



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

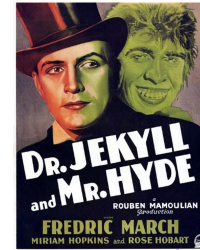
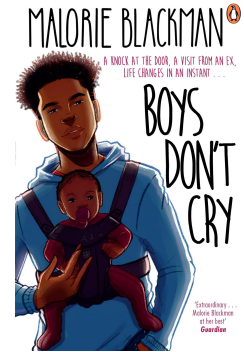
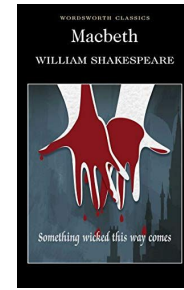
- Paper 1 (*Macbeth* and *Boys Don't Cry*)
- Paper 2 (*Jekyll and Hyde*, *Relationships* poetry and *Unseen* poetry)

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

CURRICULUM

Year 11

Non-linear graphs



Skills and knowledge:

Plot and read from quadratic graphs

Plot and read from cubic graphs

Plot and read from reciprocal graphs

Recognise graph shapes

Identify and interpret roots and intercepts of quadratics

Understand and use exponential graphs

Find and use the equation of a circle centre (0, 0)

Find the equation of the tangent to any curve

Links to prior learning:

Solving equations

Straight line graphs

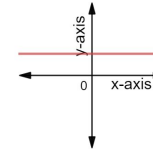
Circle theorems

Speed, distance, time graphs

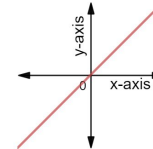
Links to future learning:

Exam questions linking all topics together

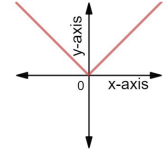
Constant Function: $f(x) = 2$



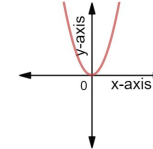
Identity: $f(x) = x$



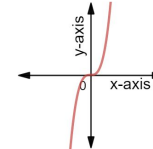
Absolute Value: $f(x) = |x|$



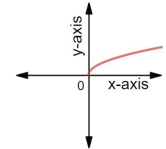
Quadratic: $f(x) = x^2$



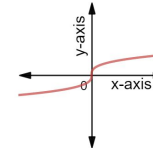
Cubic: $f(x) = x^3$



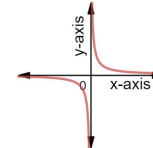
Square Root: $f(x) = \sqrt{x}$



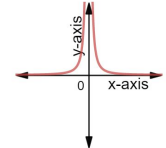
Cube Root: $f(x) = \sqrt[3]{x}$



Reciprocal: $f(x) = 1/x$



Reciprocal Squared: $f(x) = 1/x^2$



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.





Science

CURRICULUM

SCIENCE Year 11 Spring 2

Skills and knowledge:

Ecology - Biology

Using Resources - Chemistry

Space physics - Physics

Skills and knowledge:

- Identify adaptations in an organism and explain how they help the organism to survive.
- Outline what a food chain and food webs show
- Describe the water and carbon cycles.
- Evaluate data showing the consequences of global warming.
- Explain the differences between polymers.
- Explain how the properties of a ceramic, polymer or composite make it suited to their uses and compare the properties of materials for different applications.
- Analyse the composition and uses of alloys.
- Define the terms natural, renewable and finite resource, sustainability and sustainable development.
- Analyse methods to reduce the use of resources.
- Evaluate the problems of LCAs including why they might be subjective, selective, bias and misleading.
- Explain why waste water needs to be treated before being released into the environment.
- Use data to explain why the conditions used in the Haber process are considered a compromise between rate, yield, cost or materials and energy supplies.
- Describe the life cycle of a star
- Describe how fusion reactions lead to an equilibrium between the gravitational collapse of a star and the expansion of a star
- Describe how circular stable orbits work
- Explain how red-shift provides evidence for the Big Bang model



Links to prior learning:

Pupils initially learn about feeding relationships, food chains, food webs, the carbon cycle and adaptations of plants and animals in year 8. Space physics in year 5 where they cover the basic arrangement of the solar system and why there is a day and night. In year 7, this builds up into learning about seasons, gravity, phases of the moon and axial tilt.

