by staff well-being day).**	To understand the difference between right wing and left-wing politics and to apply this to named UK Political parties.
.15	Revision Lesson for Mid Unit Assessment. (WC 20/10)	
.16	**Mid Unit Assessment Lesson (Grade Card Assessment). (WC 20/10).**	Assessment of points 1-14 (Mid Unit Assessment). Data used to inform grade card 1 (sent out 7th November).
**	**MOCK EXAM REVISION LESSON 1 (WC 03/11)**	Students will sit a mock paper on paper 2 (LIMB & R&R)
**	**MOCK EXAM REVISION LESSON 2 (WC 03/11)**	Students will sit a mock paper on paper 2 (LIMB & R&R)
**	**MID UNIT EXAM FEEDBACK LESSON (WC 10/11)**	
**	**MOCK EXAM REVISION LESSON 3 (WC 03/11)**	Students will sit a mock paper on paper 2 (LIMB & R&R)
.17	Holding to account Lesson 1 (WC 17/11) **(MOCK EXAM TIMETABLE MAY IMPACT DATE OF DELIVERY)**	To assess how effectively the UK Government/PM is held to account in the UK.
.18	Holding to account Lesson 2 (WC 17/11) **(MOCK EXAM TIMETABLE MAY IMPACT DATE OF DELIVERY)**	To assess how effectively the UK Government/PM is held to account in the UK.
19.	The role and power of an MP (WC 24/11) **(MOCK EXAM TIMETABLE MAY IMPACT DATE OF DELIVERY)**	To understand the role of a Member of Parliament.
20.	The Role and Power of the PM (WC 24/11) **(MOCK EXAM TIMETABLE MAY IMPACT DATE OF DELIVERY)**	To understand the role of the British Prime Minister.
21.	Legislation Lesson 1 (WC 01/12)	To understand how a bill becomes a law.
22.	Legislation Lesson 2 (WC 01/12)	To understand how a bill becomes a law.
23.	The European Parliament (WC 08/12)	To understand how the EU Governs itself and how it is similar/different to the way the UK governs itself.
24.	Democratic Countries (WC 08/12)	To assess the extent to which the UK can be considered a democratic country.
25.	Mock Exam Feedback Lesson (WC 22/12)	
26.	Non-Democratic Countries (WC 22/12) **(Date of delivery may be impacted by staff well-being day).**	To assess the extent to which North Korea and China can be considered non-democratic countries.
27.	End of Unit Assessment Revision Lesson 1 (WC 08/01)	Assessment questions will be chosen from all numbered lesson points and will be presented in exam-paper format.
28.	End of Unit Assessment Revision Lesson 2 (WC 08/01)	Assessment questions will be chosen from all numbered lesson points and will be presented in exam-paper format.
29.	End of Unit Assessment (WC 15/01)	Assessment questions will be chosen from all numbered lesson points and will be presented in exam-paper format.

AQA GCSE Citizenship Studies Independent Study Learning Plan:

Politics and Participation – Paper 1

Biweekly Rotational Independent Study Plan:

- In **week 1**, students will complete a self-marking knowledge quiz set via Microsoft Forms/SENECA. *
- In **week 2**, the homework will focus on developing exam skills through structured exam question analysis and response (question interrogation). *

** **Knowledge quizzes only until after the first exam challenge lesson has been completed. Quizzes and exam question interrogation replaced with feedback task following exam challenge lessons.**

Weekly Plan – Knowledge & Skill Consolidation Schedule:		
	Lesson Title(s)	**Assignment to be set on Teams via Microsoft Forms:**
.1	Democracy (Completed in Year 10)	Knowledge Quiz 1
.2	UK Constitution (WC 01/09).	
.3	Institutions of the British Constitution L1 (WC 08/09)	Knowledge Quiz 2
.4	Institutions of the British Constitution L2 (WC 08/09)	
.5	Local Government Lesson 1 (WC 15/09)	Knowledge Quiz 3
.6	Local Government Lesson 2 (WC 15/09)	
.7	Devolution Lesson 1 (WC 22/09)	Knowledge Quiz 4
.8	Devolution Lesson 2 WC (22/09)	
.9	**Exam Challenge lesson 1 (WC 29/09)**	Exam Question Interrogation 1 - feedback task to be completed at home.
.10	**Exam Challenge lesson 2 (WC 29/09)**	
.11	Taxes and Spending (WC 06/10)	Knowledge Quiz 5
.12	Voting Systems Lesson 1 (WC 06/10)	
.13	Voting Systems Lesson 2 (WC 13/10)	Exam Question Interrogation 2
.14	Political Parties in the UK (WC 13/10) **(Delivery may be impacted by staff well-being day).**	
.15	Revision Lesson for Mid Unit Assessment. (WC 20/10)	Staff to set their own revision based independent study tasks for this week to support students with their mid-unit assessment.
.16	**Mid Unit Assessment Lesson (Grade Card Assessment). (WC 20/10).**	

.17	**MOCK EXAM REVISION LESSON 1 (WC 03/11)**	Knowledge Quiz 6
.18	**MOCK EXAM REVISION LESSON 2 (WC 03/11)**	
.19	**MID UNIT EXAM FEEDBACK LESSON (WC 10/11)**	Exam Question feedback Interrogation task 3 – to be completed at home.
20.	**MOCK EXAM REVISION LESSON 3 (WC 03/11)**	
21.	Holding to account Lesson 1 (WC 17/11) **(MOCK EXAM TIMETABLE MAY IMPACT DATE OF DELIVERY)**	Staff to set their own revision based independent study tasks for this week.
22.	Holding to account Lesson 2 (WC 17/11) **(MOCK EXAM TIMETABLE MAY IMPACT DATE OF DELIVERY)**	
23.	The role and power of an MP (WC 24/11) **(MOCK EXAM TIMETABLE MAY IMPACT DATE OF DELIVERY)**	Knowledge Quiz 5
24.	The Role and Power of the PM (WC 24/11) **(MOCK EXAM TIMETABLE MAY IMPACT DATE OF DELIVERY)**	
25.	Legislation Lesson 1 (WC 01/12)	Exam question interrogation task 4
26.	Legislation Lesson 2 (WC 01/12)	
27.	The European Parliament (WC 08/12)	Knowledge Quiz 6
28.	Democratic Countries (WC 08/12)	
29.	Mock Exam Feedback Lesson (WC 22/12)	**Independent study free Xmas break (Teacher discretion).**

Y11- LEARNING MAP – Active Citizenship (Paper 1)

Dates of Study:	Spring Term 2026	**Exam Board:**	AQA
Assessments:	Paper 1, Section A – Active Citizenship.	**Qualification Code:**	8100
		Tier:	N/A
Additional Information:	All students must complete a citizenship investigation involving planning, research, action, and evaluation. Centre declaration required which will be signed my MCO & NLA. **AQA Recommends avoiding topics such as Knife Crime/Violence.**		

CREATIVE, DIGITAL & PERFORMING ARTS ACADEMY

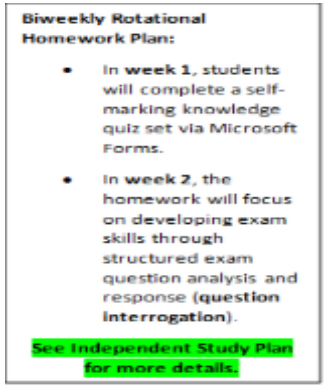
Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Demonstrate Knowledge & Understanding*
Consolidated through bell tasks, exam challenge lessons and end of unit examination.	1. Prior study of how citizens participate in democracy (from Life in Modern Britain unit. 2. Awareness of rights and responsibilities in society. 3. Role of government, pressure groups, and legal system in promoting change. 4. Methods citizens use to influence decisions.	5. Use of enquiry and advocacy skills. 6. Ability describe and plan basic actions like campaigning, letter writing, or petitions.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Introduction to Active Citizenship.	To understand what active Citizenship is and to explore examples of real-world actions that have been carried out before.
.2	Choosing and framing a Citizenship Issue.	To select an appropriate issue and develop a clear line of enquiry.
.3	Research Methods (Primary + Secondary).	To use Primary & Secondary sources to gather information surrounding the chosen Citizenship issue.
.4	Planning an informed Action.	To decide on an appropriate and realistic set of actions to tackle the chosen Citizenship issue.
.5	Taking the Action.	To carry out the planned Citizenship action e.g./ writing a letter, starting a petition etc).
.6	Recording evidence of the Impact of the action.	To successfully log outcomes and present information in an appropriate manner.
.7	Reflection on the evidence/impact of our action.	To analyse what worked well, what could be improved, and what lessons can be learnt.
.8	Exam Challenge Lesson.	To apply the chosen action to paster paper active citizenship examination questions.

Independent Study Plan



Biweekly Rotational Homework Plan:

- In **week 1**, students will complete a self-marking knowledge quiz set via Microsoft Forms.
- In **week 2**, the homework will focus on developing exam skills through structured exam question analysis and response (**question interrogation**).

See Independent Study Plan for more details.

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	1. Describe what citizenship action is and why it matters 2. Identify a clear citizenship issue and carry out basic research 3. Take informed action and record what was done 4. Reflect on what they learned from the experience
Desired Outcomes for Most Students	5. Explain the relevance of their issue to the wider community or society 6. Use a range of sources and methods to support their action 7. Evaluate the success and limitations of their action 8. Make clear links between their action and wider citizenship processes (e.g. representation, campaigning, pressure groups)

PATHWAY SUBJECT

ACTING (BTEC LEVEL 2)

Y11

Y- LEARNING MAP – Year 11 - Ensemble Skills, Character Development, and Performance Preparation

Dates of Study:	Term 1 Sept 1st – Oct 24th 2025	**Exam Board:**	Pearsons (BTEC)
Assessments:	Formative Assessment After week 3 - Small group performance of a short ensemble storytelling sequence based on a scene or theme from *Coram Boy*. Assess students' ability to collaborate effectively in an ensemble. Observe application of basic physical/vocal skills. Check understanding of *Coram Boy* themes and ability to create basic characterisation. Peer and teacher feedback using a simple success criteria checklist (focus, vocal clarity, movement, ensemble connection, creative interpretation). Formative Assessment After Lesson 7 (*Mock Auditions*) Individual performance of a short audition piece or cold read extract from *Coram Boy*. Evaluate ability to prepare and present characterisation under audition conditions. Assess vocal and physical performance control. Check confidence in decision-making and responding to direction. Targeted verbal feedback post-performance plus brief written self-reflection (e.g., "What worked well? What would I change for next time?").	**Qualification Code:**	603/0406/6
		Tier:	Level 1/2
Additional Information:	Students will take part in a full-scale production undergoing an intense rehearsal process demonstrating enthusiasm and commitment whilst reviewing and evaluating their skills as part of the process.		

CREATIVE, DIGITAL & PERFORMING ARTS ACADEMY

ACTING

Starting Points – Assumed Prior Learning		
	Awareness *Knowledge and understanding*	Ability & Application *Demonstrate Knowledge & Understanding*
Consolidated through	Students have an existing awareness of core acting skills including vocal clarity, physical expressiveness, and the ability to work effectively as part of an ensemble. They have developed a basic understanding of how to interpret character, respond to text, and collaborate in performance-based tasks. This knowledge has been consolidated through previous practical work, rehearsal exercises, and performances, particularly within devised and short scripted pieces. They are now able to identify key performance elements and articulate their understanding using appropriate theatrical vocabulary.	Students are expected to apply their skills with greater control and intention throughout the rehearsal process. They can make confident character choices, respond effectively to direction, and begin to refine their vocal and physical presence in preparation for performance. They are able to reflect on their work, adapt their approach, and contribute meaningfully to the creative process. Through ongoing rehearsal, they show a deepening understanding of performance context, potential audience impact, and the professional expectations placed on an actor during the preparation phase of a production.

Sequence of Lesson Objectives – Building Knowledge & Skills		
	Lesson Title(s)	Key Lesson Objective(s)
.1	Welcome back & Ensemble rebuilding	Re-establishing ensemble, reintroducing expectations and assessing current skills
.2	Acting skills refresher	Develop vocal control for ensemble storytelling, experiment with multirole and narrative transitions
.3	Introducing final show – Coram Boy	Understand plot, structure and story of Coram Boy.
.4	Character & Context – Hot seating key characters, Physical & vocal character building	Develop deeper understanding of character psychology, apply practitioner techniques to 18th century roles,
.5	Exploring context: Georgian Britain and the Foundling Hospital	Relate historical research to performance choices
.6	Audition technique	Developing audition skills, learn how to prepare and present an audition piece
.7	Mock auditions	Apply audition technique in a simulated setting
.8	Casting workshops & Ensemble Agreements	Explore collaborative casting and start the buy-in for roles
.9	Company read through	
.10	Scene work & Movement sequences	Use physical theatre to depict key narrative moments, create tension & contract in performance
11.	Physical story-telling and stylised transitions	Refine ensemble unity

Independent Study Plan

Week 1: Begin to prepare for auditions – research a number of monologues

Week 2: Monologue research

Week 3: Audition preparation

Week 4: Audition preparation

Week 5: Contextual research

Week 6:

Week 7:

Week 8:

Desired End Points – Key Outcomes for Assessment	
Expected Outcomes for All Students	• Work collaboratively in a rehearsal room, demonstrating mutual respect, focus and a willingness to take creative risks. • Use voice, movement and space with growing control to explore character, atmosphere and relationships in performance • Demonstrate knowledge of the narrative, characters and historical setting of the play • Develop and demonstrate audition technique • Identify personal strengths and areas for development in performance and audition settings. • Understand casting process
Desired Outcomes for Most Students	• Analyse scenes and monologues to make informed, creative decisions about character, motivation and intention • Apply a range of acting techniques with control • Interpret a script or audition text with some independence, showing thought in the delivery and motivation behind choices.

Y- LEARNING MAP- Year 11 Acting Rehearsal and Performance Map: Character Development to Final Production

Dates of Study:	Term 2 & 3 Nov 3rd 2025 – Feb 4th 2026	**Exam Board:**	Pearsons (BTEC)
		Qualification Code:	603/0406/6
Assessments:	Formative Assessment - After *Monologue Workshop* (Lesson 2) Performed in-role character monologue showing internal thought process, vocal characterisation, and physical commitment. Assess understanding of character journey.Evaluate clarity of vocal/physical choices. Gauge ability to apply redrafting and feedback. Teacher feedback with a simple grading rubric + peer evaluation using key criteria (e.g., clarity, engagement, characterisation). Formative Assessment - Act 1 Rehearsal Performance (Week 8) After *Act 1 Full Run* (Lesson 8) Informal recorded run of Act 1 performed to peers. Assess performance readiness, pacing, and ensemble focus. Monitor progress in character consistency and staging. Identify technical or narrative elements needing refinement. Playback analysis + group reflection session + teacher notes on next-step targets.	**Tier:**	Level 1/2
Additional Information:	Students will take part in a full-scale production undergoing an intense rehearsal process demonstrating enthusiasm and commitment whilst reviewing and evaluating their skills as part of the process.		

BOA
CREATIVE, DIGITAL & PERFORMING ARTS ACADEMY

ACTING

Starting Points – Assumed Prior Learning		
	Awareness *Knowledge and understanding*	Ability & Application *Demonstrate Knowledge & Understanding*
Consolidated through	Students will have developed an awareness of core performance skills through previous practical exploration, including vocal and physical techniques, character development, and ensemble work. They will have gained knowledge and understanding of scripted performance processes, having engaged in initial scene work, mock auditions, and early rehearsals for *Coram Boy*. Students will also be familiar with the play's themes, narrative structure, and historical context, enabling them to begin applying this understanding to character development and rehearsal-based tasks.	Students are now expected to demonstrate their knowledge and understanding through the rehearsal and development of a full-scale scripted performance. They are able to apply acting techniques with increasing control and intention, make considered character choices, and respond effectively to direction. Through blocking, refining, and performing both monologues and ensemble scenes, students show an ability to reflect, adapt, and contribute meaningfully to the creative process. Their work reflects an understanding of character journey, audience impact, and the practical demands of preparing a performance for live presentation.

Sequence of Lesson Objectives – Building Knowledge & Skills		
	Lesson Title(s)	Key Lesson Objective(s)
.1	Character journeys & Monologues – Writing in role	Explore inner life of character through writing and voice
.2	Monologue workshop – feedback and redraft/refine	Rehearse and perform monologues, apply peer/teacher feedback to improve performance
.3	Begin blocking	Use space and proxemics to show character relationships
.4	Develop entrances/exits, transitions and tableau	Use stage picture and flow to support narrative
.5	Begin running longer sections with cues	Rehearse with continuity and clarity
.6	Design, staging and deeper rehearsal - Introduce tech ideas	Collaborate on a unified design aesthetic
.7	Incorporate design into blocking – echo chamber, storm scenes	Align movement and voice with theatrical effects
.8	Act 1 full run	Evaluate pacing, cohesion and group focus
.9	Refining and polishing	Strengthen emotional truth and connection
.10	Developemnt of opening and closing	Clarify narrative bookends and character journeys
11.	Act 2 full run	Evaluate pacing, cohesion and group focus
12.	Full stagger run of the show	Identify pacing and technical adjustments
13.	Reflection session – verbal and written	Ensure consistency across performance
14.	Targeted clean-up for weaker moments	Ensure consistency across performance
15.	Final performance & Reflection	Perform to an audience with professional focus, critically evaluate process and outcome.

Independent Study Plan

Week 1: Contextual research
Week 2: Line learning
Week 3: Line learning
Week 4: Source props and costume
Week 5: Source props and costume
Week 6: Character work
Week 7: Line learning
Week 8: Line Learning
Week 9: After school rehearsal
Week 10: After school rehearsal
Week 11: After school rehearsal
Week 12: Line learning – costume prep
Week 13: Costume prep
Week 14: After school rehearsal
Week 15: Final performance

Desired End Points – Key Outcomes for Assessment	
Expected Outcomes for All Students	• Create and perform a character monologue during development • Rehearse and block scenes effectively • Work collaboratively with others, including design team • Reflect on rehearsal and performance
Desired Outcomes for Most Students	• Demonstrate character development across the play • Perform with control, emotional truth and clarity • Contribute to the refinement of staging and technical elements • Evaluate performance with insight and maturity

Y- LEARNING MAP – Year 11 Component 3 Responding to a Brief

Dates of Study:	Term 5 & 6 – March 2nd – April 30th 2026	**Exam Board:**	Pearsons (BTEC)
Assessments:	Formative assessment – Mock Ideas log, skills log and evaluation with teacher feedback Performance to year 10 audience – Q& A and feedback session to inform changes and evaluation Component 3: Responding to a brief Ideas log, Skills log, Evaluation log and a performance to a live audience – externally moderated.	**Qualification Code:** **Tier:**	603/0406/6 Level 1/2
Additional Information:	Students will have mock exams for ideas, skills and evaluation logs and be given feedback before the official exam.		

BOA
CREATIVE, DIGITAL & PERFORMING ARTS ACADEMY

ACTING

Starting Points – Assumed Prior Learning		
	Awareness *Knowledge and understanding*	Ability & Application *Demonstrate Knowledge & Understanding*
Consolidated through	Students will have previously explored a range of performance styles, devising techniques, and rehearsal methods through Components 1 and 2. They will have an awareness of how to respond to a stimulus, create character, and work collaboratively in a performance context. They understand basic theatrical conventions and can use voice, movement, and space to communicate meaning to an audience.	Students are now able to apply their understanding by developing and rehearsing original performance material in response to a brief. They can make purposeful creative choices, demonstrate a clear understanding of narrative structure, and contribute effectively to group work. Through ongoing rehearsal and refinement, they are able to demonstrate knowledge of performance styles and techniques, reflect on their development, and justify their decisions in both practical and written work.

Sequence of Lesson Objectives – Building Knowledge & Skills		
	Lesson Title(s)	Key Lesson Objective(s)
.1	Devising workshop	To explore and apply devising techniques in response to a new stimulus, developing original performance material that demonstrates creativity, collaboration, and clear storytelling.
.2	Introduction to brief and initial response; begin brainstorming themes and interpretations Generate and share personal/collective initial ideas in response to the brief. Begin completing mock Ideas Log with teacher modelling and scaffolding	To understand the requirements of the brief and identify the key themes and performance intentions.
.3	Group formations and development of initial concepts	To use devising techniques to generate and test material collaboratively. To articulate and refine initial ideas in preparation for written documentation (Ideas Log).

Independent Study Plan

Week 1: Devising company research
Week 2: Contextual research based on the brief
Week 3: Examination prep – Ideas log
Week 4: Target audience research
Week 5: Continued research
Week 6: Learn lines
Week 7: Examination prep – Skills log
Week 8: Learn lines
Week 9: Learn lines
Week 10: Examination prep - Evaluation

.4	Exploring and shaping material	To shape the performance with a clear beginning, middle, and end, linked to the brief's intention. To experiment with performance elements (e.g. design, space, transitions) to enhance meaning. To analyse feedback and make purposeful changes that develop the work in line with the brief.	**Week 11:** Examination prep - Evaluation
.5	Mock performance and evaluation	To demonstrate understanding of the brief through a structured and rehearsed performance. To reflect on performance strengths and areas for improvement using evaluative language. To begin analysing the creative process and outcomes through written evaluation.	
.6	Feedback sessions and exam preparation	Use teacher and peer feedback to refine performances and documentation Evaluate exemplar work to understand distinction-level performance and documentation.	
.7	Rehearsals to apply feedback	To rehearse devised material under controlled conditions with increasing independence. To record and reflect on the development of performance skills in real time (Skills Log).	
.8	Rehearsals to apply feedback	Be able to apply character, voice, movement, and staging with precision and intention.	
.9	Polishing and performance readiness	To refine the performance for impact, clarity, and professional delivery. To integrate technical and performance elements to communicate meaning effectively.	
.10	Final performance	To demonstrate a fully developed, creative response to the brief in performance. To critically reflect on performance outcomes with reference to intention and audience response.	
11.	Final external exam preparation	To complete a detailed and insightful evaluation of the process and performance. To refine written work to meet assessment criteria and ensure accuracy.	

Desired End Points – Key Outcomes for Assessment	
Expected Outcomes for All Students	• Respond to a brief with creative ideas • Contribute to the creation and rehearsal of an original performance, working collaboratively and demonstrating core performance skills such as voice, movement, and characterisation. • Complete the Ideas Log, Skills Log, and Evaluation Log with accurate descriptions of their creative process, rehearsals, and final performance. • Apply rehearsal strategies and respond to direction, showing development of their performance work and a commitment to improvement. • Able to identify key strengths in their work and explain how they overcame challenges during the rehearsal and performance process.
Desired Outcomes for Most Students	• Will create performance work that communicates a clear message or theme in direct response to the brief, showing thoughtful interpretation and audience awareness. • Will demonstrate confident use of voice, movement, space, and characterisation to shape a believable and engaging performance. • Will work supportively within a group, taking on creative and practical responsibilities, resolving challenges, and contributing ideas throughout the process. • Will complete their Ideas, Skills, and Evaluation Logs using subject-specific terminology, justifying creative decisions and analysing the development of their work. • Will make purposeful changes to their work during rehearsal, demonstrating the ability to evaluate progress and improve performance quality in response to teacher and peer feedback.

