



Curriculum Overview Y11

<u>Subject</u>	<u>Autumn Term 1</u>	<u>Autumn Term 2</u>	<u>Spring Term 1</u>	<u>Spring Term 2</u>	<u>Summer Term 1</u>	<u>Summer Term 2</u>
English Language	Literature only.	Paper 1 and 2 language skills Reviewing the approach to all language questions with practice.	Paper 1 and 2 language skills Based on the mock performances.	Paper 1 and 2 language skills Based on the mock performances.	Paper 1 and 2 language skills Based on the mock performances.	
English Literature	An Inspector Calls What is the plot to An Inspector Calls. Who are the main characters and how are they used as a construct. What are some key dramatic methods. How to relate text to historical context.	Unseen Poetry How to approach an unseen poem. How to approach unseen poetry question in the literature exam.	A Christmas Carol Revision Revising stave 1-5. Key quote analysis. Key events plotting. Recapping of historical context.	Macbeth Revision Revising key scenes and the plot of Macbeth. How to analyse the language and write an exam question. How to relate to the Jacobean audience.	Literature revision for individual classes	
Maths	H: Recap on Number and Ratio and proportion, Circle Theorems Unit 16 F: Recap on Number and Ratio and Proportion, Quadratic equations and Graphs Unit 16	H: Recap on Algebra with focus in higher grade topics Unit 17 and Vectors and Geometric Proofs Unit 18. F: Recap on Geometry, Perimeter and Area Unit 17 and Fractions, Indices and Standard Form Unit 18.	H: Proportion Graphs Unit 19. F: Congruence and Similarity Unit 19 and the final Algebra in Unit 20. Planning from this point will be informed by the Y11 strategy and fortnightly testing. Teaching to gaps in knowledge identified in assessment data	Planning from this point will be informed by the Y11 strategy and fortnightly testing. Teaching to gaps in knowledge identified in assessment data	Revision of key topics for all groups and exam preparation.	
Science	<u>B5 homeostasis and response</u> <ul style="list-style-type: none"> • Homeostasis • Reflexes • Diabetes • Human reproduction <u>B6 inheritance</u>	<u>B7 Ecology</u> <ul style="list-style-type: none"> • Adaptations • Levels of organisation • Sampling • Carbon cycle 	<u>C9 Chemistry of the atmosphere</u> <ul style="list-style-type: none"> • Evolution of the atmosphere • Climate change • Pollutants <u>C10 using resources</u>	<u>P6 Waves</u> <ul style="list-style-type: none"> • Transverse and longitudinal waves <u>P7 magnetism and electromagnetism</u> <ul style="list-style-type: none"> • Electromagnetic waves 	<u>Revision</u>	

	<ul style="list-style-type: none"> Sexual and asexual reproduction DNA Evolution & extinction Genetic engineering 	<ul style="list-style-type: none"> Waste management <p><u>C6 rates of reaction</u></p> <ul style="list-style-type: none"> Calculating rate Factors effecting rate Reversible reactions <p><u>C7 organic</u></p> <ul style="list-style-type: none"> Crude oil Fractional distillation Combustion Cracking and alkenes <p><u>C8 chemical analysis</u></p> <ul style="list-style-type: none"> Pure substances & formulations Chromatography Testing for gases 	<ul style="list-style-type: none"> Sustainable development Potable water Life cycle assessment recycling <p><u>P5 forces and motion</u></p> <ul style="list-style-type: none"> Types of forces Distant / velocity time graphs Newton's laws 	<ul style="list-style-type: none"> Electromagnets 		
Geography	<p>Urbanisation</p> <ul style="list-style-type: none"> Global trends of urbanisation. Lagos Case Study – Opportunities and challenges created by rapid urban growth. Sheffield Case Study – Opportunities and challenges created by urban change. 	<p>Changing Economic World</p> <ul style="list-style-type: none"> Global variations in economic development and quality of life. Strategies to reduce the global development gap. Nigeria Case Study – Rapid economic development leads to significant social, environmental and cultural challenges. 	<p>Challenge of Resource Management</p> <ul style="list-style-type: none"> Food water and energy are fundamental to human development. The changing demand and provision of resources in the UK create opportunities and challenges. Demand for energy resources is rising but supply can be insecure which may lead to conflict. Different strategies can be used to increase the supply of energy. 	<p>Pre-Release</p> <ul style="list-style-type: none"> Delivery of content and skills to support students with Paper 3 pre-release. 	<p>Exam Revision</p>	

