

Art at the Archer Academy

Students will have the opportunity to explore and experiment with new materials on a regular basis by analysing the work of various artists. Students will be using a range of techniques, recording observations in sketchbooks and other media as a basis for exploring different genres and for developing refined drawing and making skills.

Art at Year 11

Students will begin the course with a Texture project. This will give them an opportunity to show the moderator that they have taken the time to refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. This will be followed by an independent project where students will develop ideas through investigating relevant artists, exploring appropriate media, demonstrating critical understanding of sources, and recording ideas and observations and insights relevant to intentions as work progresses. Students will make a final piece of work, under exam conditions, which will present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. After the Christmas break, in year 11, students will commence their final mini project with an externally set title which will repeat the processes of the independent project.

	Key Content	Supporting Resources
Term 1 - 2 half terms	A continuation of the independent project. To produce the final piece during a Mock Exam.	
Term 2 - 2 half terms	Externally set independent project: An investigation of at least two artists individually selected to suit each student's abilities and interests. Homage work may be developed into a final piece.	Appropriate materials
Term 3	Final development work leading to: 10 hour Exam	Appropriate materials

GCSE Dance at the Archer Academy

Through their study of dance, a broad range of creative, collaborative, physical and critical thinking skills will be explored and developed. Dance is as engaging as it is challenging, both physically and mentally at KS4.

The GCSE Dance course aims to develop skills across three key areas – Choreography, Performance and Critical Appreciation. As students develop their understanding of different types of dance, they are able to identify stylistic features and develop understanding of the choreographic context of professional works.

Throughout the course, they will build on their physical, expressive, technical and mental performance skills, expand on their knowledge & understanding of choreography, and examine a range of professional works and study practitioners within the field. Additionally, the course looks to improve understanding of dance specific terminology and literacy and develop resilience, independence, discipline and creativity.

GCSE dance will focus on students developing their practical understanding of contemporary performance technique and the craft of choreography. The students will study the basics in theory and analyse the GCSE Dance Anthology of professional dance works to assist them making effective progress in their written examination.

Lessons will be a mixture of practical performance technique, choreography and theory sessions. There will be additional extended performance opportunities to enhance the students' ability and prepare them for their final examination. Year 11 students will study Dance for 3 hours per week.

What does the course require?

- Imagination and creativity
- Commitment to attending lessons and after school rehearsals on a weekly basis
- Some previous dance experience or the ability to show potential and enthusiasm in dance
- Positive approaches to choreography and challenging dance stimuli
- Willingness to work in groups and participate in other students' choreography
- Resilience and high levels of discipline

Dance at Year 11

Performance in a duet/trio
Craft of Choreography
Emancipation of Expressionism
Artificial Things

Topic	Key Content
Performance in a duet/trio	Communication of choreographic intent, sensitivity to other dancers, musicality

Craft of Choreography	Stimulus, motif and development, creating a composition
Emancipation of Expressionism	Critical Appreciation: Hip hop, freedom of expressionism, chaos & order
Artificial Things	Critical Appreciation: Inclusive contemporary, viewed from afar

Design and Technology at the Archer Academy

The Art, Design and Technology department believes that every student is a creative learner and has an innate ability to design and create. We aim to inspire young people to become confident, fluent and innovative artist and designers.

Our curriculum is relevant to all our students; it incorporates contemporary artists and designers and current exhibitions, as well as more traditional ways of working. All schemes of work encourage independent learning and decision-making, which allows students to build on skills that are introduced in Year 7 throughout the rest of their school life and beyond. Students are encouraged to be confident and versatile in their use of materials and techniques as well as to understand their properties and use in real world contexts.

Realising potential and inspiring creativity is at the heart of what we do. Students will explore challenging project briefs, which they will work through in order to conceptualise their design and artistic thinking. Students will also be able to engage with local artists and designers from the community through a range of projects, visits, competitions and opportunities throughout their years at the Archer.

DT at Year 11

Students will begin their GCSE coursework portfolio whilst completing the NEA contextual challenge. Students will follow the design process to design, make and evaluate their proposal to judge whether it is suitable for a specific user of their product. This is worth 50% of their overall GCSE. Students will also complete theory lessons for one hour a week where they will investigate theory linked to design and manufacturing of products.

