



English

CURRICULUM

Year 11

Boys Don't Cry

Malorie Blackman



Skills and knowledge:

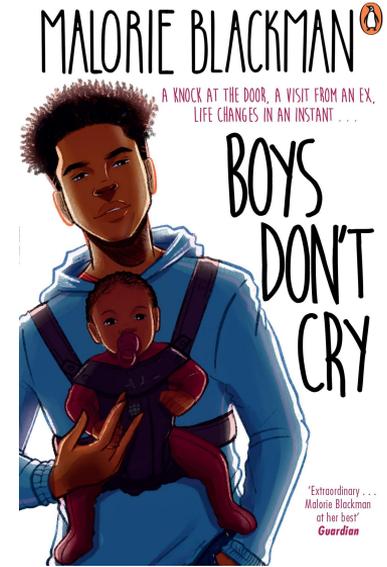
1. Use textual references, including quotations, to support and illustrate interpretations.
2. Analyse the language, form and structure used by a writer to create meanings and effects.
3. Using relevant subject terminology where appropriate.
4. Understanding the relevance, context and importance of fiction in the 21st Century.
5. Exploring the impact of context on a text (e.g single parenthood, teenage pregnancy, LGBT rights)

Links to prior learning:

Developing understanding of prose fiction from Y7: *Beowulf*, Y8: *The Woman in Black* and Y9: *Lord of the Flies*

Links to future learning:

- Ability to analyse presentation of themes and ideas in a prose text



Links to whole school vision and ethos: 'Every Child a Scholar'

Studying the work of a black, female writer reflects our inclusive school community and values.

Emphasis on reading supports literacy across curriculum





Maths

CURRICULUM

Year 11



Skills and knowledge to revise:

All maths topics to be studied according to gaps in analysis from mock papers complete in Jan 2023.

Focus is on exam questions and exam practice

Links to prior learning:

Previous topics revisited to aid in exam preparation.

Links to future learning:

Exam questions linking all topics together



Links to whole school vision and ethos: 'Every Child a Scholar'

Students further develop their understanding of graphs and functions. Building their confidence of these concepts allows them to aspire in many areas of Maths.





Computer Science

CURRICULUM

Year 11



Skills and knowledge:

1. Create code including input and print scripts
2. Create variables and declare the data types for variables.
3. Use operators to effectively create programs to solve a number of scenarios.
4. Be able to use loops effectively and understand how recursion works.
5. To use stepping techniques to critically understand different elements of code.
6. To use IDE's and all it's functionalities to best advance technological skills.

Links to prior learning:

Students have learnt coding previously with our PGCE student. They will also have summer tasks to complete.

Links to future learning:

Students will recap on what was taught previously and will also learn new skills.



Links to whole school vision and ethos: 'Every Child a Scholar'

Arts Mark - Design and Creation
Analysing concepts.
Lifelong programming skills.





Dance

Year 11

GCSE Set Phrase & Anthology

Skills and knowledge:



1. Developing knowledge and skills required for safe dance practice, importance of warming up, cooling down and safety when performing movement. All of which will be need for the written paper.
2. Development of GCSE vocabulary for performance skills.
3. Introduction to a GCSE performance unit. Development of prior learning through revising skills from Year 9 of the Set Phrase. Development of the performance aspect of the GCSE specification.
4. Performance: how to perform a movement using physical, technical and expressive skills and using the success criteria to give an outstanding performance.
5. Performing movement using musicality, rhythm, direct correlation and timing.
6. Using counts and breaks within the movement to develop technical skills.
7. How to evaluate and critically appreciate performances.
8. Introduction of the GCSE Dance Anthology. Students will learn about two of six dances.
9. Development of analytical skills and how to answer 3 & 6 mark questions about the set work.
10. Introduction into section A of the written component.

Links to prior learning:

- Prior learning from previous Year 7, 8 & 9 schemes of work as physical, technical, expressive and choreographic skills will overlap.

Links to future learning:

- Understanding of performance and choreographic concepts to be developed in Year 11, choreography and performance in a duo/trio, analysis of set works and contemporary dance.

Links to whole school vision and ethos: 'Every Child a Scholar'

- Building cultural capital through studying a new dance style.
- Developing understanding of dance concepts and key terminology
- Confidence- Developing student confidence through the use and articulation of dance vocabulary in lesson as well as developing confidence when performing in front of an audience.
- Aspiration-Students are encouraged to improve on their own performance throughout SOW to achieve or exceed their level.
- Reflection- through dance appreciation of performances watched in lessons helps students to understand and reflect on what aspects of performance and choreography create and aesthetically pleasing performance.
- Respect- The study of dance teaches students the importance of respect through during collaboration through group work and respecting dance cultures/genres through dancer appreciation.





