

## Year 11 Curriculum Overview 2023-24

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communications	English	<b>Love and Relationships Poetry</b> Form and structure Language analysis Themes Contexts Comparing how writers communicate ideas in poetry.	<b>Revision Module: A</b> Christmas Carol, Macbeth and English Language - consolidation of knowledge and skill in preparation for pre-public examination	<b>Love and Relationships Poetry</b> Form and structure Language analysis Themes Contexts <b>English Language Spoken Language NEA</b> Communicating sophisticated ideas to an audience using spoken language	<b>Revision Module: A</b> Christmas Carol, Macbeth, An Inspector Calls, Poetry and English Language - consolidation of knowledge and skill in preparation for pre-public examination	<b>Revision Module: A</b> Christmas Carol, Macbeth, An Inspector Calls, Poetry and English Language - consolidation of knowledge and skill in preparation for public examination	<b>GCSE Exams</b>
	Media	<b>Music Magazines and Pre-production Techniques</b> Codes and conventions Research into existing products Audience research Mock ups Feature article writing	<b>Magazine production</b> Camera work and editing Post-production techniques <b>Music Videos</b> Media language and representation analysis Representation theory	<b>Newspapers and online news- The Observer</b> Print Online Contexts Media Language Representation	<b>Newspapers and online news - The Guardian</b> Print Online Contexts Media Language Representation	<b>Consolidation</b>	<b>GCSE Exams</b>
	French	<b>Unit 7 Global issues:</b> Environmental problems and solutions, inequalities and poverty in the world, homelessness, helping others	<b>Unit 8 Travel and tourism:</b> Different means of transport, places to go and stay on holidays, holiday activities, places and activities in towns, describing a region	<b>Unit 9 and 10 Life at school and college</b> School subjects and opinions, routine at school, describing school, school trip, uniform, rules, differences between French and English school	<b>Units 11 and 12 Jobs, college career choices and ambitions</b> Post 16-options, university, apprenticeships, jobs and workplace, future plans	<b>Revision, oral exam, GCSE exams</b>	<b>GCSE Exams</b>
	Spanish	<b>Global issues: environment and poverty:</b> protecting the environment, environmental	<b>Travel and tourism:</b> destinations and transport; accommodation, holiday activities;	<b>Studies and School life:</b> subjects & opinions; type of student, describing your school, school	<b>Post-16 study, jobs and career choices:</b> post-16 options; post-18 options; University /	<b>Revision, final oral, examinations</b>	<b>GCSE Exams</b>

		issues; homelessness and helping others	describing a region in Spain	day & uniform; pros & cons of school life	apprenticeship; jobs and workplace; future plans		
Mathematics	Maths	<p><b>Higher</b> Quadratics; Sampling and more complex diagrams</p> <p><b>Foundation</b> Percentages and compound measures; Percentages and variation; representation and variation</p>	<p><b>Higher</b> Transformations, constructions and loci; Properties of circles</p> <p><b>Foundation</b> Constructions and loci; Curved shapes and pyramids; Number and sequences</p>	<p><b>Higher</b> Proportion and rates of change; Triangles and trigonometry</p> <p><b>Foundation</b> Right angled triangles; Congruency and similarity; Combined events</p>	<p><b>Higher</b> Graphs; Algebraic fractions and functions</p> <p><b>Foundation</b> Powers and Standard Form; Simultaneous equations and inequalities; Non linear graphs</p>	<p><b>Higher</b> Algebraic fractions and functions continued; Vector geometry; Revision</p> <p><b>Foundation</b> Non linear graphs continued; Revision</p>	<b>Exam Season</b>
