

Year 11 TERMLY CURRICULUM

	Design Technology	Engineering	Art	Food & Nutrition	Physical Education	Sport Science
Term 1	NEA & RevisionThe students will continue with their selected contextual challenge - focussing on investigate and design sections.Revision will be on 'Core content - materials' for this term.	Exam PreparationThe students will revision about a variety of different materials, health and safety and the many different engineering disciplines. Practice exams will be given for revision.	GCSE courseworkThe first term in year 11 is when the students complete their GCSE coursework. All presented work will need to be annotated using artist information, personal responses and reviewed ideas. All annotation needs to use art vocabulary. Final pieces are produced in this term during lesson time.	NEA 1The students will start their non-exam assessment 1 (starts in September and finishes in November) - this is worth 15% of the overall GCSE grade.	Healthy Lifestyles. Students will learn about factors affecting healthy lifestyles such as; the impact that lifestyle factors can have on health and fitness, including activity levels, diet and sleep. Students will also carry out work on testing and developing different components of fitness. Students will use health and fitness analysis to set goals and structure a health and fitness programme to meet particular goals. Students will investigate aspects of health and safety to consider when preparing to take part in health and fitness activities.	RO43 - The body's response to physical activity - Students will complete an extended project investigating the way in which the body responds to exercise. Students will develop an understanding of the impact that exercise has on the different body systems such as cardiovascular, respiratory and the musculo-skeletal system. Students will then develop their knowledge of the short- and long-term effects of exercise including the impact of a sedentary lifestyle and health related diseases.
Term 2	NEA & RevisionThe students will continue with their contextual challenges - focussing on design and development section.Revision will be on 'types of sketching, using a variety of mediums etc.'	Exam PreparationThe students will practice engineering drawing by hand and on CAD. They will also learn about pulleys, scale/ proportion, tools and the safe use of machinery.Practice exams will be given for revision.	GCSE courseworkThe exam board releases the titles for the exam project at the start of this term. Students are given the titles to choose from with guidance from the art teacher on which title will suit their drawing style best. Exam mark sheets are given to each student so that each drawn piece they produce can be marked using the OCR mark scheme. This ensures students are aware of current level and how to improve their work.	NEA 1This will continue into term 2 - non-exam assessment 1 (starts in September and finishes in November) - this is worth 15% of the overall GCSE grade.NEA 2The students will start their non-exam assessment 2 (starts in November/December and finishes in February/March) - this is worth 35% of the overall GCSE grade.	Key areas - Students will spend the remainder of Year 11 focussing on key areas of their controlled assessment to develop their understanding of areas that would benefit from a deeper understanding.	
Term 3	NEA & RevisionThe students will continue with their contextual challenges - focussing on their development and making of their NEA.Revision will be on 'Timbers - tools/ machinery' for this term.	Exam PreparationThe students will practice engineering drawing by hand and on CAD. They will also learn about pulleys, scale/ proportion, tools and the safe use of machinery.Practice exams will be given for revision.Practice synoptic projectThe students will practice a synoptic project by working independently.	GCSE courseworkThis term all students will produce work that relates to their chosen title in a variety of media, pencil, pen painting, printing, mixed media and collage. Students also need to look at work from other artist, designers and craftspeople to produce an informed response. Development ideas will show a clear journey from title to outcome. All work will need to be presented and annotated.	NEA 2This will continue into term 3 - non-exam assessment 2 (starts in November/December and finishes in February/March) - this is worth 35% of the overall GCSE grade.	Key areas - Students will spend the remainder of Year 11 focussing on key areas of their controlled assessment to develop their understanding of areas that would benefit from a deeper understanding.	RO45- Sport Nutrition - Students will carry out an extended project that will be submitted to the exam board as controlled assessment. Students will understand what nutrients are needed for a healthy balanced diet and about the importance of nutrition in sport. Students will develop a project which will investigate the effects of a poor diet on sports performance and participation. The programme will furnish students with the skills and knowledge to write a diet plan for people of varying groups such as athletes, elderly, children and people looking to improve their general health.
Term 4	NEA & RevisionThe students will continue with their contextual challenges - focussing on their making and evaluation of their NEA.Revision will be on all areas of core and timbers. Practice exams will be given for revision.		GCSE courseworkThis term students will sit their 10 hour art exam all exam project work needs to be completed before the exam date.	GCSE revisionThe students will be spending time revising for their GCSE exam which is worth 50% of the overall grade. Practice exams will be given for revision.	Key areas - Students will spend the remainder of Year 11 focussing on key areas of their controlled assessment to develop their understanding of areas that would benefit from a deeper understanding.	
