





Co-op Academy North Manchester  
Curriculum Overview Year 11

	Watch youtube tutorials.  Work on coursework in a sketchbook.	Watch youtube tutorials.  Work on coursework in a sketchbook.	Watch youtube tutorials.  Work on coursework in a sketchbook.	Watch youtube tutorials.  Work on coursework in a sketchbook.	Watch youtube tutorials.  Work on coursework in a sketchbook.	Watch youtube tutorials.  Work on coursework in a sketchbook.
Wider Reading	The Textile Artist: Sculptural Textile Art: A practical guide to mixed media wire sculpture Paperback – Priscilla Edwards	This will be relevant to exam questions above and linked to artists given in each scenario on offer.	This will be relevant to exam question given from exam board in January and linked to artists given in each scenario on offer	This will be relevant to exam question given from exam board in January and linked to artists given in each scenario on offer	This will be relevant to exam question given from exam board in January and linked to artists given in each scenario on offer	This will be relevant to exam question given from exam board in January and linked to artists given in each scenario on offer

BTEC Enterprise	HT1	HT2	HT3 / 4	HT5 / 6
Topic(s)	Promotion and Financial Records	Financial Planning and Forecasting	Revision / Exam Attempt 1	Revision / Exam Attempt 2
Knowledge	Elements of the promotional mix and their purposes  Targeting and segmenting the mix  Factors including the choice of promotional methods	Profitability and liquidity  Using cash flow data  Financial forecasting  Suggesting improvements to cash flow problems	Units 1-3 inclusive	Units 1-3 inclusive

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	<p>Financial documents</p> <p>Payment methods</p> <p>Sources of revenue and costs</p> <p>Terminology in financial statements</p> <p>Statement of comprehensive income</p>	<p>Break even analysis and break even point</p> <p>Sources of business finance</p>		
<p>Understanding: Concepts / Disciplinary Knowledge</p>	<p>Understand the different methods and MEDIUMS an enterprise can use to promote itself</p> <p>Evaluate the different methods of advertising an enterprise can use to promote itself</p> <p>Investigate the needs of audiences and how they affect the design of interfaces</p>	<p>Understand how to complete a financial document, when it is used and where it is used.</p> <p>Evaluate how different payment methods can be offered to customers to make their purchase</p> <p>Discuss and review the sources of revenue and costs</p> <p>Complete a</p>	<p>These half terms focus on revision techniques including revision and exam preparation that is tailored to the individual needs of students. Students will be focussing particularly on 6-8 mark answers to ensure they are adequately equipped for the upcoming exams.</p>	<p>These half terms focus on revision techniques including revision and exam preparation that is tailored to the individual needs of students. Students will be focussing particularly on 6-8 mark answers to ensure they are adequately equipped for the upcoming exams.</p>

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	<p>Understand the different methods of personal selling, how they are best used and why personal selling is useful for an enterprise</p> <p>Understand direct marketing, the different methods and how they are used. To be able to identify the best direct marketing to use and what the costs are.</p> <p>Understand the need to target different markets in different ways.</p> <p>Analyse how an enterprise decides about which promotional activity is best to use and when</p>	<p>statement of comprehensive income and financial position</p> <p>Demonstrate how to calculate profitability and liquidity ratios</p> <p>Identify the purpose of cash flow forecasts and suggest improvements to cash flow problems</p> <p>Demonstrate how to complete a break even analysis and identify the break even point, margin of safety and recognise its limitations.</p>		
Homework	Online Quizzes / Paper Based	Online Quizzes / Paper Based	Past Papers	Past Papers

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Assessment	Exam using the range of skills from this half term	Exam using the range of skills from this half term	Past Papers	Past Papers
CEAIG	Marketing Manager	Payroll Administrator	Business advisor	Business advisor
How to help at home	Encourage your child to use their revision guide to complete independent revision <a href="#">Click here</a>	Encourage your child to use their revision guide to complete independent revision <a href="#">Click here</a>	Encourage your child to use their revision guide to complete independent revision <a href="#">Click here</a>	Encourage your child to use their revision guide to complete independent revision <a href="#">Click here</a>
Wider Reading	Exam Tips And Techniques From A Study Expert <a href="#">Click here</a>	Exam Tips And Techniques From A Study Expert <a href="#">Click here</a>	Exam Tips And Techniques From A Study Expert <a href="#">Click here</a>	Exam Tips And Techniques From A Study Expert <a href="#">Click here</a>

GCSE Business	HT1	HT2	HT3	HT4	HT5	HT6
Topic(s)	Growing a Business	Making marketing decisions	Operational and Financial Decisions	Making Human Resource Decisions	Revision	
Knowledge	Business in growth  Changes in business aims and objectives  Business and globalisation  Ethics, the	Product  Price  Promotion  Place  Using the marketing	Business operations  Working with suppliers  Managing quality  The Sales process	Organisational structures  Effective Recruitment  Effective training and development  Motivation	Units 1-9 inclusive	

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	environment and business	mix	Business calculations  Understanding performance		
Understanding: Concepts / Disciplinary Knowledge	<p>Understand internal/organic/ external / inorganic methods of business growth</p> <p>Explain the types of business ownership</p> <p>Describe the internal/external sources of finance for growing an established business</p> <p>Recognise why business aims and objectives change as businesses evolve</p> <p>Understand how business aims and objectives change as businesses evolve</p> <p>Describe the impact of globalisation and</p>	<p>Analyse the relationship between the aspects of the design mix for different businesses</p> <p>Analyse the potential impact of various extension strategies on the life cycle of a given product or services</p> <p>Recognise the importance to a business of differentiating a product/service</p> <p>Justify appropriate pricing strategies in different business contexts</p> <p>Justify an appropriate</p>	<p>Understand and evaluate the appropriateness of production processes for different business scenarios</p> <p>Evaluate the appropriateness of production processes for different business scenarios</p> <p>Evaluate the impact of different production processes on price competitiveness</p> <p>Evaluate stock control management and the use of JIT stock control</p> <p>Analyse the impact of the relationship</p>	<p>Evaluate the impact of an organisational structure on a business</p> <p>Evaluate the impact of training and developing staff on a business</p> <p>Discuss the impact of motivating employees on a business</p> <p>Evaluate the use of financial and non-financial methods of motivating employees</p>	<p>These half terms focus on revision techniques including revision and exam preparation that is tailored to the individual needs of students. Students will be focussing particularly on 6,9 and 12 mark answers to ensure they are adequately equipped for the upcoming exams.</p>

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	<p>international trade on businesses</p> <p>Outline the impact of ethical and environmental considerations on businesses</p> <p>Understand the potential impact of pressure group activity on the marketing mix</p>	<p>marketing mix that can build a competitive advantage</p> <p>Know the different methods of distribution: retailer and e-tailers</p>	<p>between a business and its suppliers</p> <p>Evaluate the impact of procurement decisions on a business</p>		
Homework	Online Quizzes / Paper Based	Online Quizzes / Paper Based	Online Quizzes / Paper Based	Online Quizzes / Paper Based	Past Papers
Assessment	Exam using the range of skills from this half term	Exam using the range of skills from this half term	Exam using the range of skills from this half term	Exam using the range of skills from this half term	Encourage your child to use their revision guide to complete independent revision
CEAIG	Investment Analyst	Marketing Manager	School Business Manager	Human Resource Manager	Franchise Owner
How to help at home	<p>Encourage your child to use their revision guide to complete independent revision</p> <p><a href="#">Click here</a></p>	<p>Encourage your child to use their revision guide to complete independent revision</p> <p><a href="#">Click here</a></p>	<p>Encourage your child to use their revision guide to complete independent revision</p> <p><a href="#">Click here</a></p>	<p>Encourage your child to use their revision guide to complete independent revision</p> <p><a href="#">Click here</a></p>	<p>Encourage your child to use their revision guide to complete independent revision</p> <p><a href="#">Click here</a></p>



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Wider Reading	Exam Tips And Techniques From A Study Expert <a href="#">Click here</a>	Exam Tips And Techniques From A Study Expert <a href="#">Click here</a>	Exam Tips And Techniques From A Study Expert <a href="#">Click here</a>	Exam Tips And Techniques From A Study Expert <a href="#">Click here</a>	Exam Tips And Techniques From A Study Expert <a href="#">Click here</a>

BTEC Digital IT	HT1	HT2	HT3	HT4	HT5	HT6
Topic(s)	Modern Technologies	Cyber Security / Implications of Digital Systems	Implications of Digital Systems / Planning and Communication / Exam attempt 1	Revision / Exam attempt 2		
Knowledge	Communication Technologies  Features and uses of cloud storage / computing  Using cloud technologies  Modern team working  Inclusivity and accessibility	System attacks and external threats  Internal threats and impact of breaches  User restrictions and finding weaknesses  Data level protection  Policy, backup and data recovery  Shared Data  Environmental issues	User policies  Data protection  Criminal Use  Data flow diagrams  Flowcharts  System diagrams  Tables			

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	Impacts of modern technologies	Equal access		
Understanding: Concepts / Disciplinary Knowledge	<p>Describe how to set up and use ad hoc networks and identify security and performance issues affecting network availability</p> <p>Describe how the selection of platforms and services impacts on the use of cloud technologies</p> <p>Describe how cloud and traditional systems are used together</p> <p>Consider the implications for organisations when choosing cloud technologies</p> <p>Describe changes to modern teams facilitated by modern</p>	<p>Understand the reasons why systems are attacked</p> <p>Understand the terms hacking and 'black hat'</p> <p>Describe the following external threats to systems and data:</p> <p>Understand the internal threats within an organisation to digital systems and data security</p> <p>Understand the impact of security breaches</p> <p>Understand measures used to protect digital systems and reduce the impact of threats</p>	<p>Explain how data is shared</p> <p>Be able to describe the benefits and drawbacks of using shared data</p> <p>Understand the responsible use of data</p> <p>Understand the impact of manufacture, use and disposal of IT systems on the environment</p> <p>Evaluate the environmental considerations when upgrading or replacing computers</p> <p>Explain the energy saving settings and policies available for digital devices</p>	<p>These half terms focus on revision techniques including revision and exam preparation that is tailored to the individual needs of students. Students will be focussing particularly on 6-8 mark answers to ensure they are adequately equipped for the upcoming exams.</p>

