



## YEAR 11 CURRICULUM OVERVIEW

	First Half-Term	Second Half-Term	Third Half-Term	Fourth Half-Term	Fifth Half-Term	Sixth Half-Term
<b>RELIGIOUS EDUCATION</b>	<p>Pupils will begin to study the content for their second GCSE exam paper: Judaism. In this term, pupils will examine the main beliefs about the Almighty in Judaism, including the concept of the Shekinah. They will examine divergent Jewish views on the nature of the Messiah and explore the significance of the Abrahamic and Mosaic covenants for modern Jews. Pupils will discuss the nature of the mitzvot and evaluate whether it is reasonable to expect a person to be able to follow all 613 mitzvot. Pupils will be introduced to the concept of Pikuach Nefesh – the primacy of life, and how this belief may allow the mitzvot to be overruled.</p>	<p>Pupils will conclude their studies of Judaism beliefs by examining divergent Jewish and Christian views about life after death. They will then move onto the study of Jewish practices, which will allow pupils to make connections between the key Jewish beliefs and how they are expressed in the Jewish community. The pupils will study public worship and private prayer, ensuring they are aware of two set prayers: Shema and Amidah. Pupils will also study the composition of the Tenakh and its relationship with the Talmud.</p>	<p>The study of Jewish practices resumes after the mock exams. Pupils will study a range of religious rituals and ceremonies, including birth ceremonies, coming of age ceremonies, marriage and mourning rituals. Pupils will also study four major festivals: Rosh Hashanah, Yom Kippur, Pesach and Shavuot. Pupils will learn the historical background to these ceremonies and festivals in addition to discovering how different Jewish communities celebrate these events today. Pupils will develop an understanding of the significance of the weekly Shabbat observance, in particular the significance of the home for observant Jews.</p>	<p>Pupils will begin to review their learning in order to prepare for their forthcoming GCSE examinations. Pupils will complete a structured programme of revision activities, ensuring all areas of the course are revisited. Revision activities will be varied and tailored to the needs of the individual classes and pupils. These will include revision games to test rapid recall of facts, guided notetaking and mind-mapping exercises and practising exam questions. Pupils will also be able to mark exam answers and offer suggestions for improvement to help consolidate their knowledge.</p>	<p>Pupils will continue to review their learning in order to prepare for their forthcoming GCSE examinations. Pupils will complete a structured programme of revision activities, ensuring all areas of the course are revisited. Revision activities will be varied and tailored to the needs of the individual classes and pupils. These will include revision games to test rapid recall of facts, guided notetaking and mind-mapping exercises and practising exam questions. Pupils will also be able to mark exam answers and offer suggestions for improvement to help consolidate their knowledge.</p>	



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<b>SCIENCE BIOLOGY</b>	<p><b>Co-ordination and Control</b> Building on their knowledge of the respiratory and circulatory systems, and how they work together to transport substances to and from cells, pupils will look at how the body requires control systems that constantly monitor and adjust the composition of the blood and tissues. In this section we will explore and compare the structure and function of the nervous and endocrine systems. Pupils will build on their ks3 knowledge of reproduction and will study the role of hormones in the menstrual cycle and how they can be manipulated in contraception and fertility treatments.</p> <p><b>Separate Science Additional content:</b> Maintaining water and nitrogen balance in the body. Control, coordination and uses of plant hormones. The eye The brain Control of temperature</p>	<p><b>Genetics, variation and evolution</b> Pupils have studied inheritance in ks3 and looked at how this causes variation and impacts evolution. Pupils will now build on this and look more closely on a cellular level at how genetic information is passed on through mitosis, meiosis and sexual and asexual reproduction. Pupils will also study the causes and consequences of genetic mutations both positive and negative. Pupils will learn how humans can manipulate genetics through selective breeding, cloning and genetic modification and the ethical arguments associated with this.</p> <p><b>Separate science additional content:</b> Advantages and disadvantages of sexual and asexual reproduction. Cloning</p>	<p><b>Genetics, variation and evolution</b> Pupils have studied inheritance in ks3 and looked at how this causes variation and impacts evolution. Pupils will now build on this and look more closely on a cellular level at how genetic information is passed on through mitosis, meiosis and sexual and asexual reproduction. Pupils will also study the causes and consequences of genetic mutations both positive and negative. Pupils will learn how humans can manipulate genetics through selective breeding, cloning and genetic modification and the ethical arguments associated with this.</p> <p><b>Separate science additional content:</b> Theory of evolution Speciation The understanding of genetics</p>	<p><b>Genetics, variation and evolution</b> Pupils have studied inheritance in KS3 and looked at how this causes variation and impact evolution. Pupils will now build on this and look more closely on a cellular level at how genetic information is passed on through mitosis, meiosis and sexual and asexual reproduction. Pupils will also study the causes and consequences of genetic mutations both positive and negative. Pupils will learn how humans can manipulate genetics through selective breeding, cloning and genetic modification and the ethical arguments associated with it.</p>	<p><b>Ecology Part 2</b> Following their work in ks3, pupils will look in depth at the feeding relationships between organisms and how materials are recycled. They will learn how ecosystems provide essential services that support human life and continued development and the need for humans need to engage with the environment in a sustainable way. Pupils will explore how humans are threatening biodiversity as well as the natural systems that support it. We will also consider some actions we need to take to ensure our future health, prosperity and well-being.</p> <p><b>Separate science additional content:</b> Decomposition Impact of environmental change Factors affecting food production. Farming techniques, sustainable fisheries and the role of biotechnologies.</p>	<p><b>Co-ordination and Control</b> Building on their knowledge of the respiratory and circulatory systems, and how they work together to transport substances to and from cells, pupils will look at how the body requires control systems that constantly monitor and adjust the composition of the blood and tissues. In this section we will explore and compare the structure and function of the nervous and endocrine systems. Pupils will build on their ks3 knowledge of reproduction and will study the role of hormones in the menstrual cycle and how they can be manipulated in contraception and fertility treatments.</p> <p><b>Separate Science Additional content:</b> Maintaining water and nitrogen balance in the body. Control, coordination and uses of plant hormones. The eye The brain Control of temperature</p>



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<b>SCIENCE CHEMISTRY</b>	<p><b>Organic chemistry recap</b> Carbon based fuels are vital but also damaging to our modern way of life. Pupils will review their work on hydrocarbons and complete and incomplete combustion. They will review alkanes, fractional distillation, crackling and alkenes and their useful and impact on the environment.</p> <p><b>Electrolysis</b> Pupils have studied extraction of metals from rock using carbon and will now look at how more reactive metals are extracted using electrolysis. They will study different examples of electrolysis and products formed and will explain these using their previous knowledge of the reactivity series.</p> <p><b>Energy changes</b> Pupils will build on their ks3 knowledge of energy changes in chemical reactions by drawing reaction profiles. They will become familiar with the term activation energy and bond energies and will identify reactions as endothermic or exothermic. Looking closely at the method used investigate the energy change that takes place during neutralisation. Some pupils will determine quantitatively whether reactions are exothermic or endothermic using bond energy calculations</p> <p><b>Separate Science</b> Quantitative chemistry Titrations and calculations</p> <p><b>Required practical:</b> carryout a titration and complete associated calculations.</p>	<p><b>Energy changes (cont)</b> Pupils will build on their ks3 knowledge of energy changes in chemical reactions by drawing reaction profiles. They will become familiar with the term activation energy and bond energies and will identify reactions as endothermic or exothermic. They will look more closely at the method used to investigate the energy change that takes place during neutralisation. Some pupils will determine quantitatively whether reactions are exothermic or endothermic using bond energy calculations</p> <p><b>Separate Science Organic chemistry:</b> alkenes, alcohols, carboxylic acids, addition and condensation polymers including the polymers of life – amino acids and DNA</p>	<p><b>Rates and equilibria</b> The speed and extent of a chemical reaction is very important and pupils will learn the factors that affect the rate of a chemical reaction. Pupils will also discover that not all reactions are straight forward and that many reactions are reversible. Some pupils will study how to manipulate the conditions of reversible reactions to maximise the yield of the desired product.</p> <p><b>Separate Science Organic chemistry:</b> alkenes, alcohols, carboxylic acids, addition and condensation polymers including the polymers of life – amino acids and DNA</p>	<p><b>Rates and equilibria (cont)</b> The speed and extent of a chemical reaction is very important and pupils will learn the factors that affect the rate of a chemical reaction. Pupils will also discover that not all reactions are straight forward and that many reactions are reversible. Some pupils will study how to manipulate the conditions of reversible reactions to maximise the yield of the desired product.</p> <p><b>Separate Science Energy changes and sustainable development</b> cells and batteries and fuel cells</p>	<p><b>Rates and equilibria (cont)</b> The speed and extent of a chemical reaction is very important and pupils will learn the factors that affect the rate of a chemical reaction. Pupils will also discover that not all reactions are straight forward and that many reactions are reversible. Some pupils will study how to manipulate the conditions of reversible reactions to maximise the yield of the desired product.</p> <p><b>Separate Science Energy changes and sustainable development</b> cells and batteries and fuel cells</p>	



