



ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST ACADEMY

## YEAR 11: IGS CURRICULUM OVERVIEW

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



PRIDE



RESPECT



COURAGE



RESPONSIBILITY



KINDNESS



RESILIENCE

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## Year 11 Curriculum Overview: ART



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	Coursework 1. Final major project - completion	The 6 Stages of a GCSE project continued. 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 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.	<ul style="list-style-type: none"> <li>Provide a large, well-lit space for art homework (this is set weekly).</li> <li>Encourage attendance to after school or lunchtime art clubs (this is an excellent way for your child to keep on top of deadlines).</li> <li>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.</li> </ul>
<b>Spring Term</b>	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
<b>Summer Term</b>	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?
<b>Autumn Term</b>	<p>2.1 Growing the business</p> <p>2.2 Making marketing decisions</p>	<p>Business growth</p> <p>Changes in business aims and objectives</p> <p>Business and globalisation</p> <p>Ethics, the environment and business</p> <p>Product</p> <p>Price</p> <p>Promotion</p> <p>Place</p> <p>Marketing mix</p>	<p>End of unit test</p> <p>2.1 Growing the business</p> <p>Year 11 mock.</p> <p>All of theme 1 – paper 1</p> <p>2.1 &amp; 2.2 – paper 2</p>	<ul style="list-style-type: none"> <li>Encourage students to read and stay up-to-date with business in the real world</li> <li>Help students revise for the end of unit tests</li> <li>Check showbie to identify key resources that can help to further understanding – such as knowledge checkers, revision strategies and key questions</li> <li>Use showbie to access past papers</li> </ul>
<b>Spring Term</b>	<p>2.3 Making operational decisions</p> <p>2.4 Making financial decisions</p> <p>2.5 Making human resource decisions</p>	<p>Business operations</p> <p>Working with suppliers</p> <p>Managing quality</p> <p>The sales process</p> <p>Business calculations</p> <p>Business performance</p> <p>Organisational structures</p> <p>Effective recruitment</p> <p>Training and development</p>	<p>End of unit test</p> <p>2.3 Making operational decisions</p> <p>2.4 Making financial decisions</p>	<ul style="list-style-type: none"> <li>Encourage students to read and stay up-to-date with business in the real world</li> <li>Help students revise for the end of unit tests</li> <li>Check showbie to identify key resources that can help to further understanding – such as knowledge checkers, revision strategies and key questions</li> </ul>
<b>Summer Term</b>	<p>2.5 Making human resource decisions</p>	<p>Motivation</p> <p>Exam preparation</p>	<p>End of unit test</p> <p>2.5 Making human resource decisions</p> <p>GCSE exam</p>	<ul style="list-style-type: none"> <li>Encourage students to read and stay up-to-date with business in the real world</li> <li>Help students revise for the end of unit tests</li> <li>Check showbie to identify key resources that can help to further understanding – such as knowledge checkers, revision strategies and key questions</li> <li>Use showbie to access past papers</li> </ul>



## 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	<p><b>Component 2:</b> Developing Skills and Techniques in the performing arts. Finishing <b>coursework</b> (30%)</p> <p><b>Component 3:</b> Responding to a Brief</p> <p>Creating a <b>mock</b> devised performance based on a previous exam brief and writing the logs.</p>	<p>Group Work Skills: listening, communicating, negotiating, discussing &amp; supporting. <u>Script Interpretation Skills</u>: who, what, where, when &amp; why understanding context, subtext... <u>Working clearly in chosen Style(s)</u>: using Acting Skills, Dramatic Techniques &amp; Design Skills appropriate to the Style(s). <u>Applying chosen Practitioner Methodologies</u> <u>Writing detailed</u>: targets for Task 1 and Task 3 – ability to set, monitor and evaluate your targets.</p>	<p><b>Component 2:</b></p> <ul style="list-style-type: none"> <li>- Your ability to apply a range of acting or musical skills, dramatic techniques, spatial skills and design elements, working clearly in the given style(s).</li> <li>- 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.</li> </ul> <p><b>Component 3:</b></p> <ul style="list-style-type: none"> <li>- Your Group Work Skills.</li> <li>- Your ability to interpret and achieve the requirements that are on the exam brief.</li> <li>- Your ability to apply a range of acting skills, dramatic techniques, spatial skills and design elements to work clearly in the given style(s).</li> <li>- Your ability to describe your ideas and skills and how they developed throughout the devising process. Evaluating key acting and design choices you made.</li> </ul>	<p><b>Component 2:</b></p> <ul style="list-style-type: none"> <li>- Read through and discuss how they have met their targets.</li> <li>- Discuss their final performance and their strengths and areas for improvements.</li> </ul> <p><b>Component 3:</b></p> <ul style="list-style-type: none"> <li>- Talk through the concept for the devised performance.</li> <li>- Read through Ideas, Skills and Evaluation Log exemplars and make a checklist of what they need to include in their logs.</li> </ul>
Spring Term	<p><b>Component 3:</b> Responding to a brief <b>real performance and exam logs in timed conditions</b> (40%)</p> <p>Creating a final devised performance based on the January exam brief.</p>	<p>Group Work Skills: listening, communicating, negotiating, discussing &amp; supporting. <u>Interpretation skills</u>: considering the target audience, intentions and purpose of the performance. <u>Working clearly in the Style of the script</u>: using Acting Skills, Dramatic Techniques &amp; Design Skills appropriate to the Style. <u>Applying appropriate Practitioner Methodologies</u>. <u>Writing detailed</u>: descriptions about how your ideas and skills have developed throughout the devising process. Evaluating key acting and design choices you made.</p>	<ul style="list-style-type: none"> <li>- Your Group Work Skills.</li> <li>- Your ability to interpret and achieve the requirements that are on the exam brief.</li> <li>- Your ability to apply a range of acting skills, dramatic techniques, spatial skills and design elements to work clearly in the given style(s).</li> <li>- 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.</li> </ul>	<ul style="list-style-type: none"> <li>- Talk through the concept for the devised performance.</li> <li>- Read through the ideas, skills and evaluation log feedback and help them address the feedback by writing practice paragraphs/responses.</li> <li>- Watch and give feedback on performance work.</li> </ul>

The course will be finished by the end of Term 2



## Year 11 Curriculum Overview: CHEMISTRY



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Organic Chemistry	Crude oil – mixture of hydrocarbons, Fractional distillation and cracking Incomplete and complete combustion Structure of Alkenes, alcohols, carboxylic acid and polymer plus their reactions (Sep only)	Organic Chemistry & Atmosphere  Acids and Bases	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
	Atmosphere	Interpret evidence and evaluate different theories about the Earth's early atmosphere ,Development of the gases in the atmosphere Greenhouse effect and climate change		
	Acids & bases	Difference between an alkali and base Production of soluble and insoluble salts Strong and weak acids (HT only) Titrations ( Sep only)		
Spring Term	Electrolysis	Electrolysis of molten ionic substances – link to structure and bonding in terms of ions Manufacture of aluminium Electrolysis of aqueous solutions	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
	Calculations	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)		
Summer Term	Revision	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.





