Year 11

Curriculum Maps

Hartford Church of England High School

Year 11 Long Term Plan English

Year 11 Intent / End Point: Students will be able to intelligibly analyse all of their Literature texts so that they are able to approach exam questions with confidence and write in an academic style in response to these texts. Students will develop their reading skills through the explicit teaching of tier 2 vocabulary, as well as being exposed to challenging extracts and texts in preparation for the English Language reading paper. Students will be able to write convincing narratives, descriptions and discursive texts with flair and creativity.

			HT1	HT2	HT3	HT4	HT5	HT6
	Literature			**A Christmas Carol**	**Macbeth Revision**	**Unseen Poetry**	**Revision: Macbeth and An Inspector Calls**	N/A
	Language		**Language Paper 1 Reading**	**Paper 1: Writing**	**Paper 2: Reading**	**Writing Revision**	**Revision: Paper 1 and 2**	
Principles that underpin your curriculum	**Reading**	**Literature**		Reading staves, character, theme and structure and language. Victorian context.	Revision: acts, character, theme and structure and language. Jacobean context.	Language analysis Structure analysis Form analysis	Revision of plot, character, theme and quotations for each text.	
		Language	Identify Language Structure Evaluation Word classes Language techniques Structural techniques		Identify Summarise Language Comparison Word classes Language techniques Structural techniques	Analysis of examples of descriptive, narrative and viewpoint writing – looking for descriptive techniques, structural features and a range of SPaG.	Revision of Paper 1 and Paper 2	
	Writing	**Literature**		Recap writing effective introductions Analytical/ concept driven paragraphs Explicit teaching of tier 2 vocabulary Essay writing		Practising analytical writing – using concepts/big ideas to lead paragraphs.	Practising analytical writing – using concepts/big ideas to lead paragraphs. Essay practise.	
		Language	Explicit teaching of how to approach and structure each question. Consistent practise of writing each question. Tier 2 vocabulary	Revision of descriptive writing criteria: language techniques, ambitious vocabulary, varied sentence structures, varied punctuation	Explicit teaching of how to approach and structure each question. Consistent practise of writing each question.	Writing descriptive, narrative and viewpoint pieces – including: descriptive techniques, structural features, range of punctuation, Tier 2 vocab.	Revision of how to approach and structure each question. Consistent practise of writing each question.	
	S&L		Use of standard English Use of Tier 2 vocabulary	Use of standard English Use of Tier 2 vocabulary	Use of standard English Use of Tier 2 vocabulary Discussing personal viewpoints	Use of standard English Use of Tier 2 vocabulary	Use of standard English Use of Tier 2 vocabulary	
	Middle Stake Testing		**S/TN 1** = Question 3 **S/ TN 2** = Question 4	**S/TN 1** = How does Dickens present Scrooge as an outsider? **S/TN 2** = How does Dickens present….	**S/TN 1** = ACC theme **S/TN 2** = Q.4 Paper 2	**S/TN 1** = discursive writing –article **S/TN 2 =** unseen poem	**S/TN 1** = AIC essay **S/TN 2** = Macbeth essay	
	High Stake Testing			Lit Mock – Macbeth & AIC Lang Mock – Paper 1	Lit Mock – ACC Lang Mock – Paper 2	Unseen: mini-mock		
	Skills development		Students will be confident in crafting Literature essays and they will have honed their skills in writing for the Language paper. Students will be able to analyse, think critically and communicate clearly and articulately in both the written and spoken word.					

Long Term Plan Year 11 High Maths

Year 11/H Intent / End Point: A higher GCSE student can perform procedures, and interpret and communicate complex information accurately. They can construct substantial chains of reasoning, including convincing arguments and formal proofs. They can generate efficient strategies to solve complex mathematical and non-mathematical problems by translating them into a series of mathematical processes. Higher tier students can make and use connections, which may not be immediately obvious between different parts of mathematics. They can critically evaluate methods, arguments, results and the assumptions made.

	HT1	HT2	HT3	HT4	HT5	HT6
Unit Title	Data Handling	Geometry	Algebra Vectors	Revision	Revision	
Fluency	Time Series Graphs Speed/Distance/Time & Compound Measures Real Life Graphs Gradient and Area under graphs Sampling Cumulative Frequency Diagrams Box Plots Histograms Functions including composite and inverse	Pythagoras Theorem & Trigonometry - in 2D and 3D Sine and Cosine Rules Trigonometric Graphs Circle Theorems	Algebraic Proof Congruence and Geometric Proof Vectors			
Application	Interpret time series graphs, commenting on trends Compound measures in context Draw, read and interpret graphs for real-life situations Interpret area under graphs in real-life contexts Linking gradient to the rate of change Use Cumulative Frequency Diagrams and Box Plots to compare and make inferences for real life data	Apply Pythagoras theorem and trigonometry in context Use Pythagoras Theorem and Trigonometry to solve 3D problems Investigate the relationship between angles in circles Prove the circle theorems	Solve proof questions in context including area, perimeter and volume Solve angle problems by first proving congruence Solve geometric problems in 2D involving vectors Produce geometrical proofs to prove points are collinear and vectors/lines are parallel			
Middle Stake Testing	6 question grids End of Unit Tests Try Nows	6 question grids End of Unit Tests Try Nows	6 question grids End of Unit Tests Try Nows	6 question grids End of Unit Tests Try Nows	6 question grids End of Unit Tests Try Nows	6 question grids End of Unit Tests Try Nows
High Stake Testing			**Assessment 1**			**Assessment 2**
Skills Development	A higher student will extend the knowledge and skills gained at KS3 to more complexed topics, and an increasing range of problem solving contexts. They will accurately carry out single and multi-step procedures across a wide range of higher topics, making links between number, algebra and geometry. Students will be able to interpret real life problems and possess the skills to model these problems algebraically and geometrically in order to solve. They will also be able to interpret the solutions in the context of the real life situation. Students will have the understanding to recognise relationships displayed in mathematical graphs and diagrams and use their understanding to deduce, infer and draw conclusions in a real life context. Furthermore, students will gain the strategies required to develop formal proofs in order to draw convincing arguments.					

Long Term Plan Year 11 Foundation Maths

Year 11/F Intent / End Point: A Foundation GCSE student will be able to accurately recall facts, terminology and definitions and carry out routine procedures. They will construct a chain of reasoning to achieve a given result, and interpret and communicate information accurately. They will translate problems in non-mathematical contexts into a series of mathematical processes, and make and use connections between different parts of mathematics.

	HT1	HT2	HT3	HT4	HT5	HT6
Unit Title	Number	Geometry/Algebra	Algebra/Geometry	Revision	Revision	
Fluency	Indices, powers and roots Index laws Standard form Transformations Vectors	Constructions Pythagoras Theorem Solving equations Simultaneous equations Trigonometry	Speed/Distance/Time Draw real life graphs Quadratic and Cubic graphs Similarity and congruence in 2D Direct and Inverse Proportion	Revision	Revision	
Application	Standard Form in real life context including very big and very small numbers Percentage profit/loss Fully describe a single transformation	Constructions to solve loci problems including with bearings Apply Pythagoras theorem and trigonometry in context Algebra in context e.g. Area problems and forming equations	Understand and use compound measures Interpret a range of real life graphs Prove congruency in triangles Rates of pay, solving word problems for proportion			
Middle Stake Testing	6 question grids End of Unit Tests Try Nows	6 question grids End of Unit Tests Try Nows	6 question grids End of Unit Tests Try Nows	6 question grids End of Unit Tests Try Nows	6 question grids End of Unit Tests Try Nows	6 question grids End of Unit Tests Try Nows
High Stake Testing			**Assessment 1**			**Assessment 2**
Skills Development	A foundation student will continue to build upon the knowledge and skills gained at KS3. They will accurately carry out routine procedures in number by working interchangeably with fractions, decimals and percentages and making links between algebra and arithmetic. They can present an argument and translate problems in non-mathematical contexts into a series of mathematical processes. They are taught many problem-solving skills to enable them to move fluently between different parts of mathematics, for example, recognising the need to first use Pythagoras's theorem in order to then find the volume of a prism.					

Long Term Plan (Year 11 Combined Biology)

Year 11 Intent / End Point: Pupils will continue to study part of each of the "Big Ideas in Biology" (as outlined on the Learning Journey). Beginning with looking at homeostasis and the endocrine system, they will go on to study gas exchange and circulation before finishing with a study of ecosystems and the human impact on them. They will then prepare for their final GCSE assessments. The topics will be underpinned by purposeful practice, with retrieval focussing on prior topics to help with long term recall.