Links to future learning:

Topics covered during this term are ever developing fields of science which offer many opportunities in STEM careers and in further education such as engineering, astronomy, sustainable development, materials research or the energy sector, astronomy or aerospace engineering



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

Reflection - In a world where resources are becoming increasingly scarcer, it is essential for everyone to know and understand what sustainability is and how to achieve it to ensure the needs of today are met without compromising for future generations. Space physics and ecology also teaches pupils about the wider world and our place in the universe. Studying these should allow students to appreciate the complexities of life.





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

CURRICULUM

Year 11



Skills and knowledge:

Computer Systems

Systems architecture

Memory and storage

Computer networks, connections and protocols

Network security

Systems software

Ethical, legal, cultural and environmental impacts of digital technology

Computational thinking

Algorithms

Programming fundamentals

Producing robust program

Boolean logic

Programming languages and Integrated

Development Environments

Links to prior learning:

Students have learnt the theory aspects of it previously but will now learn how to understand things and complete diagrams in an efficient manner.

Links to future learning:

Related to topics in the GCSE.

I ♥
**COMPUTER
SCIENCE**

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

Analysing concepts

High expectations

Independent Learning

Build confidence

Aspiration





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 needed 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.
11. 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 needed for the written paper.
12. Performance: how to perform a movement using physical, technical and expressive skills and using the success criteria to give an outstanding performance.



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.

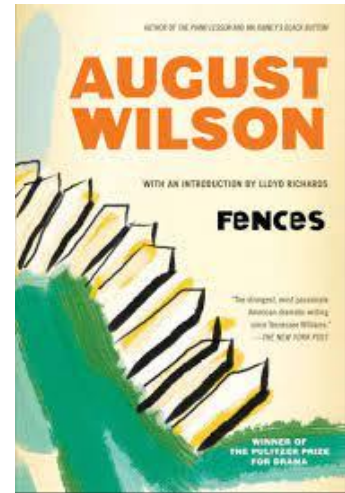


Links to prior learning:

- 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 for Component 3.
- 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 2



DESIGN AND TECHNOLOGY
2022



Realising potential through challenge

Skills and knowledge

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

A manufacturing specification should be produced to conclude design findings leading into the realisation of a final prototype that is fit for purpose and a final evaluation.

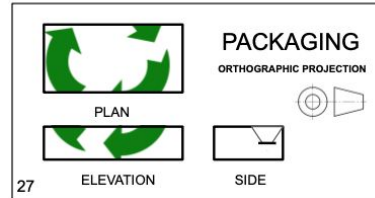
- Realising design ideas
- Product evaluation
- Practical skill
- Analysis skills
- Tools and equipment knowledge
- Industrial production techniques
- Manufacturing specifications

Links to prior learning: Year 10 work scheme. KS3 work scheme

Links to future learning: GCSE written exam preparation - Further education and college courses



Google Slides



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

Confidence: Show confidence in expressing design concepts

Aspiration: Aspire to achieve DT NEA targets and meet deadlines

Reflection: Reflect on prior learning in preparation for exam

Respect: To oneself, classmates, staff and community





French

CURRICULUM

Year 11 Spring II

Exam Technique and Practice



Skills and knowledge:

- Using revision workbook to revise in class applying Cognitive Psychology strategies:
 - Spaced Repetition
 - Retrieval practice
 - Provide models
 - Scaffolding
 - Formative assessment
- The workbook contains exercises Test type.

