

**YEAR 11 CURRICULUM MAP**

|         | <u>Autumn 1</u>   | <u>Autumn 2</u>  | <u>Spring 1</u>   | <u>Spring 2</u>   | <u>Summer 1</u>  | <u>Summer 2</u>   |
|---------|---|--|---|---|--|---|
| English | <p><b>Language</b><br/> <b>Reading</b> about poverty/class difference<br/>           3 lessons:<br/>           19th C non-fiction, 20th C and 21st C (Paper 2A)<br/>           1 lesson:<br/>           20th C prose extract on similar theme (Paper 1A )<br/>           1 lesson: nonfiction – contemporary reporting<br/>           Argument writing/ transactional writing (Paper 2B)<br/> <b>Literature</b><br/> <b>19th C Novel:</b> Jane Eyre, Pride and Prejudice and Dr Jekyll and Mr Hyde (read over the summer) inc close work on several iconic sections, exploring how presented by writer and screen version</p> | <p><b>Reading</b> about places/ London<br/>           3 lessons: 19th C non-fiction, 20th C and 21st C (Paper 2A)<br/>           1 lesson: 20thC prose extract on similar theme (Paper 1A )<br/> <b>Writing:</b><br/>           Creative writing on place (Paper 1B)<br/>           `letter to the editor` about contemporary issues in London<br/> <b>19th C Novel:</b> Jane Eyre, Pride and Prejudice and Dr Jekyll and Mr Hyde cont inc exam style questions – modelled, guided and independent work.</p> | <p>Mock:<br/>           Paper 1<br/>           A: Fiction 20th C prose<br/>           B: Creative writing<br/>           1 hr 45m</p> <p>Mock:<br/>           Paper 1<br/>           Exploring modern and heritage texts<br/>           2 hrs</p> | <p><b>Non-fiction:</b><br/>           Shakespeare and his time<br/>           19th C and 21st C<br/> <b>Writing:</b><br/>           An article for school magazine explaining why Shakespeare is a compulsory author.<br/> <b>VSPaG focus</b></p> <p><b>Shakespeare</b><br/>           Macbeth revision. Focus on key characters and themes.<br/>           Exam style questions – modelled, guided and independent work.</p> | <p>Creative writing<br/>           Exam style questions<br/>           Creating humour and irony<br/>           Using dialogue</p> <p>Mock:<br/>           (In class)<br/>           Paper 2<br/>           Shakespeare and poetry</p> | <p>Unseen prose<br/>           Variety of texts inc exam style questions – modelled, guided and independent work.<br/>           19th C Novel: Jane Eyre, Pride and Prejudice and Dr Jekyll and Mr Hyde cont inc exam style questions – modelled, guided and independent work.<br/>           Mock:<br/>           Paper 1<br/>           Exploring modern and heritage texts<br/>           2 hrs<br/>           Shakespeare<br/>           Macbeth revision. Focus on key characters and themes.<br/>           Exam style questions – modelled, guided and independent work.<br/>           Mock<br/>           Modern prose:<br/>           Return to Animal Farm or Never Let Me Go<br/>           exam style question – modelled, guided and independent work.<br/>           Once a half term: groups of students given an unseen extract or poem to read for HW and asked</p> |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Maths – Higher Plus</p> | <p><b>Further Algebra</b><br/>Rearranging formulae<br/>Algebraic Fractions Surds<br/>Functions Algebraic<br/>Proof <i>Problem Solving</i></p> <p><b>Vectors and Geometric Proof</b><br/>Vectors and vector notation<br/>Vector arithmetic Parallel vectors and collinear points Solving geometric problems using vectors<br/><i>Problem Solving</i></p>                                | <p><b>Proportion and Graphs</b> Direct and inverse proportion<br/>Exponential functions<br/>Non-linear graphs<br/>Transformation of graphs <i>Problem Solving</i></p> <p>Y11 Trial Exam</p> | <p>Revision and study for Further Maths Level 2 certificate</p>  | <p>Revision and study for Further Maths Level 2 certificate</p>  | <p>Revision and study for Further Maths Level 2 certificate</p> |  |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Maths – Higher</p>      | <p><b>Further Statistics</b><br/>Sampling Cumulative Frequency<br/>Box plots Drawing and interpreting histograms<br/>Comparing and describing populations <i>Problem Solving</i></p> <p><b>Equations and Graphs</b><br/>Linear, quadratic and cubic graphs</p> <p>Solve graphically linear inequalities, simultaneous equations and quadratic equations<br/><i>Problem Solving</i></p> | <p><b>Equations and Graphs</b> Solve graphically linear inequalities, simultaneous equations and quadratic equations</p> <p>Y11 Trial Exam</p>  | <p><b>Circle Theorems</b></p> <p><b>Further Algebra</b><br/>Rearranging formulae<br/>Algebraic Fractions<br/>Surds<br/>Functions</p> <p><b>Vectors and Geometric Proof</b><br/>Vectors and vector notation<br/>Vector arithmetic<br/>Parallel vectors and collinear points</p> | <p><b>Proportion and Graphs</b><br/>Direct and inverse proportion<br/>Transformation of graphs</p> <p>Revision and practice for GCSE</p> | <p>Revision and practice for GCSE</p>                           |  |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Maths - Foundation</p> | <p><b>Perimeter, Area and Volume</b> Circles, semi circles and sectors<br/>Cylinders, Pyramids, cones and spheres<br/>Composite 2D and 3D shapes<br/><i>Problem Solving</i></p> <p><b>Fractions, indices and standard form</b> Laws of indices Standard form<br/><i>Problem Solving</i></p> | <p><b>Congruence, Similarity and Vectors</b><br/>Similarity Congruence<br/>Simple vectors</p> <p>Y11 Trial exams</p>  | <p><b>Further Algebra</b><br/>Graphs of cubic and reciprocal functions Non-linear graphs<br/>Solving linear simultaneous equations – algebraically and graphically<br/>Rearranging formulae<br/>Proof</p> | <p>Revision and practice for GCSE</p> | <p>Revision and practice for GCSE</p> |  |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">History</p>            | <p>AQA GCSE History Paper 2: Elizabethan England c1568- 1603</p> <ul style="list-style-type: none"> <li>• <b>Part two: Life in Elizabethan times</b></li> <li>• <b>Part three: Troubles at home and abroad</b></li> </ul>   | <p>AQA GCSE History Paper 2: Health and the People c1000 to the present day</p> <ul style="list-style-type: none"> <li>• <b>Part one: Medicine stands still</b></li> <li>• <b>Part two: The beginnings of change</b></li> </ul> | <p>Revision</p>   |                                       |                                       |  |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geography</p>          | <p>Energy and Resources<br/>Forests</p>   | <p>Fieldwork Urban and Coasts<br/>Bespoke Units from units 1-3</p>  | <p>Bespoke Units from units 1-3</p>   |                                       |                                       |  |