PATHWAY SUBJECT

ART & DESIGN (BTEC LEVEL 2)

Y11

YEAR 11 PATHWAY – Component 1 PSA Creative practice in Art and Design

Dates of Study:	September 25 – December 2025	**Exam Board:**	Pearsons (BTEC)
Assessments:	**Formative assessment** occurs every lesson and is documented in students' assessment books. Verbal feedback during practical work, Whole-class critique sessions., Use of assessment criteria: Learning aim A, B, C and D. Consolidation tasks: Peer and self-assessment, Sketchbook reviews, written reflections. **Summative assessment** occurs at identified points within the SOW and is documented using the BTEC assessment sheet and added to students' assessment book.	**Qualification Code:**	603/7056/7
		Tier:	N/A
Additional Information:	Learners will investigate art and design practice to inform the generation and communication of ideas and will develop practical skills through exploration of specialist materials, techniques and processes. Effective ideas in art and design are developed through practical research and investigation. Artists and designers can generate ideas through a combination of observation, experience and practice with art and design materials, techniques and processes. Practitioners develop and improve their practical skills through testing and reviewing their application of materials, techniques and processes. **Submission of marks: 15 May 2026. Sample selected by Pearson and moderation visit arranged.**		

BOA
CREATIVE, DIGITAL & PERFORMING ARTS ACADEMY

VAD

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Demonstrate Knowledge & Understanding*
Consolidated through Year 10 Mock PSAS and skills workshops.	Students have explored basic **themes and issues** in art and design. Students can identify different audiences. Students can recognise that artists/designers create work in **response to briefs or problems.** Students understand art and design as a form of **communication and expression.** Students have a good understanding and use **formal elements** (line, tone, shape, texture, space, form, colour). Students have experience with **2D, 3D, or digital materials.** Students can recognise key **processes** like developing ideas, experimenting, recording, and refining. Students can explain how an artist's **style or technique** influences meaning or mood.	Students can use materials and techniques with increasing **control and purpose.** Students can make **creative decisions** during the development of work (e.g., scale, composition). Students can present a **project journey:** from research, development to a final idea. Students can work with independence to refine ideas and explore alternatives. Students can use **subject-specific vocabulary** to describe and evaluate their work. Students can justify creative choices. Students can make links between their work and artist influences. Students can reflect on how successfully their work **communicates an idea or meets a brief.**

Sequence of Lesson Objectives – Building Knowledge & Skills October to December

Lessons	Lesson Title(s)	Key Lesson Objective(s)
1	Design brief analysis	To understand your design brief and the chosen theme. To understand how to conduct initial research in response to the brief.
2	Group mind map and idea sharing	To understand how to work as a group to create a min map in response to the brief.
3	**Task 1 Investigation**: Mind map words	To understand how to create a mind map in response to the theme.
4	**Task 1 Investigation**: Mind map images	To understand how to collect a range of images relevant to project theme and brief.
5	**Task 1 Investigation** Observational drawing	To understand how to create a series of observational drawings in response to your theme.
6	**Task 1 Investigation** Observational drawing	To understand how to create a series of observational drawings in response to your theme

Independent Study Plan

Week 1: Complete primary research and collect primary images.

Week 2: Create two observational drawings in response to your research

Week 3: To find three artists linked to your project theme.

7	**Task 1 Investigation**: Primary research	To understand how to source and take a range of photographs relevant to your project theme.
8	**Task 1 Investigation**: Secondary research	To understand how to source a range of relevant
9	**Task 1 Investigation**: Research and respond to the work of artists and designers related to the theme.	To understand how to create a range of experiments in response to the work of others and relevant to your chosen theme.
10	**Task 1 Investigation**: Practical responses	To understand how to create a range of experiments in response to the work of others and relevant to your chosen theme.
11	**Task 1 Investigation**: Practical responses	To understand how to create a range of experiments in response to the work of others and relevant to your chosen theme.
12	**Task 1 Investigation**: Practical responses	To understand how to create a range of experiments in response to the work of others and relevant to your chosen theme.
13	**Task 1 Investigation**: Practical responses	To understand how to create a range of experiments in response to the work of others and relevant to your chosen theme.
14	**Task 2 Idea generation**: Mind map of specific focus	To refine your project theme by selecting a specific focus, creating a mind map of ideas.
15	**Task 2 Idea generation**: Artist research and responses. (6 artists in total)	To be able to create a range of experiments in response to your artist research. To understand how to interpret the artists style to create original artwork.
16	**Task 2 Idea generation**: Artist research and responses.	To be able to create a range of experiments in response to your artist research. To understand how to interpret the artists style to create original artwork.
17	**Task 2 Idea generation**: Artist research and responses.	To be able to create a range of experiments in response to your artist research. To understand how to interpret the artists style to create original artwork.
18	**Task 2 Idea generation**: Artist research and responses.	To be able to create a range of experiments in response to your artist research. To understand how to interpret the artists style to create original artwork.
19	**Task 2 Idea generation**: Artist research and responses.	To be able to create a range of experiments in response to your artist research. To understand how to interpret the artists style to create original artwork.
20	**Task 2 Idea generation**: Artist research and responses.	To be able to create a range of experiments in response to your artist research. To understand how to interpret the artists style to create original artwork.
21	**Task 2 Idea generation**: Artist research and responses.	To be able to create a range of experiments in response to your artist research. To understand how to interpret the artists style to create original artwork.
22	**Task 2 Idea generation**: Artist research and responses.	To be able to create a range of experiments in response to your artist research. To understand how to interpret the artists style to create original artwork.
23	**Task 2 Idea generation**: Artist research and responses.	To be able to create a range of experiments in response to your artist research. To understand how to interpret the artists style to create original artwork.
24	**Task 2 Idea generation**: Artist research and responses.	To be able to create a range of experiments in response to your artist research. To understand how to interpret the artists style to create original artwork.
25	**Task 2 Idea generation**: Artist research and responses.	To be able to create a range of experiments in response to your artist research. To understand how to interpret the artists style to create original artwork.
26	**Task 2 Idea generation**: Artist research and responses.	To be able to create a range of experiments in response to your artist research. To understand how to interpret the artists style to create original artwork.
27	**Task 2 Idea generation**: Artist research and responses.	To be able to create a range of experiments in response to your artist research. To understand how to interpret the artists style to create original artwork.
28	**Task 2 Idea generation**: Artist research and responses.	To be able to create a range of experiments in response to your artist research. To understand how to interpret the artists style to create original artwork.
29	**Task 2 Idea generation**: Artist research and responses.	To be able to create a range of experiments in response to your artist research. To understand how to interpret the artists style to create original artwork.

Week 4: Create an experiment in response to an artist.

Week 5: Create an experiment in response to an artist.

Week 6: Create an experiment in response to an artist.

Week 7: Present artist research in your sketchbook.

Week 8: Collect primary research in response to your idea development.

Week 9: Annotate your final chosen idea, tests and design ideas

Week 10: Annotate your final chosen idea, tests and design ideas

Week 11: Complete any outstanding tasks in your sketchbook.

Week 12: Complete any outstanding tasks

30	**Task 2 Idea generation**: Artist research and responses.	To be able to create a range of experiments in response to your artist research. To understand how to interpret the artists style to create original artwork.
31	**Task 2 Idea generation**: Artist research and responses.	To be able to create a range of experiments in response to your artist research. To understand how to interpret the artists style to create original artwork.
32	**Task 2 Idea generation**: Artist research and responses.	To be able to create a range of experiments in response to your artist research. To understand how to interpret the artists style to create original artwork.
33	**Task 2 Idea generation**: Artist research and responses.	To be able to create a range of experiments in response to your artist research. To understand how to interpret the artists style to create original artwork.
34	**Task 2 Idea generation**: Artist research and responses.	To be able to create a range of experiments in response to your artist research. To understand how to interpret the artists style to create original artwork.
35	**Task 2 Idea generation**: Artist research and responses.	To be able to create a range of experiments in response to your artist research. To understand how to interpret the artists style to create original artwork.
36	**Task 3: Development and creation**. Specialist practical skills to manipulate materials, techniques and processes to develop ideas.	To combine artist styles and techniques to create idea developments. To experiment with a range of different materials, techniques and processes to create ideas for a final response.
37	**Task 3: Development and creation**. Specialist practical skills to manipulate materials, techniques and processes to develop ideas	To combine artist styles and techniques to create idea developments. To experiment with a range of different materials, techniques and processes to create ideas for a final response.
38	**Task 3: Development and creation**. Specialist practical skills to manipulate materials, techniques and processes to develop ideas	To combine artist styles and techniques to create idea developments. To experiment with a range of different materials, techniques and processes to create ideas for a final response.
39	**Task 3: Development and creation**. Specialist practical skills to manipulate materials, techniques and processes to develop ideas	To combine artist styles and techniques to create idea developments. To experiment with a range of different materials, techniques and processes to create ideas for a final response.
40	**Task 3: Development and creation**. Specialist practical skills to manipulate materials, techniques and processes to develop ideas	To combine artist styles and techniques to create idea developments. To experiment with a range of different materials, techniques and processes to create ideas for a final response.
41	**Task 3: Development and creation**. Specialist practical skills to manipulate materials, techniques and processes to develop ideas	To combine artist styles and techniques to create idea developments. To experiment with a range of different materials, techniques and processes to create ideas for a final response.
42	**Task 3: Development and creation** Final piece idea 1, material tests.	To combine artist styles and techniques to create idea developments. To experiment with a range of different materials, techniques and processes to create ideas for a final response.
43	**Task 3: Development and creation**. Final piece idea 1, material tests.	To combine artist styles and techniques to create idea developments. To experiment with a range of different materials, techniques and processes to create ideas for a final response.
44	**Task 3: Development and creation** Final piece idea 1, material tests.	To combine artist styles and techniques to create idea developments. To experiment with a range of different materials, techniques and processes to create ideas for a final response.
45	**Task 3: Development and creation** Final piece idea 1, material tests.	To combine artist styles and techniques to create idea developments. To experiment with a range of different materials, techniques and processes to create ideas for a final response.
46	**Task 3: Development and creation**. Final piece idea 1, material tests.	To combine artist styles and techniques to create idea developments. To experiment with a range of different materials, techniques and processes to create ideas for a final response.

47	**Task 3: Development and creation**. Final piece idea 1, material tests.	To combine artist styles and techniques to create idea developments. To experiment with a range of different materials, techniques and processes to create ideas for a final response.
48	**Task 3: Development and creation** Final piece idea 2, material tests	To combine artist styles and techniques to create idea developments. To experiment with a range of different materials, techniques and processes to create ideas for a final response.
49	**Task 3: Development and creation**. Final piece idea 2, material tests	To combine artist styles and techniques to create idea developments. To experiment with a range of different materials, techniques and processes to create ideas for a final response.
50	**Task 3: Development and creation** Final piece idea 2, material tests	To combine artist styles and techniques to create idea developments. To experiment with a range of different materials, techniques and processes to create ideas for a final response.
51	**Task 3: Development and creation** Final piece idea 2, material tests	To combine artist styles and techniques to create idea developments. To experiment with a range of different materials, techniques and processes to create ideas for a final response.
52	**Task 3: Development and creation** Final piece idea 2, material tests	To combine artist styles and techniques to create idea developments. To experiment with a range of different materials, techniques and processes to create ideas for a final response.
53	**Task 3: Development and creation**. Final piece idea 2, material tests	To combine artist styles and techniques to create idea developments. To experiment with a range of different materials, techniques and processes to create ideas for a final response.
54	**Task 3: Development and creation**. Final piece idea 2, material tests	To combine artist styles and techniques to create idea developments. To experiment with a range of different materials, techniques and processes to create ideas for a final response.
55	**Task 3: Development and creation**. Final piece idea 3, material tests	To combine artist styles and techniques to create idea developments. To experiment with a range of different materials, techniques and processes to create ideas for a final response.
56	**Task 3: Development and creation**. Final piece idea 3, material tests	To combine artist styles and techniques to create idea developments. To experiment with a range of different materials, techniques and processes to create ideas for a final response.
57	**Task 3: Development and creation**. Final piece idea 3, material tests	To combine artist styles and techniques to create idea developments. To experiment with a range of different materials, techniques and processes to create ideas for a final response.
58	**Task 3: Development and creation**. Final piece idea 3, material tests	To combine artist styles and techniques to create idea developments. To experiment with a range of different materials, techniques and processes to create ideas for a final response.
59	**Task 3: Development and creation**. Final piece idea 3, material tests	To combine artist styles and techniques to create idea developments. To experiment with a range of different materials, techniques and processes to create ideas for a final response.
60	**Task 3: Development and creation**. Final piece idea 3, material tests	To combine artist styles and techniques to create idea developments. To experiment with a range of different materials, techniques and processes to create ideas for a final response.
61	**Task 4: Presentation**. Final piece creation.	To understand how to create an original piece of artwork in response to your theme and the artists you researched.
62	**Task 4: Presentation**. Final piece creation	To understand how to create an original piece of artwork in response to your theme and the artists you researched.
63	**Task 4: Presentation**. Final piece creation	To understand how to create an original piece of artwork in response to your theme and the artists you researched.
64	**Task 4: Presentation**. Final piece creation	To understand how to create an original piece of artwork in response to your theme and the artists you researched.
65	**Task 4: Presentation**. Final piece creation	To understand how to create an original piece of artwork in response to your theme and the artists you researched.
66	**Task 4: Presentation**. Final piece creation	To understand how to create an original piece of artwork in response to your theme and the artists you researched.
67	**Task 4: Presentation**. Final piece creation	To understand how to create an original piece of artwork in response to your theme and the artists you researched.
68	**Task 4: Presentation**. Final piece creation	To understand how to create an original piece of artwork in response to your theme and the artists you researched.
69	**Task 4: Presentation**. Final piece creation	To understand how to create an original piece of artwork in response to your theme and the artists you researched.

70	**Task 4: Presentation**. Final piece creation	To understand how to create an original piece of artwork in response to your theme and the artists you researched.
71	**Task 4: Presentation**. Final piece creation	To understand how to create an original piece of artwork in response to your theme and the artists you researched.
72	**Task 4: Presentation**. Final piece creation	To understand how to create an original piece of artwork in response to your theme and the artists you researched.
73	**Task 4: Presentation**. Annotation and complete and outstanding tasks.	To annotate your sketchbook clearly explaining your ideas. To complete any outstanding tasks and experiments. To evaluate your project explaining your creative journey, decisions and final outcome.
74	**Task 4: Presentation**. Annotation and complete and outstanding tasks.	To annotate your sketchbook clearly explaining your ideas. To complete any outstanding tasks and experiments. To evaluate your project explaining your creative journey, decisions and final outcome
75	**Task 4: Presentation**. Annotation and complete and outstanding tasks.	To annotate your sketchbook clearly explaining your ideas. To complete any outstanding tasks and experiments. To evaluate your project explaining your creative journey, decisions and final outcome
76	**Task 4: Presentation**. Annotation and complete and outstanding tasks.	To annotate your sketchbook clearly explaining your ideas. To complete any outstanding tasks and experiments. To evaluate your project explaining your creative journey, decisions and final outcome
77	**Task 4: Presentation**. Annotation and complete and outstanding tasks.	To annotate your sketchbook clearly explaining your ideas. To complete any outstanding tasks and experiments. To evaluate your project explaining your creative journey, decisions and final outcome
78	**Task 4: Presentation**. Annotation and complete and outstanding tasks.	To annotate your sketchbook clearly explaining your ideas. To complete any outstanding tasks and experiments. To evaluate your project explaining your creative journey, decisions and final outcome

Desired End Points – Key Outcomes for Assessment	
Expected Outcomes for All Students	**Learning outcome A: Use investigation and experimentation processes in art and design practice** Competent application of appropriate investigation methods using mostly relevant primary and secondary sources. Practical responses to the work of others, showing clear understanding of how they communicate visually. Competent use of practical experimentation showing a clear understanding of how art and design materials, techniques and processes can be used to communicate. **Learning outcome B: Generate and communicate art and design ideas** Competent generation, recording and communication of ideas that are mostly informed by investigation, showing clear exploration of a range of creative opportunities in relation to the brief. **Learning outcome C: Develop practical skills through application and review** Appropriate and clearly informed selection of materials, techniques and processes that are mostly relevant to creative intentions. Competent practical skill in applying and manipulating materials, techniques and processes shown through outcomes. Competent application of development and review processes leading to clear refinement of work and achievement of intentions in response to the brief. **Learning outcome D: Record and communicate skills development** Presentation is coherent, showing clear consideration of how to communicate the strengths and qualities of their work.
Desired Outcomes for Most Students	**Learning outcome A: Use investigation and experimentation processes in art and design practice.** Confident application of a range of effective investigation methods using focused and pertinent primary and secondary sources. Practical responses to the work of others, showing in-depth understanding of how they communicate visually. Effective use of practical experimentation showing a thorough understanding of how art and design materials, techniques and processes can be used to communicate. **Learning outcome B: Generate and communicate art and design ideas** Confident generation, recording and communication of ideas and intentions that are thoroughly informed by investigation, showing in-depth exploration of a broad range of creative opportunities in relation to the brief. **Learning outcome C: Develop practical skills through application and review** Effective and thoroughly informed selection of materials, techniques and processes that are pertinent to creative intentions. Confident practical skill in applying and manipulating materials, techniques and processes shown through outcomes. Thorough application of development and review processes leading to effective refinement of work and achievement of intentions in response to the brief. **Learning outcome D: Record and communicate skills development** Presentation is cohesive and effective, showing in-depth consideration of how to enhance the strengths and qualities of their work.

YEAR 11 PATHWAY – Component 2: Responding to a Brief

Dates of Study:	January 2025 – May 2026	**Exam Board:**	Pearsons (BTEC)
Assessments:	**Formative assessment** occurs every lesson and is documented in students' assessment books. Verbal feedback during practical work, Whole-class critique sessions., Use of assessment criteria: Learning aim A, B, C and D. Consolidation tasks: Peer and self-assessment, Sketchbook reviews, written reflections. **Summative assessment** occurs at identified points within the SOW and is documented using the BTEC assessment sheet and added to students' assessment book.	**Qualification Code:**	603/7056/7
		Tier:	N/A
Additional Information:	**Official PSA Released 12 January 2025** Learners will develop and produce art and design work in response to a creative brief. Artists and designers respond to briefs to produce outcomes. They continually think about the requirements of the brief and try alternative approaches during development. Once they have developed and created a response to the brief, they present their work. In this component, you will interpret a creative brief that is asking you to produce specific art or design work for an identified audience. You will use your skills to understand the constraints and the requirements of the brief. You will use planning and organisation skills to ensure that the work can progress and develop in a structured way. You will ensure that the work meets the requirements of the brief by continually reviewing your work. Finally, you will present the work in an appropriate format, in order to communicate the development of your work and the final response. This component will help you to progress to Level 2 or Level 3 vocational or academic qualifications that allow you to focus in more detail on your chosen area of art or design, such as Level 3 fashion, photography, graphics or 3D design craft pathways. The component will also enable you to develop transferable skills, such as organisation and communication skills, in preparation for further study and employment. **Submission of marks: 15 May 2026 marked by Pearson**		

BOA
CREATIVE, DIGITAL & PERFORMING ARTS ACADEMY

VAD

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Demonstrate Knowledge & Understanding*
Consolidated through previous unit knowledge and mock PSA from Year 10.	Students understand how to respond to a **brief** (what a client or audience wants). Students can recognise the different purposes of art and design. Students have some awareness of social, cultural and historical contexts. Students have analysed artists/designers and identified their intentions and audiences. Students can reflect on their own intentions. Students know how to apply the formal elements. Students have a good awareness of how to use and control different materials and techniques with confidence. Students recognise how different artists/designers use **style, media,** and **composition. Students have widened their vocabulary to describe and compare artwork.**	Students can explore and test media and techniques **purposefully.** Students can develop ideas from a starting point into a **creative outcome.** Students know how to use a sketchbook or portfolio to show **progression** from research to final piece. Students can annotate work clearly with **justifications** (e.g., why they chose a material or composition). Students can act on feedback and evaluate their own strengths/areas to improve

Sequence of Lesson Objectives

Lessons	Lesson Title(s)	Key Lesson Objective(s)
1	Brief analysis and group mind map	To understand how to analyse the exam paper and what you are being asked to do. To understand the purpose of a mind map. To understand what a design brief is.
2	Initial research into theme	To understand how to conduct effective secondary research about your given theme.
3	Initial research into theme	To understand how to conduct effective secondary research about your given theme
4	Initial research into theme	To understand how to conduct effective secondary research about your given theme
5	Initial research into theme	To understand how to conduct effective secondary research about your given theme

Independent Study Plan

Week 1: Complete your research PowerPoint and mind map.

Week 2: Find one practitioner who creates animal artwork.

Week 3: Continue research into different briefs and decide on a specific one.

6	Initial research into theme	To understand how to conduct effective secondary research about your given theme
7	Initial research into theme	To understand how to conduct effective secondary research about your given theme
8	Initial research into theme	To understand how to conduct effective secondary research about your given theme
9	Initial research into theme	To understand how to conduct effective secondary research about your given theme
10	Practitioners linked to theme.	To understand how to conduct effective secondary research into artists who respond to the same theme.
11	Practitioners linked to theme.	To understand how to conduct effective secondary research into artists who respond to the same theme.
12	Practitioners linked to theme.	To understand how to conduct effective secondary research into artists who respond to the same theme.
13	Practitioners linked to theme.	To understand how to conduct effective secondary research into artists who respond to the same theme.
14	Practitioners linked to theme.	To understand how to conduct effective secondary research into artists who respond to the same theme.
15	Comparing the different briefs and considering ideas for each	To understand the different briefs and artwork that can be created.
16	Comparing the different briefs and considering ideas for each	To understand the different briefs and artwork that can be created.
17	Choosing a specific brief and finding examples.	To be able to select a specific brief and understand how to present your initial research.
18	Choosing a specific brief and finding examples.	To be able to select a specific brief and understand how to present your initial research.
19	Target audience research	To understand your chosen target audience.
20	Target audience survey	To understand how to create and distribute your own target audience survey.
21	**Activity 1:** Primary research, target audience survey and observations	To understand how to collect primary research in the form of photographs and a target audience survey. To understand how to analyse your survey data and how this will inform your ideas. To understand how to create initial observations from your photographs.
22	**Activity 1:** Primary research, target audience survey and observations	To understand how to collect primary research in the form of photographs and a target audience survey. To understand how to analyse your survey data and how this will inform your ideas. To understand how to create initial observations from your photographs.
23	**Activity 1:** Primary research, target audience survey and observations	To understand how to collect primary research in the form of photographs and a target audience survey. To understand how to analyse your survey data and how this will inform your ideas. To understand how to create initial observations from your photographs.
24	**Activity 1:** Primary research, target audience survey and observations	To understand how to collect primary research in the form of photographs and a target audience survey. To understand how to analyse your survey data and how this will inform your ideas. To understand how to create initial observations from your photographs.
25	**Activity 1:** Primary research, target audience survey and observations	To understand how to collect primary research in the form of photographs and a target audience survey. To understand how to analyse your survey data and how this will inform your ideas. To understand how to create initial observations from your photographs.
26	**Activity 1:** Primary research, target audience survey and observations	To understand how to collect primary research in the form of photographs and a target audience survey. To understand how to analyse your survey data and how this will inform your ideas. To understand how to create initial observations from your photographs.
27	**Activity 1:** Primary research, target audience survey and observations	To understand how to collect primary research in the form of photographs and a target audience survey. To understand how to analyse your survey data and how this will inform your ideas. To understand how to create initial observations from your photographs.
28	**Activity 1:** Primary research, target audience survey and observations	To understand how to collect primary research in the form of photographs and a target audience survey.