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	<p>technologies:</p> <p>Describe how modern technologies can be used to manage modern teams and communicate with stakeholders</p> <p>Describe how modern technologies aid inclusivity and accessibility</p> <p>Describe positive and negative impacts of modern technology on organisations/ individuals</p> <p>Describe positive and negative impacts of modern technologies on organisations/ individuals</p>	<p>Understand the following user access restrictions</p> <p>Understand how weaknesses are found and system security is improved</p> <p>Understand measures that can be implemented to protect and manage digital systems and data</p> <p>Understand the requirements of a disaster recovery policy including backup and recovery</p>	<p>Understand the importance of providing equal access to digital services and information</p> <p>Interpret data flow and information diagrams</p> <p>Draw and follow a flowchart to describe the steps in an activity or process</p> <p>Given a written explanation of figures in a table or graph</p> <p>Draw and follow a system diagram to describe the steps in an activity or process</p>	
Homework	Know It All Ninja / Paper Based	Know It All Ninja / Paper Based	Know It All Ninja / Paper Based	Know It All Ninja / Paper Based

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Assessment	Exam using the range of skills from this half term	Exam using the range of skills from this half term	Exam using the range of skills from this half term	Exam using the range of skills from this half term
CEAIG	Cyber Intelligence Officer	IT security Coordinator	Business Analyst	Forensic Computer Analyst
How to help at home	Encourage your child to use their revision guide to complete independent revision  Use their revision guide to revise for upcoming assessments <a href="#">Click here</a>	Encourage your child to use their revision guide to complete independent revision  Use their revision guide to revise for upcoming assessments <a href="#">Click here</a>	Encourage your child to use their revision guide to complete independent revision  Use their revision guide to revise for upcoming assessments <a href="#">Click here</a>	Encourage your child to use their revision guide to complete independent revision  Use their revision guide to revise for upcoming assessments <a href="#">Click here</a>
Wider Reading	Exam Tips And Techniques From A Study Expert <a href="#">Click here</a>	Exam Tips And Techniques From A Study Expert <a href="#">Click here</a>	Exam Tips And Techniques From A Study Expert <a href="#">Click here</a>	Exam Tips And Techniques From A Study Expert <a href="#">Click here</a>

English	HT1	HT2	HT3	HT4	HT5
Topic(s)	Jekyll and Hyde	Language Revision	Literature Revision	Literature Revision	Language Revision
Knowledge	Victorian England context	Figurative language Structural features	Plot Character	Plot Character	Figurative language Structural features

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	Character Theme Narration	Descriptive methods and techniques Narrative voice Rhetoric Form and Purpose Technical accuracy	Theme Key quotations	Theme Key quotations	Descriptive methods and techniques Narrative voice Rhetoric Form and Purpose Technical accuracy
Understanding: Concepts / Disciplinary Knowledge	Duality Good and evil Honour and Reputation Secrecy The Gothic	Unseen Criticality Purpose and effect Persuasion Argument Synthesis and comparison Purpose and effect	Exam strategy Concepts relating to each of the different literature texts	Exam strategy Concepts relating to each of the different literature texts	Unseen Criticality Purpose and effect Persuasion Argument Synthesis and comparison Purpose and effect
Homework	Weekly google quizzes Quotation revision Essay practice	Weekly google quizzes Exam paper practice	Weekly google quizzes Quotation revision Essay practice	Weekly google quizzes Quotation revision Essay practice	Weekly google quizzes Exam paper practice
Assessmen	Extract to text	Mock exams	Mock exams	Exam practice questions	Exam practice

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t	assessment - character Extract to text assessment - theme	Walking talking mocks	Walking talking mocks		questions
CEAIG	Psychologist Lawyer				
How to help at home					
Wider Reading					

French	HT1	HT2	HT3	HT4	HT5
Topic(s)	Bon Travail	Bon Travail	Un Oeil sur le Monde	Un Oeil sur le Monde	Revision
Knowledge	<ul style="list-style-type: none"> <li>Jobs and work preferences</li> <li>Future plans, hopes and wishes- conditional and future tenses</li> </ul>	<ul style="list-style-type: none"> <li>Applying for jobs, personal qualities</li> <li>Work experience- past tense</li> <li>Chores and part-time jobs</li> </ul>	<ul style="list-style-type: none"> <li>Global issues</li> <li>Social issues</li> </ul>	<ul style="list-style-type: none"> <li>Protecting the environment- conditional tense</li> <li>Volunteering</li> </ul>	<ul style="list-style-type: none"> <li>Family and relationships</li> <li>Hobbies and free time</li> <li>Customs and festivals</li> </ul>

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Understanding: Concepts / Disciplinary Knowledge	<ul style="list-style-type: none"> <li>Describing future job and life aspirations</li> </ul>	<ul style="list-style-type: none"> <li>Describing work experience in the past tenses</li> <li>Describing personal qualities</li> </ul>	<ul style="list-style-type: none"> <li>Describing a serious global/social issue.</li> </ul>	<ul style="list-style-type: none"> <li>Explaining what is being and should be done to protect the environment.</li> </ul>	
Homework	Vocabulary learning	Vocabulary learning	Vocabulary learning	Vocabulary learning	Vocabulary learning
Assessment		End of Unit assessment	Mock examinations-past papers	End of Unit assessments	Past paper practice
CEAIG	Discussing routes post-16, including into Languages and where Language skills can take you.	Conducting a job interview. Describing relevant past work experience.	Links to jobs in the NGO sector.	Discussing volunteering opportunities post 16.	
How to help at home	Use the Pearson and CGP revision guides and flashcards  Seneca  BBC Bitesize	Use the Pearson and CGP revision guides and flashcards  Seneca  BBC Bitesize	Use the Pearson and CGP revision guides and flashcards  Seneca  BBC Bitesize	Use the Pearson and CGP revision guides and flashcards  Seneca  BBC Bitesize	Use the Pearson and CGP revision guides and flashcards  Seneca  BBC Bitesize
Wider Reading	<a href="#">Jobs in French</a>  <a href="#">Jobs using languages</a>	<a href="#">Passé composé and imparfait revision</a>  <a href="#">Chores vocabulary video</a>	<a href="#">Global issues vocabulary</a>  <a href="#">Social issues vocabulary</a>	<a href="#">French newspapers to keep up with the latest news</a>  <a href="#">Conditional tense video</a>	

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	<a href="#">Jobs using languages</a>				
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Citizenship	HT1	HT2	HT3	HT4	HT5
Topic(s)	Our Citizenship Action	Paper 1 revision – Theme A&B	Theme D - Power and Influence	Theme D - Power and Influence	Paper 1&2 Revision
Knowledge	<ul style="list-style-type: none"> <li>• Effective campaign methods</li> <li>• Forming a campaign – teamwork</li> <li>• Primary research</li> <li>• Secondary research</li> <li>• Narrowing the issue democratically</li> <li>• Campaign objectives</li> <li>• Lobbying people in power</li> <li>• Social media campaign</li> <li>• Interview types</li> <li>• Creating educational resources</li> <li>• Evaluating the Campaign</li> <li>• WTM – focus on</li> </ul>	<ul style="list-style-type: none"> <li>• Community</li> <li>• Migration</li> <li>• Prejudice</li> <li>• Human Rights</li> <li>• Trade Unions</li> <li>• Right and Responsibilities</li> <li>• Local council</li> <li>• What they do</li> <li>• Devolution</li> <li>• Devolution and Covid</li> <li>• Voting</li> <li>• Getting involved</li> <li>• Pressure groups</li> <li>• MPs</li> <li>• UK Voting systems</li> <li>• Votes at 16</li> </ul>	<p>EQ - What power and influence can citizens have?</p> <ul style="list-style-type: none"> <li>• Paying your part in democracy</li> <li>• Getting involved in politics</li> <li>• Digital Democracy</li> <li>• Pressure groups</li> <li>• Trade Unions</li> <li>• Charities</li> <li>• Demo Vs Non-Demo</li> </ul> <p>EQ - What role and influence should the media have?</p> <ul style="list-style-type: none"> <li>• The role of the media in democracy</li> <li>• Free press and censorship</li> </ul>	<p>EQ - Does the UK have power and influence in the wider world?</p> <ul style="list-style-type: none"> <li>• The European Union</li> <li>• The Council of Europe</li> <li>• 10 mark comparison of both</li> <li>• Our post Brexit relationship</li> <li>• The Commonwealth</li> <li>• The United Nations</li> <li>• World Trade Organisation</li> <li>• NATO</li> <li>• International Court of Justice</li> <li>• International Criminal Court</li> <li>• Rules of War-Geneva Convention</li> <li>• UKs role in NGOs</li> <li>• The UK and the</li> </ul>	<ul style="list-style-type: none"> <li>• Forming a Gov</li> <li>• HOL, HOC</li> <li>• Tripartite</li> <li>• Sources of law</li> <li>• Civil Vs Criminal</li> <li>• Criminal Justice System</li> <li>• Citizens and politics</li> <li>• Media</li> <li>• Free press</li> <li>• Digital democracy</li> <li>• TU's and Press</li> <li>• Commonwealth</li> <li>• UN</li> <li>• NATO</li> <li>• WTO</li> <li>• ICC</li> <li>• UK in conflict</li> <li>• Sanctions</li> </ul>



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	12-mark Q		<ul style="list-style-type: none"> <li>• Media Literacy</li> <li>• The responsibility of the media</li> <li>• The influence of the media</li> </ul>	international conflict	
Understanding: Concepts / Disciplinary Knowledge	Know and understand, analyse and evaluate: <ul style="list-style-type: none"> <li>• Advocacy</li> <li>• Campaigning</li> <li>• Critical investigation</li> </ul>	Know and understand, analyse and evaluate: <ul style="list-style-type: none"> <li>• Human rights</li> <li>• Diversity</li> <li>• Community</li> <li>• Democracy</li> </ul>	Know and understand, analyse and evaluate: <ul style="list-style-type: none"> <li>• Power</li> <li>• Influence</li> <li>• Democracy</li> <li>• Media</li> </ul>	Know and understand, analyse and evaluate: <ul style="list-style-type: none"> <li>• Power</li> <li>• Influence</li> <li>• Globalisation</li> </ul>	Know and understand, analyse and evaluate: <ul style="list-style-type: none"> <li>• Politics</li> <li>• Democracy</li> <li>• Law</li> <li>• Justice</li> </ul>
Homework	<ul style="list-style-type: none"> <li>• Pre Questionnaire</li> <li>• Media campaign</li> <li>• Lobbying letter</li> </ul>	<ul style="list-style-type: none"> <li>• Key ring cards</li> <li>• Revision booklets</li> <li>• Flashcards</li> <li>• Revision clocks</li> </ul>	<p>EQ 1</p> <ul style="list-style-type: none"> <li>• Pressure groups and the media</li> <li>• Case study on Labours media campaign</li> <li>• Trade Union Case Study</li> </ul> <p>EQ 2</p> <ul style="list-style-type: none"> <li>• Free press comparison</li> <li>• The irresponsible media – case studies</li> </ul>	<ul style="list-style-type: none"> <li>• Brexit and its impact</li> <li>• Commonwealth and migration revision</li> <li>• ICJ and Theme C Revision</li> <li>• British NGOs</li> </ul>	<ul style="list-style-type: none"> <li>• Key ring cards</li> <li>• Revision booklets</li> <li>• Flashcards</li> <li>• Revision clocks</li> </ul>
Assessment	Theme E adapted assessment to assess:  A01	Mocks - paper 1 and part of paper 2:	Theme D adapted assessment to assess:  A01	End of Theme assessment from paper 1:  A01	May exam series both paper 1 and 2