Subject – Personal development

## Citizenship Module

## Finance Module

# Year 11 Citizenship Curriculum Overview

## Session Content

### Citizenship module

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

### Finance module

1. Savings, insurance and pensions.
2. Independent financial planning

## Powerful Knowledge

1. 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.

1. 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.

## 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

- 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



### Autumn Term

#### Topics/ content outline:

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)

#### Powerful Knowledge (key concepts, skills)

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.

#### What will you be assessed on?

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

#### How can you help at home?

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 Domain 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.

### Summer Term

1. System Security
  2. Network Threats
  3. Preventing vulnerabilities
  4. 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.

RESPECT  
COURAGE  
RESPONSIBILITY  
KINDNESS  
RESILIENCE

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## Year 11 Curriculum Overview: Design & Technology; Food Technology



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	<ol style="list-style-type: none"> <li>1.NEA 1 Task introduced</li> <li>2.Research task/write up</li> <li>3.Research Analysis / Hypothesis</li> <li>4.Investigation 1 / write up</li> <li>5.Investigation 2 / write up</li> <li>6.Investigation 3 write up</li> <li>7.Analysis and Evaluation</li> <li>8.Hand in</li> <li>9.START NEA2 / introduction</li> <li>10.Task Analysis</li> <li>11. Research/ Research Analysis</li> <li>12.Selecting dishes</li> <li>13.Demonstrating Technical skills</li> <li>14.Practical 1 / write up</li> </ol>	<p><b>NEA 1</b></p> <p>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.</p> <p><b>Key words:</b> Research, Hypothesis, Experiment, Investigation, data, conclusions, the report</p>	<p>NEA1 – 15% of the overall grade – completed by November</p> <p>NEA2 – 35% of the overall grade – start in November and complete by Easter</p>	<p>Encouraging pupils to complete the coursework tasks in a timely manner.</p> <p>Remind pupils that all resources, exemplars and guidance can be found in Showbie.</p> <p>Remind pupils that all work should be completed within their Teams PowerPoint portfolio in their private channel.</p> <p>Both of these are accessible on their iPad or through any web browser</p>
<b>Spring Term</b>	<ol style="list-style-type: none"> <li>1.Practical 2 / write up</li> <li>2.Practical 3 / write up</li> <li>3.Write up</li> <li>4.Planning for the final practical</li> <li>5.Writing time plan</li> <li>6.Writing Time plan</li> <li>7.3 hour final practical</li> <li>8.Evaluation/ costings/Nutritional Analysis</li> <li>9.Hand in NEA2</li> <li>10.</li> </ol>	<p><b>NEA2</b></p> <p>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.</p> <p><b>Key words:</b> Research, Task Analysis, skills, presentation Nutrition Analysis, Costings, Time Plan, Evaluation</p>	<p>NEA2 – 35% of the overall grade – completed by Easter</p>	<p>Encouraging pupils to complete the coursework tasks in a timely manner.</p> <p>Remind pupils that all resources, exemplars and guidance can be found in Showbie.</p> <p>Remind pupils that all work should be completed within their Teams PowerPoint portfolio in their private channel.</p> <p>Both of these are accessible on their iPad or through any web browser</p>
<b>Summer Term</b>	<ol style="list-style-type: none"> <li>1.REVISION</li> <li>2.REVISION</li> <li>3.REVISION</li> <li>4.REVISION</li> <li>5.REVISION</li> <li>6.REVISION</li> </ol>	<p>Structured revision using revision guide Practice exam questions Practice multiple choice questions</p>	<p>Final Examination 50% of the overall grade</p>	<p>Supporting and encouraging revision for final exam.</p>





# Year 11

## Curriculum Overview: Digital Information Technology



**Autumn Term**

**Spring Term**

**Summer Term**

Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
1. Characteristics of data & information? 2. Text, Numbers, Tables 3. Graphs, charts & infographics 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	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 9. External Threats 10. Internal Threats	Network availability and access Network 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
1. 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?
<b>Autumn Term</b>	1. Final Devising Logs. 2. Live Theatre Review 3. Set Text: Blood Brothers work	<u>Group Work Skills:</u> listening, communicating, negotiating, discussing & supporting. <u>Script Interpretation Skills:</u> who, what, where, when & why understanding context, subtext... <u>Working clearly in chosen Style(s):</u> using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style(s). <u>Applying chosen Practitioner Methodologies</u> <u>Writing detailed:</u> descriptions, analyses & evaluations of your process, research, ideas and final devised performance and of the use of design and acting skills used on Set Text extracts & in Live Theatre.	- <b>Your Group Work Skills</b> - <b>Your ability to apply a range of acting skills, dramatic techniques, spatial skills and design elements to work clearly in the given Style(s).</b> - <b>Your ability to write detailed descriptions, analyses &amp; evaluations.</b> - Drafts of Devising Logs 1, 2 & 3. - Section B Set Text Question responses. - Section C Live Theatre Question responses. - Writing Devised Performance Intentions.	- 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 and meet deadlines. - Talking through the concept for the Devised performance. - Discussing live theatre seen.
<b>Spring Term</b>	5. Text in Performance work and Exam 6. Set Text: Blood Brothers work.	<u>Group Work Skills:</u> listening, communicating, negotiating, discussing & supporting. <u>Script Interpretation Skills:</u> who, what, where, when & why understanding context, subtext... <u>Working clearly in Style of the script:</u> using Acting Skills, Dramatic Techniques & Design Skills appropriate to the Style. <u>Applying appropriate Practitioner Methodologies.</u> <u>Writing detailed:</u> descriptions, analyses & evaluations of your use of design and acting skills used on Set Text extracts & seen in Live Theatre.	- <b>Your Group Work Skills</b> - <b>Your understanding of how to interpret script as both as performer and a designer.</b> - <b>Your ability to apply a range of acting skills, dramatic techniques, spatial skills and design elements to work clearly in the given Style(s).</b> - <b>Your ability to write detailed descriptions, analyses &amp; evaluations.</b> - 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 teacher feedback and meet deadlines. - Watch and give feedback on performance work. - Read in cues to help them learn lines.
<b>Summer Term</b>	7. Final revision for all elements of the written exam	<u>Script Interpretation Skills:</u> who, what, where, when & why understanding context, subtext... <u>Writing detailed:</u> descriptions, analyses & evaluations of your use of design and acting skills used on Set Text extracts & seen in Live Theatre.	- <b>Your understanding of how to interpret script as both as performer and a designer.</b> - <b>Your ability to write detailed descriptions, analyses &amp; evaluations.</b> - 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 targets to address. - Quizzing on Theatre Roles & Responsibilities and terminology.