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| Visual Arts/Photography | <p><b>GCSE Photography – coursework - component 1</b><br/><b>Project 2 – Fragments</b></p> <ul style="list-style-type: none"> <li>• Photographer research using WAYS IN and FORMAL ELEMENTS</li> <li>• Adobe CC – digital image manipulation</li> <li>• Collage/Montage/Drawing Independent development</li> </ul>   | <p><b>GCSE Photography – examination - component 2</b><br/><b>Component 2: Externally Set Assignment</b></p> <ul style="list-style-type: none"> <li>• Paper released 2 January</li> <li>• Preparatory period begins in January and students start work on their preparatory studies in response to the theme</li> </ul> <p>Enrichment opportunity: gallery visit, workshop or visit to a local area of interest to support students' response to the theme</p> <ul style="list-style-type: none"> <li>• Students complete all preparatory studies before the start of the period of sustained focus</li> </ul> <p>The 10-hour period of sustained focus during which students produce their final response(s) to the theme</p> | <p><b>GCSE Photography – examination - component 2</b><br/><b>Component 2: Externally Set Assignment</b></p> <ul style="list-style-type: none"> <li>• Paper released 2 January</li> <li>• Preparatory period begins in January and students start work on their preparatory studies in response to the theme</li> </ul> <p>Enrichment opportunity: gallery visit, workshop or visit to a local area of interest to support students' response to the theme</p> <ul style="list-style-type: none"> <li>• Students complete all preparatory studies before the start of the period of sustained focus</li> </ul> <p>The 10-hour period of sustained focus during which students produce their final response(s) to the theme</p> |
| Visual Arts/Textiles    | <p><b>GCSE Textiles – coursework- component 1</b><br/><b>Project 2- Fragments</b></p> <ul style="list-style-type: none"> <li>• Artist research and analysis using WAYS IN ( Artist to be selected by student)</li> <li>• Independent planning and development of ideas.</li> <li>• Peer and self assessment.</li> <li>• Final ideas experimentation</li> <li>• Final outcome (s)</li> <li>• Final evaluation.</li> </ul> | <p><b>GCSE Textiles – examination - component 2</b><br/><b>Component 2: Externally Set Assignment</b></p> <ul style="list-style-type: none"> <li>• Paper released 2 January</li> <li>• Preparatory period begins in January and students start work on their preparatory studies in response to the theme</li> </ul> <p>Enrichment opportunity: gallery visit, workshop or visit to a local area of interest to support students' response to the theme</p> <ul style="list-style-type: none"> <li>• Students complete all preparatory studies before the start of the period of sustained focus</li> </ul> <p>The 10-hour period of sustained focus during which students produce their final response(s) to the theme</p>    | <p><b>GCSE Textiles – examination - component 2</b><br/><b>Component 2: Externally Set Assignment</b></p> <ul style="list-style-type: none"> <li>• Paper released 2 January</li> <li>• Preparatory period begins in January and students start work on their preparatory studies in response to the theme</li> </ul> <p>Enrichment opportunity: gallery visit, workshop or visit to a local area of interest to support students' response to the theme</p> <ul style="list-style-type: none"> <li>• Students complete all preparatory studies before the start of the period of sustained focus</li> </ul> <p>The 10-hour period of sustained focus during which students produce their final response(s) to the theme</p>    |

