

YEAR 11: IGS CURRICULUM OVERVIEWS

In this booklet you will find all Curriculum Overviews for each subject, detailing:

- What is being taught;
- The sequence it is being taught in;
- The 'powerful' knowledge in the curriculum for that subject- this is the most important knowledge that students need to know to be successful in the subject (e.g. key concepts and skills);
- What is being assessed;
- How you can support their learning further at home..













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Year 11 Curriculum Overview: ART



(1) p 0 <1			RINDNESS ♥ ▼RESILIENCE
Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term Coursework 1. Final major project - completion	The 6 Stages of a GCSE project continued. Stage 2 – Taking inspiration from artists (sample and w rite) Stage 3 – Observations (Research and record ideas through sketching, annotations and photography) Stage 4 – Plan ow n designs Stage 5 – Create ow n practise response Stage 6 - Mock exam: Make final response over 2 days (10hrs)	Grades and feedback are provided at each stage (pupils can revisit and make improvements based on feedback) Stage 2 – Artists Stage 3 – Observations Stage 4 – Planning Stage 5 – Practise response. Stage 6 - Final response.	 Provide a large, well-lit space for art homework (this is set weekly). Encourage attendance to after school or lunchtime art clubs (this is an excellent way for your child to keep on top of deadlines. Visit exhibitions so your child sees work by the masters and brings their own ideas to the classroom. Pinterest and Instagram are good, but galleries provide access to more renowned artists.
Spring Term Externally set assignment (exam)	Responding to a given theme (exam paper) The 6 stages of a GCSE project: Stage 1 – Mind mapping initial ideas. Stage 2 – Taking inspiration from artists (sample and write) Stage 3 – Observations (Research and record ideas through sketching, annotations and photography) Stage 4 – Plan own designs Stage 5 – Create own practise response	Coursework deadline: Early January Coursework is assessed in its entirety (60% of final grade). Exam work-grades and feedback are provided at each stage (pupils can revisit and make improvements based on feedback) Stage 1 – Initial ideas mind map Stage 2 – Artists Stage 3 – Observations Stage 4 – Planning Stage 5 – Practise response.	As above
Summer Term Externally set assignment (exam)	Stage 6 – Final exam – Make final response over 2 days (10 hours)	The full exam project is assessed in its entirety (40% of final grade).	As above



Year 11 Curriculum Overview: Business

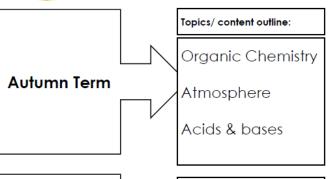


Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term 2.1 Growing the business 2.2 Making marketing decisions	Business growth Changes in business aims and objectives Business and globalisation Ethics, the environment and business Product Price Promotion Place Marketing mix	End of unit test 2.1 Growing the business Year 11 mock. All of theme 1 – paper 1 2.1 & 2.2 – paper 2	Encourage students to read and stay up-to-date with business in the real world Help students revise for the end of unit tests Check showbie to identify key resources that can help to further understanding – such as knowledge checkers, revision strategies and key questions Use showbie to access past papers
2.3 Making operational decisions 2.4 Making financial decisions decisions 2.5 Making human resource decisions	Business operations Working with suppliers Managing quality The sales process Business calculations Business performance Organisational structures Effective recruitment Training and development	End of unit test 2.3 Making operational decisions 2.4 Making financial decisions	Encourage students to read and stay up-to-date with business in the real world Help students revise for the end of unit tests Check showbie to identify key resources that can help to further understanding – such as knowledge checkers, revision strategies and key questions
Summer Term 2.5 Making human resource decisions	Motivation Exam preparation	End of unit test 2.5 Making human resource decisions GCSE exam	Encourage students to read and stay up-to-date with business in the real world Help students revise for the end of unit tests Check showbie to identify key resources that can help to further understanding – such as knowledge checkers, revision strategies and key questions Use showbie to access past papers



Year 11 Curriculum Overview: CHEMISTRY





Powerful Knowledge (key concepts, skills)

rude oil – mixture of hydrocarbons, Fractional distillation and cracking icomplete and complete combustion ructure of Alkenes, alcohols, carboxylic acid and polymer plus their actions (Sen poly).

Interpret evidence and evaluate different theories about the Earth's early atmosphere ,Development of the gases in the atmosphere

Greenhouse effect and climate change

Difference between an alkali and base Production of soluble and insoluble salts Strong and week acids (HT only) Titrations (Sep only)

Electrolysis of molten ionic substances – link to structure and bonding in terms of ions

Manufacture of aluminium

Electrolysis of aqueous solutions

Half equations (HT only)
Use of a mole in chemical measurements and calculations
Reacting mass calculations
Limiting reagents (HT only)
Percentage yield and atom economy (Sep only)
Concentration of solutions
Volume of gases (Sep only)

What will you be assessed on?

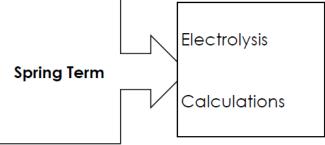
Organic Chemistry & Atmosphere

Acids and Bases

How can you help at home?

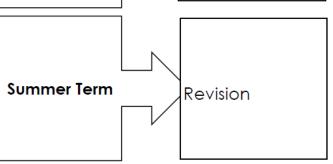
Encourage the use of checklists to identify areas to revise. Routinely self-quiz rather than cram before an assessment.

Remind to check Classcharts and Showbie on a regular basis. Complete all homework to a good standard



Acids & Bases
Electrolysis
Organic Chemistry

Encourage the use of checklists to identify areas to revise. Routinely self-quiz rather than cram before an assessment. Remind to check Classcharts and Showbie on a regular basis. Complete all homework to a good standard



- AO1: Demonstrate knowledge and understanding of; scientific ideas; scientific techniques and procedures.
- AO2: Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures.
- AO3: Analyse information and ideas to: interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures

PAPER 1 :Atomic structure and the periodic table. Structure & Bonding Quantitative chemistry, Chemical changes; and Energy changes

PAPER 2: Rates of reactions Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources Print some practice questions/past papers to work through and identify areas to work on.

Citizenship development Module Personal **Finance** Subject Module

Year 11 Citizenship Curriculum Overview

Session Content

Citizenship module

- Democracy and the free press
- The commonwealth, UN and relations with the world. Critical consumption of current affairs

Powerful Knowledge

- . A free and independent press has been reported to be a key mechanism of a functioning, healthy democracy. In the absence of censorship, journalism exists as a watchdog of private and government action, providing information to maintain an informed citizenry of voters. The free press provides impartial information to keep citizens informed.
- 2. The commonwealth is a voluntary association of 56 independent and equal countries. The United nations (UN) is an international organisation currently made up of 193 member states. The purpose of the UN is to maintain international peace and security, develop friendly relations among nations, achieve international cooperation, and serve as a centre for harmonizing the actions of nation.

How can you help at home?

- Use the resources on Showbie and news outlets to discuss the importance of a free press and what might happen to a democracy if there is not a free press
- Use the resources on Showbie to discuss the purpose of the commonwealth and the UN

<u>Finance</u> module

- Savings, insurance and pensions.
- 2. Independent financial planning
- Savings are important as they allow people to work towards and achieve life goals such as buying a house, car or special item. Insurance is taken out to protect people from financial loss. In exchange for a fee, a party agrees to compensate another party in the event of a certain loss, damage, or injury. It is a form of risk management, primarily used to hedge against the risk of a contingent or uncertain loss. A pension is a tax efficient way of saving money for your retirement.
- 2. When you start to earn your own money or consider moving away from home you need to be able to plan how you would use this money. Choosing the right bank account for you and tracking your income vs expenditure is important as It enables you to pay your core expenses and then save for things that you would like.
- Use the resources on Showbie to discuss what is needed to attain certain life goals and the importance of insurance and pensions
- Use the resources on Showbie to discuss the importance of independent financial planning and the management of income from part-time jobs



Year 11

Curriculum Overview: GCSE Computer Science



Topics/ content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Autumn Term

1. Systems Architecture

2. Von Neumann architecture

3. Common CPU components

4. The FDE Cycle

5. Characteristics of CPUs

6. Embedded systems

7. RAM and ROM

8. Secondary Storage

9. Algorithms

10. Python challenges (1-10)

Define, explain and give examples of:

MDR (Memory Data Register)

Program Counter Accumulator

ALU (Arithmetic Logic Unit)

CU (Control Unit)

Cache Memory

Optical, magnetic and solid-state storage Discuss the characteristic of storage devices

Sequence, selection and iteration.
Bubble, merge and inset sorts
Binary and Linear Search techniques.

All elements of Powerful knowledge Recall of facts Application of theory within a scenario

Topics 1-8 (Autum Term) via homework
Topics 9- 10 (Autum Term) via practical exercises

Encourage your child to:

Recall keywords from lessons

Work through practice papers from 2018-2022

Engage with on-line learning material / videos

Practice python programming every week (a minimum of 3 hours per week)

Review and complete the revision Year 10 CS revision plan.

Spring Term

- 1. Types of Networks
- 2. Performance factors
- 3. Network Hardware
- 4. Client Server v P2P networks
- 5. Internet Protocols
- 6. Virtual Networks
- 7. Python challenges (11-20)
- 8. Producing Robust Programs
- 9. Computational Logic

Define, explain and give examples of:

Local (LAN) and wide area networks (WAN) Wireless Access Points, Routers and Switches

Network Interface Cards

Different types of transmission media

How a Doman Name Server (DNS) works

Cloud technologies

Wi-Fi frequencies Protocols: TCP/IP, HTTP, HTTPS, FTP, POP, IMAP, SMTP

The concept of layers Packet switching.