## Year 11 Curriculum Overview: English Language and Literature



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	<ul style="list-style-type: none"> <li>• <u>'The duality of man'</u>: the study of 'Jekyll and Hyde'</li> <li>• Focused teaching of Language Paper 2: 4 reading questions on two non-fiction texts and 1 written task on writing from a point of view.</li> </ul>	<ul style="list-style-type: none"> <li>• Good versus evil</li> <li>• Human nature</li> <li>• Repression</li> <li>• Crime and Punishment                             <ul style="list-style-type: none"> <li>• Gothic horror</li> <li>• Reputation</li> <li>• Gender</li> </ul> </li> <li>• Darwinism and evolution</li> <li>• Scientific development                             <ul style="list-style-type: none"> <li>• Duality</li> <li>• Deception</li> <li>• Violence</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• A Language Paper 2 run through (4 reading questions, 1 writing)</li> <li>• Mock exams: Language Paper 2, Literature Paper 1 (Jekyll and Hyde, Macbeth)</li> </ul>	<ul style="list-style-type: none"> <li>• Completing extra Language Paper 2 past papers – available on the AQA website.</li> <li>• Re-reading Jekyll and Hyde at home.</li> <li>• Using revision guides/ online videos to reinforce key ideas in the novel.</li> <li>• The Study Skills Showbie group has a wealth of resources to support home learning and revision – it contains quotation banks, knowledge organisers, example questions and model answers.</li> </ul>
<b>Spring Term</b>	<ul style="list-style-type: none"> <li>• <u>'Identity and Experience'</u>: the study of a cluster of poems connected to the idea of identity.</li> <li>• Unseen poetry unit – centred on the theme of identity.</li> <li>• 'Consolidation' phase: students revisit prior elements of the course to prepare for GCSE examinations</li> </ul>	<ul style="list-style-type: none"> <li>• Identity</li> <li>• Conflict</li> <li>• Control</li> <li>• Power</li> <li>• Change</li> <li>• Experience</li> <li>• Nationhood</li> <li>• Patriotism</li> <li>• Isolation</li> <li>• The effects of war</li> <li>• The power of the imagination</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• A second mock series examining Language Paper 2 and Literature Paper 2 (Modern text, Power and conflict poetry, unseen poetry)</li> </ul>	<ul style="list-style-type: none"> <li>• Completing extra Language Paper 1 and 2 past papers – available on the AQA website.</li> <li>• Re-reading your modern text, Macbeth, the poems and Jekyll and Hyde at home.</li> <li>• Using revision guides/ online videos to reinforce key ideas in your texts.</li> <li>• The Study Skills Showbie group has a wealth of resources to support home learning and revision – it contains quotation banks, knowledge organisers, example questions and model answers.</li> </ul>
<b>Summer Term</b>	<ul style="list-style-type: none"> <li>• 'Consolidation' phase: students revisit prior elements of the course to prepare for GCSE examinations</li> </ul>	All of the above	GCSE examinations	<ul style="list-style-type: none"> <li>• Completing extra Language Paper 1 and 2 past papers – available on the AQA website.</li> <li>• Re-reading Jekyll and Hyde at home.</li> <li>• Using revision guides/ online videos to reinforce key ideas.</li> <li>• The Study Skills Showbie group has a wealth of resources to support home learning and revision – it contains quotation banks, knowledge organisers, example questions and model answers.</li> </ul>



## 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?
<b>Autumn Term</b>	<b>R38- Principles of Engineering Design</b> 1. Methods of evaluating designs <ul style="list-style-type: none"> <li>• Production of models</li> <li>• Qualitative evaluation</li> <li>• Ranking Matrices</li> <li>• Quality function deployment</li> </ul> <b>R40 Modelling Design ideas</b> 2. Product analysis 3. Product disassembly	<b>R38- Principles of Engineering Design</b> Learn how design ideas can be evaluated and improved as part of the iterative process. <b>R040-Non-Exam Assessment (NEA)</b> 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 Y10.  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
<b>Spring Term</b>	<b>R38- Principles of Engineering Design</b> 1. Criteria included in an engineering design specification 2. How manufacturing considerations affect design 3. Wider influences on engineered product design <b>R40 Modelling Design ideas</b> 4. Physical modelling <ul style="list-style-type: none"> <li>• Production planning</li> <li>• Risk assessments</li> </ul>	<b>R38- Principles of Engineering Design</b> 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. <b>R040-Non-Exam Assessment (NEA)</b> 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 On-shape (3D CAD) on their i-pad to help with the NEA tasks.  Encourage revision using the resources on Showbie for the low stake tests
<b>Summer Term</b>	<b>R38- Principles of Engineering Design</b> Recap and revise of: 1. Design Processes 2. Design Requirements 3. Communicating Design outcomes 4. Evaluating Design ideas	<b>R38- Principles of Engineering Design</b> To recap and review all of the four topic areas in 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



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)		What will you be assessed on?	How can you help at home?
Autumn Term	1. Buddhist beliefs and teachings 2. Buddhist practices	1. Birth and life of Siddhartha 2. Buddhas ascetic life 3. Enlightenment 4. Dharma 5. Dependent arising 6. Three marks of existence 7. Four noble truths 8. Theravada and Mahayana Buddhism 9. Arhat and Bodhisattva	1. Places of worship 2. How Buddhists worship 3. Meditation 4. Visualisation 5. Death and mourning 6. Wesak and Parinirvana Day 7. Karma, Karuna and Metta 8. Five moral precepts and six perfections	A range of formative and summative assessments follow ing 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 understanding.	<ul style="list-style-type: none"> <li>Visit a local Buddhist temple</li> <li>Direct your child to resources on BBC bitesize</li> <li>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.</li> <li>If you have a family member/friend of the Buddhist faith, speak to them.                             <ul style="list-style-type: none"> <li>Complete knowledge organisers.</li> <li>Practice exam style questions.</li> </ul> </li> <li>Read 'The Buddha in daily life' by Richard Causton.</li> </ul>
	1. Human rights and social justice 2. Revision for GCSE exam	1. Human rights and social justice 2. Prejudice and discrimination 3. Religious freedom 4. Disability and race 5. Christian attitudes about wealth 6. Poverty and its causes 7. Exploitation of the poor 8. Giving money to the poor	<ul style="list-style-type: none"> <li>Exam preparation</li> </ul>	A range of formative and summative assessments follow ing 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 understanding.	<ul style="list-style-type: none"> <li>Direct your child to resources on BBC bitesize</li> <li>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</li> <li>Help your child develop their revision strategies. They will be given suggestions and advice in school to develop at home.                             <ul style="list-style-type: none"> <li>Complete knowledge organisers.</li> <li>Practice exam style questions.</li> </ul> </li> </ul>



## Year 11 Curriculum Overview: **FRENCH**



### Topics/ content outline:

### Powerful Knowledge (key concepts, skills)

### What will you be assessed on?

### How can you help at home?

#### Autumn Term

1. Recap on school pack (set for hwk)
2. The school day
3. School rules
4. School Problems
5. Uniform
6. Primary School
7. Ideal School
8. Photocard / speaking preparation
9. Jobs and future plans pack

- ✓ Complex opinions and justifications
- ✓ Translation both ways
- ✓ WOW phrases
- ✓ il faut/il ne faut pas + verbs
- ✓ Recap on the Imperfect and the conditional tense
- ✓ Preparing for the writing and speaking exam
- ✓ DIRT
- ✓ Speaking with the French assistant

- Weekly vocab tests
- Weekly exam skills revision (listening and reading)
- November mocks (listening, reading and writing) – w/c 17<sup>th</sup> November – Monday 1<sup>st</sup> December

- Join teacher Showbie group and H5ATM folder
- Keep an eye on ClassCharts for all homework and assessment information
- Support with student organisation
- Support with guiding revision tasks set (flashcards, mind maps, quizzing)
- Work through speaking questions together.