	Phase 1 - HT1 & HT2		Phase 2 - HT3 & HT4	Phase 3 - HT5 & HT6	
Unit title	**SB7 Coordination and Control**	**SB8 Exchange and Transport**	**SB9 - Ecosystems and Material Systems**	**EXAM PREPARATION**	
Subject Knowledge	This unit introduces students to hormones, metabolic rate, the menstrual cycle, blood glucose and diabetes.	This unit introduces diffusion, different kinds of respiration, how the lungs are adapted to their functions, and calculating cardiac output.	This unit introduces ecosystems, abiotic and biotic factors and communities, parasitism, biodiversity, and the water, carbon and nitrogen cycles.		
Working Scientifically	Evaluate the correlation between body mass and type 2 diabetes including waist : hip calculations and BMI, using the BMI equation: BMI = weight (kg) ÷ (height (m))2	Core Practical: Investigate the rate of respiration in living organisms.	Core Practical: Investigate the relationship between organisms and their environment using field-work techniques, including quadrats and belt transects.		
Literacy and Numeracy	Recognise and use expressions in standard form. Construct and interpret frequency tables and diagrams, bar charts and histograms. Translate information between graphical and numeric form. Plot two variables from experimental or other data.	Recognise and use expressions in decimal form. Use ratios, fractions and percentages. Calculate areas of triangles and rectangles, surface areas and volumes of cubes Recognise and use expressions in decimal form. Recognise and use expressions in standard form. Use ratios, fractions and percentages. Make order of magnitude calculations.	Use ratios, fractions and percentages. Construct and interpret frequency tables and diagrams, bar charts and histograms. Understand the principles of sampling as applied to scientific data. Use ratios, fractions and percentages. Understand the principles of sampling as applied to scientific data.		
Middle Stake Testing	6 Mark Q - Hormones and IVF End of Unit Test CB7	Core Practical - 6 Mark Q End of Unit Test CB8	Core Practical - 6 Mark Q End of Unit Test CB9		
High Stake Testing	Mock 1		Mock 2		
Skills development	Students will develop a range of scientific vocabulary linked to the topics studied. They will continue to develop their practical skills, confidently identifying variables, analysing data, using mathematical skills such as probability. Exam questions will be used in all lessons to build confidence in exam technique.				

Long Term Plan (Year 11 Separate Biology)

Year 11 Intent / End Point: Students will continue to study part of each of the "Big Ideas in Biology" (as outlined on the Learning Journey). Beginning with looking at homeostasis and the endocrine system, they will go on to study gas exchange and circulation before finishing with a study of ecosystems and the human impact on them. They will then prepare for their final GCSE assessments. The topics will be underpinned by purposeful practice, with retrieval focussing on prior topics to help with long term recall.

	Phase 1 - HT1 & HT2		Phase 2 - HT3 & HT4		Phase 3 - HT5 & HT6	
Unit title	**SB7 Coordination and Control**	**SB8 Exchange and Transport**	**SB9 - Ecosystems and Material Systems**	**EXAM PREPARATION**		
Subject Knowledge	This unit introduces hormones, metabolic rate, the menstrual cycle, blood glucose and diabetes. Students will also study osmoregulation and the role of the kidney	This unit introduces diffusion, different kinds of respiration, how the lungs are adapted to their functions, and calculating cardiac output. They will also look at how Ficks Law explains the factors affecting rate of diffusion.	This unit introduces ecosystems, abiotic and biotic factors and communities, parasitism, biodiversity, and the water, carbon and nitrogen cycles. They will also look at how scientists use indicator species as indicators of pollution and look at issues of food security.			
Working Scientifically	Evaluate the correlation between body mass and type 2 diabetes including waist : hip calculations and BMI, using the BMI equation: BMI = weight (kg) ÷ (height (m))2	Core Practical: Investigate the rate of respiration in living organisms.	Core Practical: Investigate the relationship between organisms and their environment using field-work techniques, including quadrats and belt transects.			
Literacy and Numeracy	Recognise and use expressions in standard form. Construct and interpret frequency tables and diagrams, bar charts and histograms. Translate information between graphical and numeric form. Plot two variables from experimental or other data.	Recognise and use expressions in decimal form. Use ratios, fractions and percentages. Calculate areas of triangles and rectangles, surface areas and volumes of cubes Recognise and use expressions in decimal form. Recognise and use expressions in standard form. Use ratios, fractions and percentages. Make order of magnitude calculations.	Use ratios, fractions and percentages. Construct and interpret frequency tables and diagrams, bar charts and histograms. Understand the principles of sampling as applied to scientific data. Use ratios, fractions and percentages. Understand the principles of sampling as applied to scientific data.			
Middle Stake Testing	6 Mark Q - Hormones and IVF End of Unit Test SB7	Core Practical - 6 Mark Q End of Unit Test SB8	Core Practical - 6 Mark Q End of Unit Test SB9			
High Stake Testing	Mock 1		Mock 2			
Skills development	Students will develop a range of scientific vocabulary linked to the topics studied. They will continue to develop their practical skills, confidently identifying variables, analysing data, using mathematical skills such as probability. Exam questions will be used in all lessons to build confidence in exam technique.					

Yr 11 Long Term Plan (Combined Chemistry)

Year 11 Intent / End Point: Students will study part of each of the "Big Ideas" in Chemistry (as outlined on the Learning Journey). Students will be able to describe and explain the main trends in three of the groups in the Periodic Table. They will investigate and explain the factors that affect the rate of chemical reactions. They will be able to classify reactions as exothermic or endothermic and be able to calculate the overall energy transfer in a chemical reaction. They will then explore the reactions of hydrocarbons and how the combustion of fuels is affecting the Earth's atmosphere and the environment.

	HT1	HT2	HT3	HT4	HT5
Unit title	**CC13-14 Groups in the Periodic Table/ Rates of Reaction/ Heat Energy Changes in Reactions**		**SC20-21 Fuels/ Earth and Atmospheric Science**		**Revision for Exam**
Subject Knowledge	Describe the pattern in reactivity of the alkali metals, lithium, sodium and potassium, with water. Explain this pattern in reactivity in terms of electronic configurations. Describe the reactions of the halogens. Describe the pattern in the physical properties of some noble gases and use this pattern to predict the physical properties of other noble gases. Suggest practical methods for determining the rate of a given reaction. Explain the effects on rates of reaction of changes in temperature, concentration, surface area to volume ratio of a solid and pressure (on reactions involving gases) in terms of frequency and/or energy of collisions between particles. Explain how the addition of a catalyst increases the rate of a reaction in terms of activation energy. Describe the differences between exothermic and endothermic changes. Calculate the energy change in a reaction given the energies of bonds (in kJ mol–1).		Recall the meaning of the term hydrocarbon. Describe and explain the separation of crude oil into simpler, more useful mixtures by the process of fractional distillation. Explain how hydrocarbons in different fractions [...] are mostly members of the alkane homologous series. Explain why the incomplete combustion of hydrocarbons can produce carbon and carbon monoxide. Explain why oxides of nitrogen are produced when fuels are burned in engines Explain how cracking involves the breaking down of larger, saturated hydrocarbon molecules. Describe how the Earth's early atmosphere was formed. Explain how the amount of carbon dioxide in the atmosphere was decreased when carbon dioxide dissolved as the oceans formed. Evaluate the evidence for human activity causing climate change. Describe the projected effects of climate change.		
Working Scientifically	Core Practical - Investigating Reaction Rates				
Literacy and Numeracy	Interpret graphs of mass, volume or concentration of reactant or product against time.	Use ratios, fractions and percentages.	Use an appropriate number of significant figures.	Change the subject of an equation Recognise and use expressions in standard form	
Middle Stake Testing	6 Mark Q CORE Practical	6 Mark Q - Structure Strip End of Unit Test + Core Practical Supplement 3	6 Mark Q - Structure Strip	EOU Test - SP6 End of Unit Test + Core Practical Supplement 4	
High Stake Testing		Mock Exam 1		Mock Exam 2	
Skills development	Students will plan and carry out investigations that allow them to discover how the rates of chemical reactions can be altered. They will take accurate and precise measurements, analyse the data and identify anomalous results. They will then evaluate their method and suggest improvements. They will be able to judge if their results are repeatable, reproducible and accurate.				

Yr 11 Long Term Plan (Separate Chemistry)

Year 11 Intent / End Point: Students will study part of each of the "Big Ideas" in Chemistry (as outlined on the Learning Journey). Students will be able to describe and explain the main trends in three of the groups in the Periodic Table. They will investigate and explain the factors that affect the rate of chemical reactions. They will be able to classify reactions as exothermic or endothermic and be able to calculate the overall energy transfer in a chemical reaction. They will then explore the reactions of hydrocarbons and how the combustion of fuels is affecting the Earth's atmosphere and the environment. This will extend into a deeper look at other organic chemicals. They will carry out qualitative analysis techniques and be able to identify different ions in compounds. They will then research the properties and uses of some common materials and some of the latest materials developed using nano technology.