Abstraction, decomposition
File actions (open, close, read and write)

All elements of Powerful knowledge Recall of facts Application of theory within a scenario

Topics 1-8 (Autum Term) via homework Topics 1-6 (Spring Term) via homework

Topics 9-10 (Autum Term) via practical exercises Topics 7-10 (Spring Term) via practical exercises Encourage your child to:

Recall keywords from lessons

Work through practice papers from 2018-2022

Engage with on-line learning material / videos

Practice python programming every week (a minimum of 4 hours per week)

Review and complete the revision Year 10 CS revision plan.



1. System Security

2. Network Threats

3. Preventing vulnerabilities

Operating system software

5. Utility Systems software

6. Ethical, legal, cultural and

environmental concerns

7. Python challenges (20-30)

Year 10 Mock exams preparation.

Threats posed to networks:

Malware, phishing, social engineering brute force attacks, denial of service attacks data interception and theft, the concept of SQL injection poor network policy

Identifying and preventing vulnerabilities:

penetration testing network forensics & network policies anti-malware software Firewalls, user access levels, passwords and encryption. All elements of Powerful knowledge Recall of facts Application of theory within a scenario

Topics 1-8 (Autum Term) via homework Topics 1-6 (Spring Term) via homework Topics 1-6 (Summer Term) via homework

Topics 9- 10 (Autum Term) via practical exercises Topics 7- 10 (Spring Term) via practical exercises Topics 7 (Summer Term) via practical exercises

All of Component 1 via the Year 10 Mock Exam

Encourage your child to:

Work through practice papers from 2018-2022

Engage with on-line learning material / videos

Practice python programming every week (a minimum of 4 hours per week)

Review and complete the revision Year 10 CS revision plan.



Autumn Term

Year 11 Curriculum Overview: Design & Technology; All material specialisms



Topics/content outline:

Powerful Knowledge (key concepts, skills)

NEA Coursework feedback is provided by the her as class feedback, Individual feedback Whet will you the assessed of specification

How can you help at home?

B - Brief & Specification

- C Generating Design Ideas;
- Idea Sketching
- Initial development
- Design experimentation Use of design strategies
- D Dev eloping Design Ideas; Dev elopment of design
- Modellina
- Material testing
- Manufacturing specification

- Pupils write their individual design brief and specification based on their research and investigation This informs their design journey
- Pupils explore design ideas using the iterative process of design, test, analyse, redesign, continue.
- Pupils develop their clients chosen design, preparing it for manufacture
- Core exam knowledge covered in recall tasks throughout the NEA coursework.
- Core exam knowledge is tested in a full D&T mock

Pupils use the coursework mark criteria and the checklists to self-assess and improve their work at each stage.

Mock exam is a shortened exam paper designed to test their existing knowledge and question answering techniques. Encouraging pupils to complete the coursework tasks in a timely manner.

Remind pupils that all resources, examplars and guidance can be found in Showbie.

Remind pupils that all work should be completed within their Teams PowerPoint portfolio in their private channel.

Both of these or lare sample systale outlinthed lifetfel or assessmithing and improvement lend with ple class feedback.

Pupils will complete small amounts of core recall tasks during the NEA.

Once revising, pupils will practise exam questions and teachers will provide feedback on techniques and knowledge, as required,

Encouraging pupils to complete the coursework tasks in a timely manner.

Remind pupils that all resources, examplars and guidance can be found in Showbie.

Remind pupils that all work should be completed within their Teams PowerPoint portfolio in their private channel.

Both of these are accessible on their iPad or through any web browser.

E-Realising Desing Ideas Manufacturing the design

- prototype Evidence of manufacture
- Analysing & Ev aluating
- Evidence of design iterations Testing of Prototype
- Ongoing analysis & ev aluation

D&T Exam Revision

Pupils manufacture their product from their chosen materials, using the skills and knowledge built over the past five years.

- The project concludes with overall analysis and evaluation of the completed prototype, with feedback from the client and future modifications.
- Core exam revision within lesson time and for homework, focusing on recall of the topics and knowledge developed throughout year 10 & 11, practise on exam question techniques and recall techniques.

Support pupils with the final deadline, some may need to attend extra sessions after school to complete tasks.

Please support pupils to create a revision plan for all subject areas, including D&T.

Those that also attend Engineering will have some cross-over knowledge that will support both subjects.

Summer Term

Spring Term

D&T Exam Revision up until pupils leave for exams.

Core exam revision within lesson time and for homework, focusing on recall of the topics and knowledge developed throughout year 10 & 11, practise on exam question techniques and recall techniques.

Pupils will continue to work on retaining and recalling D&T knowledge and use this to practise exam questions and teachers will provide feedback on techniques and knowledge, as required,

Support pupils with their exam preparation and

Additional design and technology resources can be found on the following websites; www.technologystudent.com https://www.bbc.co.uk/bitesize/examspecs/zby 2bdm



Year 11 Curriculum Overview: Design & Technology; Food Technology



Topics/ content outline:

2.Research task/write up

3.Research Analysis / Hypothesis

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

4.Investigation 1 / write up 5.Investigation 2/write up 6.Investigation 3 writeup 7. Analysis and Evaluation **Autumn Term** 8.Handin 9.START NEA2 / introduction 10.Task Analysis

11. Research/Research Analysis

12.Selecting dishes 13.Demonstrating Technical skills

NEA 1 Understanding the given task from the exam board. Researching the task independently, selecting relevant information

Analyse the task – what have you learnt and how will you use this information to design 3 investigations. Hypothesis , set a Hypothesis for the investigations which you will prove / disprove Conduct independent research

Analyse the results and conclude. Key words: Research, Hypothesis, Experiment, Investigation, data, conclusions, the report NEA1 - 15% of the overall grade - completed by November

NEA2 - 35% of the overall grade - start in November and complete by Easter

Encouraging pupils to complete the coursework tasks in a timely manner.

Remind pupils that all resources, examplars and guidance can be found in Showbie.

Remind pupils that all work should be completed within their Teams PowerPoint portfolio in their private channel.

Both of these are accessible on their iPad or through any web browser

Spring Term

1.Practical2/writeup 2.Practical3/writeup 3.Write up 4.Planning for the final practical 5.Writing time plan 6.Writing Time plan 7.3 hour final practical 8.Ev aluation/costings/Nutritional Analysis 9.Handin NEA2

Understanding the task from the exam board Researching the task independently, selecting relevant information.

Analyse the task – what have you learnt and how will you use it in your NEA task to select dishes. Selection of 10relevant and skilful dishes Practical work with excellent presentation and skills demonstrated Final practical Evaluation, Nutrition Analysis, Costings.

Key words: Research, Task Analysis, skills, presentation Nutrition Analysis, Costings, Time Plan, Evaluation

NEA2 - 35% of the overall grade - completed by Easter

Encouraging pupils to complete the coursework tasks in a timely manner.

Remind pupils that all resources, examplars and guidance can be found in Showbie.

Remind pupils that all work should be completed within their Teams PowerPoint portfolio in their private channel.

Both of these are accessible on their iPad or through any web browser

Summer Term

.REVISION 2.REVISION 3.REVISION 4.REVISION 5.REVISION 6.REVISION

Structured revision using revision guide Practice exam questions Practice multiple choice questions

Final Examination 50% of the overall grade

Supporting and encouraging revision for final exam.



Year 11

Curriculum Overview: Digital Information Technology



Topics/ content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Autumn Term

Characteristics of data &

information?
2. Text, Numbers, Tables

- 3. Graphs, charts & infoaraphics
- 4. Methods of collecting data
- 5. Quality & reliability of the data
- 6. Modern Teams
- 7. Different types of networking
- 8. Benefits/Drawbacks of networks
- 9. Cloud storage
- 10. Cloud Computing

Manipulation of data (sum, average, matrix/pivot tables)

Development of an information dashboard

is not biased, misunderstood or used to make inaccurate decisions?

Make appropriate recommendations based on data analysis

Ad hoc, PAN, Wi-Fi, LAN Tethering and hotspots Network components

Network availability and access

Network threats

Pearson Pre-set assignment

Encourage your child to:

Practice the Pearson pre-set assignment

Practice Microsoft PowerPoint skills

Analyse 2022-23 coursework paper



1. Benefits and drawbacks of working online.

- 2. Methods of Communication
- 3. Security
- 4. Remote working
- 5. Understand the motivations that lay behind cyberattacks.
- 6. Motivation to commit crime
- 7.Type of threats 8.Types of security measures
- External Threats

External Threats
 Internal Threats

Benefits v Drawbacks
Network Infrastructure
Distributed v Dispersed
Remote working and Collaboration
Accessibility Threats & Ransomware
Intellectual Property
Denial-of-service, Cyberattack, Malware
Different types of Hackers
Industrial Espionage
Disruption Virus, Phishing, Pharming, Hacking
DOS and DDOS

Topics 6-10 (Autum Term)
Topics 1-10 (Spring Term)
All elements of Powerful knowledge
Recall of facts
Application of theory within a scenario

Encourage your child to:

Recall keywords from lessons

Work through practice papers from 2022

Engage with on-line learning material / videos



 Understand how organisations use information and data flow diagrams

- 2. Presenting information
- 3. Flowcharts
- 4. Data Flow Diagrams Information Flow Diagrams
- 5. Tabular data
- 6. Written data
- 7. Impact of decision making

The main purpose of an information flow diagram visualise the flow and exchange of data between systems.