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<b>SCIENCE PHYSICS</b>	<p><b>Forces</b> Building on the work pupils have undertaken in year 7 and 9, pupils will investigate the observable phenomena around them through the language of forces. Pupils will be able to describe and explain the interaction of different bodies and even predict future movement by applying Newton's Laws of motion. Vehicle safety is key to everyone's safe movement and this module highlights the importance of forces and safety features to every day travel.</p> <p><b>Separate Science</b> additional content: Atomic Fission and Fusion, The Nuclear Reactor and Background radiation.</p>	<p><b>Forces (cont):</b> Building on the work pupils have undertaken in year 7 and 9, pupils will investigate the observable phenomena around them through the language of forces. Pupils will be able to describe and explain the interaction of different bodies and even predict future movement by applying Newton's Laws of motion. Vehicle safety is key to everyone's safe movement and this module highlights the importance of forces and safety features to every day travel.</p> <p><b>Separate Science</b> additional content: Wave, Lenses and Reflection</p>	<p><b>Forces (cont)</b></p> <p><b>Waves</b> Building on their knowledge of different types of waves and their properties in year 10, pupils will study the Electromagnetic Spectrum in more detail, including energy and uses of waves. They will discuss examples of how modern technology relies increasingly on waves and the manipulation of their properties. They will look at medical advances linked to electromagnetic waves that have seen the development of treatments for cancers and other life threatening illness that pupils are increasingly likely to encounter in their lifetime and gain an understanding of the real risks and uses of electromagnetic radiation so that they can make informed choices in their lives.</p> <p><b>Separate Science</b> additional content: Loud speakers and Microphones</p>	<p><b>Waves (cont)</b> Building on their knowledge of different types of waves and their properties in year 10, pupils will study the Electromagnetic Spectrum in more detail, including energy and uses of waves. They will discuss examples of how modern technology relies increasingly on waves and the manipulation of their properties. They will look at medical advances linked to electromagnetic waves that have seen the development of treatments for cancers and other life threatening illness that pupils are increasingly likely to encounter in their lifetime and gain an understanding of the real risks and uses of electromagnetic radiation so that they can make informed choices in their lives.</p> <p><b>Separate Science</b> additional content: Magnetism</p>	<p><b>Waves (cont)</b> Building on their knowledge of different types of waves and their properties in year 10, pupils will study the Electromagnetic Spectrum in more detail, including energy and uses of waves. They will discuss examples of how modern technology relies increasingly on waves and the manipulation of their properties. They will look at medical advances linked to electromagnetic waves that have seen the development of treatments for cancers and other life threatening illness that pupils are increasingly likely to encounter in their lifetime and gain an understanding of the real risks and uses of electromagnetic radiation so that they can make informed choices in their lives.</p> <p><b>Separate Science</b> Revision</p>	Exam Session





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<b>ENGLISH</b>	This unit will focus on a return to Paper 1, continuing to develop reading skills through exposure to literary fiction extracts. Pupils will practise the retrieval of facts, the analysis of language for effects, the analysis of structure for effects, how to respond to a proposition by identifying impressions conveyed through writing methods and how to write descriptions and narratives.	This unit will focus on a return to Paper 2, continuing to develop reading skills through exposure to non-fiction extracts. Pupils will practise the identification of true statements, the summary of compared material, the analysis of language for effects, the comparison of perspectives conveyed through writing methods and how to write independently in different styles.  Students will complete Christmas assessments on Paper One and Paper Two English Language	This unit will focus on revision of Papers 1 and 2, continuing to develop reading and writing skills through the study of literary fiction and non-fiction texts in preparation for terminal examination	This unit will focus on revision of Papers 1 and 2, continuing to develop reading and writing skills through the study of literary fiction and non-fiction texts in preparation for terminal examination	This unit will focus on revision of Papers 1 and 2, continuing to develop reading and writing skills through the study of literary fiction and non-fiction texts in preparation for terminal examination.	
<b>ENGLISH LITERATURE</b>	This unit will focus on a return to Paper 2, continuing to build on the skills gained from Unseen Poetry, students will develop understanding of the AQA Poetry Anthology. Pupils will study the poems identifying themes, context, the analysis of language use and structural devices for effects, while developing comparative essay writing skills in response to different propositions.	This unit will focus on a return to Paper 1, continuing to develop understanding of 'A Christmas Carol' by Charles Dickens. Pupils will revise the themes, characters, context, language use and structure of the text, while developing responses to particular extracts and responding to the novel as a whole.	This unit will focus on a return to Paper 1, continuing to develop understanding of 'Macbeth' by William Shakespeare. Pupils will revise the themes, characters, context, language use and structure of the text, while developing responses to particular extracts and responding to the play as a whole.	This unit will focus on a return to Paper 2, continuing to develop understanding of a modern prose/ drama text. Pupils will revise the themes, characters, context, language use and structure of their chosen text, while developing essay writing skills when responding to a proposition.	This unit will focus on revision of Papers 1 and 2, continuing to develop understanding of literary texts in preparation for terminal examination.	



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<b>MUSIC</b>	<p><b>Composition &amp; Pop</b>            Pupils will complete their free composition / start planning their composition to a brief as the new briefs are released in September.            Pupils will re-visit Pop Music and the set work, with deeper analysis. Solo performances will be ongoing, as will listening practice. The start of every lesson will begin with a listening question and pupils will be set a weekly exam listening question as homework.</p>	<p><b>Composition &amp; Film Music</b>            Pupils will develop their second composition (composition to a brief). Pupils will re-visit Film Music, with deeper analysis. Solo performances will be ongoing, as will listening practice. The start of every lesson will begin with a listening question and pupils will be set a weekly exam listening question as homework</p>	<p><b>Composition and Performance</b>            Pupils will complete their 'composition to a brief' through this unit. They will apply compositional devices studied through Year 10 and 11 to their own composition, ensuring that it meets a 'brief' that Eduqas have written and released in September of Year 11. Ensemble performances will be ongoing, as will listening practice. The start of every lesson will begin with a listening question and pupils will be set a weekly exam listening question as homework.</p>	<p><b>Listening and Appraising</b>            This unit will focus on exam practice and technique for the listening and appraising examination. It will cover all elements of music, all areas of study and all question types. All performance and compositions will be recorded and assessed.</p>	<p><b>Listening and Appraising</b>            This unit will focus on exam practice and technique for the listening and appraising examination. It will cover all elements of music, all areas of study and all question types.</p>	