Term 5					Exams	

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	Computer Science	Creative iMedia	History	Geography	Religious, Social & Cultural Studies	Sociology
Term 1	<p>Translators and Facilities of Language - Students will learn about the characteristics of different programming languages and the three main methods of translating from high level language to machine code to be understood by a computer's central processing unit. System Security - Students will learn about a number of threats to computer systems and organisations making use of technology as well as the means to avoid these threats.</p>	<p>R083 - Creating 2D and 3D Digital Graphics - Students will revisit their use of Adobe Illustrator to recap their key skills before embarking on their final coursework unit. Students will have the option of creating a 2D or 3D digital graphic depending on their skill level and content. Students focus will be on the investigation of 2D and 3D graphics in our world and the production techniques required for successful implementation of a graphic. Students will review their product at the end of the design cycle to complete the coursework aspect of the course.</p>	<p>In term one, we are studying Elizabethan England, c1568–1603. This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies. Details can be found: https://www.aqa.org.uk/subjects/history/gcse/history-8145/subject-content/shaping-the-nation#BC_Elizabethan_England_c15681603</p>	<p>Students will continue to learn about the physical landscapes module around rivers before moving onto the coastal landscape - again using case studies and examples to develop their ideas. In much the same way as rivers students learn about different processes, landforms and ways of managing change and danger. Links are made between the two themes topics, and a focus on question answering technique is maintained throughout.</p>	<p>In Term one students look at the topic of mental health. The topic explores mental illness, the issues of male suicide as well as how it affects young people.</p>	<p>Social Stratification Topic - The topic introduces some of the most important issues facing the UK in the 21st century. Understanding the differences between individuals and groups is an important part of sociology. UK society is constantly changing. Functionalist and New Right sociologists believe that society is changing too quickly, whereas feminists and others would see the changes as positive for women and certain other groups. Issues of inequality generate significant debate in our society. Is social inequality becoming greater? Are the very rich becoming richer while the poor become even poorer? Functionalists and the New Right believe that we need inequality to motivate people and to make our society work well. Their idea is that this motivation will eventually see everyone better off. Marxists would see growing inequality as the rich taking advantage of the workers. This unit will examine these and other debates about power, wealth and life chances.</p>
Term 2	<p>Programming Techniques and Robust Programming - Students will revisit all programming techniques learned in Year 9 and practised throughout the GCSE course in further detail. In addition, these techniques will be explored with a focus on programming robust software which can deal with a number of factors / human errors.</p>	<p>Key Topics / Skills Revision - Students will spend Year 11 revisiting key topics and developing their examination skills set in preparation for the end of year exams.</p>	<p>In term two, we continue studying Elizabethan England, c1568–1603. This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies. Details can be found: https://www.aqa.org.uk/subjects/history/gcse/history-8145/subject-content/shaping-the-nation#BC_Elizabethan_England_c15681603</p>	<p>In term 2 of year 11 Students will continue to learn about the physical landscapes module around rivers before moving onto the coastal landscape - again using case studies and examples to develop their ideas. In much the same way as rivers students learn about different processes, landforms and ways of managing change and danger. Links are made between the two themes topics, and a focus on question answering technique is maintained throughout.</p>	<p>Term 2 students look at the topic of War and Conflict. In this topic students will consider situation ethics and Just War theory. They will study how Christians battled with their faith while serving their country in WWII. This is followed by a citizenship topic, exploring media literacy. In this topic students explore the impact social media can have on their lives and the information that is shared.</p>	<p>We will continue finishing off Social Stratification topic as it will help students to Reflect on their own social position; Reflecting on inequality in the contemporary UK; Understanding how social life is ordered; Reflecting on sources of power and authority; Understanding the different views of the source of authority; Recognising the significance of inequality; Understanding the different views of inequality; Reflecting on social difference in the contemporary UK; Respect and awareness of diversity in the contemporary UK; Respect and awareness of the lives of others in the contemporary UK; Recognising the significance of social difference and its effect on life chances; Understanding the impact of legislation on life chances for different social groups; Understanding the different views of whether inequality is becoming a greater problem; Understanding notions of social justice; Reflecting on the nature of poverty in the contemporary UK; Understanding how poverty is classed and how this changes over time; Recognising the significance of culture and its effect on poverty; Understanding the different views of whether the poor are responsible for their own poverty, or whether government and society are to blame; Understanding abstract debates about the nature of society; Developing the skills of communication and debate; Developing the ability to understand statistical data; Using the technical language of sociology with accuracy.</p>