History	Paper 2- British Depth Study: Elizabeth I <ul style="list-style-type: none"> Students study the main domestic and foreign threats Elizabeth faced as a female ruler Students' examiner whether the Elizabethan period was a "Golden Age" Students examine status and culture from the Elizabethan era including theatre, sport, class and poverty 		Paper 2- Modern Period Study: Superpower relations and the Cold War, 1941–91 <ul style="list-style-type: none"> Students examine the context of post-WWII and the creation of superpower rivalry between Communist USSR and Capitalist USA Study of the main flashpoints in Europe, Latin America, Asia and Space. Students examine the impact of superpower conflict and the significance for wider history 		Exam revision Students complete a range of exam practice questions and retrieval strategies prior to exam season	
RE	Paper 2 – Religion and Life & God and revelation Study of religious responses to the following: Abortion Euthanasia Life after death Existence of God Miracles	Paper 2 – God & revelation & War and Peace Study of religious responses to the following: Existence of God Miracles Terrorism Just War	Paper 2 – Crime and Punishment Study of religious responses to the following: Types of Punishment Why people commit crime	Paper 2 – Human Rights and Social Justice Study of religious responses to the following: How people are treated Wealth and poverty	Exam Prep	
GCSE PE	NEA - Analysis and evaluation of performance. (Worth 10% towards the final grade)	Physical, emotional and social health, fitness and well-being The consequences of a sedentary lifestyle Energy use, diet, nutrition and hydration	Classification of Skills (basic/complex, open/closed) The use of goal setting and SMART targets to improve and/or optimise performance. Basic Information Processing Guidance and feedback on performance Mental preparation for performance	Engagement patterns of different social groups in physical activity and sport Commercialisation of physical activity and sport Ethical and socio-cultural issues in physical activity and sport	Exam prep	
PE BTEC Tech	Component 2: Taking part and improving other participants sporting performance. <ul style="list-style-type: none"> Learning outcome A: Understand how different components of fitness are used in different physical activities. <ul style="list-style-type: none"> Components of physical fitness Components of skill-related fitness 		<ul style="list-style-type: none"> Learning outcome B: Be able to participate in sport and understand the roles and responsibilities of officials. <ul style="list-style-type: none"> Techniques, strategies and fitness required for different sports. Officials in sport Rules and regulations in sports Assessment objective 4 – Make connections with concepts, components of fitness, fitness tests, training		<ul style="list-style-type: none"> Learning outcome C: Demonstrate ways to improve participants sporting techniques. <ul style="list-style-type: none"> Planning drills and conditioned 	

	Assessment objective 3 – Apply an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise.		methods/processes/principles in relation to improving fitness in sport and exercise.		practices to develop participants sporting skills. ○ Drills to improve sporting performance.	
Creative iMedia	R092 – Developing Digital Games <ul style="list-style-type: none"> LO1 – Understand game creation hardware, software and peripherals LO2 – Planning the creation of a digital game 	R092 – Developing Digital Games <ul style="list-style-type: none"> LO3 – Creating digital games LO4 – Reviewing digital games 	R087 – Creating interactive media products <ul style="list-style-type: none"> LO1 - Understand the uses and properties of interactive multimedia products LO2: Be able to plan an interactive multimedia product. 	R087 – Creating interactive media products <ul style="list-style-type: none"> LO3 - Be able to create an interactive multimedia product LO4 - Be able to review the interactive multimedia product 	R087/ R092 finalise and improve courseworks	
MFL	Ciudades – Cities (theme 2) What is there in the city? / What do you like/dislike about your city? / Shopping / – Describe your región /– At the train station What are you going to do? What did you do in the city?	Hacia un mundo mejor – A better world (theme 2) Where do you live? / Do you help the environment? / Do you recycle? / Are there any problems in your city? / What are the global issues?		Mi vida en el insti – School life (theme 3) What do you study? / Do you like the teachers? / What is the school like? / Are there any rules? / Do you wear a uniform / What do you do at school?	Trabajar – Working (theme 3) Do you help at home? / Do you work? / How was your work experience? / Do you want a summer job? / The importance of Languages / Do you want a gap year? / What will you do in the future?	
PSHE	Building for the future. Self efficacy, stress management, and future opportunities.	Next steps. Application processes, and skills for further education, employment and career progression.	Next steps. Application processes, and skills for further education, employment and career progression.	Communication in relationships. Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse.	Independence. Responsible health choices, and safety in independent contexts.	Families. Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships

Engineering	<p>UNIT 1 NEA Unit 1 covers the main NEA focusing on research and design. The students do not manufacture this product Topic: Computer Mouse design AC1.1 Identify features that contribute to the primary function of engineered products AC1.2 Identify features of engineered products that meet requirements of a brief AC3.3 Produce design specifications AC1.3 Describe how engineered products function AC2.2 Communicate design ideas AC3.1 Develop creative ideas for engineered products AC3.2 Evaluate options for design solutions AC2.1 Draw engineering design solutions</p>		<p>REVISION</p> <p>Revisiting all exam areas through theory content lessons + Exam Papers</p> <ul style="list-style-type: none"> • Exam Topic: Metals • Exam Topic: Polymers • Exam Topic: Composites • Exam Topic: CAD CAM • Exam Topic: Smart Materials • Exam Topic: Area Volume • Exam Topic: Smart Materials • Exam Topic: Drawing Skills • Exam Topic: Adhesives • Exam Topic: Heat Treatment <p>Exam Topic: Joining Metals</p>		
	<p>Unit 2 NEA 1. Plan how to make the prototype for unit 2 (DESK LAMP) 2. Make the prototype to the requirements of the engineering drawing 3. Evaluate the quality of the prototype</p> <p>NEA Topics</p> <ul style="list-style-type: none"> • Product Investigation • NEA Computer Mouse Product Investigation <i>Write up</i> • NEA: Existing Product Analysis 	<p>Unit 2 NEA 1. Plan how to make the prototype for unit 2 (DESK LAMP) 2. Make the prototype to the requirements of the engineering drawing 3. Evaluate the quality of the prototype</p> <p>NEA Topics</p> <ul style="list-style-type: none"> • NEA: Technical Drawings/CAD • NEA: Evaluations 			
Art/ Art Textiles	<p><u>AQA GCSE Art and Design</u></p> <p><u>Unit 1: Assessment Objective 3: Record observations, ideas and insights (art ideas) 25 marks</u></p>	<p><u>AQA GCSE Art and Design</u></p> <p><u>CONTROLLED ASSESSMENT</u></p> <p><u>Unit 2: Assessment Objective 1: Investigate the work of artists/designers</u></p>	<p><u>AQA GCSE Art and Design</u></p> <p><u>CONTROLLED ASSESSMENT</u></p> <p><u>Unit 2: Assessment Objective 3: Record observations, ideas and insights (art ideas)</u></p>		

	<p><u>Unit 1: Assessment Objective 4: Presenting a personal and meaningful response (creating a final piece) - 25 marks</u></p> <p><u>Fine Art</u></p> <p>Students to create 3-4 ideas based on the chosen theme of either identity, icons or in the news. After final idea is chosen, students independently create a final piece using fine art techniques in one or more of the following areas:</p> <ul style="list-style-type: none"> - Drawing - Painting - Collage - Computer Aided Design - Photography - Printmaking <p><u>Art Textiles</u></p> <p>Students to create 3-4 ideas based on the chosen theme of either identity, icons or in the news. After final idea is chosen, students independently create a final piece using textile art techniques in one or more of the following areas:</p> <ul style="list-style-type: none"> - Applique - Batik - Stitching - Fabric manipulation - Dying 	<p><u>Unit 2: Assessment Objective 2: Experiment with appropriate techniques</u></p> <p><u>Fine Art</u></p> <p>Students select a them from the exam paper and investigate two to three associated artists. As well as analysing the formal elements of art (line, tone, colour, form, texture, shape, space, pattern) Students attempt, practice and develop techniques in the following areas: *</p> <ul style="list-style-type: none"> - Drawing - Painting - Collage - Computer Aided Design - Photography - Printmaking <p>*Appropriate techniques linked to artist studied</p> <p><u>Art Textiles</u></p> <p>Students select a them from the exam paper and investigate two to three associated artists. As well as analysing the formal elements of art (line, tone, colour, form, texture, shape, space, pattern) Students attempt, practice and develop techniques in the following areas: *</p> <ul style="list-style-type: none"> - Applique - Batik - Stitching - Fabric manipulation - Dying <p>*Appropriate techniques linked to artist studied</p>	<p><u>Unit 2: Assessment Objective 4: Presenting a personal and meaningful response (creating a final piece) 10-hour exam takes place after easter holiday</u></p> <p><u>Fine Art</u></p> <p>Students to create 3 ideas based on the chosen theme. After final idea is chosen, students independently create a final piece using fine art techniques in one or more of the following areas:</p> <ul style="list-style-type: none"> - Drawing - Painting - Collage - Computer Aided Design - Photography - Printmaking <p>Final piece will be created over 10 hours in controlled circumstances</p> <p><u>Art Textiles</u></p> <p>Students to create 3 ideas based on the chosen theme. After final idea is chosen, students independently create a final piece using textile art techniques in one or more of the following areas:</p> <ul style="list-style-type: none"> - Applique - Batik - Stitching - Fabric manipulation - Dying <p>Final piece will be created over 10 hours in controlled circumstances</p>			
Hospitality and Catering	<p>UNIT 2</p> <p>LO1 understand the importance of nutrition when planning menus</p> <p>AC1.1 describe functions of nutrients in the human body</p> <p>AC1.2 compare nutritional needs of specific groups</p> <p>AC1.3 explain characteristics of unsatisfactory nutritional intake</p>	<p>Unit 2</p> <p>Unit 2 NEA</p> <p>1. Task one - LO1 – Understand the importance of nutrition when planning menus. Research topics surrounding chosen brief. Including cooking methods and nutritional research.</p> <p>2. Task two – LO2 –</p>	<p>Unit 2</p> <p>Unit 2 NEA</p> <p>1. Task one - LO1 – Understand the importance of nutrition when planning menus. Research topics surrounding chosen brief. Including cooking methods and nutritional research.</p> <p>2. Task two – LO2 –</p>	<p>Recap UNIT1 topics .</p> <p>Revisiting all exam areas through theory content lessons + Exam Papers</p> <p>Recap topics</p> <p>UNIT1 – LO1 – AC 1.1-4 LO2 – AC 2.1-3</p>		

