

Year 11 Curriculum



	Curriculum Coverage	Exam Board	Assessment	Ways to support at home
English	<p>Students continue to prepare for their GCSEs in English Language and Literature.</p> <p>Unit 1: LITERATURE: Students finish the remaining 7 poems from the <i>Power and Conflict Poetry</i> anthology and practise their unseen poetry skills.</p> <p>LANGUAGE: Students develop and revise the skills required for English Language paper 1</p> <p>Unit 2: LITERATURE: Students revise "<i>An Inspector Calls</i>".</p> <p>LANGUAGE: Students continue to revise their Language paper 1 skills in preparation for the November PPEs</p> <p>Unit 3: LITERATURE: Students revise <i>Macbeth</i> and <i>A Christmas Carol</i>.</p> <p>LANGUAGE: Students revise Paper 2 non-fiction skills</p> <p>Unit 4/5: Students revise topics identified as needing further development by their PPEs. ALL topics will be covered at this time depending on student need.</p>	AQA-English Language 8700 English Literature 8702	<p>Unit 1/2: LITERATURE- PPE Literature Paper 2: 2 hours 15 minutes long on: Unseen poetry, Power and Conflict Poetry and "<i>An Inspector Calls</i>". LANGUAGE- PPE Language Paper 1: 1 hour 45 minutes.</p> <p>Unit 3: LITERATURE- PPE Literature Paper 1: 1 hour 45 minutes. <i>Macbeth</i> and <i>An Inspector Calls</i>. LANGUAGE- PPE Language Paper 2. 1 hour 45 minutes</p> <p>Unit 4/5: Exam practice completed and marked every two weeks</p>	<ol style="list-style-type: none"> 1) Encouraging students to read and write as much as possible 2) Making sure that students complete home learning tasks 3) Watching films and TV programs with links to the texts that are being studied in class 4) Talking to students about the work they are completing in class 5) Reading the texts that the students are reading in class 6) Pair reading- choose a book with your child and read the same one so you can talk about it 7) Making sure that students have access to good quality non-fiction such as newspapers and other regular publications
Maths	<p>Across Year 11, students work through an internally created interwoven curriculum which covers all of the content for the Edexcel GCSE curriculum over the two years of KS4. The areas the curriculum covers are:</p> <p>Number Algebra Ratio/Proportion Geometry Probability and Statistics.</p> <p>This is split into seven modules, but each module will include elements from a number of different areas.</p>	Edexcel	A 20-mark evaluation at the end of each module and GCSE Mocks.	<ol style="list-style-type: none"> 1) Encourage use of the Sparx Maths homework platform. 2) For extra work, they can do further work on Sparx with the XP Boost or Target homework.
Science	<p>In this final year, we finish the AQA specification with the following topics:</p> <p>For Biology: ecology (part 2) and homeostasis and response.</p> <p>For Chemistry: organic chemistry, chemical analysis, earth & atmosphere, and using resources.</p> <p>For physics: waves, forces (part 2), magnetism, and the separate science class also gets taught space.</p>	AQA Trilogy or AQA Combined	Students have 2 sets of pre-public examinations (PPE's): in the second half of the Autumn term (Paper 1) and in the second half of the Spring term (Paper 2).	<ol style="list-style-type: none"> 1) Ensuring homework is done will help your child make good progress in their literacy skills and their experimental skills in science. Homework consists of skills tasks and reading tasks.

