

## Year 11 Curriculum Overview 2023-24

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<p style="text-align: center;"><b>Voices of a Generation: AQA Language Paper 1 (reading/ writing)</b></p> <p>This unit introduces the first language paper – worth 50% of the overall GCSE grade. Students begin by exploring how to access any unseen fiction text before learning processes for each question. Students will complete intervention tasks as well as walk through mocks to prepare them and improve exam timings. When moving on to Q5, students will draw on prior knowledge of how to craft engaging texts to become accomplished writers who always consider the impact choices they make have on readers.</p>	<p style="text-align: center;"><b>Voices of a Generation: AQA Language Paper 2 (reading/ writing)</b></p> <p>The second paper is more challenging and again accounts for 50% of the GCSE. Students begin by making links to Victorian Britain and social values, drawing on their study of ACC. This will inform reading strategies used to unpick how non-fiction texts are composed, all the time linking back to 'perspectives' and 'viewpoints'. Students will draw on their SL exams to learn how best to answer Q5 of the exam, exploring a range of different topical issues and using persuasive devices to present their opinions and arguments.</p>	<p style="text-align: center;"><b>Voices of a Generation: Reading Revision</b></p> <p>Revising the reading sections of both papers. Mock feedback and intervention form part of this half-term study.</p>	<p style="text-align: center;"><b>Voices of a Generation: Writing Revision</b></p> <p>Revising the writing sections of both papers. Mock feedback and intervention form part of this half-term study.</p>	<p style="text-align: center;"><b>Voices of a Generation: Exam Preparation</b></p> <p>Final push on consolidating key knowledge and skills needed for the AQA Language exams.</p>	

	<p>Core knowledge includes typicality of fiction texts.</p> <p>Core skills include analysis and evaluating.</p>	<p>Core knowledge includes historical influences (Victorian non-fiction) and features of form.</p> <p>Core skills includes analysis and comparing.</p>				
<b>Maths</b>						
<b>Science</b>	<p><b>4.5 Homeostasis and Response</b> - In this chapter students will learn that cells in the body can only survive within narrow physical and chemical limits. We will also explore the hormonal system which usually brings about much slower changes. An understanding of the role of hormones in reproduction.</p> <p><b>4.6 Inheritance, Variation and Evolution</b> - In this section we will discover how the number of chromosomes are halved during meiosis and then combined with new genes from the sexual partner to produce unique offspring. Variation generated by mutations and sexual</p>	<p><b>5.6 The Rate and Extent of Chemical Change</b> - In this chapter students will learn that chemical reactions can occur at vastly different rates. Whilst the reactivity of chemicals is a significant factor in how fast chemical reactions proceed, there are many variables that can be manipulated in order to speed them up or slow them down.</p> <p><b>5.7 Organic Chemistry</b> - In this chapter students will learn that the chemistry of carbon compounds is so important that it forms a separate branch of chemistry. This branch of chemistry gets its name from the fact that the main sources</p>				

	<p>reproduction is the basis for natural selection; this is how species evolve. An understanding of these processes has allowed scientists to intervene through selective breeding to produce livestock with favoured characteristics.</p>	<p>of organic compounds are living, or once-living materials from plants and animals.</p> <p><b>5.8 Chemical Analysis</b> -In this chapter students will learn that analysts have developed a range of qualitative tests to detect specific chemicals. The tests are based on reactions that produce a gas with distinctive properties, or a colour change or an insoluble solid that appears as a precipitate.</p>				
<b>History</b>	<p><b>Unit 1 The Elizabethan Age 1558-1603</b></p> <p>Elizabethan government</p> <p>The problem of religion</p> <p>Lifestyles of the rich and poor</p> <p>Popular entertainment</p>	<p><b>Unit 1 The Elizabethan Age 1558-1603</b></p> <p>The Catholic Threat</p> <p>The Spanish Armada</p> <p>The Puritan Threat</p>	<p><b>Unit 4 Changes in Health and Medicine in Britain c500-present day</b></p> <p>Causes of illness and disease</p> <p>Prevention of illness and disease</p> <p>Treatment of illness and disease</p>	<p><b>Unit 4 Changes in Health and Medicine in Britain c500-present day</b></p> <p>Development of medical knowledge</p> <p>Development in patient care</p> <p>Development on public health</p> <p>Case study</p>	<p><b>Revision</b></p> <p>Flash cards, knowledge quizzes, revision booklets and past papers</p>	
<b>Geography</b>	<p><b>Applied Fieldwork Enquiry</b></p> <p>What is the geographical enquiry process?</p>	<p><b>A global perspective on development issues</b></p> <p>What are global patterns of development?</p>	<p><b>Weather and climate and climate change - cause and effect</b></p> <p>Why is the UK climate so variable?</p>	<p><b>Water resources, management and desertification</b></p> <p>Why does supply and demand for water vary over time and space?</p>	<p><b>Revision</b></p> <p>Flash cards, map skills and past papers</p>	