Drama

Year 11 Autumn 2



Component 1 - Understanding drama
Component 2 - Devising drama

Skills and knowledge:

1. Continuing pupils' exploration of the play Blood Brothers. Focus is on plot, characters and themes.
2. Furthering pupil understanding and application of how to use the SKILL, HOW, QUOTE, TO SHOW writing model to structure answers.
3. Exploration of Live Theatre and how to write about acting.
4. Pupils also begin devising their performance piece using a stimulus as a starting point.

Links to prior learning:

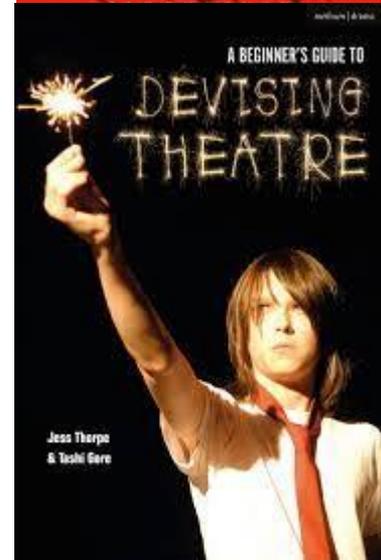
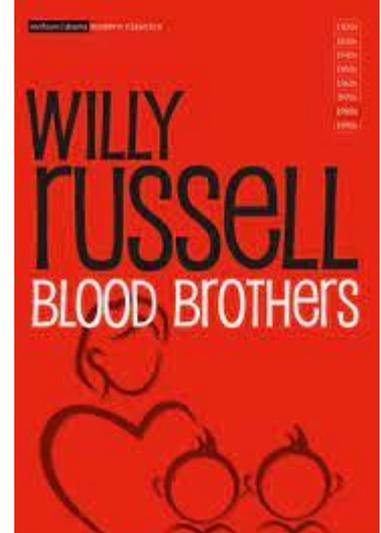
- Building on ability to use practical exploration from Year 10 Blood Brothers SOW to express acting choices in writing.

Links to future learning:

- Revision for Component 1 Exam.

Links to whole school vision: 'Every Child a scholar'

- Building cultural capital through studying of contemporary playwright and exploring social issues.
- Developing understanding of Theatre Language.





Design & Technology

CURRICULUM

Year 11 Autumn 2



DESIGN AND TECHNOLOGY
2022



Realising potential through challenge

Skills and knowledge

- Visual literacy
- Design literacy
- Numeracy skill
- GCSE NEA Google Slides

Students should generate design ideas with flair and creativity and develop these to create a final design solution (including modelling). Students should investigate, analyse and evaluate throughout the portfolio and evidence all decisions made.

- Product development
- Practical skill
- Research skill
- Tools and equipment knowledge
- Production techniques
- Material management

Links to prior learning:

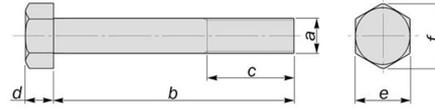
Year 10 work scheme

Links to future learning:

Developing core design and make skill.
Linking with post GCSE design courses.



Google Slides



AQA



Links to whole school vision and ethos: 'Every Child a Scholar'

Respect: To oneself, classmates, staff and community





French

CURRICULUM

FRENCH

Au collège (*At school*)

Topic: School



Skills and knowledge:

Students will be able to:

- Talk about school life using opinion phrases and justifications
- Compare UK schools to schools in French-speaking countries
- Discuss their views around school rules
- Talk about school exchanges
- Discuss the importance of school

Links to prior learning:

- Y7: Mon collège (talking about school)
- Y10: Qui suis-je (talking about self and others)

Links to future learning:

Provides them with skills to facilitate their exam preparation.



Links to whole school vision and ethos: 'Every Child a Scholar'

- Giving students a wider understanding of school systems in the francophone world
- Relating language to real world scenarios





Geography

CURRICULUM

Year 11

The Changing Economic
World Global economy and Nigeria
(Urban Fieldwork-Stratford regeneration)



Skills and knowledge:

- Explain why it's different and then they focus on a specific region for ways in which the development gap can be reduced and more specifically how tourism can be used to reduce the gap
- Continuing on from the previous work students will be looking at a major case study of a country that has undergone rapid economic development and then they will contrast this with economic development in the UK today and in the future

Links to prior learning:

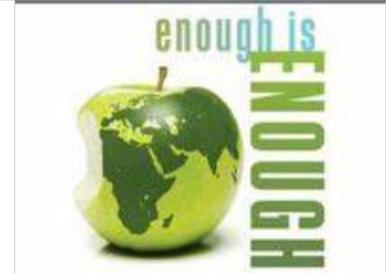
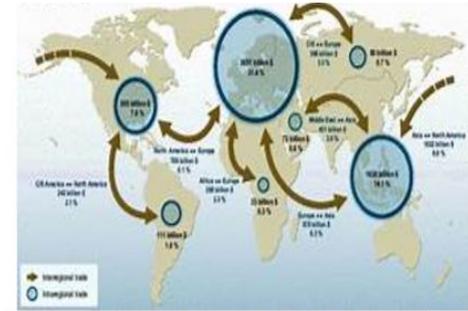
Pupils recognise the inter-relationships between processes at different scales and how the relationship between people and environments inter-link, and trying to achieve sustainable development will affect planning and management of these areas.

Links to future learning:

Y11 Revision

3.2.1 Section A: Urban issues and challenges

3.2.2 Section B: The changing economic world



Links to whole school vision and ethos: 'Every Child a Scholar'

Confident- Recall information about physical and human environments, with valid comments about specific location and explain multiple reasons why places and environments change using specific case studies.

Reflection- consider sustainable approaches to use and possible consequences that can result in change to the environment, and lead to possible conflict.



History

CURRICULUM

History Year 11 Autumn 2

America's wars in Asia 1950 - 1975



Skills and knowledge:

- Students will examine the escalation and de-escalation of the war under John F Kennedy and Lyndon B Johnson.
- The fighting style of the US forces and the Vietcong, including guerilla tactics, traps and tunnels, napalm bombs, zippo raids and carpet bombing.
- Significant events that led to the war becoming unpopular, such as the My Lai Massacre, Kent State Shootings, War protests in the US and how the war ended.
- The widening of the Vietnam War into Laos and Cambodia.
- The end of the Vietnam war and the watergate scandal in America.
- Revision and assessment.

Links to prior learning:

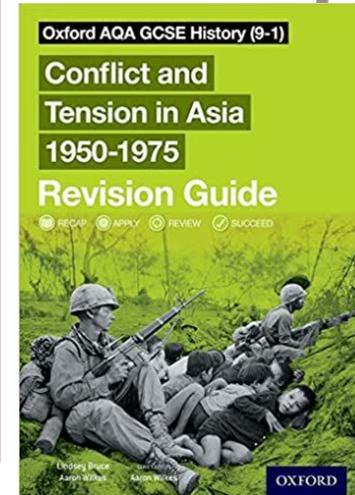
Building on knowledge of communism, capitalism and competition of political ideologies. Developed throughout year 8 and 9.

Links to future learning:

- Use of Chronology when writing 'account' questions.
- Ability to analyse and compare causation factors.

Links to whole school vision and ethos: 'Every Child a Scholar'

Developing cultural capital through studying the effects that political ideology have on nations across the world.





Music

Year 11 Autumn 2



Skills and knowledge:

- Studying Esperanza Spalding 'Samba Em Preludio'.
- Understanding and describing Fusion Music.
- Analysing and understanding the set work.
- Describing the set work with an awareness of the musical elements.
- Developing technical skill in using Ableton to create, perform and arrange music.
- Ongoing development of technical competency and confidence on chosen instrument (1-2-1 instrumental tuition)
- Developing wider listening skills.

Links to prior learning:

- Students will have previously studied 7 set works.
- This is the second of the 2 Fusion pieces.
- Instrumental lessons are ongoing and on an individual 1-2-1 basis.
- Students have previously used Garageband and Bandlab.

Links to future learning:

- Ongoing development of performing skills.
- Ongoing development of composition skills.



Links to whole school vision and ethos: 'Every Child a Scholar'

- Students are expected to display real resilience in repeatedly practising to make progress.
- During composition and arranging work students are expected to listen extremely carefully, to reflect deeply and make musical decisions that bring about improvements.





Media

Year 11



Skills and knowledge:

Continuation and completion of coursework

- Overview of all of Component 1 set texts Section A and B
- Confident analysis of unseen texts
- Writing in response to specific assessment objectives
- Relevant discussion of context in relation to set texts
- Clear and cogent responses to set questions including extended answers
- Embedding of key media terminology

Links to prior learning:

Building on coursework started in summer term

Revision skills put to the test under mock exam style questions



Links to future learning:

Component 2 Music Industry deep study



Links to whole school vision and ethos: 'Every Child a Scholar'

Complexity Elaboration

Critical analysis - Research skills - Essay writing skills

Confidence aspiration

Cultural awareness / cultural capital - Working to deadlines - Planning effective revision - timed assessments - reflective targeting of WWW and EBI in prep for final exam.