	Business Studies	<p><b>Recap Topic 2.1</b> - Growing a business</p> <p><b>Topic 2.2</b> - Making business decisions: The marketing mix</p> <p><b>Topic 2.3</b> - Making operational decisions: Technology, productivity and production; managing stock; procurement;</p>	<p><b>Topic 2.3 (continued):</b> managing quality; the sales process</p> <p><b>Topic 2.4</b> - Making financial decisions: Business calculations; understanding business performance</p> <p><b>Topic 2.5</b> - Making human resource decisions: Organisational structures; the importance of effective communication</p>	<p><b>Topic 2.5 (continued):</b> Different ways of working; effective recruitment; effective training and development</p> <p><b>Walking Talking Mock - Paper 2</b></p> <p><b>Revision Topic 1.1 - 1.3:</b> Enterprise &amp; entrepreneurship; Spotting a business opportunity; Putting a business idea into practice</p>	<p><b>Revision Topic 1.4 - 1.5:</b> Making the business effective; understanding external influences on business</p> <p><b>Walking talking Mock - Paper 1</b></p>	<b>Structured revision Exam season</b>	<b>Exam season</b>
Science	Separate Science	<p><b>Biology</b> - Ecology in action recap , Genetics</p> <p><b>Chemistry</b> - The atmosphere, Energy changes</p> <p><b>Physics</b> - Forces, Moments, Pressure Atomic structure</p>	<p><b>Biology</b> - Revision, Genetics continued</p> <p><b>Chemistry</b> - The rate and extent of chemical change</p> <p><b>Physics</b> - Atomic structure continued Space physics</p>	<p><b>Biology</b> - Variation and evolution</p> <p><b>Chemistry</b> - Sustainable development</p> <p><b>Physics</b> - Space physics continued Electromagnetism</p>	<p><b>Biology</b> - Structured revision</p> <p><b>Chemistry</b> - Sustainable development continued</p> <p><b>Physics</b> - Electromagnetism continued</p>	<b>Structured revision Exam season</b>	<b>Exam season</b>

	Combined Science Trilogy	<p><b>Biology</b> - Ecology in action recap</p> <p><b>Chemistry</b> - Chemical changes</p> <p><b>Physics</b> - Review of content so far</p> <p>Atomic structure</p>	<p><b>Biology</b> - Photosynthesis</p> <p><b>Chemistry</b> - Revision, Chemical changes continued</p> <p><b>Physics</b> - Electromagnetism</p>	<p><b>Biology</b> - Coordination and control</p> <p><b>Chemistry</b> - Sustainable development</p> <p><b>Physics</b> - Electromagnetism continued</p> <p>Structured revision</p>	<p><b>Biology</b> - Structured revision</p> <p><b>Chemistry</b> - Hydrocarbons</p> <p><b>Physics</b> - Structured revision</p>	<p><b>Structured revision</b></p> <p><b>Exam season</b></p>	<p><b>Exam season</b></p>
Sport & Performing Arts	PE	<p><b>Lifestyle choices-</b> Performance enhancing drugs</p> <p>Sedentary lifestyles and consequences</p> <p>Balanced diet/role of nutrients</p> <p>Optimum weight</p> <p><b>Practical-</b> continuing with practical assessments</p>	<p><b>Sports Psychology-</b> Goal setting, classification of skills</p> <p>Forms of practice</p> <p>Types of guidance/feedback</p> <p>Mental preparation</p> <p><b>Practical-</b>continuing with practical assessments</p>	<p><b>Movement analysis-</b> Lever systems, planes and axes</p> <p>Sporting movements/examples</p> <p>Mechanical advantages/disadvantages</p> <p><b>Practical-</b> final opportunity for practical assessments/marks</p>	<p><b>Socio-cultural influences-</b> Factors affecting participation in physical activity</p> <p>Participation trends</p> <p>Commercialisation and the media</p> <p>Deviance in Sport</p> <p>Interpretation of data/graphs</p>	<p><b>Practical Exam</b></p> <p>Revision for Paper 1 &amp; 2</p> <p>PEP coursework submitted</p>	<p><b>GCSE Exams</b></p>
	Music	<p><b>Area of Study 4: Popular Music</b></p> <p>Study of Rock Music and different sub-genres of rock (e.g. Punk Rock, Progressive Rock)</p> <p>Use of Music Technology in Popular Music</p> <p>Electronic Dance Music (EDM) styles</p> <p>Structures in Popular Music e.g. 32-bar song form, verse-chorus form</p> <p><b>Set Work Study:</b> 'Africa' by Toto</p>	<p><b>Area of Study 4: Popular Music</b></p> <p>Study of Rock Music and different sub-genres of rock (e.g. Punk Rock, Progressive Rock)</p> <p>Use of Music Technology in Popular Music</p> <p>Electronic Dance Music (EDM) styles</p> <p>Structures in Popular Music e.g. 32-bar song form, verse-chorus form</p> <p><b>Set Work Study:</b> 'Africa' by Toto</p>	<p>Revisit Area of Study 1-4 for revision purposes consolidating prior learning.