

## Year 11 Curriculum Overview

Subject	Winter term skills & knowledge	Spring term skills & knowledge	Summer term skills & knowledge	Enrichment opportunities
<b>English</b>	19 <sup>th</sup> Century Novel: developing knowledge of the novel, analysing the use of language and structure, understanding the context of each poem. English Language Paper 1: finding information, analysing language and structure, evaluating, organising your writing, writing imaginatively and writing with technical accuracy. English Language Paper 2: finding and summarising information, Comparing texts, analysing language and writing for audience and purpose.	Revision of key literature texts: Power and Conflict Poems, An Inspector Calls, Macbeth and Unseen Poetry. English Language Paper 1: finding information, analysing language and structure, evaluating, organising your writing, writing imaginatively and writing with technical accuracy. English Language Paper 2: finding and summarising information, Comparing texts, analysing language and writing for audience and purpose.	Unseen Poetry: analysing the use of language and structure.	Poetry Live Trip – a chance to see the Power and Conflict Poems performed by the poets.  Debating Club
<b>Maths</b>	Knowledge: Expressions, equations and formulae, graphs, functions, indices and roots, pythagoras and trigonometry, circles, ratio and proportion, angles, proof (H only), surds (H only) Skills: numeracy, calculator use, mathematical reasoning, problem solving	Knowledge: Sequences, vectors, data handling Lesson-by-lesson revision programme from Feb half term Skills: numeracy, calculator use, mathematical reasoning, problem solving, data handling	Knowledge: Revision and Assessments  Skills: numeracy, calculator use, mathematical reasoning, problem solving	Intermediate Maths Challenge (Targeted) Times Tables Rock Stars (All) L2 Further Maths Qualification (Targeted) Maths Clinic (All)
<b>Science</b>	Knowledge:Ecosytem and biodiversity, Earths atmosphere, carbon chemistry  Skills: Can correctly define key terminology, can create accurate graphs from data, can recall and explain all required practicals	Knowledge:Inheritance, variation and evolution, materials resources  Skills: Can correctly define key terminology, can create accurate graphs from data, can recall and explain all required practicals	Revisiting	Drop in sessions
<b>Science (Synergy)</b>	Knowledge:Space, organic chemistry,magnetism, chemical analysis, Inheritance  Skills: Can correctly define key terminology, can create accurate graphs from data, can recall and explain all required practicals	Knowledge:Ecology, Using resources, chemistry of the atmosphere  Skills: Can correctly define key terminology, can create accurate graphs from data, can recall and explain all required practicals	Revisiting	Drop in sessions
<b>3D Design</b>	<ul style="list-style-type: none"> <li>Mask project- sustained independent project working to a GCSE style NEA brief</li> <li>Refine portfolios</li> </ul>	NEA- starts 1 <sup>st</sup> January with Exam in May	NEA- starts 1 <sup>st</sup> January with Exam in May	
<b>Art</b>	Coursework 2 continued.  Knowledge:- Expected content, approach and presentation for AO2 of a GCSE project. Expectations for AO4- final piece  Skills:- Presentation, annotation, research, making links with others*, drawing to test and explain ideas, techniques with chosen materials, processes/approach with chosen materials, development of ideas, working sequentially, working independently, self-evaluation.  Time management. Meeting deadlines. Organizing appropriate materials.	Examination project. Theme to be set by Edexcel. Knowledge:- Expected content, approach and presentation for AOs 1-3 of a GCSE examination project. Expectations for AO4- final piece Skills:- Observational, imagined and secondary source work produced in a range of materials, with the focus on technique, i.e. the Formal Elements. Presentation and annotation skills. Topic research. Artist research and analysis. * Exploration of artists' techniques Response to the artists. Research, making links with others*, drawing to test and explain ideas, techniques with chosen materials, processes/approach with chosen materials, development of ideas, working sequentially, working independently, self-evaluation. Time management. Meeting deadlines. Organizing appropriate materials.	GCSE Marking and Moderation exhibitions.  Knowledge:- Expectations regarding the displaying of course and examination work in exhibition form.  Skills:- Mounting, labelling and hanging of work.	Curriculum Days, if applicable.  Access to the department on given lunchtimes/after school.  Use resources, such as YouTube, to expand knowledge of the subjects/artist covered e.g. virtual gallery tours.  External competitions and college competitions will be advertised as applicable.  Fitzwilliam Museum GCSE/A-level examination support, usually over February half-term.