Links to prior learning:

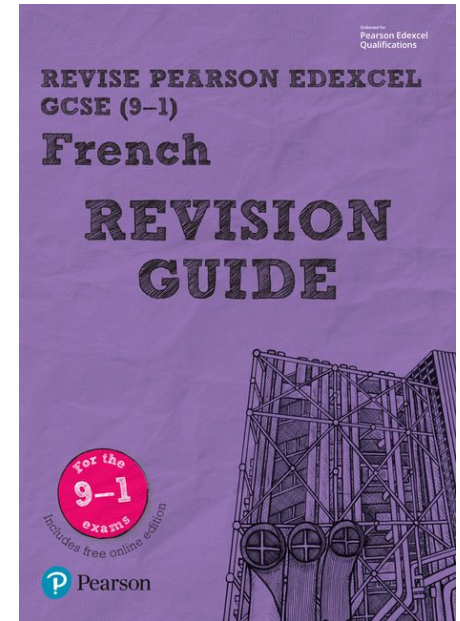
- All prior learning is revised during this sessions via retrieval strategies
- AVOCADOS mnemonic strategy revisited.

Links to future learning:

Provides them with skills to facilitate their exam preparation.

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

- Provides them with confidence to do a presentation in a foreign language.
- Will support students being more confident when facing GCSE exams across the school.





Geography

CURRICULUM

Year 11 Spring 2 Revision

Skills and knowledge



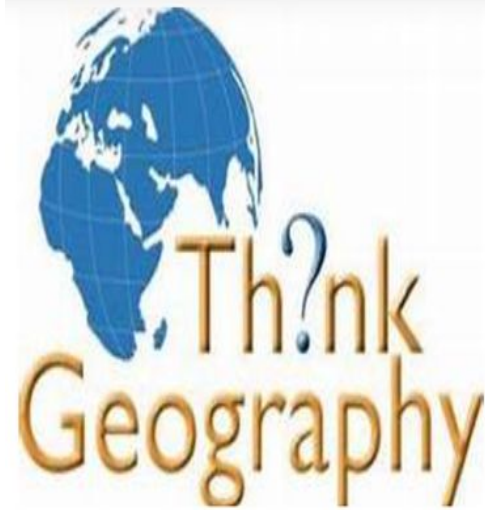
- Review/Revise/Reassess content for Paper 1,2&3 topics
- Apply exam techniques for analysis of command words, case studies and interpreting graphs and figures for low/medium/high tariff exam questions
- Practice study skills/tools: (concept mapping; revision cards, PLCs PEEL Essay Writing Frames; question 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

CURRICULUM

Year 11 Spring 2

Skills and knowledge:



History Year 11 Spring 2

Elizabeth I: 1568 - 1603

Skills and knowledge:

- Understand the rise of the Gentry class and the growth of the middle class.
- Study the day-to-day life of Elizabethans and investigate whether the Elizabethan government actually served the common people.
- Analyse the features that historians argue made the Elizabethan era a 'Golden' era for England.
- Analyse whether Elizabeth's government served the poor and were able to solve issues like vagrancy and small scale revolts.
- Study the cause and results of exploration.
- Analyse the effectiveness of Elizabeth's foreign policy by investigating the cause and outcome of the Spanish Armada.
- Begin revision of Medicine, Germany and America's Wars in Asia topics.

Links to prior learning:

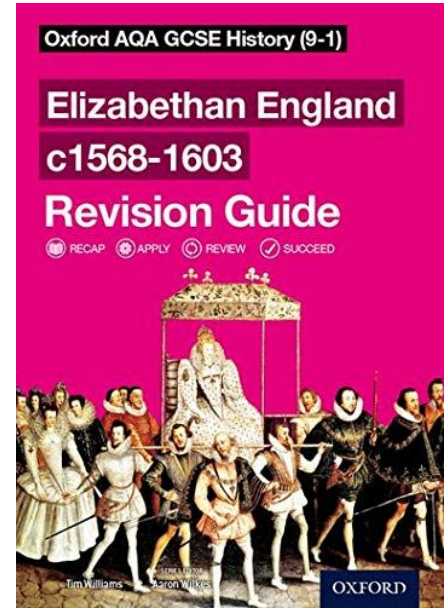
Students will be able to confidently link their knowledge to primary and secondary sources.

