



English

CURRICULUM

Year 11



Skills and knowledge to be revised:

English Language

- English Language Paper 1 (Explorations in creative reading and writing)
- English Language Paper 2 (Writers' viewpoints and perspectives)

English Literature

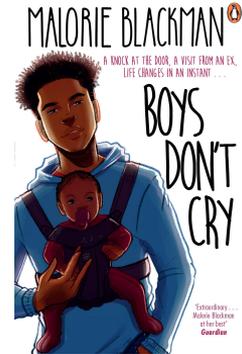
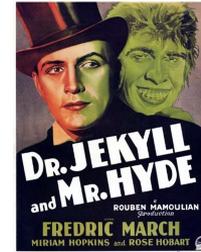
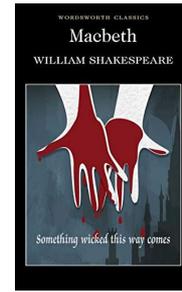
- Paper 1 (*Macbeth* and *Boys Don't Cry*)
- Paper 2 (*Jekyll and Hyde*, *Relationships* poetry and *unseen poetry*)

Links to prior learning:

- Revision of skills and content studied throughout GCSE course.
- Building on foundation of knowledge from Key Stage 3 curriculum.

Links to future learning:

Preparation for study at Key Stage 5.



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

- Developing cultural capital through study of great works of English Literature from Shakespeare to present day.
- Focus on reading and writing supports whole school literacy focus.





Maths

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Science

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SCIENCE Year 11 Spring 1

Skills and knowledge:

Chemical Analysis - Chemistry

Chemistry of the atmosphere - Chemistry

Magnetism and Electromagnetism - Physics



Skills and knowledge:

- Describe the differences in purity of products and formulations
- Students will be able to describe the test for ions, common gases and explain flame emission spectroscopy
- Analyse chromatograms by measuring Rf values.
- Explain how the early atmosphere was formed and its composition today along with the effects of greenhouse gases
- Describe the factors that affect pollution and how we can reduce this
- Describe the attraction and repulsion between unlike and like poles for permanent magnets
- Describe the difference between permanent and induced magnets.
- Describe how the magnetic effect of a current can be demonstrated
- Describe how to use Fleming's left-hand rule
- Describe and explain how electric motors work

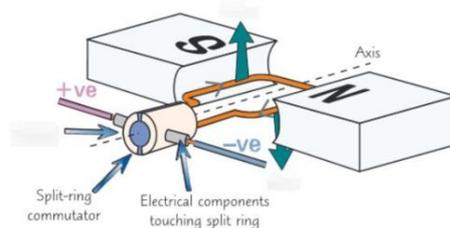
Links to prior learning:

In Year 8, pupils learn about separation techniques, the Earth including climate change and human impact as well as recycling. Magnetism and Electromagnetism.

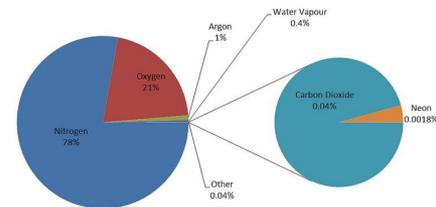
Links to future learning:

The topic: Chemistry of the atmosphere, is very relevant to modern times as it goes into the complexities of global warming, climate change and will have a massive impact on future generations. Learning about these issues will play a pivotal role in society and the future of humanity. Electromagnets are also used in modern maglev train which can lead to excellent career pathways in mechanical or electrical engineering.

Element	Ion	Flame test colour
Lithium	Li ⁺	Crimson
Sodium	Na ⁺	Yellow
Potassium	K ⁺	Lilac
Calcium	Ca ²⁺	Orange-red
Copper	Cu ²⁺	Green



Percentage Composition of the Earth's Atmosphere



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

Aspiration - Understanding how the atmosphere works and the human impact on the atmosphere will affect future generations immensely. There are therefore many career pathways associated with this





Art

Year 11

Externally Set Assignment 40% of overall GCSE



Skills and knowledge:

Students are expected to work independently to respond to a starting point given in an externally set assignment paper issued by the exam board. A project is developed in response to this starting point over a period of 10 school weeks which must evidence coverage of all four assessment objectives:

Develop, Refine, Record and Present ideas

This is followed by a 10 hour timed making period in which students create a sustained practical outcome as the conclusion to their project work

How to:

- **Develop ideas** through investigating and critically analyzing sources
- **Apply an understanding of art practices** and cultural industries to your own work
- **Refine your work** as it progresses
- **Record ideas** and observations using drawing and written annotation
- **Use visual language** through effective and safe use of: Media, Materials, Techniques, Processes and Technology
- **Use drawing skills** for different purposes
- **Realise & present** your own intentions for making Art and Design work