<p style="text-align: center;">Religious Education</p>	<p>In Year 11, students continue to explore philosophical themes and perspectives between both Islam and Christianity, as well as non-religious beliefs; on topics linked to good, evil and the idea of justice and human rights.</p> <ul style="list-style-type: none"> - Theme 3: Issues of Good and Evil - Theme 4: Issues of Human Rights 	<p>Eduqas</p>	<p>PPE1: Component 1 - Philosophical theories PPE 2: Component 2 - Christianity and Component 3 - Islam</p>	<ol style="list-style-type: none"> 1) Discuss what they've learned about different religions, as well as their opinions towards certain topics and ideas in philosophy. 2) Support with completion of homework and revision using Seneca / Microsoft Teams
<p style="text-align: center;">History</p>	<p>In Y11 we cover the fourth and final GCSE unit and have an extensive revision programme in place:</p> <ul style="list-style-type: none"> - Medicine in Britain 1250-present - The British Sector of the Western Front 	<p>Edexcel</p>	<p>PPE 1: Paper 2 Superpower Relations and the Cold War and Henry VIII and his Ministers PPE 2: Paper 1 Medicine in Britain Paper 3 Weimar and Nazi Germany practice paper in class</p>	<ol style="list-style-type: none"> 1) Encourage your child to read - this can be history-related or unrelated! It helps develop literacy and broaden vocabulary. 2) Support completion of home learning tasks and revision prior to assessments. 3) Watch the news and discuss this with your child - there are numerous links between current affairs and the past
<p style="text-align: center;">Geography</p>	<p>In year 11 geography students cover the last two topics which are</p> <ul style="list-style-type: none"> - Changing Economic World - Living World <p>They will then focus on revision and the pre-release material sent in March for paper 3.</p>	<p>AQA</p>	<p>End of topic assessments created internally, x3 mock papers using past AQA exam papers.</p>	<ol style="list-style-type: none"> 1) Check they are doing (and help them if needed) with homework and revision. 2) Encourage your child to keep up to date with geography in the News. Listening to the news will expose your child to key geography terms and ideas every day and make the geography they are learning in class more relatable. 3) Ask your child to verbalise what they have learnt in lesson. Test them on any new key words they have learnt so they are embedded in their long-term memory.
<p style="text-align: center;">French</p>	<p>In year 11, students finish covering the GCSE course content and study the following sub-themes:</p> <ol style="list-style-type: none"> 1. Youth culture 2. Lifestyle 3. Customs and traditions <p>Subsequent of time is used before the exam for revision of prior knowledge, grammar and key skills.</p>	<p>Eduqas</p>	<p>Four components are assessed. Each component is worth 25% of the final grade and be tested at each mock assessment.</p> <ol style="list-style-type: none"> 1. Speaking component: communicate and interact effectively in speech. 3 short activities (role play, photocard, conversation) 2. Listening component: understand and respond to different types of spoken language. 3. Reading component: understand and respond to different types of written language 4. Writing component: communicate in writing 	<ol style="list-style-type: none"> 1) Remind students to revise regularly for in class fortnightly vocab tests. 2) When possible, test students on their vocab sheet or speaking answers. 3) Encourage students to use third party websites or apps to help their language learning (Duolingo, Linguascope, Quizlet) 4) If available, use streaming services and Youtube to watch French dubbed or subtitled films and cartoons.