Week 4: Analyse the data from your target audience surveys.

Week 5: Collect primary research

Week 6: Complete any outstanding research and artist experiments.

Week 7: Complete any outstanding research and artist experiments.

Week 8: Complete any outstanding research and artist experiments.

Week 9: Complete final piece idea.

Week 10: Finish notes in preparation for your development review.

Week 11: Present photos of your final piece on your PowerPoint.

Week 12: Present photos of your final piece on your PowerPoint.

Week 13: Finish and submit your digital portfolio.

		To understand how to analyse your survey data and how this will inform your ideas. To understand how to create initial observations from your photographs.
29	**Activity 1:** Exploring ideas, materials, techniques and processes to create your own artwork.	To understand how to respond in the style of the artist. To understand how to explore your ideas using different materials and techniques. To understand how to record your project development
30	**Activity 1:** Exploring ideas, materials, techniques and processes to create your own artwork.	To understand how to respond in the style of the artist. To understand how to explore your ideas using different materials and techniques. To understand how to record your project development
31	**Activity 1:** Exploring ideas, materials, techniques and processes to create your own artwork.	To understand how to respond in the style of the artist. To understand how to explore your ideas using different materials and techniques. To understand how to record your project development
32	**Activity 1:** Exploring ideas, materials, techniques and processes to create your own artwork.	To understand how to respond in the style of the artist. To understand how to explore your ideas using different materials and techniques. To understand how to record your project development
33	**Activity 1:** Exploring ideas, materials, techniques and processes to create your own artwork.	To understand how to respond in the style of the artist. To understand how to explore your ideas using different materials and techniques. To understand how to record your project development
34	**Activity 1:** Exploring ideas, materials, techniques and processes to create your own artwork.	To understand how to respond in the style of the artist. To understand how to explore your ideas using different materials and techniques. To understand how to record your project development
35	**Activity 1:** Exploring ideas, materials, techniques and processes to create your own artwork.	To understand how to respond in the style of the artist. To understand how to explore your ideas using different materials and techniques. To understand how to record your project development
36	**Activity 1:** Exploring ideas, materials, techniques and processes to create your own artwork.	To understand how to respond in the style of the artist. To understand how to explore your ideas using different materials and techniques. To understand how to record your project development
37	**Activity 1:** Exploring ideas, materials, techniques and processes to create your own artwork.	To understand how to respond in the style of the artist. To understand how to explore your ideas using different materials and techniques. To understand how to record your project development
38	**Activity 1:** Exploring ideas, materials, techniques and processes to create your own artwork.	To understand how to respond in the style of the artist. To understand how to explore your ideas using different materials and techniques. To understand how to record your project development
39	**Activity 1:** Exploring ideas, materials, techniques and processes to create your own artwork.	To understand how to respond in the style of the artist. To understand how to explore your ideas using different materials and techniques. To understand how to record your project development
40	**Activity 1:** Exploring ideas, materials, techniques and processes to create your own artwork.	To understand how to respond in the style of the artist. To understand how to explore your ideas using different materials and techniques. To understand how to record your project development
41	**Activity 1:** Exploring ideas, materials, techniques and processes to create your own artwork.	To understand how to respond in the style of the artist. To understand how to explore your ideas using different materials and techniques. To understand how to record your project development
42	**Activity 1:** Exploring ideas, materials, techniques and processes to create your own artwork.	To understand how to respond in the style of the artist. To understand how to explore your ideas using different materials and techniques. To understand how to record your project development

43	**Activity 1:** Exploring ideas, materials, techniques and processes to create your own artwork.	To understand how to respond in the style of the artist. To understand how to explore your ideas using different materials and techniques. To understand how to record your project development
44	**Activity 1:** Exploring ideas, materials, techniques and processes to create your own artwork.	To understand how to respond in the style of the artist. To understand how to explore your ideas using different materials and techniques. To understand how to record your project development
45	**Activity 1:** Exploring ideas, materials, techniques and processes to create your own artwork.	To understand how to respond in the style of the artist. To understand how to explore your ideas using different materials and techniques. To understand how to record your project development
46	**Activity 1:** Exploring ideas, materials, techniques and processes to create your own artwork.	To understand how to respond in the style of the artist. To understand how to explore your ideas using different materials and techniques. To understand how to record your project development
47	**Activity 1:** Exploring ideas, materials, techniques and processes to create your own artwork.	To understand how to respond in the style of the artist. To understand how to explore your ideas using different materials and techniques. To understand how to record your project development
48	**Activity 1:** Exploring ideas, materials, techniques and processes to create your own artwork.	To understand how to respond in the style of the artist. To understand how to explore your ideas using different materials and techniques. To understand how to record your project development
49	**Activity 1:** Exploring ideas, materials, techniques and processes to create your own artwork.	To understand how to respond in the style of the artist. To understand how to explore your ideas using different materials and techniques. To understand how to record your project development
30	**Activity 1:** Exploring ideas, materials, techniques and processes to create your own artwork.	To understand how to respond in the style of the artist. To understand how to explore your ideas using different materials and techniques. To understand how to record your project development
51	**Activity 1:** Exploring ideas, materials, techniques and processes to create your own artwork.	To understand how to respond in the style of the artist. To understand how to explore your ideas using different materials and techniques. To understand how to record your project development
52	**Activity 1:** Exploring ideas, materials, techniques and processes to create your own artwork.	To understand how to respond in the style of the artist. To understand how to explore your ideas using different materials and techniques. To understand how to record your project development
53	**Activity 1:** Exploring ideas, materials, techniques and processes to create your own artwork.	To understand how to respond in the style of the artist. To understand how to explore your ideas using different materials and techniques. To understand how to record your project development
54	**Activity 1:** Exploring ideas, materials, techniques and processes to create your own artwork.	To understand how to respond in the style of the artist. To understand how to explore your ideas using different materials and techniques. To understand how to record your project development
55	Development review examples	To understand how to review your project,
56	Final piece ideas	To understand how to create a range of final piece ideas.
57	Final piece ideas	To understand how to create a range of final piece ideas.
58	Final piece ideas	To understand how to create a range of final piece ideas.
59	Final piece ideas	To understand how to create a range of final piece ideas.
60	Final piece ideas	To understand how to create a range of final piece ideas.
61	**Activity 2:** Development review writing planning	To understand how to answer each question in your development review. To be able to make notes for each question in preparation for writing.

62	**Activity 2:** Development review writing planning	To understand how to answer each question in your development review. To be able to make notes for each question in preparation for writing.
63	**Activity 2:** Development review writing	To be able to communicate ideas for your final piece. To communicate how your ideas have been supported by research and exploration. (2 hours supervised time)
64	**Activity 2:** Development review writing	To be able to communicate ideas for your final piece. To communicate how your ideas have been supported by research and exploration. (2 hours supervised time)
65	**Activity 2:** Development review writing	To be able to communicate ideas for your final piece. To communicate how your ideas have been supported by research and exploration. (2 hours supervised time)
66	**Activity 3:** Creating a final response (8hr exam) Planninh	8 hours of formal supervision Recording the making of final response.
67	**Activity 3:** Creating a final response (8hr exam)	8 hours of formal supervision Recording the making of final response.
68	**Activity 3:** Creating a final response (8hr exam)	8 hours of formal supervision Recording the making of final response.
69	**Activity 3:** Creating a final response (8hr exam)	8 hours of formal supervision Recording the making of final response.
70	**Activity 3:** Creating a final response (8hr exam)	8 hours of formal supervision Recording the making of final response.
71	**Activity 3:** Creating a final response (8hr exam)	8 hours of formal supervision Recording the making of final response.
72	**Activity 3:** Creating a final response (8hr exam)	8 hours of formal supervision Recording the making of final response.
73	**Activity 3:** Creating a final response (8hr exam)	8 hours of formal supervision Recording the making of final response.
74	**Activity 3:** Creating a final response (8hr exam)	8 hours of formal supervision Recording the making of final response.
75	**Activity 3:** Creating a final response (8hr exam)	8 hours of formal supervision Recording the making of final response.
76	**Activity 3:** Creating a final response (8hr exam)	8 hours of formal supervision Recording the making of final response.
77	**Activity 3:** Creating a final response (8hr exam)	8 hours of formal supervision Recording the making of final response.
78	**Activity 3:** Creating a final response (8hr exam)	8 hours of formal supervision Recording the making of final response.
79	**Activity 3:** Creating a final response (8hr exam)	8 hours of formal supervision Recording the making of final response.
80	**Activity 4**: Produce a digital portfolio	To understand how to create a digital portfolio in response to your brief.
81	**Activity 4:** Produce a digital portfolio	To understand how to create a digital portfolio in response to your brief.
82	**Activity 4:** Produce a digital portfolio	To understand how to create a digital portfolio in response to your brief.
83	**Activity 4:** Produce a digital portfolio	To understand how to create a digital portfolio in response to your brief.
84	**Activity 4:** Produce a digital portfolio	To understand how to create a digital portfolio in response to your brief.
85	**Activity 4:** Produce a digital portfolio	To understand how to create a digital portfolio in response to your brief.

Desired End Points – Key Outcomes for Assessment	
Expected Outcomes for All Students	**Activity 1: Project development:** Competent use of research and exploration within development. Competent review and refinement of work throughout, linked to the brief. Competent approach to the development process applied. **Activity 2: Development review**: Competent description of intentions for final response. Ideas for response are competently informed by research and exploration. Competent consideration of the requirements of the brief. **Activity 3: Final response**: The final response mostly meets the context and the requirements of the brief. Competent use of appropriate practical art and design skills to produce an adequate final response. The final response demonstrates a competent interpretation of the brief **Activity 4: Portfolio:** Coherent visual and written communication of development and final response. Presentation demonstrates competent use of structure, layout, organisation and style in response to the brief.
Desired Outcomes for Most Students	**Activity 1: Project development:** Confident use of research and exploration within development. Confident review and refinement of work throughout, linked to the brief. Effective approach to the development process applied. **Activity 2: Development review**: Detailed description of intentions for final response. Ideas for response are effectively informed by research and exploration. Effective consideration of the require **Activity 3: Final response**: The final response fully meets the context and the requirements of the brief. Confident use of appropriate practical art and design skills to produce an effective response. The final response demonstrates a thoughtful interpretation of the brief. **Activity 4: Portfolio:** Effective visual and written communication of development and final response. Presentation demonstrates effective use of structure, layout, organisation and style in response to the brief.

PATHWAY SUBJECT

DANCE (BTEC LEVEL 2)

Y11

Year 11- LEARNING MAP: Component 1 Exploring the Performing Arts

Dates of Study:	Term 1 and 2	**Exam Board:**	Pearson (BTEC)
Assessments:	Feedback Hand in: Final week of Term 1 Hand in: Final Week of Term 2	**Qualification Code:**	BPD01
		Tier:	
Additional Information:	Students to create a word document log of their exploration into a professional work. Students will be given and brief and theme from BTEC to base their work on. Students will take part in practical exploration tasks to aid with this log.		

Dance

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Demonstrate Knowledge & Understanding*
Consolidated through bell tasks and questioning	Understand the creative processes of choreographers when creating a piece of professional work. Understand how a theme and choreographic intention can be communicate clearly to an audience.	Apply stylistic conventions to performance material in response to a brief. Apply dance skills and techniques to performance material in response to a brief. Review the stylistic conventions of performance material.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
1	Introduction to Component 1: Exploring the Performing Arts.	To understand the requirements and outcomes of Component 1: Exploring the Performing Arts. To understand the evidence requirement and expectations. To understand the marking criteria in relation to the evidence required. To understand the professional work you are exploring and relating to a theme.
2	Choreographic Processes and Techniques: Task 1 and 2	To understand the piece you are studying, including about the piece, choreographer and key themes To understand explore the choreographic techniques and processes the choreographer used to create the piece.
3	Choreographic Processes and Techniques: Task 3	To understand the piece you are studying, including about the piece, choreographer and key themes To understand explore the choreographic techniques and processes the choreographer used to create the piece.
4	Choreographic Processes and Techniques – Write up	To show your understanding of the choreographic techniques and processes you have explored. To understand the effectiveness of these choreographic techniques and processes. To understand how these processes help to create relevant choreography to show the key themes within the movements.
5	Choreographic Processes and Techniques: Task 4	To understand the piece you are studying, including about the piece, choreographer and key themes To understand explore the choreographic techniques and processes the choreographer used to create the piece.
6	Choreographic Processes and Techniques: Task 5	To understand the piece you are studying, including about the piece, choreographer and key themes To understand explore the choreographic techniques and processes the choreographer used to create the piece.
7	Stylistic Qualities	To understand the key stylistic qualities of the professional work studying. To understand how the stylistic qualities help to communicate the theme.
8	Check List – Theory	
9	How the choreographer's ideas were developed	To understand how the choreographer's ideas were generated.

Independent Study Plan

Week 1: Ensure all tasks are completed and up to date from the week.

Week 2: Ensure all tasks are completed and up to date from the week.

Week 3: Ensure all tasks are completed and up to date from the week.

Week 4: Ensure all tasks are completed and up to date from the week.

		To understand how the choreographer used different choreographic techniques and processes to create material To understand why and how these methods are effective.	
10	Creative Intentions and Purpose of work	To understand the creative intentions behind the professional work. To understand the purpose of the professional work.	
11	Communication of theme through creative intention and purpose of work	To understand how the creative intentions and purpose of the professional works helps to communicate the theme.	
12	Choreographic processes and used to create work	To understand the different choreographic approaches taken in creating the professional work. To identify specific examples of how the choreographer uses different approaches to help communicate the theme.	
13	Roles and Responsibilities	To understand the different job roles required within the creative process of a professional work. To understand the different skills required for each job role To understand how hobs roles need to interrelate to create a successful work.	
14	Roles and Responsibilities in Within Her Eyes	To understand the different job roles within the professional work. To understand how the different job roles work together to create the work.	
15	Production Features: Aural Setting	To understand the different production features required within a professional piece of work. To understand the aural setting and the composer. To understand how the aural setting helps to communicate the choreographic intention. To understand why the choreographer has chosen this type of aural setting.	
16	Production Features: Lighting	To understand the different production features required within a professional piece of work. To understand how the lighting works and about the lighting designer. To understand how the lighting helps to communicate the choreographic intention. To understand why the choreographer has chosen this type of lighting.	
17	Production Features: Costume	To understand the different production features required within a professional piece of work. To understand the costume choices and to learn about the costume designer. To understand how the costume helps to communicate the choreographic intention. To understand why the choreographer has chosen this costume.	
18	Production Features: Set	To understand the different production features required within a professional piece of work. To understand the different set and the set designer To understand how the set helps to communicate the choreographic intention. To understand why the choreographer has chosen this type of set.	
19	Production Features: Use of Camera	To understand the different production features required within a professional piece of work. To understand the different uses of camera. To understand how the different use of camera angles helps to communicate the choreographic intention. To understand why the choreographer has chosen different types of camera angles and shots.	
20	Analysis of Sections: 1 – 3	To understand how you can affectively analyse a piece of work. To understand how we can see the theme portrayed within the production features. To understand what elements of movements are essential for conveying the theme of the piece clearly to the audience.	
21	Analysis of Sections: 4 – 7	To understand how you can affectively analyse a piece of work. To understand how we can see the theme portrayed within the production features. To understand what elements of movements are essential for conveying the theme of the piece clearly to the audience.	
22	Final Review	To identify your overall opinion of the professional work you have studied. To understand how the production team have contributed successfully to the piece. To understand the skill set required of the performers and how they have done this successfully. To understand how successful the choreographer has been in creating the piece.	
23	Apply Feedback	To understand all the requirements for this component To understand feedback and apply this in an effective way.	

Desired End Points – Key Outcomes for Assessment	
Expected Outcomes for All Students	• Good understanding of performance informed through competent investigation of stylistic qualities, features and influences and how they contribute to the creative intentions and purpose of the work. References to mostly relevant examples from the professional work that relate to the theme. • Good understanding of the professional's contribution to the performance through clear assessment of roles, responsibilities in line with intentions. Good consideration of most of the fundamental skills that contribute to the work. • Good understanding of the approaches taken by professionals to generate ideas for performance material. Response is formed through competent consideration of relevant examples from professional work. • Good understanding of the processes used in the development and rehearsal of professional works. Response is informed through a competent practical exploration of processes. • Good understanding of the techniques used in the performance process. Response is informed through competent consideration of relevant examples from professional works.
Desired Outcomes for Most Students	• In-depth understanding of performance informed through thorough investigation of stylistic qualities, features and influences and how they contribute to the creative intentions and purpose of the work. References to pertinent examples from the professional work that relate to the theme. • In-depth understanding of the professional's contribution to the performance through detailed assessment of roles, responsibilities in line with intentions. In-depth and thorough consideration of the fundamental skills that contribute to the work. • Effective understanding of the approaches taken by professionals to generate ideas for performance material Response is informed through thorough consideration of pertinent examples from professional work. • Effective understanding of the processes used in the development and rehearsal of professional works. Response is informed through an effective practical exploration of processes. • Effective understanding of the techniques used in the performance process. Response is informed through thorough consideration of pertinent examples from professional works.

Year 11- LEARNING MAP: Component 3 – Responding to a Brief

Dates of Study:	Term 4 and 5	**Exam Board:**	Pearson (BTEC)
Assessments:	**TBC – Once exam brief is released.**	**Qualification Code:**	BPD03
		Tier:	
Additional Information:	Students to create a piece of choreography (7-15 minutes) based on a brief provided by the exam board (Brief is released in January). Students to complete 4 activities: Activity 1 – Ideas Log, Activity 2 – Skills Log, Activity 3 – Performance, Activity 4 – Evaluation.		

Dance

Starting Points – Assumed Prior Learning		
	Awareness *Knowledge and understanding*	Ability & Application *Demonstrate Knowledge & Understanding*
Consolidated through	Understand choreographic processes and techniques. Understand how to communicate a theme and choreographic intention through performance.	Apply knowledge and understanding of working to a brief to create a piece of choreography. Apply choreographic techniques and processes to the create processes. Review and evaluate contributions, strengths and areas of improvements.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
1	Introduction to Component 3	To understand the key requirements of the brief. To understand how to generate different ideas based on a given stimulus to meet the requirements of the brief. To understand how to contribute ideas in a professional and positive manner. To understand how to communicate ideas clearly to the audience.
2	Planning Activity 1: Ideas Log	To understand the concept and style of performance To understand the choice of target audience and what affect this has on the performance. To understand what resources are needed during the development and performance for the exploration and development of ideas To understand how the ideas meet the requirements of the brief To understand how the work of practitioners has influenced your ideas To explore ideas, you have contributed and understand how you explored ideas.
3	Activity 1: Ideas Log	To understand the concept and style of performance To understand the choice of target audience and what affect this has on the performance. To understand what resources are needed during the development and performance for the exploration and development of ideas To understand how the ideas meet the requirements of the brief To understand how the work of practitioners has influenced your ideas To explore ideas, you have contributed and understand how you explored ideas.
4	Activity 1: Ideas Log	To understand the concept and style of performance To understand the choice of target audience and what affect this has on the performance. To understand what resources are needed during the development and performance for the exploration and development of ideas To understand how the ideas meet the requirements of the brief To understand how the work of practitioners has influenced your ideas To explore ideas, you have contributed and understand how you explored ideas.
5	Activity 1: Ideas Log – Completed and Feedback Applied.	To ensure Ideas demonstrate effective consideration of the requirements of the brief. To demonstrate Effective exploration of ideas and use of influences in response to the brief.

Independent Study Plan

Week 1: Completion of Activity 1 written work.

Week 3: Completion of Activity 1 Notes – Submitted to Teams Assignment.

Week 5: Completion of Activity 2 Notes – Submitted to Teams Assignment.

Week 7: Completion of Activity 4 Notes – Submitted to Teams Assignment.

		To Effectively contribute individual ideas within a group. To show an effective ability when planning and management of resources in response to the requirements of the brief.
6	Activity 1: Ideas Log – Notes	To understand how to create effective notes to aid within the exam.
7	Activity 1: Ideas Log – Exam	To ensure Ideas demonstrate effective consideration of the requirements of the brief. To demonstrate Effective exploration of ideas and use of influences in response to the brief. To Effectively contribute individual ideas within a group. To show an effective ability when planning and management of resources in response to the requirements of the brief.
8	Practical	To understand different choreographic techniques and processes to create an effect piece To understand how to communicate a choreographic intention to the audience To understand how to ensure all requirements of the brief are met through the creative process.
9	Practical	To understand different choreographic techniques and processes to create an effect piece To understand how to communicate a choreographic intention to the audience To understand how to ensure all requirements of the brief are met through the creative process.
10	Activity 2: Skills Log	To understand your role within the group To demonstrate to skills and techniques you have selected and why these are beneficial To understand how to develop your skills and techniques effectively. To understand how to make individual contributions to the rehearsal process To understand how the work of practitioners has influenced your development of skills and techniques.
11	Activity 2: Skills Log	To understand your role within the group To demonstrate to skills and techniques you have selected and why these are beneficial To understand how to develop your skills and techniques effectively. To understand how to make individual contributions to the rehearsal process To understand how the work of practitioners has influenced your development of skills and techniques.
12	Activity 2: Skills Log	To understand your role within the group To demonstrate to skills and techniques you have selected and why these are beneficial To understand how to develop your skills and techniques effectively. To understand how to make individual contributions to the rehearsal process To understand how the work of practitioners has influenced your development of skills and techniques.
13	Activity 2: Skills Log – Completed and Feedback	To demonstrate perceptive and secure connections between the selected skills and techniques and the brief. To demonstrate effective consideration to practical adaption and development of skills. To demonstrate effective use of influence of others to develop skills and techniques. To demonstrate effective contributions to the rehearsal/development process.
14	Activity 2: Skills Log – Notes	To understand how to create effective notes to aid within the exam.
15	Activity 2: Skills Log – Exam	To understand your role within the group To demonstrate to skills and techniques you have selected and why these are beneficial To understand how to develop your skills and techniques effectively. To understand how to make individual contributions to the rehearsal process To understand how the work of practitioners has influenced your development of skills and techniques.
16	Practical	To demonstrate perceptive and secure connections between the selected skills and techniques and the brief. To demonstrate effective consideration to practical adaption and development of skills. To demonstrate effective use of influence of others to develop skills and techniques.

		To demonstrate effective contributions to the rehearsal/development process.
17	Practical	To understand different choreographic techniques and processes to create an effect piece To understand how to communicate a choreographic intention to the audience To understand how to ensure all requirements of the brief are met through the creative process.
18	Mock Performance	To demonstrate confident delivery and communication of ideas. To demonstrate effective and confident uses of working practices in performance To demonstrate fluent application of performance skills and techniques.
19	Applying Feedback	To demonstrate confident delivery and communication of ideas. To demonstrate effective and confident uses of working practices in performance To demonstrate fluent application of performance skills and techniques.
20	Activity 3 – Performance	To demonstrate confident delivery and communication of ideas. To demonstrate effective and confident uses of working practices in performance To demonstrate fluent application of performance skills and techniques.
21	Activity 4: Evaluation	To understand the outcome of the performance has met the requirements of the brief. To understand the development process To understand the performance outcome. To understand and identify key strengths and areas for further development.
22	Activity 4: Evaluation	To understand the outcome of the performance has met the requirements of the brief. To understand the development process To understand the performance outcome. To understand and identify key strengths and areas for further development.
23	Activity 4: Evaluation – Completed and Feedback	To demonstrate assured evaluation of individual contribution to ideas, development and outcome. To demonstrate fluent and balanced evaluation of the group development process and outcome, with comprehensive links to the brief. To demonstrate perceptive ideas relating to strengths and further development.
24	Activity 4: Evaluation – Notes	To understand how to create effective notes to aid within the exam.
25	Activity 4: Evaluation – Exam	To demonstrate assured evaluation of individual contribution to ideas, development and outcome. To demonstrate fluent and balanced evaluation of the group development process and outcome, with comprehensive links to the brief. To demonstrate perceptive ideas relating to strengths and further development.