Links to prior learning:

Conclusion of the GCSE qualification allowing students to fully apply the skills and knowledge they have acquired during their coursework unit, to a shorter, final and well refined personal project

Links to future learning:

Closely mirrors skills and demands of L3 A Level & BTEC programmes



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

Confidence: In taking on new personal challenges, taking risks in the development of ideas, and creating personal practical responses

Aspiration: Seeing self as a young artist, working on a larger scale, having more ambition for the potential of what kind of ideas can be realised

Reflection: On own personal journey and the work of others including peers

Respect: For self and others in sharing of ideas and communicating intentions





Computer Science

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Year 11

Skills and knowledge:



1. Students will learn basic principles of coding including selection, sequence and abstraction.
2. Students will learn basic principles of Computational thinking including abstraction, decomposition and algorithmic thinking.
3. Students will be able to identify the inputs, outputs for a problem.
4. Students will be taught to create a structure diagram.
5. Students will use stepping techniques to critically understand different elements of code.
6. Students will use IDE's and all its functionalities to best advance technological skills.

Links to prior learning:

Students have learnt coding previously in class and have also continued this from key stage 3.

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



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 choreographic skills.
3. Introduction to a GCSE choreography component. Development of prior learning through revising skills from Year 9 choreography. Development of the choreographic aspect of the GCSE specification.
4. Choreography: how to create movement using action, space, dynamics and relationships.
5. Studying the different types of GCSE Dance motif developments and how to develop movements to enhance choreography.
6. Choreographing movement using musicality, rhythm, direct correlation of the music.
7. How to evaluate and critically appreciate choreography.
8. Introduction of the GCSE Dance Anthology. Students will learn about five 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 & section C of the written component.

Links to prior learning:

Prior learning from previous Year 7, 8, 9 & 10 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

Performing Extracts and Blood Brothers

Skills and knowledge:

- Students should be able to: maintain a character and perform a character appropriate to their extracts for the exam.
- Developing confidence and vocal technique to speak to the audience.
- Continuing exploration of Blood Brothers by W. Russell
- Pupils continuing to developing writing skills for GCSE written paper. Using the writing structure skill, how, quote, to show.

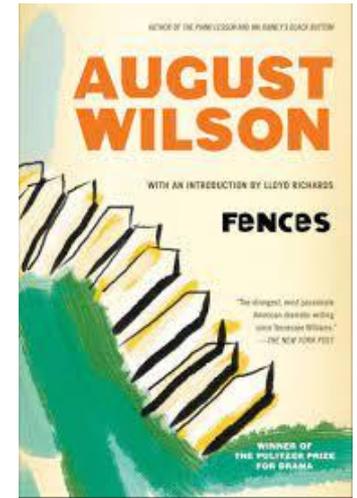


Links to prior learning:

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

Links to future learning:

- To provide pupils with learning and knowledge need for examined performance is Year 11.
- Revision for Component 1 Exam.



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

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





Design & Technology

CURRICULUM

Year 11 Spring 1



Realising potential through challenge

Skills and knowledge

- Visual literacy
- Design literacy
- Numeracy skill
- GCSE NEA Google Slides
- Product development
- Practical skill
- Research skill
- Analysis skill
- Tools and equipment knowledge
- Production techniques
- Material management
- Social and moral considerations

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.

Links to prior learning:

Year 10 work scheme (Mobile phone dock development)

Using prior learning and skill development: Manipulation of materials, systems and processes

Year 11 GCSE Contextual NEA content

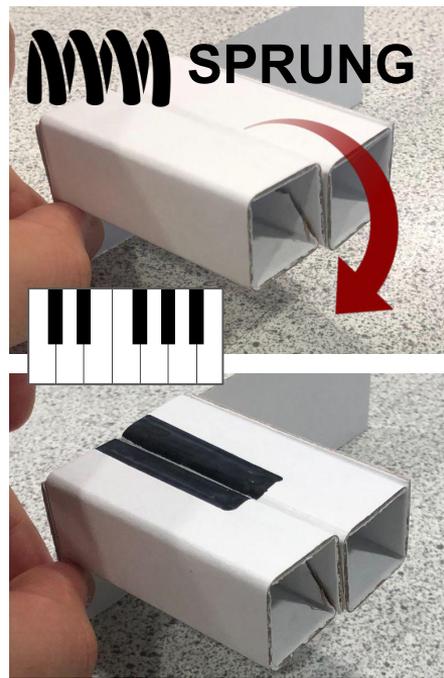
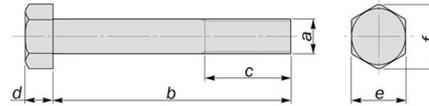
Knowledge and understanding built through contextual challenge and production of initial design ideas.