Information Flow Diagrams are also known as "System" diagrams.

A flowchart is a diagram that represents an algorithm. We can use flowcharts to plan and demonstrate the flow of data in a solution.

The process of creating a Data Flow Diagram

Topics 6-10 (Autum Term)
Topics 1-10 (Spring Term)
Topics 1-7 (Summer Term)
All elements of Powerful knowledge
Recall of facts
Application of theory within a scenario
Mock exam questions

Encourage your child to:

Recall keywords from lessons

Work through practice papers from 2022

Engage with on-line learning material / videos



Year 11 Curriculum Overview: Drama GCSE



Topics/content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Read Devising Log drafts to

check meaning is clear,

descriptions are detailed &

terminology is embedded.

Encourage them to attend

intervention sessions and

complete teacher feedback

performance.

1. Devising Real Exam 2. Live Theatre

- Review
- Set Text: Blood Brothers work

Group Work Skills: listening, communicating, negotiating, discussing & supporting.

Script Interpretation Skills: who, what, where, when & why understanding context, subtext...

Working clearly in chosen Style(s): using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style(s).

Applying chosen Practitioner Methodologies Writing detailed: descriptions, analyses & evaluations of your process, research, ideas and final devised performance and of the use of design and acting kills used on Set Text extracts & in Live Theatre

- Your Group Work Skills
- Your ability to apply a range of acting skills, dramatic techniques, spatial skills and
- design elements to work clearly in the given Style(s).
- Your ability to write detailed descriptions, analyses & evaluations.
- Drafts of Devising Logs 1, 2 & 3.
- Section B Set Text Question responses.
- Section C Live Theatre Question responses. Writing Devised Performance Intentions.
- and meet deadlines. Talking through the concept for the Devised
- Discussing live theatre seen.

Spring Term

Autumn

Term

- Text in Performance work and Fxam
- Set Text: Blood Brothers work.

Group Work Skills: listening, communicating, negotiating, discussing & supporting.

Script Interpretation Skills: who, what, where, when & why understanding context, subtext...

Working clearly in Style of the script: using Acting Skills, Dramatic Techniques & Design Skills appropriate to the

Applying appropriate Practitioner Methodologies. Writing detailed: descriptions, analyses & evaluations of vour use of desian and actinaskills used on Set Text extracts & seen in Live Theatre.

- Your Group Work Skills
- Your understanding of how to interpret script as both as performer and a designer.
- Your ability to apply a range of acting skills, dramatic techniques, spatial skills and
- design elements to work clearly in the given
- Your ability to write detailed descriptions, analyses & evaluations.
- Written Paper style responses to Section B Q1-4. Writing Scripted Performance Intentions.

- Read Performance Intentions to check for clear meaning.
- Discuss and help to work on Mock Exam responses and targets.
- Encourage them to attend intervention sessions and complete teacherfeedback and meet deadlines.
- Watch and give feedback on performance work.
- Read in cues to help them learn lines.

Summer Term

 Final revision for all elements of the written exam

Script Interpretation Skills: who, what, where, when & why understanding context, subtext... Writing detailed: descriptions, analyses & evaluations of your use of design and acting skills used on Set Text extracts & seen in Live Theatre.

- Your understanding of how to interpret script as both as performer and a designer.
- Your ability to write detailed descriptions. analyses & evaluations.
- Knowledge and understanding of terminology and roles and responsibilities in the theatre.
- Written Paper style responses to Section B Q1-4.
- Written Paper responses to Section C Live Theatre.
- Testing knowledge of the whole play and character development through the play.
- Reviewing written responses and taraets to address.
- Quizzing on Theatre Roles & Responsibilities and terminology.



Year 11 Curriculum Overview: English Language and Literature



Topics/ content outline: - 'The duality of man': the study of 'Jekyll and Hyde' - Focused teaching of Language Paper 2 Areading questions on two non-fiction texts and I written task on writing from a point of view.

Powerful Knowledge (key concepts, skills)

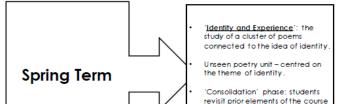
- Good versus evil
- Human nature
- Repression
- Crime and Punishment
- Gothic horror
- Reputation
- Gender
 Darwinism and evolution
- Scientific development
 - Duality
 - Deception
 - Violence

What will you be assessed on?

- Two extract-based essay questions on Jekyll and Hyde. Students will be expected to analyse both the extract and the wider play. You will have to be able to plan and write a detailed thesis paragraph, alongside three main body paragraphs.
- A Language Paper 2 run through (4 reading questions, 1 w riting)
- Mock exams: Language Paper 2, Literature Paper 1 (Jekyll and Hyde, Macbeth)

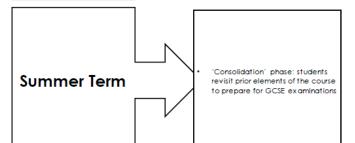
How can you help at home?

- Completing extra Language Paper 2 past papers – available on the AQA website.
 Re-reading Jekyll and Hyde at home.
- Using revision guides/ online videos to reinforce key ideas in the novel.
- The Study Skills Show bie group has a wealth of resources to support home learning and revision – it contains quotation banks, knowledge organisers, example questions and model answers.



to prepare for GCSE examinations

- Identity
 Conflict
 Control
 Power
 Change
 Experience
 Nationhood
 Patriotism
 Isolation
 The effects of war
- A comparative essay on two poems: one will be printed; the second will be written about from memory. You will write a detailed, comparative thesis and a sequence of main body paragraphs comparing the two poems.
- A second mock series examining Language Paper 2 and Literature Paper 2 (Modern text, Power and conflict poetry, unseen poetry)
- Completing extra Language Paper 1 and 2 past papers – available on the AQA website.
- Re-reading your modern text, M acbeth, the poems and Jekyll and Hyde at home.
- Using revision guides/ online videos to reinforce key ideas in your texts.
- The Study Skills Show bie group has a wealth
 of resources to support home learning and
 revision it contains quotation banks,
 know ledge organisers, example questions
 and model answers.



All of the above

GCSE examinations

- Completing extra Language Paper 1 and 2 past papers – available on the AQA website
- Re-reading Jekyll and Hyde at home.
 Using revision guides/ online videos to reinforce key ideas
- The Study Skills Show bie group has a wealth of resources to support home learning and revision – it contains quotation banks, know ledge organisers, example questions and model answers.



Year 11 Curriculum Overview: Engineering Design



Topics/content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Autumn Term

R38- Principles of Engineering Design

- Methods of evaluating designs
- Production of models
- Qualitative evaluation Ranking Matrices
- Quality function deployment

1.Criteria included in an engineering

2. How manufacturing considerations

3. Wider influences on engineered

R40 Modelling Design ideas

Production planning

Risk assessments

4. Physical modelling

R40 Modelling Designideas

Product analysis 3. Product disassembly

design specification

affect design

product design

R38- Principles of Engineering Design Learn how design ideas can be ev aluated and

improved as part of the iterative process. R040-Non-Exam Assessment (NEA)

Be able to apply their theoretical understanding to carry out effective product analysis & evaluation of products.

Be able to analysis existing products through disassembly (reverse engineering).

Regular low stakes tests

R40 NEA Task 1 - Product Analysis

R40 NEA task 2-Product disassembly

Purchase the course revision guide/workbook for your child on parent pay if you did not do so in

Make sure they have a pencil case with correct stationary (pencil, sharpener, eraser, black or blue biro, fine liner pen)

Encourage your child to attend Engineering after school intervention sessions.

Encourage revision using the resources on Showbie for the low stake tests

Spring Term

R38- Principles of Engineering Design R38- Principles of Engineering Design

To know what drives the development of new products and about all the aspects which need to be considered when developing a specification for a new product. Understand the significant manufacturing processes and how their constraints impact on the design of new products.

R040-Non-Exam Assessment (NEA)

Be able to apply their theoretical understanding of manufacturing processes in to plan the manufacture of a complex product based on a given working drawing. Be able to identify potential hazards and associated risks and produce risk assessments to manage the risks.

Regular low stakes tests

R40 NEA Task 1- Product Analysis

R40 NEA task 2-Product disassembly

Encourage your child to attend Engineering After school intervention sessions when requested.

Encourage your child to practice using Onshape (3D CAD) on their i-pad to help with the NEA tasks.

Encourage revision using the resources on Showbie for the low stake tests

Summer Term

R38- Principles of Engineering Design

Recap and revise of:

- Design Processes
- Design Requirements
- Communicating Design outcomes
- Ev aluating Design ideas

R38- Principles of Engineering Design

To recap and review all of the four topic areasin preparation for the R038 external exam.

To develop effective revision & examination strategies.

Practice R38 Exam Questions R038 External Exam- A 1 hour 10 minute exam which counts for 40% of the overall grade.

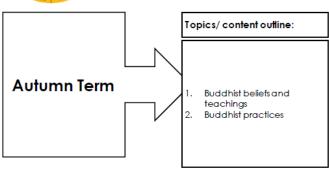
Help your child to plan a revision timetable.

