



Year 11 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	English Language Paper 2 Writers' viewpoints and perspectives Section A Questions 1 -4 Section B – Question 5	Lit Paper 2 Unseen Poetry Final unit to be studied	Revision of Literature 1 week on each Literature section Macbeth A Christmas Carol DNA Power and Conflict poetry	Revision of Language	Revision of all areas	English Language Paper 2 Writers' viewpoints and perspectives Section A Questions 1 - 4 Section B – Question 5
Maths	Module 24: Compound Measures Module 25: Congruence & Similarity	Module 26: Recap Quadratics Module 27: Recap Simultaneous Equations MOCK EXAM and REVISION	Module 27: Gradients & areas under graphs SPRING MOCK EXAM and REVISION Half Term EXAMS/REVISION/RECAP		Summer: EXAMS/REVISION/RECAP	
Science	Biology – Variation and evolution. Chemistry – Chemical quantities and calculations. Physics - Waves.	Biology – Variation and evolution continued. Chemistry – Chemical quantities and calculations continued. Physics - Waves continued. Revision for paper 1 mock examination to be completed in December.	Biology – Ecology in action Chemistry – The atmosphere and sustainable development. Physics – Electromagnets, motors and generators.	Biology – Ecology in action continued. Chemistry – The atmosphere and sustainable development continued. Physics – Electromagnets, motors and generators continued. Revision for paper 2 mock exam to be sat in March.	Revision and External exams. Paper 1s – May	External exam. Paper 2s - June

History	<p>Elizabethan England Part 4</p> <p>The historic environment of Elizabethan England The historic environment is 10% of the overall course, which equates to approximately 12 hours out of 120 guided learning hours.</p>	<p>Elizabethan England: Part 1</p> <ul style="list-style-type: none"> • Elizabeth I and her court • The difficulties of a female ruler <p>Elizabethan England Part 2</p> <ul style="list-style-type: none"> • A 'Golden Age': living standards and fashions; growing prosperity and the rise of the gentry • English sailors: Hawkins and Drake <p>Elizabethan England Part 3</p> <ul style="list-style-type: none"> • Religious matters: the question of religion, English Catholicism and Protestantism • Mary Queen of Scots • Conflict with Spain 	<p>Health and the People Part 1</p> <ul style="list-style-type: none"> • Medieval medicine • Medical progress • Public health in the Middle Ages <p>Health and the People Part 2</p> <ul style="list-style-type: none"> • The impact of the Renaissance on Britain • Dealing with disease • Prevention of disease <p>Health and the People Part 3</p> <ul style="list-style-type: none"> • The development of Germ Theory and its impact on the treatment of disease in Britain • A revolution in surgery: anaesthetics, including Simpson and chloroform; antiseptics, • Improvements in public health <p>Health and the People Part 4</p> <ul style="list-style-type: none"> • Modern treatment of disease • The impact of war and technology on surgery 	<p>Germany Part 1</p> <ul style="list-style-type: none"> • Kaiser Wilhelm and the difficulties of ruling Germany • Impact of the First World War • Weimar democracy: political change and unrest, 1919–1923 <p>Germany Part 2</p> <ul style="list-style-type: none"> • The impact of the Depression • The failure of Weimar democracy • The establishment of Hitler's dictatorship <p>Germany Part 3</p> <ul style="list-style-type: none"> • Economic changes: benefits and drawbacks • Social policy and practice • Control: Goebbels, the use of propaganda and censorship; Nazi culture; 	<p>Conflict and Tension Part 1</p> <ul style="list-style-type: none"> • The armistice: aims of the peacemakers; • The Versailles Settlement <p>Conflict and Tension Part 2</p> <ul style="list-style-type: none"> • The League of Nations: its formation and covenant; organisation; membership and how it changed] • Diplomacy outside the League: Locarno treaties and the Kellogg-Briand Pact. • The collapse of the League: the effects of the Depression <p>Conflict and Tension Part 3</p> <ul style="list-style-type: none"> • The development of tension: Hitler's aims and Allied reactions • Escalation of tension • The outbreak of war 	<p>Examination Period</p>
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Geography	Unit 2, Topic 7: UK in the 21st Century - What does the UK look like? - How is the UK's population changing? - How is the UK's economy changing? - What is the UK's political role in the world? - How is the UK's cultural influence changing?	Unit 1, Topic 2: Changing Climate - What evidence is there for climate change? - Is climate change a natural process? - Why is climate change a global issue? Revision for external exams Specification = OCR B	Revision for external exams Specification = OCR B			
Spanish	Unit 7: Different jobs, places of work and work activities Saturday jobs Words with more than one meaning 'suelo' + infinitive Work experience Booking train ticket Talking about use of different languages 'lo' + adjective Applying for summer job Writing formal letter Describing future plans	Unit 8: Global issues Local/ regional problems 'hay que' Food groups, nutrients, diets Healthy lifestyles (drugs, cigarettes, alcohol Positives and negatives of sporting events)	Revision			
Art	Topic: Component One - Coursework Project 40% - AO1 – Research, intentions and development of ideas - AO3 – Recording of ideas both visually and written - AO2 – Exploration of various techniques with successful refinement - AO4 – Creation of a personal response that develops though out the project - Selection of seven titles; selected from previous exam papers Students will be expected to research not only practitioners within the subject area but can also	Topic: Component Two- Exam Project 40% - AO1 – Research, intentions and development of ideas - AO3 – Recording of ideas both visually and written - AO2 – Exploration of various techniques with successful refinement - AO4 – Creation of a personal response that develops though out the project - Selection of seven titles; provided by AQA	Component Two Completion Final marks completed and submitted to exam board			