<b>Computer Science</b>	<b>[GCSE] Networks &amp; topologies</b> <ul style="list-style-type: none"> <li>Types of network:</li> <li>Factors that affects the performance of networks</li> <li>The different roles of computers in a client-server and a peer-to-peer network</li> <li>The hardware needed to connect stand-alone computes into a Local Area Network:</li> <li>The Internet as a worldwide collection of computer networks:</li> <li>Star and Mesh network topologies</li> </ul> <b>[GCSE] Wired &amp; Wireless Networks, Protocols and Layers</b> <ul style="list-style-type: none"> <li>Modes of connections:</li> <li>Encryption</li> <li>IP addressing and MAC addressing</li> <li>Standards</li> </ul>	<b>[GCSE] Operating Systems</b> <ul style="list-style-type: none"> <li>The purpose and functionality of operating systems:</li> <li>User interface</li> <li>Memory management and multitasking</li> <li>Peripheral management and drivers</li> <li>User management</li> <li>File management</li> </ul> <b>[GCSE] Utility software</b> <ul style="list-style-type: none"> <li>The purpose and functionality of utility software</li> </ul> <b>[GCSE] Additional programming techniques</b> <ul style="list-style-type: none"> <li>The use of basic string manipulation</li> <li>The use of basic file handling operations:</li> <li>The use of records to store data</li> <li>The use of SQL to search for data</li> </ul>	<b>Exam Preparation</b>	iDEA Award Typing.com Bebras Challenge eSports??

	<ul style="list-style-type: none"> <li>Common protocols:</li> <li>The concept of layers</li> </ul> <p><b>[GCSE] Threats to computer systems and networks</b></p> <ul style="list-style-type: none"> <li>Forms of attack:</li> </ul> <p><b>[GCSE] Identifying and preventing vulnerabilities</b></p> <ul style="list-style-type: none"> <li>Common prevention methods:</li> </ul>	<ul style="list-style-type: none"> <li>The use of arrays (or equivalent) when solving problems, including both one-dimensional (1D) and two-dimensional arrays (2D)</li> <li>How to use sub programs (functions and procedures) to produce structured code</li> <li>Random number generation</li> </ul> <p><b>[GCSE] Defensive design</b></p> <ul style="list-style-type: none"> <li>Defensive design considerations:</li> </ul> <p><b>[GCSE] The purpose of testing</b></p> <ul style="list-style-type: none"> <li>Types of testing:</li> <li>Identify syntax and logic errors</li> <li>Selecting and using suitable test data:</li> </ul>		
<b>Construction</b>	<p>Unit 2- (one lesson per fortnight) Construction and design</p> <ul style="list-style-type: none"> <li>Understand the work of the construction industry</li> <li>Understand a client's needs to develop a design brief for a low rise</li> <li>Produce and initial range of sketch ideas to meet the requirements of a client brief for a low-rise building</li> </ul> <p>Unit 1- ( 3 lessons per fortnight) Exam content- Construction Technology</p> <ul style="list-style-type: none"> <li>Understand the structural performance required for low rise construction</li> <li>Explore how sub-structures are constructed</li> <li>Explore how superstructures are constructed</li> </ul>	<p>Unit 1- ( 3 lessons per fortnight) Exam content- Construction Technology</p> <ul style="list-style-type: none"> <li>Understand the structural performance required for low rise construction</li> <li>Explore how sub-structures are constructed</li> <li>Explore how superstructures are constructed</li> </ul> <p>Unit 2- (one lesson per fortnight) Construction and design</p> <ul style="list-style-type: none"> <li>Understand the work of the construction industry</li> <li>Understand a client's needs to develop a design brief for a low rise</li> <li>Produce and initial range of sketch ideas to meet the requirements of a client brief for a low-rise building</li> </ul>	<p>Unit 2- (one lesson per fortnight) Construction and design</p> <ul style="list-style-type: none"> <li>Understand the work of the construction industry</li> <li>Understand a client's needs to develop a design brief for a low rise</li> <li>Produce and initial range of sketch ideas to meet the requirements of a client brief for a low-rise building</li> </ul> <p><b>UNIT 1 EXAMINATION- RESIT OPPORTUNITY IN JUNE</b></p>	
<b>D &amp; T Textiles</b>	<ul style="list-style-type: none"> <li>NEA- Till February half term</li> <li>Theory- mechanical devices and electronic systems</li> <li>Written Exam 2 hours- usually mid-May</li> </ul>	<ul style="list-style-type: none"> <li>NEA- Till February half term</li> <li>Theory revision</li> <li>Mock exam in January</li> </ul>	<ul style="list-style-type: none"> <li>Theory revision</li> <li>Written Exam 2 hours- usually mid-May</li> </ul>	