#### Spring Term

1. Sports
2. Internet
3. Reading
4. TV
5. Cinema
6. Speaking questions ( Free time)
7. Revision strategies
8. Media & technology pack

- ✓ Complex opinions and justifications
- ✓ WOW phrases
- ✓ Translation both ways
- ✓ Adjectival agreements
- ✓ Comparing sports/programmes etc
- ✓ Recap on perfect and future tenses
- ✓ Direct object pronouns
- ✓ How to use revision folder H5ATM
- ✓ DIRT
- ✓ Speaking with the French assistant

- Speaking mock 2 w/c 26 Jan and w/c 2<sup>nd</sup> Feb
- Speaking mock 3 w/c 16 March and w/c 23 March
- Weekly vocab tests
- Weekly exam skills revision (listening and reading)

- Join teacher Showbie group and H5ATM folder
- Keep an eye on ClassCharts for all homework and assessment information
- Support with student organisation
- Support with guiding revision tasks set (flashcards, mind maps, quizzing)
- Work through speaking questions together.

#### Summer Term

1. Home and local area
2. Photocards
3. Role-plays
4. Customs pack
5. Environment –key vocab
6. Speaking practice

- ✓ Developing reading and listening skills
- ✓ How to revise
- ✓ DIRT on past papers
- ✓ Tense revision
- ✓ Recorded revision sessions for each skill

- Real GCSE speaking exam w/c 13 April and w/c 20 April

- Join teacher Showbie group and H5ATM folder
- Keep an eye on ClassCharts for all homework and assessment information
- Support with student organisation
- Support with guiding revision tasks set (flashcards, mind maps, quizzing)
- Work through speaking questions together.



## Year 11 Curriculum Overview: Functional Skills Pathway From September 2024



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	<ol style="list-style-type: none"> <li>1. Overview of the Functional Skills Assessments</li> <li>2. Review of presentational features</li> <li>3. Review of language features</li> <li>4. Reading Assessment Practise</li> <li>5. Planning writing to have the appropriate detail, length and purpose.</li> <li>6. Writing in a structured, logical and accurate way.</li> <li>7. Writing Assessment Practise</li> </ol>	<p>Reading and understanding a written task is key to formulating a successful response and using key words to identify purpose, audience and form.</p>	<p>December mock examination in Functional Skills Reading and Writing The results will be used to decide next steps.</p>	<p>Use the practice papers and revision materials provided on Showbie</p>
<b>Spring Term</b>	<ol style="list-style-type: none"> <li>1. Preparing for the speaking and listening exams.</li> <li>2. Preparation of a short presentation on a topic of your choice.</li> <li>3. Practise of debating skills in order to take part in a group discussion.</li> <li>4. Continued practise of exam style tasks for reading and writing</li> <li>5. Continued spelling, punctuation and grammar practise</li> <li>6. Planning and revision skills</li> </ol>	<p>Effective communication requires skilled speaking and listening skills that show you have understood the task and tailored your response to the audience.</p> <p>Asking detailed questions demonstrates good listening. Effective revision provides many opportunities to overlearn using different learning styles.</p>	<p>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</p>	<p>Use the revision resources provided on Showbie Practice and time your presentation at home.</p>
<b>Summer Term</b>	<ol style="list-style-type: none"> <li>1. Preparing for GCSE English Language Paper 1 and 2</li> <li>2. Review and practise of skills needed for Language Paper 1 and 2</li> <li>3. Overlearning key terminology .</li> <li>4. Continued spelling, punctuation and grammar practise.</li> </ol>	<p>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</p>	<p>You will be preparing for your GCSE examinations in English Language</p>	<p>Use the revision resources provided on Showbie by your English teacher</p>

RESPECT  
COURAGE  
RESPONSIBILITY  
KINDNESS  
RESILIENCE

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## Year 11 Curriculum Overview: History



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	<p>Unit 4: Living Under Nazi Rule, 1933-1945</p> <ol style="list-style-type: none"> <li>How were the Nazis able to take control so quickly?</li> <li>What made it so hard to oppose Nazi rule?</li> <li>How did the lives of the German people change, 1933-39?</li> <li>What was the impact of the Second World War on the German people?</li> <li>What did Nazi rule mean for the people of Europe, 1939-45?</li> </ol>	<p>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.</p> <p>More detail can be found here:  <a href="https://www.ocr.org.uk/Images/207164-specification-accredited-gcse-history-b-.pdf">https://www.ocr.org.uk/Images/207164-specification-accredited-gcse-history-b-.pdf</a></p>	<p>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 views expressed in, or quotations from, historical interpretations.</p> <p>Students will practice these questions across the Autumn term of Year 11, completing a mock exam in Year 11.</p>	<p>Study the Viking impact on the local area by visiting the Jorvik Viking Centre.</p> <p>There are also a wide range of documentaries relating to Viking history.</p>
<b>Spring Term</b>	<p>Unit 5: The Viking Expansion, c.750-1050</p> <ol style="list-style-type: none"> <li>What do we know about life in Viking life in Scandinavia?</li> <li>How should we describe the Volga Vikings?</li> <li>Did the Vikings merely rape and pillage?</li> <li>How did the Viking settlements vary?</li> <li>How did Danish kings show their power, 958-1035?</li> </ol>	<p>This period study follows the unfolding narrative of the expansion of the Viking world 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 warfare, trade and settlement.</p> <p>More detail can be found here:  <a href="https://www.ocr.org.uk/Images/207164-specification-accredited-gcse-history-b-.pdf">https://www.ocr.org.uk/Images/207164-specification-accredited-gcse-history-b-.pdf</a></p>	<p>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 knowledge 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 significance.</p> <p>Students will practice these questions across the Spring term of Year 11, completing a mock exam in Year 11.</p>	<p>There are numerous documentaries and podcasts which relate to the Nazi Party in the 1930s and 1940s. These will prove to be useful in reinforcing and developing students' knowledge and understanding.</p>
<b>Summer Term</b>				



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RESPONSIBILITY  
KINDNESS  
RESILIENCE