	reflect/ be inspired by articles, blogs, books and any other contextual sources. This will be used to support any narratives that will be created from their practical work and aid in understanding the world and issues around them.	Students will be expected to research not only practitioners within the subject area but can also reflect/ be inspired by articles, blogs, books and any other contextual sources. This will be used to support any narratives that will be created from their practical work and aid in understanding the world and issues around them.		
Computing/ICT	<u>ICT</u> 5 lessons a fortnight Component 2 - Students will understand the characteristics of data and information and how they help organisations in decision making. They will use data manipulation methods to create a dashboard to present and draw conclusions from information. Component 3 - Learners will explore how organisations use digital systems and the wider implications associated with their use.			
Technology: Engineering	<p>Preparing for the final R105 written exam... During the first half term one lesson a week will be dedicated to practice for the R105 external exam. Students will have the opportunity to recap on the topics they explored in year 10 and apply what they have learnt to exam questions in the lead up to the written exam in January.</p> <p>Completing the R106 units ready for final assessment... Students will have the opportunity to review and reflect on the work they completed in year 10 for the R106 product analysis unit and prepare their project work ready for final assessment.</p> <p>Working from the design brief to design and develop the final product (R107)... To balance the curriculum and vary the content of lessons the students will also focus on the design/development sections of their coursework project assignment as part of the R107 unit.</p>	<p>The final assessment... Students must complete their R107 and R108 units by February half term ready for final assessment ahead of the May assessment window. R105 external exam (January) R107 Developing and presenting engineering designs (continued) R108 3D Design realisation</p>	<p>An opportunity to re-sit the R105 final exam... In the final term there will be an opportunity for the students who did not pass the R105 written exam to re-sit the paper in June. R108 3D Design realisation (continued) R105 resit opportunity (June) R107 and R108 final assessment June</p>	

	<p>R105 Exam preparation...</p> <ul style="list-style-type: none"> -The design cycle -Identification of design needs -The relationship between the design brief and specification -Requirements of a design specification -Wider influences on new products <p>R106 Product analysis and research (completion and final assessment for November)</p> <p>R107 Developing and presenting engineering designs</p>		
<p>Technology: GCSE D and T</p>	<p>A focus on the NEA controlled assessment task... The students make an immediate start on their projects following the release of the set task from the exam board at the end of year 10. They start year 11 having completed the identifying and exploring design possibilities section of their projects. During the first term in year 11 students complete the producing a design brief/specification and development sections of their project before moving onto the realising, analysing and evaluating sections in the second term.</p> <p>NEA: Controlled assessment task</p> <ul style="list-style-type: none"> -Identifying and investigating design possibilities -Producing a design brief and specification -Generating design ideas -Developing a design ideas <p>Core specialist principles...</p> <ol style="list-style-type: none"> 1.Key ideas in Design & Technology 2.An introduction to materials and systems 3.Properties and selection of materials 	<p>The final assessment...</p> <p>The students must complete their NEA tasks by the February half term ready for final assessment.</p> <p>NEA: Controlled assessment task (completion and final assessment)</p> <ul style="list-style-type: none"> -Realising a design solution -Analysing and evaluating <p>Specialist technical principles...</p> <ul style="list-style-type: none"> -Exploring woods, metals and polymers 	<p>During year 10 the students explored a range of materials and their working properties which gave them a sound understanding on which to build in year 11. Throughout year 11, one lesson a week is dedicated to learning new theory exam practice in the lead up to the final exam in June</p>