<b>Dance</b>	<p>Main focus will be on performance and choreography pieces for the exam which will include all of the skills and knowledge from each of the proceeding terms. Revision of professional works and Dance appreciation will continue to be interwoven into lessons.</p>	<p>Main focus will be on performance and choreography pieces for the exam which will include all of the skills and knowledge from each of the proceeding terms. Revision of professional works and Dance appreciation will continue to be interwoven into lessons.</p>	<p>Main focus will be on Component 2 the written theory paper which will cover all of the skills and knowledge covered during the duration of the course.</p>	<p>Dance club, performance opportunities in Christmas showcase, Dance Show, Shakespeare Festival, Whole school production, industry trips, theatre trips, workshop with visiting industry profs.</p>
<b>Drama</b>	<p><b>Component 1 GCSE Devising Drama exam and 2000 word portfolio:</b></p> <p>#Knowledge: Characteristics of dramatic work, including genre, structure, character, form, style, language. How meaning is communicated through performance conventions, use of space, relationships between performer and audience. Skills: research, developing ideas and intentions, rehearsing, refining and amending work. Use of explorative strategies: improvisation, tableaux, hot seating, physical movement, soundscapes. Vocal and physical skills. Analyse and evaluate their own work and that of others.</p>	<p><b>An Inspector Calls and Performance from a text Component 2 GCSE practical exam March 2022. # *Knowledge:</b></p> <p>Understanding practices used in twenty-first century theatre-making, understanding production elements and theatrical conventions, understanding the roles of theatre makers including performers, directors and designers. Understanding social, historical and or cultural context including theatre conventions of a period. Understand characteristics of dramatic work including genre, structure, character, form, style and language. Understand how meaning is communicated through performance conventions, use of space and relationships between performers and the audience. Understand themes and issues, character development. Skills: analyse and evaluate the work of theatre-makers. Recognise specific challenges for performers, directors and designers, Use subject specific terminology in discussing the work of theatre makers. Research skills. Rehearsing and line learning, vocal skills, physical skills, developing ideas and intentions, refining and amending work. Performing to an audience.</p>	<p><b>An Inspector Calls Component 3 GCSE written exam *:</b> Knowledge:</p> <p>Understanding practices used in twenty-first century theatre-making, understanding production elements and theatrical conventions, understanding the roles of theatre makers including performers, directors and designers. Understanding social, historical and or cultural context including theatre conventions of a period. Understand characteristics of dramatic work including genre, structure, character, form, style and language. Understand how meaning is communicated through performance conventions, use of space, relationships between performers and audience. Understand themes and issues, character development. Skills: analyse and evaluate the work of theatre-makers. Recognise specific challenges for performers, directors and designer. Use subject specific terminology and vocabulary.</p>	<p>Visit to a live theatre production. The opportunity to take on role of Drama Captain and assist in running drama clubs for KS3. Performance or production opportunities in school productions. Industry visit and workshops. * #</p>
<b>French</b>	<p>Knowledge:</p> <p>Social Media and Technology: What do you use it for? Do you use it too much? Are you addicted? Advantages, disadvantages and risks Comparing past and present – what did you used to use it for compared to now? Charity and Voluntary Work:</p>	<p>Knowledge:</p> <p>Work and Future Plans: Part Time Jobs Jobs Places of Work Qualities of a good employee/employer Opinions of work Looking for work and applying for jobs Work Experience</p>	<p>Knowledge:</p> <p>Revision and preparation for GCSE exams</p> <p>Skills:</p> <p>Listening, reading, speaking, writing, translation Photocard Role Play</p>	<p>Intercollege European Day of Languages competition</p>

	Names and types of charities Problems related to poverty and homelessness How we can help? Voluntary work and how we can support those who need it Skills: Listening, reading, speaking, writing, translation Photocard Role Play	Ideal Job  Skills: Listening, reading, speaking, writing, translation Photocard Role Play		