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## 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?
<b>Autumn Term</b>	(1) Reading and interpreting tables (2) Solve problems involving time (3) Speed, distance, time (4) Laws of indices (5) Fraction operations (6) Fractions of amounts (7) Percentages of amounts (8) Interest rates percentage change (9) Shape and transformations	<ul style="list-style-type: none"> <li>Read, interpret and solve problems with clocks, timetables, energy bills</li> <li>Speed, distance, time problems</li> <li>Use the laws of indices to manipulate algebra</li> <li>Use all four operations with fractions, including with mixed number fractions</li> <li>Find percentages of amounts, with and without a calculator and solve real – life problems involving percentages</li> <li>Problems involving fractions, mixed numbers, percentages, simple and compound interest.</li> <li>Perform and describe transformations of shape</li> </ul>	The Mock Examination in November will assess content from across the whole of the GCSE curriculum that has been taught so far.	Encourage active participation in weekly Spark Maths 'Compulsory' homework. Encourage students to attend lunch time and after-school revision sessions as required.  Encourage students to complete the mixed practice revision homework  Support students with revision (as required) ahead of the assessment using quality resources such as <a href="#">Maths Genie</a> <a href="#">Dr Frost Maths</a> <a href="#">Corbett Maths</a>
<b>Spring Term</b>	(10) Standard form calculations (11) Problems involving direct and inverse proportion (12) Angle properties (13) Probability diagrams (14) Forming and solving equations to solve problems	<ul style="list-style-type: none"> <li>Convert to and from standard form</li> <li>Calculate using values in standard form</li> <li>Direct and inverse proportion problems</li> <li>Finding missing sides in similar shapes</li> <li>Consolidate angle properties in triangles, polygons, parallel lines</li> <li>Know fundamental properties of probability and be able to use probability diagrams</li> <li>Form equations from worded contexts and solve to find solutions to problems</li> </ul>	The Mock Examination in February will assess content from across the whole of the GCSE curriculum.	Encourage active participation in weekly Spark Maths 'Compulsory' homework.  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 as <a href="#">Maths Genie</a> <a href="#">Dr Frost Maths</a> <a href="#">Corbett Maths</a>
<b>Summer Term</b>	<ul style="list-style-type: none"> <li><b>Revision</b></li> <li><b>Problem Solving</b></li> <li><b>Exam Preparation</b></li> </ul>	<ul style="list-style-type: none"> <li>Revision in class of specific topics</li> <li>Practise of applying problem solving skills to examination style questions</li> <li>Completing past examination papers</li> </ul>	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 as <a href="#">Maths Genie</a> <a href="#">Dr Frost Maths</a> <a href="#">Corbett Maths</a>





## 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?
<b>Autumn Term</b>	(1) Speed, distance time (2) Functions (3) Trigonometric Functions (4) Transformations of graphs (5) Equations of circles (6) Estimating gradients and area under curved graphs (7) Volume of 3D solids (8) Area and volume scale factors	<ul style="list-style-type: none"> <li>Function notation, composite functions, inverse functions,</li> <li>Graphs of trigonometric functions, exact values of trigonometric functions,</li> <li>Reflections and translations of graphs</li> <li>Circle theorems and proofs of circle theorems</li> <li>Estimate gradients of curved graphs and velocity from distance-time graphs etc</li> <li>Estimate area under curved graphs and distance from velocity-time graphs</li> <li>Solve problems involving speed, distance, time</li> <li>Solve problems involving volume of 3D solids</li> <li>Use scale factors to find missing areas and volumes</li> </ul>	The Mock Examination in November will assess content from across the whole of the GCSE curriculum that has been taught so far.	Encourage active participation in weekly Sparx Maths 'Compulsory' homework.  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 as <a href="#">Maths Genie</a> <a href="#">Dr Frost Maths</a> <a href="#">Corbett Maths</a>
<b>Spring Term</b>	(9) Vectors and vector proof (10) Constructions and loci (11) Algebraic proof (9) Ratio and algebra problems (10) Problem solving using combinations of disciplines	<ul style="list-style-type: none"> <li>Represent vector journeys using formal notation</li> <li>Formally prove statements using vectors</li> <li>Use algebra to prove algebraic statements</li> <li>Perform angle and line bisectors and use these to solve problems involving loci</li> <li>Use algebra and ratio to solve complex problems involving proportion</li> </ul>	The Mock Examination in February will assess content from across the whole of the GCSE curriculum.	Encourage active participation in weekly Sparx Maths 'Compulsory' homework.  Encourage students to complete the mixed practice revision homework.  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 as <a href="#">Maths Genie</a> <a href="#">Dr Frost Maths</a> <a href="#">Corbett Maths</a>
<b>Summer Term</b>	<ul style="list-style-type: none"> <li>Revision</li> <li>Problem Solving</li> <li>Exam Preparation</li> </ul>	<ul style="list-style-type: none"> <li>Revision in class of specific topic</li> <li>Practise of applying problem solving skills to examination style questions</li> <li>Completing past examination papers</li> </ul>	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 as <a href="#">Maths Genie</a> <a href="#">Dr Frost Maths</a> <a href="#">Corbett Maths</a>

## Year 11 Curriculum Overview: Media Studies

### Topics/ content outline:

### Powerful Knowledge (key concepts, skills)

### What will you be assessed on?

### How can you help at home?

#### Autumn Term

##### Media Language and Representation

TV Crime Drama

- Luther
- The Sweeney

##### Industry and Audience

TV Crime Drama

- Luther
  - The Sweeney
- NEA COURSEWORK 30% COMPLETE**

##### Media Language & Representation

- Todorovian Narratology
  - 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 A: TV

- One question on either **media language** OR **representation**, which will be based on an extract from **Luther**
- 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](#)

#### Spring Term

##### Media Language and Representation

Music Videos

- TLC- ~~Waterfalls~~
- Justin Bieber – Intentions
- Lizzo – Good as 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](#)

#### Summer Term

#### REVISION

**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 on which are of the framework they will need to be focusing on.



## Year 11 Curriculum Overview: MUSIC



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	<ol style="list-style-type: none"> <li>1. Set work analysis</li> <li>2. Brief composition issued and fine-tuning</li> <li>Free composition (year 10) until the end of September.</li> </ol>	<ol style="list-style-type: none"> <li>1. Studying the 3 Queen set songs (Seven Seas; Love of My Life; Bohemian Rhapsody). Analysis techniques linked to MAD TT SHIRT.</li> <li>2. Exploration of the Brief composition. A look at student examples from previous years and drafting a plan.</li> </ol>	<ol style="list-style-type: none"> <li>1. Short answer knowledge checks – QUEEN</li> <li>2. Exercises and tasks linked to composition techniques.</li> <li>3. Fine tuning year 10 linked to targets issued. Last opportunity to work on this before final submission to the exam board.</li> <li>4. Mock exams</li> </ol>	<p>QUEEN- students will be set regular homeworks to support retention and understanding. Please encourage your young musician to be organised here as this will pay off!</p>
<b>Spring Term</b>	<ol style="list-style-type: none"> <li>1. Green pen MOCK exam and set targets</li> <li>2. AoS3 and AoS4 - exploration</li> </ol>	<p>Revision of Queen and Beethoven 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.</p>	<p>Knowledge checkpoints on all aspects of the course. Regular timed essays on the set works, which will take place during lessons in timed conditions.</p>	<p>Regular testing of key vocab and features of all Areas of Study and the set works.</p> <p>Encourage active listening at all times- TV themes/ the car radio- ask your young musician to describe musical details.</p>
<b>Summer Term</b>	<ol style="list-style-type: none"> <li>1. NEA administration and paperwork</li> <li>2. Revision and practising listening</li> </ol>	<p>Revision and practising listening- bringing it all together in the final few weeks.</p>	<p>Final examination and NEA marks</p>	<p>Regular testing of key vocab and features of all Areas of Study and the set works.</p>