	<p>How is evidence collected?</p> <p>How can evidence be processed and presented?</p> <p>How can evidence be analysed and how do patterns and trends evidenced by fieldwork relate to wider geographical knowledge and understanding?</p> <p>What conclusions may be drawn from fieldwork enquiries?</p> <p>What evaluative techniques should be applied to the enquiry process?</p>	<p>What are the global processes that connect countries at different levels of development including the UK?</p> <p>What are the causes and consequences of uneven development?</p> <p>What are the advantages of different types of aid project?</p>	<p>How does the global circulation of the atmosphere create distinctive climate zones?</p> <p>How are weather hazards distributed at a global scale and how does this pattern change over time?</p> <p>What are the causes, impacts and responses to two contrasting extreme weather events?</p> <p>How has climate changed during the Quaternary period?</p> <p>What are the causes of global warming?</p> <p>What are the consequences of climate change?</p> <p>How and why do attitudes to climate change vary?</p> <p>What role can individuals and government in the UK play in reducing the risk of climate change?</p>	<p>What happens when demand for water exceeds supply?</p> <p>What are the challenges of managing water supplies?</p> <p>What are the physical processes operating in hot semi-arid regions that make them vulnerable to desertification?</p> <p>To what extent does human activity contribute to the problem of desertification?</p> <p>How can environments vulnerable to desertification be managed?</p>		
<p><b>GCSE Art &amp; Design</b></p>						

<p style="text-align: center;"><b>GCSE Computer Science</b></p>	<p>Topic 2.1 - Algorithms - including sorting and searching algorithms</p> <p>Topic 2.2 - Python programming and Topic 2.5 - Translators and IDEs</p>	<p>Topic 2.3 - Robust programs and Topic 2.4 - Computer Logic</p> <p>Topic 2.2 - Python programming</p>	<p>Revision and past paper practice for final exams</p> <p>Algorithm practice and Python programming practice for paper 2</p>	<p>Revision and past paper practice for final exams</p> <p>Algorithm practice and Python programming practice for paper 2</p>	<p>Revision and past paper practice for final exams</p> <p>Algorithm practice and Python programming practice for paper 2</p>	
<p style="text-align: center;"><b>Dance</b></p>	<p><b>Completion of Component 2:</b> External Controlled Assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 12 hours of supervised assessment. 60 marks.</p> <p><b>Performance (Group or Solo) – Students will learn and perform to a live audience</b> existing performing arts repertoire, applying relevant skills and techniques to reproduce the performance – The professional Dance work will be decided once PSA is released as needs to link with the theme set by the exam board.</p> <p><b>Students</b> will apply the dance physical and expressive skills they have learnt during the previous year in order to successfully complete PSA.</p> <p><b>Students</b> will have 6 weeks preparation time prior to completing the 6-hour assessment as a response to the set brief.</p>		<p style="text-align: center;"><b>Completion of Component 3:</b></p> <p>Responding to a Brief. External Controlled Exam set by Pearson and marked by Pearson.</p> <p>Learners will be given a brief and stimulus to create performance material as a performer. In groups of a minimum of three and a maximum of seven performers, learners will respond to the stimulus and create a workshop performance that communicates ideas and creative intentions to a target audience of their choice.</p> <p><b>Learning Objectives</b></p> <p><b>AO1</b> Understand how to respond to a brief</p>	<p style="text-align: center;"><b>Component 3: Controlled Assessment Period</b> in response to an externally set brief.</p>		