	HT1	HT2	HT3	HT4	HT5	
Unit title	**SC17-19 Groups in the Periodic Table/ Rates of Reaction/ Heat Energy Changes in Reactions**		**SC20-21 Fuels/ Earth and Atmospheric Science**		**SC22-26 Hydrocarbons/Alcohols/Carboxylic Acids/Polymers/ Tests for Ions/ Nanotechnology**	
Subject Knowledge	Describe the pattern in reactivity of the alkali metals, lithium, sodium and potassium, with water. Explain this pattern in reactivity in terms of electronic configurations. Describe the reactions of the halogens. Describe the pattern in the physical properties of some noble gases and use this pattern to predict the physical properties of other noble gases. Suggest practical methods for determining the rate of a given reaction. Explain the effects on rates of reaction of changes in temperature, concentration, surface area to volume ratio of a solid and pressure (on reactions involving gases) in terms of frequency and/or energy of collisions between particles. Explain how the addition of a catalyst increases the rate of a reaction in terms of activation energy. Describe the differences between exothermic and endothermic changes. Calculate the energy change in a reaction given the energies of bonds (in kJ mol–1).		Recall the meaning of the term hydrocarbon. Describe and explain the separation of crude oil into simpler, more useful mixtures by the process of fractional distillation. Explain how hydrocarbons in different fractions [...] are mostly members of the alkane homologous series. Explain why the incomplete combustion of hydrocarbons can produce carbon and carbon monoxide. Explain why oxides of nitrogen are produced when fuels are burned in engines Explain how cracking involves the breaking down of larger, saturated hydrocarbon molecules. Describe how the Earth's early atmosphere was formed. Explain how the amount of carbon dioxide in the atmosphere was decreased when carbon dioxide dissolved as the oceans formed. Evaluate the evidence for human activity causing climate change. Describe the projected effects of climate change.		Explain how bromine water is used to distinguish between alkanes and alkenes. Describe the production of ethanol by fermentation of carbohydrates in aqueous solution, using yeast to provide enzymes. Explain why alcohols have similar chemical properties. Recall the functional group present in all carboxylic acids. Describe some chemical properties of carboxylic acids. Describe how ethene molecules can combine together in a polymerisation reaction. Deduce the structure of a monomer from the structure of an addition polymer and vice versa. Explain what is meant by a condensation reaction. Describe some problems associated with polymers. Describe tests to identify positive and negative ions in solids. Compare, using data, the physical properties of glass and clay ceramics, polymers, composites and metals. Describe how the properties of nanoparticulate materials are related to their uses.	
Working Scientifically	Core Practical - Investigating Reaction Rates				Core Practical - The Combustion of Alcohols Core Practical - Identifying ions.	
Literacy and Numeracy	Interpret graphs of mass, volume or concentration of reactant or product against time.	Use ratios, fractions and percentages.	Use an appropriate number of significant figures.	Change the subject of an equation. Recognise and use expressions in standard form.		
Middle Stake Testing	6 Mark Q - Structure Strip	EOU Test Core Practical Supplement 3	6 Mark Q - Structure Strip	EOU Test Core Practical Supplement 4 Core Practicals	6 Mark Q - Structure Strip	EOU Test
High Stake Testing		Mock Exam 1		Mock Exam 2		
Skills development	Students will plan and carry out investigations that allow them to discover how the rates of chemical reactions can be altered. They will take accurate and precise measurements, analyse the data and identify anomalous results. They will then evaluate their method and suggest improvements. They will be able to judge if their results are repeatable, reproducible and accurate.					

Yr11 Long Term Plan (Combined Physics)

Year 11 Intent / End Point: Students will continue the study of each of the "Big Ideas" in Physics. Beginning with Electricity students will revisit previous work and use it to extend their understanding of patterns in both series & parallel circuits. Knowledge of individual electrical components will also be covered allowing students to describe & explain the effect of these components in electrical circuits. This is extended into Magnetism & the Motor Effect where they will learn the nature of the relationship between electricity & magnetism. Finally students will use previous knowledge of the different states of matter to explain phenomena such as density & gas pressure.

	HT1	HT2	HT3	HT4	HT5
Unit title	**CP9 Electricity & Circuits**		**CP10/11 Magnetism and the Motor Effect**	**CP12/13 The Particle Theory and Forces & Matter**	**EXAM PREPARATION**
Subject Knowledge	This unit introduces electric circuits, current and potential difference, charge and energy, resistance, transferring energy, and power.		CP10 introduces magnets and magnetic fields, electromagnetism and magnetic forces. CP11 covers transformers and energy.	CP12 introduces particles and density, energy and changes of state, energy calculations, and gas temperature and pressure. CP13 covers bending and stretching, and extension and energy transfers.	
Working Scientifically	CORE Practical - Construct electrical circuits to: a) Investigate the relationship between potential difference, current & resistance for a resistor & a filament lamp. b) Test series & parallel circuits using resistors & filament lamps.		Students will learn investigate the factors which affect the strength of an induced magnetic field	CORE Practical - Investigate the densities of solids & liquids. CORE Practical - Investigate the properties of water by determining the specific heat capacity of water. CORE Practical - Investigate the extension & work done when applying a force to a spring.	
Literacy and Numeracy	Recognise and use expressions in decimal form. Recognise and use expressions in standard form. Use an appropriate number of significant figures. Find arithmetic means. Understand and use the symbols: =, <, <<, >>, >, ∝, ~. Change the subject of an equation. Substitute numerical values into algebraic equations using appropriate units for physical quantities. Solve simple algebraic equations. Find arithmetic means. Recognise and use expressions in standard form.				
Middle Stake Testing	6 Mark Q CORE Practical Resistance EOU Test CP9	6 Mark Q - Structure Strip	6 Mark Q - Structure Strip EOU Test CP10/11	6 Mark Q - CORE Practical 6 Mark Q - Density 6 Mark Q - CORE Practical 6 Mark Q - Water 6 Mark Q - CORE Practical 6 Mark Q - Springs	
High Stake Testing		Mock Exam 1		Mock Exam 2	
Skills development	Students will plan and conduct full investigations into the factors affecting current, resistance, induced magnetic field strength & density, and make valid conclusions based on results. They will also use the data gathered in complex scientific equations. In addition, they will further develop their ability to evaluate & improve any method used.				

Yr11 Long Term Plan (Physics)

Year 11 Intent / End Point: Students will continue the study of each of the "Big Ideas" in Physics. Beginning with Electricity students will revisit previous work and use it to extend their understanding of patterns in both series & parallel circuits. Knowledge of individual electrical components will also be covered allowing students to describe & explain the effect of these components in electrical circuits. This is extended into Magnetism & the Motor Effect where they will learn the nature of the relationship between electricity & magnetism. Finally students will use previous knowledge of the different states of matter to explain phenomena such as density & gas pressure.

	HT1	HT2	HT3	HT4	HT5
Unit title	**SP10 Electricity & Circuits & SP11 Static Electricity**		**SP12 Magnetism and the Motor Effect & SP13 Electromagnetic Induction**	**SP14 The Particle Theory & SP15 Forces & Matter**	**EXAM PREPARATION**
Subject Knowledge	This unit introduces electric circuits, current and potential difference, charge and energy, resistance, transferring energy, and power.		SP12 introduces magnets and magnetic fields, electromagnetism and magnetic forces. SP13 covers transformers and energy.	CP12 introduces particles and density, energy and changes of state, energy calculations, and gas temperature and pressure. CP13 covers bending and stretching, and extension and energy transfers.	
Working Scientifically	CORE Practical - Construct electrical circuits to: a) Investigate the relationship between potential difference, current & resistance for a resistor & a filament lamp. b) Test series & parallel circuits using resistors & filament lamps.		Students will learn investigate the factors that affect the strength of an induced magnetic field.	CORE Practical - Investigate the densities of solids & liquids. CORE Practical - Investigate the properties of water by determining the specific heat capacity of water. CORE Practical - Investigate the extension & work done when applying a force to a spring.	
Literacy and Numeracy	Recognise and use expressions in decimal form. Recognise and use expressions in standard form. Use an appropriate number of significant figures. Find arithmetic means. Understand and use the symbols: =, <, <<, >>, >, ∝, ~.Change the subject of an equation. Substitute numerical values into algebraic equations using appropriate units for physical quantities. Solve simple algebraic equations. Find arithmetic means. Recognise and use expressions in standard form.				
Middle Stake Testing	6 Mark Q CORE Practical Resistance EOU Test SP9 EOU Test SP10	6 Mark Q - Structure Strip	6 Mark Q - Structure Strip EOU Test SP10/11	6 Mark Q - CORE Practical 6 Mark Q - Density 6 Mark Q - CORE Practical 6 Mark Q - Water 6 Mark Q - CORE Practical 6 Mark Q – Springs EOU Test SP14/15	
High Stake Testing		Mock Exam 1		Mock Exam 2	
Skills development	Students will plan and conduct full investigations into the factors affecting current, resistance, induced magnetic field strength & density, and make valid conclusions based on results. They will also use the data gathered in complex scientific equations. In addition, they will further develop their ability to evaluate & improve any method used.				

Year 11 – Religious Studies

Year 11 Intent / End Point: Students will be challenged to investigate Islam in greater depth with questions about belief, values, meaning, purpose and truth. Pupils will be encouraged to personally reflect and respond upon this information with a focus on personal spirituality and appreciation of diversity in faith within contemporary British Culture.

	HT1	HT2	HT3	HT4	HT5 AND 6
Unit title	**Islam Belief and Teaching**	**Islam Practices**	REVISION	REVISION	
Learning About Religion (Knowledge)	• Sunni and Shia • Nature of Allah • Prophets • Holy Scriptures • Angels • Pre-destination and afterlife	• Pillars of Islam • Worship • Hajj • Zakah • Sawm • Festivals- Sunni and Shia • Festivals- Shia • Jihad	Revision Checklists- syllabus checklist to aid identification of individual areas of confidence and further support needed: 1) Christianity BTP 2) Islam BTP 3) Existence of God 4) Relationships 5) Religion and Life 6) Crime and Punishment	Key terminology Key quotes Testing and Dual coding tasks to assist in memorising Revision placemats/Materials- working side by side with checklists Model answer deconstruction	Revision
Learning From Religion (Reflection)	• How are Sunni and Shia similar and different? • How do prophets link Christian/Judaism and Islam? • How can religious scripture be trusted?	• How are any of the 5 pillars similar to Christian practice? • How is Muslim worship linked to Muslim belief? • Why are there different festivals within the same religion?			
Middle Stake Testing	• Explain the key differences between Sunni and Shia Islam • Angels play an important role in Islam?	• Choose 2 of the 5 pillars and explain ow they show submission to Allah • Zakah should be optional			
High Stake Testing		**Practice Exam 1**		**Practice Exam 2**	
Skills development	As a conclusion to the student learning Journey at Hartford, they will have developed their knowledge and understanding of religions and non-religious beliefs, such as atheism. They will develop their knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority, including through their reading of key religious texts. Students will have developed their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject. Reflection on and development of their own values, belief, meaning, purpose, truth and their influence on human life is encouraged and facilitated. In the light of what they have learnt there is valuable contribution to their preparation for adult life in a pluralistic society and global community.				