Desired End Points – Key Outcomes for Assessment	
Expected Outcomes for All Students	• Ideas demonstrate competent consideration of the requirements of the brief. Competent exploration of ideas and use of influences in response to the brief. Competent contribution of individual ideas within the group. Competent planning and management of resources in response to the requirements of the brief. • Make clear and relevant connections between the selected skills and techniques and the brief. Clear and relevant consideration to practical adaptions and development of skills. Competent use of the influence of others to develop skills and techniques. Competent contribution. To the rehearsal/development process. • Effective delivery and communication of ideas. Comptetent and positive use of working practices in performance. Effective application of performance skills and techniques. • Competent evaluation of individual contribution to ideas, development and outcome. Effective and generally balanced evaluation of the group development process and outcome, with clear links to the brief. Provides effective ideas relating to strengths and further development.
Desired Outcomes for Most Students	• Ideas demonstrate effective consideration of the requirements of the brief. Effective exploration of ideas and use of influences in response to the brief. Effective contribution of individual ideas within a group. Effective ability when planning and management of resources in response to the requirements of the brief. • Makes perceptive and secure connections between the selected skills and techniques and the brief. Effective consideration to practical adaptation and development of skills. Effective use of the influence of others to develop skills and techniques. Effective contribution to the rehearsal/development process. • Confident delivery and communication of ideas. Effective and confident use of working practices in performance. Fluent application of performance skills and techniques.

Year 11 - LEARNING MAP: Show Term

Dates of Study:	Term 3	**Exam Board:**	Pearson (BTEC)
Assessments:	Show Dates: 10th-12th February	**Qualification Code:**	603/7054/3
		Tier:	Level 2
Additional Information:	Students will learn to perform as a dancer as part of an ensemble through their participation in their end of year show. **Equipment Required:** • Phone for recording purposes. • Access to a speaker. • Access to studio space. • Access to mirrors. • PowerPoint Presentation • Black Leotard and tights. • Costumes provided by the dance department.		

Dance

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Demonstrate Knowledge & Understanding*
Consolidated through	Understand the importance of individual contribution to the rehearsal and performance process when performing as a dancer as part of an ensemble.	Contribute to the development of performance material through rehearsal. Demonstrate an understanding of dance skills and techniques when rehearsing performing material. Apply dance skills and techniques to a performance as part of an ensemble.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
1	Introduction to Show theme	**To understand and interpret a theme or stimulus** through movement, developing a clear narrative or abstract concept. **To demonstrate understanding** of different dance styles and they can communicate different themes.
2	Choreographic Process	**To Develop and apply** choreographic devices (e.g. motif, contrast, repetition, transitions) to communicate the theme successfully. **To work effectively in a group,** contributing ideas and responding to feedback during the creative process **To demonstrate technical proficiency** appropriate to each piece including control, timing, spatial awareness, and expressive skills.
3	Choreographic Process	**To Develop and apply** choreographic devices (e.g. motif, contrast, repetition, transitions) to communicate the theme successfully. **To work effectively in a group,** contributing ideas and responding to feedback during the creative process **To demonstrate technical proficiency** appropriate to each piece including control, timing, spatial awareness, and expressive skills.
4	Choreographic Process	**To Develop and apply** choreographic devices (e.g. motif, contrast, repetition, transitions) to communicate the theme successfully. **To work effectively in a group,** contributing ideas and responding to feedback during the creative process **To demonstrate technical proficiency** appropriate to each piece including control, timing, spatial awareness, and expressive skills.

Independent Study Plan

Week 1: Research into the show theme and storyline.

Week 2: Rehearsal of pieces to ensure accuracy.

Week 3: Rehearsal of pieces to ensure accuracy.

Week 4: Collate and organise costumes required.

5	Finale Stages of rehearsals	**To refine and rehearse** performance pieces in preparation for a live audience, showing attention to detail and consistency. **To evaluate personal and group performance**, identifying strengths and areas for development using subject-specific vocabulary. **To reflect on the creative process,** articulating how choices were made and how ideas developed over time.	
6	Show Week	To demonstrate professionalism during technical and dress rehearsals, including punctuality, preparedness, and responsiveness to direction. To follow stage protocol, including backstage behaviour, cues, entrances/exits, and costume management. To work collaboratively and supportively within the cast and crew, maintaining a positive and focused attitude.	

Desired End Points – Key Outcomes for Assessment	
Expected Outcomes for All Students	Good application of skills with control, focus, spatial awareness, and clear performance intention. Choreography supports the style and idea well. Confident, controlled performance with good interpretation of the style. Reflects well on progress with clear examples and ability to apply feedback. Shows insight into own development.
Desired Outcomes for Most Students	Highly skilled and consistent application of performance techniques with strong expression and commitment. Choreography is imaginative and well-structured, enhancing audience understanding. Dynamic and expressive performance with excellent technical and interpretive skills appropriate to the style and audience. Deep, thoughtful reflection with consistent analysis of progress. Evaluates impact of feedback and sets relevant goals for improvement.

PATHWAY SUBJECT

MUSIC (BTEC LEVEL 2)

Y11

PATHWAY SUBJECT

MUSICAL THEATRE (BTEC LEVEL 2)

Y11

Year 11- LEARNING MAP

Dates of Study:	September 2025-January 2026	**Exam Board:**	N/a
Assessments:	Show – non assessed performance	**Qualification Code:**	N/a
		Tier:	N/a
Additional Information:	Students will take part in audition, rehearsal and performance work for a Year 11 full scale musical. This show is to highlight their development and performance skill that they have developed in Year 10 Musical Theatre across the three disciplines: acting singing and dance.		

CREATIVE, DIGITAL & PERFORMING ARTS ACADEMY

Musical Theatre

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Demonstrate Knowledge & Understanding*
Consolidated through	• Industry showcase performance and initial induction skills – linked to performance techniques, stylistic features and skills • Year 10 Showcase will have highlighted repertoire, technique and expectations of performing in a BOA show. • Completion of Component 2 in December 2025 - Developing Skills and Techniques in the Performing Arts. Students will have an awareness of Musical Theatre skills and processes from this practical and reflective component. • Component 1 completion – awareness of practitioner work and repertoire • Teaching and Learning in all three practical disciplines across the Year 10 curriculum.	• Linked to rehearsal processes, performing in professional environment (costume lighting and set to an extent). Musical theatre repertoire also covered along with working with a range of professionals and understanding their roles and responsibilities. • Students will have an awareness of a range of skills and how to apply these through each of the three disciplines – acting singing and dance. This is instilled from their practical lessons embedded throughout Year 10 and 11 Pathway lessons. • Through the Completion of Component 2 they will have an awareness of the roles and responsibilities of directors, MDs and choreographers, and the skills used to perform in Musical Theatre repertoire. The concept of themes will also be taught here. • Performance work will highlight the development students have made over their time at BOA.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
Audition material for this show was launched in July 2025, with the expectation that students prepare performance of a song and a short monologue as their independent learning.		
1	Audition preparation week	To complete final preparation for the singing and acting auditions.
2	Audition week	To perform both a solo signing audition and a solo acting audition in Pathway time. Selected students will be recalled during Pathway for a different singing audition piece and a duologue acting piece.
3	Week 1 Rehearsals	To continue to explore repertoire of Bugsy Malone – in the three disciplines. This will be a chronological rehearsal process shared with learners on a weekly basis.
4	Week 2 Rehearsals	To continue to explore repertoire of Bugsy Malone – in the three disciplines. This will be a chronological rehearsal process shared with learners on a weekly basis.
5	Week 3 Rehearsals	To continue to explore repertoire of Bugsy Malone – in the three disciplines. This will be a chronological rehearsal process shared with learners on a weekly basis.
6	Week 4 Rehearsals	To continue to explore repertoire of Bugsy Malone – in the three disciplines. This will be a chronological rehearsal process shared with learners on a weekly basis.
7	Week 5 Refining week	To refine and clean all material set so far, before moving onto new material.

Independent Study Plan

Week 1: Final research and audition preparation

Week 2: Selection and rejection of audition material

Week 8: Costume research and selection

Week 9: To bring in selected costumes

8	Week 6 Rehearsals and costume week	This will also be the costume focus week – where student may have to source their own costume parts and/or rehearse in the costumes selected by BOA and BOA Stage and Screen.
9	Week 7 Rehearsals	To continue to explore repertoire of Bugsy Malone – in the three disciplines.
10	Week 8 Rehearsals	To continue to explore repertoire of Bugsy Malone – in the three disciplines.
11	Week 9 Rehearsals	To continue to explore repertoire of Bugsy Malone – in the three disciplines.
12	Week 10 Rehearsals	To continue to explore repertoire of Bugsy Malone – in the three disciplines.
13	Week 11 Rehearsals	To continue to explore repertoire of Bugsy Malone – in the three disciplines.
14	Week 12 Rehearsals	To continue to explore repertoire of Bugsy Malone – in the three disciplines.
15	Week 13 Rehearsals and costume week	To refine and clean all material set so far, before moving onto new material. Students will also bring in any costumes that they have sourced this week for checking, and so that BOA can provide any missing costume, and to rehearse in these for health and safety reasons.
16	Week 14 Rehearsals and costume week – final weeks in studio space	To refine all performance material set. These weeks will be spent refining performance material, cleaning movement, setting harmonies and preparing students ahead of their move to the BOA Theatre
17	Dress, technical rehearsal and band call week	To complete final dress rehearsal in Pathway time and then perform in the three set show performance nights.
18	Show week	To complete three show nights of Bugsy Malone.

Week 10-15: to revise blocking, dance numbers and line learning independently.

Week 16: to complete technical and dress rehearsals outside of Pathway time. This will include independent rehearsal of the numbers of the pre-show.

Desired End Points – Key Outcomes for Assessment	
Expected Outcomes for All Students	Although this is not a formally assessment component of the Level 2 Tech Award, the following assessment outcomes are as follows: • To undertake an audition scenario with their own appropriate, selected audition material from the list provided by BOA MT staff. • To build upon the skills set first introduced in Component 2 'Developing Skills and Techniques in the Performing Arts' – to be able to identify performance skills and analyse professional performing arts repertoire. • To explore the chosen musical repertoire independently through practical work and highlighting development by participating in the final show performances • To be able to transfer skills developed within Component 1 and 2 into a vocational, practical performance context. • To be able to take on direction and apply this to performance work appropriately.
Desired Outcomes for Most Students	• To be able to transfer the skills from Component 1 and 2 into a range of performance styles (including diverse class pieces, whole cohort pieces and even small group numbers for those who are successful at auditioning material for these). • To be able to build on feedback given independently and improve work to a high standard.

Year 11 Musical Theatre- LEARNING MAP

Dates of Study:	March-May	**Exam Board:**	Pearson (BTEC)
Assessments:	Component 3 – Responding to a Brief	**Qualification Code:**	BPA03
		Tier:	N/a
Additional Information:	Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or a designer in response to a brief and stimulus.		

CREATIVE, DIGITAL & PERFORMING ARTS ACADEMY

Musical Theatre

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Demonstrate Knowledge & Understanding*
Consolidated through:	• Industry showcase performance and initial induction skills – linked to performance techniques, stylistic features and skills • Year 10 Showcase and Year 11 Show – engineered for students to practically explore skills and techniques ready to craft their own devised performance work • Year 10 Panto project – linked to devising in groups for performance • Completion of Component 1 from Year 10 and through exploration of effective performing arts repertoire that students can use for inspiration • Completion of Component 2 from Year 10 - Developing Skills and Techniques in the Performing Arts. Students will have an awareness of Musical Theatre skills and processes from this practical and reflective component.	• Performance skills developed through this initial showcase and critical reflection upon own work • Taking examples of direction, choreography and musical direction from BOA staff and industry standards – and apply this effectively to their open performance work. • Independent project where students take on their own roles and responsibilities adhering to stylistics features of Pantomime. • Formal assessed BTEC component completed at the start of year 10 - linked to practical skills and techniques. Students will have an awareness of a range of skills and how to apply these through each of the three disciplines – acting singing and dance – alongside • There will also be an awareness of analysis and how to 'write for BTEC' set up in this Component (e.g. expectations and what good quality work looks like). • Through the Completion of Components 1 and 2 they will have an awareness of how to create and adapt work and writing to the needs of a vocational brief.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Teaching and Learning – practitioner techniques	To practically explore different performing arts practitioners, identify their features and select some of these features ready for the Component 3 brief.
.2	Interpreting the brief	To read, annotate and fully understand the needs of the brief, such as target audience, theme and creative intention. Student will complete their own research and thought process into possible creative ideas for the performance adhering to the brief – and will pitch these to the rest of their group.
.3	Initial Ideas and practical work	To pitch ideas to the group and select one for performance – evaluating and ejecting ideas which do not fit the needs of the brief.

Independent Study Plan

Week 1: research into Performing Arts practitioners – independent research
Week 2: research and create own ideas generate create ideas for performance.

.4	Ideas Log – how to write an effective submission	To explore the needs of the first written controlled assessment - what an ideas log must contain, looking at WAGOLL, considering how to include their initial practitioner ideas. Students will compile notes for this assessment and sit it this week in controlled conditions.
.5	Practical Work - focus on skills	To complete more in-depth performance content for the performance, with a focus on identifying the performance skills (e.g. practitioner features, dance skills, acting skills, singing skills, music skills etc that are being utilised).
.6	Skills Log - how to write an effective submission	To explore the needs of the second written controlled assessment - what a skills log must contain, looking at WAGOLL, considering how to include the skills utilised in recent practical devising sessions. Students will compile notes for this assessment and sit it this week in controlled conditions.
.7	Practical Work - focus on refining and compiling final performance	To complete more in-depth performance content for the performance, with a focus on identifying the performance skills (e.g. practitioner features, dance skills, acting skills, singing skills, music skills etc that are being utilised).
.8	Final performance	To complete final rehearsal and performance - ensuing that the performance meets the needs of the brief and ideas set out in the ideas/skills log.
.9	Evaluation Log - how to write an effective submission	To explore the needs of the third and last written controlled assessment - what an evaluation log must contain, looking at WAGOLL, considering how to include the skills utilised in recent practical devising sessions. Students will compile notes for this assessment and sit it this week in controlled conditions.

Week 3: ideas creation ready to pitch to group
Week 4: compiling notes ready to take into Ideas Log assessment
Week 5: Practical preparation and independent research
Week 6: compiling notes ready to take into Skills Log assessment
Week 7: Practical preparation and independent research
Week 8: Rehearse ready for final performance.
Week 9: compiling notes ready to take into Skills Log assessment

Desired End Points – Key Outcomes for Assessment	
Expected Outcomes for All Students	• To build upon the skills set first introduced in Component 1 and 2 – to take the skills and performance features studied and to implement these upon learner's own devised work. • To be able to work effectively as a team player: both in a performance role alongside rehearsing and sourcing production materials and music relevant to the performance. • To be able to identify the needs of a vocational brief and apply this to both the needs of a practical performance and three short written submissions.
Desired Outcomes for Most Students	• To be able to build on feedback from peers independently and improve work to a high standard. • To identify high level performing arts skills and practitioner ideas and lead their group in practical sessions.

OPTION SUBJECT

ART AND DESIGN (GCSE)

Y11

YEAR 11 GCSE FINE ART: Component 1: Personal investigation

Dates of Study:	June 2025 – December 2025	**Exam Board:**	AQA
Assessments:	**Formative assessment**s occur during every lesson and are documented in students' assessment books. Verbal feedback during practical work, whole-class critique sessions, use of assessment criteria: Assessment objectives 1-4, consolidation tasks: Peer and self-assessment, Sketchbook reviews, written reflections. **Summative assessment** occurs at identified points within the SOW and is documented using the department assessment sheet and AQA assessment objectives and added to students' assessment book. Working at grade is recorded on Bromcom	**Qualification Code:** **Tier:**	8202/C N.A
Additional Information:	Marks are submitted via AQA by 31 May 2026 A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study Further work: Exhibition visit, observational studies and ideas of how could link to project as well as Year 10 skills worshops.		

CREATIVE, DIGITAL & PERFORMING ARTS ACADEMY

VAD

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Demonstrate Knowledge & Understanding*
Consolidated through Year 10 Units and KS3.	Students understand that **art communicates ideas** or feelings. Students are able to respond to **starting points or themes** (e.g., nature, identity, contrast). Students recognise that artwork exists in **cultural, historical, or contemporary contexts**. Students are familiar with some **artists, designers, or craftspeople** and their influences Students have created mood boards or mind maps, have responded to the work of artists and have created written responses to artwork. Students know how to use **visual elements** (line, colour, tone, texture, form, etc.). Students have experience with a **range of media and techniques**: Drawing (e.g., pencil, charcoal), Painting (e.g., watercolour, acrylic), Collage, print, sculpture, or digital tools. Students are able to research and describe artists' work using key terms (e.g., composition, contrast, mood).	Students are able to **develop an idea** from a theme or brief. Students can apply media and techniques with control and confidence. Students can record from primary observations, photographs and imagination. Students can present their work logically and clearly in sketchbooks and on sheets. Students can present their work logically and clearly. Students can recognise a project and understand the journey from idea to outcome. Students can work with a variety of media experiments. Students are familiar with observational drawing. Students can explain their process, ideas and creative decisions. Students can use subject specific language when writing about their own work and others. Students can reflect on their strengths and areas for improvement. Students understand the importance **of artist influence and purposeful experimentation.**

Sequence of Lesson Objectives – Building Knowledge & Skills October to December

Lessons	Lesson Title(s)	Key Lesson Objective(s)
1	**A01 DEVELOP and AO3 RECORD Initial ideas**: Research about your theme, Mind map, Experiments.	To understand how to present your initial ideas in response to your theme. To understand how to respond to your project theme by creating a mind map and collecting relevant imagery.
2	**A01 DEVELOP and AO3 RECORD Initial ideas**: Research about your theme, Mind map, Experiments.	To understand how to present your initial ideas in response to your theme. To understand how to respond to your project theme by creating a mind map and collecting relevant imagery.

Independent Study Plan

Week 1: Complete two observational drawings linked to your theme.

3	**A01 DEVELOP and AO3 RECORD Initial ideas**: Research about your theme, Mind map, Experiments.	To understand how to present your initial ideas in response to your theme. To understand how to respond to your project theme by creating a mind map and collecting relevant imagery.
4	**A01 DEVELOP and AO3 RECORD Initial ideas**: Research about your theme, Mind map, Experiments.	To understand how to present your initial ideas in response to your theme. To understand how to respond to your project theme by creating a mind map and collecting relevant imagery.
5	**A01 DEVELOP and AO3 RECORD Initial ideas**: Research about your theme, Mind map, Experiments.	To understand how to present your initial ideas in response to your theme. To understand how to respond to your project theme by creating a mind map and collecting relevant imagery.
6	**A01 DEVELOP and AO3 RECORD Primary research:** Photographs, Observational drawing and experiments from photographs.	To understand how to collect a range of primary sources relevant to your theme. To be able to create observations from your primary sources.
7	**A01 DEVELOP and AO3 RECORD Primary research:** Photographs, Observational drawing and experiments from photographs.	To understand how to collect a range of primary sources relevant to your theme. To be able to create observations from your primary sources.
8	**A01 DEVELOP and AO3 RECORD Primary research:** Photographs, Observational drawing and experiments from photographs.	To understand how to collect a range of primary sources relevant to your theme. To be able to create observations from your primary sources.
9	**A01 DEVELOP and AO3 RECORD Primary research:** Photographs, Observational drawing and experiments from photographs.	To understand how to collect a range of primary sources relevant to your theme. To be able to create observations from your primary sources.
10	**A01 DEVELOP and AO3 RECORD Primary research:** Photographs, Observational drawing and experiments from photographs.	To understand how to collect a range of primary sources relevant to your theme. To be able to create observations from your primary sources.
11	**A01 DEVELOP and AO3 RECORD Artist research:** Three artists and experiments and analysis of formal elements.	To understand how the work of other artists can inform our ideas. To be able to respond to the work of other artists to create our own experiments.
12	**A01 DEVELOP and AO3 RECORD Artist research:** Three artists and experiments and analysis of formal elements.	To understand how the work of other artists can inform our ideas. To be able to respond to the work of other artists to create our own experiments.
13	**A01 DEVELOP and AO3 RECORD Artist research:** Three artists and experiments and analysis of formal elements.	To understand how the work of other artists can inform our ideas. To be able to respond to the work of other artists to create our own experiments.
14	**A01 DEVELOP and AO3 RECORD Artist research:** Three artists and experiments and analysis of formal elements.	To understand how the work of other artists can inform our ideas. To be able to respond to the work of other artists to create our own experiments.
15	**A01 DEVELOP and AO3 RECORD Artist research:** Three artists and experiments and analysis of formal elements.	To understand how the work of other artists can inform our ideas. To be able to respond to the work of other artists to create our own experiments.
16	**A02 REFINE and AO3 RECORD Sheet Specific project focus:** Title, Images, Artist research experiments.	To understand how to refine your project and identify a specific focus. To be able to communicate your intentions images and artist research.
17	**A02 REFINE and AO3 RECORD Sheet Specific project focus:** Title, Images, Artist research experiments.	To understand how to refine your project and identify a specific focus. To be able to communicate your intentions images and artist research.
18	**A02 REFINE and AO3 RECORD Sheet Specific project focus:** Title, Images, Artist research experiments.	To understand how to refine your project and identify a specific focus. To be able to communicate your intentions images and artist research.
19	**A01 DEVELOP, AO3 RECORD and AO2 Refine: Primary research.** Photographs, observational experiments in your choice of materials.	To collect a range of primary sources to help inform and refine your project ideas.
20	**A01 DEVELOP, AO3 RECORD and AO2 Refine: Primary research.** Photographs, observational experiments in your choice of materials.	To collect a range of primary sources to help inform and refine your project ideas.

Week 2: Complete your initial ideas sheet

Week 3: Collect primary sources linked to your theme.

Week 4: Create two experiments from your primary photographs

Week 5: Research 6 different artists for your project.

Week 6: Complete your artist experiments

Week 7: Collect any research linked to your specific project focus.

Week 8: Complete any outstanding artist research and experiments.

Week 9: Complete any outstanding artist research and experiments.

Week 10: Complete any outstanding artist research and experiments.