	Key Content	Supporting Resources
NEA contextual challenge	Design and modelling section of contextual challenge.	https://www.technologystudent.com/ https://www.bbc.co.uk/bitesize/examspecs/zdzb2sg
NEA contextual challenge	Manufacturing section of contextual challenge.	https://www.technologystudent.com/ https://www.bbc.co.uk/bitesize/examspecs/zdzb2sg
NEA contextual challenge	Evaluation of prototype and design solution.	https://www.technologystudent.com/ https://www.bbc.co.uk/bitesize/examspecs/zdzb2sg
Theory/ revision	Revision and theory lessons covering all topics in theory exam.	https://www.technologystudent.com/ https://www.bbc.co.uk/bitesize/examspecs/zdzb2sg

Theory/ revision	Revision and theory lessons covering all topics in theory exam.	https://www.technologystudent.com/ https://www.bbc.co.uk/bitesize/examspecs/zdvb2sg
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English at the Archer Academy

Through the study of English, students will explore how the world around them is represented through language. They will develop an understanding of empathy through exploring ideas in various poems, novels and short stories. These span a wide range of periods, genres, and authors to build a secure foundation of key concepts in English. Through discussion and collaborative activities students will reflect on their own perspectives and learn to appreciate the views of others.

English will develop students' analytical and reflective skills through the exploration of language at word structural level essay writing.

English Literature and English Language at Year 11

Students will be awarded two GCSEs in English Literature and English Language on successful completion of the final exams. Students will continue to have four hours of lessons per week. Assessments will occur at the end of each half term. They will take the form of an exam-style question to link to the final exam and assessments.

Students will begin with English Literature Paper 2 through the study of *An Inspector Calls* by JB Priestley and follow onto the AQA love and relationship poetry anthology. Students will develop their essay writing skills throughout the final terms of Year 11. This will extend and develop their knowledge of all the units covered over the two years.

	Key Content	Supporting Resources
Half-term 1 English Language paper 2	Close analysis of language and imagery of speeches, letters and newspapers.	Seneca Learning revision resources.
Half-term 2 <i>An Inspector Calls</i> – JB Priestley	Understanding of key themes of post war literature context and messages. The form and structure of morality plays.	Seneca Learning revision resources. GCP and York notes revision guides The Art of Writing English Literature Essays by Neil C. Brown
Half-term 3 Poetry Anthology – Love and Relationship collection.	15 poems within the AQA anthology covering relationships through language from early 19 th Century to present day verse.	AQA Anthology – Provided <i>How Poetry Works</i> by Phil Roberts <i>The Rattle Bag: An Anthology of Poetry</i>

Half-term 4 English Literature Paper 2	Essay writing of Poetry and <i>Inspector Calls</i> mock questions.	GCP and York notes revision guides Seneca Learning revision tests
Half-term 5 English Language paper 2	Non-Fiction text analysis and practice questions.	GCP and York notes revision guides Seneca Learning revision tests
Half-term 6 Revision and exam		

French at the Archer Academy

Our Modern Foreign Languages curriculum aims to equip students with languages as a skill for life: the ability to communicate in French for further study, future work or for leisure and travel abroad, truly engaging with their community and beyond. Students will develop their cultural awareness and have a more open-minded attitude towards other cultures. Students will be encouraged to embrace the fact that we live in a rich and diverse world. Through learning a foreign language, students develop a deeper understanding of how language works, building a more powerful understanding of their own language.

French at Year 11

Students continue to work through the AQA Studio French GCSE course in Year 11. Curriculum time is 3 hours per week; one hour of which is a 'pit stop' lesson, with a focus on developing core exam skills and consolidating grammar. Students have one hour of homework, including vocabulary learning and the AQA French Grammar and Translation workbook.

	Key Content	Assessment	Grammar	Supporting resources
Half-term 1	Module 7: Bon travail – career choices, plans, hopes and wishes	Listening Grammar	Grammar covered in Years 7, 8, 9 and 10	Websites: www.memrise.com www.languagesonline.org www.pearsonactivelearn.com www.wordreference.com Books: <ul style="list-style-type: none"> • Studio AQA GCSE textbook • Studio AQA grammar and translation workbook • French dictionary
Half-term 2	Module 7: Bon travail – applying for jobs	Mock exams – all 4 skills	is revisited and built upon.	
Half-term 3	Module 8: un oeil dur le monde – problems facing the world, the environment	Listening Grammar	In addition, Year 11 students will learn :	
Half-terms 4 / 5	Exam preparation – consolidation, revisiting, exam practice		-the passive -the imperative -indirect object pronouns -using a range of	

			tenses together	
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Geography at the Archer Academy

Geography allows students to explore the realms of time, space and place.

Students should understand the significance of location in the context of evolving society. As this changes over time, all students should recognise the influence of the past on the present and should be able to use this to inform their thoughts and ideas about future geographical issues.

In studying economic, social, environmental and political motives, impacts and consequences, students should be able to understand the complexities of both the human and physical world at a range of different scales. Geography should develop students with enquiring minds, able to approach ideas analytically to make well-informed decisions about the changing world around them. Students should be able to question the viewpoints of different stakeholders involved in geographical decision making and form their own opinions on topical matters showing mutual respect and understanding.

