

## Year 11 Curriculum Overview

| Subject                         | Autumn 1   | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2 |
|---------------------------------|--|--|--|--|--|----------|
| <b>English Language</b>         | <p><b>Language Paper 1: Section A and Section B</b></p> <ul style="list-style-type: none"> <li>- Pupils to develop key skills need to understand and critically analyse unseen prose (Language Paper 1: Section A).</li> <li>- Pupils to develop their creative writing skills for descriptive and narrative tasks (Language Paper 1: Section B).</li> </ul>   | <p><b>Language Paper 1: Section A and Section B</b></p> <ul style="list-style-type: none"> <li>- Pupils to develop key skills need to understand and critically analyse unseen prose (Language Paper 1: Section A).</li> <li>- Pupils to develop their creative writing skills for descriptive and narrative tasks (Language Paper 1: Section B).</li> </ul>   | <p><b>Language Paper 2: Section A and Section B</b></p> <ul style="list-style-type: none"> <li>- Pupils to develop key skills need to understand, critically analyse and compare unseen non-fiction extracts from the 19th, 20th and 21st centuries (Language Paper 2: Section A).</li> <li>- Pupils to develop their transactional writing skills for a range of formats (Language Paper 2: Section B).</li> </ul>  | <p><b>Language Paper 2: Section A and Section B</b></p> <ul style="list-style-type: none"> <li>- Pupils to develop key skills need to understand, critically analyse and compare unseen non-fiction extracts from the 19th, 20th and 21st centuries (Language Paper 2: Section A).</li> <li>- Pupils to develop their transactional writing skills for a range of formats (Language Paper 2: Section B).</li> </ul>  | <p><b>Final exam preparation and revision</b></p> <ul style="list-style-type: none"> <li>-Pupils to complete final exam preparation and revision. The foci will be based upon pupil performances in mock exams and assessments.</li> </ul>   |          |
| <b>English Literature</b>       | <p><b>Romeo and Juliet' by William Shakespeare. (Literature Paper 1: Section A)</b></p> <ul style="list-style-type: none"> <li>- Shakespeare text which has links to both KS3 and KS5.</li> <li>- Thematic links including love, conflict, family, parental relationships, honour, fate and free will.</li> </ul>  | <p><b>Romeo and Juliet' by William Shakespeare. (Literature Paper 1: Section A)</b></p> <ul style="list-style-type: none"> <li>- Shakespeare text which has links to both KS3 and KS5.</li> <li>- Thematic links including love, conflict, family, parental relationships, honour, fate and free will.</li> </ul>  | <p><b>Poetry Cluster (Literature Paper 2: Section B) and Unseen Poetry (Literature Paper 2: Section C)</b></p> <ul style="list-style-type: none"> <li>- 'Power and Conflict' cluster chosen due to its relevance to texts studied at KS3, KS4 and KS5 – power and corruption, the hubristic nature of man, the power of the natural world, the impact of colonialization, etc.</li> <li>- The focus for this period of study will be the remaining poems from the cluster that were not taught in the Autumn term.</li> <li>- Pupils will also continue to develop the skills to be able to understand and critically analyse unseen poems.</li> </ul> | <p><b>Poetry Cluster (Literature Paper 2: Section B) and Unseen Poetry (Literature Paper 2: Section C)</b></p> <ul style="list-style-type: none"> <li>- 'Power and Conflict' cluster chosen due to its relevance to texts studied at KS3, KS4 and KS5 – power and corruption, the hubristic nature of man, the power of the natural world, the impact of colonialization, etc.</li> <li>- The focus for this period of study will be the remaining poems from the cluster that were not taught in the Autumn term.</li> <li>- Pupils will also continue to develop the skills to be able to understand and critically analyse unseen poems.</li> </ul> | <p><b>Final exam preparation and revision</b></p> <ul style="list-style-type: none"> <li>-Pupils to complete final exam preparation and revision. The foci will be based upon pupil performances in mock exams and assessments.</li> </ul>   |          |