RE

CURRICULUM

Year 11

Matters of Life and death (Christianity)

Skills and knowledge:

- To debate the origin of life and the universe
- Evaluating religious as well non religious arguments on abortion
- Evaluating religious as well non religious arguments on euthanasia
- Evaluation Christian as well as non religious teachings on the afterlife
- Identifying issues that affect the natural world and possible solutions
- Understanding the sanctity of life



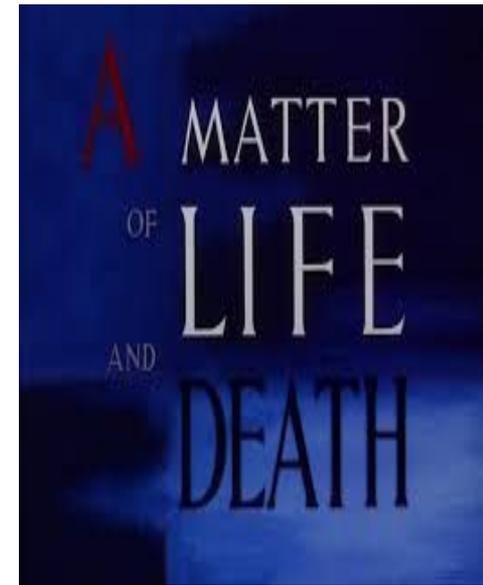
Links to prior learning:

Students have studied abortion and euthanasia in year 9

Students have studied moral and natural evil in year 8

Links to future learning:

This will benefit students who intend to study philosophy and ethics post KS4



Links to whole school vision and ethos: 'Every Child a Scholar'

This will help students develop confidence and resilience through debates and also be able to show respect for other people's views.



PE

CURRICULUM

Year 11 - Revision of anatomy and physiology.



Skills and knowledge:

- Learners will revisit their knowledge and understanding of the functions of body systems that are particularly important to physical activities and sports.
- These include the skeletal, muscular, cardiovascular, respiratory and the lever systems.
- They will also study the short and long-term effects of exercise on these systems, and how these effects can impact on physical fitness and performance.
- Learners will develop the ability to collect and use data, analyse movement and apply their knowledge and understanding, using examples from physical activity and sport.

Links to prior learning:

Students have been taught the content in year 10 and will have knowledge in each topic as well as their strengths and weaknesses in each subject.

Links to future learning:

The systems that operate in the body are very much interconnected and will support the longer answer questions. The physiology and anatomy will support learning into KS5 for biology as well as PE.



Links to whole school vision and ethos: 'Every Child a Scholar'

Students build confidence in looking at how the human body moves and then assessing how it helps them in practical PE lessons. Students will also start to reflect on their learning and begin to build strong links to other subjects such as Science and DT.





Sociology

CURRICULUM

Year 11

Crime and Deviance



Skills and knowledge:

- The social distribution of crime according to ethnicity, social class, gender and age.
- Key debates surrounding crime and deviance - how effective are prisons? Does the media amplify criminal deviant behaviour? Is violent crime on the increase? What should be done with young offenders?
- Application of research methods and types of data to the context and crime and deviance.
- Revision and exam practice.

Links to prior learning:

Research methods are synoptic and studied throughout the course.

The causes of deviant behaviour amongst young people - namely the work of Albert Cohen - are studied in the education unit.

Links to future learning:

Application of theory and methods to social stratification.



Links to whole school vision and ethos: 'Every Child a Scholar'

Students will develop confidence in articulating an argument, and reflection in being able to appreciate viewpoints that differ to their own.





Spanish

Year 11



Module 7: Jobs and future aspirations.

Writing Skills Focus.

De Costumbre. Approaching different hispanic traditions.

Skills and knowledge:

- Students are expected to focus their development in writing skills, therefore high focus on independent work both in lesson and at home
- Learning about expressing what do they want to become and the advantages of further education.
- Acquiring vocabulary related to jobs and professional relationships.
- Listening strategies to improve their performance in GCSE writing.

Links to prior learning:

- Basic jobs taught in year 8 are now revisited.
- Describing relationships when
- AVOCADOS mnemonic strategy revisited for continued support.

Links to future learning:

- Use of subjunctive mode in to express hypothesis and desire, only taught here as formulaic.

Links to whole school vision and ethos: 'Every Child a Scholar'

- Invites the student to self reflect on their own personal qualities and also the way you present yourself to the world.
- Allows them think about future plans and expectations after GCSEs.