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	<ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of citizenship concepts, terms and issues.</li> </ul> <p>A02</p> <ul style="list-style-type: none"> <li>• Apply knowledge and understanding of citizenship concepts, terms and issues to contexts and actions.</li> </ul>	<p>A01</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of citizenship concepts, terms and issues.</li> </ul> <p>A02</p> <ul style="list-style-type: none"> <li>• Apply knowledge and understanding of citizenship concepts, terms and issues to contexts and actions.</li> </ul> <p>A03</p> <ul style="list-style-type: none"> <li>• Analyse and evaluate a range of evidence relating to citizenship issues, debates and actions, including different viewpoints, to develop reasoned, coherent arguments and make substantiated</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of citizenship concepts, terms and issues.</li> </ul> <p>A02</p> <ul style="list-style-type: none"> <li>• Apply knowledge and understanding of citizenship concepts, terms and issues to contexts and actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of citizenship concepts, terms and issues.</li> </ul> <p>A02</p> <ul style="list-style-type: none"> <li>• Apply knowledge and understanding of citizenship concepts, terms and issues to contexts and actions.</li> </ul> <p>A03</p> <ul style="list-style-type: none"> <li>• Analyse and evaluate a range of evidence relating to citizenship issues, debates and actions, including different viewpoints, to develop reasoned, coherent arguments and make substantiated</li> </ul>	
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CEAIG	Researcher Charity worker Police liaison officer	A trade union representative Equal opportunities officer	Policy maker Social media manager Digital marketing	British Red Cross Refugee Support worker Lawyer for the CofE	Senior political affairs advisor UN project manager Journalist Editor
How to help at home	Answer the pre-questionnaire and the community questionnaire sent on parentmail	Your student will have key ring card with exam questions on them, quiz your student	Read a newspaper with your students, what is political? Is there anything about global politics or just our own? Why might this be?	Discuss whether the UK should be an isolationist nation, why it is a benefit to be a part of global organisations? What are the cons?	Help your student revise, they will have been given lots of flashcards/quiz cards, can you test them?
Wider Reading	March by John Lewis	Moxie by Jennifer Mathieu	I Am a Genius of Unspeakable Evil and I Want to Be Your Class President by Josh Lieb	Windrush child by Benjamin Zephaniah.	The Stonewall Riots: Coming Out in the Streets by Gayle E. Pitman

GCSE Computer Science	HT1	HT2	HT3	HT4 - 6
Topic(s)	Algorithms	Programming	Logic & Languages	Revision
Knowledge	Computational thinking Searching algorithms Sorting algorithms Flowcharts	Programming fundamentals  Sequence and Selection	Logic diagrams Truth Tables Defensive Design Errors and testing	Units 1-8 inclusive

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	<p>Pseudocode</p> <p>Interpret correct and complete algorithms</p>	<p>Iteration</p> <p>Arrays</p> <p>Procedures and functions</p> <p>Records and fields</p> <p>SQL</p>	<p>Translators and facilities of languages</p> <p>IDEs (integrated development environments)</p>	
<p>Understanding: Concepts / Disciplinary Knowledge</p>	<p>Understand the principles of computational thinking</p> <p>Be able to produce structure diagrams</p> <p>Understand and apply the different types of searching algorithms</p> <p>Understand and apply the different types of sorting algorithms</p> <p>Create, interpret, correct, complete and refine algorithms using flowcharts, arithmetic operators and variables</p>	<p>Understand and use data types: integer, real, Boolean, character and string</p> <p>Declare and use constants and variables</p> <p>Use input, output and assignment statements</p> <p>Use arithmetic operators</p> <p>Use string handling and conversion function</p> <p>Use selection, nested selection, sequence and iteration</p>	<p>Construct truth tables for logic gates and interpret the results</p> <p>Understand how to make maintainable programs</p> <p>Create, modify and interpret simple logic circuit diagrams</p> <p>Describe defensive design considerations and the purpose of testing</p> <p>Understand the purpose of translators</p>	<p>These half terms focus on revision techniques including revision and exam preparation that is tailored to the individual needs of students. Students will be focussing particularly on 6-8 mark answers to ensure they are adequately equipped for the upcoming exams.</p>

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	<p>Define data types: integer, real, Boolean, character, string</p> <p>Be able to use Boolean operators</p> <p>Write algorithms in pseudocode involving sequence, selection and iteration</p> <p>Understand the purpose of a given algorithm and how an algorithm works &amp; determine the correct output of an algorithm for a given set of data</p> <p>Understand how to identify and correct errors in algorithms</p> <p>Create and use of trace tables to follow an algorithm</p>	<p>Use NOT, AND and OR when creating Boolean expressions</p> <p>Write algorithms in pseudocode</p> <p>Use one- and two-dimensional arrays in the design of solutions to simple problems</p> <p>Understand the concept of subroutines and explain the advantages</p> <p>Understand and use parameters to pass data to procedures and functions</p> <p>Understand and use basic file handling operations</p> <p>Use SQL (Structured Query Language) statements to search for data:</p>	<p>Describe the characteristics of a compiler and interpreter</p> <p>Describe the characteristics and purpose of different levels of programming language</p>	
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Homework	Online Quizzes / Paper Based	Online Quizzes / Paper Based	Online Quizzes / Paper Based	Past Papers
Assessment	Exam using the range of skills from this half term	Exam using the range of skills from this half term	Exam using the range of skills from this half term	Past Papers
CEAIG	Robotics Engineer	Web developer	Software Developer	Technical Author
How to help at home	Encourage your child to use their revision guide and workbook to complete independent revision	Encourage your child to use their revision guide and workbook to complete independent revision	Encourage your child to use their revision guide and workbook to complete independent revision	<p>Encourage your child to use their revision guide and workbook to complete independent revision</p> <p>Pupils can access Seneca <a href="https://www.senecalearning.com/">https://www.senecalearning.com/</a></p> <p>Encourage your child to find a quiet space to revise in their spare time.</p> <p>Encourage your child to visit the library to revise, develop their coding skills and borrow a book!</p>
Wider Reading	OCR Computer Science Revision Guide <a href="#">Click here</a>	OCR Computer Science Revision Guide <a href="#">Click here</a>	OCR Computer Science Revision Guide <a href="#">Click here</a>	OCR Computer Science Revision Guide <a href="#">Click here</a>

Health & Social Care	HT1	HT2	HT3	HT4	HT5	HT6
Topic(s)	AO1 Demonstrate knowledge and understanding of factors that affect	AO4 Demonstrate knowledge and understanding of how to overcome	Revise and prepare for the completion of the external assessment to be	B2 Reviewing own application of care values		

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	health and wellbeing AO2 Interpret health indicators	obstacles relating to health and wellbeing improvement plans AO3 Design a person-centred health and wellbeing improvement plan	done 30th January 2022.			
Knowledge	Learners will explore how factors can affect an individual's health and wellbeing positively or negatively. This links to, and extends, knowledge and understanding of life events covered in Component 1, but here the focus is on health and wellbeing. Learners will interpret indicators that can be used to measure physiological health, interpreting data using	Learners will explore the features of health and wellbeing improvement plans. It links to, and consolidates, knowledge and understanding from Component 2, in particular support services and also care values in terms of the need for a person-centred approach.	This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2. Learners will be given a case study and will assess an individual's health and wellbeing, drawing on their understanding of life events from Component 1. They will design a health and wellbeing improvement plan that draws on their knowledge of services and care values from	Learners will reflect on their own application of care values, including using teacher or service-user feedback.		

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	published guidance.		Component 2.			
Understanding: Concepts / Disciplinary Knowledge	Learners demonstrate a high level of knowledge and understanding of factors that affect health and wellbeing. They explain clearly how different factors have positive and negative impacts on health and wellbeing, including the impact of a specific life event on wellbeing. They demonstrate a high level of ability to interpret lifestyle and physiological data to explain clearly, and in detail, factors that could potentially affect an individual's current and future physical health.	Learners design a health and wellbeing improvement plan that clearly describes recommendations, with specific and realistic short- and long-term targets, and sources of support that are linked to the targets. They provide a clear and convincing justification for the plan in terms of how it links to needs, wishes and circumstances of the individual. They clearly describe potential obstacles that might arise in keeping to the plan and make realistic suggestions for how these might be overcome.		Demonstrate the care values independently in a health or social care context, making justified and appropriate recommendations for improvements of own application of the care values that incorporate feedback.		