Encourage revision using the resources on Showbie, their notes and the revision guide to fully prepare for the final R038 exam.



Year 11 Curriculum Overview: Ethics, Philosophy and Religion





Powerful Knowledge (key concepts, skills)

- Birth and life of
 Siddhartha
 Buddhas ascetic life
- Buadhas ascetic III
 Enlightenment
 Dharma
- 6. Three marks of existence

Dependent arising

Arhat and Bodhisattva

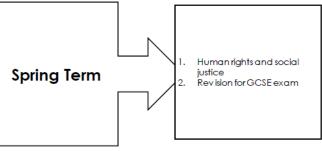
- Four noble truths
 Theravada and Mahayana Buddhism
- Places of worship
 How Buddhists worship
 Meditation
- Visualisation
 Death and mourning
 Wesak and Parinirvana
- Day
 7. Karma, Karuna and
 Metta
- Five moral precepts and six perfections

What will you be assessed on?

A range of formative and summative assessments following the AQA Religious Studies ex am criteria. Separate ex am skills lessons are embedded in schemes of work and delivered frequently. A variety of 1, 2, 4, 5 and 12 mark questions. Recall questions, Quizlet, Microsoft Form and know ledge organisers all used to test know ledge and understanding.

How can you help at home?

- Visit a local Buddhist temple
 Direct your child to resources on BBC bitesize
- Continue the conversation at home: discuss your child's learning with them and reflect on your own beliefs and attitudes in relation to some of the topics studied.
- If you have a family member/friend of the Buddhist faith, speak to them.
 - Complete knowledge organisers.
 - Practice exam style questions.
- Read 'The Buddha in daily life' by Richard Causton.



- Human rights and social justice
 Prejudice and
- Prejudice and discrimination
- 3. Religious freedom
- 4. Disability and race
- Christian attitudes about wealth
- Poverty and its causes
 Exploitation of the poor
- Giving money to the poor

Exam preparation

A range of formative and summative assessments following the AQA Religious Studies exam criteria.

Separate exam skills lessons are embedded in schemes of work and delivered frequently.

A variety of 1, 2, 4, 5 and 12 mark questions.

Recall questions, Quizlet, Microsoft Form and know ledge organisers all used to test know ledge and understandina.

- Direct your child to resources on BBC bitesize
- Continue the conversation at home: discuss your child's learning with them and reflect on your own beliefs and attitudes in relation to some of the topics studied
- Help your child develop their revision strategies. They will be given suggestions and advice in school to develop at home.
- · Complete knowledge organisers.
- Practice exam style questions.



Year 11 Curriculum Overview: **Foundation Mathematics**



Topics / Content Outline

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

(1) Quadratic and other graphs (2) Plans and Elevations **Autumn** (3) Circles, cylinders, cones

and spheres (4) Constructions, loci and

bearings (5) Vectors

Plot and recognises the of graphs of quadratic cubic and reciprocal functions

Draw plans and elevations of 3D shapes, and sketch 3D shapes from plans and elevations.

Area and circumference of circles, parts of circles and composite shapes

Volume and Surface Area of Cylinders, Cones and

Compass constructions, loci and bearings

Column vectors

Add, subtract vectors, find scalar multiples of vectors in diagrammatic and column form.

The Mock Examination in November will assess content from across the whole of the GCSE curriculum that has been taught so far.

End of topic tests will be completed in lessons every 2 - 3 weeks.

Encourage active participation in weekly Sparx Maths 'Compulsory' homework. Encourage students to attend lunch time and afterschool revision sessions as required.

Encourage students to complete the mixed practice revision homewok

Support students with revision (as required) ahead of the assessment using quality resources such at Maths Genie

Dr Frost Maths Corbett Maths

Spring Term

Term

(6) Formulae and Simultaneous Equations

(7) Indices and Standard Form

(8) Reciprocals and Fractions

Rearrange formulae to change the subject

Recap solving linear equations

Solve linear simultaneous equations in two unknowns graphically and algebraically

Index laws with integer indices including negative

Calculate with numbers in standard form both with and without a calculator

Recap finding reciprocals and calculating with fractions without a calculator.

The Mock Examination in March will assess content from across the whole of the GCSE curriculum.

End of topic tests will be completed in lessons every 2 - 3 weeks.

Encourage active participation in weekly Sparx Maths 'Compulsory' homework.

Encourage students to complete the mixed practice revision homewok

Encourage students to attend lunch time and afterschool revision sessions as required.

Support students with revision (as required) ahead of the assessment using quality resources such at Maths Genie

Dr Frost Maths Corbett Maths

Summer Term

Revision

Problem Solving

Exam Preparation

Revision in class of specific topic Practise of applying problem solving skills to

examination style questions

Completing past examination papers

Paper 1- No Calculator Allowed - 90 minutes Paper 2 - Calculator Allowed – 90 minutes Paper 3 - Calculator Allowed - 90 minutes

Encourage students to complete past paper homeworks.

Encourage students to attend lunch time and after-school revision sessions as required.

Support students with revision (as required) ahead of the assessment using quality resources such at

Maths Genie Dr Frost Maths Corbett Maths

Year 11 Curriculum Overview: French



Year 11 Curriculum Overview: FRENCH



Topics/ content outline: What will you be assessed on? Powerful Knowledge (key concepts, skills) How can you help at home? 1. Recap on school pack (set for √ Complex opinions and justifications ☐ Grammar test (3 tenses) in Join teacher Showbie group and hwk) Translation both ways H5ATM folder September 2.The school day Keep an eve on ClassCharts for all √ WOW phrases 3. School rules ■ Weekly vocab tests homework and assessment √ il faut/il ne faut pas + verbs 4. School Problems ■ Weekly exam skills revision information Recap on the Imperfect and the 5. Uniform **Autumn Term** Support with student organisation (listening and reading) 6. Primary School conditional tense Support with guiding revision tasks set 7. Ideal School ■ November mocks (listening) Preparing for the writing and speaking (flashcards, mind maps, quizzing) 8. Photocard / speaking reading and writing) Work through speaking questions exam preparation together. DIRT 9. Jobs and future plans pack Speaking with the French assistant Complex opinions and justifications 1.Sports Join teacher Showbie group and H5ATM WOW phrases ☐ Speaking mock (Jan) 2.Internet folder Translation both ways ■ Weekly vocab tests 3.Reading Keep an eve on ClassCharts for all Adjectival agreements ☐ Weekly exam skills revision 4.TV homework and assessment information Comparing sports/programmes etc (listening and reading) 5.Cinema **Spring Term** Support with student organisation Recap on perfect and future tenses 90 words/150 words writing 6.Speaking questions (Free Direct object pronouns Support with guiding revision tasks set challenge (flashcards, mind maps, quizzing) How to use revision folder H5ATM 7. Revision strategies ☐ Speaking mock (March) Work through speaking questions 8. Healthy living pack) Speaking with the French assistant together. Join teacher Showbie group and H5ATM 1. Home and local area ✓ Developing reading and listening skills 2.Photocards How to revise Keep an eve on ClassCharts for all 3.Role-plays ✓ DIRT on past papers homework and assessment information 4. Customs pack ☐ Real speaking exam early May Tense revision **Summer Term** Support with student organisation 5. Environment –key vocab ☐ Listening, reading and writing papers (May) ✓ Recorded revision sessions for each skill Support with guiding revision tasks set 6. Speaking practice (flashcards, mind maps, quizzing) Work through speaking questions together.



Year 11 Curriculum Overview: Functional Skills Pathway From September 2024



Charles and Control of the Control o				RESIEIENGE
	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1.Overview of the Functional Skills Assessments 2.Review of presentational features 3.Review of language features 4.Reading Assessment Practise 5. Planning writing to have the appropriate detail, length and purpose. 6. Writing in a structured, logical and accurate way. 7. Writing Assessment Practise	Reading and understanding a written task is key to formulating a successful response and using key words to identify purpose, audience and form.	December mock examination in Functional Skills Reading and Writing The results will be used to decide next steps.	Use the practice papers and revision materials provided on Showbie
Spring Term	1. Preparing for the speaking and listening exams. 2. Preparation of a short presentation on a topic of your choice. 3. Practise of debating skills in order to take part in a group discussion. 4. Continued practise of exam style tasks for reading and writing 5. Continued spelling, punctuation and grammar practise 6. Planning and revision skills	Effective communication requires skilled speaking and listening skills that show you have understood the task and tailored your response to the audience. Asking detailed questions demonstrates good listening. Effective revision provides many opportunities to overlearn using different learning styles.	You will be entered for the Functional Skills Reading and Writing Examinations before the Easter break You will be formally assessed for the Speaking and Listening Tasks 1 and 2	Use the revision resources provided on Showbie Practice and time your presentation at home.
Summer Term	1. Preparing for GCSE English Language Paper 1 and 2 2. Review and practise of skills needed for Language Paper 1 and 2 3. Overlearning key terminology . 4. Continued spelling, punctuation and grammar practise.	Knowing how to time responses in an examination situation. Identifying key words in a question in order to plan an effective response. Knowing key terminology and how to use this in written answers	You will be preparing for your GCSE examinations in English Language	Use the revision resources provided on Showbie by your English teacher



Year 11 Curriculum Overview: Geography



Physical Landscapes – Rivers and Coasts

Topics/ content outline:

The UK has a range of diverse landscapes.
The coast is shaped by several physical processes.
Distinctive coastal landforms are the result of rock type,
structure and physical processes.