			<p><b>AO2</b> Select and develop skills and techniques in response to a brief</p> <p><b>AO3</b> Apply skills and techniques in a workshop performance in response to a brief</p> <p><b>AO4</b> Evaluate the development process and outcome in response to a brief</p>			
<p><b>GCSE Drama</b></p>	<p><b>Component 2 – Performance From Text</b></p> <p>Pupils will prepare two contrasting scripted extracts performance</p> <p>Pupils direct and rehearse their performance extract to include...</p> <p>Characterisation</p> <p>Use of space and levels</p> <p>Use of voice, pitch, pace, diction, accent</p>	<p><b>Component 2 – Performance from Text, Exam</b></p> <p>Pupils present two scripted performances to an examiner.</p> <p><b>Component 3 – Theatre Makers in Practise - Live Theatre Evaluation</b></p> <p><b>Theatre Visit</b></p> <p><b>Analysing a live Theatre</b></p>	<p><b>Component 3 Exam Text Revision</b></p>			

	<p>Style matching the form and genre</p> <p>Clear communication of ideas, mood, climax, contrast</p>	<p>Pupils will analyse and make revision notes on... style and genre, characters, theatrical devices, staging and lighting, key moments, themes, costumes and drama techniques used.</p> <p>Performance Preparing 500 words of Examination notes</p>				
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<b>Engineering</b>	<b>OCR Engineering Manufacture: Mechanisms and Computer Aided Design</b>	<b>Production Planning and Computer Aided Manufacture</b>	<b>OCR Assessment Tasks (Computer Aided Design, Computer Aided Manufacture and Computer Numerical Control)</b>	<b>OCR Examination Preparation</b>	<b>OCR Examination</b>	
<b>GCSE Food Preparation &amp; Nutrition</b>	<b>The Science of Food</b> NEA 1 knowledge, preparation and practice	<b>Cooking and Nutrition in action:</b>  <b>NEA - Assessment 1:</b> The Food investigation assessment.  Research, investigate, analyse and evaluate the chemical properties of ingredients.  Practical assessment and completion of portfolio work	<b>Cooking and Nutrition in action:</b>  Preparation for Assessment 2  <b>NEA - Assessment 2:</b> Research, evaluation and planning.	<b>Cooking and Nutrition in action:</b>  <b>NEA - Assessment 2:</b> The Food Preparation assessment - Stage 2 - Practical assessment and completion of portfolio work	<b>Exam revision:</b> Areas to be re-visited/ areas identified for further focus.  Examination - Unit 1: Principles of food and Nutrition	
<b>GCSE French</b>	<b>School, college and future plans</b>  Discussing school subjects likes and dislikes Differences between the French and UK School system The school day and routines Future plans	<b>Job, money and work experience</b>  Talking about jobs and earnings CVs and letters of application Part-time jobs for young people Work experience	<b>The Environment</b>  Talking about protecting the environment Discussing ethical shopping Talking about volunteering Discussing big events	<b>Speaking Exam and General Revision Speaking exam April-May 2024</b>  Exam skills revision: Reading, Translating, Writing, Speaking	<b>General Revision</b>  Exam skills revision: Reading, Translating, Writing, Speaking	
<b>BTEC Health &amp; Social Care</b>	Component 2: Health and Social Care Services and Values  Different types of	Internally examined Pearson Set Assessment 6 hours November 2023	Component 3: Health and Wellbeing Physical, lifestyle, social, cultural, economic, environmental factors	External Component 3 Assessment		