Through exploring local and global issues, students should foster a sense of care and compassion for the world in which they live. They should understand the importance of sustainability and be impassioned to make a difference. Geography should empower students to become active global citizens and make a positive impact to the world in which they live.

Geography at Year 11

Hazardous Earth
People and the biosphere
Forests under threat
Consuming energy resources

	Key Content	Supporting Resources
Half-term 1: Paper 1: Hazardous Earth	Enquiry question: How does the world's climate system function, why does it change and how can this be hazardous for people? Skills: (1) Use and interpretation of climate graphs (2) Use and interpretation of line graphs/bar charts showing climate change (3) Use and interpretation of temperature and sea-level projection graphs to 2100	Seneca Learning > Geography: Edexcel B GCSE > 1 Hazardous Earth https://senecalearni.ng.com/en-GB/

	<p>Enquiry question: How are extreme weather events increasingly hazardous for people?</p> <p>Skills: (4) Use of GIS to track the movement of tropical cyclones (5) Use of weather and storm-surge data to calculate Saffir-Simpson magnitude (6) Use of social media sources, satellite images and socio-economic data to assess impact</p> <p>Enquiry question: Why do the causes and impacts of tectonic activity and management of tectonic hazards vary with location?</p> <p>Skills: (7) Interpret a cross-section of the Earth (8) Use and interpretation of world map showing distribution of plate boundaries and plates (9) Use of Richter Scale to compare magnitude of earthquake events (10) Use of social media sources, satellite images and socio-economic data to assess impact</p>	
<p>Half-term 2: Revision/Mock exams on full Paper 1 and 2</p>	<p>A structured revision programme to support student learning for subject knowledge and exam technique. Structured materials and tools are embedded to support students with the demands of linear assessments.</p>	<p>Seneca Learning > Geography: Edexcel B GCSE</p> <p>https://senecalearning.com/en-GB/</p>
<p>Half-term 3: Paper 3: People and the biosphere Paper 3: Forests under threat</p>	<p>Enquiry question: Why is the biosphere so important to human wellbeing and how do humans use and modify it to obtain resources?</p> <p>Skills: (1) Comparing climate graphs for different biomes (2) Use of world maps to show the location of global biomes (3) Use and interpretation of line graphs showing the range of future global</p>	<p>Seneca Learning > Geography: Edexcel B GCSE > 6 People & the Biosphere > 7 Forests Under Threat</p> <p>https://senecalearning.com/en-GB/</p>

	<p>population projections, and population in relation to likely available resources</p> <p>Enquiry question: What are the threats to forest biomes and how can they be reduced?</p> <p>Skills: (1) Use an interpretation of nutrient cycle diagrams and food webs diagrams (2) Use of GIS to identify the pattern of forest loss</p>	
Half-term 4: Paper 3: Consuming Energy Resources	<p>Enquiry question: How can the growing demand for energy be met without serious environmental consequences?</p> <p>Skills: (1) Use and interpretation of world maps showing the distribution of energy resources (2) Use of oil price and oil production data to graph trends over time (3) Calculation of carbon and ecological footprints</p>	<p>Seneca Learning > Geography: Edexcel B GCSE > 8 Consuming Energy Resources</p> <p>https://senecalearning.com/en-GB/</p>
Half-term 5: Revision	<p>A structured revision programme to support student learning for subject knowledge and exam technique. Structured materials and tools are embedded to support students with the demands of linear assessments.</p>	<p>Seneca Learning > Geography: Edexcel B GCSE</p> <p>https://senecalearning.com/en-GB/</p>
Half-term 6: Study Leave		

History at the Archer Academy

In Year 11, students complete the remaining 50% of the GCSE course which is split between 2 papers. In Paper 2, the focus is on power. The essence of this thematic unit is to cover a large sweep of history and to identify and explain key patterns of change and continuity, similarity or difference, within and across the events and developments examined. The Thematic Study is divided by era and is also organised around the following key themes: individuals, institutions and groups with power, claims to power, methods of maintaining power and challenges to power and power changing hands

Next, students cover a depth student on the English Reformation. The aim is for students to develop their understanding from religious, social, economic and cultural perspectives. The unit offers an opportunity for students to consider the relationship between power and religion in England at this time, particularly the impact of religious change on population.

Students finish their GCSE course by exploring Kenilworth Castle. The aim of this study is for learners to explain how historians and archaeologists can use the physical fabric of Kenilworth Castle, accompanying relevant documents and other source material to understand the purpose of the site at specific points in time and also how this purpose may have changed across a particular time span. We hope that all students will visit the castle and organise trips throughout to ensure this is met.