Different management strategies can be used to protect coastlines from the effects of physical processes. The shape of river valleys changes as rivers flow

Distinctive fluvial landforms result from different physical processes. Different management strategies can be used to protect river landscapes from the effects of flooding.

Powerful Knowledge (key concepts, skills)

Landscape, Abrasion (or corrasion), Arch, Attrition, Bar, Beach, Beach nourishment, Beach reprofiling, Cave, Chemical weathering, Cliff, Deposition, Dune regeneration, Erosion, Gabion, Groyne, Hard engineering, Headlands and bays, Hydraulic power, Longshore drift, Managed retreat, Mass movement, Mechanical weathering, Rock armour, Sand dune, Sea wall, Sliding, Slumping, Soft engineering, Spit, Stack, Transportation, Wave cut platform, Waves, Cross profile, Dam and reservoir, Discharge, Embankments, Estuary, Flood, Flood plain, Flood plain zoning, Flood relief channels, Flood risk, Flood warning, Fluvial processes, Gorge, Hard engineering, Hydrograph, Interlocking spurs, Lateral erosion, Levees, Long profile, Meander, Ox-bow lake, Precipitation, Saltation, Soft engineering, (Channel)

What will you be assessed on?

Knowledge Check

Mid-topic assessment

End of Topic assessment

How can you help at home?

- Complete all pages in booklet
- Complete revision clocks
- Use checklists for revision
- Use the revision guides and revision cards that are offered for purchase by the school
- Visit a coastal environment to identify landforms and types of management.
- Visit your local river at different times throughout the year to see the impact of flooding, create field sketches/ take photos to identify changes in the rivers course.

Resource Management

Food, water and energy are fundamental to human development.

The changing demand and provision of resources in the UK create opportunities and challenges.

Demand for water resources is rising globally but supply can be insecure, which may lead to conflict. Different strategies can be used to increase water supply. Agribusiness, carbon footprint, energy mix, food miles, fossil fuel, local food sourcing, organic produce, resource management, 'grey' water, groundwater management, overabstraction, sustainable development, sustainable water supply, waterborne diseases, water conflict, water conservation, water deficit, water insecurity, water quality, water security, water stress, water surplus, water transfer.

Knowledge Check

Mid-topic assessment

End of Topic assessment

- When shopping for food or eating a meal, talk about where the food has come from and how it might have been produced
- Talk about utility bills at home and the amount of energy/water that is used. How are you trying to reduce use in your own homes?
- Visit the Leeds Recycling and Energy Recovery Facility (RERF) https://www.leeds.veolia.co.uk/ourfacility/leeds-recycling-energy-recoveryfacility-rerf-works

Issues Evaluation and Fieldwork

Section A: Issues evaluation

pre-release booklet

Section B: Fieldwork

- Two enquiries of contrasting environments, showing an understanding of physical and human aeography
- Unfamiliar fieldwork questions

Hypotheses/ questions, theory/ concepts, risk assessment, human and physical fieldwork, primary and secondary data collection, recording data, sampling strategy, methos and justification, visual, graphical and cartographic methods of data presentation, analysis, statistical techniques, anomalies, conclusions, evaluation

End of Topic assessment

- Revisit the areas of Ikley that we used to complete the fieldwork
- Complete all pages in booklet
- Use the Knowledge Organisers for the 2 pieces of fieldwork to recap what students did on the fieldwork



Year 11 Curriculum Overview: **Higher Mathematics**



Topics / Content Outline

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Autumn Term

(1) Functions

- (2) Circle Geometry
- (3) Trigonometric Functions
- (4) Constructions, Loci and Bearinas
- (5) Vectors
- (6) Geometric Proof

- Composite and Inverse Functions
- Equations of circles and equations of tangents to
- Graphs of trigonometric functions
- Compass constructions, loci and bearings
- Column vectors
- Using vectors for geometric proofs
- Proofs of congruency (SSS, SAS, ASA, RHS)
- Proofs of the circle theorems

The Mock Examination in November will assess content from across the whole of the GCSE curriculum that has been taught so far.

End of topic tests will be completed in lessons every 2-3 weeks.

Encourage active participation in weekly Sparx Maths 'Compulsory' homework.

Encourage students to complete the mixed practice revision homewok

Support students with revision (as required) ahead of the assessment using quality resources such at

Maths Genie Dr Frost Maths Corbett Math

Spring curve Term

(8) Gradients of curved graphs and area under a

- (9) Transforming functions
- (10) Plans and Elevations
- Gradients of curved graphs, and using these to find speed from a distance-time graph
- Area under a curve, and using this to find distance travelled from a velocity-time graphs
- Transformations of graphs of related functions
- Draw plans and elevations of 3D shapes, and sketch 3D shapes from plans and elevations.

The Mock Examination in March will assess content from across the whole of the GCSE curriculum.

End of topic tests will be completed in lessons every 2-3 weeks.

Encourage active participation in weekly Sparx Maths 'Compulsory' homework.

Encourage students to complete the mixed practice revision homewok

Encourage students to attend lunch time and afterschool revision sessions as required.

Support students with revision (as required) ahead of the assessment using quality resources such at

Maths Genie Dr Frost Maths

Summer Term

Revision

- Problem Solving
- **Exam Preparation**
- Revision in class of specific topic
- Practise of applying problem solving skills to examination style auestions
- Completing past examination papers

Paper 1- No Calculator Allowed - 90 minutes Paper 2 - Calculator Allowed - 90 minutes Paper 3 - Calculator Allowed - 90 minutes

Encourage students to complete past paper homeworks.

Encourage students to attend lunch time and after-school revision sessions as required.

Support students with revision (as required) ahead of the assessment using quality resources such at

Maths Genie Dr Frost Maths Corbett Maths



Year 11 Curriculum Overview: History



Autumn Term

Topics/ content outline:

Unit 4: Living Under Nazi Rule, 1933-

- How were the Nazis able to take control so quickly?
- What made it so hard to oppose Nazi rule?
- How did the lives of the German people change, 1933-39? What was the impact of the
- Second World War on the German people?
- What did Nazi rule mean for the people of Europe, 1939-45?

Powerful Knowledge (key concepts, skills)

This world depth study should enable learners to understand the impact of the Nazi dictatorship on people's lives both within Germany and across occupied Europe. It explores the interplay of political, economic, social, racial and cultural forces at work in these societies

More detail can be found here: https://www.ocr.org.uk/Images/207164-specificationaccredited-gcse-history-b-.pdf

This period study follows the unfolding narrative of the expansion

of the Viking w orld from the first Viking settlement in Russia around 750 to the end of the Viking age around 1050. Learners will need to understand the nature of Viking expansion with a particular focus on w arfare, trade and settlement.

More detail can be found here:

https://www.ocr.org.uk/Images/207164-specification-accreditedgcse-history-b-.pdf

What will you be assessed on?

The world depth study forms the second half of Paper 3: World History, and is worth 20% of the GCSE (9-1). The nature of the exam requires learners to analyse and evaluate historical sources and interpretations and to reach substantiated judgments in response to view s expressed in, or auotations from, historical interpretations.

Students will practice these question across the Autumn term of Year 11, completing a mock exam

How can you help at home?

Study the Viking impact on the local area by visiting the Jorvik Viking Centre.

There are also a wide range of documentaries relating to Viking history.

Spring Term

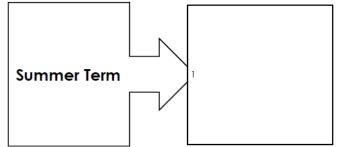
Unit 5: The Viking Expansion, c.750-1050 What do we know about life in

- Vikina life in Scandinavia?
- How should we describe the Volga Vikings? Did the Vikings merely rape and
- How did the Viking settlements
- How did Danish kings show their pow er, 958-1035?

The period study forms the first half of Paper 2: World History, and is worth 20% of the GCSE (9-1). The nature of the exam requires learners to demonstrate know ledge and understanding and to explain and analyse historical events in the period studied using second-order concepts, including changes and continuities, causes and consequences, and

Students will practice these question across the Spring term of Year 11, completing a mock examin Year 11.

There are numerous documentaries and podcasts w hich relate to the Nazi Party in the 1930s and 1940s. These will prove to be useful in reinforcing and developing students' know ledge and understanding.





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Year 11 Curriculum Overview: Hospitality & Catering



Topics/content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Autumn Term

Unit 2:

First Half Term: Mock Coursework based

on content covered in Year

Second Half Term:

W JEC Brief Unit 2 Coursework Unit 2: 2.1 - 2.4 H&C in action

The importance of nutrition; how cooking can impact on nutritional value; practical skills needed to prep, cook and present nutritional dishes and evaluation of those dishes.

Specific Keywords: batonnet, chiffonade, brunnoise, julienne, bain-marie, aeration, poaching, caramelising, sauteing, blanching; sustainability, ethical, moral, foodmiles, organic, free-range, demographics, halal, kosher. Low stakes Test (LST) on several areas

Teacher Assessment of practicals

Formative assessment: MOCK COURSEWORK

Resources stored in Showbie

Revision Knowledge organisers on showbie to complete

Encourage practice cooking of 2 coursework dishes with accompaniments at home within a 3 hr time frame

Spring Term

Unit 2: W JEC Brief Unit 2 Coursework - 60%

Unit 1: Revision

- 1.1.1 H&Cproviders
- 1.1.2 Working in the H&C industry
- 1.1.3 Working conditions
- 1.1.4 Factors for success

Unit 1: 1.1-1.3 H&C providers how they operate and health & safety

Working in the hospitality industry, the conditions and what contributes to the success of a catering provision. Laws about personal safety in catering and customer safety.