Principles that underpin your curriculum

Spanish Year 11 Long Term Plan

Year 11 Intent / End Point: The Y11 curriculum in Spanish is designed to consolidating their linguistic knowledge; students will learn about global topics, which require them to reflect on social views and to shape their own views as future citizens of the world. Students will be able to use **a variety of grammatical structures and patterns**, including **tenses** (present, perfect, imperfect, near future, simple future, conditional and pluperfect), **complex subordinate clauses with relative pronouns and conjunctions, impersonal structures, gender agreements and comparative and superlative structures.**

Principles that underpin the curriculum

	Term 1	Term 2	Term 3
Unit title	**The world of work and education**	**The world around us**	**Revision & Exams**
Vocabulary	1 Reasons to learn a language [2,3] (a,j). 2 School subjects , facilities and teachers [2,3,4,5] (a,g,j) 3 Uniform and rules [2,3,5,10] (a,b.c) 4 School day and Extra curricular [2,3,5] (a,c,d). 5. Jobs & careers [1,3,4,5, 9,10] (a,d) 6. Part-time jobs [1,3,4,] (a, d, e) 8. Chores and .Pocket money [1,3,4, 5,6] (a,b,h) 9. Work experience [1,3,4,] (a,d,c,) 10. Future career and post 16 education) [3,4, 5, 9,10] (a, l,c) 11. .Gap year activities & travel [3,4,9,10] (a,c,)	1.Describing where you live [1, 3, 4] (a, l, e, c, h) (R) 2.What problems you see there [2,4] (a, l) 3. Compare living in a city and the country [1, 2, 3, 4,10] (k) (R) 4.Environment and Natural Disasters [1,2, 4 , 7] (a, b,g) 5. Global Problems & Solutions. [1,4, 7] (j,f,b) 6. Volunteering. [1, 4,8] (k, d) 7.Healthy & unhealthy habits & diets [1,3, 4,5,6] (a, k, h, b, d) 8.Giving advice [6,7] (a, j) 9.Weather [9] (a, j, g,)	• Preparation for Speaking • Reading bullet points and responding in the correct tense • Translating accurately, plus repair strategies • Describing a photo • Reading skills – reading for gist and detail • Listening skills – note taking
Grammar	1. Soler + infinitive 2. SABER vs CONOCER (Modal verbs – PODER) 3. Present Tense of regular and Irregular verbs 4. Past tense (pret and Imperf) of regular and irregular verbs 5. Simple and Near Future 6. Indirect object pronouns (lo gasto) 7. Imperfect subjunctive 8. Conditional tense 9. Present subjunctive 10. Modal verbs (DEBER)	1. Definite and indefinite articles 2. Quantifiers (mucho/poco/ demasiado/ alguno/tanto) 3. Adjectival Agreement 4. Present Tense of regular and Irregular verbs 5. Past tense (pret & Imperf) of regular and irregular 6. Simple and Near Future 7. Modal verbs (PODER/ DEBER/ NECESITAR/HABER) 8. Imperfect Subjunctive 9. Weather phrases with "hacer" "estar" , "hay" 10. Comparisons	
Phonics	a) [a], [e], [i], [o], [u] g) Soft [ce],[ci] b) Hard [ca], [co] , [cu] h) Soft [ga] c) Hard [ñ] I) [v] d) [j] e) [ll]	a) [a], [e], [i], [o], [u] f) [ñ] // g) Soft [ce],[ci] b) Hard [ca], [co] , [cu] h) Soft [ga], [go], [gi] c) Hard [ge] I) [v] d) [j] j [h] e) [ll] k) [qu] / [gu]	
Middle Stake Testing	2. Writing Milestone 2. Comprehension Task	1. Writing Milestone 2. Comprehension Task	
High Stake Testing	**Practice Exam 1**	**Practice Exam 2**	
Skills development	Students engage with more serious topic areas **in greater conceptual depth and with increased linguistic complexity,** with the aim to communicate effectively with increasing ease in real-life contexts and critically assess general views and their own. They **can listen to a variety of forms of spoken language** and **read a greater range of sources,** authentic or adapted, with a variety of lengths, registers and audiences. They can also **write at length to describe, narrate, express views, make comparisons by using a wider range of tenses** .There is a greater emphasis on skill practice and examination strategies in preparation for their public examination.		

Long Term Plan Year 11 History

Year 11 Intent / End Point: In Year 11 the curriculum is designed for students to develop confidence and **consolidate** their historical knowledge in readiness for their GCSE exam. Furthermore, students are provided with numerous opportunities to develop their **critical exam skills**, such as **causation, supported judgements, significance, consequence and similarity and change**. It is also hoped that students will have developed an **enquiring** and **critical outlook** on the world, with skills that can be **applied** in their **future endeavours.**

	HT1	HT2	HT3	HT4	HT5	HT6
Unit Title AQA GCSE	**Power and the People, c1170-Present**	**Power and the People, c1170-Present**	**Germany: Democracy to Dictatorship, 1890-1945**	**Germany: Democracy to Dictatorship, 1890-1945 (Revision)**	**Revision and Exams**	
Key Questions	Q1: The Pilgrimage of Grace: The most serious rebellion yet? Q2: The English Revolution: Was it a world turned upside down? Q3: Cromwell: Hero or Villain? Q4: The American Revolution: Was it a good thing for Britain? Q5: How effective were the Chartists?	Q6: Why were some campaign groups more successful than others? Q7: Who were the early trade unions? Q8. Women's Rights: Equal at last? Q9: Who runs the country: Government or Unions? Q10: How have the rights of ethnic minorities changed since 1945? Q11: What do the experiences of those on the Windrush tell us about people and power in the 20th century?	Q1: What difficulties did Kaiser Wilhelm have ruling Germany? Q2: What was the Impact of WWI on Germany? Q3: Why was the Weimar Republic hated by the German people? Q4: How did the Great Depression help the Nazis come to power? Q5: How did the Nazis set up a dictatorship? Q66: How did the Nazis deal with unemployment? How did Nazi policies affect women and children?	Q7: How did the Nazis control religion and the Church? Q8: How did the Nazis control the state? Q9: What opposition was there to the Nazis? Q10: How was Germany affected by WWII? Q11 What were Nazis ideas about Race?? Q12: What was Kristallnacht? Q13: What was the final solution and was it planned from the start?	**Course Revision and Preparation for Exams:** **Paper 1 – Germany and the Origins of WW!** **Paper 2 – Elizabethan England and Power and the People**	
Skills	• Source Utility • Explaining significance • Supported Judgements • Comparison: Similarity and difference	• Source Utility • Explaining significance • Supported Judgements • Comparison: Similarity and difference • Evaluation: Balanced essay responses	• Describe events/problems • Source and interpretive analysis • Cause and consequence • Supported Judgments • Evaluation: Balanced essay responses	• Describe events/problems • Source and interpretive analysis • Cause and consequence • Supported Judgments • Evaluation: Balanced essay responses		
Middle Stake Testing	1-Explain the significance of the Chartists? 2-Compare Magna Carta with the English Civil War. In what ways are they similar?	1-Has the economy been the main factor in causing protest in Britain since Medieval times? 2- Explain the significance of the Suffragettes Movement?	1-Describe two problems that the Weimar Republic had between 1919 and 1924. 2-In what ways did Nazi policies affect the lives of children?	1-Which of the following was the more important reason why Hitler became leader of Germany in 1933? Popularity of the Nazis Weakness of the Weimar Republic 2- In what ways were the lives of Jewish people affected by Nazi policies between 1933-1939?		
High Stake Testing	Practice Exam 1		Practice Exam 2		Final GCSE Exam	
Skills development	Students will build on their knowledge from Year 10, and develop the critical AO2 skills required to achieve highly on both exam papers e.g. similarity/difference, historical significance, evaluation and source analysis, ability to produce supported judgments etc. They will also develop a key understanding of how to revise effectively and have the chance to see clearly modelled responses, which will assist them during the final part of their History course. Moreover, the skills and knowledge obtained will allow students to make a more confident approach to Advanced level, should they wish to study History at this level.					

Year 11 Long Term Plan Geography

Year 11 Intent / End Point: Students should reach the end of the year having covered all the content from the specification and have been exposed to a wide range of skills and question types. This will have been through modelling mid stakes testing and formal mock style exams. They should feel ready for the challenges on the final exam.