<b>Geography</b>	Knowledge: <b>3.1 and 3.2 How ecosystems can function?</b> Relationship between climate and global biomes. Physical processes and interactions within ecosystems. Small scale ecosystems in the UK. How are systems used by people? How are ecosystems damaged by human activity? Sustainable management of ecosystems Sustainability, human and physical processes, risk, inequality, globalisation and interdependent, development Skills: Map skills (location, scale, changes over time, biomes and choropleth maps), enquiry DME), writing and oracy (real texts and guided reading), numeracy and data skills. AO1,2,3 and 4	Knowledge: <b>3.3 Water resources and management</b> Varying supply and demand for water. Consequence when demand of water exceeds supply. Challenges of managing water supply Sustainability, human and physical processes, risk, inequality, globalisation and interdependent, development  Skills: Map skills (location, scale, changes over time, biomes and choropleth maps), enquiry DME), writing and oracy (real texts and guided reading), numeracy and data skills. AO1,2,3 and 4	Knowledge: <b>3.4 Desertification</b> Physical processes in a hot semi-arid regions which can cause desertification. Human activity contributing to desertification. Management of environments vulnerable to desertification. Sustainability, human and physical processes, risk, inequality, globalisation and interdependent, development  Skills: Map skills (location, scale, changes over time, biomes and choropleth maps), enquiry DME), writing and oracy (real texts and guided reading), numeracy and data skills. AO1,2,3 and 4	Human fieldwork GCSE Spring development
<b>Health &amp; Fitness</b>	Knowledge (Health and Fitness): Retrieval and Recap project content  Skills (Core PE): Outwitting opponents, replicating movements	Knowledge (Health and Fitness): Project completion and recap and retrieval of exam content  Skills (Core PE): Replicating movements, outwitting, net/wall	Knowledge (Health and Fitness): Exam  Skills (Core PE): performing at maximum levels, striking and fielding	Extra curricular clubs Intra school sport Inter school sport Sports Captains
<b>History</b>	Knowledge: Cold War / International relations, c1945-1990 – Summits, post war Europe, crises, 2 <sup>nd</sup> Cold War and Fall of the Berlin Wall  Skills: evidence, investigation, causation, change and continuity, significance and interpretations	Knowledge: Elizabeth I – 1558 to 1588 – accession problems, government, religion, society, relations with Spain, Mary Queen of Scots, settlement in America.  Skills: evidence, investigation, causation, change and continuity, significance and interpretations	Knowledge: This term is spent revisiting previous topics, filling gaps, creating materials and developing exam technique  Skills: evidence, investigation, causation, change and continuity, significance and interpretations	Possible trips: Berlin Battlefields  Films: Death of Stalin 13 days Mary Queen of Scots Elizabeth
<b>Hospitality &amp; Catering</b>	<ul style="list-style-type: none"> <li>Half term 1- Mock NEA- Gastropub- this is key preparation that can be taken into their NEA with them.</li> <li>Half term 2- NEA- Timed written tasks and planning for the practical exam</li> </ul>	<ul style="list-style-type: none"> <li>Practical Catering Assessment- first 2 weeks of January</li> <li>Unit 1 revision through a mixture of theory and practical lessons to increase engagement.</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1 revision through a mixture of theory and practical lessons to increase engagement.</li> </ul>	
<b>Latin</b>	<b>Knowledge:</b> Revision of language and Civilisation covered in year 10 <b>Literature:</b> 5 remaining texts. Read and analyse for content and style. <b>Skills:</b> Translation & comprehension. Describing Roman life, analysis of literature texts. Essay writing. Exam technique	<b>Knowledge:</b> Revision of all Language, Literature and Civilisation topics. Practice exam papers. 'Extended question' work. <b>Skills:</b> Translation & comprehension. Describing Roman life, analysis of literature texts. Essay writing. Exam technique	<b>Knowledge:</b> Revision of all Language, Literature and Civilisation topics. Practice exam papers. 'Extended question' work. <b>Skills:</b> Translation & comprehension. Describing Roman life, analysis of literature texts. Essay writing. Exam technique	Residential trip to Pompeii open to all year 10 and 11 students