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	Computer Science	Creative iMedia	History	Geography	Religious, Social & Cultural Studies	Sociology
Term 3	<p>Key Topics / Skills Revision - Students will spend Year 11 revisiting key topics and developing their examination skills set in preparation for the end of year exams. Key area of focus for Term 3 - Software and System Security</p>	<p>Key Topics / Skills Revision - Students will spend Year 11 revisiting key topics and developing their examination skills set in preparation for the end of year exams.</p>	<p>In term three, we shall recap Germany, 1890–1945: Democracy and dictatorship via the exam skills. This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them. Details can be found: https://www.aqa.org.uk/subjects/history/gcse/history-8145/subject-content/understanding-the-modern-world#AB_Germany_18901945_Democracy_and_dictatorship</p>	<p>Students continue on revising the topics as of term 1 before moving on to completing two separate days of fieldwork - one in Sheffield / Leicester, one in Hunstanton. Students will focus on their skills of collecting and analysing data before successfully writing these up and ensuring that practice questions are completed successfully. Following on from this, students will begin their revision of the economic world / development topic or the resource management topic and the rivers of hazards topic. With the addition of the pre-release material which is given out by AQA some 8 weeks before the exam. Students are walked through step by step what each of the figures shows, undergoing a series of designed activities before attempting a mock exam on this.</p>	<p>Year 11 will be undertaking revision activities to support other subjects.</p>	<p>Crime and deviance is one of the most interesting areas of sociological research. Students interested in careers in the police and related areas will find that sociologists have contributed a great deal to criminology. Criminology is about understanding criminal behaviour and sociology also shares this goal. Issues about crime and deviance generate considerable debate in our society. Is crime getting worse? Functionalist sociologists believe that a small amount of crime is necessary for society to work well and that it can help with social change. Marxists would see crime as an inevitable result of the inequality in capitalism. They would also see the police force and courts as being dominated by and helping the ruling class. Feminists raise issues about the control of females in our male-dominated society. Sociologists generally also raise important issues about the impact of racism in society's perceptions of crime and deviance. It considers the work of the following sociologists: Howard Becker; Pat Carlen; Albert Cohen; Stanley Cohen; Emile Durkheim; Paul Gilroy; and Karl Marx</p>

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	Computer Science	Creative iMedia	History	Geography	Religious, Social & Cultural Studies	Sociology
Term 4	Key Topics / Skills Revision - Students will spend Year 11 revisiting key topics and developing their examination skills set in preparation for the end of year exams. Key area of focus for Term 3 - Legal, Moral, Cultural and Ethical Concerns	Key Topics / Skills Revision - Students will spend Year 11 revisiting key topics and developing their examination skills set in preparation for the end of year exams.	In term four, we shall recap Conflict and tension in Asia, 1950–1975 via the exam skills. This module enables students to understand the complex and diverse interests of different states and individuals and the ideologies they represented. It considers the role of nationalist movements in causing and sustaining conflict. It focuses on the causes and events of the Cold War in Asia and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose. This study also considers the role of key individuals and groups in shaping change, as well as how they were affected by and influenced international relations. Details can be found here: https://www.aqa.org.uk/subjects/history/gcse/history-8145/subject-content/understanding-the-modern-world#BD_Conflict_and_tension_in_Asia_1950_1975	Exam technique practice - students will look at different types of exam questions on each of the exam papers, as well as finishing off revision on the skills paper and pre-seen issue.	Year 11 will be undertaking revision activities to support other subjects	We will continue finishing off crime and deviance as it will allow students to Reflect on the nature of right; Understanding the way that what is classed as criminal or deviant changes over time; Recognising the way that social norms change; Understanding the idea of cultural relativism; Respect and awareness of the rule of law; Reflecting on the nature of social order in the contemporary UK; Understanding the way that different groups have different power over others; Recognising the significance of sanctions in maintaining social order; Understanding the different views on the role of agencies of social control; Awareness of the rights of individuals within the rule of law; Reflecting on the crime rate in the contemporary UK; Understanding the way that the crime rate changes over time; Recognising that crime is a concern in the UK; Understanding the different views of whether society is in decline or improving; Respect and awareness of the lives of others in the contemporary UK; Developing the ability to understand statistical data; Reflecting on the causes of crime in the contemporary UK; Recognising the significance of sub-cultures and their effect on crime; Understanding the different views of the causes of crime; Gaining an insight into the work of criminologists; Empathy for the views of others in society; Developing the ability to understand sociological theories about crime; Reflecting on the extent of crime in the contemporary UK; Understanding the way that statistics are collected changes over time; Recognising the political significance of crime rates; Understanding the role of citizens in the reporting of crime; Developing the ability to understand and be critical of statistical data; Using the technical language of sociology with accuracy.