## Year 11 Curriculum Overview: PE



Autumn Term School lessons	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
	<ol style="list-style-type: none"> <li>1. Badminton</li> <li>2. Netball</li> <li>3. Basketball</li> <li>4. Volleyball</li> </ol>	<ol style="list-style-type: none"> <li>1. To use all previous knowledge to be able to participate at a recreational level</li> <li>2. To develop their ability to work with others in the group</li> <li>3. To be able to organise a tournament or competition</li> <li>4. To learn how to officiate.</li> </ol>	<p>Rewards will be given on Class Charts</p> <ol style="list-style-type: none"> <li>1. Personal Effort</li> <li>2. Sportsmanship/working with others</li> <li>3. Resilience/ perseverance</li> <li>4. Responsibility</li> </ol>	<p>Encourage Extra-curricular sport:</p> <ol style="list-style-type: none"> <li>1. In school</li> <li>2. In the Community</li> <li>3. Encourage regular exercise</li> <li>4. A healthy diet and lifestyle</li> </ol>
Spring Term School Lesson				
	<ol style="list-style-type: none"> <li>1. Circuit Training: Boxercise, Step, Pilates, Yoga</li> <li>2. Continuous Training</li> </ol>	<ol style="list-style-type: none"> <li>1. To know and understand the importance of a healthy work/life balance</li> <li>2. To introduce different types of fitness training</li> <li>3. To challenge themselves to achieve PRIDE</li> </ol>	<p>Rewards will be given on Class Charts</p> <ol style="list-style-type: none"> <li>1. Personal Effort</li> <li>2. Sportsmanship/working with others</li> <li>3. Resilience/ perseverance</li> <li>4. Responsibility</li> </ol>	<p>Encourage Extra-curricular sport:</p> <ol style="list-style-type: none"> <li>1. In school</li> <li>2. In the Community</li> <li>3. Encourage regular exercise</li> <li>4. A healthy diet and lifestyle</li> </ol>
Year 11 Options Programme				
	<ol style="list-style-type: none"> <li>1. School Activities</li> <li>2. Football</li> <li>3. Squash</li> <li>4. ILTSC Gym</li> <li>5. Body Pump (ILTSC)</li> <li>6. Nuffield gym</li> <li>7. Ten Pin Bowling</li> <li>8. Climbing (Clip 'n' climb)</li> </ol>	<ol style="list-style-type: none"> <li>1. To develop a positive approach to their recreation time</li> <li>2. To introduce different ways to use their recreation time</li> <li>3. To introduce the students to opportunities in the community</li> <li>4. To develop a good understanding of work/life balance</li> </ol>	<p>Rewards will be given on Class Charts</p> <ol style="list-style-type: none"> <li>1. Personal Effort</li> <li>2. Sportsmanship/working with others</li> <li>3. Resilience/ perseverance</li> <li>4. Responsibility</li> </ol>	<p>Encourage extra-curricular sport:</p> <ol style="list-style-type: none"> <li>1. In school</li> <li>2. In the Community</li> <li>3. Encourage regular exercise</li> <li>4. A healthy diet and lifestyle</li> </ol>



## Year 11 Curriculum Overview: GCSE PE Paper 1



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	<ul style="list-style-type: none"> <li>- Recap on Cardiovascular System</li> <li>- HR, SV, CO and Interpreting Data</li> <li>- Cardiovascular Revision and Exam Technique</li> <li>- Respiratory System</li> <li>- Aerobic and Anaerobic Exercise</li> <li>- Effects of Exercise</li> </ul>	<ol style="list-style-type: none"> <li>1. Identifying key terms relating to the Cardiovascular system</li> <li>2. Key functions and component parts of the Cardiovascular system.</li> <li>3. Explaining key processes as part of the cardiovascular and respiratory systems.</li> <li>4. Identifying aerobic and anaerobic exercises</li> <li>5. Identifying the short and long term effects of exercise on the body systems</li> <li>6. Developing and evaluating exam technique.</li> </ol>	<p>Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.</p>	<ul style="list-style-type: none"> <li>• Support students accessing subject resources on Showbie.</li> <li>• Encourage students to actively participate in their three practical sports and/or attend school extra-curricular.</li> <li>• Check ClassCharts</li> <li>• Support in completion of homework and revision</li> </ul>
<b>Spring Term</b>	<ul style="list-style-type: none"> <li>- Prevention of Injury</li> <li>- Components of Fitness (revision)</li> <li>- Principles of Training (revision)</li> <li>- Methods of Training (revision)</li> <li>- Skeletal System (revision)</li> <li>- Muscular System (revision)</li> <li>- Levers, Planes and Axis (revision)</li> <li>- Cardiovascular System (revision)</li> <li>- Respiratory System (revision)</li> </ul>	<ol style="list-style-type: none"> <li>1. Identifying the 5 methods of reducing the risk of injury and providing examples.</li> <li>2. Revision strategies and techniques for the components of fitness, principles of training, methods of training, and the main body systems.</li> <li>3. Exam technique, understanding and developing application in answering exam questions.</li> <li>4. Application of knowledge to sporting examples.</li> <li>5. Recall and retention of key terms for each topic area.</li> </ol>	<p>Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.</p>	<ul style="list-style-type: none"> <li>• Support students accessing subject resources on Showbie.</li> <li>• Encourage students to actively participate in their three practical sports and/or attend school extra-curricular.</li> <li>• Check ClassCharts</li> <li>• Support in completion of homework and revision</li> </ul>
<b>Summer Term</b>				





## Year 11 Curriculum Overview: GCSE PE Paper 2



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	Sports Psychology Mental preparation Types of guidance Types of feedback	<ol style="list-style-type: none"> <li>Know mental preparation techniques and be able to apply practical examples to their use: • imagery • mental rehearsal • selective attention • positive thinking.</li> <li>Understand types of guidance, their advantages and disadvantages, and be able to apply practical examples to their use: • visual • verbal • manual • mechanical.</li> <li>Understand types of feedback and be able to apply practical examples to their use: • intrinsic • extrinsic • knowledge of performance • knowledge of results • positive • negative.</li> </ol>	<p>Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.</p>	<ul style="list-style-type: none"> <li>Support students accessing subject resources on Showbie.</li> <li>Encourage students to actively participate in their three practical sports and/or attend school extra-curricular.</li> <li>Check ClassCharts</li> <li>Support in completion of homework and revision</li> </ul>
<b>Spring Term</b>	Health, fitness and well-being Diet and nutrition Physical activity and sport in the UK Participation in physical activity and sport	<ol style="list-style-type: none"> <li>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</li> <li>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.</li> <li>Be familiar with current trends in participation in physical activity and sport:</li> <li>Understand how different factors can affect participation,</li> </ol>	<p>Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.</p>	<ul style="list-style-type: none"> <li>Support students accessing subject resources on Showbie.</li> <li>Encourage students to actively participate in their three practical sports and/or attend school extra-curricular.</li> <li>Check ClassCharts</li> <li>Support in completion of homework and revision</li> </ul>
<b>Summer Term</b>	Commercialisation of sport Ethics in sport Drugs in sport Violence in sport	<ol style="list-style-type: none"> <li>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.</li> <li>know and understand: • the value of sportsmanship • the reasons for gamesmanship and deviance in sport. • be able to apply practical examples to these concepts.</li> <li>know and understand the reasons why sports performers use drugs</li> </ol>	<p>Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.</p>	<ul style="list-style-type: none"> <li>Support students accessing subject resources on Showbie.</li> <li>Encourage students to actively participate in their three practical sports and/or attend school extra-curricular.</li> <li>Check ClassCharts</li> <li>Support in completion of homework and revision</li> </ul>