<b>Music Technology</b>	<b>Studio recording</b> Introduction to the unit Recording audio for music – understanding the principles of recording sound and be able to plan a recording session. Attention should be given to the blend and spill, maximising the gain level for input and output, microphone choice and placement, signal chain.	<b>Exam preparation</b>	<b>Exam preparation</b>	Band Music Technology Club Song writing Club
<b>PE</b>	Skills (Core PE): Outwitting opponents, replicating movements	Skills (Core PE): Replicating movements, outwitting, net/wall	Skills (Core PE): performing at maximum levels, striking and fielding	Extra curricular clubs Intra school sport Inter school sport Sports Captains
<b>PSHE</b>	<b>Topic 1 – Post-16:</b> <ul style="list-style-type: none"> <li>Year 11 Success</li> <li>Post-16 choices</li> <li>University</li> </ul> <b>Topic 2 – Moving On:</b> <ul style="list-style-type: none"> <li>Applications</li> <li>Personal statements</li> </ul>	<b>Topic 3: Planning for the future:</b> <ul style="list-style-type: none"> <li>Interview techniques</li> <li>Money versus happiness</li> <li>Managing money</li> </ul> <b>Topic 4: Revision Skills:</b> <ul style="list-style-type: none"> <li>Time management</li> <li>Revision techniques</li> <li>Revision timetable</li> </ul>	Further support with revision for GCSEs.	Mock interviews
<b>RE</b>	<b>God and Revelation continued</b> General revelation	Religion, Crime and the cause of Crime#		

	<p>Different ideas about the divine the value of revelation and enlightenment</p> <p>Skills: Ao1: 1: Demonstrate knowledge and understanding of religion and beliefs including: AO1:2 beliefs, practices and sources of authority (Bible) AO1: 3 influence on individuals, communities and societies AO1:4 similarities and differences within and/or between religions and beliefs AO2:Analyse and evaluate aspects of religion and belief, including their significance and influence.</p> <p>Relationship and families # * Human sexuality Sexual relationship before and outside of marriage Contraception and family planning Marriage divorce and remarriage Nature and purpose of families Gender equality</p> <p>Skills: Ao1: 1: Demonstrate knowledge and understanding of religion and beliefs including: AO1:2 beliefs, practices and sources of authority (Bible) AO1: 3 influence on individuals, communities and societies AO1:4 similarities and differences within and/or between religions and beliefs AO2:Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>	<p>Crime and punishment Reasons for crime Religious attitudes to lawbreakers and different type of crime Religious attitudes to treatment of criminals Attitudes towards prison, corporal punishment and community service Death penalty Forgiveness</p> <p>Skills: Ao1: 1: Demonstrate knowledge and understanding of religion and beliefs including: AO1:2 beliefs, practices and sources of authority (Bible) AO1: 3 influence on individuals, communities and societies AO1:4 similarities and differences within and/or between religions and beliefs AO2:Analyse and evaluate aspects of religion and belief, including their significance and influence.</p> <p>Religion, human rights and social justices # * Social justice and human rights Prejudice and discrimination Religious freedom Wealth Poverty and its causes Exploitation of the poor Giving money to the poor</p> <p>Skills: Ao1: 1: Demonstrate knowledge and understanding of religion and beliefs including: AO1:2 beliefs, practices and sources of authority (Bible) AO1: 3 influence on individuals, communities and societies AO1:4 similarities and differences within and/or between religions and beliefs AO2:Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>		
<b>Spanish</b>	<p>Knowledge: Social Media and Technology: What do you use it for? Do you use it too much? Are you addicted? Advantages, disadvantages and risks Comparing past and present – what did you used to use it for compared to now? Charity and Voluntary Work: Names and types of charities Problems related to poverty and homelessness How we can help? Voluntary work and how we can support those who need it</p> <p>Skills: Listening, reading, speaking, writing, translation Photocard Role Play</p>	<p>Knowledge: Work and Future Plans: Part Time Jobs Jobs Places of Work Qualities of a good employee/employer Opinions of work Looking for work and applying for jobs Work Experience Ideal Job</p> <p>Skills: Listening, reading, speaking, writing, translation Photocard Role Play</p>	<p>Knowledge: Revision and preparation for GCSE exams</p> <p>Skills: Listening, reading, speaking, writing, translation Photocard Role Play</p>	<p>Intercollege European Day of Languages competition</p>