Specific keywords: Residential, non-residential; commercial, non-commercial: Risk, hazard, Control measures: A la carte, table d'hote, queridon, silver service; dress code, stock control, FIFO,; Legislation, COSHH, HASAWA, RIDDOR, MHOR, PPER, Personnel; Employer, Employee; Personal attributes; Michelin, AA Rosette.

Coursework - completed by Feb half term

Teacher Assessed 3 hour practical in Jan 2024 Part of coursework worth 60%

> MOCKS Exam past papers

Resources stored in Showbie

Revision Knowledge organisers on showbie to complete

Encourage practice cooking of 2 coursework dishes with accompaniments at home within a 3 hr time frame

Past exam papers to look through with mark scheme on Showbie

Summer Term

Unit 1: Revision + EXAM 40%

- 1.2.1 Front & back of house
- 1.2.2 Customer needs/expectations
- 1.2.3 H&C meeting those needs
- 1.3.1 Health & Safety
- 1.3.2 Food safety
- 1.4.1 Food related causes ill health
- 1.4.2 Symptoms
- 1.4.3 Prevention
- 1.4.4 EHO role & responsibilities

Unit 1: 1.4 Food safety in H&C industry Food related causes of ill health and symptoms of food poisoning and how to prevent it.

Specific keywords: Environmental health Officer, Magistrate; E-Coli, Salmonella, pathogen, microbes; Food Safety Act 1990, HACCP, premises,

provision, Coeliac, Lactose intolerant;

Exampast papers

Past papers with mark sheets should now be completed - can be worked through again at home - all on showbie



Autumn Term

Spring Term

Year 11 Curriculum Overview: Media Studies



Topics/ content outline:

Powerful Knowledge (key concepts, skills)

Media Language & Representation

Todorovian Narratology

Propp's Character Types

What will you be assessed on?

How can you help at home?

Media Language and Representation

- TV Crime Drama
- Luther
- The Sweeney

Industry and Audience

V Crime Drama

- Luther
- The Sweeney

NEA COURSEWORK 30% COMPLETE

Feminism Stereotypes

Industry & Audience

Intertextuality

Binary Opposition

- Reception Theory
- Uses and Gratification
- Cultural industries

Component 2: Understanding Media Forms and Products

Exam: 1 hour 30 minutes 30% of aualification

Section A:TV

- One question on either media language OR representation, which will be based on an extract from
- One question on media industries. audiences or media contexts.

- You could ensure students are using Mrs Fishers videos to make notes. LINK - to her YouTube page
- You can look at past exam papers and mark schemes
- LINK Past papers & Mark Schemes
- You can also use the exam boards resources -- LINK

Media Language and Representation Music Videos

- Duran Duran Rio
- Justin Bieber Intentions
- Lizzo Good ad Hell

Industry and Audience

Online + Participatory Culture

- Justin Bieber.com
- Lizzo.com
- Social Media

Media Language & Representation

- Star Power
- Propp's Character Types
- **Binary Opposition**
- Intertextuality
- Feminism
- Stereotypes

Industry & Audience

- Reception Theory
- Uses and Gratification
- Cultural industries

Component 2: Understanding Media Forms and Products

Exam: 1 hour 30 minutes 30% of qualification

Section B: Music

- One question on either media language OR representation (reference to relevant contexts may be required)
- One question on media industries, audiences or media contexts.

- You could ensure students are using Mrs Fishers videos to make notes.
 - LINK to her YouTube page
- You can look at past exam papers and mark schemes LINK – Past papers & Mark Schemes
- You can also use the exam boards resources -- LINK

REVISION Summer Term

The assessments will determine individual students need for revision.

By this point students should have individualised improvement areas to focus on. The work booklets for revision will be used to focus one which are of the framework they will need to be focusing on.

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Year 11 Curriculum Overview: MUSIC



Autumn Term 1. Set work analysis 2. Brief composition issued and fine-tuning Free composition (year 10) 1. Green pen MOCK

Powerful Knowledge (key concepts, skills)

Term 1.Studying the Rondo (mvt 3) from Mozart's Clarinet Concerto. Analysis techniques linked to MAD TI SHIRT.

Term 1: Exploration of the Brief composition.

A look at student examples from previous years and drafting a plan.

What will you be assessed on?

- Short answer knowledge checks –
 MO7ART
 - Exercises and tasks linked to composition techniques.
- Fine tuning year 10 linked to targets issued. Last opportunity to work on this before final submission to the exam board.
 Mock exams
- 5. SOLO PERFORMANCE FINAL EXAM

How can you help at home?

MOZART- students will be set regular homework to support retention and understanding. Please encourage your young musician to be organised here as this will pay off!

https://www.youtube.com/watch?v=dLoR1wM_ve_M

SOLO ASSESSMENT – GCSE CONCERT PERFORMANCE (date tbc)

Spring Term

1. Green pen MOCK exam and set targets

AoS3 and AoS4 - exploration

Term 1: Revision of Mozart and Little Shop of Horrors set texts. Dual coding/metacognition techniques as common practice in lessons to help embed powerful knowledge in these final weeks.

An exploration of Traditional and Modern
Classical Music for the unseen aural
components of the listening paper.
Continuation of Brief Composition addressing
personalised targets.

Knowledge checkpoints on all aspects of the course. Regular timed essays on the set works, which will take place during lessons in timed conditions.

BRIEF COMPOSITION FINAL HAND IN EASTER.

GROUP PERFORMANCE FINAL EXAM (March)

Regular testing of key vocab and features of all Areas of Study and the set works.

Encourage active listening at all times-TV themes/ the car radio- ask your young musician to describe musical details.

GROUP ASSESSMENT - SPRING CONCERT PERFORMANCE (date tbc)

Summer Term

1.NEA administration and paperwork
2. Revision and practising listening

Revision and practising listening- bringing it all together in the final few weeks.

Final examination and NEA marks

Regular testing of key vocab and features of all Areas of Study and the set works.



Year 11 Curriculum Overview: PE



Autumn Term 1. Badminton **School lessons** 2. Netball Basketball 4. Volleyball

Powerful Knowledge (key concepts, skills)

- 1. To use all previous knowledge to be able to participate at a recreational level
- To develop their ability to work with others in the group
- To be able to organise a tournament or competition
- To learn how to officiate.

What will you be assessed on?

Rewards will be given on Class Charts

- Personal Effort
- 2. Sportsmanship/working with
- Resilience/perseverance
- 4. Responsibility

How can you help at home?

Encourage Extra-curricular sport:

- 1. In school
- 2. In the Community
- 3. Encourage regular exercise
- 4. A healthy diet and lifestyle

Spring Term School Lesson 1. Circuit Training: Boxercise, Step, Pilates, Yoga

Topics/ content outline:

Continuous **Training**

- To know and understand the importance of a healthy work/life balance
- 2. To introduce different types of fitness
- 3. To challenge themselves to achieve PRIDE

Rewards will be given on Class Charts

- Personal Effort
- Sportsmanship/working with others
- Resilience/perseverance
- 4. Responsibility

Encourage Extra-curricular sport:

- In school
- 2. In the Community
- Encourage regular exercise
- 4. A healthy diet and lifestyle

Year 11 **Options Programme**

13.33 x 7.50 in

- 1. School Activities
- 2. Football
- 3. Sauash
- 4. ILTSC Gvm
- 5. Body Pump (ILTSC)
- Nuffield gym
- 7. Ten Pin Bowling
- 8. Climbing (Clip 'n' climb)
- 1. To develop a positive approach to their recreation time
- 2. To introduce different ways to use their recreation time
- 3. To introduce the students to opportunities in the community
- 4. To develop a good understanding of work/life balance

Rewards will be given on Class Charts

- Personal Effort
- 2. Sportsmanship/working with others
- 3. Resilience/perseverance
- 4. Responsibility

Encourage extra-curricular sport:

- 1. In school
- 2. In the Community
- Encourage regular exercise
- 4. A healthy diet and lifestyle



Year 11 Curriculum Overview: GCSE PE Paper 1



What will you be assessed on? How can you help at home? Topics/ content outline: Powerful Knowledge (key concepts, skills) Recap on Cardiovascular System Identifying key terms relating to the Cardiovascular system Demonstrate knowledge and understanding of the Support students accessing subject resources on 2. Key functions and component parts of the Cardiovascular factors that underpin performance and involvement in HR, SV, CO and Interpreting Data Encourage students to actively participate in their physical activity and sport. Cardiovascular Revision and Explaining key processes as part of the cardiovascular and Apply knowledge and understanding of the factors that three practical sports and/or attend school extra-**Autumn Term** Exam Technique underpin performance and involvement in physical curricular respiratory systems. Respiratory System Identifying aerobic and anaerobic exercises Check ClassCharts Aerobic and Anaerobic Exercise Support in completion of homework and revision Identifying the short and long term effects of exercise on the Analyse and evaluate the factors that underpin Effects of Exercise performance and involvement in physical activity and Developing and evaluating exam technique. sport. Identifying the 5 methods of reducing the risk of injury and Demonstrate knowledge and understanding of the Prevention of Injury Support students accessing subject resources on factors that underpin performance and involvement in providing examples. Components of Fitness (revision) Revision strategies and techniques for the components of physical activity and sport. Principles of Training (revision) Encourage students to actively participate in their fitness, priinciples of training, methods of training, and the Apply knowledge and understanding of the factors that Methods of Training (revision) three practical sports and/or attend school extraunderpin performance and involvement in physical main body systems. curricular. Skeletal System (revision) Exam technique, understanding and developing application activity and sport. Check ClassCharts Muscular System (revision) in answering exam questions. Analyse and evaluate the factors that underpin Support in completion of homework and revision Levers, Planes and Axis (revision) Application of knowledge to sporting examples. performance and involvement in physical activity and Cardiovascular System (revision) Recall and retention of key terms for each topic area. **Spring Term** Respiratory System (revision) **Summer Term**