Links to future learning:

Links to further academic learning and employment within the creative sector.



Google Slides



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

Confidence: Developing confidence in their chosen product and its potential development. Building ongoing confidence through successful practical outcomes and positive feedback.

Aspiration: Aspiring to produce a successful products which meet consumer needs. Aspiring to successfully complete the DT GCSE course.

Reflection: Reflecting on design iterations and planning improvements. Ongoing reflection on evaluations and outcomes as part of the design process.

Respect: To oneself, classmates, staff and community. 'Respect DT'





French

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FRENCH Year 11 Spring 1

Bon Travail (*Good Work*)

Topic: Jobs



Skills and knowledge:

Students will be able to:

- Discuss jobs and work preferences
- Discuss plans, hopes and wishes for their future careers/lives
- Discuss the importance of languages
- Talk about school experiences

Links to prior learning:

- Y9: À l'horizon (talking about jobs and future aspirations)

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 jobs and careers
- Relating language to real world scenarios
- Allowing students to reflect on their future aspirations





Geography

CURRICULUM

Year 11

Revision



Skills and knowledge:

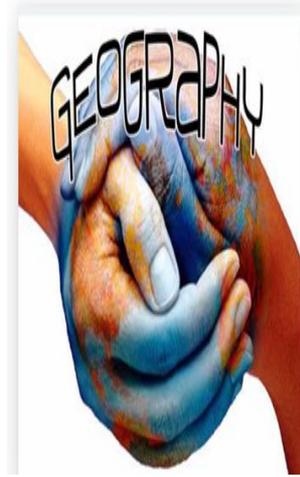
- Review/Revise/Reassess content for Paper 1,2&3 topics
- Apply exam techniques for analysis of command words, case studies and interpreting graphs and figures. for low/medium/high tariff exam questions
- Practice study skills/tools: Concept mapping; revision cards, PLCs PEEL Essay Writing Frames; question Grids; Practice past exam papers
- Identify, analyse and rewrite sample marked responses/modelled answers

Links to prior learning:

Two year GCSE geography course: Natural hazards; Living World; Physical landscapes in the UK; Urban issues and challenges; The changing economic world; The Challenge of Resource Management; Geographical Applications.

Links to future learning:

The new specification explores current issues of local, national and global importance in contexts specific to different parts of the world. A-level introduces new content and approaches to geographical processes, systems, place, scale and space.



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

- Confident:** Students develop transferable skills build confidence for geological history of UK's physical landscape; specific knowledge and making links between the physical and human world.
- Reflection:** Students reflect on their previous learning and develop their understanding of more complex content building on what they already learnt..
- Respect:** explore development an inequality to help foster empathy and a sense of global citizenship



History

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History Year 11 Spring 2

Elizabeth I: 1568 - 1603



Skills and knowledge:

- Introduction to the Elizabethan module with a focus on the Tudor dynasty.
- Students will examine the early life of Elizabeth I, foreign policy, marriage, succession issues and religious conflict.
- Students will learn how to answer the final exam type question 'how important?'
- Students will be analysing the power struggles Elizabeth faced during her early years.
- The importance of Mary Queen of Scots, her religion and her following.
-
- Students will look at in-depth study of historic environment 'Drake's Voyage'. This will form the basis of their 16 mark question for this module.
- Students will understand how the religious settlement affected Elizabeth's relationship with other countries, the economy and Mary Queen of Scots.

Links to prior learning:

Building on knowledge of Elizabethan England, the Tudors and impact of religion from Y7 and the Y10 medicine module.

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 and religion have on nations across the world.

Oxford AQA GCSE History (9-1)

Elizabethan England

c1568-1603

Revision Guide

RECAP APPLY REVIEW SUCCEED





Music

Year 11 Spring 1



Skills and knowledge:

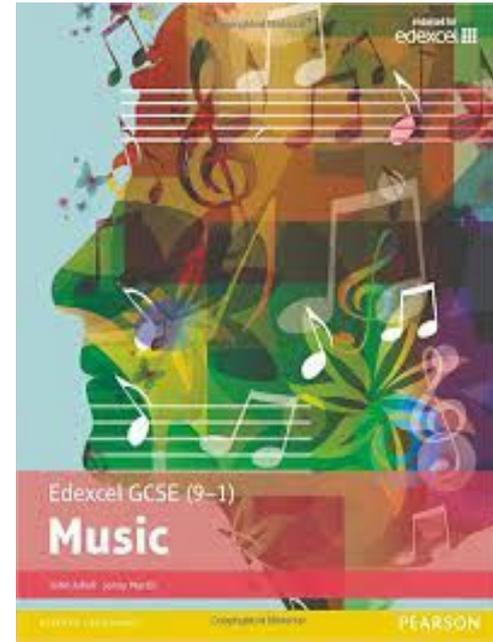
- Revising 4 x Set Works (2 x Instrumental Music & 2 x Vocal Music).
- Understanding and describing Musical elements.
- Analysing and understanding the set works in relation to the musical elements and also wider listening.
- Developing technical skill in using Ableton to create, perform and arrange 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 8 set works.
- Students will be working on developing wider listening skills.
- 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:

Revision - of set exam texts

Final completion of practical project

Focus on Making shift from Mockup to Prototype

Focus on Exam Set Texts Component 1

- The Media theoretical framework
- 1. Media Language
- 2. Representation
- 3. Audience
- 4. Industry
- Context
- Practical Skills
- Project Planning
- Textual analysis

Links to prior learning:

The four parts of the Theoretical framework has been embedded throughout.

Links to future learning:

Theory Embedded will support analysis of Set Exam Texts for component 2.



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

Curiosity Originality Risk taking

Development of creative skills

Complexity Elaboration

Critical analysis - Research skills - Essay writing skills

Confidence aspiration

Cultural awareness / cultural capital - Working to deadlines

Respect and Reflection

Teamwork - Independence and problem solving





RE

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Year 11

Revision : Islam and Christianity

Skills and knowledge:

- Study skills technique
- Exam practice; developing good time management and writing skills
- Evaluation technique - subject knowledge audit to tailor revision
- To develop self and peer assessment skills

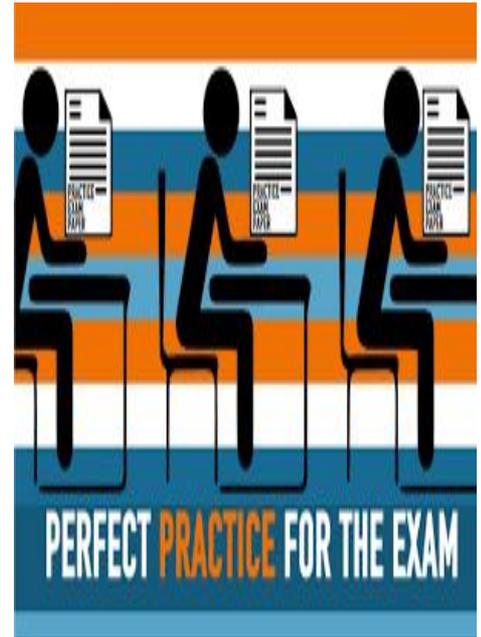


Links to prior learning:

Students have covered both Christianity and Islam units.

Links to future learning:

Students who intend to study any humanities beyond KS4 would have acquired good independent enquiry skills.



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

Students would have developed resilience and confidence when dealing with challenging circumstances.





PE

CURRICULUM

Year 11 Engagement patterns in sport in the UK and Commercialisation in sport.

Skills and knowledge:

- Know current trends in participation in physical activity and sport in the UK of different social groups and in different sports
- Understand how different factors can affect participation, including: age, ethnicity, disability and gender.
- Understanding strategies which can be used to improve participation via promotion, provision and access.
- Understand the influence of the media on the commercialisation of physical activity and sport.
- Know the meaning of commercialisation, including sport, sponsorship and the media (the golden triangle)
- Understand the influence of sponsorship on sport.



Links to prior learning:

Students will have explored this topic in year 10 and have knowledge of how different social groups are affected in sport. They also will be aware of the degree to which sponsorship and the media have influence over sport, athletes, spectators and officials.

Links to future learning:

Will have to apply this knowledge to exam questions and possible longer mark questions.



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

- Students gain confidence in exploring the current trends of sports participation and presenting on the solutions to these issues.
- Students reflect on their current understanding of sponsorship in sport and how it applies to both elite and amateur sports and athletes.



Sociology

CURRICULUM

Year 11

Social Stratification



Skills and knowledge:

- Functionalist theory of stratification.
- Perspectives on socio-economic class.
- The work of Marx and Weber on social class.
- Factors affecting life chances.
- Work of Devine revisiting previous work on social class.

Links to prior learning:

Research methods are synoptic and studied throughout the course.

Sociological theories are synoptic across the course.

Links to future learning:

Exam preparation.



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

CURRICULUM

Year 11

(Finishing M7)

Module 8: Towards a better world.
Speaking Skills Focus.

Skills and knowledge:

- Students are expected to focus their development in spontaneous speaking skills, therefore high focus on pair work both in lesson and at home and attending necessary interventions
- Learning about considering global issues, talking about local actions and healthy lifestyles
- Practicing superlative and understanding different tenses
- Listening strategies to improve their performance in GCSE speaking.



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 the contrast between local action and global impact; and also the way you present yourself to the world.
- Allows them think about future plans and expectations after GCSEs.