	<p>AC1.4 explain how cooking methods impact on nutritional value LO2 understand menu planning AC2.1 explain factors to consider when proposing dishes for menus AC2.2 explain how dishes on a menu address environmental issues AC2.3 explain how menu dishes meet customer needs AC2.4 plan production of dishes for a menu</p> <p>Fat , Carbohydrate , Vitamins , Minerals , Water , Dietary fibre (NSP) , Childhood, Adulthood, Later Adulthood, Medical conditions, Activity levels, Visible, Non visible, Nutritional Excesses, Nutritional Deficiencies,</p> <p>Time of year e.g. seasonality of commodities, seasonal events , Skills of staff , Equipment available, Time available , Type of provision e.g. service, location, size, standards, Finance e.g. costs, customer needs , Client base , Preparation and cooking methods, Ingredients used , Packaging, Conservation of energy and water, Reduce, reuse, recycle, Sustainability e.g. food miles, provenance, Nutritional , Organoleptic , Cost e.g. premium priced dishes, value for money ,</p>	<p>Understand menu planning- make a time plan for two of the four selected dishes from task one. Side dishes can be included to showcase more skills. 3. Task three – Prepare, cook and present chosen dishes.</p>	<p>Understand menu planning- make a time plan for two of the four selected dishes from task one. Side dishes can be included to showcase more skills. 3. Task three – Prepare, cook and present chosen dishes.</p>	<p>LO3 – AC 3.1-3 LO4 – AC 4.1-5 LO5 – AC 5.1-2</p>		
	<p><u>Musical Knowledge 202ta</u></p> <ul style="list-style-type: none"> • Understand musical genres and key facts and information • Analysing a piece of music for both musical literacy and lyrical and production content 	<p>External Assignment Preparation</p> <p>Task 1 – Production Plan</p> <ul style="list-style-type: none"> • Creating a performance look with lights and clothing. 	<p>External Assignment Preparation</p> <p>Task 2 – Rehearsal and evaluation</p> <ul style="list-style-type: none"> • Rehearse pieces using you 	<p>External Assignment Preparation/Deadline</p> <p>Task 3 – Performance</p> <ul style="list-style-type: none"> • Perform a 10–15-minute 		

	<p><u>Musical Composition Brief</u> How to compose a song in a selected style using rhythm, melody, harmony, structure, bass and lyrics (where appropriate)</p>	<ul style="list-style-type: none"> • Creating a set list to a brief • Creating a rehearsal schedule 	<p>predefined schedule</p> <ul style="list-style-type: none"> • Identify areas of developments and concerns • Describe changes to the production plan 	<p>performance to an audience</p> <p>Task 4 Review and Self and peer assessment</p> <ul style="list-style-type: none"> • Self assess your own and other members performance • Use audience reviews of performances to describe areas for strengths and areas of development 		
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