Spanish	<p>In year 11, students finish covering the GCSE course content and study the following sub-themes:</p> <ol style="list-style-type: none"> 1. Current study 2. World of work 3. Jobs and future plans <p>Subsequent time is used before the exam for revision of prior knowledge, grammar and key skills.</p>	Eduqas	<p>Four components are assessed. Each component is worth 25% of the final grade and be tested at each mock assessment.</p> <ol style="list-style-type: none"> 1. Speaking component: communicate and interact effectively in speech. 3 short activities (role play, photocard, conversation) 2. Listening component: understand and respond to different types of spoken language. 3. Reading component: understand and respond to different types of written language 4. Writing component: communicate in writing 	<ol style="list-style-type: none"> 1) Remind students to revise regularly for in class fortnightly vocab tests. 2) When possible, test students on their vocab sheet or speaking answers. 3) Encourage students to use third party websites or apps to help their language learning (Duolingo, Linguascope, Quizlet) 4) If available, use streaming services and Youtube to watch French dubbed or subtitled films and cartoons.
Fine Art	<p>In Year 11, students continue to build work for their second coursework project up until Christmas. At this stage, all Component 1 work is handed in and they begin the Unit 2 project, externally set by the exam board.</p> <ul style="list-style-type: none"> - Portraiture continued - Externally Set Assignment 	AQA	<p>Project Assessment (96marks)</p> <p>AO1: The ability to analyse the work of artists in quality and detail and explore techniques.</p> <p>AO2: The ability to use and experiment with a variety of ideas and techniques/</p> <p>AO3: The ability to record their ideas through photography, drawing, painting, and written annotation.</p> <p>AO4: The ability to produce a quality outcome that summarises their learning.</p>	<ol style="list-style-type: none"> 1) Visit Art Galleries 2) Support with completion of homework set on Microsoft Teams 3) Discuss project themes and support in practicing of techniques learned in school
Drama	<p>Autumn/Spring Term: Component 03- Presenting and Performing Texts Summer Term: Component 04- Performance and Response- Live Theatre Review</p>	OCR	<p>PPE1- Mock exam: Blood Brothers and live theatre review</p> <p>C03- Performance of 2 extracts or design (20%) + concept proforma (10%)</p> <p>C04- Final exam: Blood Brothers and live theatre review (40%)</p>	<ol style="list-style-type: none"> 1) Purchase copies of the relevant texts and textbooks 2) Encourage students to sign up to an extra-curricular club- i.e. Drama club or the annual production 3) Take your child to the theatre - any exposure to live performance is excellent to build student's repertoire
Music	<p>Component 1: Performing Component 2: Composing Component 3: Appraising</p>	Eduqas	<p>Performance: Solo and ensemble performance recorded for coursework</p> <p>Composition: 2 pieces of music composed by the student</p> <p>Listening and Appraising: Written exam in July</p>	<ol style="list-style-type: none"> 1) Support with completing half-termly homework projects 2) Encourage students to sign up to an extra-curricular club- i.e. Choir, Band or the annual production 3) Listen to a wide range of music at home, this is an excellent way to build student's repertoire

<p style="text-align: center; font-size: 2em; font-weight: bold;">Music Tech</p>	<p>Content area 4: Sound creation Content area 5: Multitrack recording</p>	<p>NCFE Level 1/2</p>	<p>NCFE January: Coursework project July: written exam</p>	<ol style="list-style-type: none"> 1) Support with completing half-termly homework projects 2) Encourage students to sign up to an extra-curricular club- i.e. Choir, Band or the annual production 3) Listen to a wide range of music at home, this is an excellent way to build student's repertoire
<p style="text-align: center; font-size: 2em; font-weight: bold;">Core PE</p>	<p>Space allocation for each group to teach any of the following areas: Invasion Health & Fitness Net & Wall Trampolining OAA/Team challenges Trampolining Striking and Fielding</p>	<p>N/A</p>	<p>Assessed as Excellent, Good or Satisfactory Attainment and effort mark 1-4</p>	<ol style="list-style-type: none"> 1) Healthy lifestyle -encourage a minimum of 30 minutes of high impact exercise a day 2) Balanced diet 3) Join a club
<p style="text-align: center; font-size: 2em; font-weight: bold;">PE GCSE</p>	<p>Students undertake theory and practical lessons to cover the GCSE content: Component 1: Physical training Component 2: Health and Performance Component 2: Sports Psychology Component 2: Socio-cultural influences Component 3- Practical Examination (April)</p>	<p>Edexcel</p>	<p>PEP Submission to exam board (April) Written exam preparation Paper 1 (May) Paper 2 (May/June)</p>	<ol style="list-style-type: none"> 1) Support with completion of homework, revision for assessments & video evidence for practical examination footage, regular use of Teams channel 2) Healthy lifestyle -encourage a minimum of 30 minutes of high impact exercise a day 3) Balanced diet 4) Join a club
<p style="text-align: center; font-size: 2em; font-weight: bold;">NCFE PE</p>	<p>Students will build on their knowledge acquired in Year 10: -revisit Unit 1: Body Systems -Unit 2 coursework completion</p>	<p>VCERT NCFE Level 1/2</p>	<p>Distinction * Distinction, Merit & Pass Level 1 or 2 60% Coursework 40% Written examination</p>	<ol style="list-style-type: none"> 1) Support with completion of homework, revision for assessments & video evidence for practical examination footage, regular use of Teams channel 2) Healthy lifestyle -encourage a minimum of 30 minutes of high impact exercise a day 3) Balanced diet 4) Join a club