| <b>Maths</b>                    | <p>Each year 11 mathematics group has a bespoke curriculum designed to meet the emerging needs of the group/individuals. The curriculum plan is updated following each assessment. Once content is complete assessments will take place on a weekly basis. QLA Trackers are used to inform the content taught the following week. Higher tier pupils complete the following new content during Autumn 1: Rearranging complex formulae, Factorising and solving quadratics, Quadratic formula, completing the square, Quadratic simultaneous equations, Quadratic graphs and inequalities. They will also cover trigonometry including SOHCAHTOA, sine rule, cosine rule and sine rule for area of a triangle.</p>  | <p>Higher tier content: Circle theorems, iteration process, direct and inverse proportion, vectors, equation of a circle. Once all content is complete regular assessments will inform content taught in the following week. In some cases whole class targets will be identified and the whole class will complete the same task. In other cases pupils will be directed to different tasks to complete based on their individual targets.</p>  | <p>Once all content is complete regular assessments will inform content taught in the following week. In some cases whole class targets will be identified and the whole class will complete the same task. In other cases pupils will be directed to different tasks to complete based on their individual targets.</p>   | <p>Once all content is complete regular assessments will inform content taught in the following week. In some cases whole class targets will be identified and the whole class will complete the same task. In other cases pupils will be directed to different tasks to complete based on their individual targets.</p>   | <p>Once all content is complete regular assessments will inform content taught in the following week. In some cases whole class targets will be identified and the whole class will complete the same task. In other cases pupils will be directed to different tasks to complete based on their individual targets.</p> |          |
| <b>Combined Science</b>         | <p><b>Biology</b> Reproduction/types of reproduction, cell division, DNA and the genome, inheritance, genetics and screening for genetic disorders. <b>Chemistry</b> Rates and equilibrium; Rate of reaction, collision theory and surface area, effect of temperature, concentration, pressure and catalysts on the rate of reaction, reversible reactions, energy and reversible reactions. Motion along a straight line, including speed - distance - time relation. Graphs of displacement/distance time, and velocity/speed time, including gradients and areas under graphs. <b>Force &amp; motion.</b> Acceleration and NI, including weight, terminal velocity. Momentum. Forces and braking, along with equations for uniformly accelerated motion, in context of safety on the road.</p> | <p><b>Biology</b> Variation and evolution; variative, evolution by natural selection, selective breeding and ethics of genetic technologies. Genetic and evolution; evidence for evolution, fossils and extinction. <b>Chemistry</b> Crude oil and fuels, hydrocarbons, fractional distillation of oil, burning hydrocarbons, cracking hydrocarbons. Chemical analysis; Pure substances, mixtures and formulations. <b>Physics</b> Waves. Wave characteristics, including longitudinal and transverse waves. Characteristics of waves, including calculation with wave equation. Period. Reflection and refraction as wave characteristics. Forward motion and reflection.</p> | <p><b>Biology</b> Genetics and evolution; Extraction, antibiotic resistant bacteria, classification and new systems of classification. Ecology; importance of communities, organisms in their environment, distribution and abundance, competition in animals and plants. Adaptation in animals and plants. <b>Chemistry</b> Chemical analysis continued, testing for gases. <b>Physics</b> EM waves. Use of em waves in comms, and x-rays in medicine</p>   | <p><b>Biology</b> Organising an ecosystem, feeding relationships, material cycling, carbon cycle. Biodiversity and ecosystems; the human explosion, land and water pollution, air pollution, deforestation and peat destruction, global warming. <b>Chemistry</b> Revision lessons based upon mock exams and end of topic assessments. <b>Physics</b> Light and colour. Lenses. Reflection and refraction in detail, with practical emphasis.</p>  | <p><b>Biology</b> Revision lessons based upon mock exams and end of topic assessments. <b>Chemistry</b> Revision lessons based upon mock exams and end of topic assessments. <b>Physics</b> Magnetic fields, and their production by a current. Electromagnetic devices, using the motor effect.</p>                     |          |
| <b>Biology (Triple Award)</b>   | <p>Reproduction/types of reproduction, cell division, DNA</p>  | <p>Variation and evolution; variative, evolution by natural selection, selective breeding, cloning, adult cell cloning and ethics of genetic technologies. Genetic and evolution; The history of genetics, Darwin's theory, evolution and speciation, evidence for evolution, fossils and extinction. Genetic and evolution; Extinction, antibiotic resistant bacteria, classification and new systems of classification</p>   | <p>Ecology; importance of communities, organisms in their environment, distribution and abundance, competition in animals and plants. Organising an ecosystem, feeding relationships, material cycling, carbon cycle</p>   | <p>Biodiversity and ecosystems; the human explosion, land and water pollution, air pollution, deforestation and peat destruction, global warming. Impact of change, maintaining biodiversity, trophic levels and biomass, biomass transfers, food security, making food production efficient and sustainable food production. Exam preparation.</p>  | <p>Revision lessons based upon mock exams and end of topic assessments.</p>  |          |