	health and social care services and barriers to accessing them		affecting health and wellbeing			
<b>iMedia</b>	COURSEWORK - Unit R095: Characters and comics	COURSEWORK - Unit R095: Characters and comics  Due in Jan submission window. Coursework unit is 35% of final mark	Unit R093: Creative iMedia in the media industry theory	Unit R093: Creative iMedia in the media industry - Exam revision	Unit R093: Creative iMedia in the media industry - Exam revision  Exam is 40% of final mark	
<b>GCSE Media Studies</b>	<b>Film Marketing - James Bond</b> Media Lang Context Representations Theory  <b>Over the Autumn and Spring term, students will also complete Unit 3 (Coursework) where they will create a media product from scratch and evaluate it.</b>	<b>Industry Study – Radio and Video Games - The Archers and Fortnite</b> Industry Audience	<b>Newspapers – set product studies - The Sun and The Guardian</b> Media Lang Audience Context Representations	<b>Paper 1 Revision and Mock – Extended Responses Focus</b>  Magazines Advertising Film Marketing Newspapers Video Games Radio	<b>Revision – Papers 1 and 2</b>	<b>Exams</b>
<b>Music</b>	<b>Component 2: Controlled Assessment Period</b> in response to an externally set brief.  <b>Controlled Assessment:</b> PSA released – students begin research and planning prior to starting controlled assessments.		<b>Component 3: Responding to a Music Brief</b>  Learners will be given the opportunity to develop and present music in response to a	<b>Component 3: Controlled Assessment Period</b> in response to an externally set brief.		

			given music brief.  Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement.			
<b>GCSE Photography</b>						
<b>GCSE Religious Studies</b>	<b>Islamic Beliefs and Teachings</b>  The Nature of Allah, Prophet hood (Risalah), Angels (Malaikah), Akhirah (Afterlife), Foundations of faith	<b>Islamic Practices</b>  The Five Pillars of Sunni Islam: practices in Britain and elsewhere, Ten Obligatory Acts of Shi'a Islam: practices in Britain and elsewhere, Jihad, Festivals and commemorations: practices in Britain and elsewhere	<b>Issues of Good and Evil</b>  Crime and Punishment, Forgiveness, Good, Evil and Suffering	<b>Issues of Human Rights</b>  Human Rights and Social Justice, Prejudice and discrimination, Issues of wealth and poverty	<b>Revision</b>  Including Year 10 content: Christianity, Issues of Relationships, Issues of Life and Death	
<b>BTEC Sports Studies</b>	<b>Component 2: Taking Part and Improving Other Participants Sporting Performance</b>  Task 1: Components of fitness.  A.Understand how different components of fitness are used in different physical activities.  Task 2: Participating in Sport and task 3: Officiating in Sport  Learning aim B:		<b>Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</b>  Learning aim A: Explore the importance of fitness for sports performance.  Learning aim B: Investigate fitness testing to determine fitness levels  Learning aim C: Investigate different fitness training methods  Learning aim D: Investigate fitness programming to improve fitness and sports performance  External exam 1.5 hours January/February first attempt.			

	<p>Be able to participate in sport and understand the roles and responsibilities of officials</p> <p>Task 4: Improving participants' sporting skill</p> <p>Learning aim C: Demonstrate ways to improve participants' sporting techniques.</p> <p>Internally examined assessment (set by the exam board Pearsons). 6 hours.</p>				
<b>PSHE</b>	<p><b>Choices and Pathways</b></p> <p>Students will assess their GCSE journey to date, and reflect on their strengths and weaknesses that emerged from Year 10.</p> <p>Students will review and analyse career paths they may wish to take post 16.</p> <p>Students will begin to develop their career identity, and what rights they have in the workplace</p>	<p><b>Sexual Health</b></p> <p>Students will look at how they develop mature relationships, and how they can identify risks.</p> <p>Students will understand the importance of consent, the impact of abuse, and the different types of intimacy they may face in future mature relationships</p>	<p><b>Relationships and Religion</b></p> <p>Students will understand where and how to access contraception.</p> <p>Students will understand the current legal views on contraception and abortion.</p> <p>Students will explore the morality and religious views of relationships, contraceptives, and fertility</p>	<p><b>Human Rights</b></p> <p>Students will explore a range of topics within philosophy, ethics, and human rights.</p> <p>Students are encouraged to debate and discuss their views on a range of subjects, including but not limited to;</p> <p style="text-align: center;">       Forgiveness        Euthanasia        Life and Death        Stewardship        Morality        Religion     </p> <p>Emphasis is placed on students developing communication skills</p>	