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<b>ART</b>	Pupils will continue to work on their “Personal Investigation”, carried over from year 10. They will continue their own personal subject matter and develop outcomes that show skill and personal style. They will refine techniques and act on self-evaluations. Pupils will conclude their artists’ analysis.	Pupils will conclude their “Personal Investigation”. They will produce composition thumbnail sketches or use photography as compositions. They will evaluate their compositions and enlarge their best design into a final concluding piece that will show impact and skill. Pupils will write a final evaluation of their completed project.	Pupils will begin an “Externally Set Assignment”. They will select a theme from the given questions and begin to investigate concepts round this theme. Pupils will explore artists who have worked on this theme and they will produce primary observations and photography to inform outcomes.	Pupils will continue their selected theme from the “Externally Set Assignment”. They will experiment with materials and produce appropriate outcomes around their theme. Pupils will research artists and take aspects of their work to inform and help develop their own personal responses. Pupils will make on-going self-evaluations and use these to inform their development.	Pupils will conclude their selected theme from the “Externally Set Assignment”. They will make compositional sketches, or use photography as compositions, to plan a final concluding piece. Pupils will evaluate and explain their decisions. Pupils will undertake a 10-hour practical controlled assessment when they will realise their intentions.	Pupils will display and present their Artwork for external moderation.
<b>PERFORMING ARTS</b>	Pupils look at their third piece of professional theatre repertoire and begin their research journal on this piece of work. They develop understanding in workshops and discussions. Pupils begin to choose their final performance repertoire and rehearse in their strongest selected style, whilst continuing to monitor their own development through logs and target setting. Pupils will closely analyse their own work and abilities. Pupils will by now be able to apply skills and techniques with confidence. They will apply the stylistic qualities and interpretative skills to a consistently high standard. They will successfully communicate the intention of the piece. They continue with their logbooks.	Pupils continue to work on their research journal for the third piece of rep. They develop their language and start linking the three pieces they have studied. Pupils perform their final piece of repertoire and evaluate its impact and their own strengths and weaknesses. They formally evaluate the entire component and refer to specific targets and exercises which improved their work and ability. They complete their logbook and add photos with annotation.	Pupils complete their workshop journals and annotate any pictures of workshops to be included as evidence of their knowledge and understanding. They evaluate all three styles of repertoire and check on their use of subject specific vocabulary throughout. Responding to a Brief: Pupils are given the stimuli for their devised piece and they begin research and initial ideas. They formally write their ideas log at the end of the half term. Pupils will develop ideas in response to a brief set by the exam board. They will understand how to respond to a brief through discussion and practical exploration activities.	Pupils select and develop skills and techniques for performance. They will need to demonstrate how to select and develop performance skills and techniques that are needed to realise the creative ideas in response to the brief. They write their second assessment log.	Performance skills and techniques are assessed in this part of the unit with the pupils demonstrating effective use of performance skills and techniques in a workshop performance to the target audience. They must demonstrate that they are capable of working effectively with others and communicating ideas through performance.	Pupils spend time evaluating the development process and performance outcome by reflecting on the initial ideas process, the development process and the outcome. They complete this in their third and final assessment log entry.



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<b>COMPUTER SCIENCE</b>	<p>Pupils will begin look at systems architecture. They will investigate the purpose of the CPU and what is meant by the Von Neumann Architecture. They will look at common CPU components and their functions. They will learn the function of the CPU and how common characteristics of the CPU affects their performance. Pupils will begin to gain an understanding of wired and wireless networks. They will look at LANs and WANs as well as the factors that affect the performance of networks. They will investigate the roles of computers in a client-server and a peer-to-peer network. They will look at the hardware need to connect stand-alone computers into a local area network. They will look into the need for a DNS, the use of hosting and the concept of virtual networks. Pupils continue to program in Python.</p>	<p>Pupils will look at Network Topologies including Star and Mesh. They will represent topologies in the form of a diagram and identify advantages and disadvantages of the topology. They will recognise the use of protocols and the use of IP/MAC addressed. Pupils will look at the concept of layers and packet switching. Pupils will look at forms of attack and threats posed to a network. They will learn how to identify and preventing vulnerabilities to a network as well as defensive design considerations. Pupils will look the methods of creating robust programs. Pupils will look at types of system software including operating systems and utility software. Pupils will investigate and discuss Computer Science technologies while considering ethical issues, legal issues, cultural issues, environmental issues and privacy issues. Pupils will compare open source to proprietary software. Pupils will continue to program in Python and apply their programming knowledge when writing algorithms</p>	<p>Pupils will be sitting their PPEs during this half term. They will carry out independent revision for exam for duration of PPEs. Following their PPE pupils will make corrections to their examination to clarify any misconceptions they have in particular topics.</p>	<p>This half term will involve the revision of both components in the specification. They will begin with Computational thinking, algorithms and programming. They will embed their knowledge and understanding using computational thinking. They will practice writing algorithms and using programming techniques. They will recap over their understanding of producing robust programs, computational logic, translators and facilities of computing languages and data representation. They will practice questions for computing related mathematics.</p>	<p>This half term pupils will move onto Computer Systems recapping their understanding of the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. Pupils will continue to develop their knowledge of ethical, legal, cultural and environmental concerns associated with Computer Science.</p>	





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<b>CONSTRUCTION            IN THE BUILT            ENVIRONMENT</b>						
<b>FOOD AND            NUTRITION</b>	<p>Pupils will complete their NEA 1 Food Investigation Task. They will research ingredients used to make a product then carry out investigations into the working characteristics, functional and chemical properties of these ingredients. They will record their findings using a range of testing methods and then analyse results and say how they will use their findings in future practical work.</p>	<p>Pupils will be taught about factors affecting food choice and will explore for example religion and culture, ethical and moral issues and medical conditions affecting diets. They will explore the features and characteristics of cuisines from Britain and other countries. Pupils will be taught about the environmental impact and sustainability of food sources. They will learn about organic farming, GM foods and seasonality in relation to food.</p>	<p>Pupils will carry out their NEA 2 Food Preparation task. Pupils will firstly research a theme for example a special diet or culture. They will plan, prepare, cook and present three dishes in three hours which are suitable for their theme. They will showcase their skills and produce a time plan to work independently in practical lessons and then analyse and evaluate their work</p>	<p>Pupils will carry out their NEA 2 Food Preparation task. Pupils will firstly research a theme for example a special diet or culture. They will plan, prepare, cook and present three dishes in three hours which are suitable for their theme. They will showcase their skills and produce a time plan to work independently in practical lessons and then analyse and evaluate their work</p>	<p>Pupils will revise topics from year 10 and be prepared for the written examination in June. Exam practice papers and revision strategies will be covered during this time.</p>	<p>Pupils will revise topics from year 10 and be prepared for the written examination in June. Exam practice papers and revision strategies will be covered during this time.</p>