	4.Woods, Metals and Polymers 5.Designing and making principles					
Technology: Food	<p>Students are given their NEA1 Brief within the first few weeks of coming back to school.</p> <p>This is a report based scientific experiment based on a brief set by AQA. Task 1: Food investigation (30 marks)</p> <p>Students' understanding of the working characteristics, functional and chemical properties of ingredients.</p> <p>Practical investigations are a compulsory element of this NEA task.</p> <p>Task 1: Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.</p>		<p>Students will plan, prepare and cook 3 dishes based on a brief.</p> <p>Students will use their previous knowledge and apply it to the brief. Students will Task 2: Food preparation assessment (70 marks)</p> <p>Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.</p> <p>Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.</p> <p>Task 2: Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.</p>		<p>Revising topics that students need more guidance with.</p> <p>AQA Food preparation and nutrition exam.</p> <p>Theoretical knowledge of food preparation and nutrition from Sections 1 to 5.</p> <p>Written exam: 1 hour 45 minutes 100 marks 50% of GCSE</p> <p>Multiple choice questions (20 marks) Five questions each with a number of sub questions (80 marks)</p>	
PE: GCSE Sport	<p>Topic: Socio-cultural influences and well-being in physical activity and sport.</p> <p>Brief explanation of content covered.</p> <ul style="list-style-type: none"> Engagement patterns and the factors affecting them Commercialisation, sponsorship and the media. 	<p>Topic: Movement analysis – Paper 1: The human body and movement in physical activity and sport.</p> <p>Brief explanation of content covered.</p> <p>Content:</p> <ul style="list-style-type: none"> Lever system. Lever systems and mechanical advantages. 	<p>Topic: Practical performance in physical activity and sport.</p> <p>Brief explanation of content covered.</p> <p>Preparation and analysis will take place prior to an external moderator visiting from AQA.</p> <p>Practical performance in three different physical activities in the role of</p>	<p>Topic: Recap of content for paper 1:</p> <p>Recap of content for paper 2:</p> <p>Brief explanation of content covered.</p> <p>Paper 1</p> <ul style="list-style-type: none"> Applied anatomy and physiology. 	<p>Topic: Exam techniques and final preparations.</p> <p>Brief explanation of content covered.</p> <p>Paper 1: The human body and movement in physical activity and sport. 13th May 2020</p> <p>Paper 2: Socio-cultural influences</p>	<p>Topic: Exam for GCSE PE Paper 1 – 13th May 2020 Exam for GCSE PE Paper 2 – 15th May 2020</p> <p>Brief explanation of content covered.</p> <p>Content for paper 1:</p> <ul style="list-style-type: none"> Applied anatomy and physiology. Movement analysis. Physical training.

	<ul style="list-style-type: none"> • Positive and negative impacts of technology/ • Conduct of performers and introduction to drugs. • Sporting examples of drug taking. • Advantages and disadvantages of drug taking. • Spectator behaviour and hooliganism, including strategies to combat hooliganism. <p>Brief outline of key concepts and skills learned.</p>	<ul style="list-style-type: none"> • Analysis of basic movements in sporting examples – including revision of joints/muscles/bones. • Planes and axes. <p>Revision before mocks in November/December.</p> <p>Brief outline of key concepts and skills learned.</p>	<p>player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).</p> <p>Each of the three activities will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity).</p>	<ul style="list-style-type: none"> • Movement analysis. • Physical training. <p>Paper 2 –</p> <ul style="list-style-type: none"> • Health, fitness and well-being. • Sports psychology. • Socio-cultural influences. <p>Brief outline of key concepts and skills learned.</p>	<p>and well-being in physical activity and sport. 15th May 2020</p>	<p>Content for paper 2:</p> <ul style="list-style-type: none"> • Health, fitness and well-being. • Sports psychology. • Socio-cultural influences. <p>Brief outline of key concepts and skills learned.</p>
Dance	<p>Topic: Component 1 and 2</p> <p>Component 1- Student will study and explore three existing pieces of repertoire from the dance world in different dance styles:</p> <ul style="list-style-type: none"> - Urban- Emancipation of Expressionism (Boy Blue Entertainment, 2013) - Contemporary- Shadows (Christopher Bruce, 2014) - Jazz- All that Jazz (Bob Fosse) <p>The performances will include extracts from well-known dance works</p>	<p>Topic: Component 1 and 2</p> <p>Development of component 1 and 2. Students will learn the set repertoire for component two and have mock assessments for both components</p>	<p>Topic: Component 1, and 3</p> <p>Students will be assessed on components 1 and 2. Presentation, written work, milestones and practical performance. At the end of January students will start to gather information for component 3- responding to a brief.</p>	<p>Topic: Component 3</p> <p>Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer in response to a given brief and stimulus.</p>	<p>Topic: Component 3</p> <p>Assessment of component 3, group performance focusing on their chosen topic and demonstrating physical and interpretive skills. Finalise BTEC course</p>	