## 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?
<b>Autumn Term</b>	<p>Mock exam project –Thematic project selected by students from range of starting points</p> <p>Mock exam practical sessions</p>	<p>Researching and responding independently to direct own learning within a given framework.</p> <p>Working to the assessment objectives</p> <p>Technical camera and editing skills</p> <p>Annotation, evaluation and presentation</p> <p>Analysis of images</p> <p>Idea development</p> <p>Reflecting and refining</p> <p>Realisation of ideas</p> <p>Presentation</p> <p>Preparing for exam sessions and working independently under exam conditions</p>	<p>AO1: Research, analysis, responding practically to the work of other artists and photographers</p> <p>AO2: Edits and experimental work developing ideas</p> <p>AO3: Planning and research photography</p> <p>AO4: Realisation of final piece and the project journey</p>	<p>Supporting students with resources for photography shoots, organisation and visits to locations to take photos if required or posing/modelling for photos.</p> <p>Visits to relevant exhibitions and galleries, Impressions gallery Bradford is particularly relevant as it has a photography focus.</p> <p>Encouraging your young person to watch relevant TV programmes or Podcasts e.g. Sky Arts Masters of Photography</p> <p>Proofreading written work to help pick up SPAG errors</p>
<b>Spring Term</b>	<p>Completion and submission of coursework portfolio (60% of GCSE grade)</p> <p>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)</p>	<p>Researching and responding independently to direct own learning within a given framework.</p> <p>Working to the assessment objectives</p> <p>Technical camera and editing skills</p> <p>Annotation, evaluation and presentation</p> <p>Analysis of images</p> <p>Idea development</p> <p>Reflecting and refining</p> <p>Realisation of ideas</p> <p>Presentation</p>	<p>Coursework Portfolio</p> <p>AO1: Research, analysis, responding practically to the work of other artists and photographers</p> <p>AO2: Edits and experimental work developing ideas</p> <p>AO3: Planning and research photography</p> <p>AO4: Realisation of final piece and the project journey</p>	<p>Supporting students with resources for photography shoots, organisation and visits to locations to take photos if required or posing/modelling for photos.</p> <p>Proofreading written work to help pick up SPAG errors</p> <p>Encouraging students to research future study and careers options</p>
<b>Summer Term</b>	<p>Completion of Externally Set Assignment: Practical exam sessions(40% of GCSE grade)</p>	<p>Preparing for exam sessions and working independently under exam conditions</p>	<p>Externally Set Assignment</p> <p>AO1: Research, analysis, responding practically to the work of other artists and photographers</p> <p>AO2: Edits and experimental work developing ideas</p> <p>AO3: Planning and research photography</p> <p>AO4: Realisation of final piece and the project journey</p>	<p>Supporting students with resources for photography shoots, organisation and visits to locations to take photos if required or posing/modelling for photos.</p> <p>Proofreading written work to help pick up SPAG errors</p> <p>Supporting emotionally and physically during the run-up to exam sessions</p>





## 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?
<b>Autumn Term</b>	<p>Energy (continued from Y10)</p> <p>Forces &amp; Elasticity (aka Forces, Bending &amp; Stretching)</p> <p>Y11 Electricity (Mains electricity)</p>	<p>Energy stores, the transfer of energy between stores and the conservation of energy.</p> <p>Work done &amp; power.</p> <p>Efficiency.</p> <p>Energy resources – pros/cons of different resources</p> <p>Elastic &amp; inelastic behaviour. The spring constant. Hooke's law</p> <p>Alternating/direct current/PD.</p> <p>Mains PD, frequency &amp; max current.</p> <p>Safety features – earthing &amp; fuses</p> <p>Transformers used to maximise transmission efficiency</p>	<p>Y9 topics "Motion", "Waves", "Electromagnetic Waves", &amp; "Y9 Electricity"</p> <p>Y10 topics "Forces &amp; Motion", "Atomic Structure &amp; Radioactivity", "Energy", "Forces &amp; Elasticity" &amp; "Y11 Electricity"</p> <p>The most up-to-date listings re. what's on the tests will be on Showbie "Physics ALL Y11"</p>	<ul style="list-style-type: none"> <li>- Question students to test their recall of the Knowledge Organisers ("KOs" or Checklists</li> <li>- Encourage students to turn KOs into fact cards</li> <li>- Encourage students to use fact cards properly</li> <li>- Encourage students to use the practice topic questions, or work on them together</li> <li>- Encourage students to follow the links to Bitesize or Free GCSE Science lessons &amp; show them how to use them effectively eg turning content into a visual representation, pausing &amp; rewinding where necessary.</li> </ul> <p>Links, topic questions etc are available in the Showbie class "Physics ALL Y10".</p>
<b>Spring Term</b>	<p>Electromagnetism</p> <p>Particle model of matter</p>	<p>Induced &amp; permanent magnets</p> <p>Magnetic fields around bar magnets, conducting wires and solenoids</p> <p>The motor effect &amp; <math>F = BIl</math></p> <p>Density. Measuring density.</p> <p>The nature of solids, liquids and gases – a particle model.</p> <p>Specific heat capacity &amp; specific latent heat.</p> <p>Internal energy.</p>	<p>Y10 topics "Forces &amp; Motion", "Energy"</p> <p>Y11 topics "Forces &amp; Elasticity" &amp; "Electromagnetism"</p> <p>The most up-to-date listings re. what's on the tests will be on Showbie "Physics ALL Y11"</p>	<ul style="list-style-type: none"> <li>- Question students to test their recall of the Knowledge Organisers ("KOs" or Checklists</li> <li>- Encourage students to turn KOs into fact cards</li> <li>- Encourage students to use fact cards properly</li> <li>- Encourage students to use the practice topic questions, or work on them together</li> <li>- Encourage students to follow the links to Bitesize or Free GCSE Science lessons &amp; show them how to use them effectively eg turning content into a visual representation, pausing &amp; rewinding where necessary.</li> </ul> <p>Links, topic questions etc are available in the Showbie class "Physics ALL Y10".</p>
<b>Summer Term</b>	<p>Revision including past paper practice.</p>	<p>Everything!</p>	<p>Assessment could cover any topic &amp; will depend on strengths/weaknesses identified in revision work.</p>	<ul style="list-style-type: none"> <li>- Question students to test their recall of the Knowledge Organisers ("KOs" or Checklists</li> <li>- Encourage students to turn KOs into fact cards</li> <li>- Encourage students to use fact cards properly</li> <li>- Encourage students to use the practice topic questions, or work on them together</li> <li>- Encourage students to follow the links to Bitesize or Free GCSE Science lessons &amp; show them how to use them effectively eg turning content into a visual representation, pausing &amp; rewinding where necessary.</li> </ul> <p>Links, topic questions etc are available in the Showbie class "Physics ALL Y10".</p>