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Homework	E-Revision	E-Revision	E-Revision	Care Values Homework		
Assessment	Mock Section A	Mock Exam	Mock Exam	Role Play		
CEAIG	Amazing Apprenticeships - HSC	Pathways Options	Skills Building	Virtual Work Experience		
How to help at home	Encourage Revision; assist with recall and repetition, time assessment work	Encourage Revision; assist with recall and repetition, time assessment work	Encourage Revision; assist with recall and repetition, time assessment work	Watch programmes where learners can observe the care values in practice.		
Wider Reading	The Fault in Our Stars	This is Going to Hurt: Secret Diaries of a Junior Doctor		<a href="#">One Flew Over the Cuckoo's Nest (novel)</a>		

History	HT1	HT2	HT3	HT4	HT5	HT6
Topic(s)	America 1920-73: 1945-73	Britain Health and People: Modern Medicine	Normans: Control	Conflict & Tension: Road to War	Normans: Life under the Normans	Revision
Knowledge	Was the American Dream a reality?  McCarthyism Teenagers, Rock and Roll and	Fleming and Penicillin  The development of Treatment and Drugs	Conquest; not control  Rebellions in the south and the north	Hitlers Foreign Policy  Hitlers early actions Rhineland	Norman Villages, towns and society  Changes to life, religion, education and law	Revision: America Conflict & Tension

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	<p>Television</p> <p>The emergence of non violent protests and Martin Luther King</p> <p>Bus Boycotts, Sit in and Challenges to segregated education.</p> <p>The Civil Rights Movement</p> <p>Kennedy's New Frontier</p> <p>Johnson's Great Society</p> <p>Feminism and Equal Rights</p>	<p>The impact of WWII on Surgery</p> <p>The Liberal Reforms and the Welfare State</p>	<p>Harrying of the north</p> <p>Castles &amp; Cathedrals</p> <p>The Feudal system and the Domesday book</p> <p>Peacekeeping, punishments and the Law</p> <p>The assassination of William II</p>	<p>Anschluss</p> <p>Sudetenland</p> <p>Munich conference</p> <p>Appeasement</p> <p>The Nazi Soviet Pact</p> <p>Poland</p> <p>War</p>		<p>Britain Health and People</p> <p>The Normans</p>
Understanding: Concepts / Disciplinary Knowledge	Change and Continuity	Change and Continuity Factors	Cause and consequence	Cause and Consequence	Change and continuity	Change, Continuity, cause and Consequences Sources and Interpretations
Homework	Practise question 4	Cue cards	Practise Question 2	Practise exam	Practise Question 3	Cue Cards

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	and 5 GCSE Questions	Revision Practise question 4 on Factors	the importance of	questions 1,2 and 4	GCSE questions	Revision guide activities Seneca quizzes Practise questions
Assessment	Q4 and Q5  Quiz Q4 - Describe two problems tackled by the Feminist movement Q5 - In what ways were the lives of Americans affected by the Civil Rights Movement	Q4 -  Quiz - 30 mins, key questions from other units also  Q4 - Individuals in surgery	Quiz on Control Q2 - Explain what was important about the feudal system under the Normans  Q4 - Historical Environment	Q1, Q2 - Munich Agreement Rhineland 2020 - paper  Q4 - Appeasement as main cause of WW1	Q3 - - Quiz - Write an account of the ways in which the lives of Anglo-Saxon villagers stayed the same under the Normans. - Write an account of the ways in which education changed under the Norman	External Exam GCSE AQA History
CEAIG	Researcher Curator Archaeologist Journalist Teacher	Researcher Curator Archaeologist Journalist Teacher	Researcher Curator Archaeologist Journalist Teacher	Researcher Curator Archaeologist Journalist Teacher	Researcher Curator Archaeologist Journalist Teacher	Researcher Curator Archaeologist Journalist Teacher
How to help at home	<a href="https://www.youtube.com/watch?v=9iQVMWGE3_s">https://www.youtube.com/watch?v=9iQVMWGE3_s</a>  <a href="https://www.youtube.com/watch?v=ewJb8obYOKs">https://www.youtube.com/watch?v=ewJb8obYOKs</a>	<a href="https://www.youtube.com/watch?v=my14ZuzjH5I">https://www.youtube.com/watch?v=my14ZuzjH5I</a>  <a href="https://www.youtube.com/watch?v=nLXauAMZSRI">https://www.youtube.com/watch?v=nLXauAMZSRI</a>	<a href="https://www.youtube.com/watch?v=KGDu-vi8sg">https://www.youtube.com/watch?v=KGDu-vi8sg</a>  <a href="https://www.youtube.com/watch?v=kNWoxIAZdkM">https://www.youtube.com/watch?v=kNWoxIAZdkM</a>	<a href="https://www.bbc.co.uk/bitesize/topics/zfd82hv">https://www.bbc.co.uk/bitesize/topics/zfd82hv</a>  <a href="https://www.youtube.com/watch?v=vUfRz_dLXO4">https://www.youtube.com/watch?v=vUfRz_dLXO4</a>	<a href="https://www.youtube.com/watch?v=bxpTxuPTkIA">https://www.youtube.com/watch?v=bxpTxuPTkIA</a>  <a href="https://www.youtube.com/watch?v=KGDu-vi8sg">https://www.youtube.com/watch?v=KGDu-vi8sg</a>	Test knowledge with Cue CardsKnowledge organiser  Revision guides  Seneca quizzes

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	<a href="https://www.youtube.com/watch?v=yYy8NTTFI4Q">https://www.youtube.com/watch?v=yYy8NTTFI4Q</a>	<a href="https://www.youtube.com/watch?v=dq2490ta6vg">https://www.youtube.com/watch?v=dq2490ta6vg</a>				
Wider Reading	<p>1920-73 Opportunity and inequality textbook and revision guide</p> <p>The Colour Purple by Alice Walker</p> <p>I know Why the caged Bird Sings Maya Angelou</p> <p>To Kill A Mockingbird by Harper Lee</p>	<p>Blood and Guts by Roy Porter</p> <p>Oxford AQA Britain Health and People textbook and revision guide.</p> <p>Penicillin Man: Alexander Flemming And The Antibiotic Revolution</p> <p>Guns Germs &amp; Steel by Jared Diamond</p>	<p>1066 William I by Marc Morris</p> <p>The Norman Conquest by Marc Morris</p> <p>Castles by Marc Morris</p>	<p>The Rise of Evil by Theodor Barrington Fuller</p> <p>The Origins of the Second World War by AJP Taylor</p> <p>How to be a Dictator: The Cult of Personality in the Twentieth Century by Frank Dikotte</p>	<p>1066 William I by Marc Morris</p> <p>The Norman Conquest by Marc Morris</p> <p>Castles by Marc Morris</p>	AQA Oxford revision guides.

Hospitality and Catering	HT1	HT2	HT3	HT4	HT5	HT6
Topic(s)	Nutrition- Macro and Micronutrients	The effects of cooking on Nutrients	Needs of specific groups & NEA task breakdown	Needs of specific groups & NEA task breakdown	Factors to consider when proposing dishes for menus	
Knowledge		To understand and explain the function	Diet/ menus and specific groups	Start Ac 2.1 Factors To understand and	Reduce, reuse, recycle	

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	<p>To understand and explain the Function of Protein</p> <p>To understand and explain the function of Fats</p> <p>To understand and explain the function of Carbohydrates</p>	<p>of fibre</p> <p>To understand and explain the function of vitamin A/B</p> <p>To understand and explain the function of vitamin C/D</p> <p>To understand and explain the function of vitamin E/K</p> <p>To understand and explain the function of Calcium</p> <p>To understand and explain the function of Iron</p> <p>To understand and explain the function of Sodium</p> <p>To understand and explain the function of sodium and Fluoride</p> <p>To understand and explain Water in the</p>	<p>To understand and explain the effect of cooking on the nutrients</p> <p>To understand and explain vulnerable nutrients and nutrient retainment</p>	<p>explain and considerations when proposing dishes for menus</p> <p>To understand and explain customer base and provision</p> <p>To understand and explain types of menu and seasonal implications</p> <p>To understand and explain equipment and time availability</p> <p>To understand and explain how to balance a menu</p> <p>To understand and explain menus covering a range of foods and ingredients</p> <p>To understand and explain food- colour, flavour, texture, shape</p> <p>To understand and</p>	<p>Preparation and cooking methods, ingredients and packaging</p> <p>To understand and explain how dishes on a menu meet customer needs</p> <p>To understand and explain organoleptic food/ menus and cost.</p> <p>Plan production of dishes and time plan</p>	
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		diet Complete Ac 1.1  Start Ac 1.1 How to present a good comparison  Diet/ menus and specific groups		explain how dishes on a menu address environmental issues		
Understanding: Concepts / Disciplinary Knowledge	The key principles of nutrition and micronutrients	The key effects on the principles of nutrition and micronutrients	The key effects on selected groups based nutritional values	Menu planning and developing products for selected groups based nutritional values	Menu planning and developing products for selected groups based nutritional values	
Homework	Revision/ Google quiz	Revision/ Google quiz	Revision/ Google quiz	Revision/ Google quiz	Revision/ Google quiz	
Assessment	Core content Exam question and NEA Folder	Core content Exam question and NEA Folder	Core content Exam question and NEA Folder	Core content Exam question and NEA Folder	Core content Exam question and NEA Folder	
CEAIG	Executive chef	Counter Server	Maitre d'	Baker	Supply Chain Planner	
How to help at home	Watch; The Savoy on ITV	Watch: Food Unwrapped   All 4	Watch: A Very British Hotel On C4	Watch: Flavorful Origins on netflix	Watch:A life beyond the lobby on BBC	
Wider Reading	The Science of	The Cookbook for	BOSH!: Simple	Farmhouse Cooking:	Lonely Planet	

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	Cooking: Every Question Answered to Perfect your Cooking - by Dr. Stuart Farrimond ISBN-10 : 0241229782	Teens: The Easy Teen Cookbook with 74 Fun & Delicious Recipes to Try by Mendocino Press (Author) ISBN-10 : 9781623153618	recipes. Unbelievable results. All plants. The highest-selling vegan cookery book ever by Henry Firth ISBN-10 : 000826290X	Comforting, Simple & Delicious Dishes Made with the Freshest Ingredients by Publications International Ltd. (Author) ISBN-10 : 1640306374	World's Best Street Food mini: Where to Find it & How to Make it (Lonely Planet Food)	
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Geography	HT1	HT2	HT3	HT4	HT5	HT6
Topic(s)	Urban Issues and Challenges	Urban Issues and Challenges	Changing Economic World	Changing Economic World & Resource Management	Paper 3: Pre-release booklet	Revision/ GCSE examinations
Knowledge	LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change.  A case study of one LIC or NEE to illustrate (Rio de Janeiro):  the location and importance of the	There are global variations in economic development and quality of life  Various strategies exist for reducing the global development gap  Some LICs and NEEs are experiencing rapid economic	The location and importance of the country, regionally and globally of a NEE (Nigeria)  The wider political, social, cultural and environmental context within which the country is placed  The changing	Management of various resources including water, food and energy  Demand for water resources is rising globally but supply can be insecure, which may lead to conflict  Areas of surplus (security) and deficit (insecurity):	Using resource booklet to investigate an issue and develop in depth knowledge and understanding  The resource booklet will be available twelve weeks before the date of the exam so that pupils have the opportunity to work through the resources, enabling	