	<p>and the organisers would like to inspire and educate the audiences by providing background information on the performance work and those involved in making it.</p> <p>Component 2- Students will audition for the local Youth Performance Company. They must develop their dance skills by taking part in the relevant physical workshops or classes. Students will prepare an audition piece of a minimum of two minutes duration. The piece could be a solo performance or could be working with others in a group piece. The Youth Performance Company has indicated that they want to know that students can cope with the demands of professional work and therefore either piece used should be professional repertoire.</p>					
Drama	<p>Topic: Devising</p> <p>Essential Question: How can we devise a performance which communicates aims to the audience?</p>	<p>Topic: Devising</p> <p>Essential Question: How can we devise a performance which communicates aims to the audience?</p>	<p>Topic Performance from a Text</p> <p>Essential Question: How can we produce a performance which</p>	<p>Topic: Performance from a Text</p> <p>Essential Question:</p>	<p>Topic: Theatre Makers in Practice</p> <p>Essential Question: How can we analyse text and live theatre</p>	<p>Topic: Theatre Makers in Practice</p> <p>Essential Question: How can we analyse text and live theatre to understand Drama?</p>

	<p>Investigating how to use: Style Form Characterisation Language structure Within this unit, students will be working on their original performance which they have created from three stimuli's. Students work will be constantly reviewed at milestones so students have a different foci per milestone and relating to their coursework questions.</p>	<p>Investigating how to use: Style Form Characterisation Language structure Within this unit, students will be working on their original performance which they have created from three stimuli's. Students work will be constantly reviewed at milestones so students have a different foci per milestone and relating to their coursework questions.</p>	<p>shows our skills through text? Investigating how to use: Themes, issues, performance conventions stage directions character relationships Character development. Students will be put into small groups/pairs to produce a performance from script. The students will have to understand the context of the performance for a successful production.</p>	<p>How can we produce a performance which shows our skills through text? Investigating how to use: Themes, issues, performance conventions stage directions character relationships Character development. Students will be put into small groups/pairs to produce a performance from script. The students will have to understand the context of the performance for a successful production.</p>	<p>to understand Drama? Investigating how to use: Acting style and purpose, including vocal and physical skills Set and props, including stage furniture and personal props Lighting and sound, including colour and music Costume, makeup and masks as appropriate. Students will be prepared for their GCSE final written exam on analysing a live performance and the set text 'An Inspector Calls'.</p>	<p>Investigating how to use: Acting style and purpose, including vocal and physical skills Set and props, including stage furniture and personal props Lighting and sound, including colour and music Costume, makeup and masks as appropriate. Students will be prepared for their GCSE final written exam on analysing a live performance and the set text 'An Inspector Calls'.</p>
Music	<p>Component 2 Assignment 2b - continued Reflect on how to apply and develop individual musical skills and techniques required for the music industry.</p> <p>Skills log diary Development plan Taking part in music concert</p>		<p>Component 3 Responding to a Commercial Music Brief Performing stylistically accurate cover versions Creating original music using existing stylistic frameworks and traits Stylistic use of music technology to create an original piece of music from a given starting point</p>		<p>Component 3 Responding to a Commercial Music Brief Performing stylistically accurate cover versions Creating original music using existing stylistic frameworks and traits Stylistic use of music technology to create an original piece of music from a given starting point</p>	