| <b>Chemistry (Triple Award)</b> | <p>Crude Oil; Hydrocarbons- naming and drawing alkanes and alkenes. General formulas. Crude oil and it's separation. Cracking. Burning alkanes and their equations. Organic reactions - The structures and reactions of the alkenes, alcohols, carboxylic acid and ester homologous series</p>   | <p>Polymers; Addition, Condensation polymers, alongside natural polymers and DNA. Chemical analysis - Pure substances, mixtures and formulations. The testing of purity. Tests for positive and negative ions, Tests for gases. Includes a required practical and a project into identifying an unknown substance</p>  | <p>Chemical analysis Using our resources; Rusting; Useful alloys, Polymer, glass, ceramics and their properties, Making ammonia and fertiliser (geography)</p>   | <p>Using our resources continued (geography)</p>   | <p>Revision and exam skills</p>  |          |
| <b>Physics (Triple Award)</b>   | <p>Motion along a straight line, including speed - distance - time relation. Graphs of displacement/distance time, and velocity/speed time, including gradients and areas under graphs. Analyzing graphs in detail. Force motion. Acceleration and NI, including weight, terminal velocity. Levers and gears. Momentum, along with calculations and conservation of momentum calculations. Forces and braking, along with equations for uniformly accelerated motion, in context of safety on the road. Hooke's Law</p>  | <p>Force and pressure, including pressure and area and force relationship, pressure in a liquid, atmospheric pressure, and upthrust and flotation. Wave characteristics, including longitudinal and transverse waves. Characteristics of waves, including calculation with wave equation. Period. Reflection and refraction as wave characteristics. Sound waves, including ultrasound.</p>  | <p>Mechanical waves and seismic waves. The em spectrum, with emphasis on: Non-ionising and ionising sections of the spectrum. Use of em waves in comms, and x-rays in medicine</p>   | <p>Light and colour. Lenses. Reflection and refraction in detail, with practical emphasis. Using lenses, with lens diagrams for convex and concave lenses. Magnetic fields, and their production by a current. Electromagnetic devices, using the motor effect and the generator effect. Transformers and the use thereof</p>  | <p>Space. Formation of Solar System, with bodies in Solar System. Life cycle of a star. Planets, satellites and orbits. Universal expansion, and the possible fate, and origin, of the Universe</p>  |          |
| <b>GCSE PE</b>                  | <p>Sports Psychology Cardiovascular and Respiratory systems</p>  | <p>Health and Well Being Effects of Exercise</p>   | <p>Health and Well Being Injury Prevention</p>   | <p>Revision</p>  |  |          |
| <b>Sports Studies</b>           | <p>Completion of R186: Sport and the media</p>   | <p>R184: Contemporary issues in sport Topic area 1: Issues which affect participation in Sport</p>   | <p>R184: Contemporary issues in sport Topic area 2: The role of sport in promoting values</p>  | <p>R184: Topic area 3: Implications of hosting a sporting event Topic area 4: Role of NGB's</p>  | <p>R184: Use of technology in sport</p>  |          |
| <b>Geography</b>                | <p>Resource Management - Energy The Economic World</p>   | <p>The Economic World</p>  | <p>Ecosystems - Deserts and rainforests Field work skills</p>  | <p>Pre Release Field work skills</p>   | <p>Revision Exam skills</p>  |          |
| <b>History</b>                  | <p>Norman England - Invasion and conquest - Students explore the events of 1066 and the cultural, political and ecclesiastical impact of the Norman Conquest.</p>  | <p>Norman England - The Norman Church - American Expansion and Consolidation</p>   | <p>C+T in Asia - Korean War - Students cover the global background of tensions in Korea, the events of the Korean War and the wider consequences. TBC</p>  | <p>C+T in Asia - Vietnam War - Students explore the background to conflict in Indo-China, the development of American involvement, withdrawal of the French and the impact upon both Vietnam and the USA. TBC</p>  | <p>Revision and exam skills</p>  |          |
| <b>RE</b>                       | <p>Component 2: Theme F- Religion, Human rights and social Justice.</p>  | <p>Component 1: Beliefs, teachings - Islam</p>   | <p>Component 1: Beliefs, teachings - Islam</p>   | <p>Revision 12 revision lessons on the different topics</p>  | <p>Revision 12 revision lessons on the different topics</p>  |          |