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	<p>country, regionally and globally</p> <p>the wider political, social, cultural and environmental context within which the country is placed</p> <p>Overview of the distribution of population and the major cities in the UK.</p> <p>A case study of a major city in the UK (Manchester) to illustrate: the location and importance of the city in the UK and the wider world</p> <p>impacts of national and international migration on the growth and character of the city</p> <p>how urban change</p>	<p>development which leads to significant social, environmental and cultural change</p>	<p>industrial structure</p> <p>The balance between different sectors of the economy. How manufacturing industry can stimulate economic development</p> <p>The role of transnational corporations (TNCs) in relation to industrial development</p> <p>Advantages and disadvantages of TNC(s) to the host country</p> <p>The changing political and trading relationships with the wider world</p> <p>International aid:</p>	<p>global distribution of water consumption and supply</p> <p>reasons for increasing water consumption: economic development, rising population, technology</p> <p>factors affecting water supply: physical factors, cost of exploitation and production, technology and political factors</p>	<p>them to become familiar with the material</p>	
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	<p>has created opportunities</p> <p>social and economic: cultural mix, recreation and entertainment, employment, integrated transport systems</p> <p>environmental: urban greening</p> <p>how urban change has created challenges</p>		<p>types of aid, impacts of aid on the receiving country</p> <p>The environmental impacts of economic development</p> <p>The effects of economic development on quality of life for the population</p>			
Understanding: Concepts / Disciplinary Knowledge	<p>Develop knowledge skills and understanding linking skills below with content in section above</p> <p>Cartographic skills</p>	<p>Develop knowledge skills and understanding linking skills below with content in section above</p> <p>Cartographic skills</p>	<p>Develop knowledge skills and understanding linking skills below with content in section above</p> <p>Cartographic skills</p>	<p>Develop knowledge skills and understanding linking skills below with content in section above</p> <p>Cartographic skills</p>	<p>Develop knowledge skills and understanding linking skills below with content in section above</p> <p>Cartographic skills</p>	

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	Graphical skills Numerical skills Statistical skills	Graphical skills Numerical skills Statistical skills	Graphical skills Numerical skills Statistical skills	Graphical skills Numerical skills Statistical skills	Graphical skills Numerical skills Statistical skills	
Homework	Set weekly on Class Charts focussing on knowledge retrieval and revision	Set weekly on Class Charts focussing on knowledge retrieval and revision	Set weekly on Class Charts focussing on knowledge retrieval and revision	Set weekly on Class Charts focussing on knowledge retrieval and revision	Set weekly on Class Charts focussing on knowledge retrieval and revision	
Assessment	Assessments take place regularly with in class exam questions, sections of exam papers and formal mock exams	Assessments take place regularly with in class exam questions, sections of exam papers and formal mock exams	Assessments take place regularly with in class exam questions, sections of exam papers and formal mock exams	Assessments take place regularly with in class exam questions, sections of exam papers and formal mock exams	Assessments take place regularly with in class exam questions, sections of exam papers and formal mock exams	
CEAIG	Construction manager	Transport planner	Accountant	Geographical information systems officer	Marketing executive	
How to help at home	Encourage a revision calendar to be made and followed each week  Speak with pupils about their work and encourage them to show your their work and talk	Create a knowledge wall with key pieces of information	Speak with pupils about their work and encourage them to show your their work and talk you through what they have produced  Encourage pupils to regularly review	Make sure pupils review their revision calendar and focus on areas of development highlighted from revision  Conversations around topics,		

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	you through what they have produced  Encourage pupils to regularly review work using textbook and exercise book		work using textbook and exercise book	where pupils inform others and teach them		
Wider Reading	Prisoners of Geography: Ten Maps That Tell You Everything You Need to Know About Global Politics	The Almighty Dollar	I am Malala  Dead Aid: Why aid is not working and how there is another way for Africa	Factfulness	Area based on resource booklet	

Science	HT1	HT2	HT3	HT4	HT5	HT6
Topic(s)	B5 Homeostasis C6 Rates P5 Forces	B6 inheritance C7 Organic Chemistry C8 Chemical Analysis	P6 Waves C9 Chemistry of the atmosphere	B7 Ecology	GCSE Exam Practice consists of reviewing content covered throughout the year and areas of weakness following mock exams.	GCSE Exam Season
Knowledge						
Understanding: Concepts / Disciplinary	Cells in the body can only survive within narrow	In this section we will discover how the number of	The Earth's atmosphere is dynamic and forever	The Sun is a source of energy that passes through		

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<p>Knowledge</p>	<p>physical and chemical limits. They require a constant temperature and pH as well as a constant supply of dissolved food and water. In order to do this the body requires control systems that constantly monitor and adjust the composition of the blood and tissues. These control systems include receptors which sense changes and effectors that bring about changes. In this section we will explore the structure and function of the nervous system and how it can bring about fast responses. We will also explore the hormonal system which usually brings about much slower</p>	<p>chromosomes are halved during meiosis and then combined with new genes from the sexual partner to produce unique offspring. Gene mutations occur continuously and on rare occasions can affect the functioning of the animal or plant. These mutations may be damaging and lead to a number of genetic disorders or death. Very rarely a new mutation can be beneficial and consequently, lead to increased fitness in the individual. Variation generated by mutations and sexual reproduction is the basis for natural selection; this is how species evolve. An understanding of</p>	<p>changing. The causes of these changes are sometimes man-made and sometimes part of many natural cycles. Scientists use very complex software to predict weather and climate change as there are many variables that can influence this. The problems caused by increased levels of air pollutants require scientists and engineers to develop solutions that help to reduce the impact of human activity. Wave behaviour is common in both natural and man-made systems. Waves carry energy from one place to another and can also carry information. Designing</p>	<p>ecosystems. Materials including carbon and water are continually recycled by the living world, being released through respiration of animals, plants and decomposing microorganisms and taken up by plants in photosynthesis. All species live in ecosystems composed of complex communities of animals and plants dependent on each other and that are adapted to particular conditions, both abiotic and biotic. These ecosystems provide essential services that support human life and continued development. In order to continue to benefit from these</p>		
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	<p>changes. Hormonal coordination is particularly important in reproduction since it controls the menstrual cycle. An understanding of the role of hormones in reproduction has allowed scientists to develop not only contraceptive drugs but also drugs which can increase fertility. Chemical reactions can occur at vastly different rates. Whilst the reactivity of chemicals is a significant factor in how fast chemical reactions proceed, there are many variables that can be manipulated in order to speed them up or slow them down. Chemical reactions may also be reversible and</p>	<p>these processes has allowed scientists to intervene through selective breeding to produce livestock with favoured characteristics. Once new varieties of plants or animals have been produced it is possible to clone individuals to produce larger numbers of identical individuals all carrying the favourable characteristic. The chemistry of carbon compounds is so important that it forms a separate branch of chemistry. A great variety of carbon compounds is possible because carbon atoms can form chains and rings linked by C-C bonds. This branch of chemistry gets its name from the fact</p>	<p>comfortable and safe structures such as bridges, houses and music performance halls requires an understanding of mechanical waves. Modern technologies such as imaging and communication systems show how we can make the most of electromagnetic waves.</p>	<p>services humans need to engage with the environment in a sustainable way. In this section we will explore how humans are threatening biodiversity as well as the natural systems that support it. We will also consider some actions we need to take to ensure our future health, prosperity and well-being.</p>		
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	<p>therefore the effect of different variables needs to be established in order to identify how to maximise the yield of desired product. Understanding energy changes that accompany chemical reactions is important for this process. In industry, chemists and chemical engineers determine the effect of different variables on reaction rate and yield of product. Whilst there may be compromises to be made, they carry out optimisation processes to ensure that enough product is produced within a sufficient time, and in an energy-efficient way.</p>	<p>that the main sources of organic compounds are living, or once-living materials from plants and animals. These sources include fossil fuels which are a major source of feedstock for the petrochemical industry. Chemists are able to take organic molecules and modify them in many ways to make new and useful materials such as polymers, pharmaceuticals, perfumes and flavourings, dyes and detergents.</p>				
Homework	Educake recall quiz	Educake recall quiz	Educake recall quiz	Educake recall quiz	Educake recall quiz	Educake recall quiz

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	based on B1/C1/P1	based on B1/C1/P1	based on B2/C2/P2	based on B2/C2/P2	Exam paper practice	Exam paper practice
Assessment	Practical skills Multiple choice recall Extended writing tasks Exam Questions Educake Online	Practical skills Multiple choice recall Extended writing tasks Exam Questions Educake Online Mock Exams	Practical skills Multiple choice recall Extended writing tasks Educake Online Exam Questions	Practical skills Multiple choice recall Extended writing tasks Exam Questions Educake Online Mock Exams	Practical skills Multiple choice recall Extended writing tasks Educake Online Exam Questions	GCSE Exams
CEAIG	Doctor Nurse Vet	Health care Ecologist	Nuclear physicist Communications engineer	Agriculture Zoology Nature Conservationist		
How to help at home	<a href="https://www.bbc.co.uk/bitesize/examspe/cs/z8r997h">https://www.bbc.co.uk/bitesize/examspe/cs/z8r997h</a>	<a href="https://www.bbc.co.uk/bitesize/examspe/cs/z8r997h">https://www.bbc.co.uk/bitesize/examspe/cs/z8r997h</a>	<a href="https://www.bbc.co.uk/bitesize/examspe/cs/z8r997h">https://www.bbc.co.uk/bitesize/examspe/cs/z8r997h</a>	<a href="https://www.bbc.co.uk/bitesize/examspe/cs/z8r997h">https://www.bbc.co.uk/bitesize/examspe/cs/z8r997h</a>		
Wider Reading	<i>Fiction</i> 13 minutes, Sarah Pinborough  The Children of the King, Sonya Hartnett  A Brave New World,	<i>Fiction</i> 13 minutes, Sarah Pinborough  The Children of the King, Sonya Hartnett  A Brave New World,	<i>Fiction</i> 13 minutes, Sarah Pinborough  The Children of the King, Sonya Hartnett  A Brave New World,	<i>Fiction</i> 13 minutes, Sarah Pinborough  The Children of the King, Sonya Hartnett  A Brave New World,	<i>Fiction</i> 13 minutes, Sarah Pinborough  The Children of the King, Sonya Hartnett  A Brave New World,	