Week 11: Create an experiment combining two artist techniques

21	**A01 DEVELOP, AO3 RECORD and AO2 Refine: Primary research.** Photographs, observational experiments in your choice of materials.	To collect a range of primary sources to help inform and refine your project ideas.
22	**A01 DEVELOP and AO2 REFINE Artist research:** Artist images, artist analysis, your own experiments in the style of the artist.	To understand how the work of other artists can inform our ideas and inspire us to create original artwork. To be able to analyse the work of other artists.
23	**A01 DEVELOP and AO2 REFINE Artist research:** Artist images, artist analysis, your own experiments in the style of the artist.	To understand how the work of other artists can inform our ideas and inspire us to create original artwork. To be able to analyse the work of other artists.
24	**A01 DEVELOP and AO2 REFINE Artist research:** Artist images, artist analysis, your own experiments in the style of the artist.	To understand how the work of other artists can inform our ideas and inspire us to create original artwork. To be able to analyse the work of other artists.
25	**A01 DEVELOP and AO2 REFINE Artist research:** Artist images, artist analysis, your own experiments in the style of the artist.	To understand how the work of other artists can inform our ideas and inspire us to create original artwork. To be able to analyse the work of other artists.
26	**A01 DEVELOP and AO2 REFINE Artist research:** Artist images, artist analysis, your own experiments in the style of the artist.	To understand how the work of other artists can inform our ideas and inspire us to create original artwork. To be able to analyse the work of other artists.
27	**A01 DEVELOP and AO2 REFINE Artist research:** Artist images, artist analysis, your own experiments in the style of the artist.	To understand how the work of other artists can inform our ideas and inspire us to create original artwork. To be able to analyse the work of other artists.
28	**A01 DEVELOP and AO2 REFINE Artist research:** Artist images, artist analysis, your own experiments in the style of the artist.	To understand how the work of other artists can inform our ideas and inspire us to create original artwork. To be able to analyse the work of other artists.
29	**A02 REFINE and A03 RECORD: Refining ideas:** Evidence of testing/experimenting with different materials/artists work and combining to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	To understand how to combine artist styles to create original ideas. To create a range of tests and experiments using different materials and techniques inspired by your artist research.
30	**A02 REFINE and A03 RECORD: Refining ideas:** Evidence of testing/experimenting with different materials/artists work and combining to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	To understand how to combine artist styles to create original ideas. To create a range of tests and experiments using different materials and techniques inspired by your artist research.
31	**A02 REFINE and A03 RECORD: Refining ideas:** Evidence of testing/experimenting with different materials/artists work and combining to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	To understand how to combine artist styles to create original ideas. To create a range of tests and experiments using different materials and techniques inspired by your artist research.
32	**A02 REFINE and A03 RECORD: Refining ideas:** Evidence of testing/experimenting with different materials/artists work and combining to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	To understand how to combine artist styles to create original ideas. To create a range of tests and experiments using different materials and techniques inspired by your artist research.
33	**A02 REFINE and A03 RECORD: Refining ideas:**	To understand how to combine artist styles to create original ideas. To create a range of tests and experiments using different materials and techniques inspired by your artist research.

Week 12: Create an experiment combining two artist techniques

Week 13: Create an experiment combining two artist techniques

Week 14: Final piece ideas and practice any techniques.

Week 15: Complete a sketch of your final piece, practice any techniques.

Week 16: Reflect on your final piece – what do you still need to do?

Week 17: Reflect on your final piece – what do you still need to do?

Week 18: Complete any outstanding tasks

Week 19: Complete any outstanding tasks

Week 20: Complete any outstanding tasks

	Evidence of testing/experimenting with different materials/artists work and combining to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.		
34	**A02 REFINE , A03 RECORD, A04 PRESENT: Final piece plan.** 3 x sketches of final piece idea Material tests, Experiments**.**	To understand how to plan a final piece in response to your project theme.	
35	**A02 REFINE , A03 RECORD, A04 PRESENT: Final piece plan.** 3 x sketches of final piece idea Material tests, Experiments**.**	To understand how to plan a final piece in response to your project theme.	
36	**A02 REFINE , A03 RECORD, A04 PRESENT: Final piece plan.** 3 x sketches of final piece idea Material tests, Experiments**.**	To understand how to plan a final piece in response to your project theme.	
37	**A02 REFINE , A03 RECORD, A04 PRESENT: Final piece plan.** 3 x sketches of final piece idea Material tests, Experiments**.**	To understand how to plan a final piece in response to your project theme.	
38	**A04 PRESENT Final outcome.**	To be able to create a final outcome in response to your project theme using your artist research, experiments and primary research as inspiration.	
39	**A04 PRESENT Final outcome.**	To be able to create a final outcome in response to your project theme using your artist research , experiments and primary research as inspiration.	
40	**A04 PRESENT Final outcome.**	To be able to create a final outcome in response to your project theme using your artist research , experiments and primary research as inspiration.	
41	**A04 PRESENT Final outcome.**	To be able to create a final outcome in response to your project theme using your artist research , experiments and primary research as inspiration.	
42	**A04 PRESENT Final outcome.**	To be able to create a final outcome in response to your project theme using your artist research , experiments and primary research as inspiration.	
43	**A04 PRESENT Final outcome.**	To be able to create a final outcome in response to your project theme using your artist research , experiments and primary research as inspiration.	
44	**Completion of any outstanding tasks.**	To be able to reflect on your project as a whole and make any improvements. To complete any outstanding tasks linked to the assessment objectives.	
45	**Completion of any outstanding tasks.**	To be able to reflect on your project as a whole and make any improvements. To complete any outstanding tasks linked to the assessment objectives.	
46	**Completion of any outstanding tasks.**	To be able to reflect on your project as a whole and make any improvements. To complete any outstanding tasks linked to the assessment objectives.	
47	**Completion of any outstanding tasks.**	To be able to reflect on your project as a whole and make any improvements. To complete any outstanding tasks linked to the assessment objectives.	
48	**Completion of any outstanding tasks.**	To be able to reflect on your project as a whole and make any improvements. To complete any outstanding tasks linked to the assessment objectives.	
49	**Completion of any outstanding tasks.**	To be able to reflect on your project as a whole and make any improvements. To complete any outstanding tasks linked to the assessment objectives.	
50	**Completion of any outstanding tasks.**	To be able to reflect on your project as a whole and make any improvements. To complete any outstanding tasks linked to the assessment objectives.	

Desired End Points – Key Outcomes for Assessment	
Expected Outcomes for All Students	**A01 DEVELOP ideas through investigations, demonstrating critical understanding of sources** Some ability to develop ideas through purposeful investigations. Some ability to demonstrate critical understanding of sources. **A02 REFINE work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.** Some ability to refine ideas. Some ability to select and experiment with appropriate media, materials, techniques and processes. **A03 RECORD ideas, observations and insights relevant to intentions as work progresses.** Some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses. **A04 PRESENT a personal and meaningful response that realises intentions and demonstrates understanding of visual language.** Some ability to present a personal and meaningful response and realise intentions. Some ability to demonstrate understanding of visual language.
Desired Outcomes for Most Students	**A01 DEVELOP ideas through investigations, demonstrating critical understanding of sources** A consistent ability to effectively develop ideas through purposeful investigations. A consistent ability to demonstrate critical understanding of sources. **A02 REFINE work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.** A consistent ability to thoughtfully refine ideas. A consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes **A03 RECORD ideas, observations and insights relevant to intentions as work progresses.** A consistent ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses. **A04 PRESENT a personal and meaningful response that realises intentions and demonstrates understanding of visual language.** A consistent ability to competently present a personal and meaningful response and realise intentions. A consistent ability to demonstrate understanding of visual language.

YEAR 11 GCSE FINE ART: Component 2: Externally set task

Dates of Study:	5/01/2026 – 21/04/2026	**Exam Board:**	AQA
Assessments:	**Formative assessment**s occur during every lesson and are documented in students' assessment books. Verbal feedback during practical work, whole-class critique sessions, use of assessment criteria: Assessment objectives 1-4, consolidation tasks: Peer and self-assessment, Sketchbook reviews, written reflections. **Summative assessment** occurs at identified points within the SOW and is documented using the department assessment sheet and AQA assessment objectives and added to students' assessment book. Working at grade is recorded on Bromcom	**Qualification Code:** **Tier:**	8202/X N/A
Additional Information:	Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives. Assessment: Preparatory period followed by 10 hours of supervised time. 96 marks and 40% of GCSE Non-exam assessment (NEA) set by AQA; marked internally and moderated by AQA during a visit. Marks are submitted via AQA online. by 31 May 2026		

BOA
CREATIVE, DIGITAL & PERFORMING ARTS ACADEMY

VAD

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Demonstrate Knowledge & Understanding*
Consolidated through Component 1: Personal investigation. Year 10 Units and KS3.	Students will understand the **structure** and **assessment objectives** (AO1–AO4) used in GCSE Art & Design. Students understand how to engage with a **theme** or **starting point** and explore it through visual research. Students understand the importance of **artist/contextual studies,** annotation, and reflection. Students have a good understanding of **materials, processes, and techniques** relevant to Fine Art. Students understand the **Formal elements:** line, tone, texture, shape, space, colour, form. Students can use visual language to explain meaning mood and intention. Students understand how to build a **personal, meaningful journey** through a sketchbook/A2 boards.	Students can **independently select** artists, materials, and techniques to suit their ideas. Students can **apply critical thinking** and decision-making to develop a **personal response.** Students can confidently use a range of **2D and/or 3D media**. Students can **plan and structure** their project with increasing independence. Students can create a **personal outcome** that clearly link back to their investigations.

Sequence of Lesson Objectives – Building Knowledge & Skills

Lessons	Lesson Title(s)	Key Lesson Objective(s)
1	**A01 DEVELOP and AO3 RECORD Initial ideas**: Research about your theme, Mind map, Experiments.	To understand how to present your initial ideas in response to your theme. To understand how to respond to your project theme by creating a mind map and collecting relevant imagery.
2	**A01 DEVELOP and AO3 RECORD Initial ideas**: Research about your theme, Mind map, Experiments.	To understand how to present your initial ideas in response to your theme. To understand how to respond to your project theme by creating a mind map and collecting relevant imagery.
3	**A01 DEVELOP and AO3 RECORD Initial ideas**: Research about your theme, Mind map, Experiments.	To understand how to present your initial ideas in response to your theme. To understand how to respond to your project theme by creating a mind map and collecting relevant imagery.

Independent Study

Week 1: Complete two observational drawings linked to your theme.

Week 2: Complete your initial ideas sheet

4	**A02 REFINE and AO3 RECORD Sheet Specific project focus:** Title, Images, Artist research and experiments.	To understand how to refine your project and identify a specific focus. To be able to communicate your intentions images and artist research.
5	**A02 REFINE and AO3 RECORD Sheet Specific project focus:** Title, Images, Artist research and experiments.	To understand how to refine your project and identify a specific focus. To be able to communicate your intentions images and artist research.
6	**A02 REFINE and AO3 RECORD Sheet Specific project focus:** Title, Images, Artist research and experiments.	To understand how to refine your project and identify a specific focus. To be able to communicate your intentions images and artist research.
7	**A01 DEVELOP and AO3 RECORD Primary research:** Photographs, Observational drawing and experiments from photographs.	To understand how to collect a range of primary sources relevant to your theme. To be able to create observations from your primary sources.
8	**A01 DEVELOP and AO3 RECORD Primary research:** Photographs, Observational drawing and experiments from photographs.	To understand how to collect a range of primary sources relevant to your theme. To be able to create observations from your primary sources.
9	**A01 DEVELOP and AO3 RECORD Primary research:** Photographs, Observational drawing and experiments from photographs.	To understand how to collect a range of primary sources relevant to your theme. To be able to create observations from your primary sources.
10	**A01 DEVELOP and AO3 RECORD Primary research:** Photographs, Observational drawing and experiments from photographs.	To understand how to collect a range of primary sources relevant to your theme. To be able to create observations from your primary sources.
11	**A01 DEVELOP and AO3 RECORD Primary research:** Photographs, Observational drawing and experiments from photographs.	To understand how to collect a range of primary sources relevant to your theme. To be able to create observations from your primary sources.
12	**A01 DEVELOP and AO3 RECORD Artist research:** Three artists and experiments and analysis of formal elements.	To understand how the work of other artists can inform our ideas. To be able to respond to the work of other artists to create our own experiments.
13	**A01 DEVELOP and AO3 RECORD Artist research:** Three artists and experiments and analysis of formal elements.	To understand how the work of other artists can inform our ideas. To be able to respond to the work of other artists to create our own experiments.
14	**A01 DEVELOP and AO3 RECORD Artist research:** Three artists and experiments and analysis of formal elements.	To understand how the work of other artists can inform our ideas. To be able to respond to the work of other artists to create our own experiments.
15	**A01 DEVELOP and AO3 RECORD Artist research:** Three artists and experiments and analysis of formal elements.	To understand how the work of other artists can inform our ideas. To be able to respond to the work of other artists to create our own experiments.
16	**A01 DEVELOP and AO3 RECORD Artist research:** Three artists and experiments and analysis of formal elements.	To understand how the work of other artists can inform our ideas. To be able to respond to the work of other artists to create our own experiments.
17	**A01 DEVELOP and AO3 RECORD Artist research:** Three artists and experiments and analysis of formal elements.	To understand how the work of other artists can inform our ideas. To be able to respond to the work of other artists to create our own experiments.
18	**A01 DEVELOP and AO3 RECORD Artist research:** Three artists and experiments and analysis of formal elements.	To understand how the work of other artists can inform our ideas. To be able to respond to the work of other artists to create our own experiments.
19	**A01 DEVELOP and AO3 RECORD Artist research:** Three artists and experiments and analysis of formal elements.	To understand how the work of other artists can inform our ideas. To be able to respond to the work of other artists to create our own experiments.
20	**A01 DEVELOP and AO3 RECORD Artist research:** Three artists and experiments and analysis of formal elements.	To understand how the work of other artists can inform our ideas. To be able to respond to the work of other artists to create our own experiments.
21	**A01 DEVELOP and AO3 RECORD Artist research:** Three artists and experiments and analysis of formal elements.	To understand how the work of other artists can inform our ideas. To be able to respond to the work of other artists to create our own experiments.
22	**A02 REFINE and A03 RECORD: Refining ideas:** Evidence of testing/experimenting with different materials/artists work and combining to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	To understand how to combine artist styles to create original ideas. To create a range of tests and experiments using different materials and techniques inspired by your artist research.

Week 3: Collect primary sources linked to your theme.

Week 4: Create two experiments from your primary photographs

Week 5: Research 3 different artists for your project.

Week 6: Complete your artist experiments

Week 7: Create an experiment combining two artist techniques

Week 8: Create an experiment combining two artist techniques

Week 9: Create an experiment combining two artist techniques

Week 10: Create an experiment combining two artist techniques

Week 11: Test out materials for your final piece ideas.

Week 12: Complete your final piece sketches and exam plan.

23	**A02 REFINE and A03 RECORD: Refining ideas:** Evidence of testing/experimenting with different materials/artists work and combining to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	To understand how to combine artist styles to create original ideas. To create a range of tests and experiments using different materials and techniques inspired by your artist research.	
24	**A02 REFINE and A03 RECORD: Refining ideas:** Evidence of testing/experimenting with different materials/artists work and combining to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	To understand how to combine artist styles to create original ideas. To create a range of tests and experiments using different materials and techniques inspired by your artist research.	
25	**A02 REFINE and A03 RECORD: Refining ideas:** Evidence of testing/experimenting with different materials/artists work and combining to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	To understand how to combine artist styles to create original ideas. To create a range of tests and experiments using different materials and techniques inspired by your artist research.	
26	**A02 REFINE and A03 RECORD: Refining ideas:** Evidence of testing/experimenting with different materials/artists work and combining to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	To understand how to combine artist styles to create original ideas. To create a range of tests and experiments using different materials and techniques inspired by your artist research.	
27	**A02 REFINE , A03 RECORD, A04 PRESENT: Final piece plan.** 3 x sketches of final piece idea Material tests, Experiments**.**	To understand how to plan a final piece in response to your project theme.	
28	**A02 REFINE , A03 RECORD, A04 PRESENT: Final piece plan.** 3 x sketches of final piece idea Material tests, Experiments**.**	To understand how to plan a final piece in response to your project theme.	
29	**A02 REFINE , A03 RECORD, A04 PRESENT: Final piece plan.** 3 x sketches of final piece idea Material tests, Experiments**.**	To understand how to plan a final piece in response to your project theme.	
30	**A02 REFINE , A03 RECORD, A04 PRESENT: Final piece plan.** 3 x sketches of final piece idea Material tests, Experiments**.**	To understand how to plan a final piece in response to your project theme.	

Desired End Points – Key Outcomes for Assessment	
Expected Outcomes for All Students	**A01 DEVELOP ideas through investigations, demonstrating critical understanding of sources** Some ability to develop ideas through purposeful investigations. Some ability to demonstrate critical understanding of sources. **A02 REFINE work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.** Some ability to refine ideas. Some ability to select and experiment with appropriate media, materials, techniques and processes. **A03 RECORD ideas, observations and insights relevant to intentions as work progresses.** Some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses. **A04 PRESENT a personal and meaningful response that realises intentions and demonstrates understanding of visual language.** Some ability to present a personal and meaningful response and realise intentions. Some ability to demonstrate understanding of visual language.

Desired Outcomes for Most Students	**A01 DEVELOP ideas through investigations, demonstrating critical understanding of sources** A consistent ability to effectively develop ideas through purposeful investigations. A consistent ability to demonstrate critical understanding of sources. **A02 REFINE work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.** A consistent ability to thoughtfully refine ideas. A consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes **A03 RECORD ideas, observations and insights relevant to intentions as work progresses.** A consistent ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses. **A04 PRESENT a personal and meaningful response that realises intentions and demonstrates understanding of visual language.** A consistent ability to competently present a personal and meaningful response and realise intentions. A consistent ability to demonstrate understanding of visual language.

OPTION SUBJECT

DANCE (GCSE)

Y11

Y- LEARNING MAP

Dates of Study:	Term 1	**Exam Board:**	AQA
Assessments:	**Practical dance: Duet/ Trio and 'Infra'**	**Qualification Code:**	8236
		Tier:	
Additional Information:			

Dance

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Demonstrate Knowledge & Understanding*
Consolidated through	Appreciation of dance and dance Terminology Understandings of Choreographic Approach and Structure	Apply stylistic features to performance material. Apply dance skills and techniques to performance material.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Introduction to Duet/ Trio and 'Infra'	Can you define the following skills: Strength Control Alignment Coordination Why are the Physical Skills above important to your overall performance?
.2	Introduction to Dance Appreciation, Terminology and Duet/ Trio and 'Infra'	
.3	Introduction to Duet/ Trio and 'Infra'	What is the Choreographic Intent of 'Infra'? How is the Intent evident in the Motifs from 'Infra'? Can you apply key Technical Skills to your performance of motifs from 'Infra' and the Duet/ Trio?
.4	I Introduction to Dance Appreciation, Terminology and Duet/ Trio and 'Infra'	
.5	Introduction to Duet/ Trio and 'Infra'	How are Costume of Aural Setting used in 'Infra'? Can you explain how these elements support our understanding of the Choreographic Intent? Can you apply key Technical Skills to your performance of motifs from 'Infra' and the Duet/ Trio?
.6	Introduction to Dance Appreciation, Terminology and Duet/ Trio and 'Infra'	
.7	Introduction to Duet/ Trio and 'Infra'	How is Lighting used in 'Infra'? How does this enhance the audiences' appreciation of the Choreographic Intent behind 'Infra'? Can you apply key Technical Skills to your performance of motifs from 'Infra' and the Duet/ Trio?
.8	Introduction to Dance Appreciation, Terminology and Duet/ Trio and 'Infra'	
.9	Introduction to Duet/ Trio and 'Infra'	How is Staging/ Set used in 'Infra'? How does this enhance the audiences' appreciation of the Choreographic Intent behind 'Infra'? Can you apply key Technical Skills to your performance of motifs from 'Infra' and the Duet/ Trio?
.10	Introduction to Duet/ Trio and 'Infra'	Duet/ Trio Assessment

Independent Study Plan

Week 1:
Create a set of revision notes or a fact sheet including the following information:
Choreographer and dance company
Stimulus and choreographic intention
Structure of the work
A summary of costume, lighting, set/staging
Movement style and features
Mood/atmosphere of the piece
nclude a short paragraph explaining your personal response to the work (what you felt or thought when watching it).

Week 2:
Describe a motif in Infra that clearly shows the choreographic intention.

Week 3:
12-mark exam-style question:
Discuss how costume, lighting and movement are used in Infra to communicate the choreographic intention. Use specific examples in your answer.

Week 4
Ensure all tasks are completed and up to date in term 1 booklet.

Desired End Points – Key Outcomes for Assessment	
Expected Outcomes for All Students	To learn and perform movement taken directly from the set works. To develop the set movement using a range of choreographic devices. To establish a critical and perceptive understanding of the work in terms of action, accompaniment, costume, set and context. To demonstrate the set motifs taken directly from AQA. To apply and refine a range of technical and expressive skills throughout performance. To be able to demonstrate a solo performance and a duet or trio composition. To demonstrate appreciation and critical analysis skills through the answering of questions from past examination papers
Desired Outcomes for Most Students	To evaluate and reflect upon own performance in order to improve skills. To compose movement in response to the motifs taught using a range of choreographic devices. To explain and demonstrate a range of skills for effective performance. To describe, analyse, interpret and evaluate key features of the professional works using appropriate terminology.

Y- LEARNING MAP

Dates of Study:	Term 2	**Exam Board:**	AQA
Assessments:	**Introduction to Choreography Task and Theory Mock Exams**	**Qualification Code:**	8236
		Tier:	
Additional Information:			

Dance

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Demonstrate Knowledge & Understanding*
Consolidated through	Appreciation of dance and dance Terminology Understandings of Choreographic Approach and Structure	Apply stylistic features to performance material. Apply dance skills and techniques to performance material.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Introduction to Choreography Task and Theory Mock Exams	What is a choreographic intention, and why is it important when creating a dance Name and describe two choreographic devices you could use to develop movement material in your choreography.
.2	Introduction to Dance Appreciation, Terminology and Choreography Task and Theory Mock Exams	What is the Choreographic Intent of 'Within Her Eyes'? How is this evident throughout the piece?
.3	Introduction to Choreography Task and Theory Mock Exams	What choices might you make about dynamics in your choreography, and how could these choices affect the audience's response?
.4	Introduction to Dance Appreciation, Terminology and Choreography Task and Theory Mock Exams	What is the Choreographic Intent of 'Artificial Things'? How is this evident throughout the piece?
.5	Introduction to Choreography Task and Theory Mock Exams	Look at a section of your choreography. How effectively do your movement choices communicate your choreographic intention so far? What might you change or develop further?
.6	Introduction to Dance Appreciation, Terminology and Choreography Task and Theory Mock Exams	What is the Choreographic Intent of 'A Linha Curva'? How is this evident throughout the piece?
.7	Introduction to Choreography Task and Theory Mock Exams	Look at a section of your choreography. How effectively do your movement choices communicate your choreographic intention so far? What might you change or develop further?
.8	Introduction to Dance Appreciation, Terminology and Choreography Task and Theory Mock Exams	What is the Choreographic Intent of 'Shadows'? How is this evident throughout the piece?
.9	Introduction to Choreography Task and Theory Mock Exams	How could you use contrast or climax to make your choreography more engaging and impactful for the audience?
.10	Introduction to Choreography Task and Theory Mock Exams	How could you use spatial design to reflect your chosen stimulus or theme in your choreography?