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<b>TEXTILES</b>	Pupils will continue to work on their "Personal Investigation", carried over from year 10. They will continue their own personal subject matter and develop outcomes that show skill, a variety of textile techniques and personal style. They will refine techniques and act on self-evaluations Pupils will conclude their artists' analysis	Pupils will conclude their "Personal Investigation". They will produce a "final outcome" demonstrating a variety of different techniques and skills. Pupils will evaluate their body of work and the success of the final outcome and reflect on their process. Pupils will evaluate and reflect upon their process and how successful their portfolio was.	Pupils will begin an "Externally Set Assignment" set by OCR. They will select a theme from the given questions and begin to investigate concepts round this theme. Pupils will explore artists who have worked on this theme and they will produce primary observations and photography to inform outcomes.	Pupils will continue their selected theme from the "Externally Set Assignment". They will experiment with materials, techniques and processes and produce appropriate outcomes around their theme. Pupils will research artists and designers and take aspects of their work to inform and help develop their own personal responses, reflecting and refining as they go. Pupils will make on-going self-evaluations and use these to inform their development.	Pupils will conclude their selected theme from the "Externally Set Assignment" to plan a final concluding piece. This must reflect the body of the portfolio and undertaken during a 10 hour controlled assessment.	Pupils will present their work for external moderation.
<b>MATHEMATICS</b>	<p><b>Set 1</b> <b>Functions and iterations</b> Rearrange formulae, find approximate solutions to equations using iteration, including using suffix notation in recursive formulae, functions, reverse functions and composite functions.</p> <p><b>Transformation of graphs</b> Find the roots, intercepts and turning point of quadratic functions, describe and sketch translations and reflections of functions,</p> <p><b>Advanced trigonometry</b> Use and apply Pythagoras' theorem and trigonometric ratios to find a missing length or angle in a right-angled triangle without a calculator, know the exact values of <math>\sin \theta</math> and <math>\cos \theta</math> for <math>\theta = 0^\circ, 30^\circ, 45^\circ, 60^\circ</math> and <math>90^\circ</math>, and <math>\tan \theta</math> for <math>\theta = 0^\circ, 30^\circ, 45^\circ, 60^\circ</math> Use the sine and cosine rule to find missing lengths or angles in non right-angled triangles, Apply the formula <math>A = \frac{1}{2}ab\sin C</math> to calculate the area of a triangle and use it to calculate the area of a sector, recognise and sketch graphs of transformed trigonometric functions and state the turning points.</p> <p><b>Set 2</b> <b>Functions and iterations</b> Rearrange formulae, find approximate solutions to</p>	<p><b>Set 1 and 2</b> <b>Vectors</b> Add and subtract vectors, and multiply vectors by a scalar (use diagrammatic and column representations), use vectors to solve geometrical problems, including midpoints and lines divided into a ratio</p> <p><b>Real life graphs and rates of change</b> Complete and read distance-time and speed-time graphs, and find the speed from a distance-time graph. Find the areas under line graphs and interpret the results, estimate the areas under curved graphs and interpret the results, interpret line graphs for time series data</p> <p><b>Algebraic proof</b> Use algebra to construct arguments and prove identities, construct complex algebraic proofs in a problem solving context.</p> <p><b>Set 3 and 4</b></p>	<p><b>Set 1 and 2</b> Revision of key topics identified from Question level analysis of PPE exams, Exam practice</p> <p><b>Set 3 and 4</b></p> <p><b>Indices and standard form</b> Convert to and from standard form to ordinary numbers, Solve problems involving standard form using all 4 operations, solve worded problems involving numbers written in standard form.</p> <p><b>Set 5</b> <b>Indices and standard form</b> Recognise and define square numbers, cube numbers and powers of 10, integer powers and roots, apply BIDMAS to the four operations with negative integers.</p>	<p><b>Set 1 and 2</b> Revision of key topics identified from Question level analysis of PPE exams, Exam practice</p> <p><b>Set 3 and 4</b> <b>Area, perimeter and right-angled triangles</b> Use and apply Pythagoras' theorem including to solve real life problems, use the trigonometric ratios to find a missing length or angle in a right-angled triangle, know the exact values of <math>\sin \theta</math> and <math>\cos \theta</math> for <math>\theta = 0^\circ, 30^\circ, 45^\circ, 60^\circ</math> and <math>90^\circ</math>, and <math>\tan \theta</math> for <math>\theta = 0^\circ, 30^\circ, 45^\circ, 60^\circ</math></p> <p><b>Set 5</b> Area of parallelograms, triangles, trapeziums and compound shapes, Use and apply Pythagoras' theorem including to solve real life problems.</p>	<p><b>Set 1 and 2</b> Revision of key topics identified from Question level analysis of PPE exams, Exam practice</p> <p><b>Set 3 and 4</b> Revision of key topics identified from Question level analysis of PPE exams, Exam practice</p> <p><b>Set 5</b> Revision of key topics identified from Question level analysis of PPE exams, Exam practice</p> <p><b>Set 5</b> Revision of key topics identified from Question level analysis of PPE exams, Exam practice</p> <p><b>Set 5</b> Revision of key topics identified from Question level analysis of PPE exams, Exam practice</p>	<p><b>Set 1 and 2</b> Revision of key topics identified from Question level analysis of PPE exams, Exam practice</p> <p><b>Set 3 and 4</b> Revision of key topics identified from Question level analysis of PPE exams, Exam practice</p> <p><b>Set 5</b> Revision of key topics identified from Question level analysis of PPE exams, Exam practice</p> <p><b>Set 5</b> Revision of key topics identified from Question level analysis of PPE exams, Exam practice</p>



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	<p>equations using iteration, including using suffix notation in recursive formulae, functions, reverse functions and composite functions.</p> <p><b>Transformation of graphs</b> Find the roots, intercepts and turning point of quadratic functions, describe and sketch translations and reflections of functions,</p> <p><b>Advanced trigonometry</b> Use and apply Pythagoras' theorem and trigonometric ratios to find a missing length or angle in a right-angled triangle without a calculator, know the exact values of <math>\sin \theta</math> and <math>\cos \theta</math> for <math>\theta = 0^\circ, 30^\circ, 45^\circ, 60^\circ</math> and <math>90^\circ</math>, and <math>\tan \theta</math> for <math>\theta = 0^\circ, 30^\circ, 45^\circ, 60^\circ</math> Use the sine and cosine rule to find missing lengths or angles in non right-angled triangles, Apply the formula <math>A = \frac{1}{2}ab\sin C</math> to calculate the area of a triangle</p> <p><b>Set 3 and 4</b> <b>Multiples and factors</b> HCF and LCM of a set of numbers, prime factor decompositions.</p> <p><b>Algebraic manipulation</b> Substitute positive and negative integers into expressions and formulae, including with powers, simplify expressions involving sums, products and powers, including using index laws, expand and simplify single and double brackets, factorise expressions including quadratic expression of the form <math>x^2 + bx + c</math>, use algebra to construct arguments and prove identities, change the subject of a formula.</p> <p><b>Set 5-Multiples and factors</b> recognise, list and define prime numbers HCF and LCM of a set of numbers, prime factor decompositions.</p> <p><b>Algebraic manipulation</b> Substitute positive and negative integers into expressions and formulae, including with powers, simplify expressions involving sums, products and powers, including using index laws, expand and simplify single brackets, factorise simple expressions.</p>	<p><b>Solving equations</b> Solve linear equations, Form and solve two linear simultaneous equations in two variables algebraically, solve quadratic equations containing <math>x^2</math> by factorising.</p> <p><b>Set 5</b> <b>Solving equations</b> Solve linear equations, construct and solve linear equations from a problem or area and perimeter of shapes</p>				
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## YEAR 11 CURRICULUM OVERVIEW