Year 11 Curriculum Overview: GCSE PE Paper 2



Autumn Term

Topics/ content outline:

Sports Psychology Mental preparation Types of guidance Types of feedback

Powerful Knowledge (key concepts, skills)

- Know mental preparation techniques and be able to apply practical examples to their use: • imagery • mental rehearsal
 • selective attention • positive thinking.
- Understand types of guidance, their advantages and disadvantages, and be able to apply practical examples to their use: • visual • verbal • manual • mechanical.
- Understand types of feedback and be able to apply practical examples to their use: • intrinsic • extrinsic • knowledge of performance • knowledge of results • positive • negative.

What will you be assessed on?

Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.

How can you help at home?

- Support students accessing subject resources on Showbie
- Encourage students to actively participate in their three practical sports and/or attend school extracurricular.
- Check ClassCharts
- · Support in completion of homework and revision

Health, fitness and well-being
Diet and nutrition
Physical activity and sport in the UK
Participation in physical activity and sport

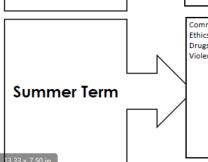
- know what is meant by health, fitness and well-being understand the different health benefits of physical activity and consequences of a sedentary lifestyle: know the definition of a balanced diet
- know the components of a balanced diet carbohydrates proteins fats minerals vitamins fibre water and hydration understand the effect of diet and hydration on energy use in physical activity be able to apply practical examples from physical activity and sport to diet and hydration.
- Be familiar with current trends in participation in physical activity and sport:
- Understand how different factors can affect participation,

Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.

- Support students accessing subject resources on Showbie.
- Encourage students to actively participate in their three practical sports and/or attend school extracurricular.
- Check ClassCharts
- Support in completion of homework and revision



Spring Term

Commercialisation of sport Ethics in sport Drugs in sport Violence in sport

- understand the influence of the media on the commercialisation of physical activity and sport: know the meaning of commercialisation, including sport, sponsorship and the media (the golden triangle): understand the influence of sponsorship on the commercialisation of physical activity and sport: be able to apply practical examples to the issue of sponsorship.
- know and understand: the value of sportsmanship the reasons for gamesmanship and deviance in sport. • be able to apply practical examples to these concepts.
- know and understand the reasons why sports performers use drugs

Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.

- Support students accessing subject resources on Showbie.
- Encourage students to actively participate in their three practical sports and/or attend school extracurricular.
- Check ClassCharts
- Support in completion of homework and revision



Year 11 Curriculum Overview: BTEC Performing Arts



Topics/ content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Autumn Term Component 2: Developing Skills and Techniques in the performing arts <u>real</u> <u>performance exam and</u> <u>coursework (30%)</u> Group Work Skills: listening, communicating, negotiating, discussing & supporting.

Script Interpretation Skills: who, what, where, when &

why understanding context, subtext...

Working clearly in chosen Style(s): using Acting Skills,
Dramatic Techniques & Design Skills appropriate to
the Style(s).

Applying chosen Practitioner Methodologies Writing detailed: targets for Task 1 and Task 3 – ability to set, monitor and evaluate your targets.

- Your Group Work Skills.
- Your ability to apply a range of acting skills, dramatic techniques, spatial skills and design elements to work clearly in the given
- Your ability to write detailed targets, individual to your practice. Your ability to continually reflect upon how you are progressing with these targets, evaluating your rehearsals and final performance work.
- Read in cues to help them learn lines.
- Read through the play with them and help them understand the emotional journey of the character.
- Read through and discuss how they are meeting their targets.

Spring Term

Component 3: Responding to a brief <u>real performance and</u> <u>exam logs in timed</u> <u>conditions</u> (40%)

Creating a final devised performance based on the January exam brief. Group Work Skills: listening, communicating, negotiating, discussing & supporting. Interpretation skills: considering the target audience, intentions and purpose of the performance. Working clearly in Style of the script: using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style.

Applying appropriate Practitioner Methodologies.

Applying appropriate Practitioner Methodologies. Writing detailed: descriptions about how your ideas and skills have developed throughout the devising process. Evaluating key acting and design choices you made.

- Your Group Work Skills.
- Your ability to interpret and achieve the requirements that are on the exam brief.
- Your ability to apply a range of acting skills, dramatic techniques , spatial skills and
- design elements to work clearly in the given Style(s).
- The final Ideas, Skills and Evaluation logs (800 words each). Your ability to describe your ideas and skills and how they developed throughout the devising process. Evaluating key acting and design choices you made.
- Talk through the concept for the devised performance.
- Read through the ideas, skills and evaluation log feedback and help them address the feedback by writing practice paragraphs/responses.
- Watch and give feedback on performance work.

The course will be finished by the end of Term 2



Year 11 Curriculum Overview: PHOTOGRAPHY



Topics/ content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Autumn Term

Mock exam project -Thematic project selected by students from range of starting points
Mock exam practical sessions

Researching and responding independently to direct own learning within a given framework.

Working to the assessment objectives

Technical camera and editing skills

Annotation, evaluation and presentation

Analysis of images

Idea development

Reflecting and refining Realisation of ideas

Presentation

Preparing for exam sessions and working independently under exam conditions

AO1: Research, analysis, responding practically to the work of other artists and photographers

AO2: Edits and experimental work developing ideas

AO3: Planning and research photography

AO4: Realisation of final piece and the project journey

Supporting students with resources for photography shoots, organisation and visits to locations to take photos if required or posing/modelling for photos.

Visits to relevant exhibitions and galleries,

Impressions gallery Bradford is particularly relevant as it has a photography focus. Encouraging your young person to watch relevant TV programmes or Podcastse.g. Sky Arts Masters of Photography

Proofreading written work to help pick up SPAG errors

Spring Term

Completion and submission of coursework portfolio (60% of GCSE grade)

Begin Externally Set Assignment: Practical project set by the exam board. Students select and respond to one of seven starting points set by AQA (40% of GCSE grade) Researching and responding independently to direct own learning within a given framework.

Working to the assessment objectives Technical camera and editing skills

Annotation, evaluation and presentation

Analysis of images

Idea development

Reflecting and refining

Realisation of ideas

Presentation

Coursework Portfolio

AO1: Research, analysis, responding practically to the work of other artists and photographers

AO2: Edits and experimental work developing

AO3: Planning and research photography

AO4: Realisation of final piece and the project journey

Supporting students with resources for photography shoots, organisation and visits to locations to take photos if required or posing/modelling for photos.

Proofreading written work to help pick up SPAG errors

Encouraging students to research future study and careers options

Summer Term

Completion of Externally Set Assignment: Practical exam sessions (40% of GCSE grade)

Preparing for exam sessions and working independently under exam conditions

Externally Set Assignment

AO1: Research, analysis, responding practically to the work of other artists and photographers

AO2: Edits and experimental work developing

AO3: Planning and research photography

AO4: Realisation of final piece and the project journey

Supporting students with resources for photography shoots, organisation and visits to locations to take photos if required or posing/modelling for photos.

Proofreading written work to help pick up SPAG

Supporting emotionally and physically during the run-up to exam sessions



Year 11 Curriculum Overview: Physics (Combined Science – Trilogy)



Topics/ content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Energy (continued from Y10) Forces & Elasticity (aka Forces, **Autumn Term** Bending & Stretching) Y11 Electricity (Mains electricity) Energy stores, the transfer of energy between stores and the conservation of energy.

Work done & power.

Efficiency.

Energy resources - pros/cons of different resources

Elastic & inelastic behaviour. The spring constant. Hooke's

Alternating/direct current/PD. Mains PD, frequency & max current. Safety features – earthing & fuses Transformers used to maximise transmission efficiency

Y9 topics "Motion", "Waves", "Electromagnetic Waves", & "Y9 Electricity" Y10 topics "Forces & Motion", "Atomic Structure & Radioactivity", "Energy", "Forces & Elasticity" & "Y11 Electricity"

The most up-to-date listings re. what's on the tests will be on Showbie "Physics ALL Y11"

Question students to test their recall of the Knowledge Organisers ("KOs" or Checklists

- Encourage students to turn KOs into fact cards
- Encourage students to use fact cards properly
- Encourage students to use the practice topic questions, or work on them together
- Encourage students to follow the links to Bitesize or Free GCSE Science lessons & show them how to use them effectively ea turning content into a visual representation, pausing & rewinding where necessary.

Links, topic questions etc are available in the Showbie class "Physics ALL Y10".