		HT1	HT2	HT3	HT4	HT5	HT6
Principles that underpin your curriculum	Unit title	**Climate Change**	**The Development Gap**	**Nigeria: A Newly Emerging Economy**	**The changing economy of the UK**	**River landscapes**	**Issue Evaluation**
	Physical and Human	**P** 1: What is the evidence for climate change? **P** 2: What are the natural causes of climate change? **P and H** 3: What are the human causes of climate change? **P and H** 4: How can the effects of climate change be managed- Mitigation **P and H** 5: How can climate change be managed-Adaptations	**H** 1: Global variations in economic development and quality of life. **H** 2: What are the economic and social measures of development? **H** 3: How can we use the DTM to understand economic and social development **H** 4: What are population pyramids and how do they help us understand economic and social development? **P and H** 5: What are the main causes of uneven development? **H** 6: How can uneven development lead to inequalities in wealth and health migration **H** 7: Strategies for reducing the development gap: Investment and Industrial development, aid and intermediate technology ,fair trade, Debt relief and tourism	**H** 1: Where is Nigeria and in what ways is it important? **P and H** 2: What is the social, political and cultural context in Nigeria? **H** 3: How does Nigeria fit into the wider world? **H** 4: How has Nigeria's economy changed? **H** 5: What is the role of TNC's in Nigeria? **H** 6: What has been the impact of Aid on Nigeria's development? **P and H** 7: How has the environment been affected by Nigeria's development? **H** 8: Has the quality of life improved for people in Nigeria?	**H** 1: How has the UK economy changed over recent years? **H** 2: What does the UKs post industrial economy look like? **H** 3: What are science and business parks? **P and H** 4: What are the sustainable ways we can reduce the impact of industry on the environment? **H** 5: Two contrasting rural areas in the UK **H** 6: What are the strategies to reduce regional differences in the UK? **H** 7: What does the changing infrastructure of the UK look like? **H** 8: How does the UK fit into the wider world?	**P** 1: How do rivers and their valleys change with distance downstream? **P** 2: How do rivers erode, transport and deposit material? **P** 3: How do rivers erode their valleys to make distinctive landforms? **P** 4: How are river landforms created by deposition and erosion? **P** 5: Named example: the river Tees **P and H** 6: How can physical and human factors increase the risk of flooding? **P and H** 7: What are the costs and benefits of managing a river using hard engineering? **P and H** 8: What are the costs and benefits of managing river flooding using soft engineering? **P and H** 9: Named example managing floods in Banbury	**P and H** 1: Read and familiarise with the work booklet. **P and H** 2: Read and discuss section A **P and H** 3: Read and discuss section B **P and H** 4: Read and discuss section C **P and H** 5: Practice questions **P and H** 6: Review and practice fieldwork questions
	Skills	Choropleth maps, line graphs, climate graphs. Describe, explain, evaluate	Demographic transition model, population pyramids, bar charts, pie charts, choropleth maps, divided bars. Describe, explain, evaluate	Maps at various scales population pyramids, bar charts, pie charts, choropleth maps, divided bars, describe, explain, evaluate	Bar chart, line graph, OS maps, aerial photographs, pie charts Describe, explain, evaluate	Scatter graphs, line graphs, OS aps aerial photos, flow charts Describe, explain evaluate	There will be a range of skills within the issue evaluation that could draw upon any from the specification. Fieldwork will also draw upon a range of fieldwork skills as listed in the specification
	Middle Stake Testing	1: **Explain** how volcanic activity and orbital changes may cause long-term climate change 2: **Explain** how alternative energy production and planting trees may help to reduce the rate of climate change	1: **Explain** how physical and political factors can lead to a development gap 2: **Evaluate** the impact of tourism as a way to reduce the development gap	1: For a named LIC NEE country **explain** its role in the wider world 2: **Evaluate** the role of TNS's as a way to develop a countries economy	1: **Explain** what is meant by a post industrial economy in the UK 2: **Evaluate** the strategies used to reduce regional differences in the UK	1: **Describe** how a river valley changes from source to mouth 2: **To what extent** is hard engineering effective at managing a river flood	To be based on the Issue evaluation 2: **To what extent** did the data collected for **one** of your fieldwork enquiries allow you to reach valid conclusions?
	High Stake Testing	**Practice Exam 1:** To cover content taught up to and Climate change		**Practice Exam 2: Full paper one and two and Fieldwork**		**Final exams**	
	Skills development	Students will have covered all skills listed in the specification and should feel confident and equipped to deal with all types of questions and skills put to them in all three papers					

Year 11 Long Term Plan ART

Year 11 Intent / End Point: Students **build** a portfolio of practical work and evidence based around the key visual elements of **Colour, Tone, Form, Line, Pattern, shape, composition** and **texture.** Students will be able to **apply** their **knowledge to independently** selected themes following the design process. A **higher level of skill** and progress in **drawing** and **media handling** should **be evident** in the practical work and outcomes.

Principles that underpin your curriculum

	HT1	HT2	HT3	HT4	HT5
Unit title	Personal project development	Personal project development	Externally set exam theme form AQA	Externally set exam theme form AQA	Externally set exam theme form AQA
AO1 -Develop ideas through investigations, demonstrating critical understanding of sources.	Evidence in sketchbooks.	Print artists Investigate Analyse Evaluate Make links	Students' **select** own artist links based on externally set exam based themes.	Investigate Make links/historical context Evidence in sketchbooks	→
AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	Media is developed through research (Drawing/photography/secondary sources) ↓	Explore Refine Experiment Annotate	Media is developed through research (Drawing/photography/secondary sources) ↓	Explore Refine Experiment Annotate	Explore media and processes relevant to the theme, make links with artist work. Compositional studies Prep for final piece
AO3 -Record ideas, observations and insights relevant to intentions as work progresses.	**Drawing** using a **range** of media and techniques **appropriate** to the theme.	Develop skills/techniques Record Explore/Experiment Analyse and Evaluate	Develop skills/techniques Record Explore/Experiment Analyse and Evaluate	**Drawing** using a **range** of media and techniques **appropriate** to the theme. Creative mind map	→
AO4 -Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.		Produce a **final response.** **Progression/ mastery** of skills /techniques. **(10 hours)**			Produce a **final response.** **Progression/ mastery** of skills /techniques. **(10 hours)**
Middle Stake Testing	Design ideas	Media trials	Research and Record Artist research	Design and Media	
High Stake Testing		Assessment 1 Whole Project assessment			Assessment 3 All coursework assessed against AQA AO External Verification
Skills development	Students should become more confident in the application of the design process enabling them to plan, explore, investigate, refine and record their ideas using gained skills and knowledge. Students should work towards and execute the production of a relevant final piece demonstrating skill and mastery in their chosen outcome.				

Year 11 Long Term Plan (Business GCSE)

"I never dreamed about success, I worked for it" Estée Lauder

Year 11 Intent / End Point: Students will develop understanding of business by investigating the processes behind growth. This will involve the need for business research and development of the marketing mix, assessing production techniques and interpretation and manipulation of business finance. They will also better understand human resources and the importance of employees within a larger business setting.

	HT1	HT2	HT3	HT4	HT5	HT6
Unit title	**Marketing**	**Operations**	**Finance**	**Human Resources**	**Revision**	
Knowledge	Understand the Marketing Mix Use of and understanding of the design mix Know the different pricing strategies Understand the role of Promotion Identify and Assess the importance of place	Students will understand different production methods. The importance of Stock Control systems The role of Procurement Understand Quality Control, Assurance & Culture methods Know the Sales Process	Be able to calculate and interpret Net Profit, Net Profit Margin, Gross Profit Gross Profit Margin Understand and interpret Investment Appraisal Be able to assess Financial and Market Data	Understanding of Organisational Structures The different types of ccontract The process of Recruitment and Training, Understand the significance and methods of Motivation	Theme 1 Enterprise Ideas & Research Finance Ownership Economics Theme 2 Growth Marketing Operations Finance Human Resources Exam Technique & Structure	
Skills	Define key terms and knowledge, Explain business terminology and impacts, Calculate and interpret finances, Discuss benefits and drawbacks of business factors, Analyse impacts of decisions based on case studies, Justify decision making in context, Evaluate and draw a conclusion based on key knowledge (with justification) from real life business examples.					
Middle Stake Testing (Purposeful practice)	Exploration of design mix Application of Marketing Mix	Understand production methods Analysis of stock & quality control	Analysis and interpretation of all business calculations (X2)	Understanding Structure Motivation in context PPQ	PPQs	
High Stake Testing		**Practice Exam 1**		**Practice Exam 2**		**GCSE Exams**
Skills development	Students will develop an understanding beyond the start-up phase. This will be achieved by focussing and building on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources.					

Principles that underpin your curriculum

Year 11 Long Term Plan iMedia

"Whoever controls the media, controls the mind" – Jim Morrison

Year 11 Intent/End Point: Students will develop their knowledge and understanding of the skills required to build a multipage website and to design a game concept. Each of these two units are completed through coursework and learners will have to research, design and solve a problem for a client brief independently. Some pupils will re-sit RO81, which is the exam unit, so there will be time set aside for this revision.