	First Half-Term	Second Half-Term	Third Half-Term	Fourth Half-Term	Fifth Half-Term	Sixth Half-Term
<b>INFORMATION TECHNOLOGY</b>	Pupils will gain an understanding of the tools and techniques that can be used to initiate and plan solutions, for example, Gantt and PERT charts, critical path diagrams, visualisation diagrams, flow charts and mind maps. They will be able to choose appropriate planning tools and software types used to develop project plans and will be able to use them in a practical way for a range of scenarios. They will evaluate the features, benefits and limitations of each type of planning tool.	Pupils will learn about types of testing that takes place at each phase of the project life cycle. They will learn how to create test plans to test for usability and functionality and use them to test against the user requirements and constraints lists. They will use different types of test data to ensure testing is thorough. They will evaluate the testing process against the success criteria. Pupils will learn how to create a constraints list and mitigation table for a project and will learn how to complete a phase review.	Pupils will continue to develop advanced skills in the use of database and spreadsheet software to prepare for completing their exam board assignment. They will learn about methods of data validation, for example, creating presence, length, range and format checks on database tables. They will learn how to apply appropriate security measures to data. They will complete a practice assignment in preparation for their exam board assignment	Pupils will complete the exam board practical assignment tasks and will use their knowledge of each phase of the project life cycle to structure their project and create the associated documentation. They will use the skills they have developed in the use of different software tools, importing and exporting data, spreadsheet and database to create a working practical solution for the scenario provided.	Pupils will complete the exam board practical assignment tasks and will use their knowledge of each phase of the project life cycle to structure their project and create the associated documentation. They will use the skills they have developed in the use of different software tools, importing and exporting data, spreadsheet and database to create a working practical solution for the scenario provided.	Pupils will revise content of specification to prepare for external examinations





# YEAR 11 CURRICULUM OVERVIEW

	First Half-Term	Second Half-Term	Third Half-Term	Fourth Half-Term	Fifth Half-Term	Sixth Half-Term
<b>HISTORY</b>	<p>Early tension between the Super Powers</p> <p>Ideologies</p> <p>The Gran Alliance</p> <p>Tehran, Yalta and Potsdam conferences</p> <p>Atomic bomb and Telegrams</p> <p>Creation of Soviet Satellites</p> <p>Truman Doctrine and Marshall Plan</p> <p>Formation of Comecon and Cominform</p> <p>Berlin Blockade and Airlift</p> <p>Cold War Crises 1956-1968</p> <p>Arms race 1950-58</p> <p>Key leaders</p> <p>Hungarian Uprising 1956</p> <p>Berlin Crisis 1958-63</p> <p>Summit Meeting, 1959-1961</p> <p>Cuban Revolution and Bay of Pigs 1959-1961</p> <p>Cuban Missile Crisis 1962</p> <p>Prague Spring 1968</p>	<p>End of Cold War</p> <p>Détente – Brezhnev, SALT 1, Helsinki, SALT 2</p> <p>Soviet Invasion of Afghanistan</p> <p>Carter Doctrine and Olympic Boycotts</p> <p>Reagan and the Second Cold War</p> <p>Strategic Defensive Initiative</p> <p>Gorbachev’s New Thinking</p> <p>Chernobyl</p> <p>Summits 1985-1989</p> <p>End of the Soviet Union and the fall of Berlin Wall.</p> <p>Intro to Paper 3</p> <p>Weimar Germany 1918-1933</p> <p>Formation of the Weimar Government and the legacy of WWI in Germany.</p> <p>Weimar Constitution</p> <p>PPE Revision</p>	<p>Weimar Germany 1918-1933</p> <p>Impact of the Treaty of Versailles</p> <p>Challenges and opposition – Spartacists, Freikorps, Munich Putsch, political assassinations, hyperinflation and invasion of the Ruhr.</p> <p>Stresemann’s Economic Recovery</p> <p>Stresemann’s Foreign Recovery</p> <p>Changes to life in Germany – Golden Twenties.</p> <p>Rise of the Nazis 1919-1933</p> <p>Hitler’s early political career. Changes Hitler made to the Nazi Party.</p> <p>The Party Leadership.</p> <p>The role of the SA.</p> <p>The Munich Putsch – causes, events, consequences.</p> <p>The Lean Years 1924-1928 and the changes made to the Nazi Party.</p> <p>Effects of the Wall Street Crash and the Weimar’s failures.</p> <p>Rise in opposition – KPD</p> <p>Why People supported the Nazis Party. How Hitler became Chancellor 1932-33</p>	<p>Nazi Control and Dictatorship 1933-39</p> <p>The Reichstag Fire</p> <p>Decree for the Protection of the People and the State</p> <p>The Enabling Act</p> <p>Abolishment of Trade Unions, Political Parties and reformation of local government.</p> <p>Night of the Long Knives</p> <p>The Police State – SS, Gestapo, Courts, SD, Concentration Camps</p> <p>Controlling the Churches</p> <p>Use of Propaganda – Media, Berlin Olympics, Art and Culture, Architecture, Music, film and literature, Conformity and opposition</p> <p>Women and family</p> <p>Young – Education and out of School activities</p> <p>Workers and the standard of living.</p> <p>Persecution of the ‘Undesirables’ and minorities</p>	Revision	



# YEAR 11 CURRICULUM OVERVIEW

	First Half-Term	Second Half-Term	Third Half-Term	Fourth Half-Term	Fifth Half-Term	Sixth Half-Term
<b>HEALTH AND SOCIAL CARE</b>	Pupils will be working on the examined component looking at interpreting and measuring health. They will make use of physiological indicators to measure the health of an individual. They will also focus on how we interpret lifestyle data based on smoking, alcohol consumption and an inactive lifestyle.	Pupils will be learning how to develop a health improvement plan for their examined component. They will look at using a person-centred approach and making use of SMART targets. They will look at obstacles we may face when creating a health improvement plan including issues such as time, barriers to accessing services, types of support and availability of resources.	Pupils will be preparing for the first opportunity to sit their examined component. During this half term pupils will spend time revising content and completing past papers ready to sit the official exam.	Pupils will be ensuring all of their coursework components are completed and will have opportunities to complete a health project. In the project pupils will be focused on applying their knowledge to issues in the wider society to show their application skills.	Pupils will ensure all coursework is completed and ready to submit. It is usually at this stage in the year where moderation takes place. Pupils will have the opportunity to revise should they be resitting the examined component. They will continue working on the health project they started in the previous half term.	
<b>BUSINESS STUDIES</b>	Pupils will be learning about Human Resources. They will be focusing on organisational structures and recruitment and selection of employees. Pupils should be able to show an understanding of the purpose of human resources, its role within business and how it influences business activity.	Pupils will continue to learn all about Human Resources. They will be focusing on motivating employees and training. Pupils should have a secure understanding of the purpose of human resources, its role within business and how it influences business activity.	Pupils will be learning about Marketing. They will be focusing on identifying and understanding customers, segmentation and the purpose and methods of research market. They should have an understanding of the purpose of marketing, its role within business and how it influences business activity.	Pupils will continue to learn all about Marketing. They will be focusing on the elements of the marketing mix: price, product, promotion and place (4Ps). They should have a secure understanding of the purpose of marketing, its role within business and how it influences business activity.	Pupils will be learning about Finance. They will be focusing on sources of finance, cash flow, financial terms and calculations and analysing the financial performance of a business. They should have an understanding of the purpose of the finance function, its role within business and how it influences business activity. Pupils will be working towards sitting their exams, working on exam technique and practicing past papers.	