Programme of study in Year 11:

1. Power, c1000 – 2000
2. The English Reformation, c1520 – 1550
3. Castles: Form and Function c.1000 – 1750

Time	Topic	Key content	Extra Learning Opportunities
Autumn Term 1	Power, c1000 – c2000	<p>Key topics include:</p> <p>c.1000–c.1485</p> <p>Anglo-Saxon kingship c.1000–1066: the basis of kingship; the power and responsibilities of the kings; relations between the kings and the thegns. Different claims to the throne in 1066: the Norman invasion, including the establishment of the Norman monarchy and the transfer of power from Saxons to Normans at all levels of society; the extent of the power of the monarch and the barons by 1087.</p> <p>Struggles over power: John and Magna Carta; emergence of Parliament in the reigns of Henry III and Edward I, including the role and importance of Simon de Montfort; deposition of Richard II in 1389; Wars of the Roses. emergence of political parties and the development of a Parliamentary monarchy in the course of the 1700s.</p>	<p>Useful websites:</p> <p>https://www.hoddereducation.co.uk/media/Documents/History/OCR-EMW-GCSE-History.pdf</p> <p>https://www.english-heritage.org.uk/learn/story-of-england/early-medieval/</p> <p>https://www.timelines.tv/</p> <p>Book titles:</p> <p>OCR Power text book.</p> <p>https://www.hoddereducation.com/history/ocr-gcse-history-explaining-the-modern-world-power-reformation-and-the-historic-environment</p>
Autumn Term 2	Power, c1000 – c2000	<p>Key topics include:</p> <p>c.1485–c.1800</p> <p>Tudor government: growth of royal power under Henry VIII; the role of Parliament under Henry VIII and Elizabeth I. Defeat and return of monarchy: Charles I's personal rule 1629–1640; the Civil Wars and the abolition of the monarchy; the Restoration of the monarchy in 1660. James II's rule and the reasons for the 1688 Revolution (The Glorious Revolution); the legacy of the Glorious Revolution including the Bill of Rights; the development of Parliament under William III and Anne; the emergence of political parties and the development of a Parliamentary monarchy in the course of the 1700s.</p>	<p>Useful websites:</p> <p>https://www.bbc.co.uk/bitesize/guides/z9htdmn/revision/1</p> <p>https://www.bbc.co.uk/bitesize/topics/zyntp34j</p> <p>https://www.timelines.tv/</p> <p>Book titles:</p> <p>OCR Power text book.</p> <p>https://www.hoddereducation.com/history/ocr-gcse-history-explaining-the-modern-world-power-reformation-and-the-historic-environment</p>

Time	Topic	Key content	Extra Learning Opportunities
Spring Term 1	Power, c1000 – c2000	<p>Key topics include:</p> <p>c.1800–2014 The changing relationship between parliament and people c.1800 to c.1918: dissatisfaction with electoral system by early 1800s; reasons for and impacts of the Parliamentary Reform Acts of 1832, 1867 and 1884; the rise and effectiveness of mass trade unions and the Labour Party 1880s–1914; the struggle for the vote for women and the reasons why it was won for some women in 1918.</p> <p>The changing relationship between parliament and people c.1914–c.1980: government control in the world wars; the increased role of the state from 1945 to c.1980.</p> <p>Challenges to parliament c.1980 to early 2000s: the miners' strike 1984–1985, CND and Greenpeace; prime ministerial power under Thatcher and Blair; the devolution of power to regions of the UK; the challenges of coalition government.</p>	<p>Useful websites:</p> <p>http://www.bbc.co.uk/history/british/timeline/victorianbritain_in_timeline_noflash.shtml</p> <p>http://www.bbc.co.uk/history/british/modern/</p> <p>https://www.timelines.tv/</p> <p>Book titles:</p> <p>OCR Power text book.</p> <p>https://www.hoddereducation.com/history/ocr-gcse-history-explaining-the-modern-world-power-reformation-and-the-historic-environment</p>
Spring Term 2	The English Reformation c.1520 – c.1550	<p>Key topics include:</p> <p>English Reformation c.1520–c.1535 role and importance (including wealth) of the church in England c.1520; religious practice and the relationship between the church and ordinary people; the role and impact of the Lollards' and Luther's ideas; critics of the English church in the 1530s; popular attitudes towards reform of the church; Henry VIII's desire to annul his first marriage; the legislation of the reformation parliament 1529–1534.</p> <p>Dissolution of the Monasteries c.1534–c.1540 Thomas Cromwell and the Valor Ecclesiasticus; the visitation of the monasteries; the process of dissolution; Suppression Acts 1536 and 1539; immediate reactions to dissolution including support, those who took advantage and those who opposed; effects of dissolution on religious orders; effects on lives of ordinary people, especially the old and poor; cultural impacts;</p>	<p>Useful websites:</p> <p>http://www.bbc.co.uk/history/british/tudors/english_reformation_01.shtml</p> <p>https://www.timelines.tv/</p> <p>Book titles:</p> <p>OCR Power text book.</p> <p>https://www.hoddereducation.com/history/ocr-gcse-history-explaining-the-modern-world-power-reformation-and-the-historic-environment</p>