	Sharing work Ensemble Skills Solo instrumental skills Composition work		Prepare and complete initial response to the music brief set by the exam board. Preparatory work for Activity 1		Students will create a music product in response to the music brief set by the exam board. Students will complete Activity 2 Component 3 Responding to a Commercial Music Brief Complete Activity 2 Experiment, develop and record musical material for the final submission. Component 3 Responding to a Commercial Music Brief Complete Activity 3: Individual commentary on the creative process.
Business BTEC	COMPONENT 3; Promotion and Finance for Enterprise EXAM PREPERATION Autumn - Spring term: Assessment objectives AO1 Demonstrate knowledge and understanding of elements of promotion and financial records AO2 Interpret and use promotional and financial information in relation to a given enterprise AO3 Make connections between different factors influencing a given enterprise AO4 Be able to advise and provide recommendations to a given enterprise on ways to improve its performance				Summer Term: possible Resits and CW Catch up This is designed to teach and research into financial Documents. It will teach them how to use them and monitor them in order to potentially improve the performance of an enterprise in order to make decisions and recommend strategies for success.
Business GCSE	Autumn Term: Theme 1. Recap of business content from specification, development of 1 mark, 2 mark, 3 mark and 6 mark exam questions.		Spring Term: Theme 2. Recap of business content from specification. Continue 1 mark, 2 mark, 3 mark and 6 mark question. In addition, begin to focus significantly on 9 and 12 mark questions.		Summer Term: Past exam paper practice. Using previous exam papers, mark scheme and examiner reports students will complete every past exam paper. This will be with support as ‘walking and talking mocks’ and also without support as it would be in the actual exam.
Child Development	Topic: Unit RO20 – understand the	Topic: Unit RO20 – understand the development of a	Topic: Unit RO20 – understand the	Topic: Unit RO20 – understand the development of a	Revision

	development of a child from birth to five years LO1: Understand the physical, intellectual and social development norms from birth to five years	child from birth to five years LO2: Understand the benefits of learning through play	development of a child from birth to five years LO3: Be able to plan different play activities for a chosen developmental area with a child from birth to five years LO4: Be able to carry out and evaluate different play activities for a chosen developmental area with a child from birth to five years	child from birth to five years LO4: Be able to carry out and evaluate different play activities for a chosen developmental area with a child from birth to five years	
Media	Component 3: Non exam assessment task The exam board set a production brief for students to complete over 12 weeks. They will choose between: <ul style="list-style-type: none"> • Television • Music Marketing • Film Marketing • Magazines This is a practical element to the course where they will show their skills in producing a production through their choice of task. This equates to 30% of their final grade. Mock exam covering component 1 and 2.		Revision: Representation Magazines Newspapers Advertising and marketing Television- in depth Online music- in depth	Revision Media Language- Magazines Newspapers Advertising and marketing Television- in depth	Revision: Radio Media Audiences Newspapers Television- in depth Online music- in depth Video games
Photography	Topic: Component One - Coursework Project 40% <ul style="list-style-type: none"> - AO1 – Research, intentions and development of ideas - AO3 – Recording of ideas both visually and written - AO2 – Exploration of various techniques with successful refinement - AO4 – Creation of a personal response that develops though out the project - Selection of seven titles; selected from previous exam papers 		Topic: Component Two- Exam Project 40% <ul style="list-style-type: none"> - AO1 – Research, intentions and development of ideas - AO3 – Recording of ideas both visually and written - AO2 – Exploration of various techniques with successful refinement - AO4 – Creation of a personal response that develops though out the project 		Component Two Completion Final marks completed and submitted to exam board

	Students will be expected to research not only practitioners within the subject area but can also reflect/ be inspired by articles, blogs, books and any other contextual sources. This will be used to support any narratives that will be created from their practical work and aid in understanding the world and issues around them.	<p>- Selection of seven titles; provided by AQA</p> <p>Students will be expected to research not only practitioners within the subject area but can also reflect/ be inspired by articles, blogs, books and any other contextual sources. This will be used to support any narratives that will be created from their practical work and aid in understanding the world and issues around them.</p>	
PSD	<p>Managing Money and the Economy</p> <ul style="list-style-type: none"> • UK systems such as tax and welfare system • Budgeting and skills for university • Impact of living in poverty and the challenges of a happy successful adult life • Skills for the workplace including CVs and interviews 	<p>Careers</p> <ul style="list-style-type: none"> • Low skilled manual career paths • Semi-skilled career paths • Skilled and white-collar career paths • Steps to further education and career paths – evaluation and self-reflection 	<p>Exam Prep</p> <ul style="list-style-type: none"> • Lessons to be used for revision and catch up sessions.
Prince'	Preparation for Work: Career Planning (including CVs and Interviews)	Preparation for Work: Presentation Skills	Preparing for post-16