Independent Study Plan

Week 1:
Research all stimuli in research homework and begin to explore practically.
Week 2:
Select your chosen motif and research in more detail.
Week 3:
Write programme note for choreography using template provided.
Week 4
Ensure all tasks are completed and up to date in term 2 booklet.

Desired End Points – Key Outcomes for Assessment	
Expected Outcomes for All Students	To learn and perform movement taken directly from the set works. To develop the set movement using a range of choreographic devices. To establish a critical and perceptive understanding of the work in terms of action, accompaniment, costume, set and context. To demonstrate the set motifs taken directly from AQA. To apply and refine a range of technical and expressive skills throughout performance. To be able to demonstrate a solo performance and a duet or trio composition. To demonstrate appreciation and critical analysis skills through the answering of questions from past examination papers
Desired Outcomes for Most Students	To evaluate and reflect upon own performance in order to improve skills. To compose movement in response to the motifs taught using a range of choreographic devices. To explain and demonstrate a range of skills for effective performance. To describe, analyse, interpret and evaluate key features of the professional works using appropriate terminology.

Y- LEARNING MAP

Dates of Study:	Term 3	**Exam Board:**	AQA
Assessments:	**Group Choreography**	**Qualification Code:**	8236
		Tier:	
Additional Information:			

Dance

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Demonstrate Knowledge & Understanding*
Consolidated through	Appreciation of dance and dance Terminology Understandings of Choreographic Approach and Structure	Apply stylistic features to performance material. Apply dance skills and techniques to performance material.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Introduction to Group Choreography	What ideas, images, or emotions does your chosen stimulus make you think of, and why?
.2	Introduction to Dance Appreciation, Terminology and group choreography	What went well and could have been better in the Mock Exam Paper?
.3	Introduction to Group Choreography	Which dance actions (e.g. jump, turn, gesture) could help you begin to explore your stimulus physically?
.4	Introduction to Dance Appreciation, Terminology and group choreography	How does Dynamic Content support the Choreographic Intent of my Choreography?
.5	Introduction to Group Choreography	How might you use choreographic devices (e.g. repetition, contrast, motif development) to communicate your chosen idea from the stimulus?
.6	Introduction to Dance Appreciation, Terminology and group choreography	How are Actions, Space, Dynamics, and Relationships used in my choreography?
.7	Introduction to Group Choreography	What structure (binary, ternary, narrative, etc.) do you think would best suit your choreography and why?
.8	Introduction to Dance Appreciation, Terminology and group choreography	How do I write a programme not for my GCSE Dance choreography?
.9	Introduction to Group Choreography	How could you use space and dynamics to make your choreography clearer and more interesting for the audience?
.10	Introduction to Group Choreography	Looking at your choreography so far, what's working well in showing your response to the stimulus, and what would you like to improve?

Independent Study Plan

Week 1:
Section A practise questions.
Week 2:
2x 6 Mark questions on choreography and duet/ trio
Week 3:
12 Mark question.
Week 4
Ensure all tasks are completed and up to date in term 3 booklet.

Desired End Points – Key Outcomes for Assessment	
Expected Outcomes for All Students	To learn and perform movement taken directly from the set works. To develop the set movement using a range of choreographic devices. To establish a critical and perceptive understanding of the work in terms of action, accompaniment, costume, set and context. To demonstrate the set motifs taken directly from AQA. To apply and refine a range of technical and expressive skills throughout performance. To be able to demonstrate a solo performance and a duet or trio composition. To demonstrate appreciation and critical analysis skills through the answering of questions from past examination papers
Desired Outcomes for Most Students	To evaluate and reflect upon own performance in order to improve skills. To compose movement in response to the motifs taught using a range of choreographic devices. To explain and demonstrate a range of skills for effective performance. To describe, analyse, interpret and evaluate key features of the professional works using appropriate terminology.

Y- LEARNING MAP

Dates of Study:	Term 4	**Exam Board:**	AQA
Assessments:	**Preparation for final recording of NEA work/ Choreography Task**	**Qualification Code:**	8236
		Tier:	
Additional Information:			

Dance

Starting Points – Assumed Prior Learning		
	Awareness *Knowledge and understanding*	Ability & Application *Demonstrate Knowledge & Understanding*
Consolidated through	Appreciation of dance and dance Terminology Understandings of Choreographic Approach and Structure	Apply stylistic features to performance material. Apply dance skills and techniques to performance material.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Introduction to Group Choreography	What ideas, images, or emotions does your chosen stimulus make you think of, and why?
.2	Introduction to Dance Appreciation, Terminology and group choreography	What went well and could have been better in the Mock Exam Paper?
.3	Introduction to Group Choreography	Which dance actions (e.g. jump, turn, gesture) could help you begin to explore your stimulus physically?
.4	Introduction to Dance Appreciation, Terminology and group choreography	How does Dynamic Content support the Choreographic Intent of my Choreography?
.5	Introduction to Group Choreography	How might you use choreographic devices (e.g. repetition, contrast, motif development) to communicate your chosen idea from the stimulus?
.6	Introduction to Dance Appreciation, Terminology and group choreography	How are Actions, Space, Dynamics, and Relationships used in my choreography?
.7	Introduction to Group Choreography	What structure (binary, ternary, narrative, etc.) do you think would best suit your choreography and why?
.8	Introduction to Dance Appreciation, Terminology and group choreography	How do I write a programme not for my GCSE Dance choreography?
.9	Introduction to Group Choreography	How could you use space and dynamics to make your choreography clearer and more interesting for the audience?
.10	Assessment of Group Choreography	Looking at your choreography, what's working well in showing your response to the stimulus, and what would you like to improve? Preparation for assessment

Independent Study Plan

Week 1:

Independent revision
Week 2:
Independent revision

Week 3:
Independent revision

Week 4
Ensure all tasks are completed and up to date in term 4 booklet.

Desired End Points – Key Outcomes for Assessment	
Expected Outcomes for All Students	To learn and perform movement taken directly from the set works. To develop the set movement using a range of choreographic devices. To establish a critical and perceptive understanding of the work in terms of action, accompaniment, costume, set and context. To demonstrate the set motifs taken directly from AQA. To apply and refine a range of technical and expressive skills throughout performance. To be able to demonstrate a solo performance and a duet or trio composition. To demonstrate appreciation and critical analysis skills through the answering of questions from past examination papers
Desired Outcomes for Most Students	To evaluate and reflect upon own performance in order to improve skills. To compose movement in response to the motifs taught using a range of choreographic devices. To explain and demonstrate a range of skills for effective performance. To describe, analyse, interpret and evaluate key features of the professional works using appropriate terminology.

Y- LEARNING MAP

Dates of Study:	Term 5	**Exam Board:**	AQA
Assessments:	**Final Revision**	**Qualification Code:**	8236
		Tier:	
Additional Information:			

Dance

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Demonstrate Knowledge & Understanding*
Consolidated through	Appreciation of dance and dance Terminology Understandings of Choreographic Approach and Structure	Apply stylistic features to performance material. Apply dance skills and techniques to performance material.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Exam preparation	Describe the process you would follow when working from an initial stimulus to create a finished choreography. Include how you generate, select, develop, and structure movement material. Explain the importance of choreographic intention when creating a dance, and describe how you would ensure your intention is clear to an audience.
.2	Exam preparation	Discuss how you might use choreographic devices such as motif, repetition, contrast, and highlights to develop and structure a dance. Analyse how a dancer could use expressive skills (e.g. focus, projection, musicality) to enhance a performance and communicate choreographic intention.
.3	Exam preparation	Explain why safe practice is important during dance classes, rehearsals, and performances. Give examples of how a dancer could keep themselves and others safe. Discuss how space, dynamics, relationships and actions can be manipulated to communicate a specific choreographic idea.
.4	Exam preparation	Evaluate one piece of choreography you have created. Discuss what worked well and what you might change if you were to develop it further.
.5	Exam preparation	Reflect on a performance you've given recently. How did you use expressive and physical skills to communicate your choreographic intention?
.6	Exam preparation	Discuss how you used space, relationships and dynamics in your own choreography to communicate your chosen stimulus or idea.
.7	Exam preparation	Analyse how choreographic devices helped you to structure and develop your own choreography. Provide specific examples.
.8	Exam preparation	Choose one professional work from the AQA anthology. Explain the choreographic intention and how movement, costume, aural setting and staging help communicate it to the audience. Discuss how Kenrick H2O Sandy uses different dance styles, dynamics and choreographic devices in "Emancipation of Expressionism" to show his themes.
.9	Exam preparation	Lighting and aural setting can transform the mood and meaning of a dance. Choose one anthology work and analyse how these production features contribute to the audience's understanding.

Independent Study Plan

Week 1:
Independent revision

Week 2:
Independent revision

Week 3:
Independent revision

Week 4
Ensure all tasks are completed and up to date in term 5 booklet.

		Costume is often crucial for creating character or mood. Choose a professional work you've studied and explain how costume choices help communicate the piece's intention.	
.10	Exam preparation	Compare how two professional works from the anthology use choreographic devices differently to communicate their themes. Choose one professional work and evaluate its overall effectiveness in communicating the choreographic intention. Give detailed examples from the work to support your answer.	

Desired End Points – Key Outcomes for Assessment	
Expected Outcomes for All Students	To learn and perform movement taken directly from the set works. To develop the set movement using a range of choreographic devices. To establish a critical and perceptive understanding of the work in terms of action, accompaniment, costume, set and context. To demonstrate the set motifs taken directly from AQA. To apply and refine a range of technical and expressive skills throughout performance. To be able to demonstrate a solo performance and a duet or trio composition. To demonstrate appreciation and critical analysis skills through the answering of questions from past examination papers
Desired Outcomes for Most Students	To evaluate and reflect upon own performance in order to improve skills. To compose movement in response to the motifs taught using a range of choreographic devices. To explain and demonstrate a range of skills for effective performance. To describe, analyse, interpret and evaluate key features of the professional works using appropriate terminology.

OPTION SUBJECT

FRENCH (GCSE)

Y11

Year 11 - LEARNING MAP – THEME 2: People and lifestyle – Unit 6: Celebrity Culture

Dates of Study:	Half term 1 - 8 weeks	**Exam Board:**	AQA
Assessments:	End of Unit 6 assessment, vocabulary tests, verb tests	**Qualification Code:**	8652
		Tier:	F/H
Additional Information:	N/A		

CREATIVE, DIGITAL & PERFORMING ARTS ACADEMY

FRENCH

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Demonstrate Knowledge & Understanding*
Consolidated through bell tasks and enquiry questioning	• Infinitive verbs • Personal pronouns • Vocabulary on leisure, music, art	• Understand the difference between verbs that take *être* and *avoir* in the passé composé • Using possessive adjectives • Using common reflexive verbs

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	J'ai eu du succès!	Discuss various routes to become famous; using *de* to show possession; using the passé composé of irregular verbs
.2	Vous voulez être célèbre?	Provide tips to become famous; using infinitive verbs as nouns; forming the imperative tense
.3	Tu ferais quoi pour être célèbre?	Understand how and why people might become famous; using the conditional tense of common irregular verbs; using emphatic pronouns (*lui, elle, nous, vous, eux, elles*)
.4	Je sais réussir	Discuss abilities and achievements; using *savoir* + infinitives; using demonstrative adjectives
.5	La vie des célébrités	Discuss pros and cons of being famous; consolidate use of possessive adjectives
.6	Des francophones célèbres	Talk about Francophone celebrities; using the passé composé of reflexive verbs; using *il y a* and *depuis.*

Independent Study Plan

Independent Study 1: Practise the passé composé of irregular verbs
Independent Study 2: Practise the imperative
Independent Study 3: Practise the conditional tense
Independent Study 4: Research a Francophone celebrity
Independent Study 5: Practise the passé composé of irregular verbs

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	• Be able to talk about ways to become famous • Be able to use the passé composé to discuss achievements and successes • Be able to use the imperative tense to encourage people and give advice • Be able to understand how and why people may become famous • Be able to use the conditional tense of regular verbs • Be able to use prepositions to indicate possession • Be able to understand the difference between personal pronouns and emphatic pronouns • Be able to use the verb *savoir* to discuss things you can do • Be able to understand pros and cons of being a celebrity • Be able to identify the main Francophone celebrities
Desired Outcomes for Most Students	• Be able to use the passé composé with all verbs • Be able to use infinite verbs as subjects of sentences • Be able to emphatic pronouns with prepositions • Be able to use the passé composé of reflexive verbs • Be able to research other Francophone celebrities

Year 11 - LEARNING MAP – THEME 3: People and lifestyle – Unit 7: Travel and Tourism, including places of interest

Dates of Study:	Half term 2 – 7 weeks	**Exam Board:**	AQA
Assessments:	End of Unit 7 assessment, mock examinations	**Qualification Code:**	8652
		Tier:	F/H
Additional Information:	During this half term, students will also complete 2 mock exam papers. Revision time will be dedicated in lesson to support students preparing for these.		

CREATIVE, DIGITAL & PERFORMING ARTS ACADEMY

FRENCH

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Demonstrate Knowledge & Understanding*
Consolidated through bell tasks and enquiry questioning	• Vocabulary on transport methods • Vocabulary on leisure activities • Names of countries in French • Prepositions	• Using the imperfect tense • Using the passé composé • Using the near future tense • Using the simple future tense of regular verbs

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Le temps pendant les vacances	Discuss holiday destinations; describe the weather
.2	Les îles francophones	Describe where you used to go on holiday, using the imperfect tense; revising adjective agreement
.3	Mes visites de touristes	Describe past trips; using prepositions with countries and methods of transport
.4	Mon blog de voyage	Talking about a gap year abroad; using the near future and simple future together
.5	Vacances de rêve	Describe perfect holidays; using *pour* and *sans* + infinitives; using the passé composé and the imperfect tense together
.6	Découvrir de grandes villes	Provide descriptions of cities; using the passive voice

Independent Study Plan

Independent Study 1: Practise describing the weather in different tenses

Independent Study 2: Practise using the near future and simple future tense together

Independent Study 3: Practise using the passé composé and imperfect tense together

Independent Study 4: Revision for mock exams

Independent Study 5: Revision for mock exams

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	• Be able to talk about favourite holiday destinations • Be able to describe accommodation and activities on holiday • Be able to describe the weather • Be able to agree adjectives correctly • Be able to say how you prefer to go on holiday and why • Be able to use prepositions according to the transport method and destination needed • Be able to plan a trip abroad using 2 types of future • Be able to recognise the passive voice in descriptions • Be able to consolidate the use of *y* and *en*

Desired Outcomes for Most Students	• Be able to describe the weather using the imperfect tense and the future tense • Be able to use the conditional tense to talk about ideal holidays • Be able to describe pros and cons of using certain transport methods • Be able to use if clauses to make conjectures about holidays • Be able to use the imperfect tense and passé composé alternatively to convey descriptions or narrate events • Be able to use the passive voice

Year 11 - LEARNING MAP – THEME 3: People and lifestyle – Unit 8: Media and Technology

CREATIVE, DIGITAL & PERFORMING ARTS ACADEMY

FRENCH

Dates of Study:	Half term 3 – 6 weeks	**Exam Board:**	AQA
Assessments:	End of Unit 8 assessment, vocabulary tests, verb tests	**Qualification Code:**	8652
		Tier:	F/H
Additional Information:	Students will continue to practise exam skills to support with future assessments and final exams.		

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Demonstrate Knowledge & Understanding*
Consolidated through bell tasks and enquiry questioning	• Adjectives of opinions • Vocabulary on family • Time phrases	• Using modal verbs in the present tense • Using the negative form • Present tense of regular verbs • Forming the past participle

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Les médias	Describing different types of media; revising infinitive verbs and verbs in the present tense
.2	Le monde avant et après internet	Discussing the evolution of the internet; using modal verbs to provide opinions on media and the internet; using the present and passé composé together
.3	Ma vie dans le monde numérique	Discussing the influences of the digital world; using *personne ne...* and *rien ne...* as subjects of sentences; using modal verbs in the passé composé
.4	Ton portable, ta vie	Describing phones and apps; using *avant de* + infinitives; revising the present tense of irregular verbs
.5	J'utilise la technologie!	Discuss your use of technology in the present, past and future;
.6	Attention aux dangers en ligne!	Describing the risks of technology and discuss online safety; using *après avoir* + past participles; reinforce the use of the imperative

Independent Study Plan

Independent Study 1: Practise using modal verbs in the present tense

Independent Study 2: Practise using the present and passé composé together

Independent Study 3: Practise using modal verbs in the passé composé and imperfect tense

Independent Study 4: Practise using negative phrases

Independent Study 5: Practise using the imperative

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	• Be able to describe what you do online and using technology • Be able to use the present tense and passé composé of verbs together • Be able to confidently use the present tense • Be able to confidently use infinitive verbs • Be able to use negative phrases as subjects of sentences • Be able to use modal verbs in the passé composé • Be able to use the present tense of irregular verbs to discuss activities online • Be able to use the three main tenses to describe your use of technology • Be able to discuss advantages and disadvantages of technology • Be able to understand the risks of online safety
Desired Outcomes for Most Students	• Be able to discuss opinions on social media, using modal verbs • Be able to use modal verbs in the imperfect tense • Be able to talk about other people's use of technology and their opinions • Be able to discuss the issues with addiction to your phone • Be able to use the imperative to give instructions on how to stay safe online

Year 11 - LEARNING MAP – THEME 3: People and lifestyle – Unit 9: The environment and where people live

Dates of Study:	Half term 4 & 5 – 7 weeks	**Exam Board:**	AQA
Assessments:	End of Unit 9 assessment, GCSE speaking examination	**Qualification Code:**	8652
		Tier:	F/H
Additional Information:	N/A		

CREATIVE, DIGITAL & PERFORMING ARTS ACADEMY

FRENCH

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Demonstrate Knowledge & Understanding*
Consolidated through bell tasks and enquiry questioning	• Vocabulary on leisure • Vocabulary on places in town • Modal verbs • Comparison phrases	• Using the passé composé • The partitive article • Prepositions • Direct object pronouns

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Tu es écolo?	Discuss eco-friendly habits; reinforce use of prepositions and verbs followed by prepositions
.2	Sauvons la planète!	Describe how to make a positive impact on the environment; using *je vourdrais;* consolidate the use of infinitives as nouns
.3	L'environnement local	Discussing environmental issues in your local area; reinforce the use of partitive articles; consolidate the use of the negative form
.4	Une visite chez mon ami	Talking about recent activities at home; revising the passé composé

Independent Study Plan

Independent Study 1: Create a diary of your environment-friendly habits

Independent Study 2: Practise role-plays on the topic of the environment

Independent Study 3: Practise the use of the passé composé

.5	Un guide de ma ville	Describing your town; using *si* and *quand*; consolidate the use of modal verbs in the present tense	**Independent Study 4**: Practise the use of the conditional tense **Independent Study 5:** Practise the use of comparisons and indirect object pronouns
.6	Ma ville idéale	Comparing real and ideal towns; using indirect object pronouns; revising the conditional of verbs	

Desired End Points – Key Outcomes for Assessment	
Expected Outcomes for All Students	• Be able to describe what you do to help the environment at home • Be able to say what things you can/should do to help the environment further • Be able to talk about possible solutions to environmental problems • Be able to discuss environment issues in your local area • Be able to consolidate the use of the partitive article • Be able to use the negative form to discuss the environment • Be able to describe recent activities with friends using the passé composé • Be able to describe your town • Be able to use modal verbs confidently • Be able to compare real and ideal homes • Be able to compare real and ideal towns • Be able to use the conditional tense of regular verbs
Desired Outcomes for Most Students	• Be able to suggest changes to your habits to be more environmentally friendly • Be able to compare past and present habits in regard to protecting the environment, using the imperfect tense and present tense • Be able to confidently use verbs followed by prepositions • Be able to use if clauses • Be able to use the conditional tense of irregular verbs

Year 11 - LEARNING MAP – Revision for exams

Dates of Study:	Half term 5 – 5 weeks	**Exam Board:**	AQA
Assessments:	Listening, Speaking, Reading and Writing GCSE exams	**Qualification Code:**	8652
		Tier:	F/H
Additional Information:	Revision lessons will be planned in response to students' needs and findings from previous assessments. These will include activities to recall key vocabulary from all 3 themes and students will also focus on practising exam-style questions. Following Year 11 study leave, further revision sessions will be scheduled to support with specific exam skills.		

BOA
CREATIVE, DIGITAL & PERFORMING ARTS ACADEMY

FRENCH

OPTION SUBJECT

GEOGRAPHY (GCSE)

Y11

Year 11 - LEARNING MAP – NATURAL HAZARDS: 1.1

Dates of Study:	Term 1 and 2	**Exam Board:**	AQA
Assessments:	Mid Unit Assessment – End of Unit assessment –	**Qualification Code:**	8036
		Tier:	N/A
Additional Information:	This unit covers content for exam paper 1. Question 1. The unit is split into 3 sections: Tectonic hazards, atmospheric hazards and climate change.		

BOA
CREATIVE, DIGITAL & PERFORMING ARTS ACADEMY

GEOGRAPHY

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Demonstrate Knowledge & Understanding*
Consolidated through baseline assessment, bell tasks and enquiry questioning	• The 4 layers of the earth • Shockwaves (year 10 science) • Name some natural hazards	• Label the continents and oceans on a world map • Calculate averages (mean, median, mode)

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	**Baseline assessment**	Understand starting points and skills gaps
.2	What is a Hazard?	Define the terms hazard, risk and vulnerability
.3	Plate tectonics	Understand the structure of the earth, plate tectonic theory (including convection currents)
.4	Causes and effects of earthquakes	Understand that earthquakes are formed by plate movement and there are primary and secondary impacts
.5	Comparing earthquakes	Compare two earthquakes in areas of contrasting wealth (NZ and Nepal)
.6	volcanoes	Understand that different volcanoes form at constructive and destructive margins
.7	Living in hazardous areas	Use a case study of Iceland to understand why people choose to live there, despite the hazards
.8	**Mid unit assessment**	Assess learning from lessons 1-6
.9	Global atmospheric circulation	Understand air circulation patterns and wind directions globally
.10	Tropical storms formation and distribution	Understand how storms form and describe where in the world they occur.
.11	Typhoon Haiyan	Use a case study to illustrate the causes, impacts and responses to a tropical storm event
.12	Reducing the effects of tropical storms	Understand the primary and secondary impacts of tropical storms
.13	Extreme weather in the UK	Understand the types of extreme weather in the UK using a case study – The Beast from the East blizzard
.14	Climate change 1	Understand the evidence for and causes of climate change
.15	Climate change 2	Understand climate change mitigation and adaption strategies
.16	**End of unit assessment**	Assess learning from lessons 1-15

Independent Study Plan

Week 1: hazard distribution map work
Week 2: plate boundaries 1 and 2 mark questions
Week 3: Venn diagram – case study comparison
Week 4: revision
Week 5: GACM low stakes quiz
Week 6: typhoon Haiyan video and questions
Week 7: tropical storms low stakes quiz
Week 8. revision

Desired End Points – Key Outcomes for Assessment	
Expected Outcomes for All Students	• Know that there are different theories of plate tectonics and what they are • Know that plate move in different directions, causing different landscapes • Know that shield volcanoes form at constructive boundaries and composite volcanoes form at destructive boundaries • Know that climate change impacts atmospheric hazard severity and distribution • Know that the UK experiences hazardous phenomenon (using a case study) • Know that the impacts of earthquakes are worsened by a lack of wealth and development. • Know that push and pull factors affect people living in hazardous areas
Desired Outcomes for Most Students	• Be able to draw and explain weather patterns using the global atmospheric circulation model • Explain the science behind tropical storm formation • Analyse data from earthquakes and tropical storms • Give reasons why the level of development influences the effects and responses to harzards

Year 11 - LEARNING MAP – The Changing Economic World: 2.2

Dates of Study:	Term 3 and 4	**Exam Board:**	AQA
Assessments:	Mid Unit Assessment – Lagos End of Unit assessment – UK	**Qualification Code:**	8036
		Tier:	N/A
Additional Information:	This unit covers content for exam paper 2. Question 2, The changing economic world looks at case studies of Lagos in Nigeria and the UK to outline theoretical understanding.		