Term 5						Exam technique practice - students will look at different questions on each exam paper each week to embed written skills and knowledge and go over any content they need recapping. We will be focusing on recapping content.

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	English Language	English Literature	Media Studies	Drama	Modern Foreign Languages
Term 1	Explorations in Creative Reading and Writing- exam technique/skill/timings, etc.	Lit Paper 1 revision- Shakespeare and Victorian. Developing exam preparation and skill	TV Drama: Introduction of the medium - analysis of media language and context of two key texts The Avengers and Cuffs, focusing on institutional factors and funding.	Curious incident of the dog in the night time - A script study will be undertaken in term 1 in preparation for the devising of 2 extracts in term 1 and 2 of year 11 which will be externally assessed as the second piece of course work in term 3 of year 11. A small paragraph of directors intent needs to be written to accompany the 2 extracts performed.	Exam Skills on all topics - Revising vocabulary from all topics and understanding the languages exams.
Term 2	Writers' viewpoints and perspectives- exam technique/skill/timing, etc.	Lit Paper 2 revision- Modern fiction & poetry- developing exam technique and skill	Continuation of TV Drama unit - exam questions and responses.		Exam Skills on all topics - Revising vocabulary from all topics and understanding the languages exams.
Term 3	Week by week focus dependent on student need and areas highlighted by mocks.	Week by week teaching focus aimed at students' needs- workshops, etc.	Film Industry: The Lego Movie: Focusing on all aspects of marketing and distribution of a film franchise. How films are produced, distributed and exhibited to audiences.		Exam Skills on all topics - Revising vocabulary from all topics and understanding the languages exams.
Term 4	Workshops and individual focus dependent on need.	Exam question practise based on student need.	Revision - all exam units	Exam focus - Time will be given to provide structured focus on exam preparation including exam technique and question structure.	Exam Skills on all topics - Revising vocabulary from all topics and understanding the languages exams.
Term 5			Revision - all exam units		EXAMS

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	Maths	Combined Science	Physics	Chemistry	Biology
Term 1	Students will extend and improve knowledge and skills from Year 10. The assessment from the EOY Mock in Year 10 will identify gaps and lessons will be modified in order to prepare students for the Pixl Wave assessment that takes place in Week 6/7. The following topics will be taught to ensure the Mathematics curriculum is fully covered. Students will calculate or estimate gradients of graphs and areas under graphs. They will interpret results in cases such as distance-time graphs, velocity-time graphs and graphs in financial contexts. They will find approximate solutions to equations numerically using iteration.	In Biology - In Chemistry - We will be recapping content covered in Year 9 and 10 to identify any learning gaps which may have developed due to Home Learning. In Physics - We are going to explore magnetism and the motor effect. This topic explores how magnetic forces are generated. STEAM Skills Focus - Critical Thinking	Revisiting modules covered in year 9 and 10. Building understanding and confidence as well as identifying and addressing gaps in knowledge, challenging students with exam techniques and linking concepts from different modules. STEAM Skills Focus - Reflection and self-evaluation.	This term we will be recapping content covered in Year 9 and 10 to identify any learning gaps which may have developed due to Home Learning. STEAM Skills Focus - Problem-Solving	Ecosystems. This topic explores interactions within the environment such as; interdependence, competition and parasitism and mutualism. Along with how human activity affects these interactions. As well as natural cycles such as the water, carbon and nitrogen cycles. STEAM Skills Focus - Analysis and evaluating skills, research, leadership skills. Paper 1 Revision: Revisiting the content from year 9 in preparation for a paper 1 mock exam at the end of term. STEAM Skills Focus - time management, collaboration, evaluation skills