3D Design	Preparation for externally set assignment (exam), modelling, research, testing	AQA	60% NEA, 40% terminal 10 hour exam (externally set assignment)	1) Weekly research, trips to museums, galleries
Computing	The course is made up of two papers. Paper 2 is data representation, computer systems, networks, cybersecurity, databases and SQL and lastly ethical, legal and environmental issues	AQA 8525	Paper 2: Computing concepts and is worth 50% of the final mark	1) Encourage the students to practice their python programming skills and keep up to date with new technologies etc.
Construction	Plumbing & Electrical installation NEA 1, 2 &3 Building technologies	Eduqas	3x 20% NEAs (Plumbing, electrical, carpentry) 40% Terminal exam	Assisting with DIY at home

Photography	<p>In Year 11, students continue to build work for their second coursework project up until Christmas. At this stage, all Component 1 work is handed in and they begin the Unit 2 project, externally set by the exam board.</p> <ul style="list-style-type: none"> - The Human Machine continued - Externally Set Assignment 	AQA	Project Assessment (96marks) AO1: The ability to analyse the work of artists in quality and detail and explore techniques. AO2: The ability to use and experiment with a variety of ideas and techniques/ AO3: The ability to record their ideas through photography, drawing, painting, and written annotation. AO4: The ability to produce a quality outcome that summarises their learning.	<ol style="list-style-type: none"> 1) Visit Art Galleries 2) Support with completion of homework set on Microsoft Teams 3) Discuss project themes and support in practicing of techniques learned in school
Food and Nutrition	NEA 1 food science experiment NEA 2 3 course meal, planned, cooked and evaluated	Eduqas	50 % terminal exam 15% NEA 1 - Food science 35% NEA 2 - Food preparation	<ol style="list-style-type: none"> 1) Cooking a meal for the family every week 2) Watching TV shows such as MasterChef, GBBO
Hospitality and Catering	Nutrition, menu planning, meal planning Controlled assessment	WJEC	60 % Controlled assessment 40 % terminal exam	<ol style="list-style-type: none"> 1) Cooking a meal for the family every week 2) Watching TV shows such as MasterChef, GBBO

<p style="text-align: center;">Citizenship</p>	<p>In Year 11 Citizenship we cover the content for the remaining themes and undertake an Active Citizenship Project. For this, pupils work in groups to decide on, plan, deliver and evaluate a campaign on a Citizenship issue of their choice. Theme C: How the law works Theme E: Taking Citizenship Action</p>	<p>Edexcel</p>	<p>PPE 1: Full Paper 1 (Themes A, B and C) PPE 2: Full Paper 2 (Themes D and E)</p>	<p>1) Watch, listen or read the news regularly to maintain up to date knowledge of current affairs to provide examples. 2) Discuss their opinions on the news and current affairs. 3) Support with completion of homework and revision using Seneca / Microsoft Teams</p>
<p style="text-align: center;">Health and Social Care</p>	<p>Component 2: A : Understand the different types of health and social care services and barriers to accessing them. Specifically looking at; Healthcare services, Social care services and the barriers to accessing the services. B: Understand the skills, attributes and values required to give care. Specifically looking at; Skills and attributes, Values in health and social care, the obstacles individuals requiring care may face, the benefits to individuals of the skills, attributes and values in health and social care practice. Component 3: A: Factors that affect health and wellbeing (Physical, Lifestyle, social, cultural, economic, environmental and the impact of PIES) B: Interpreting Health indicators (Physiological and lifestyle indicators) C: Person-Centred approach to improving health and wellbeing (Person-centred approach and recommendation and actions to improve health and wellbeing)</p>	<p>Pearson Level 1/2</p>	<p>Component 2 assessment - marked internally. Open book assessment. Component 3 assessment - externally marked.</p>	<p>1. Support with completion of homework/missed work and revision using Microsoft Teams</p>