BOA
CREATIVE, DIGITAL & PERFORMING ARTS ACADEMY

GEOGRAPHY

Starting Points – Assumed Prior Learning		
	Awareness *Knowledge and understanding*	Ability & Application *Demonstrate Knowledge & Understanding*
Consolidated through baseline assessment, bell tasks and enquiry questioning	• The definitions of HIC, LIC, and NEE • Interpreting chloropleth maps • Push and pull factors of migration • Define the multiplier effect	• Give examples of countries that are HIC / LIC and NEE • Give specific examples of push and pull factors of migration

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	**Baseline assessment**	Understand starting points and skills gaps
.2	What is development?	Understand various levels of a country's development and indicators to asses these
.3	The DTM and population pyramids	Understand how countries move through the different stages of the DTM and how the population pyramids change with levels of development
.4	Causes and consequences of uneven development	Understand the historical, physical and political causes of the development gap
.5	Reducing the development gap	Understand the various strategies to reduce the development gap
.6	Tourism in Kenya	Understand how Tourism in Kenya has helped to improve economic and social development
.7	**Mid unit assessment**	Assess learning form lessons 1-6
.8	Nigeria case study 1	Understand the geographical context of Nigeria and its changing economic structure

Independent Study Plan

Week 1: indicators worksheet

Week 2: Drawing population pyramids

Week 3: revision

Week 4: case study graphs - Kenya

Week 5: Shell case study

.9	Nigeria case study 2	Understand the growth and impact of TNC's on Nigeria and its links to the wider world
.10	The changing UK economy	Understand how the UK economy has changed over time
.11	UK science and business parks	Understand science and business parks and why they are located around cities
.12	UK transport and industry	Understand how the UK's transport network has changed over time and future plans
.13	UK changing rural landscapes	Understand the impact of changing populations in rural areas
.14	**End of Unit Assessment**	Assess all learning

Week 6: graphs – UK economy pie charts

Week 7: Revision

Desired End Points – Key Outcomes for Assessment	
Expected Outcomes for All Students	• Explain the North-South divide, its origins and characteristics as well as strategies to reduce the divide. • Be able to complete a DTM model diagram and draw population pyramids • Explain the impacts of TNC's on the host country • Explain the UK's changing economy from pre-industry to present day • Give examples of changing populations on Cambridge and The Outer Hebrides
Desired Outcomes for Most Students	• Draw a population pyramid using demographic data • Interpret scatter graph, pie chart, and bar graph data • Construct a variety of graphs from raw data

OPTION SUBJECT

HISTORY (GCSE)

Y11

Y- LEARNING MAP

Dates of Study:	Term 1	**Exam Board:**	AQA
Assessments:	**1.** Essex Rebellion Write an account	**Qualification Code:**	8145DC
		Tier:	N/A
Additional Information:	Third Topic is Elizabeth – we spend the last few weeks of year 10 introducing the topic and the context around Elizabethan England. This mini topic represents the last chunk of Unit 1 which was begun in Year 10		

CREATIVE, DIGITAL & PERFORMING ARTS ACADEMY

History

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Demonstrate Knowledge & Understanding*
Consolidated through Bell Tasks, Diagnostic Questioning and Summative Assessment.	Understanding of chronology Understanding of Primary vs secondary sources	To be able to explain consequences of events To be able to link events together

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Reintroduction to Tudors	Explain two Problems Elizabeth faced (Self Assessed)
.2	Style of Rule	To explain how Elizabeth chose to govern
.3	Essex Rebellion Causes	To explain why The Earl of Essex chose to rebel
.4	Essex Rebellion Write an account	Write an account of the Essex Rebellion Green Sheet

Independent Study Plan

Week 1: Elizabeths Childhood Work Sheet

Week 2: Portrait analysis

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	• To be able to describe Tudor England. • To be able to explain why Elizabeth faced opposition • To have an understanding of key subject specific language
Desired Outcomes for Most Students	• To be able to explain why Tudor England was so unstable • To be able to evaluate the problems Elizabeth faced • To be able to use key subject specific language

Y- LEARNING MAP

Dates of Study:	Term 1 and Term 2	**Exam Board:**	AQA
Assessments:	**L4 – Interpretation Q Green Sheet** **L10 – End of Unit Assessment**	**Qualification Code:**	8145DC
		Tier:	N/A
Additional Information:	Unit 2 concerns Elizabeths religious settlement and the rebellions she faced.		

CREATIVE, DIGITAL & PERFORMING ARTS ACADEMY

History

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Demonstrate Knowledge & Understanding*
Consolidated through Bell Tasks, Diagnostic Questioning and Summative Assessment.	Understanding of chronology Understanding of Primary vs secondary sources	To be able to explain consequences of events To be able to link events together

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Catholic and Protestant: What's the difference?	Describe the differences between Catholic and Protestant (focusing on Calvinist) faith
.2	Elizabeths Religious Settlement	Explain how the settlement was designed to keep everyone happy
.3	Reactions abroad	Evaluate the dangers posed by European reactions to the settlement
.4	Introduction to Mary Queen of Scots	Interpretation Q (Self Assess)
.5	Rebellion 1 – The Northern Rebellion	To describe the key events of the Northern Rebellion
.6	Rebellions 2 – The Plots	To explain the impact of the rebellions on Elizabeths religious settlement
.6	Execution of Mary QofS	To evaluate the impact of Marys execution on England
.7	Spanish Armada 1	To describe the key events of the Spanish Armada
.8	Spanish Armada 2	To evaluate the reasons for the Spanish defeat
.9	Revision	Revising Unit 2
.10	End of Unit	Q1, Q2, Q3 – End of Unit exam Green Sheet

Independent Study Plan

Week 3:Seneca on Medieval

Week 4: Seneca on Renaissance Medicine

Week 5: Revision

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	• To be able to describe the Elizabethan Settlement. • To be able to explain why Elizabeth changed her settlement • To have an understanding of key subject specific language
Desired Outcomes for Most Students	• To be able to explain why the Elizabethan settlement changed • To be able to evaluate the impact of the religious rebellions on England • To be able to use key subject specific language

Y- LEARNING MAP

Dates of Study:	Term 2 and term 3	**Exam Board:**	AQA
Assessments:	**Mocks will interrupt this unit of Study** **L11 16 Mark Question on the Globe**	**Qualification Code:**	8145DC
		Tier:	N/A
Additional Information:	Unit 3 looks at Elizabethan society and seeks answer the question – was it really a golden age? Mocks take place during this unit HomeWorks will be focused on Revision in build up to mock.		

CREATIVE, DIGITAL & PERFORMING ARTS ACADEMY

History

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Demonstrate Knowledge & Understanding*
Consolidated through Bell Tasks, Diagnostic Questioning and Summative Assessment.	Understanding of chronology Understanding of Primary vs secondary sources	To be able to explain consequences of events To be able to link events together

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	
.1	What is a Golden Age?	Define the Phrase Golden age
.2	Lives of the Rich	Describe the lives of the wealthy
.3	Lives of the Poor	Describe the lives of the poor
.4	Causes of Poverty	Explain why Poverty was growing in Elizabethan England
.5	The Poor Law	Evaluate the impact of government policies in dealing with the poor.
.6	The Globe Theatre L1 Intro	Introduce the Historic Environment
.6	The Globe Theatre L2 The Building	Describe the key aspects of the Globe Theatre including its geographical position in London
.7	The Globe Theatre L3 The Plays	Explain why Elizabeth encouraged playwrights
.8	The Globe Theatre L4 Possible Q1	Impact of the Globe Theatre -
.9	The Globe Theatre L5 Practice	Full 16 marker : planned.
.10	The Globe Theatre L6 Possible Q2	What does the Globe us about Elizabethan England?
.11	Elizabeth Mock	Full Elizabeth Paper – Green Sheet

Independent Study Plan

Week 1: USA Revision booklet to be completed – covering Civil War.

Week 2: Seneca Revision Industrial Public Health

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	• To be able to describe the lives of all Elizabethans • To be able to explain why Poverty grew • To have an understanding of key subject specific language
Desired Outcomes for Most Students	• To be able to explain how the lives of all Elizabethan changed during her reign • To be able to evaluate the impact of the religious rebellions on England • To be able to use key subject specific language

Y- LEARNING MAP

Dates of Study:	Term 4	**Exam Board:**	AQA
Assessments:	**L9 End of Unit.**	**Qualification Code:**	8145DC
		Tier:	N/A
Additional Information:	Unit 1 focuses on the Korean War Homework's will be planned based on Mock results – exam technique focus		

CREATIVE, DIGITAL & PERFORMING ARTS ACADEMY

History

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Demonstrate Knowledge & Understanding*
Consolidated through Bell Tasks, Diagnostic Questioning and Summative Assessment.	Understanding of chronology Understanding of Primary vs secondary sources	To be able to explain consequences of events To be able to link events together

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	
.1	Intro to Cold War	Describe the differences between Communist and Capitalist societies
.2	Intro to Korea	Explain why Korean was split after WW2
.3	Who is to blame?	Evaluate who was to blame for the outbreak of war
.4	Source Skills	Evaluate and analyse Primary Sources
.5	Write an account	Korean Story so far
.6	Stalemate	Explain why the war became a stalemate
.6	End of the War – Peace	Describe the process that ended the war
.7	Who won the war?	Evaluate evidence to come to a conclusion: who won the war?
.8	Revision	Revise Unit 1
.9	End of Unit	Q1,Q2,Q3: Green Sheet

Independent Study Plan

Week 1: See additional info

Week 2:

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	• To be able to describe the story of the Korean War • To be able to explain who won the war • To have an understanding of key subject specific language
Desired Outcomes for Most Students	• To be able to explain why the Korean war happened • To be able to evaluate the roles played by each nation in the story of the war • To be able to use key subject specific language

Y- LEARNING MAP

Dates of Study:	Term 4	**Exam Board:**	AQA
Assessments:	**L11 and L12: Walking Mocks: Students answers will be assessed.**	**Qualification Code:**	8145DC
		Tier:	N/A
Additional Information:	Unit 2 focuses on Vietnam Homework's will be planned based on Mock results – exam technique focus This topic is always a bit of a rush to finish before Easter to esnrue time for revision: There is a walking mock at the end which will form the basis of assessed work.		

CREATIVE, DIGITAL & PERFORMING ARTS ACADEMY

History

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Demonstrate Knowledge & Understanding*
Consolidated through Bell Tasks, Diagnostic Questioning and Summative Assessment.	Understanding of chronology Understanding of Primary vs secondary sources	To be able to explain consequences of events To be able to link events together

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	
.1	France in Vietnam	Describe the events of the Indochina war
.2	Red Scare	Explain why the US government were so concerned with events in Vietnam
.3	US Involvement	Explain how the US involvement developed over time
.4	Gulf of Tonkin	Describe the events of the Gulf of Tonkin incident
.5	US Tactics	Evaluate the effectiveness of the US tactics
.6	Vietcong Tactics	Evaluate the effectiveness of the US tactics
.6	Tet Offensive	Explain the impact of the Tet offensive
.7	My Lai	Describe the events of the My Lai Massacre
.8	Peace Movement	Explain the reasons behind the growth of the peace movement
.9	The End of the War	Desribe the peace movement
.10	Faill of Saigon	Evaluate the extent to which the US lost the war
.11	Walking Mock Q1 and Q2	Exam Skills
.12	Walking Mock Q3 and Q4	Exam Skills

Independent Study Plan

Week 1: See additional info

Week 2:

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	• To be able to describe the story of the Vietnam War • To be able to explain who won the war • To have an understanding of key subject specific language
Desired Outcomes for Most Students	• To be able to explain why the Vietnam war happened • To be able to evaluate the roles played by each nation in the story of the war • To be able to use key subject specific language

OPTION SUBJECT

MEDIA STUDIES (GCSE)

Y11

LEARNING MAP: COMPONENT THREE / CONTROLLED ASSESSMENT

Dates of Study:	Year 11, Term 1 (10 hours)	**Exam Board:**	Eduqas
Assessments:	1. **Knowledge Quizzes** – ongoing assessment of Component 1 with exam style questions. 2. **Grade Card Assessment** - exam style questions to assess students long-term understanding of the subject.	**Qualification Code:**	A680QS
		Tier:	N/A
Additional Information:	This component is planned to take place in the last half term of Year 10 and the first half term of Year 11.		

CREATIVE, DIGITAL & PERFORMING ARTS ACADEMY

MEDIA STUDIES

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Demonstrate Knowledge & Understanding*
Consolidated through	• Understanding of key conventions used in music videos, magazine pages or film promotional materials. • Knowledge and understanding of basic production techniques, using their mobile phones and online editing software (such as Canva or CapCut).	• Be able to research and plan effectively for a purposeful project which meets the requirements of a brief. • Be able to produce a media product that fulfils the requirements of the brief and the mark scheme.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Production	How does your planning inform your decisions during the production stage of the coursework project? • Students to complete production either during lessons, during the summer holidays or during their own free time. • This stage will be ongoing, with potential re-shoots. • Teacher must take a guidance role and cannot inform student's decisions based on the mark scheme.
.2	Post-Production	How will you use your footage and photography to make a product that matches the requirements of the brief? • **This is formally assessed for the controlled assessment** • Students to use their photography or filming to complete their project. This must be based on the requirements set out in the brief.

Independent Study Plan

Week 1: AI Revision Task – Quality Street Media Language and Representations.

Week 2: AI Revision Task – Male Gaze Theory.

Week 3: AI Revision Task – Uses and Gratifications Theory

Week 4: AI Revision Task – The Guardian newspaper cover Media Language and Representations

Week 5: AI Revision Task – The Archers Media Industry and Audiences.

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	• Identify and articulate relevant aims that clearly connect to the brief and demonstrate understanding of the intended audience and purpose. • Develop a coherent plan that outlines appropriate media conventions and demonstrates understanding of how different representational choices serve specific purposes. • Apply basic theoretical frameworks from media studies to analyse and justify their creative decisions, showing awareness of how media texts communicate meaning. • Demonstrate competent application of chosen media conventions in their practical work, showing technical understanding and purposeful implementation. • Evaluate their work against the original brief and aims, identifying strengths and areas for development in their creative process.
Desired Outcomes for Most Students	• Synthesise complex theoretical frameworks from multiple media studies perspectives, demonstrating sophisticated understanding of how different theories intersect and inform creative practice. • Critically evaluate and justify highly nuanced creative decisions, showing deep insight into the relationship between form, content, and audience response. • Demonstrate exceptional technical proficiency in applying media conventions, showing innovation and creativity while maintaining clear purposeful intent. • Conduct independent research to extend their theoretical understanding beyond taught content, incorporating contemporary debates and emerging media practices. • Produce work of professional standard that demonstrates mastery of both theoretical knowledge and practical skills, with evidence of original thinking and creative risk-taking.

LEARNING MAP: COMPONENT TWO / TV SITCOMS

Dates of Study:	Year 11, Term 2 and 3 (18 hours)	**Exam Board:**	Eduqas
Assessments:	3. **Knowledge Quizzes** – ongoing assessment of student's knowledge and understanding of learning. 4. **Grade Card Assessment** – exam style questions to assess students long-term understanding of the subject.	**Qualification Code:**	A680QS
		Tier:	N/A
Additional Information:	**Set Texts:** Modern Family (Season 8, Episode 2 – "A Stereotypical Day") and Friends (Season 1, Episode 1 – "Pilot")		

CREATIVE, DIGITAL & PERFORMING ARTS ACADEMY

MEDIA STUDIES

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Demonstrate Knowledge & Understanding*
Consolidated through	• Recognise the different modes and language (including narrative, characters and intertextuality) associated with TV programmes and Sitcoms (conventions). • Understand how modes and language can create meanings (connotations). • Recognise the ways that social groups, issues and events are represented in TV Sitcoms. • Understand how social groups can be misrepresented or under-represented. • Recognise the different nature and operations of media businesses – focusing on commercial American companies. • The format and structure of production, distribution and circulation (including marketing). • Recognise the structure and importance of media regulation for different platforms. • Know the ways that audiences are categorised by the case studies. • Understand how audiences may "read" the TV Sitcoms differently.	• Be able to explain why media products create the meanings they do (connotations). • Be able to use specific contexts about the set texts to justify why they have created the meanings they have. • Be able to explain why TV sitcoms represent social groups, issues and events in the ways that they do. • Be able to use specific contexts about the set texts to justify the representations in the texts. • Be able to explain how ownership patterns (commercial) can directly impact production, distribution and circulation. • Identify and explain how media regulation directly shapes the case studies. • To identify the challenges and developments that digital technologies pose to media regulation. • Be able to justify why audiences will choose to watch TV sitcoms. • Be able to identify how the TV Sitcoms target specific audiences.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Contexts & Genre Conventions	What are the typical genre conventions of TV Sitcoms?
.2	Narrative	How are narratives typically structured in TV Sitcom episodes?
.3	Characters	What are the typical characters used in TV Sitcoms?
.4	Codes and Theories	How is media language used to communicate meaning and values in TV Sitcoms?
.5	Grade Card Assessment	Complete Grade Card Assessment
.6	Friends Contexts	How are the representations in Friends shaped by the contexts in which they were produced?
.7	Modern Family Contexts	How are the representations in Modern Family shaped by the contexts in which they were produced?
.8	Stereotypes & Stuart Hall Representation Theory	How stereotypical are the representations in TV Sitcoms?
.9	Mediation & Versions of Reality	How do TV Sitcoms re-present the world and construct versions of reality?
.10	Male Gaze Theory	How stereotypical are the gender representations in TV Sitcoms?
.11	Ownership Patterns – Modern Family	How is the production and distribution of Modern Family managed?
.12	Ownership Patterns - Friends	How is the production and distribution of Friends managed?
.13	Funding	What is the impact of commercial funding on the production and distribution of TV Sitcoms?
.14	Regulation	How does regulation shape the production and distribution of TV Sitcoms?
.15	Grade Card Assessment	Complete Grade Card Assessment
.16	Categorising, Targeting and Appealing Audiences	How do TV sitcoms effectively target their audience?

Independent Study Plan

Week 1: Students to compare Modern Family and Friends to one of their favourite TV sitcoms for the narrative and characters – find at least three similarities or differences.

Week 2: Students to apply the media language theories to the set episode of Modern Family and Friends.

Week 3: Students to compare the representations of gender and ethnicity in the set episodes of Modern Family and Friends.

Week 4: Students to compare the structure, characters and genre conventions of the set episodes to a British sitcom, like The IT Crowd.

Week 5: Students find three examples online of how the set TV sitcoms are making a profit from synergy and merchandise.

Week 6: Students to compare how the set episodes effectively target their intended audience.

.17	Response and Interpretation	Why do audiences respond to and interpret TV Sitcoms differently?	
.18	Uses and Gratifications Theory	Why do audiences watch TV Sitcoms?	

Desired End Points – Key Outcomes for Assessment	
Expected Outcomes for All Students	• Identify and explain the key components of TV sitcom language - Students can recognize and describe the various forms of media language used to create meanings in TV sitcoms, including camera techniques, editing styles, sound design, mise-en-scène, and narrative structures specific to the sitcom genre. • Understand basic representation in TV sitcoms - Students can explain how TV sitcoms re-present rather than simply present reality and identify how sitcom producers make choices about representing characters, families, social groups, and situations within comedic contexts. • Recognize TV sitcom industry structures - Students can describe the nature of TV sitcom production, including broadcast networks, streaming platforms, production companies, and basic ownership patterns in television organizations that produce sitcoms. • Identify TV sitcom target audiences - Students can explain how TV sitcoms are aimed at different audience demographics, from niche specialized audiences to broad mainstream viewers, and understand how sitcoms use scheduling, marketing, and content to reach their intended audiences. • Understand TV sitcom regulation basics - Students can explain the functions and types of regulation affecting TV sitcoms, including watershed rules, content guidelines, and challenges presented by streaming platforms and digital distribution. • Apply key theoretical concepts to TV sitcoms - Students can demonstrate understanding of fundamental media theories in relation to sitcoms, including basic audience response theories and Uses and Gratifications theory as applied to television comedy consumption.
Desired Outcomes for Most Students	• Analyse complex TV sitcom language techniques - Students can critically examine sophisticated combinations of sitcom-specific technical codes (multi-camera vs single-camera setups, laugh tracks, comedic timing), genre conventions, and narrative structures, evaluating how these create layered meanings and target specific audiences through detailed analysis of comedic construction. • Evaluate representation in TV sitcoms from multiple theoretical perspectives - Students can apply advanced theoretical frameworks to analyse how TV sitcom representations construct and reinforce social, political, and cultural ideologies about family structures, gender roles, class, ethnicity, and social issues, including examination of stereotypes and changing social attitudes reflected in sitcom evolution. • Critically assess TV sitcom industry convergence and streaming impact - Students can analyse the complex relationships between traditional broadcast networks, streaming platforms, international distribution, and production companies, evaluating how industry changes affect sitcom content, format, and global reach across different national television markets. • Synthesise audience interpretation theories in relation to TV sitcoms - Students can compare and contrast multiple audience theories to evaluate how different demographic groups, cultural backgrounds, and generational cohorts may interpret the same TV sitcom content in varying ways, considering both contemporary and historical sitcom reception. • Analyse the interplay between all four key concepts within TV sitcom study - Students can demonstrate sophisticated understanding of how media language, representation, industries, and audiences interconnect specifically within the sitcom genre, using this to construct detailed analytical arguments about TV sitcoms' broader social and cultural significance in television history and contemporary media landscape.