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	Aldous Huxley  <i>Non Fiction</i>  The Absolutely True Diary of a Part-Time Indian, Sherman Alexie  The Disappearing Spoon, Sam Kean  The Man Who Mistook His Wife For a Hat, Oliver Sacks	Aldous Huxley  <i>Non Fiction</i>  The Absolutely True Diary of a Part-Time Indian, Sherman Alexie  The Disappearing Spoon, Sam Kean  The Man Who Mistook His Wife For a Hat, Oliver Sacks	Aldous Huxley  <i>Non Fiction</i>  The Absolutely True Diary of a Part-Time Indian, Sherman Alexie  The Disappearing Spoon, Sam Kean  The Man Who Mistook His Wife For a Hat, Oliver Sacks	Aldous Huxley  <i>Non Fiction</i>  The Absolutely True Diary of a Part-Time Indian, Sherman Alexie  The Disappearing Spoon, Sam Kean  The Man Who Mistook His Wife For a Hat, Oliver Sacks	Aldous Huxley  <i>Non Fiction</i>  The Absolutely True Diary of a Part-Time Indian, Sherman Alexie  The Disappearing Spoon, Sam Kean  The Man Who Mistook His Wife For a Hat, Oliver Sacks	
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Spanish	HT1	HT2	HT3	HT4	HT5
Topic(s)	¡A Currar!	¡A Currar!	Hacia un Mundo Mejor	Hacia un Mundo Mejor	Revision
Knowledge	<ul style="list-style-type: none"> <li>Jobs and work preferences</li> <li>Chores and part time jobs- soler</li> <li>Importance of language learning</li> </ul>	<ul style="list-style-type: none"> <li>Applying for jobs</li> <li>Work experience- past tenses</li> <li>Gap year- conditional tense</li> </ul>	<ul style="list-style-type: none"> <li>Global issues</li> <li>Social issues</li> <li>Describing housing</li> </ul>	<ul style="list-style-type: none"> <li>Protecting the environment- conditional tense</li> <li>Healthy eating and vices</li> </ul>	<ul style="list-style-type: none"> <li>Family and relationships</li> <li>Holidays</li> <li>School</li> </ul>



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		<ul style="list-style-type: none"> <li>• Future plans- simple future tense, cuando</li> </ul>			
Understanding: Concepts / Disciplinary Knowledge	<ul style="list-style-type: none"> <li>• Describing current and future jobs</li> </ul>	<ul style="list-style-type: none"> <li>• Describing work experience in the past tenses</li> <li>• Describing future aspirations</li> </ul>	<ul style="list-style-type: none"> <li>• Describing a serious global/social issue.</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining what is being and should be done to protect the environment.</li> </ul>	
Homework	Vocabulary learning	Vocabulary learning	Vocabulary learning	Vocabulary learning	Vocabulary learning
Assessment		End of Unit assessment	Mock examinations- past papers	End of Unit assessments	Past paper practice
CEAIG	Discussing routes post-16, including into Languages and where Language skills can take you.	Conducting a job interview. Describing relevant past work experience.	Links to jobs in the NGO sector.	Discussing volunteering opportunities post 16.	
How to help at home	Use the Pearson and CGP revision guides and flashcards  Seneca  BBC Bitesize	Use the Pearson and CGP revision guides and flashcards  Seneca  BBC Bitesize	Use the Pearson and CGP revision guides and flashcards  Seneca  BBC Bitesize	Use the Pearson and CGP revision guides and flashcards  Seneca  BBC Bitesize	Use the Pearson and CGP revision guides and flashcards  Seneca  BBC Bitesize
Wider Reading	<a href="#">Why learn a language- Spanish article</a>  <a href="#">Jobs vocabulary</a>	<a href="#">Preterite vs. imperfect past revision</a>  <a href="#">Simple future revision</a>	<a href="#">Spanish article on global issues</a>  <a href="#">List of news sites in</a>	<a href="#">Careers and volunteering using languages</a>	

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	<a href="#">Jobs using languages</a>	<a href="#">video</a>	<a href="#">Spanish</a>		
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Maths Foundation	HT1	HT2	HT3	HT4	HT5	HT6
Topic(s)	Probability and Geometry	Algebra, Geometry and Number	Geometry and Algebra	Exam Revision	Exam Revision	Exam Season
Knowledge	Probability of Events Multiplicative Reasoning Plans and Elevations Constructions, Loci and Bearings	Quadratic Equations - Expanding, Factorising and Graphical Approaches Circles, Cylinders, Cones and Spheres Fractions and Reciprocals Indices and Standard Form	Similarity and Congruence Vectors Rearranging Equations Graphs of Higher-Order Functions Simultaneous Equations	Revisiting previously taught content Use of Assessment Frameworks to identify areas of weakness and misconception	Revisiting previously taught content Use of Assessment Frameworks to identify areas of weakness and misconception	
Understanding: Concepts / Disciplinary Knowledge	Using Probability Further Exploration of Geometry	Further Algebra Measuring Space in Circles and 3D Shapes Exploring Number	Exploring 2D Shapes Vectors Using Harder Algebra Concepts	Ensure taught content is understood and that any gaps in knowledge and addressed	Ensure taught content is understood and that any gaps in knowledge and addressed	

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Homework	MathsBox Focus Tasks	MathsBox Focus Tasks	MathsBox Focus Tasks	MathsBox Focus Tasks	MathsBox Focus Tasks	
Assessment	Topic Based/Past-Paper Based Assessments	Topic Based/Past-Paper Based Assessments Mock Exam	Topic Based/Past-Paper Based Assessments	Topic Based/Past-Paper Based Assessments	Topic Based/Past-Paper Based Assessments	
CEAIG	Architecture	Accountant	Computer Programming	Scientist	Teaching	
How to help at home	<p>The two sites below are fantastic resources for revision:</p> <ul style="list-style-type: none"> <li>- MathsGenie is useful for exam practice - <a href="https://www.mathsgenie.co.uk/gcse.html">https://www.mathsgenie.co.uk/gcse.html</a></li> <li>- CorbettMaths is useful for more topic-based practice - <a href="https://corbettmaths.com/contents/">https://corbettmaths.com/contents/</a></li> </ul>					
Wider Reading	'The Monty Hall Problem' - Rob Deaves	'The Indisputable Existence of Santa Claus' - Dr Hannah Fry and Dr Thomas Oleron Evans	'The Code Book' - Simon Singh	'The Penguin Dictionary of Curious and Interesting Numbers' - David Wells	'The Number Mysteries' - Marcus du Sautoy	

Maths Higher	HT1	HT2	HT3	HT4	HT5	HT6
Topic(s)	Algebra, Geometry and Data	Data, Algebra and Geometry	Geometry, Algebra and Proportional Reasoning	Exam Revision	Exam Revision	
Knowledge	Multiplicative	Cumulative	Vectors	Revisiting previously	Revisiting previously	

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	Reasoning Similarity and Congruence Graphs of Trigonometric Functions Further Trigonometry Collecting Data	Frequency, Box Plots and Histograms Quadratics Circle Theorems Algebraic Fractions Surd Algebraic Proof	Geometric Proof Reciprocal and Exponential Graphs Direct and Inverse Proportion	taught content Use of Assessment Frameworks to identify areas of weakness and misconception	taught content Use of Assessment Frameworks to identify areas of weakness and misconception	
Understanding: Concepts / Disciplinary Knowledge	Geometrical Ideas Using and Exploring Trigonometry Data Representation and Analytical Skills	Data Representation and Analytical Skills More Complex Algebraic Ideas Geometry of Circles	Vectors Further Use of Graphs Direct and Inverse Proportional Reasoning	Ensure taught content is understood and that any gaps in knowledge and addressed	Ensure taught content is understood and that any gaps in knowledge and addressed	
Homework	MathsBox Focus Tasks	MathsBox Focus Tasks	MathsBox Focus Tasks	MathsBox Focus Tasks	MathsBox Focus Tasks	
Assessment	Topic Based/Past-Paper Based Assessments	Topic Based/Past-Paper Based Assessments Mock Exam	Topic Based/Past-Paper Based Assessments	Topic Based/Past-Paper Based Assessments	Topic Based/Past-Paper Based Assessments	
CEAIG	Clean Energy Engineer	Mathematical Studies	Epidemiologist	Scientist	Teaching	

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How to help at home	The two sites below are fantastic resources for revision: <ul style="list-style-type: none"> <li>- MathsGenie is useful for exam practice - <a href="https://www.mathsgenie.co.uk/gcse.html">https://www.mathsgenie.co.uk/gcse.html</a></li> <li>- CorbettMaths is useful for more topic-based practice - <a href="https://corbettmaths.com/contents/">https://corbettmaths.com/contents/</a></li> </ul>					
Wider Reading	'Flatterland' - Ian Stewart	'The Indisputable Existence of Santa Claus' - Dr Hannah Fry and Dr Thomas Oleron Evans	'The Code Book' - Simon Singh	'Why do buses come in threes? The Hidden Mathematics of Everyday Life' - Rob Eastaway & Jeremy Wyndham	'How to Cut a Cake: and Other Mathematical Conundrums' - Ian Stewart	

Music	HT1	HT2	HT3	HT4	HT5	HT6
Topic(s)	Composition	Aos 2 Popular Music	Performance	Aos 4 Western classical music 1910 onwards	Revision of Aos 1 Aos 2 Aos 3 Aos 4	
Knowledge	Composition skills and Creating: chords Melody structure Melodic devices Harmonic devices Textures Rhythmic devices	Stylistic Characteristics and Features	Independent Instrumental skills Notation reading Specific instrument techniques.	Stylistic Characteristics and Features	Revisiting previously taught content  Use of Assessment Frameworks to identify areas of weakness and misconception	

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Understanding: Concepts / Disciplinary Knowledge	Composition skills Using the elements of music to create an original composition.	The Elements of Music within Aos 2 Dynamics Rhythm Structure Melody Instrumentation Texture Tempo Tonality Harmony	Notation reading Performance skills	The Elements of Music within Aos 4 Dynamics Rhythm Structure Melody Instrumentation Texture Tempo Tonality Harmony	Ensure taught content is understood and that any gaps in knowledge and addressed	
Homework	Focus On Sound Exam practice papers Solo & Ensemble performance practice	Focus On Sound Exam practice papers Solo & Ensemble performance practice	Focus On Sound Exam practice papers Solo & Ensemble performance practice	Focus On Sound Exam practice papers	Focus On Sound Exam practice papers	
Assessment	Composition Submission  Performance submission  Listening practice papers Based/Past-Paper	Composition Submission  Performance submission  Listening practice papers Based/Past-Paper	Composition Submission  Performance submission  Listening practice papers Based/Past-Paper	Composition Submission  Performance submission  Listening practice papers Based/Past-Paper	Topic Based/Past-Paper Based Assessments	
CEAIG	Music Performance or Technology Courses at The Manchester College, Xavarian College, Hopwood Hall. BA Hons in Popular Music and Recording at Salford University. BA Hons in Music at The University of Manchester Music Performance BA at RNCM					