	<p>resistance and protest, including the Lincolnshire Rising and the Pilgrimage of Grace 1536–1537. The impact of the reformation in English parishes c.1534–c.1550</p> <p>Development and changes in religious policy under Henry VIII and Edward VI; effects on religious worship, including church services, prayer books and the issue of the Bible in English; impact on the fabric of churches; effects on the clergy; enforcement of new religious policies; response of ordinary people to religious changes; resistance and protest, including the Prayer Book Rebellion 1549.</p>	
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Time	Topic	Key content	Extra Learning Opportunities
Summer Term 1	Castles: Form and Function c.1000–1750	<ul style="list-style-type: none"> • The strategic location of the castle e.g. as border defence, protection of ports or coast, monitoring trade routes. • The specific geographical location e.g. at intersections or road or river routes, as central point in royal or baronial lands. • The specific physical location e.g. on high ground, near to rivers. • The evidence used by historians e.g. maps from medieval to modern times, drawings in local histories. • The appearance and layout of the castle at different times in its history • Key features of the castle e.g. motte and bailey layouts, towers, barbicans; defences against artillery. • When and why these features were installed or removed. • What these changes reveal about the history of the country at the time. • The evidence used by historians e.g. contracts, architect plans, contemporary drawings, aerial photographs. Day to day function(s) of the castle at different times in its history Castles as means of conquest, particularly in the Norman period. • Castles as means of baronial and or royal power. • Castles as centres of administration, justice etc. Castles as dwelling places. • The evidence used by historians e.g. royal licenses, newspaper articles. 	<p>Useful websites: https://www.english-heritage.org.uk/visit/places/kenilworth-castle/history-and-stories/</p> <p>Book titles: OCR Modern World Textbook</p>

Maths at the Archer Academy

Our vision for Year 11 maths is to create a learning environment where students build a strong foundation in mathematical concepts. We aim to inspire curiosity and confidence in problem-solving,

encouraging students to see the relevance of maths in everyday life. Through collaborative learning and innovative teaching methods, we empower each student to embrace challenges and develop a lifelong love for mathematics.

Maths at Year 11

In Year 11, students will refine their mathematical skills in preparation for the GCSE exams. Students will explore further applications of trigonometry, including the sine and cosine rules for higher tier students, and will learn to solve complex problems using mathematical reasoning and logic. This year focuses on exam strategies, practical applications, and revision techniques to ensure students are fully prepared to achieve their best in the GCSE assessments.

Students will cover the following units over the course of Year 11. They will also be given several opportunities to complete GCSE papers as preparation for the final exams in the Summer. Students take their Maths GCSE with Edexcel, which consists of three 90 minute exams, one without a calculator, and two with a calculator

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Key Concept	Supporting resources
Percentages	<p>Resources to support learning these concepts can be found here:</p> <p>Dr Frost Maths https://www.drfrost.org/</p> <p>Corbett Maths https://corbettmaths.com/contents/</p> <p>Resources to support learning these concepts can be found here:</p>
Indices and roots	
Algebraic manipulation	
Straight-line graphs	
Angle facts	
Accuracy	
Circles	
Equations and inequalities	
Probability	
Sequences	
Constructions	
Quadratics	
Quadratic graphs	
Ratio and compound measures	
Proportion	
Simultaneous equations	
Pythagoras' theorem	

Statistical graphs and measures	Dr Frost Maths https://www.drfrost.org/
Transformations of shapes and vectors	
Bivariate data	Corbett Maths https://corbettmaths.com/contents/
Sampling	
Probability of combined events	
Volume and surface area	
Trigonometry	
Further graphs	
Mathematical arguments	

Music at the Archer Academy

Students who aspire to achieve a GCSE in Music will enjoy a course which celebrates individual musical achievement.

Theoretical Content: At GCSE the theoretical content is broad, with students learning greater detail about harmony, texture, dynamics, structures and instrumental techniques. They also learn about the differences between live and recorded music, and the relationship between music and technology.

Performance: Performance is not as prevalent in the classroom as it is in KS3 – but for the GCSE qualification it is still very important. 1-1 tuition in their given study (voice, clarinet etc) is vital, and we will support with instrumental lessons wherever possible to ensure a secure Solo Performance. Group performances (ensemble) will be organised during lesson time. Two performances (minimum 2 mins each) must be produced, worth 30% of the GCSE grade. A performance of a Grade 4 piece with flair could earn you a 9 here.