</p> <p>Completion of both compositions (Free composition and composition to a brief)</p> <p>Completion of Composition Log.</p> <p>Re-recording of any Solo &amp; Ensemble Performances as necessary.</p>	<p>Revisit Area of Study 1-4 for revision purposes consolidating prior learning.</p> <p>Completion of both compositions (Free composition and composition to a brief)</p> <p>Completion of Composition Log.</p> <p>Re-recording of any Solo &amp; Ensemble Performances as necessary.</p>	<p>Final revision in preparation for public examinations.</p> <p>Particular focus on practise exam questions across the four Areas of Study.</p> <p>Composition coursework internally assessed and sent to the Moderator.</p> <p>Performance coursework internally assessed and sent to the Moderator.</p>	<p>GCSE Exam - June</p>

		Component 1 (Performing) and Component 2 (Composing) tasks in line with exam board specification: Free composition and Brief composition (released by exam board in September of year of examination)	Component 1 (Performing) and Component 2 (Composing) tasks in line with exam board specification: Free composition and Brief composition (released by exam board in September of year of examination)				
Drama	<p><b>Topic: GCSE C3 prep part 1: DNA</b></p> <p><b>Skill/content:</b> Exploration of a complete play for section A of the written exam. the ability to recognise and understand the roles and responsibilities of performer, designer and director-the study and exploration of texts and extracts including the relevant social, historical and cultural context- the ability to understand how performance texts can be interpreted and performed.</p> <p><b>Assessment:</b> 45 marks, assessing AO3. (Written paper)</p> <ul style="list-style-type: none"> <li>This section consists of one</li> </ul>	<p><b>Topic: GCSE C3 Prep part 2 Theatre Evaluation.</b></p> <p><b>Skill/content:</b> the ability to recognise and understand the roles and responsibilities of performer, designer and director- the ability to analyse and evaluate the work of others- the ability to understand how performance texts can be interpreted and performed.</p> <p><b>Assessment:</b> Section B: Live Theatre Evaluation</p> <ul style="list-style-type: none"> <li>15 marks, assessing AO4.</li> <li>This section consists of two questions requiring students to analyse and evaluate</li> </ul>	<p><b>Topic: GCSE C2 Performance from Text 20%</b></p> <p><b>Skill/content:</b> The ability to understand how performance texts can be interpreted and performed. How meaning is communicated and interpreted through: the use of voice, physical and non-verbal techniques (such as facial expression and gesture), use of space and spatial relationships, the presentation of characters/roles, relationships between performer and audience, production elements, such as set (including props), costume, lighting and sound. Also: • characterisation • voice: use of clarity,</p>	<p><b>Topic: GCSE C2 Performance from Text 20%</b></p> <p><b>Skill/content:</b> The ability to understand how performance texts can be interpreted and performed. How meaning is communicated and interpreted through: the use of voice, physical and non-verbal techniques (such as facial expression and gesture), use of space and spatial relationships, the presentation of characters/roles, relationships between performer and audience, production elements, such as set (including props), costume, lighting and sound. Also: • characterisation • voice: use of clarity,</p>	<p><b>Topic: GCSE C3 40%</b></p> <p><b>SECTION A:</b> DNA</p> <p><b>Skill/content:</b> Exploration of a complete play for section A of the written exam. the ability to recognise and understand the roles and responsibilities of performer, designer and director-the study and exploration of texts and extracts including the relevant social, historical and cultural context- the ability to understand how performance texts can be interpreted and performed. analyse and evaluate the work of theatre-makers-recognise specific challenges for performers, directors</p>	<p><b>Topic: GCSE C3 40%</b></p> <p><b>SECTION B</b> Live Theatre Evaluation. (Students view their real theatrical pieces).