RESPECT  
COURAGE  
RESPONSIBILITY  
KINDNESS  
RESILIENCE

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# Year 11 PSHE Curriculum Overview

## Subject – Personal development

### Autumn Term

#### Relationships and sex

#### Session Content

1. Expectations in long term relationships
2. Inter-personal communication
3. Starting a family (abortion)
4. Starting a family (fertility and pregnancy loss)
5. Psychology of attachment
6. Parenting (red zone and de-escalation)
7. PSHE survey

#### Powerful Knowledge

1. Marriage is a legal union of two people in a relationship that gives certain legal rights and protections. A civil partnership is a legally recognized arrangement like marriage, created for both same sex and opposite sex couples. Civil unions grant some or all the rights of marriage. Cohabitation is two people living together without being married or in a civil partnership. The four style of parenting are: permissive, authoritative, authoritarian and neglectful.
2. Values are standards that you hold to and monitor your behaviour against in both your personal life and community life. Knowing what your values and boundaries are in relationships is important so that you can build healthy communication with a partner. Values are also important when relationships break down. Consent had to be freely given and the individual must have the capacity to consent. Consent can be withdrawn at any point in time. Recognising your emotions and situations that make you feel certain ways is important so that you can implement strategies to manage and express your emotions in appropriate ways. Being able to communicate how you are feeling with the other person or people in a relationship is important in order to ensure that each person's boundaries are respected.
3. Abortion is legal up to 24 weeks in the UK unless the health of the mother or baby is at risk.
4. Fertility is a person's ability to conceive children. Factors such as age and lifestyle factors can affect a person's fertility. Biologically female and male people have different patterns of fertility with age. When a biologically female person stops menstruating, this is called menopause.
5. Attachment theory explains how humans form strong emotional bonds with key individuals, starting in childhood, to help manage stress, fear, and uncertainty. These bonds provide comfort and safety, shape how we see ourselves and others, and influence our relationships throughout life.
6. Parenting is the art of bringing up a child. There are various approaches to parenting that have been psychologically evaluated. The RED ZONE describes a state of extremely high energy and intense, very overwhelming feelings. We may be in an extremely heightened state of alertness, potentially triggering our fight, flight, freeze or fix protective response. We may feel elated, euphoric, angry, rage, devastated, out of control, panicked, or terrified when in the Red Zone.

#### How can you help at home?

- Use the resources to explore and discuss the legal implications of the different types of legally recognised relationships
- Using the resources on Showbie and current affairs in the news, discuss what constitutes harassment and which behaviours, words or phrases are unacceptable

### Spring Term

#### Health and wellbeing

1. Recognising targeted ads (gambling, revision scams)
2. Looking after my health (how to make a GP appointment and access services)
3. Cancer (self-examination and screening)
4. Appearance ideals – how do they impact me?
5. Analysing the impact of AI

1. Targeted advertising is a form of advertising that is directed towards an audience with certain traits, based on the product or person the advertiser is promoting. These traits can either be demographic with a focus on race, economic status, sex, age, generation, level of education, income level, and employment, or psychographic focused on the consumer values, personality, attitude, opinion, lifestyle, and interests
2. You should be aware of which GP you are registered with so that you can make an appointment if needed. Patients should be 16 to make an appointment with a GP on their own but there are exceptions to this. Being aware of what is 'normal' for your health and your body is important as it means you can see a GP if you need to as quickly as possible.
3. Being aware of what is 'normal' for your body and having a routine for checking for (in particular breast and testicular cancer) is an important part of keeping yourself safe and looking after your health. Accessing your GP is an important step in addressing any concerns that arise following personal cancer checks.
4. The "appearance ideal" is what our culture tells us is the "ideal" way to look. This "ideal" promotes the belief that for individuals to have value, our bodies must look and be a certain weight, shape and size.
5. Artificial intelligence impacts to way we interact with each other as a society as well as how we interact with technology. It can be hugely positive but there are also ethical considerations and other drawbacks to be aware of.

- Discuss self-checks for cancer and how to make a GP appointment/ access the GP
- Use the resources from Showbie (Personal development folder) to support with creating a realistic revision timetable that includes breaks
- Use the resources on Showbie to discuss stress management techniques and strategies that will support during the exam period
- Discuss how you use AI (if at all) in your job role or at home. How has it changed your interaction with technology over the past 5 years?

### Summer Term

Mental health and wellbeing choice sessions to support with wellbeing during exam approach



## 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?

#### Autumn Term

1. What celebrities you admire and why
2. What makes a good /bad role model
3. Your reasons for/against wanting to be a celebrity
4. Relationship with family/friends
5. Ideal partner and why
6. Activities in past/present/future with friends

**Customs and Festivals pack**

- ✓ Re-cap of lo bueno/lo malo
- ✓ Re-cap of desde hace
- ✓ Translation skills (both ways)
- ✓ 150-word skills
- ✓ Re-cap of preterite, near future, conditional, imperfect
- ✓ How to use revision folder G8RYQ
- ✓ DIRT
- ✓ Speaking with the Spanish assistant

- Weekly vocab tests
- Weekly exam skills revision (listening and reading)
- November mocks (listening, reading and writing ) – w/c 17<sup>th</sup> November – Monday 1<sup>st</sup> December

- Join teacher Showbie group and G8RYQ folder
- Keep an eye on ClassCharts for all homework and assessment information
- Support with student organisation
- Support with guiding revision tasks set (flashcards, mind maps, quizzing)
- Work through speaking questions together.

#### Spring Term

1. Describing your town
2. What you did in your town recently
3. Recommendations for your town
4. Where you want to live in the future
5. Ideal house/town
6. Local environmental issues
7. What you do/did/will do to help protect the environment
8. Discuss opinions about global issues

**Media + technology pack**

- ✓ Se puede + infinitive
- ✓ Recap of the preterite
- ✓ Modal verbs
- ✓ Giving recommendations
- ✓ Simple/near future
- ✓ Recap of si clauses + condition
- ✓ Modal verbs

- Speaking mock 2 w/c 26 Jan and w/c 2<sup>nd</sup> Feb
- Speaking mock 3 w/c 16 March and w/c 23 March
- Weekly vocab tests
- Weekly exam skills revision (listening and reading)

- As above. Particularly look out for March tracking information and Mock Speaking 2

#### Summer Term

1. Describe diet and preferences
2. Talk about fitness and health routine
3. How to achieve good physical/mental well-being
4. Healthy/unhealthy habits
5. Past/future health intentions

- ✓ Developing reading and listening skills
- ✓ How to revise
- ✓ DIRT on past papers
- ✓ Tense revision
- ✓ Recorded revision sessions for each skill

- Real GCSE speaking exam w/c 13 April and w/c 20 April

- As above. Particularly look out for revision resource material on Teams/ Revision for GCSE Spanish Showbie G8RYQ