Composition: Composition will begin with an education in music technology, primarily the Sibelius or Garageband software. With a full orchestra, a jazz band or even a steel pans group at their fingertips GCSE students can utilise their compositional skills without limit. This is a big change to begin with, but by the end they are always amazed by what they can compose. Music students in Year 11 study 2 hours of Composition and 1 hour of Theory.

Music at Year 11

Afro Celt Sound System and Recording Techniques
Star Wars and Film Music
Defying Gravity and Musical Theatre
Composition to a Set Brief
Solo and Ensemble Performance
Revision and Exam Technique

Topic	Key Content
Afro Celt Sound System and Recording Techniques	Panning, Multi-tracking, looping, modal harmony, Celtic and African instruments
Star Wars and Film Music	Underscore, diegetic music, fanfare, military band, leitmotifs, atonal, dramatic effect
Defying Gravity and Musical Theatre	Duet, solo, unison, recitative, colla voce, programmatic
Composition to a Set Brief	Learning to respond to musical criteria
Solo and Ensemble Performance	Performing and recording Unit 01 controlled assessment
Revision and Exam Technique	Listening and Appraisal, explanation and identification of musical genres, devices, techniques and effects

PE Core at The Archer Academy

In year 11 our PE curriculum is designed to develop the students' understanding and knowledge within a variety of sports following on from KS3. All sports are designed to cover 15 minutes targeting a component of fitness and 15 minutes of skill-based activities, followed by match play.

Physical education will allow students to learn about themselves, the importance of a healthy physical, mental and social lifestyle and concepts such as fair play and respect, whilst working independently and as part of a team.

With a focus on match play, students are encouraged to focus on a tactical and collaborative approach to their performance. This in turn develops a deeper understanding of the sport, it's rules and the skills needed to excel.

All sports are completed on a rotation throughout the year.

	Key Content	Supporting Resources
Netball Training	Fitness Drills Tactics Matchplay	https://www.youtube.com/watch?v=lzPJPCg5SCg
Football Training	Fitness Drills Tactics Matchplay	https://www.youtube.com/watch?v=hRzd8CHI_hY
Badminton	Skills Singles and Doubles matches tactics	https://www.youtube.com/watch?v=4E3Uqc7HfIQ
Basketball	Fitness Drills Tactics Matchplay	https://www.youtube.com/watch?v=uD1rbtWmy7A
Volleyball	Service Dig Volley Smash/Spike Block Matchplay	https://www.youtube.com/watch?v=IGfj8k9QjwI
Trampolining	Basic Shapes Basic Landings Advanced landings Sequences Routines	https://www.youtube.com/watch?v=nHYq3W6AexU

PE GCSE at the Archer Academy

Physical education will allow students to learn about themselves, the importance of a healthy physical, mental and social lifestyle and concepts such as fair play and respect, whilst working independently and as part of a team.

Our PE curriculum is designed to develop the students' understanding and knowledge over 6 Units. These are separated across two GCSE papers.

Students will have the opportunity to excel in a number of sports, however being assessed in their practical ability of 3 sports (1 team, 2 individual OR 2 team, 1 individual)

Y11 – 30%

Paper 2: Socio-cultural influences and well-being in physical activity and sport

What's assessed

4. Sports psychology
5. Socio-cultural influences
6. Health, fitness and well-being
7. Use of data

How it's assessed

- Written exam: 1 hour 15 minutes
- 78 marks
- 30% of GCSE

Questions

- A mixture of multiple choice/objective test questions, short answer questions and extended answer questions

The NEA section of GCSE is **40%** of the final GCSE and takes place across both years 10 & 11.

Non-exam assessment: Practical performance in physical activity and sport

What's assessed

- Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).
- Analysis and evaluation of performance to bring about improvement in one activity.

How it's assessed

- Assessed by teachers
- Moderated by AQA
- 100 marks
- 40% of GCSE

Questions

- For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity).
- Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

Psychology at the Archer Academy

Our Psychology curriculum encourages students to have a broad view of the world around them and develop the skills to critically analyse and understand what they see.

We aim to develop this critical awareness through the application of scientific methods to the study of human behaviour. In order to do this, we balance the theoretical and research content with the skill set students need to construct their own pieces of research and evaluate the research of others.