# YEAR 11 CURRICULUM OVERVIEW

	First Half-Term	Second Half-Term	Third Half-Term	Fourth Half-Term	Fifth Half-Term	Sixth Half-Term
<b>GEOGRAPHY</b>	<p>Changing Cities: An overview of the contrasting trends in urbanisation around the world over the past 50 years, and the reasons for these differences.</p> <p>Learners will carry out two in-depth case studies of major cities in contrasting parts of the world (one in the UK, Liverpool and one in a developing/emerging country, São Paulo). Students begin by studying the context of the chosen city, before moving onto the reasons for, and impacts of the changes that are taking place in the city. The final part of each case study provides students with the opportunity to explore some of the strategies and approaches that have been taken to manage the challenges facing each city.</p>	<p>Changing Cities: An overview of the contrasting trends in urbanisation around the world over the past 50 years, and the reasons for these differences.</p> <p>Learners will carry out two in-depth case studies of major cities in contrasting parts of the world (one in the UK, Liverpool and one in a developing/emerging country, São Paulo). Students begin by studying the context of the chosen city, before moving onto the reasons for, and impacts of the changes that are taking place in the city. The final part of each case study provides students with the opportunity to explore some of the strategies and approaches that have been taken to manage the challenges facing each city.</p>	<p>Global Development: An overview of the key geographical processes that result in uneven global development – and how the impacts of uneven development are being addressed. This includes an understanding of bottom-up developments, the role of differing economic sectors and the influence of Geopolitics</p>	<p>Resource Management: Learners will consider the management of resources initially at global and UK scales, looking at an overview of food, energy and water. Energy resource management will then be studied in further depth. Its aim is to deepen the understanding of the complexities surrounding energy management, both in the UK and other global locations at differing economic stages of development</p>	<p>Revision and Examination period: During the course of the half term and build up to the examination period we will focus heavily on skills and perfecting examination technique. We will revisit the difficult elements from each topic and recap key areas of content.</p>	
<b>ENTEPRISE</b>	<p>Pupils will be working on the examined component, pupils will learn how to complete, interpret and check the information on financial documents and statements. This will involve learning terminology involved in financial statements such as gross profit, turnover and fixed assets. They will also be expected to calculate profitability and liquidity ratios from given formulae.</p>	<p>Pupils will continue working on the examined component; pupils will complete cash flow forecasts and investigate the effects of positive and negative cash flow on an enterprise. This involves learners using cash flow data, financial forecasting and making suggestions of improvement for the cash flow. Pupils are also expected to construct and interpret a break-even chart, and recognise its limitations, as well as to consider why enterprises may plan different sources of finance for different purposes or stages and the relevance of each source.</p>	<p>Pupils will be preparing for the first opportunity to sit their examined component. During this half term pupils will spend time revising content and completing past papers ready to sit the official exam.</p>	<p>Pupils will be focusing on their coursework component reviewing their pitch for their micro- enterprise activity. They will develop critical thinking skills as they review and reflect on the success of their business plan and pitch, to include their presentation and communication skills.</p>	<p>Pupils will ensure all coursework is completed and ready to submit. It is usually at this stage in the year where moderation takes place. Pupils will have the opportunity to revise should they be resitting the examined component.</p>	



## YEAR 11 CURRICULUM OVERVIEW

	First Half-Term	Second Half-Term	Third Half-Term	Fourth Half-Term	Fifth Half-Term	Sixth Half-Term
<b>BTEC SPORT</b>	<p>Year 11 begins with the continuation of Unit 1's LO2 with pupils completing their understanding how to measure sporting performance by investigating Psychological and technical procedures used to measure sporting performance.</p> <p>With this knowledge they are then ready to move onto LO3 where they use it to understand how to use it to improve sporting performance. They will learn strategies to improve Physiological, Psychological and Technical performance.</p> <p>In this half term pupils will complete assignments 2 and 3 for Unit 1.</p>	<p>In this half term pupils will complete Unit 1 by studying the content of LO4 which will enable them to review options for improvements in sporting.</p> <p>They will analyse and review the performance data and use this to review options for improvement in performance.</p> <p>Pupils will range use a range of analysis tools to enable them to complete assignment 4 in Unit 1 to the best of their ability.</p> <p>In this half term we anticipate taking students off site to an elite facility to see how they analyse the performance of elite sportspeople, and also show career opportunities in this sector.</p>	<p>Pupils will begin the final unit in this half term, Unit 3 Coaching principles</p> <p>In LO1 they will research a variety of coaches to gain knowledge of the skills and responsibilities of a sports coach.</p> <p>They will learn about the theory behind, and then practically develop their Coaching skills with their peers and younger pupils.</p> <p>They will also learn about the wider responsibilities needed to coach a sports session to ensure that it is safe, fun, enjoyable and purposeful.</p> <p>Pupils will complete Unit 3 assignment 1 in this term.</p>	<p>Pupils will then have a sound understanding what a coach is and be ready to begin LO2 where they understand the coaching process.</p> <p>They will learn how to recognise and plan for the needs of the participants in a range of sessions.</p> <p>They will learn about the stages and components of a coaching session and how to safely and correctly sequence these.</p> <p>They will have to then Plan a session taking into account all they have learnt so far and finally demonstrate their coaching skills in a filmed assessment session with younger pupils to collect evidence to submit for moderation.</p> <p>In this half term pupils will complete assignments 2 and 3.</p>	<p>Finally, having completed the live coaching session, pupils will complete LO4 where they carry out a review of their coaching performance.</p> <p>They will review coaching session, identifying their strengths and weakness and collect information from themselves, the participants, their peers and teachers to help them to do this.</p> <p>They will consider the impact of their session and complete the Unit by looking at the next step in their coaching journey by learning about development planning.</p> <p>This work will then lead them to complete the final assessment on the course, unit 3 assignment 4.</p> <p>There is also provision for pupils to resit the Summer exam in this term</p>	





# YEAR 11 CURRICULUM OVERVIEW

	First Half-Term	Second Half-Term	Third Half-Term	Fourth Half-Term	Fifth Half-Term	Sixth Half-Term
<b>GCSE PE</b>	<p><b>Participation Commercialisation Ethics</b>            Pupils will develop their knowledge and understanding of current participation trends using a range of valid and respected sources. The factors affecting participation for a range of different groups in society will be understood, along with strategies to promote participation. Pupils will learn about the commercialisation of sport including sponsorship, and the influences of the media.            Pupils will learn about ethics in sport including definitions of sportsmanship, gamesmanship and deviance. They will learn about the effects of drugs and violence in sport and the reasons why sports performers use drugs and act in a violent way in sport.</p>	<p><b>Psychology</b>            Pupils will learn the psychological factors that can affect performers. They will also develop their knowledge and understanding of how movement skills are learned and performed in physical activities and sports.            The characteristics and classification of skilful movement will be understood, along with the role of goal setting and mental preparation to improve performance in sport.            Pupils will learn about guidance and feedback that affects the learning and performance of movement skills. They will learn about sport psychology theories and principles and will be able to apply theory to sport.</p>	<p><b>Health and Fitness</b>            Pupils will develop their knowledge and understanding of the benefits of participating in physical activities and sport. They will study the impact of sport on health, fitness and well-being as well as having a clear definition of health and fitness. Pupils will know about the physical, emotional and social benefits as well as the consequences of a sedentary lifestyle.            Pupils will develop their knowledge and understanding of diet and nutrition. They will learn about the main components of a balanced diet, including the effects of these components and hydration on performers using a range of examples from physical activities and sports.</p>	<p><b>Analysing and Evaluating Performance</b>            Pupils will complete the synoptic AEP coursework drawing on knowledge from all sections of the course. Pupils will start revision of all topics and start exam preparation for both the theory and practical elements of the course.</p>	<p>Pupils will continue to revise all topics and continue exam preparation for both paper 1 and paper 2.</p>	
<b>CORE PE</b>	<p><b>BOYS SPORT ED Rugby 7's</b>            Boys will select teams for the half term, lead a warm up, skill session, plan tactics, choose positions, play in and officiate a regulation game then lead a cool down and performance analysis.</p> <p><b>BOYS FIT 4 LIFE Gymnasium Option</b>            Boys choose a preferred</p>	<p><b>BOYS SPORT ED Small Sided Football</b>            Boys will select teams for the half term, lead a warm up, skill session, plan tactics, choose positions, play in and officiate a regulation game then lead a cool down and performance analysis.</p> <p><b>BOYS FIT 4 LIFE Fitness Suite CV Training</b></p>	<p><b>BOYS SPORT ED 11-a-side Football</b>            Boys will select teams for the half term, lead a warm up, skill session, plan tactics, choose positions, play in and officiate a regulation game then lead a cool down and performance analysis.</p> <p><b>BOYS FIT 4 LIFE Sports Hall /Option</b>            Boys choose a preferred</p>	<p><b>BOYS SPORT ED 11-a-side Football</b>            Boys will select teams for the half term, lead a warm up, skill session, plan tactics, choose positions, play in and officiate a regulation game then lead a cool down and performance analysis.</p> <p><b>BOYS FIT 4 LIFE Touch Rugby/ Table Tennis</b>            Boys will select teams/ partners for the half term,</p>	<p><b>BOYS SPORT ED Softball</b>            Boys will select teams for the half term, lead a warm up, skill session, plan tactics, choose positions, play in and officiate a regulation game then lead a cool down and performance analysis.</p> <p><b>BOYS FIT 4 LIFE Tennis</b>            Boys will select partners for</p>	