LEARNING MAP: COMPONENT TWO / MUSIC PROMOTION

Dates of Study:	Year 11, Term 3 and 4 (21 hours)	**Exam Board:**	Eduqas
Assessments:	5. **Knowledge Quizzes** – ongoing assessment of student's knowledge and understanding of learning. 6. **Grade Card Assessment** – exam style questions to assess students long-term understanding of the subject.	**Qualification Code:**	A680QS
		Tier:	N/A
Additional Information:	**Set Texts:** Justin Bieber (Intentions music video and official website), Taylor Swift ("The Man" music video and official website) and Duran Duran ("Rio" music video)		

CREATIVE, DIGITAL & PERFORMING ARTS ACADEMY

MEDIA STUDIES

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Demonstrate Knowledge & Understanding*
Consolidated through	• Recognise the different modes and language (including narrative, characters and intertextuality) associated with music videos and websites (conventions). • Understand how modes and language can create meanings (connotations). • Recognise the ways that social groups, issues and events are represented in popular music videos and official music artist websites. • Understand how social groups can be misrepresented or under-represented. • Recognise the different nature and operations of media businesses – focusing on commercial globalised record labels. • The format and structure of production, distribution and circulation (including marketing). • Recognise the structure and importance of media regulation for different platforms – YouTube, television and websites. • Know the ways that audiences are categorised by the case studies. • Understand how audiences may "read" the music videos and websites differently.	• Be able to explain why music videos and websites create the meanings they do (connotations). • Be able to use specific contexts about the set music artists to justify why they have created the meanings they have. • Be able to explain why music videos and official websites represent social groups, issues and events in the ways that they do. • Be able to use specific contexts about the set music artists to justify the representations in the texts. • Be able to explain how ownership patterns (commercial record labels) can directly impact production, distribution and circulation. • Identify and explain how media regulation directly shapes the music videos and official websites. • To identify the challenges and developments that digital technologies pose to media regulation of music videos and official websites. • Be able to justify why audiences will choose to watch music videos and visit official websites. • Be able to identify how the music artists target specific audiences.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Contexts and Pop Conventions	What are the typical genre conventions of pop music videos?
.2	Contexts and R&B Conventions	What are the typical genre conventions of R&B music videos?
.3	Narrative	What is the conventional narrative in music videos?
.4	Websites	How is media language used on websites to construct connotations?
.5	Grade Card Assessment	Complete Grade Card Assessment
.6	Stereotypes (The Man)	How stereotypical are the representations in Taylor Swift's "The Man"?
.7	Stereotypes (Swift Online)	How stereotypical are the representations in Taylor Swift's online media?
.8	Stereotypes (Intentions)	How stereotypical are the representations in Justin Bieber's "Intentions"?
.9	Stereotypes (Bieber Online)	How stereotypical are the representations in Justin Bieber's online media?
.10	Media Language (Duran Duran)	How have the conventions of pop music videos changed over time?
.11	Representations (Duran Duran)	How have representations in music videos changed over time?
.12	Commercial Ownership Patterns (Swift)	How do commercial ownership patterns shape the production, distribution and circulation of music?
.13	Commercial Ownership Patterns (Bieber)	How do commercial ownership patterns shape the production, distribution and circulation of music?
.14	Synergy	How do commercial record labels use synergy to increase profit and power?
.15	Digital Convergence	How does digital convergence shape production and distribution of music?
.16	Regulation (Music Videos)	How does regulation of music promotional materials shape their content?

Independent Study Plan

Week 1: For their favourite music video, students to note down at least three genre conventions that it uses and the meanings that these conventions create.

Week 2: Students to visit the website of their favourite music artist and to note down at least 5 things that they do on the website to represent the artist positively.

Week 3: Students to visit the website of another music artist and compare the content (webpages/sections) of the website to Swift's and Bieber's. Students to identify at least three similarities or differences.

Week 4: Research into Universal Music Group and the record labels that they own, including commercial patterns of ownership.

Week 5: Research into another music artist's music video of the student's choice and compare the use of media language and representations.

.17	Regulation (Online)	How does online regulation shape the content of music artists?
.18	Target Audience (Swift)	How does Swift's music promotional content effectively target their audience?
.19	Target Audience (Bieber)	How does Bieber's music promotional content effectively target their audience?
.20	Uses and Gratifications Theory (Music Videos)	Why do audiences watch music videos?
.21	Uses and Gratifications Theory (Websites)	Why do audiences visit music artist websites?

Week 6: Exam Practice – students to plan and write an exam style question for Industry or Audience content. Peer assess in the lesson it is due.

Desired End Points – Key Outcomes for Assessment	
Expected Outcomes for All Students	• Identify and explain the key components of music video and website media language - Students can recognize and describe the various forms of media language used to create meanings in music videos and artist websites, including camera techniques, editing styles, mise-en-scène, visual effects, web design elements, and digital media conventions. • Understand basic representation in music videos and artist websites - Students can explain how music videos and artist websites re-present rather than simply present reality, and identify how music producers and artists make choices about representing performers, lifestyles, social groups, and musical genres within these media forms. • Recognize music industry structures - Students can describe the nature of music video and website production, including record labels, streaming platforms, production companies, and basic ownership patterns in music industry organizations that create and distribute music content. • Identify target audiences for music videos and artist websites - Students can explain how music videos and artist websites are aimed at different audience demographics and fan bases, from niche specialized music audiences to mainstream consumers, and understand how artists use visual content and web presence to reach their intended audiences. • Understand music industry regulation basics - Students can explain the functions and types of regulation affecting music videos and artist websites, including content guidelines, age ratings, and challenges presented by streaming platforms and social media distribution. • Apply key theoretical concepts to music videos and artist websites - Students can demonstrate understanding of fundamental media theories in relation to music media, including basic audience response theories and Uses and Gratifications theory as applied to music consumption and fan engagement.
Desired Outcomes for Most Students	• Analyse complex music video and website media language techniques - Students can critically examine sophisticated combinations of technical codes (performance footage, narrative sequences, digital effects, website interactivity), genre conventions, and visual storytelling techniques, evaluating how these create layered meanings and target specific audiences through detailed analysis of music video construction and web design. • Evaluate representation in music videos and artist websites from multiple theoretical perspectives - Students can apply advanced theoretical frameworks to analyse how music videos and artist websites construct and reinforce social, political, and cultural ideologies about identity, gender, sexuality, race, class, and youth culture, including examination of stereotypes, power dynamics, and how artists challenge or conform to industry expectations. • Critically assess music industry convergence and digital transformation - Students can analyse the complex relationships between traditional record labels, streaming services, social media platforms, and artist websites, evaluating how industry changes affect music video production, distribution, artist promotion, and global reach across different cultural markets. • Synthesize audience interpretation theories in relation to music videos and artist websites - Students can compare and contrast multiple audience theories to evaluate how different demographic groups, subcultures, and fan communities may interpret the same music videos and artist websites in varying ways, considering both active fan engagement and passive consumption patterns. • Analyse the interplay between all four key concepts within music video and artist website study - Students can demonstrate sophisticated understanding of how media language, representation, industries, and audiences interconnect specifically within music media, using this to construct detailed analytical arguments about music videos and artist websites' broader social and cultural significance in contemporary digital music culture and artist-fan relationships.

OPTION SUBJECT

MUSIC (GCSE)

Y11

OPTION SUBJECT

SPANISH (GCSE)

Y11

Year 11 - LEARNING MAP – THEME 2: People and lifestyle – Unit 6: Celebrity Culture

Dates of Study:	Half term 1 – 8 weeks	**Exam Board:**	AQA
Assessments:	End of Unit 6 assessment, vocabulary tests, verb tests	**Qualification Code:**	8692
		Tier:	F/H
Additional Information:	N/A		

CREATIVE, DIGITAL & PERFORMING ARTS ACADEMY

SPANISH

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*		Ability & Application *Demonstrate Knowledge & Understanding*
Consolidated through bell tasks and enquiry questioning	• Adjectival agreement • Vocabulary on clothes	• Colours • Physical description	• Using the preterite tense • Using reflexive verbs • Using the preterite tense

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	La alfombra roja de los premios Goya	Discuss celebrity fashion; revising adjectival agreement; using key verbs in the imperfect tense
.2	Lola y Rosalía, ayer y hoy	Comparing and contrasting celebrities; using the imperfect tense with all verbs
.3	La nueva cultura de la fama	Talking about celebrity culture and role models; using adjectives with *ser* and *estar*; using the preterite and imperfect tense together
.4	Una TikToker sin descanso	Describing your daily routine; using reflexive verbs; consolidate the use of adverbs
.5	Famosos que valen la pena	Debating celebrities as role models; using three time frames; using the preposition *de* to indicate possession
.6	¡La fama tiene dos caras!	Discussing the pros and cons of being famous; using a wider range of tenses; using the verb *soler*

Independent Study Plan

Independent Study 1: Practise using verbs in the imperfect tense
Independent Study 2: Practise using preterite and imperfect tense together
Independent Study 3: Practise using reflexive verbs
Independent Study 4: Prepare a presentation on a role model
Independent Study 5: Practise using the verb *soler*

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	• Be able to describe celebrities • Be able to correctly agree adjectives • Be able to use the imperfect tense of regular verbs • Be able to compare different celebrities and talk about their achievements • Be able to discuss celebrity culture • Be able to use adjectives with *ser* and *estar* and understand the difference in meaning • Be able to describe your daily routine • Be able to use reflexive verbs in the present tense • Be able to form adverbs • Be able to debate the role of celebrities as role models • Be able to discuss advantages and disadvantages of being famous
Desired Outcomes for Most Students	• Be able to use the imperfect tense of irregular verbs • Be able to use the suffixes *-ísimo* and *-ito* • Be able to use the preterite and imperfect tense together • Be able to use reflexive verbs in a variety of tenses • Be able to use the verb *soler* in the present and imperfect tense

Year 11 - LEARNING MAP – THEME 3: People and lifestyle – Unit 7: Travel and Tourism, including places of interest

Dates of Study:	Half term 2 – 7 weeks	**Exam Board:**	AQA
Assessments:	End of Unit 7 assessment, mock examinations	**Qualification Code:**	8692
		Tier:	F/H
Additional Information:	During this half term, students will also complete 2 mock exam papers. Revision time will be dedicated in lesson to support students preparing for these.		

CREATIVE, DIGITAL & PERFORMING ARTS ACADEMY

SPANISH

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*		Ability & Application *Demonstrate Knowledge & Understanding*
Consolidated through bell tasks and enquiry questioning	• Vocab on countries • Vocab on leisure • The verb *ir*	• The verb *ser* • The verb *haber*	• Using comparisons • Using the preterite tense • Using the imperfect tense • Using the present continuous

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	¿Cómo te gusta viajar?	Describe travel methods; comparing means of transport
.2	¿Qué haces durante las vacaciones?	Discuss holiday activities; using phrases with *ir de*; using the conditional tense of regular verbs
.3	Las vacaciones fueron un desastre	Talk about holiday problems; using the conditional tense of irregular verbs
.4	Una visita a Andalucía	Describe a visit to Andalucía; giving holiday recommendations; using direct object pronouns
.5	¿Qué tipo de vacaciones prefieres?	Discussing different types of holidays; using the past continuous; understanding indirect object pronouns
.6	Una visita a la Ciudad de México	Describing a trip to Mexico City; using the passive voice

Independent Study Plan

Independent Study 1: Practise use of comparisons and superlatives
Independent Study 2: Practise the use of the conditional tense
Independent Study 3: Prepare a presentation on your favourite holiday destination
Independent Study 4: Practise the use of direct and indirect object pronouns
Independent Study 5: Practise the use of the passive voice

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	• Be able to say how you like to travel and why • Be able to describe what you like to do on holiday • Be able to describe what you did on holiday using the preterite tense • Be able to use the conditional tense of regular verbs to say what you would do on holiday • Be able to talk about favourite holiday destinations • Be able to discuss past problems on holiday • Be able to use the preterite and imperfect tense when describing a past holiday • Be able to describe specific holiday destinations • Be able to understand and use direct object pronouns • Be able to discuss different types of holidays • Be able to use the past continuous of verbs • Be able to use the passive voice with *se + present tense*

Desired Outcomes for Most Students	• Be able to use comparisons and superlatives when talking about means of transport • Be able to talk about what you used to like to do on holiday when you were younger, using the imperfect tense • Be able to give recommendations about holiday destinations • Be able to use indirect object pronouns • Be able to use the passive voice in the past (ser + past participle)

Year 11 - LEARNING MAP – THEME 3: People and lifestyle – Unit 8: Media and Technology

Dates of Study:	Half term 3 – 6 weeks	**Exam Board:**	AQA
Assessments:	End of Unit 8 assessment, vocabulary tests, verb tests	**Qualification Code:**	8692
		Tier:	F/H
Additional Information:	Students will continue to practise exam skills to support with future assessments and final exams.		

CREATIVE, DIGITAL & PERFORMING ARTS ACADEMY

SPANISH

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Demonstrate Knowledge & Understanding*
Consolidated through bell tasks and enquiry questioning	• Numbers • Adjectives of colour and size • Expressing opinions	• Using present, preterite and future tense together • The past participle of regular verbs • Giving other people's opinions • The imperfect tense

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Las redes sociales	Describe social networks and use of technology
.2	Los cambios en la tecnología	Discuss how technology has changed; using the present perfect
.3	Lo bueno y lo malo de las redes sociales	Describe pros and cons of social media; understanding the rule of stress and accents; using irregular past participles
.4	La tecnología en casa	Describing gadgets; justifying and giving reasons; using three tenses together
.5	¿Cómo usas tu móvil?	Talking about mobile phones and apps; revising direct object pronouns
.6	La tecnología del futuro	Discussing technology of the future; using the present subjunctive after certain verbs or phrases

Independent Study Plan

Independent Study 1: Practise the use of the present perfect
Independent Study 2: Prepare a presentation on your use of technology
Independent Study 3: Practising using 3 tenses together
Independent Study 4: Practising using direct and indirect object pronouns
Independent Study 5: Practise using the subjunctive

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	• Be able to discuss social media and their use • Be able to describe changes in technology using the present perfect • Be able to understand and provide dates • Be able to talk about pros and cons of social media and the internet • Be able to understand where accents go on Spanish words • Be able to use irregular past participles • Be able to describe how technology is used at home • Be able to describe your mobile phone and the apps you use • Be able to consolidate the use of direct object pronouns • Be able to understand future changes in technology
Desired Outcomes for Most Students	• Be able to use ordinal numbers • Be able to discuss how your use of technology has changed over time • Be able to understand how indirect object pronouns are used • Be able to understand the use of the present subjunctive after certain verbs • Be able to use the present subjunctive with *para que* and *cuando*

Year 11 - LEARNING MAP – THEME 3: People and lifestyle – Unit 9: The environment and where people live

Dates of Study:	Half term 4 & 5 – 7 weeks	**Exam Board:**	AQA
Assessments:	End of Unit 9 assessment, GCSE speaking examination	**Qualification Code:**	8692
		Tier:	F/H
Additional Information:	N/A		

CREATIVE, DIGITAL & PERFORMING ARTS ACADEMY

SPANISH

Starting Points – Assumed Prior Learning		
Consolidated through bell tasks and enquiry questioning	Awareness *Knowledge and understanding*	Ability & Application *Demonstrate Knowledge & Understanding*
	• The verb *estar* • Prepositions • Opinions and comparisons	• Endings of the present tense of regular verbs • Common irregular present tense verbs • The perfect tense

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Mi casa	Describing your home and furniture; revising the first person of the present tense of irregular verbs
.2	Mi pueblo y mi ciudad	Describing your town and places in town; talking about the weather; using adverbs of place
.3	Lo bueno y lo malo de mi región	Discussing pros and cons of your local area; using *lo que, la que, los que, las que;* using *desde hace*
.4	El medio ambiente en mi región	Talking about your local environment; using expressions with *estar;* revise the use of the perfect tense
.5	El medio ambiente y yo	Describing what you do to help the environment; using the imperative

Independent Study Plan

Independent Study 1: Practise the use of the present tense of irregular forms
Independent Study 2: Practise describing the weather using different tenses
Independent Study 3: Practise the use of the perfect tense

.6	Protegiendo el planeta	Discussing global environment issues; using *acabar de + infinitives;* consolidate the use of the imperative	**Independent Study 4**: Practise the use of the imperative **Independent Study 5:** Revision for speaking exams

Desired End Points – Key Outcomes for Assessment	
Expected Outcomes for All Students	• Be able to describe where you live in detail • Be able to use the 1st person of the present tense of irregular verbs (*conozco, tengo…*) • Be able to describe your local area • Be able to understand and give directions • Be able to describe the weather in the present tense • Be able to use adverbs of place • Be able to discuss advantages and disadvantages of your local area • Be able to use relative pronouns as subjects of sentences • Be able to discuss environmental problems where you live • Be able to describe how the environment where you live has changed, using the perfect tense • Be able to use dates with *desde hace* • Be able to say how you help the environment • Be able to talk about resolutions to become more environmentally friendly • Be able to understand how to use the imperative tense • Be able to talk about global environmental issues • Be able to use *acabar de + infinitives* to talk about recent events
Desired Outcomes for Most Students	• Be able to describe where you used to live as a child, using the imperfect tense • Be able to describe changes in your local area, using the perfect tense • Be able to describe the weather using different time frames • Be able to compare your local area to other areas • Be able to use the simple future and conditional tense to talk about changes to your approach towards the environment • Be able to use the second person plural of the imperative tense

Year 11 - LEARNING MAP – Revision for exams

Dates of Study:	Half term 5 – 5 weeks	**Exam Board:**	AQA
Assessments:	Listening, Speaking, Reading and Writing GCSE exams	**Qualification Code:**	8692
		Tier:	F/H
Additional Information:	Revision lessons will be planned in response to students' needs and findings from previous assessments. These will include activities to recall key vocabulary from all 3 themes and students will also focus on practising exam-style questions. Following Year 11 study leave, further revision sessions will be scheduled to support with specific exam skills.		

BOA
CREATIVE, DIGITAL & PERFORMING ARTS ACADEMY

SPANISH

OPTION SUBJECT

TRIPLE SCIENCE (GCSE)

Y11

Y11- LEARNING MAP: Physics Block 1

Dates of Study:	w/c 1/9/25-20/10.25	**Exam Board:**	AQA
Assessments:	As part of main Science assessments	**Qualification Code:**	8463
		Tier:	Higher and Foundation
Additional Information:			

CREATIVE, DIGITAL & PERFORMING ARTS ACADEMY

Combined Science

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Demonstrate Knowledge & Understanding*
Consolidated through	• Concept of pressure as force / area • Particle model of gases • Waves as a means of transfer of energy • Electrons as the particle of charge	• Experimental design. • Handling and processing experimental data.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Gas pressure and gas laws	Describe how particles of a gas exert pressure and apply the gas pressure laws.
.2	Gas pressure practicals	Investigate Boyle's law.
.3	Conduction & Convection	Describe the transfer of thermal energy by conduction and convection.
.4	Insulation and conductivity	Describe how insulation and conductivity affect the transfer of thermal energy.
.5	Insulation and conductivity practical	Investigate conductivity.
.6	IR Radiation	Describe how IR radiation transfers heat energy.
.7	IR practical	Investigate how IR radiation transfers heat energy.
.8	Static Electricity	Describe the concept of static charge and how this is produced.
.9	Induced Electricity (recap of year 10)	Explain how charges and magnetic fields interact.
.10	Nuclear Radiation	Describe the main nuclear radiations.
.11	Hazards of Nuclear radiation	Evaluate the risks of nuclear radiation.
.12	Fission and Fusion	Describe the processes and uses of fission and fusion.

Independent Study Plan

GCSPOD tasks tied into Core work

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	• Use the particle model to explain how increasing the volume in which a gas is contained, at constant temperature, can lead to a decrease in • Describe an experiment to compare the effectiveness of a material as thermal insulation. • Describe the production of static electricity, and sparking, by rubbing surfaces and explain how the transfer of electrons between objects can explain the phenomena of static electricity • Describe evidence that charged objects exert forces of attraction or repulsion on one another when not in contact • Explain the concept of an electric field & draw the electric field pattern for an isolated charged sphere
Desired Outcomes for Most Students	• Explain how, in a given situation eg a bicycle pump, doing work on an enclosed gas leads to an increase in the temperature of the gas • Describe how the rate of cooling of a building is affected by the thickness and thermal conductivity of its walls • Explain how the concept of an electric field helps to explain the non-contact force between charged objects as well as other electrostatic phenomena such as sparking.

Y11- LEARNING MAP: Chemistry Block 1

Dates of Study:	w/c 3/11/25-19/1/26	**Exam Board:**	AQA
Assessments:	As part of main Science assessments	**Qualification Code:**	8462
		Tier:	Higher and Foundation
Additional Information:	This block includes the year 11 December mock exams		

CREATIVE, DIGITAL & PERFORMING ARTS ACADEMY

Combined Science

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Demonstrate Knowledge & Understanding*
Consolidated through	• Particle model of matter • Structure of the periodic table • Ar, Mr and moles	• Simple chemical calculations • Titration practical method

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Particles and Scale	Describe the different ranges of sizes particles can be and evaluate the risks of their use.
.2	Uses of Nanoparticles	Describe the uses of nanoparticle in technology.
.3	Transition metal chemistry	Describe the properties and uses of transition metals
.4	Transition metal practical	Investigate the properties of transition metals.
.5	% Yield	Calculate the % Yield of chemical reactions.
.6	Atom Economy	Calculate the atom economy of chemical reactions.
.7	Concentration	Calculate the concentration of solutions.
.8	Gas Volumes	Use mole volumes to solve questions involving gases.
.9	Titration Practical	Recap the titration method and calculation
.10	Titrations	Recap the titration method and calculation
.11	Cells and Batteries	Describe the structure of a chemical cell, and the factors that affect its voltage.
.12	Cells Practical	Construct simple electrical cells and measure their output.
.13	Fuel Cells	Evaluate the use of fuel cells in technology.

Independent Study Plan

GCSPOD tasks tied into Core work

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	• Describe the size and uses of the different types of particle • Describe the properties of the transition metals • Calculate atom economy, % Yield and concentration. • Describe how to perform a titration	• Explain how particle size affects the surface area to volume ratio and the effect this has on the particle's properties. • Describe the structure of a cell and fuel cell. • Explain why some batteries are rechargeable • Evaluate the use of fuel cells
Desired Outcomes for Most Students	• Compare the transition metal properties to the properties of the main block metals • Calculate concentration from titration data. • Calculate quantity of gas from volume of gas	• Predict the voltage produced from a cell when given appropriate data. • Use half equations to show the reactions occurring at the electrodes of a cell or fuel cell.

Y11- LEARNING MAP: Biology Block 1

Dates of Study:	w/c 2/2/26-23/3/26	**Exam Board:**	AQA
Assessments:	As part of main Science assessments	**Qualification Code:**	8461
		Tier:	Higher and Foundation
Additional Information:	This block includes the year 11 February mock exams		

CREATIVE, DIGITAL & PERFORMING ARTS ACADEMY

Combined Science

Starting Points – Assumed Prior Learning

	Awareness *Knowledge and understanding*	Ability & Application *Demonstrate Knowledge & Understanding*
Consolidated through	• diffusion in terms of the particle model • a word summary for aerobic respiration • the process of anaerobic respiration in humans and micro-organisms, including fermentation, and a word summary for anaerobic respiration	• Experimental design. • Handling and processing experimental data.

Sequence of Lesson Objectives – Building Knowledge & Skills

	Lesson Title(s)	Key Lesson Objective(s)
.1	Homeostasis recap	Describe the processes that regulate body temperature.
.2	Homeostasis recap	Describe the processes that regulate water and salt levels in the blood.
.3	Diffusion and Osmosis	Investigate the processes of diffusion and osmosis.
.4	Bacterial culture	Describe the process of culturing microorganisms
.5	Bacterial culture practical	Investigate the efficacy of different disinfectants.
.6	Bacterial Biotechnology	Evaluate the use of bacterial fermentation.
.7	Biotechnology practical	Investigate the use of microorganisms as catalysts.
.8	Monoclonal Antibodies	Evaluate the use of monoclonal antibodies in technology.

Independent Study Plan

GCSPOD tasks tied into Core work

Desired End Points – Key Outcomes for Assessment

Expected Outcomes for All Students	• Describe how to perform sterile culture of bacteria • Describe how to measure the effect of antiseptics on bacterial growth • Describe the common methods of measuring diffusion and osmosis • Describe the principles of homeostasis.
Desired Outcomes for Most Students	• Interpret and explain simple diagrams of negative feedback control. • Describe how decay occurs • Describe the method for measuring decay of milk.