Electromagnetism **Spring Term** Particle model of matter

Induced & permanent magnets

Magnetic fields around bar magnets, conducting wires and solenoids

The motor effect & F = Bit

Density. Measuring density.

The nature of solids, liquids and gases – a particle model. Specific heat capacity & specific latent heat. Internal energy.

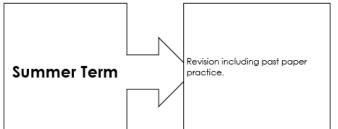
Y10 topics "Forces & Motion", "Energy" Y11 topics "Forces & Elasticity" & "Electromagnetism"

The most up-to-date listings re. what's on the tests will be on Showbie "Physics ALL Y11"

Question students to test their recall of the Knowledge Organisers ("KOs" or Checklists

- Encourage students to turn KOs into fact cards
- Encourage students to use fact cards properly
- Encourage students to use the practice topic questions, or work on them together
- Encourage students to follow the links to Bitesize or Free GCSE Science lessons & show them how to use them effectively eq turning content into a visual representation, pausing & rewinding where necessary.

Links, topic questions etc are available in the Showbie class "Physics ALL Y10".



Everything!

Assessment could cover any topic & will depend on strengths/weaknesses identified in revision

Question students to test their recall of the Knowledge Organisers ("KOs" or Checklists

- Encourage students to turn KOs into fact cards
- Encourage students to use fact cards properly
- Encourage students to use the practice topic questions, or work on them together
- Encourage students to follow the links to Bitesize or Free GCSE Science lessons & show them how to use them effectively ea turning content into a visual representation, pausing & rewinding where necessary.

Links, topic questions etc are available in the Showbie class "Physics ALL Y10".



Year 11 Curriculum Overview: Physics (Separate Science)



Topics/ content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Energy (continued from Y10)

Forces & Elasticity (aka Forces, Bending & Stretching)

Y11 Electricity (Mains electricity)

Forces & Pressure

Static Electricity

Energy stores, the transfer of energy between stores and the conservation of energy.

Work done & power. Efficiency.

Energy resources - pros/cons of different resources Elastic & inelastic behaviour. The spring constant. Hooke's

Alternating/direct current/PD.

Mains PD, frequency & max current,

Safety features – earthing & fuses

Transformers used to maximise transmission efficiency Pressure at depth in a fluid. Atmospheric pressure, Upthrust. Electric fields & charges.

Y9 topics "Motion", "Waves", "Electromagnetic Waves", & "Y9 Electricity" Y10 topics "Forces & Motion", "Atomic Structure

& Radioactivity", "Energy", "Forces & Elasticity" & "Y11 Electricity", "Forces & Pressure" & "Static Electricity"

The most up-to-date listings re. what's on the tests will be on Showbie "Physics ALL Y11"

Question students to test their recall of the

- Knowledge Organisers ("KOs" or Checklists
- Encourage students to turn KOs into fact cards
- Encourage students to use fact cards properly
- Encourage students to use the practice topic questions, or work on them together
- Encourage students to follow the links to Bitesize or Free GCSE Science lessons & show them how to use them effectively eg turning content into a visual representation, pausing & rewinding where necessary.

Links, topic questions etc are available in the Showbie class "Physics ALL Y11".

Spring Term

Autumn Term

Electromagnetism

Particle model of matter

Generators & Transformers

Particles & Pressure

Induced & permanent magnets

Magnetic fields ground bar magnets, conducting wires and solenoids

The motor effect & F = Bit

Density. Measuring density.

The nature of solids, liquids and gases – a particle model. Specific heat capacity & specific latent heat.

Internal energy

Electromagnetic induction: microphones, transformers and generators

Pressure in gasses, pV=constant

Y10 topics "Forces & Motion", "Energy" Y11 topics "Forces & Elasticity", "Electromagnetism", "Generators & Transformers" & "Particles & Pressure".

The most up-to-date listings re, what's on the tests will be on Showbie "Physics ALL Y11"

Question students to test their recall of the Knowledge Organisers ("KOs" or Checklists

- Encourage students to turn KOs into fact cards
- Encourage students to use fact cards properly
- Encourage students to use the practice topic questions, or work on them together
- Encourage students to follow the links to Bitesize or Free GCSE Science lessons & show them how to use them effectively ea turning content into a visual representation, pausing & rewinding where necessary.

Links, topic questions etc are available in the Showbie class "Physics ALL Y11".

Summer Term

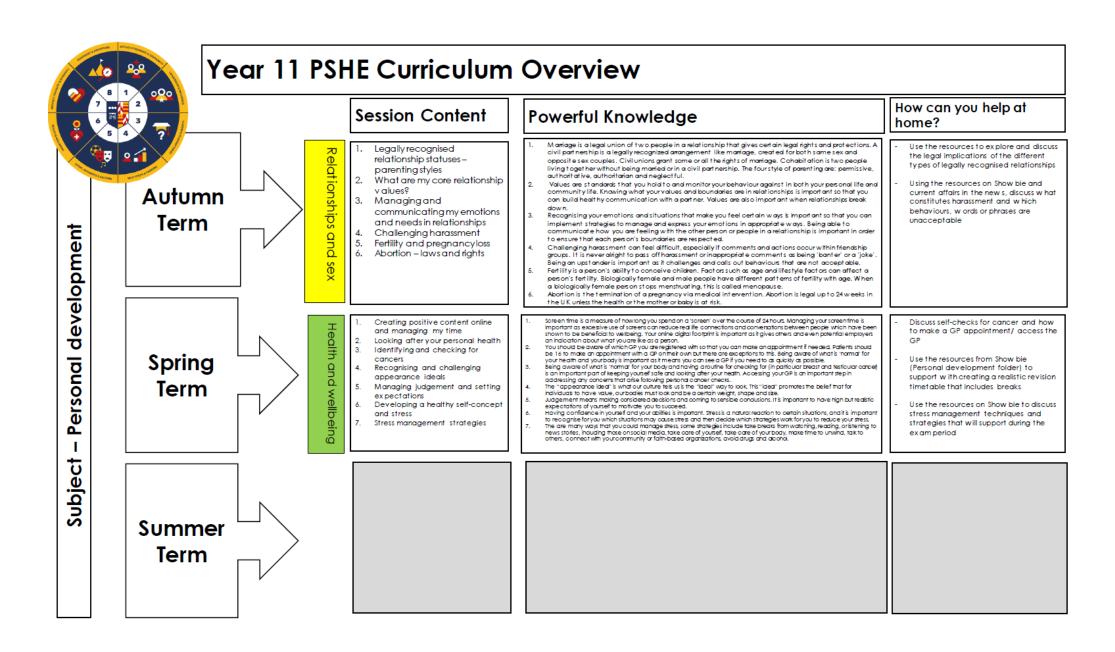
Revision including past paper practice.

Everything

Assessment could cover any topic & will depend on strengths/weaknesses identified in revision work.

- Question students to test their recall of the Knowledge Organisers ("KOs" or Checklists
- Encourage students to turn KOs into fact cards
- Encourage students to use fact cards properly
- Encourage students to use the practice topic questions, or work on them together
- Encourage students to follow the links to Bitesize or Free GCSE Science lessons & show them how to use them effectively eq turning content into a visual representation, pausing & rewinding where necessary.

Links, topic questions etc are available in the Showbie class "Physics ALL Y11".





Year 11 Curriculum Overview: SPANISH



Topics/content outline: Powerful Knowledge (key concepts, skills) What will you be assessed on? How can you help at home? ☐ Grammar test (3 tenses) in Complex opinions and justifications Join teacher Showbie group and 1. Intro to jobs **WOW phrases** G8RYQ folder September 2.Advantages/disadvantages of Keep an eye on ClassCharts for all Lo bueno/lo malo ■ Weekly vocab tests homework and assessment Recap on the near future, simple future ☐ Weekly exam skills revision 3. Reading skills information and preterite. Re-cap of the imperfect for **Autumn Term** 4. Future plans (revision of near (listening and reading) Support with student organisation giving opinions future / introduction of simple Support with guiding revision tasks set Preparing for the writing and speaking November mocks (listening, (flashcards, mind maps, quizzing) future exam 5. Writing skills reading and writing) Work through speaking questions DIRT 6. Work experience together. Speaking with the Spanish assistant 1.Free time pack Re-cap of lo bueno/lo malo Speaking mock (Jan) 2.Describing your town Re-cap of desde hace ■ Weekly vocab tests 3.Opinion of town Translation skills (both ways) > As above. Particularly look 4.Photo-card/role-playskills 150-word skills ■ Weekly exam skills revision 5.What you did in your town Re-cap of preterite, near future, conditional, imperfect out for March tracking (listening and reading) Spring Term recently Modal verbs 90 words/150 words writing information and Mock 6.Recommendations for your town Giving recommendations challenge 7. Where you want to live in the ✓ How to use revision folder G8RYQ Speaking 2 future Speaking mock (March) 8. Idealhouse/town ✓ Speaking with the Spanish assistant ✓ Developing reading and listening skills As above. Particularly look 1. Healthy Living pack √ How to revise ☐ Real speaking exam out for revision resource Social issues ✓ DIRT on past papers Environment early May material on Teams/Revision Speaking practice √ Tense revision **Summer Term** for GCSE Spanish Showbie Reading/listening practice Listening, reading and ✓ Recorded revision sessions for each skill G8RYQ writing papers (May)