

<p><u>SMSC and Cross Curricular Audit – YEAR 11</u></p> <p>Aspect</p>	<p>Half Term 1</p>	<p>Half Term 2</p>	<p>Half Term 3</p>	<p>Half Term 4</p>	<p>Half Term 5</p>	<p>Half Term 6</p>
<p>Social</p>	<p>Art/Drama/Music - Peer group interaction in practical/ discussion/assessment tasks (ongoing throughout year).</p> <p>ICT – Use of technology systems within society networks.</p> <p>History – Opposition to the Tsar.</p> <p>Geography – Impacts of tectonic disaster on LEDW/MEDW.</p> <p>P4L – Supporting own learning. Supporting the learning of others.</p> <p>PE - Learning how to work with others in a group/individually. Different aspects of being involved in</p>	<p>Music – performance in the community.</p> <p>History – Liberal reforms – who was affected and how effective were they?</p> <p>Geography – Impact of flooding MEDW/LEDW. Responses to flooding. Water supply and demand.</p> <p>P4L – Supporting own learning. Supporting the learning of others.</p> <p>PE - Learning how to work with others in a group/individually. Different aspects of being involved in sport -coach/ trainer/ performer/</p>	<p>Art – Potential ‘Social’ responses to Externally Set Assignment from Exam Board.</p> <p>ICT – Discuss purpose/ audience for different scenarios.</p> <p>History – Public opinion; the draft; impact of the Cold War.</p> <p>PE - Learning how to work with others in a group/individually. Different aspects of being involved in sport -coach/ trainer/ performer/ organiser/ official/ organiser. Diversity – PE should then be accessible, enjoyable and</p>	<p>Art – Potential ‘Social’ responses to Externally Set Assignment from Exam Board – individual student basis (contd.).</p> <p>Product/Systems/Graphics – Social implication of their designs.</p> <p>IT – Create website.</p> <p>History – Impact of whole of German society. Hitler youth / education.</p> <p>PE - Learning how to work with others in a group/individually. Different aspects of being involved in sport -coach/ trainer/ performer/ organiser/ official/ organiser. Diversity – PE should then be accessible, enjoyable and inclusive. Attitude and respect towards others.</p>	<p>Art – Potential ‘Social’ responses to Externally Set Assignment from Exam Board – individual student basis (contd.)</p> <p>History – Impact of whole of German society. Hitler youth / education.</p> <p>PE - Learning how to work with others in a group/individually. Different aspects of being involved in sport -coach/ trainer/ performer/ organiser/ official/ organiser. Diversity – PE should then be accessible, enjoyable and inclusive. Attitude and respect towards others. Team roles –</p>	

	<p>sport -coach/ trainer/ performer/ organiser/ official/ organiser. Diversity – PE should then be accessible, enjoyable and inclusive. Attitude and respect towards others. Team roles – working towards targets/goals.</p> <p>Philosophy and Ethics – Social justice, treatment of criminals.</p> <p>English - Investigating stereotypes in newspaper articles – websites</p>	<p>organiser/ official/ organiser. Diversity – PE should then be accessible, enjoyable and inclusive. Attitude and respect towards others. Team roles – working towards targets/goals.</p> <p>Philosophy and Ethics – Social justice, treatment of criminals.</p> <p>English - Writing to argue and persuade on current migrant crisis</p>	<p>inclusive. Attitude and respect towards others. Team roles – working towards targets/goals.</p> <p>English - Themes in Poetry studied</p> <p>Science - B2.7 Making informed judgements about the social and ethical issues of stem cell use and genetic testing of embryos</p>	<p>Team roles – working towards targets/goals.</p> <p>English - Describing their community</p>	<p>working towards targets/goals.</p> <p>English - Themes in An Inspector Calls</p>	
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