	HT1	HT2	HT3	HT4	HT5	HT6
Unit Title	**RO85 Creating a multipage website**	**R091 Designing a game concept**		**RO81 Exam Resit Revision**		
Sub Topics	1. The purpose of multipage websites 2. Devices which can access websites 3. Method of internet connection 4. Cross unit RO81 content (planning documents) 5. Creating a site map 6. Suitable folder structure 7. Tools to create a multipage website	1. The evolution of game platforms 2. The evolution of characteristics of digital games 3. Game objectives 4. Game genres 5. Capabilities and limitations of platforms 6. Generating original ideas 7. Creating a game proposal 8. Legislation in game design		1. Mood boards 2. Mind maps/ spider diagram 3. Visualisation diagram 4. Story board 5. Script 6. Work plan 7. Legislation		
Key Terms	8. Entertain, promote, communicate, educate, sell, help, advertise, inform 9. Phone, tablet, PC, laptop, games console, digital TV's 10. Ethernet, Wi-Fi, mobile broadband (4G,5G) 11. As per RO81 12. Structure, hyperlinks, index, masterpage 13. Naming conventions, organisation 14. Html, css, template, JavaScript, consistency, logo	8. Game platforms, handheld, PC, console 9. 2D arcade, 3D RPG, MMO, platformer, FPS, simulation, game based learning, augmented reality 10. Win condition, scoring system, objective, lose condition 11. Action, sport, role playing game, quest, strategy 12. Hardware, display devices, networking, storage, UI 13. Narrative, characters, objectives, target audience, visual style, scoring system, downloadable content 14. Game design document, work plan, characters, environment 15. Data protection, copyright, intellectual property		16. Purpose, audience, layout, colour scheme, content 17. Idea generation, mind map, tool, relevance, structure 18. Graphic, logo, images, font, annotations 19. Scene, timings, camera shots, camera movement, lighting, visual effects, location 20. Location, mood, direction, sounds, dialogue, sound effects, narrative 21. tasks, work flow, timescales, milestones, contingencies 22. copyright, trademarks, intellectual property, defamation		
Mid Stake Testing (Strength and try now tasks)	Short assessment tasks for each sub topic.	Short assessment tasks for each sub topic.	Short assessment tasks for each sub topic.	Exam questions	Exam questions	Exam questions
High Stake Testing	Coursework		Coursework			Exam
Skills Development	Students follow on from the learning that takes place in Year 10 by completing the multipage website unit. They will then follow the process of a game design and come up with an original concept and complete all of the design/planning documentation required. Finally, some pupils will revise RO81 and complete their re-sit.					

Principles that underpin the curriculum

Year 11 Long Term Plan CS

"Computers are incredibly fast, accurate, and stupid: humans are incredibly slow, inaccurate and brilliant; together they are powerful beyond imagination." Albert Einstein

Year 11 Intent/End Point: The intention of Year 11 is to cover the remaining content and to allow time to revisit and revise previous learning from Year 10. Students will complete many practise exam questions so that they are prepared for the exam as best as possible. A good computer science student will have a solid understanding of the fundamentals in Computer Science for topics such as system architecture and networking and will be a competent problem solver who can show resilience and determination when faced with a tough challenge.

Principles that underpin your curriculum		HT1	HT2	HT3	HT4	HT5	HT6
	Unit Title	**Unit 1 System Architecture**	**Unit 2 Wired and Wireless Networks**	**Unit 3 System Software and Security**	**Unit 4 Ethical, legal, cultural and environmental implications**	**Revision**	
	Knowledge	8. The CPU 9. Function and characteristic of the CPU 10. Memory 11. Storage	1 The internet 2 Local area networks 3 Wireless networking 4 Client server/ peer to peer 5 Protocol and layers	1 Network threats 2 Identifying and preventing vulnerabilities 3 Operating system software 4 Utility software	1 Ethical and cultural issues 2 Computers in the modern world 3 Legislation and privacy	All content covered, starting with units covered in year 10.	
	Key Terms	1. CPU, fetch, decode, execute, program counter (PC), memory address register (MAR), memory data register (MDR), Control Unit, Arithmetic-Logic Unit (ALU), accumulator, instructions, embedded, 2. memory, clock speed, cache, core, RAM, ROM, 3. virtual memory, flash memory, input devices, output devices, 4. secondary storage, optical, magnetic, solid state, pits, lands, capacity, speed, portability, durability, reliability.	1. LAN, WAN, topology, star, mesh 2. hub, switch, router 3. wireless access point, NIC, MAC address, packet, protocol, layer, encryption, hosting, Cloud, Ethernet, frequency, channels, WAP 4. Internet, broadband, www, peer-to-peer, client-server 5. http, https, FTP, POP, IMAP, SMTP, TCP, IP addressing, domain name, DNS server	1. malware, phishing, brute force attack, denial of service attack, data interception, SQL injection, network policy, 2. penetration testing, network forensics, firewall, user access level 3. operating system, user interface, memory management, multi-tasking, peripheral management, interrupt, 4. defragmentation, data compression, symmetric encryption, asymmetric encryption, private key, public key, cypher text, plaintext, full back up, incremental back up;	1. Ethical issues, legal issues, cultural issues, environmental issues, 2. privacy issues, 3. data protection act 2018, computer misuse act 1990, copyright and patents act 1988, software licences, open source, proprietary.		
	Mid Stake Testing (purposeful practice)	Mini topic assessments	Mini topic assessments	Mini topic assessments	Mini topic assessments	Exam questions	Exam questions.
	High Stake Testing		Practice Exam 1		Practice Exam 2	Final exams	
	Skills Development	Students will develop an in depth knowledge of the theory elements from the course, they will learn all about the internal parts of a computer and how they work as well as the ins and outs of different types of networks (LAN and WAN). They will sit two exams for the course in the summer term so throughout the whole year we will be completing exam questions and building up a bank of resources that they can use for revision.					

Year 11 Long Term Plan (IT)

"Computers are incredibly fast, accurate, and stupid: humans are incredibly slow, inaccurate and brilliant; together they are powerful beyond imagination." Albert Einstein

Year 11 Intent / End Point:

Year 11 students develop their knowledge and understanding of different hardware and software applications and the tools and techniques used to select, store, manipulate and present data. They also explore the various risks associated with the collection, storage and use of data, including legal, moral, ethical and security issues, and how such risks can be mitigated.

Principles that underpin your curriculum

	HT1	HT2	HT3	HT4	HT5	HT6
Unit title	RO13 Coursework		RO12 Revision for resit			
Topics	• Initiation and planning phase LO2 • Data Manipulation LO5 • Information presentation LO7 • Evaluation LO8		LO1 – Project life cycle LO3 – Data and information LO4- Threats to systems LO6- Handling data and presenting information			
Key terms	Initiation, user requirements, criteria, objective, mitigation, importing, manipulating, query, analysis, exporting, reviewing, embedding, audience, purpose		Critical path, concurrent, dependent, contingency, iteration, interaction, Context, quantitative, qualitative, analysis, Permissions, mitigation, encryption, malware, copyright, GDPR, Embedding, audience, purpose, technique, relevance, transition, animation			
Progression	The skills, knowledge and understanding you will develop through this qualification are very relevant to both work and further study. They will support you in a range of subject areas such as A Levels in Business or Geography, or Cambridge Technicals in IT. They can also support your progression into employment through Apprenticeships in areas such as Digital Marketer or Business Administrator.					
Middle Stake Testing (Strength and try now tasks)	Skills checks	Skills checks	LO1 mini test	LO3 mini test	LO4 mini test	
High Stake Testing		Assessment 1 on Iterative reviews		Assessment 2 Mock paper	Assessment 3 Full mock paper	
Skills development	Students will learn to follow a project life cycle of initiation, planning, execution and evaluation to complete a data management task and use their skills, knowledge and understanding of technology to complete each of the phases of the project life cycle.					

Dance Year 11 Long Term Plan

Year 11 End Point: Students build on their understanding of the requirements of being a performer (in acting, dance, or musical theatre) and/or designer across a range of performances and performance styles. Learners will also develop their performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire as performers or designers. Finally, learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus.					
	HT1	***HT2***	***HT3***	***HT4***	***HT5***
Unit title	***Component 1***	***Component 1***	***Component 3***		***Component 2***
	Still Life at the Penguin café (ballet)	***Comparison of 3 professional works***	***External Exam: Responding to a brief***		
Knowledge	Main features of a ballet performance • Examine professional practitioners' work • Practitioners' roles, responsibilities and skills • Interrelationships between constituent features	• Examine professional practitioners' work (3 productions of different styles) • Explore the interrelationships between constituent features within the created performance work • Explore the roles and responsibilities of a dancer/choreographer/costume designer • Make comparisons between stylistic qualities	• Retain skills and knowledge from Component 1 and 2 and apply to real life situation relevant to the performing arts. • Plan, review and evaluate a set task under controlled conditions. • Capture ideas and effectiveness of the performance process in a written log and an evaluation report.		
Skills (Perform and Evaluate)	• The purpose and outcome of practitioners' work • Roles and responsibilities of practitioners • Processes used in performance • Techniques and approaches used in performance	• Compare three professional works including costume, set design and lighting • Consider how practitioners contribute to performance process and how their roles and responsibilities differ depending on the performance, style and outcome.	• Apply performance skills and techniques in response to a brief and stimulus. • Develop a group workshop performance for a selected audience. • Demonstrate, identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way.		
Middle Stake Testing	• **"Still Life at the Penguin Café"** • 3 mini repertoire performances • Portfolio check				
High Stake Testing		***Assessment 1*** Comparison of 3 professional works (choreographers/set/costume/masks/puppetry)			
Skills development	Students will compare the work and approaches of three practitioners before presenting a detailed review about the interrelationships between constituent features of existing performance material. Students will use a combination of practice and theory to draw conclusions about processes, techniques, approaches and interrelationships. Evidence will include teacher observations, recordings of workshops and a PowerPoint presentation. For Component 3, students will work in small groups to plan, prepare and deliver a workshop performance based on a set theme given by the exam board.				

Long Term Plan: DRAMA – Year 11

Year 11 Intent / End Point: Students will be confident and creative performers, with the resilience to be reflective of their work, and make adjustments or improvements as required. Students will be able to communicate clearly and effectively with others, negotiating when necessary. Students will be able to think critically about performance work, and independently analyse and evaluate it using subject terminology.