Psychology at Year 11

We follow the OCR GCSE Course and will study the following topics:

1. *Memory*
2. *Social Influence*

	Key Content	Supporting Resources
Half-term 1 – Memory	<ul style="list-style-type: none"> • Considering the key concepts of information processing; types of forgetting and the neurological structure of memory • Explaining how the memory works by comparing the multi-store model to the theory of reconstructive memory • Using research from Wilson et al and Braun et al to support the theories • Applying the concepts to help develop memory improvement strategies 	<p>The OCR textbook and related revision guides will also help as well as the example papers on the OCR website.</p> <p>The old specification (both OCR and AQA) papers may also be helpful on some elements of this topic.</p>
Half-terms 2 & 3 – Social Influence	<ul style="list-style-type: none"> • Exploring the concepts of conformity, pro/anti-social behaviour, obedience • Explaining social influence through the situational theory vs the dispositional theory • Looking at research from Bickman and NatCen’s study on the London riots • Applying these concepts to understand how to implement social change 	<p>The OCR textbook and related revision guides will also help as well as the example papers on the OCR website.</p> <p>The old specification (both OCR and AQA) papers may also be helpful on some elements of this topic.</p>
Half-term 4 – Consolidation	<ul style="list-style-type: none"> • Students will complete lots of practice papers and create 	

and research method mastery	detailed revision resources to prepare them for the exam season	
Half-term 5 - Revision		
Half-term 6 – GCSE exams		

Science at the Archer Academy

Science provides the foundations for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity, and all students should be taught essential aspects of the knowledge, methods, processes and uses of science. They should be helped to appreciate how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas relating to the sciences which are both inter-linked, and are of universal application.

Science at Year 11

Year 11 students will have the opportunity to hone their practical skills through mastering the required practicals and writing up experiments. Students will study a range of topics in the three sciences which we will contextualise into the real world. We have a range of opportunities for students to develop their understanding even further towards preparing for A-Levels.

Combined Science

	Key Content	Supporting Resources
Half-term 1	Electrolysis Energy Changes Forces & Motion Electromagnetic Waves Electromagnetism	AQA GCSE Chemistry Book pages 102-125 AQA GCSE Physics Book pages 122-130, 136-142, 158-162
Half-term 2	Photosynthesis Respiration Human Nervous System Hormonal coordination	AQA GCSE Biology Book pages 124-181
Half-term 3	Rates and Equilibrium Crude Oil & Fuels Chemical Analysis Earth's Atmosphere & Resources	AQA GCSE Chemistry Book pages 128-157 AQA GCSE Chemistry Book pages 180-205
Half-term 4	Reproduction Variation & Evolution Genetics & Evolution	AQA GCSE Biology Book pages 196-255
Half-term 5	Revision & GCSEs	
Half-term 6	Revision & GCSEs	

Triple Science

	Key Content	Supporting Resources
Half-term 1	Human Nervous System Hormonal Control Homeostasis in Action Forces & Motion Wave Properties Electromagnetic Waves	AQA GCSE Biology Book pages 146-193 AQA GCSE Physics Book pages 122-154
Half-term 2	Rates and Equilibrium Crude Oil & Fuels Organic Reactions	AQA GCSE Chemistry Book pages 128-167
Half-term 3	Polymers Chemical Analysis Electromagnetic waves Light	AQA GCSE Chemistry Book pages 168-193 AQA GCSE Physics Book pages 190-213
Half-term 4	Using our Resources Electromagnetism	AQA GCSE Chemistry Book pages 220-237 AQA GCSE Physics Book pages 154-168
Half-term 5	Revision & GCSEs	
Half-term 6	Revision & GCSEs	

Sociology at the Archer Academy

In Sociology we encourage students to have a broad view of the world around them and develop the skills to critically analyse and understand what they see. This skill set is developed through a debate between theoretical perspectives and competing positions on how to explain the social phenomena we see around us. This broad spectrum of theory is supported by an understanding of how to construct research and the different methods we can employ in order to gain insight into the motivations and forces underpinning our social behaviour.

Sociology at Year 11

We follow the AQA GCSE specification and will study the following units:

- Crime and Deviance
- Social Stratification

	Key Content	Supporting Resources
Half-terms 1 & 2 – Crime and Deviance	<p>What is crime? How do we define and measure it? What causes people to become criminals? How do we prevent crime? Is all crime negative? To answer these questions we will be focusing on:</p> <ul style="list-style-type: none"> • Crime data • The social construction of crime • Consider the difference between crime and deviance • Social control <p>Throughout the topic, we will be applying the synoptic content of the sociological theories</p>	<ul style="list-style-type: none"> • AQA GCSE Sociology Textbook • Seneca Learning
Half-terms 3 & 4 – Social Stratification	<p>Who has the power in society and how is it organised? How has the power structure changed over time? Does everyone have an equal chance of success in our society?</p> <ul style="list-style-type: none"> • Theories of social stratification – functionalist and Marxist • Socio-economic class • Life chances – protected characteristics and how these influence our lives • Poverty as a social issue • Power and authority • Power relationships 	<ul style="list-style-type: none"> • AQA GCSE Sociology Textbook • Seneca Learning

Half-term 5 – Revision and exam preparation
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Half-term 6 – GCSE exams

Spanish at the Archer Academy

Our Modern Foreign Languages curriculum aims to equip students with languages as a skill for life: the ability to communicate in Spanish for further study, future work or for leisure and travel abroad, truly engaging with their community and beyond. Students will develop their cultural awareness and have a more open-minded attitude towards other cultures. Students will be encouraged to embrace the fact that we live in a rich and diverse world. Through learning a foreign language, students develop a deeper understanding of how language works, building a more powerful understanding of their own language.