</p> <p><b>Skill/content:</b> the ability to recognise and understand the roles and responsibilities of performer, designer and director- the ability to analyse and evaluate the work of others- the ability to understand how performance texts can be interpreted and performed. analyse and evaluate the work of theatre makers form critical judgements about live theatre based on their understanding of drama and theatre analysis and evaluate the ways in which different performance</p>	

		<p>question broken into six parts (short and extended responses)</p> <p>based on an unseen extract from the chosen performance text.</p>	<p>a live theatre performance they have seen.</p> <ul style="list-style-type: none"> <li>• Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words.</li> </ul>	<p>pace, inflection, pitch and projection• physicality: use of space, gesture, facial expression, stillness and stance• communicating creative intent to audience• communication with other performers and/or with the audience. Performers must understand how performance is created from a text. They should demonstrate the skills through:• developing interpretations independently and collaboratively• the development of specific artistic intentions• learning lines, rehearsing, amending and refining text extracts in progress for performance• performing to an audience.</p> <p><b>Assessment:</b> Performance to a visiting examiner.</p>	<p>pace, inflection, pitch and projection• physicality: use of space, gesture, facial expression, stillness and stance• communicating creative intent to audience• communication with other performers and/or with the audience. Performers must understand how performance is created from a text. They should demonstrate the skills through:• developing interpretations independently and collaboratively• the development of specific artistic intentions• learning lines, rehearsing, amending and refining text extracts in progress for performance• performing to an audience.</p> <p><b>Assessment:</b> Performance to a visiting examiner.</p>	<p>and designers based on their own experiences in exploring the chosen text -analyse and evaluate the ways in which different performance and production elements are brought together to create theatre- use subject-specific terminology in discussing their work as theatre makers. Students must also be aware of, and be able to use appropriate subject-specific terminology.</p> <p><b>Assessment:</b> 45 marks, (Written paper)</p> <ul style="list-style-type: none"> <li>• This section consists of one question broken into six parts (short and extended responses)</li> </ul> <p>based on an unseen extract from the chosen performance text.</p>	<p>and production elements are brought together to create theatre analysis and evaluate the work of others.</p> <p>assessment: Section B: Live Theatre Evaluation 15 marks (Written paper)</p> <ul style="list-style-type: none"> <li>• 15 marks, assessing AO4.</li> <li>• This section consists of two questions requiring students to analyse and evaluate a live theatre performance they have seen.</li> <li>• Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words.</li> </ul>
Humanities	History	<b>P1 Medicine</b> - beliefs about the cause, treatment and prevention of disease.	<b>P1 Medicine</b> - case studies and Medicine on The Western Front	<b>P2 Elizabethan England</b> - Early problems, plots against Elizabeth (Key topic 1 + half of 2)	<b>P2 Elizabethan England</b> - Exploration, Education and Free time (Key topic second half of 2 + 3)	<b>Revision</b>	<b>N/A</b>
	Geography	<b>P2 The World Around Us</b> - Ecosystems of the Planet	<b>P2 The World Around Us</b> - People of the Planet	<b>P2 The World Around Us</b> - People of the Planet	<b>P2 The World Around Us</b> - Environmental Threats to Our Planet	<b>Revision</b>	<b>Exams</b>