		HT1	HT2	HT3	HT4	HT5	HT6
	Unit title	Component 2: Developing Skills and Techniques in the Performing Arts	Component 3: Responding to a Brief (External 40%) (Feb – May window of entry)				
Principles that underpin your curriculum	Exploring	Responding to direction in skills workshops. Rehearsal practices – warming up, cooling down, health and safety procedures. Exploring style, genre, themes, and skills: Vocal – pace, pitch tone, annunciation, accent, projection. Physical – control, body language, gesture, rhythm (internal and external)	Students will be given a stimulus from BTEC, from which to devise their final performance piece. Students will explore the given topic through research, class discussion, and improvisation workshops. Students will choose a style to work in, and will continue to research the style and practitioner(s) independently.				
	Devising	Students will devise the **staging**/ movement of characters using their understanding of **blocking** and **proxemics**. They will demonstrate their understanding of the text through their delivery of lines including **pace, pitch and tone.**	Students will devise their group performance piece, using the skills developed over the full course. They will use their knowledge of Theatre styles and acting skills to create engaging and effective workshop performances. In addition to this, students will complete written logs to continually assess and justify their artistic choices and skills development.				
	Performing	Students will perform their scripted piece to camera for their Component 2 Assessment.	Students will perform their devised performance to camera, a recording of which will be sent to and external examiner for marking.				
	Middle Stake Testing	Written Assessments to check on knowledge and understanding of Drama terminology and skills.	Written Assessments to check on knowledge and understanding of the evaluation of practical performance work.				
	High Stake Testing	Students will perform their scripted piece to camera, and will submit all written logs.	Students will have to complete three written assessments under controlled conditions and will perform their devised piece to camera.				
	Skills development	Students will build on their resilience as they work towards an examined performance. They will be confident in writing independently about their own performance work, and explaining how they have developed and improved their skillset. Students will utilise their acting skills to confidently create performance work.					

Long Term Plan Y11 Design & Technology

Year 11 Intent / End Point: In Year 11 pupils will continue to work on their NEA (coursework), aiming to complete it as early as possible in HT4. After this, pupils will focus on the theory part of the course and will be able to recall the year 10 content on new and emerging technologies, materials properties, manufacturing processes and design strategies. They will build on this by exploring energy generation and storage as well as the impact on product design in society and the environment

Principles that underpin the curriculum

	HT1	HT2	HT3	HT4	HT5	HT6
Unit title	NEA - Generating Design Ideas / Developing Design Ideas		NEA - Realising Design Ideas	NEA - Analysing & Evaluating Design Ideas	Revision	
Knowledge	• Revision Homework	• Revision homework	• Selecting materials • Forces & Stresses • Quality Control • Mechanisms	• Products in society • Product sustainability & social issues • Production Systems & CAD/CAM		
Application (Design and Make)	• Freehand sketching • Isometric drawing • Annotation • Getting Feedback	• Using feedback to enhance ideas • Modelling • Manufacturing Specification	• Making final product			
Evaluate	• Evaluate their final product against the design specification • User Feedback		• Comparing against specification • Getting user feedback • Evaluating suitability of the product • Ideas for further development			
Middle Stake Testing	• Mark & Feedback on Initial ideas	• Mark and feedback on development	• Mark and feedback on realisation	• Mark and feedback on evaluation		
High Stake Testing		Practice Exam 1		Practice Exam 2	Final Exam	
Skills development	Students will put all the skills developed in Year 10 into practice to complete their NEA. They will use research and analysis skills to create their Design Brief and Specification. They will then use the design strategies, in particular Iterative and user centred design, to create a range of suitable design ideas that will satisfy the users' needs. They will then use their practical and materials selection skills to make the chosen product or a prototype. Finally, they will use their evaluation skills to evaluate how successful their product has been.					

Long Term Plan Y11 Engineering Design

Intent / End Point:
Engineering Design is a process used to identify market opportunities and solve problems that contribute to the development of new products and systems. Through research and practical activities, students will understand how market requirements and opportunities inform client briefs and will use practical skills such as drawing, computer modelling and model making to communicate design ideas.
Students will be encouraged to communicate and consult with a client to develop a viable and innovative product. They will also apply practical skills to produce a prototype in the form of a model and test design ideas to inform further product development. Through reflection learners evaluate the prototype, making a comparable outcome against specification points, and assess possible, practical solutions and improvements to their prototype design.

Principles that underpin your curriculum		HT1	HT2	HT3	HT4	HT5	HT6
	Unit title	**R105 Design Specifications**	**R107 Developing & presenting engineering designs**	**R108 3D Design realisation**	**R108 3D Design realisation**	**R108 3D Design realisation**	
	Knowledge	Revision for exam		LO1: Know how to plan the making of a prototype	LO2: Understand safe working practices when making a prototype	LO3: Be able to produce a prototype	
	Design Communication		LO2: Know how to develop designs using engineering drawing techniques and annotation LO3 Be able to use computer aided design (CAD) software and techniques to produce and communicate design proposals	Product specifications Planning Tools Risk Assessments	Risk & Hazards Health & Safety	Material selection Forming & Bending Assembly methods Recording making	
	Design Realisation			LO1: Know how to plan the making of a prototype	LO2: Understand and implement appropriate and safe working practices when manufacturing a prototype.	LO3: Be able to produce and evaluate the success of a prototype	
	Middle Stake Testing	R105 Test	Drawing Test	Computer aided Design task	Production planning task	Quality control task	
	High Stake Testing			**R107 Submission**		**R108 Submission**	
	Skills development	Students will develop skills in sketching to be able to generate a range of different initial ideas. Ideas will then be selectively developed into formal engineering drawings, with CAD and other techniques being used to communicate final design proposals. Practical skills will be developed to equip students with the skills to plan and manufacture safely, prototypes in the form of craft based modelling materials alongside rapid prototyping processes.					

Long Term Plan Year 11 Food Preparation & Nutrition

Year 11 Intent/ End Point Food Preparation & Nutrition:
The aim of the Food Preparation and technology GCSE course is to teach students all about food in its widest sense and help them learn and develop a wide range of food preparation skills. This course has been structured to help students understand; what food is composed of and why we need it; how food can be cooked and prepared skilfully; where food comes from and how it is produced; and how you can become a more informed and thoughtful consumer of food.

Principles that underpin your curriculum

	Term 1: NEA1	Term 2: NEA2	Term 3: Food Choice & Food Provenance
Unit title	**Science investigation/ research coursework task Topic released by exam board in September**	**Practical based coursework leading to 3 hr practical exam Topic released by exam board in October**	**All NEAs completed- times dedicated to revision leading to written exam**
Knowledge	Investigation task	Food preparation task	To revise all of the main sections covered in the course and to refocus on any area that requires clarity for students
Practical Cooking lessons	A range of practicals - dishes will be selected that closely link with a range of key 'high level skills' in continued preparation for the food preparation NEA2 task.		
Skills	There are 12 key skill categories that the practicals set will aim to help develop. The 12 areas are as follows: 1. Skill 1: General practical skills – measuring; monitoring and adapting cooking times 2. Skill 2: Practical knife skills – bridge hold; claw grip; peeling etc. 3. Skill 3: Preparing vegetables and fruit – de-seed; mash; juice 4. Skill 4: Use of cooker – boiling; roasting; simmering etc. 5. Skill 5: Use of equipment – blender; electric whisk; food processor; pasta machine 6. Skill 6: Cooking methods – water based; oil based; dry heat based 7. Skill 7: Preparing, combining & shaping – rolling; wrapping; coating; mixing; shaping 8. Skill 8: Sauce making – roux method; reduction method 9. Skill 9: Tenderising & marinating - 10. Skill 10: Dough – bread making; shaping and finishing 11. Skill 11: Raising agents – biological and chemical 12. Skill 12: Setting – gelatine; cornflour; arrowroot		
Evaluate	**Evaluate** Students will complete an evaluation sheet after each practical, which will outline areas that work well, as well as areas for improvement		

Middle Stake Testing	An assessment will be set that will test knowledge covered in each half term	An assessment will be set that will test knowledge covered in each half term	An assessment will be set that will test knowledge covered in each half term	An assessment will be set that will test knowledge covered in each half term	An assessment will be set that will test knowledge covered in each half term	An assessment will be set that will test knowledge covered in each half term
High Stake Testing	An assessment will be set that will assess everything covered over the course of a full term in a GCSE exam style		An assessment will be set that will assess everything covered over the course of a full term in a GCSE exam style		An assessment will be set that will assess everything covered over the course of a full term in a GCSE exam style	
Skills development	**Intent / End Point Food Tech:** Students will continue to develop confidence in handling kitchen equipment safely. They will develop their knife skills by handling different produce; they build on this by using a wider range of equipment such as electric whisks and food processors. Students will at this stage have developed to the point whereby the can work independently to create a dish of their own choosing that brings together some of the different skills and cooking methods they have practised over the previous two years.					

Long Term Plan Year 11 Health & Social Care

Intent / End Point: In Year 11, they start the year by revisiting their knowledge gained in Year 10 about growth and development and health and wellbeing.
They will expand on this by looking in detail into health and care services and what barriers exist to stop people from accessing these services.
In Year 11, students have the opportunity to retake their external exam. This will take place in February and students will be supported in lesson and with additional intervention.