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	Performer, Teacher, Composer, Arranger, Producer, DJ, Music Publicist, Booking Agent, Tour Manager, Artist Manager, Recording Engineer.					
How to help at home	Access to Focus on Sound. Space to rehearse & practice at home  GCSE AQA Music For the new 9-1 Exams Complete revision & Practice	Access to Focus on Sound. Space to rehearse & practice at home  GCSE AQA Music For the new 9-1 Exams Complete revision & Practice	Access to Focus on Sound. Space to rehearse & practice at home  GCSE AQA Music For the new 9-1 Exams Complete revision & Practice	Access to Focus on Sound. Space to rehearse & practice at home  GCSE AQA Music For the new 9-1 Exams Complete revision & Practice	Access to Focus on Sound. Space to rehearse & practice at home  GCSE AQA Music For the new 9-1 Exams Complete revision & Practice	
Wider Reading	AQA GCSE Music Listening Tests Andrew S Coxson & John Kelleher	AQA GCSE Music Listening Tests Andrew S Coxson & John Kelleher	AQA GCSE Music Listening Tests Andrew S Coxson & John Kelleher	AQA GCSE Music Listening Tests Andrew S Coxson & John Kelleher	AQA GCSE Music Listening Tests Andrew S Coxson & John Kelleher	

PE	HT1	HT2	HT3	HT4	HT5	HT6
Topic(s)	Injury and Technology	Methods of training Principles of training Diet and nutrition Psychology in sport	Methods of training Principles of training Diet and nutrition Psychology in sport	Planning a sports specific session. Target groups.	Leading and evaluating a sports specific session	
Knowledge	Basic and complex sporting injuries and their treatment. The use of technology in sport and its benefits and	How to improve sports specific fitness. Diet and nutrition for sport. Motivation, self	How to improve sports specific fitness. Diet and nutrition for sport. Motivation, self	Attributes of a leader and the benefits of exercise	Session planning and meeting the needs of the group. Know how to evaluate and review a session. The use	

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	limitations	confidence and anxiety and it effects on participation	confidence and anxiety and it effects on participation		of feedback.	
Understanding: Concepts / Disciplinary Knowledge	How injuries are caused and treated in sports. Rehabilitation methods.  Technological advances.	Demonstrate knowledge of the principles of training to improve fitness,nutrition and psychological influences.	Demonstrate understanding of training to improve fitness, nutrition and psychological influences when applying to sport and activity.	Understand the fundamentals of sport and physical activity leadership	Plan, deliver and review sessions for target groups.	
Homework	Related to coursework, pre reading and google quizzes	Google quizzes	Google Quizzes - Recall/exam questions	Related to coursework, pre reading and google quizzes	Related to coursework, pre reading and google quizzes	
Assessment	LAB & LAC coursework	Exam questions	External exam	LAA	LAB&LAC	
CEAIG	Physiotherapist	Sports scientist	Nutritionist	Coach / PE teacher	Coach /PE teacher	
How to help at home	Support your child in completing their homework. Help with revision, using the material provided. Encourage your child to attend after school sessions.	Support your child in completing their homework. Help with revision, using the material provided. Encourage your child to attend after school sessions.	Support your child in completing their homework. Help with revision, using the material provided. Encourage your child to attend after school sessions.	Support your child in completing their homework. Help with revision, using the material provided. Encourage your child to attend after school sessions.	Support your child in completing their homework. Help with revision, using the material provided. Encourage your child to attend after school sessions.	
Wider Reading	Technology in sport	Sport and exercise	Methods of training	Description of a	Sports psychology	



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<a href="https://www.topendsports.com/resources/technology.htm">https://www.topendsports.com/resources/technology.htm</a>	nutrition <a href="https://www.bda.uk.com/resource/sport-exercise-nutrition.html">https://www.bda.uk.com/resource/sport-exercise-nutrition.html</a>	<a href="https://www.bbc.co.uk/bitesize/guides/zqgd2p3/revision/2">https://www.bbc.co.uk/bitesize/guides/zqgd2p3/revision/2</a>	good sports leader <a href="https://www.livestrong.com/article/548835-description-of-a-good-sports-leader/">https://www.livestrong.com/article/548835-description-of-a-good-sports-leader/</a>	<a href="https://www.simplypsychology.org/sport-psychology.html">https://www.simplypsychology.org/sport-psychology.html</a>	
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Religious Studies	HT1	HT2	HT3	HT4	HT5
Topic(s)	Islam - Peace and conflict	Paper 1 and 2 revision	Christianity - Matters of life and death	Islam - Crime and Punishment	Paper 1 and 2 revision
Knowledge	EQ – Is peace impossible in today's world? <ul style="list-style-type: none"> <li>• Muslim attitudes towards Peace</li> <li>• Role of Muslims in Peace making</li> <li>• Muslim attitudes toward Conflict</li> <li>• Role of Religion in Conflict</li> </ul>	<i>Christian Beliefs and Practices</i> <ul style="list-style-type: none"> <li>• Why is the resurrection significant?</li> <li>• How can Christians achieve salvation?</li> <li>• How might Christians respond to the problem of evil and suffering?</li> <li>• What is the purpose of the afterlife?</li> <li>• What is the difference between liturgical and</li> </ul>	EQ – Without religion can we have scientific theories? <ul style="list-style-type: none"> <li>• Origins of the Universe</li> <li>• Sanctity of life</li> <li>• Evolution and Scientific theory</li> <li>• Responses to Natural world issues</li> <li>• Responses to use of animals</li> </ul> EQ – Is belief in an afterlife a method of social control? <ul style="list-style-type: none"> <li>• Life after death</li> <li>• Opposition to an afterlife</li> </ul>	EQ – Should only God be allowed to Judge? <ul style="list-style-type: none"> <li>• Nature of Justice</li> <li>• Muslim attitudes towards Crime</li> <li>• Good, Evil and Suffering</li> </ul> EQ – If Allah is the Creator, is it Haram to take another's person's life? <ul style="list-style-type: none"> <li>• Muslim attitudes towards Punishments</li> <li>• Aims of</li> </ul>	<i>Marriage and the Family</i> <ul style="list-style-type: none"> <li>• Why is marriage important?</li> <li>• What is the purpose of family, and what support do they get?</li> <li>• Why do different denominations have different attitudes to sex?</li> <li>• What have Christians done to oppose gender prejudice?</li> </ul>

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	<p>EQ – Is there a difference between a bystander, a resister and a collaborator of war?</p> <ul style="list-style-type: none"> <li>• Pacifism</li> <li>• Just War Theory</li> <li>• Holy War</li> <li>• WMD</li> <li>• Issues Around Conflict</li> </ul>	<p>non-liturgical worship?</p> <ul style="list-style-type: none"> <li>• How is pilgrimage carried out by different denominations?</li> <li>• What is the role and purpose of the local church?</li> <li>• Why is missionary work important for church growth?</li> </ul> <p><i>Islam Belief and Practices</i></p> <ul style="list-style-type: none"> <li>• What is the purpose of the 6 Beliefs of Islam?</li> <li>• Why have the Holy Books changed over time?</li> <li>• Why are Angels significant?</li> <li>• How can Muslims get rewarded in Akhirah?</li> <li>• How do different Muslims carry out the 10 obligatory acts</li> <li>• What is the significance of Zakat</li> <li>• What is the nature and purpose of Hajj?</li> </ul>	<p>EQ – If the human body is a gift from God, should it ever be harmed?</p> <ul style="list-style-type: none"> <li>• Abortion</li> <li>• Euthanasia</li> </ul>	<p>punishments</p> <ul style="list-style-type: none"> <li>• Forgiveness</li> <li>• Treatment of Criminals</li> <li>• Capital Punishment</li> </ul>	<p>Peace and conflict</p> <ul style="list-style-type: none"> <li>• How do Muslims try to get peace?</li> <li>• How do Muslims respond to conflict?</li> <li>• What role does religion play in conflict?</li> </ul> <p><i>Life after death</i></p> <p><i>Peace and Conflict</i></p>
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		<ul style="list-style-type: none"> <li>• What is the Muslims response to Jihad?</li> </ul>			
Understanding: Concepts / Disciplinary Knowledge	Know and understand, analyse and evaluate: Peace and Conflict; Teachings and Responses	Know and understand, analyse and evaluate	Know and understand, analyse and evaluate; Life after death, creation, the natural world: Teachings, Responses and implications	Know and understand, analyse and evaluate: Crime and Punishment; Teachings and Responses	Know and understand, analyse and evaluate
Homework	EQ1: <ul style="list-style-type: none"> <li>• Homework booklet</li> <li>• Jihad recap</li> </ul> EQ2: <ul style="list-style-type: none"> <li>• Key ring cards</li> </ul>	<ul style="list-style-type: none"> <li>• Key ring cards</li> <li>• Revision booklets</li> <li>• Flashcards</li> <li>• Revision clocks</li> <li>• Quote Quiz</li> </ul>	EQ1: <ul style="list-style-type: none"> <li>• Creation</li> <li>• Parable of bags of Gold</li> <li>• Animal Rights 12 mark</li> </ul> EQ2: <ul style="list-style-type: none"> <li>• Life after death booklet</li> </ul> EQ3: <ul style="list-style-type: none"> <li>• Abortion booklet</li> </ul>	EQ1: <ul style="list-style-type: none"> <li>• Homework booklet</li> <li>• Key ring cards</li> <li>• Google Quiz</li> </ul> EQ2: <ul style="list-style-type: none"> <li>• Homework booklet</li> <li>• Key ring cards</li> <li>• Google Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Key ring cards</li> <li>• Revision booklets</li> <li>• Flashcards</li> <li>• Revision clocks</li> <li>• Quote Quiz</li> </ul>
Assessment	Peace and Conflict section of paper 2	Mock Exam - Combined paper of beliefs and practices for Christianity and Islam	Matters of life and death section of paper 1	Crime and punishment section of paper 2	May Exam Series
CEAIG	British Red Cross Refugee support worker	Missionary Pilgrimage Officer	Climate Change consultant Animal Research Scientist	Judge Magistrate Prison officer	

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	NGO project manager				
How to help at home	Talk to your student about the effects of conflict. How does it affect the individual, the community and the nation?	Your student will have key ring card with exam questions on them, quiz your student	Who is responsible for the planet? <a href="https://www.youtube.com/watch?v=-m-hFe9mjql">https://www.youtube.com/watch?v=-m-hFe9mjql</a>	Should we bring back the death penalty? <a href="https://www.youtube.com/watch?v=qqo0vYvrSPU">https://www.youtube.com/watch?v=qqo0vYvrSPU</a>	Your student will have key ring card with exam questions on them, quiz your student
Wider Reading	Exit West - MohsinHamid	Heretics Anonymous – Katie Henry	The 5 People you meet in Heaven – Mitch Albom	Young, Muslim and Criminal: Experiences, Identities and Pathways into Crime - Mohammed Qasim	Saints and Misfits – S.K. Ali