Term 2	To ensure the curriculum is fully covered, students will interpret the gradient at a point on a curve as the instantaneous rate of change. They will apply the concepts of rate of change in numerical, algebraic and graphical contexts. Students will apply and prove the circle theorems concerning angles, radii, tangents and chords and use them to prove related results. Students will know and apply the sine and cosine rule to find unknown lengths and angles and apply the Trigonometric rule to calculate the area, side or angles of any triangle.	In Biology - In Chemistry - We will prepare for a Paper 2 Mock Exam. We will then explore the idea of dynamic equilibrium, reactivity and extraction of ores and electrolysis. In Physics - We are going to explore electromagnetic induction. This topic explores the theory behind transformers. STEAM Skills Focus - Critical Thinking	Magnetism and the Motor Effect. Magnetism, electromagnetism, the motor effect, generators and dynamos, transformers and the national grid. STEAM Skills Focus -Teamwork, delegation and evaluating results.	This term we will continue recapping, identifying gaps and closing those gaps to prepare for Chemistry Paper 2 Mock. Once this is done we will be exploring the ideas of dynamic equilibrium, the Haber Process, reactivity and extraction of metals ores and electrolysis. STEAM Skills Focus - Creativity	Revisiting Modules SB1-9 covered in year 9 and 10. Building understanding and confidence as well as challenging students with exam techniques and linking concepts from different modules. STEAM Skills Focus - self confidence, time management, collaboration, feedback
Term 3	Students will apply addition and subtraction of vectors, multiplication of vectors by a scalar and diagrammatic and column representation of vectors, Vectors will be applied to construct geometric arguments and proofs. Revision and preparation will take place in the form of Walking Talking Mocks, completion of exam questions / techniques to review gaps in knowledge and skills. This will ensure students are fully prepared for the GCSE Examination.	In all specialisms Race to the Line Revision lessons will be used. These are a series of lessons on each module where structured options are provided allowing a choice in the content and level of work. This allows flexibility in learning to ensure that the needs of all learners is being met. This provides the scaffolding and structured to develop knowledge, understanding and exam technique. STEAM Skills Focus - Communication	Race to the Line Revision: A series of lessons on each module where structured options are provided allow choice of level of work and content to focus on allowing flexibility in learning depending on the learners needs at this time. While still providing scaffolding and structure to help develop knowledge, understanding and exam technique. STEAM Skills Focus - Self reflection.	Race to the Line Revision: A series of lessons on each module where structured options are provided allowing a choice in the content and level of work. This allows flexibility in learning to ensure that the needs of all learners is being met. This provides the scaffolding and structured to develop knowledge, understanding and exam technique. STEAM Skills Focus - Communication	Revisiting Modules SB1-9 covered in year 9 and 10. Building understanding and confidence as well as challenging students with exam techniques and linking concepts from different modules. STEAM Skills Focus - self confidence, time management, collaboration, feedback
Term 4	Revision and preparation will take place in the form of Walking Talking Mocks, completion of exam questions / techniques to review gaps in knowledge and skills. This will ensure students are fully prepared for the GCSE Examination.	In all specialisms F.A.C.E Revision lessons will be used. This is a series of high impact lessons that give the final push toward exam preparation focusing on Facts, Application, Consolidation and Exam Techniques. STEAM Skills Focus - Communication	F.A.C.E Revision: A series of high impact lessons that give the final push toward exam preparation focusing on Facts, Application, Consolidation and Exam Techniques. STEAM Skills Focus - Self reflection and presentation skills.	F.A.C.E Revision: A series of high impact lessons that give the final push toward exam preparation focusing on Facts, Application, Consolidation and Exam Techniques. STEAM Skills Focus - Communication	Revisiting Modules SB1-9 covered in year 9 and 10. Building understanding and confidence as well as challenging students with exam techniques and linking concepts from different modules. STEAM Skills Focus - self confidence, time management, collaboration, feedback
Term 5	Revision and Exams	Final revision push providing more independence to student to allow focus on areas of most need and External End of Year Exams.	Final revision push providing more independence to student to allow focus on area of most need and external end of year exams. Skills - Consolidation and self reflection.	Final revision push providing more independence to student to allow focus on areas of most need and External End of Year Exams. STEAM Skills Focus - Communication	