	Personal Development	<b>Relationships</b> PSHE Theme RSE focus on families. RS Theme Relationships	<b>Life and Death</b> PSHE Theme celebrating diversity. RS Theme Life and Death	<b>Mental Health and Drugs</b> PSHE Themes Health and Well-Being & Staying safe. RS themes preparing for the wider world	<b>RSE - PSHE Themes</b> RSE and Staying Safe. RS Theme Relationships	<b>Life Beyond School-all about society -</b> PSHE Themes Rights and Responsibilities, Celebrating Diversity, Living in the wider world. RS Theme - preparing for the wider world	Exams
	Religious Studies	<b>AQA Paper 2: Thematic studies</b> <b>Religion &amp; Life</b>	<b>AQA Paper 2: Thematic studies</b> <b>Peace &amp; Conflict</b>	<b>AQA Paper 2: Thematic studies</b> <b>Crime &amp; punishment</b>	<b>AQA Paper 2: Thematic studies</b> <b>Relationships &amp; families</b>	<i>Revision</i>	Exams
	Religious Studies (core)  Guidance from EDUQAS	Religious, Philosophical and Ethical Studies in the Modern World  <b>Theme 2: Life and Death</b>	Religious, Philosophical and Ethical Studies in the Modern World  <b>Theme 2: Life and Death</b>	Component 2: Religious, Philosophical and Ethical Studies in the Modern World  Theme 4: Human Rights	Component 1: Religious, Philosophical and Ethical Studies in the Modern World  Theme 4: Human Rights	<i>Revisions</i>	Exams
Technology	Design and Technology	<b>Energy, materials, systems and devices</b> Energy generation and Storage Modern and Smart materials Composite materials and technical textiles Systems approach to design <b>NEA</b> Design Brief and Specification Initial Ideas and prototyping Material/ Process/ Component Testing	<b>Energy, materials, systems and devices</b> Electronic systems processing Mechanical devices <b>New and emerging technologies</b> Industry and Enterprise Sustainability and the environment <b>NEA</b> Manufacturing specification Manufacturing Diary – including health and safety and Quality control points Practical Outcome	<b>New and emerging technologies</b> People, culture and society Production techniques and systems Informing design decisions <b>NEA</b> Practical Outcome Analysis against specification Feedback and Testing	<b>Timber based materials</b> Sources, Origins and properties Working with timber-based materials Commercial manufacturing, surface treatments and finishes <b>NEA</b> Critical evaluation and Modification	<b>Structured revision based on mock analysis</b> <b>Exam season</b>	<b>Exam Season</b>
	Food Prep & Nutrition	<b>Core knowledge</b> Science of food Diet and good health	<b>Core knowledge</b> Cultures and cuisines  NEA1 hand in	<b>Core knowledge</b> Technological developments	Revision  NEA2 exam and write up	Revision	Revision and end of year exam (50%)

		NEA1 start	NEA2 start and trial dishes	NEA2 exam prep and dish decision			
Art	<b>Viewpoints-</b> Theme 3 research, theme 3 Artists, refine, review and modify.	<b>Viewpoints-</b> Initial ideas, final ideas, final design and experimentation. Final piece in this project is the mock exam. This is the main body of coursework	ESA Exam preparation.	ESA exam preparation	Exam season: Art exam 10 hours usually two weeks after easter holidays	Exam Season	
Computing	J277-Unit-8-Logic-and-languages objectives: Draw simple logic diagrams, truth table, test plans Assessment point - KAT  J277-Unit-3-Networks-connections-and-protocols objectives: Be familiar with network types, identify and describe the hardware needed to connect to a LAN. Describe modes of connection. Describe different protocols. Assessment point - KAT	J277-Unit-4-Network-security-and-systems-software objectives: Understand forms of network attack and vulnerability. Describe the purpose of the OS and utility software.  J277 - Unit 5 - Ethical, cultural and environmental issues objectives: Understand how key stakeholders are affected by technology, study legislation. Assessment point - KAT	Revision and Assessment Week	J277-Unit-4-Network-security-and-systems-software objectives: Understand forms of network attack and vulnerability. Describe the purpose of the OS and utility software. Assessment point - KAT	Exams	Exams	