# YEAR 11 CURRICULUM OVERVIEW

	<p>activity then select teams for the half term, lead a warm up, skill session, plan tactics, choose positions, play in and officiate a regulation game then lead a cool down and performance analysis.</p> <p><b>GIRLS SPORT ED Basketball/ Table Tennis/ Benchball</b> Girls will select partners for the half term, lead a warm up, skill session, plan tactics, choose positions/ role, play in and officiate a regulation game then lead a cool down and performance analysis.</p> <p><b>Girls Pep FIT 4 LIFE/ Fitness studio</b> Girls will select appropriate training methods and apply the additional principles of training. Fitness test results are used to set challenging individual health and fitness goals.</p> <p><b>GIRLS DANCE/ FIT 4 LIFE Dance Studio</b> Girls will choreograph and perform dance routines to self chosen music on rotation</p>	<p>Boys will select appropriate training methods and apply the additional principles of training. Fitness test results are used to set challenging individual health and fitness goals.</p> <p><b>GIRLS SPORT ED Volley Ball</b> Girls will select teams for the half term, lead a warm up, skill session, plan tactics, choose positions, play in and officiate a regulation game then lead a cool down and performance analysis.</p> <p><b>GIRLS FIT 4 LIFE Body Tone/ Circuit Training</b> Girls will follow or actively plan appropriate HIIT training session and apply the additional principles of training. Fitness test results are used to set challenging individual health and fitness goals.</p> <p><b>GIRLS DANCE/ FIT 4 LIFE Dance Studio</b> Girls will choreograph and perform dance routines to self chosen music on rotation</p>	<p>activity then select teams for the half term, lead a warm up, skill session, plan tactics, choose positions, play in and officiate a regulation game then lead a cool down and performance analysis.</p> <p><b>GIRLS SPORT ED Uni Hoc</b> Girls will select teams for the half term, lead a warm up, skill session, plan tactics, choose positions, play in and officiate a regulation game then lead a cool down and performance analysis.</p> <p><b>GIRLS FIT 4 LIFE Fitness Suite/ Body Tone</b> Girls will select appropriate training methods and apply the additional principles of training. Fitness test results are used to set challenging individual health and fitness goals.</p> <p><b>GIRLS DANCE/ FIT 4 LIFE Dance Studio</b> Girls will choreograph and perform dance routines to self chosen music on rotation</p>	<p>lead a warm up, skill session, plan tactics, choose positions/ role, play in and officiate a regulation game then lead a cool down and performance analysis.</p> <p><b>GIRLS SPORT ED Netball</b> Girls will select teams for the half term, lead a warm up, skill session, plan tactics, choose positions, play in and officiate a regulation game then lead a cool down and performance analysis.</p> <p><b>GIRLS FIT 4 LIFE Gym/ Aerobics</b> Girls will follow or actively plan an aerobics / HIIT fitness session. Fitness test results are used to set challenging individual health and fitness goals.</p> <p><b>GIRLS DANCE/ FIT 4 LIFE Fitness suite</b> Girls will select appropriate training methods and apply the additional principles of training. Fitness test results are used to set challenging individual health and fitness goals.</p>	<p>the half term, lead a warm up, skill session, plan tactics, choose positions/ role, play in and officiate a regulation game then lead a cool down and performance analysis.</p> <p><b>GIRLS SPORT ED Rounders</b> Girls will select teams for the half term, lead a warm up, skill session, plan tactics, choose positions, play in and officiate a regulation game then lead a cool down and performance analysis.</p> <p><b>Girls Fit 4 Life Tennis</b> Girls will select partners for the half term, lead a warm up, skill session, plan tactics, choose positions/ role, play in and officiate a regulation game then lead a cool down and performance analysis.</p> <p><b>GIRLS DANCE/ FIT 4 LIFE Rounders</b> Girls will select teams for the half term, lead a warm up, skill session, plan tactics, choose positions, play in and officiate a regulation game then lead a cool down and performance analysis</p>	
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# YEAR 11 CURRICULUM OVERVIEW

	First Half-Term	Second Half-Term	Third Half-Term	Fourth Half-Term	Fifth Half-Term	Sixth Half-Term
<b>DANCE</b>	<p><b>Exploring the Performing Arts</b> Learners will develop their understanding of the performing arts by examining practitioners' work and the processes used to create performance. To develop as a performer, you will need a broad understanding of performance work and influences. This component helps the learners to understand the requirements of being a performer in dance and performance styles. The learners are expected to watch and examine 3 dance professional performance works and give their initial responses. The dance works will be of contrasting styles such as Jazz dance, Contemporary dance and Commercial dance.</p>	<p><b>Exploring the Performing Arts</b> Learners will continue to examine in depth the 3 set dance works to explore roles and responsibilities within each piece. Learners will examine live and recorded performances in order to develop their understanding of practitioners' work in dance, with reference to influences, outcomes and purpose. Learners will examine the roles, responsibilities and skills of practitioners, developing their knowledge and understanding of how they contribute to performance. Learners will compare and contrast the professional dance works through effective discussions and research.</p>	<p><b>Exploring the Performing Arts</b> Learners will explore the interrelationships between constituent features of existing performance material. Learners will participate and develop skills as a performer in each dance style. Learners will explore and participate in workshops and classes to develop their knowledge and understanding of the interrelationships between processes, techniques and approaches that contribute to each performance repertoire. During this part of the component, learners will get a greater understanding of a 'dancers' role within performance for all 3 dance styles and the processes involved in the making of a live dance performance.</p>	<p><b>Develop Skills and Techniques in Performing Arts</b> Learners will develop skills and techniques for performance by effective rehearsals and application of skills. Learners will apply skills and techniques during the rehearsal and development process to support their development. Learners will develop their dance skills and techniques through technique-based classes. Learners will participate in workshops to develop performance and interpretative skills in dance performance. Learners will perform and apply skills and techniques during the performance of a piece of existing professional dance repertoire. During this performance learners will communicate the meaning of the dance repertoire through: interpretation and realisation of creative intentions.</p>	<p><b>Review own development and performance, final written task</b> Learners must track their progress during this component, reflecting on their development of skills and working practices in workshops, through to rehearsals and performances. The review can include recordings, annotations or written content. Learners must review own development of skills and techniques in performance. Learners will reflect on their own application of skills and techniques in performance. Learners can reference professional working practices and use terminology appropriate to the discipline/style of performance.</p>	
<b>PSHE</b>	<p><b>Careers Education</b> in the form of Labour Markets, Opportunity Awareness (Training and Apprenticeships) Application Forms and Mock Interviews <i>Please see the PSHEE &amp; Citizenship Policy and the Careers Information on the school website for a more detailed breakdown and <b>additional activities</b> that take place as part of the PSHEE programme.</i></p>	<p><b>Careers Education</b> in the form of exploring the top 200 employers, Letters of Application, Career Development/Action Plans and making a CV  <b>Maricourt Mind-set Programme</b> which is delivered by an external specialist and focuses on mental health &amp; well-being and resilience.</p>	<p><b>Careers Education</b> in the form of Personal Statements, Recruitment &amp; Selection and Next Steps  <b>Volunteering &amp; Participation</b> through Good Shepherd Fundraising activity and a reflection on the skills developed, with links to CV writing.</p>	<p><b>Personal Finance</b> by focuses on recapping aspects of personal finance and budgeting from KS3. Also looks at methods of borrowing and the consequences of debt as well as fraud.  <b>Maricourt Mind-set Programme</b> through a 'Booster' session before the start of GCSE exams</p>	<p><b>Parenting</b> with an in depth look at the joys, responsibilities and realities of being a parent</p>	