Students will also be able to write an 'account' question. Using the same structure from the 'Conflict' unit.

Link knowledge of public health reforms in the medieval era from the Y10 medicine unit.

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'

Reflection - The Elizabethan study help students understand conflict over religion and foreign policy.





Music

Year 11 Spring 2



Skills and knowledge:

- Revising 4 x Set Works (2 x Music for Stage & Screen & 2 x Musical Fusions).
- 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 Spring 2

Revision - of set exam texts
Final completion of practical project



Skills and knowledge:

Focus on Exam Set Texts and Component 1 and 2
The Media theoretical framework

1. Media Language
2. Representation
3. Audience
4. Industry



- Context
- Practical Skills
- Project Planning
- Textual analysis



Links to prior learning:

- Students will be familiar with the products and platforms being studied.
- Students will be familiar with the processes used to analyse magazines, newspapers, radio stations and film.

Links to future learning:

Ongoing awareness of media, marketing and persuasion techniques industry standards and regulation.

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

CURRICULUM

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:

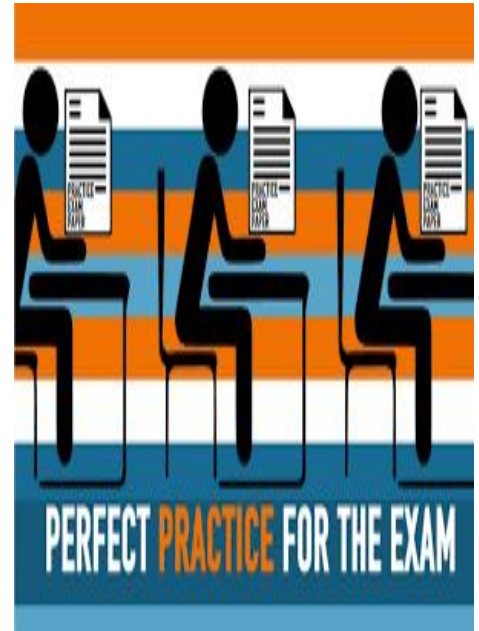
Students have covered both Christianity and Islam units

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 Revision of Health, fitness and wellbeing and Diet and Nutrition.



Skills and knowledge:

- Have clear definitions of what is meant by health, fitness and well-being.
- Understand that health encompasses physical, social and emotional factors.
- Understand the different health benefits of physical activity and consequences of a sedentary lifestyle.
- Know the definition of a balanced diet and the components of a balanced diet.
- Understand the effect of diet and hydration on energy use in physical activity

Links to prior learning:

Students will have explored this topic in year 10 and will have understanding of the effects of health and wellbeing on the skeletal system, muscular system and cardiovascular system.

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 can aspire to implement this knowledge in their real loved experiences as diet and health and fitness are key concepts in our lives.
- Students reflect on their current understanding of health, fitness and wellbeing as well as diet and know how to formulate ideas to improve these should the situation arise.



Sociology

CURRICULUM

Year 11 Spring 2

Social Stratification



Skills and knowledge:

- Different interpretations of poverty as a social issue.
- The work of Townsend on relative deprivation and Murray on the underclass.
- The work of Weber on power and authority.
- Describe and explain different views on factors affecting power relationships.
- The work of Walby on patriarchy.

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 Spring 2

All modules revision. Speaking Presentation.



Skills and knowledge:

- Students are expected to prepare their speaking presentations for their GCSE Speaking task
 - 10 sentences approx.
 - 1 minute max.
 - Revising AVOCADOS
- Revising all curriculum topics to help them remember about all the modules
- Mnemonic strategies to help them remember their presentations
- Marking past papers in order to learn tips and skills for their own development.

Links to prior learning:

- All prior learning is revised during this sessions via retrieval strategies
- AVOCADOS mnemonic strategy revisited.

Links to future learning:

Provides them with skills to facilitate their exam preparation.



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

- Provides them with confidence to do a presentation in a foreign language.
- Will support students being more confident when facing GCSE exams across the school.