Spanish at Year 11

Students continue to work through the AQA Studio Spanish GCSE course in Year 11. Curriculum time is 3 hours per week; one hour of which is a 'pit stop' lesson, with a focus on developing core exam skills and consolidating grammar. Students have one hour of homework, including vocabulary learning and the AQA Spanish Grammar and Translation workbook.

	Key Content	Assessment	Grammar	Supporting resources
Half-term 1	Module 7: A currar – career choices, plans, hopes and wishes	Listening Grammar	Grammar covered in Years 7, 8, 9 and 10	Websites: www.memrise.com www.languagesonline.org www.pearsonactivelearn.com www.wordreference.com Books: <ul style="list-style-type: none"> • Studio AQA GCSE textbook • Studio AQA grammar and translation workbook • Spanish dictionary
Half-term 2	Module 7: A currar – applying for jobs, pocket money	Mock exams – all 4 skills	is revisited and built upon.	
Half-term 3	Module 8: Hacia un mundo mejor – problems facing the world, the environment	Listening Grammar	In addition, Year 11 students will learn: -the pluperfect -the subjunctive	
Half-terms 4 / 5	Exam preparation – consolidation, revisiting, exam practice		-indirect object pronouns -using a range of	

			tenses together	
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SPPEC (Society, Politics, Philosophy, Economics and Culture)
at the Archer Academy

SPPEC is a unique subject – only Archer does it. Our aim is to equip young people with the skills and knowledge to participate, understand and thrive in modern society. Throughout years 8, 9, 10 & 11, students will explore increasingly in-depth and controversial current-affairs-driven content that will enable them to make sense of the increasingly confusing world around them.

NB: as SPPEC is a current-affairs-driven subject, we will incorporate this into each starter (“what’s in the news” section). We will also include reactive lessons to respond to any major world/UK events that we think need to be addressed. Therefore, the curriculum plan below may be subject to change.

SPPEC at Year 11

Year 11 continue to dig down into more nuanced social debates and we also incorporate life skills into this section in order to help our young people prepare themselves for life “beyond Archer”.

- Exploring Social Privilege
- Social Safety (“Navigating the urban jungle of East Finchley”)
- Personal finance and spending
- Mindfulness, stress control, and meta-cognition

	Key Content
Half-term 1 - Privilege	Exploring the impact that different forms of privilege have on an individual’s experience of society and how it impacts society as a whole. We will be exploring: <ul style="list-style-type: none"> • White privilege • Colourism • Class privilege • Male privilege • Able-bodied privilege • Cis privilege • Heterosexual privilege • Religious privilege
Half-term 2 - Navigating the urban jungle of East Finchley (“social safety”)	Explore the issues that force or encourage people to commit street crime, join gangs and carry knives. Through this, learn about street safety techniques and gain confidence in how to conduct themselves around the area.
Half-term 3 - Personal finance and spending	Students will be confident when dealing with personal finances, aware of the impact of debt, the use of bank accounts/credit cards and know how to resolve unforeseen financial situations.

Half-term 4 – Mindfulness, stress control and meta- cognition	Help students develop their meta-cognition skills and stress resilience before they enter the GCSE period.
Half-term 5 – Revision for GCSE subjects	
Half-term 6 – GCSE Exams	

VCERT Engineering at the Archer Academy

The Level 1/2 Technical Award in Engineering is designed to provide learners with the skills, knowledge and understanding of the applied study of good engineering practices and an understanding of working in the sector. At the Archer Academy we aim to equip students with the knowledge and skills needed to explore and pursue different vocational and engineering study options as they move to the next stage of their education.

Engineering at Year 11

In Year 11 students will continue to build on their foundation year by completing a wide range of tasks including practical projects as well as theory lessons. Students will be exposed to more complex processes, machinery and manufacturing methods whilst they complete making projects. They will also explore theory such as health and safety, mathematics, engineering sectors and tools and equipment used in engineering.

	Key Content
Theory exam preparation	Problem solving, engineering drawings, design, modelling and manufacturing.
NEA coursework	Problem solving, engineering drawings, design, modelling and manufacturing.
NEA coursework	Problem solving, engineering drawings, design, modelling and manufacturing.
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