# YEAR 11 CURRICULUM OVERVIEW

	First Half-Term	Second Half-Term	Third Half-Term	Fourth Half-Term	Fifth Half-Term	Sixth Half-Term
<b>ASDAN</b>	<p><b>Introduction to working with others skills unit.</b></p> <p>Students will work towards the 'Working with others' skills unit. They will also participate in a project designed for sports leaders' award which will be led by EFC.</p>	<p><b>Planning and carrying out a piece of research unit.</b></p> <p>Students will undertake research into an area that is of special interest and identify a broad area of interest and divide it up into different sections.</p> <p>They will prepare and present the findings of the research appropriately and review.</p> <p>They will identify a clear format using at least one presentational method and seek feedback from the audience to help review the presentation.</p>	<p><b>Communication through discussion in a group unit.</b></p> <p>Judge when to contribute, how much to contribute and communicate clearly in away that suits the situation.</p> <p>Make contributions demonstrating a manner that suits the situation (e.g. formal/informal, class discussion, discussion with new people). Use words that everyone can understand.</p> <p>Listen and respond appropriately to what others say.</p> <p>Show listening skills in at least one of the following ways: making relevant comments, using appropriate body language. Ask questions confidently to clarify points</p>	<p><b>Introduction to own learning performance unit.</b></p> <p>Students will prepare for an additional work experience visit on Monday afternoons</p> <p>They will make sure targets clearly show what they want to achieve and learn about how to identify clear action points and deadlines for each target.</p> <p>Identify how to get the support they need and the arrangements for reviewing their progress.</p>	<p><b>Introduction to problem solving unit.</b></p> <p>Check they clearly understand the problem they have been given and identify how they will know the problem has been solved.</p> <p>Come up with different ways of tackling the problem.</p> <p>Help decide how they will try to solve the problem. Plan what they need to do by following their own plan, working safely and using support given by others to help tackle the problem.</p>	<p><b>Planning and giving an oral presentation unit.</b></p> <p>Ensure supporting material, such as images or data, is available and prepare any resources needed for the talk.</p> <p>Speak clearly and use language that suits the subject, purpose and situation.</p> <p>Keep to the subject, and structure what is said to help listeners follow the line of thought</p> <p>Vary tone of voice to draw attention to the main points of the talk and give examples to clarify the points made.</p> <p>Use photographs, pictures, diagrams or models to support the talk. Use other methods of support, such as handouts or quotations and identify the purpose of using such methods in an oral presentation</p>
<b>SPANISH</b>	<p><b>Local, national, international and global areas of interest Part 1</b></p> <p>In this half term pupils will build on the language they have developed in lower years on describing homes in order to be able to understand and produce more advanced descriptions of rooms, homes, local areas and amenities. Pupils aiming to sit higher level exams will also compare city and countryside living.</p>	<p><b>Local, national, international and global areas of interest Part 2</b></p> <p>Pupils will continue to build their language in this theme by studying the vocabulary and grammar that will allow them to understand and produce spoken and written work on environmental issues such as reducing waste, recycling and reusing, and different ways of protecting the environment. Higher candidates will look at the language for discussing global environmental issues in greater depth.</p>	<p><b>Local, national, international and global areas of interest Part 3</b></p> <p>Throughout this half term pupils will focus on the topics of volunteering, poverty and homelessness to continue to advance their language skills. Higher students will also look more in depth at how to describe the importance of charity in society. In addition, pupils will study the vocabulary and grammar to describe healthy and unhealthy diets and lifestyles, and how they can be healthier. Higher pupils will look at language that will allow them to discuss opinions related to healthy living in more depth</p>	<p><b>Local, national, international and global areas of interest Part 4</b></p> <p>Pupils will study the language around the topics of holidays and travel, and the different regions in Spain. Higher pupils will look at more advanced vocabulary and grammar through the topic of tourism.</p>	<p><b>Current and future study and employment</b></p> <p>In this last unit pupils will advance their vocabulary and grammar by studying the topics of school, education and work. Higher pupils will look at language in more depth through describing further study and jobs in greater depth.</p>	<p>Exam preparation and practice</p>





## YEAR 11 CURRICULUM OVERVIEW

	First Half-Term	Second Half-Term	Third Half-Term	Fourth Half-Term	Fifth Half-Term	Sixth Half-Term
<b>LATIN</b>	<p><b>Language (C1):</b> Building on their study of Latin language and grammar, students will study purpose clauses in more depth, compound verbs (stage 29), perfect passive tense, pluperfect passive tense (stage 30). They will also develop their knowledge of ablative absolute (stage 31), deponent verbs, and develop their understanding of gerundives, word patterns (verbs and nouns) and consolidate their knowledge of future participles (stage 32).</p> <p><b>Literature and Sources (C2)</b> Students will continue with their study of Superstition and Magic Literature sources, including Latin Literary techniques and use thereof, Suetonius, Divus Iulius 81, Virgil, Aeneid 4.504-521. We aim to have translated the sources by this point, and be able to begin literary criticism.</p> <p><b>Roman Civilisation (C3):</b> Building on their knowledge from year 10, students will study Religion in Rome including Christianity in Rome (Stage 33), the Jews and the Romans (Stage 29) and different religions of the Roman empire (stage 32).</p>	<p><b>Language (C1):</b> Students will consolidate their knowledge of Latin language and grammar with the future tense, diminutives and future perfect tense (stage 33). Students will revisit the infinitive with the present passive infinitive, present active infinitive, future passive tense and also compound verbs (stage 34). They will also study passive and deponent verbs, indirect statement and word patterns: compounds of facio, capio and iacio (stage 35).</p> <p><b>Literature and Sources (C2):</b> Students will revise the Superstition and Magic literature sources and literary criticism.</p> <p><b>Roman Civilisation (C3):</b> Continuing with their study of Roman civilisation, students will study: Roman Baths, Roman Theatre, Amphitheatre, Dinner Parties and Recitations.</p>	<p><b>Language (C1):</b> Students will revise language through practice papers and translations.</p> <p><b>Literature and Sources (C2):</b> Students will now have analysed all source materials, so will focus on comparing each writer and evaluating their presentation of Superstition and Magic in the Roman empire. Time will be allowed for students to research wider sources for reference.</p> <p><b>Roman Civilisation (C3):</b> Students will continue with their study of Roman Britain by analysing Roman Britain in Literary, archaeological, inscriptional evidence (stage 28).</p>	Revision	Revision	