| <b>Design and Technology</b>    | <p>D&amp;T and Our World: Energy Generation and Storage<br/><br/>Non Examined Assessment Challenge: Section C - Design and Prototype</p>   | <p>Electronics: Input &amp; output devices Feedback and control devices Processes and microcontrollers<br/><br/>Non Examined Assessment Challenge: Section D - Manufacture</p>   | <p>Mechanical Systems: Types of movement, levers and linkages Rotary systems<br/><br/>Non Examined Assessment Challenge: Section D - Manufacture</p>   | <p>Numeracy in D&amp;T<br/><br/>Non Examined Assessment Challenge: Section E - Testing &amp; Evaluation</p>  | <p>Revision lessons on the different topics</p>  |          |

|                           |  |   |  |   |   |  |
|---------------------------|--|---|--|---|---|--|
| French                    | Revising school subjects and discussing opinions. Talking about successes at school. Using modal verbs to describe school rules and regulations.                         | Talking about career choices. Talking about future plans. Talking about hopes and wishes. Talking about what you do to earn money. Using three time frames. Understanding extended texts. Discussing healthy and unhealthy living/lifestyles. | Talking about the environment. (links to Y9 Geography)<br>Talk about what I can do to protect the environment.<br>Talking about local and global social issues.<br>Talking about volunteering.<br>Practising listening and reading skills. | Revision and exam skills, all skills covered but with a focus on speaking.  | Revision and exam skills in preparation for summer exams (focus on Reading, Listening and Writing.)   |  |
| Psychology                | Paper 2: Language, Thought & Communication: Non-verbal communication and explanations of non-verbal behaviour. Begin Paper 2: Social Influence: Conformity and Obedience | Paper 2: Social Influence: Prosocial behaviour and crowd and collective behaviour   | Paper 2: Psychological problems: Introduction to mental health including effects on individuals and society characteristics, theories and therapies of depression and addiction  | Paper 2: Brain and Neuropsychology: Structure and function of the nervous system, neuron structure and function, structure and function of the brain and an introduction to Neuropsychology | Revision and exam skills in preparation for summer exams  |  |
| BTEC Business             | Component 2B: Pitch a micro enterprise activity.   | Component 2C: Review own pitch for a micro enterprise activity. omponent.   | Component 3A: The promotional mix (Marketing), types of market, market segmentation, factors influencing the choice of promotion.  | Component 3B: Financial Records, methods of payment, Sources of revenue/costs, Statement of Comprehensive Income/Statement of financial position, ratios.                                   | Component 3C: Cash flow forecasts, Cash flow problems, solving Cash flow. Break even, break even charts, benefits and limitations of break even, financing an enterprise. |  |
| BTEC Health & Social Care | Component 3A: Factors affecting health and wellbeing   | Component 3B: Interpreting health indicators  | Component 3C: Person-centred health and well-being improvement plans   | Component 2B: Demonstrate care values and review own practice.  |   |  |
| BTEC IT                   | Component 3 Learning Aim A Modern Technologies and their impact on Organizations, Learning Aim B Threats to Digital systems and how organizations can manage them        | Component 3 Learning Aim C Responsible, legal and ethical use of data, Learning Aim D Planning and communication in digital systems   | Revision for all of Component 3, Recovering all learning Aims  | Component 2 Learning Aim B Creating a Dashboard using Data manipulation tools   | Component 2 Learning Aim C Draw Conclusions and review data presentation methods  |  |
| BTEC Art & Design         | Component 1 Externally set brief   | Component 1 Externally set brief  | Component 2 Responding to a Brief: Externally set synoptic   | Component 2 Responding to a Brief: Externally set synoptic  |   |  |
| BTEC Performing Arts      | Component 3 - Performing to a Brief (Mock)   | Component 3 - Performing to a Brief (Mock)  | Component 3 - Performing to a Brief. Externally set  | Component 3 - Performing to a Brief   | Component 3 - Performing to a Brief   |  |
| BTEC Music                | Component 3: Responding to a music brief Students continue preparations for component 3 completing a mock assessment.  | Component 3: Responding to a music brief Students continue preparations for component 3 completing a mock assessment.   | Component 3: Responding to a music brief - controlled assessment   | Component 3: Responding to a music brief - controlled assessment  | Component 3: Responding to a music brief - controlled assessment  |  |