Principles that underpin the curriculum		Year 11 - HT1	Year 11 - HT2	Year 11 - HT3	Year 11 - HT4	Year 11 - HT5	Year 11 - HT6
	Unit title	Component 2 H&SC services and values	Component 2 H&SC services and values	Component 2 H&SC services and values	Component 2 H&SC services and values	Component 2 H&SC services and values	Component 2 H&SC services and values
	Knowledge	A1: H&SC Services • Different health care services • Different social care services Component 3 recap & revision	A1: H&SC Services A2: Barriers • Types of barrier and how they can be overcome	B1: Care Values • Empower, respect, confidentiality, dignity, empathy, safeguarding	B1: Care values B2: Reviewing own application of care values	Complete C2 Assignment (role play, self-evaluation,)	
	Skills	Students continue to develop transferable skills, such as research skills and written communication skills. They also develop higher order thinking skills such as describe , explain , evaluate and justify. Finally, students continue to display high levels of independence and time management as the keys to successfully complete their assignments.			Demonstrate care values in practice and video the evidence.	Analysing & providing feedback	
	Middle Stake Testing (Purposeful Practice question with teacher feedback)	• Summarise of health care and social care available	• Summarise the barriers people face and how they can overcome these	• Revision - Completion of on line mini tests for each sub topic	• Plan and record role play	• Complete self-evaluation and respond to teacher feedback	
	High Stake Testing			• Mock Exam • Component 3 resits		Component 2 submission	
	Skills development	Over the course of the year, students will continue to develop thinking skills such as research, evaluation and explanation, but they will also develop the key skills of respect and empathy when treating others. Furthermore, students will have to demonstrate all these skills in action, through their exams and role play assignments.					

Music Long Term Plan Year 11

Year 11 Intent / End Point: By the end of Year 11 Students would have completed the BTEC First Award in Music. In Year 11 they finish two units; the first Unit 2 Managing A Music Product and by the end of it all students create a music product with marketing and a final evaluation. By the end of Year 11 Students will also develop in three skills on their chosen instrument then go onto perform two contrasting pieces which would be suitable for an audition. By the end of the academic year pupils will complete unit 2 Managing a Music Product and Unit 5 Introducing Music Performance.

Principles that underpin the curriculum

	HT1	HT2	HT3	HT4	HT5	HT6
Managing a Music Product Unit 2	CONTROLLED ASSESSMENT Create a music product called Feeling Good. This half term focuses on the recording process	CONTROLLED ASSESSMENT Create the marketing for the music product and once the product is complete focus on the marketing				
Introducing Music Performance Unit 5	Learn a scale on a chosen instrument – through doing this activity Students will learn rehearsal techniques and evaluation skills using a log book	CONTROLLED ASSESSMENT Choose three skills to focus on and develop upon on chosen instrument	Perform a preferred piece – learn to evaluate the strengths and weaknesses of each performance	CONTROLLED ASSESSMENT Learn to perform two contrasting pieces of music	CONTROLLED ASSESSMENT	
Middle Stake Testing	• Assess the weekly log book providing feedback on evaluation skills	• Monitor controlled assessment	• Assess evaluations of feedback providing feedback on evaluation skills	• Monitor controlled assessment		
High Stake Testing		• Controlled assessment of Unit 2 – Students have 15 school days to return the work based on feedback.			• Controlled assessment of Unit 5 – Students have 15 school days to return the work based on feedback	
Skills development	Performance skills – the focus is on students making progress on their musical instruments; each lesson is unique to the learner and the instrument they are learning and the level they are working out however each learner will learn and/or develop three contrasting skills. They will learn to develop a vocabulary for evaluation reflecting on their own progress again using musical terminology for their chosen instrument. Finally, students will learn how to perform to communicate to an audience preparing themselves for future performances with confidence.					

Year 11 - Long Term Plan (BTEC Sport Physical Education)

Year 11 Intent / End Point: By the end of Year 11, students will be able to deliver a small structured session to other students. The delivery will demonstrate some of the key attributes discussed during lessons and in their assignments. They will also identify areas for improvement and state how they intend to improve these.
Unit 3, will allow the students to demonstrate their knowledge and understanding of effective training programme design. Students will complete this unit practically and in written form demonstrating competence and creativity.

Principles that underpin your curriculum	Year 11 BTec Sport	HT1 WEEKS 1-8	HT2 9 – 15	HT3 16 – 21	HT4 22 - 27	HT5 28 - 33	HT6 34 – 39
	BTec Groups	Unit 2 – Practical Sport Unit 5 – Sports Performer in action	Unit 5 – Sports Performer in Action	Unit 1-Online exam re-sit. Unit 3 –Training for Personal Fitness	Unit 3 –Training for Personal Fitness	Unit 3 –Training for Personal Fitness	Unit 3 – Training for Personal Fitness
	Knowledge	Develop the knowledge and understanding what makes the body work in sport and its responses to exercise 1. Understand and explain the functions of the main systems of the body 2. Compare and contrast how the systems work together to create movement and blood supply 3. Be able to identify the main systems for sporting activities. 4. Evaluate own performance, providing an action plan to improve areas of performance.		Demonstrate knowledge and understanding of goal setting to improve fitness. Be able to identify specific muscles and bones in the body and explain the short term effects of exercise. 1. Set goals for improving fitness by using SMART target and the principles of training. 2. Design a personal training programme that demonstrates understanding of training zones, targets and creativity. 3. Explain the barriers that impact completing the training programme. 4. Maintain a training diary and provide a written evaluation for each session.			
	Skill acquisition / development of Technique	Oral communication, teamwork, evaluate, assess, practical sport demonstration, accurate, develop techniques. Throughout the unit students will develop their subject knowledge of the body and learn how each system works to enable people to do sporting actions.	Oral communication, teamwork, evaluate, assess, practical sport demonstration, accurate, develop techniques. Throughout the unit students will develop their subject knowledge of the body and learn how each system works to enable people to do sporting actions.	Students will work to re-sit the exam, some students will be focusing on short and long structured answers. Unit 3 will require the students to link elements of Unit 1 into practical areas of performance. They will develop skills of fitness programme design.	Students will develop skills of programme design, establishing a fitness level and how to monitor Heart Rate and other components of fitness, in order to inform them of which area of fitness to focus on.	Students will develop skills of programme design, evaluation of their programme, regular monitoring of their sessions and analysis of physical exercise techniques.	Students will use all the data collected and interpret this to make informed decisions on their level of fitness since they started the programme. Students will fully evaluate their performance over time and make judgements on fitness.
	Ability to evaluate and opportunities to develop leadership	Students will analyse their own fitness function and evaluate their suitability for either aerobic or anaerobic activities.	Students will analyse their own fitness function and evaluate their suitability for either aerobic or anaerobic activities	Students will take the lead in establishing their own fitness levels and compare these scores to National data to make judgements on fitness levels.	Students will design their own personal training programme to suit their needs to improve the components of fitness that they deemed need to be improved.	Students will carry out a 6 week training programme, on their own, focussing on key areas of fitness, in which they decided were necessary to help them improve in their own sport. All data will be collected along with heart rate tracking.	Students will evaluate their own performance, by carrying out tests at the end of the programme to show what improvements they have made due to the training programme.
	Personal well-being/ healthy life choices	Students will be able track their own performance and progression when coaching by completing regular evaluations. Identifying strengths and weaknesses can have a significant impact on confidence/self-esteem.	Students will be able track their own performance and progression when coaching by completing regular evaluations of their coaching plans.	Students will be able track their own fitness levels and make educated judgements on which components of fitness they will need to work on during this Unit.	Monitoring of students fitness levels and heart rate allows them to make clear judgements on how they want to plan their training programme and get the best results possible.	Students need to make regular evaluations on the progress they are making and make changes to respond to the progress they are making from week to week.	Students will monitor all scores and progress made and make an informed evaluation on how the training programme went and suggest ways in which they could improve it if they were to do it again.
	Middle Stake Testing	Students will complete several written assignments where there are set deadline and submission dates. What makes a good leader and what are the qualities needed? How to plan a sports lesson	Students will complete several written assignments where there are set deadline and submission dates. Students will evaluate their delivered lesson and gain feedback from the students who were in the lesson.	Throughout the unit students will complete several written assignments where there are set deadline and submission dates. Students will need to establish what components of fitness they need to target in order to improve in their chosen sport.	Students will need to evaluate the principles of training and make judgements on what they need to do to improve their selected components of fitness.	Students will complete a 6 week training programme, with evaluations made each time to help with the planning of the next session.	Students complete a full evaluation of all 6 weeks completed, with data tracking of scores achieved. Full write up of all results and comparisons made with National Data and judgements on fitness levels.
	High Stake Testing	Learning Aim A and B on Google classroom. Final submissions of their assignments.	Learning Aim C on Google classroom. Final submissions of their assignments.	Learning Aim A submissions on Google classroom in conjunction with Unit deadlines.	Learning Aim B on Google classroom. Deadlines to be met.	Leaning Aim C on Google Classroom. Completion of training programme.	Learning Aim D on Google Classroom. Evaluation of Training Programme.
	Skills development	Throughout the Year 11 programme, students will improve their knowledge and understanding of sports coaching and what makes an effective sports coach. They will also expand on their knowledge of effective programme design for fitness, learning key muscles and bones, how the body responds to exercise and the processes needed to complete an effective programme. Finally students will understand the importance of reflection, by completing session based evaluations, identifying strengths and weaknesses.					