Sociology	HT1	HT2	HT3	HT4	HT5
Topic(s)	Sociology of Crime and Deviance	Sociology of Crime and Deviance	Sociology of Stratification	Sociology of Stratification	Revision
Knowledge	<ul style="list-style-type: none"> <li>● The social construction of crime and deviance</li> <li>● Criminal &amp; Deviant behaviour</li> <li>● Factors of criminal behaviour</li> <li>● Social control and order</li> <li>● Informal and formal rules</li> </ul>	<ul style="list-style-type: none"> <li>● Links between gender crime and poverty</li> <li>● Ethnicity and crime</li> <li>● Statistics on crime and ethnicity</li> <li>● Age and crime</li> <li>● Mass media and amplification of crime</li> </ul>	<ul style="list-style-type: none"> <li>● Social stratification and its forms</li> <li>● Functionalism and stratification</li> <li>● Social class and life chances</li> <li>● Weber and social class</li> <li>● Marx and social class</li> </ul>	<ul style="list-style-type: none"> <li>● Age and inequality</li> <li>● Wealth and income in the UK</li> <li>● Poverty</li> <li>● Social groups and poverty</li> <li>● Welfare state</li> <li>● Power</li> <li>● Feminism and power</li> </ul>	

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	<ul style="list-style-type: none"> <li>● Functionalism on crime</li> <li>● Merton and crime</li> <li>● Marxism and crime</li> <li>● Feminism and crime</li> <li>● Interactionism and crime</li> <li>● Statistics and crime</li> <li>● Police recorded crime</li> <li>● Social class and crime</li> <li>● Gender and involvement in crime</li> </ul>	<ul style="list-style-type: none"> <li>● Crime and public debates and concerns</li> <li>● UK prison system</li> <li>● Treatment of criminals</li> <li>● Methods to research crime and deviance</li> </ul>	<ul style="list-style-type: none"> <li>● Studies of social class</li> <li>● Social mobility</li> <li>● Does class still matter</li> <li>● Gender and class</li> <li>● Ethnicity and class</li> </ul>	<ul style="list-style-type: none"> <li>● Power in politics</li> <li>● Researching social stratification</li> </ul>	
Understanding : Concepts / Disciplinary Knowledge	<p>Know and understand, analyse and evaluate:</p> <ul style="list-style-type: none"> <li>● Social construction</li> <li>● Social control</li> <li>● Crime and Deviance</li> </ul>	<p>Know and understand, analyse and evaluate:</p> <ul style="list-style-type: none"> <li>● Data on crime</li> <li>● Stratification</li> <li>● Power and influence</li> <li>● Criminal Justice System</li> </ul>	<p>Know and understand, analyse and evaluate:</p> <ul style="list-style-type: none"> <li>● Socio-economic class</li> <li>● Stratification</li> <li>● Life Chances</li> </ul>	<p>Know and understand, analyse and evaluate:</p> <ul style="list-style-type: none"> <li>● Power and authority</li> <li>● Power relationships</li> </ul>	
Homework	<ul style="list-style-type: none"> <li>● Do your genes make you a killer?</li> <li>● Strain Theory</li> <li>● Merton and Becker</li> <li>● Functionalism Flash Cards</li> <li>● Marxism and Crime</li> <li>● Discuss how far sociologists agree that social inequality is the main cause of criminal behaviour</li> </ul>	<ul style="list-style-type: none"> <li>● 'Low Level Crime' article</li> <li>● Public Perception of Crime</li> <li>● Chivalry Thesis</li> <li>● Treatment of young offenders</li> <li>● Criticisms of the criminal justice system</li> </ul>	<ul style="list-style-type: none"> <li>● Davis &amp; Moore</li> <li>● Marxism and Crime</li> <li>● Types of leaders</li> <li>● How is social class measured?</li> <li>● Ethnicity and Stratification</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Life Chances</li> <li>● Poverty – children and pensioners</li> <li>● Overclass</li> <li>● Feminism and Power</li> </ul>	

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Assessment	Retrieval test of paper 1	Paper 2 section 1 which End of unit test that covers AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods. AO2: Apply knowledge and understanding of sociological theories, concepts, evidence and methods. AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.	Paper 1 and 2 FULL which covers: AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods. AO2: Apply knowledge and understanding of sociological theories, concepts, evidence and methods. AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions. <b>MARCH MOCK</b>		
CEAIG	Policy Maker Researcher (CSEW)	Police officer Judge Parole Officer Prison Officer Media and Marketing	Journalism Public relations and communication	Politician Member of Parliament Civil Servant CEO	
How to help at home	You looked at labelling with your pupil in year 10. Compare how similar/different it is to	Debate whether prison or reform is better for society. <a href="https://www.youtube.co">https://www.youtube.co</a>	Consider what social class your family is. Ask your child to explain social mobility. You	Hold a conversation around the Welfare State and what this means. Why do we	

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	labelling for the Crime unit <a href="https://www.youtube.com/watch?v=PYV8h1uM7jc">https://www.youtube.com/watch?v=PYV8h1uM7jc</a>	<a href="https://www.youtube.com/watch?v=1MJ2HsZa7zw">m/watch?v=1MJ2HsZa7zw</a>	could take the test: <a href="https://www.bbc.co.uk/news/special/2013/newsspec_5093/index.stm">https://www.bbc.co.uk/news/special/2013/newsspec_5093/index.stm</a>	need welfare? <a href="https://www.youtube.com/watch?v=mXl1pByxXTo">https://www.youtube.com/watch?v=mXl1pByxXTo</a>	
Wider Reading	<a href="#">A Few Kind Words and a Loaded Gun: The Autobiography of a Career Criminal - Noel 'Razor' Smith</a>	<a href="#">Stories of the Law and How It's Broken - The Secret Barrister</a>	<a href="#">Natives: Race and Class in the ruins of Empire - Akala</a>	<a href="#">Prisoners of Geography: Ten Maps That Tell You Everything You Need to Know About Global Politics- Tim Marshall</a>	

Textiles	HT1	HT2	HT3	HT4	HT5	HT6
Topic(s)	NEA Project  Design strategies  The work of others  Investigate environmental, social & economic challenges	NEA Project  Social Factors  Ecological Factors  Selection of materials	NEA Project  Forces and stresses  Stock forms  Manufacturing processes	NEA Project  Components  Revision	NEA Project  Revision	
Knowledge	Understanding how to using design strategies to avoid design fixation  Researching & Understanding a range of given	Understanding the Impact of the extraction and production of materials  Understanding Sustainability factors	Demonstrating Reinforcing Construction techniques  Understanding the advantages and disadvantages of	Identifying different Components types  Revision - All core topics	Revision - All specialist textiles topics	

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	<p>designers and their work</p> <p>Understanding how designers consider environmental, social and economic factors</p>	<p>that should be considered when designing</p> <p>Understanding how availability factors of materials need to be considered</p> <p>Understanding how Cultural and ethical factors should be considered by the designer</p>	<p>using stock forms</p> <p>Adding structure techniques to garments such as boning.</p> <p>Understanding the different Fabric surface treatments used in production</p>			
Understanding : Concepts / Disciplinary Knowledge	<p>Design strategies</p> <p>Identifying the work of others</p> <p>The impact of environmental, social and environmental factors</p>	<p>The impact of the extraction and processing of materials</p> <p>Trend forecasting / brand identity</p> <p>Selecting materials considering availability factors</p> <p>Designing considering different groups and their needs</p>	<p>Reinforcement techniques</p> <p>Stock forms</p> <p>Production techniques</p>	<p>Advantages and disadvantages of components</p> <p>Revision exam questions</p>	<p>Revision exam questions</p>	
Homework	Design strategies	The impact of the	Reinforcement	Advantages and	Revision quiz	



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	<p>quiz</p> <p>The work of other quiz</p> <p>The impact of environmental, social and environmental factors and exam questions</p>	<p>extraction and processing of materials quiz</p> <p>Trend forecasting / brand identity reading</p> <p>Selecting materials considering availability factors quiz</p> <p>Designing considering different groups and their needs exam questions</p>	<p>types quiz</p> <p>Stock forms quiz</p> <p>Production methods quiz</p>	<p>disadvantages of components quiz</p> <p>Revision quiz</p> <p>Knowledge organiser</p>	<p>Knowledge organiser</p>	
Assessment	<p>NEA Folder</p> <p>Longer answer exam questions</p>	<p>NEA Folder</p> <p>Longer answer exam questions</p>	<p>NEA Folder</p> <p>Longer answer exam questions</p>	<p>NEA Folder</p> <p>Longer answer exam questions</p>	<p>Exam questions</p>	
CEAIG	<p>Environmental Associate</p>	<p>Project Manager</p>	<p>Product Sample Make</p>	<p>Fashion Designer</p>	<p>Architect</p>	
How to help at home	<p><a href="https://www.bbc.co.uk/bitesize/guides/z6xqmsg/revision/2">https://www.bbc.co.uk/bitesize/guides/z6xqmsg/revision/2</a></p>	<p><a href="https://www.bbc.co.uk/bitesize/guides/z6xqmsg/revision/3">https://www.bbc.co.uk/bitesize/guides/z6xqmsg/revision/3</a></p>	<p><a href="https://www.bbc.co.uk/bitesize/guides/zth78mn/revision/1">https://www.bbc.co.uk/bitesize/guides/zth78mn/revision/1</a></p>	<p><a href="https://www.bbc.co.uk/bitesize/guides/zfypfcw/revision/5">https://www.bbc.co.uk/bitesize/guides/zfypfcw/revision/5</a></p>	<p><a href="https://www.bbc.co.uk/bitesize/examspecs/zb6h92p">https://www.bbc.co.uk/bitesize/examspecs/zb6h92p</a></p>	
Wider Reading	<p>Alessi: The Design</p>	<p>Cradle to Cradle.</p>	<p>How to break up</p>	<p>Patternmaking for</p>	<p>The Women Who</p>	

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	Factory-by Alberto Alessi	Remaking the Way We Make Things by Michael Braungart	with fast fashion by Lauren Bravo	Fashion Design: Pearson New International Edition Patternmaking for Fashion Design: Pearson New International Edition	Changed Architecture: Women Who Changed Architecture by Jan Cigliano Hartman	
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