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| Visual Arts/Fine Art | <b>GCSE Fine Art – coursework – component 1</b><br><b>Project 2 – Fragments</b> <ul style="list-style-type: none"> <li>Continue how 'Fragments' can be represented within the Visual Arts. Exploring this generically.</li> <li>Independent development of ideas within portraiture &amp; Fragments: artist research (student's choice).</li> <li>Artist/theme research, analysis, visual responses.</li> <li>Initial ideas, planning, development, experimentation.</li> <li>Final outcomes.</li> </ul> <b>Peer &amp; self-evaluation, documentation</b> |  | <b>GCSE Fine Art – examination - component 2</b><br><b>Component 2: Externally Set Assignment</b> <ul style="list-style-type: none"> <li>Paper released 2 January</li> <li>Preparatory period begins in January and students start work on their preparatory studies in response to the theme</li> </ul> Enrichment opportunity: gallery visit, workshop or visit to a local area of interest to support students' response to the theme <ul style="list-style-type: none"> <li>Students complete all preparatory studies before the start of the period of sustained focus</li> </ul> The 10-hour period of sustained focus during which students produce their final response(s) to the theme |   | <b>GCSE Fine Art – examination - component 2</b><br><b>Component 2: Externally Set Assignment</b> <ul style="list-style-type: none"> <li>Paper released 2 January</li> <li>Preparatory period begins in January and students start work on their preparatory studies in response to the theme</li> </ul> Enrichment opportunity: gallery visit, workshop or visit to a local area of interest to support students' response to the theme <ul style="list-style-type: none"> <li>Students complete all preparatory studies before the start of the period of sustained focus</li> </ul> The 10-hour period of sustained focus during which students produce their final response(s) to the theme |  |
|                      | Health & Social   | C3 Health & Wellbeing - EXAM<br><br>A. Factors that affect health & wellbeing                                    | C3 Health & Wellbeing - EXAM<br><br>B. Interpreting health indicators   | C2 Health & Social Care Services & Values - Coursework<br><br>LA B<br>Demonstrate care values and review own practice | C2 Health & Social Care Services & Values - Coursework<br><br>LA B<br>Demonstrate care values and review own practice   | C3 Health & Wellbeing - EXAM<br><br>A. Factors that affect health & wellbeing<br>B. Interpreting health indicators |
| Computer Science     | Wired and Wireless Networks<br>Network topologies<br>System Security<br>System software   |  | Ethical, legal, cultural and environmental concerns<br><br>Programming Project Revision   |   | Revision  |  |
| Travel & Tourism     | Component 1 - Travel and Tourism Organisations and Destinations (Part <b>1A</b> ) – <b>Internal Coursework</b>  | Component 1 -Travel and Tourism Organisations and Destinations (Part <b>1A/1B</b> ) – <b>Internal Coursework</b> | Component 1/3 -Travel and Tourism Organisations and Destinations (Part <b>1B/3A</b> ) – <b>Internal Coursework</b>  | Component 3: Customer Needs in Travel and Tourism ( <b>3A/3B</b> )<br><br><b>Internal Coursework</b>                  | Component 3: Customer Needs in Travel and Tourism ( <b>3B</b> )<br><br><b>Internal Coursework</b>   |  |

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| Drama         | Component 2<br>Devising Lizzie Borden   | Component 2<br>Devising Lizzie Borden<br>Submission of coursework  | Component 3<br>Scripted<br>extracts  | Component 1<br>Written Paper  |  |       |
| GCSE Business | Recap of marketing and<br>HR with exam technique<br>(2 weeks)<br><br>3.2 Influences on<br>business<br>Legislation<br>Technology<br>Economic climate       | 3.2 influences on business<br>Ethical and environmental<br>considerations<br>Globalisation                     | 3.3 Operations<br>Management<br>Methods of production<br>Lean production and JIT<br>JIC and Suppliers<br>Procurement and logistics<br>Supply chains<br>Quality management<br>Good customer service | 3.6 Finance<br>Sources of finance<br>Cash and cash flow<br>Calculations and ARR<br>Break-even<br>Financial statements | Revision and exams   | Exams |
| Music         | Composition 1: Score<br><br>Evening recital<br><br>Set Works: Instrumental<br>Music – Beethoven<br>'Pathetique Sonata' &<br>Bach 'Brandenburg<br>Concerto | Composition 2: Intro<br><br>Ensemble Recital<br><br>Set works: Vocal<br>Music – Purcell 'Music<br>for a While' | Composition 2: Realisation<br><br>Solo Recital<br><br>Appraising & listening<br>exam skills  | Composition 2: Realisation<br><br>Evening recital<br><br>Set work revision  | Coursework submission<br><br>Exam revision and<br>practice |       |

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| PE Core           | <p><b>Paper 1:</b><br/>3.1.3.5 Effective use of warm up and cool down<br/>3.1.3.3 The principles of training – PART 1</p> <p><b>Paper 2:</b><br/>3.2.2.2 Commercialisation of physical activity<br/>Positive and negative impacts of technology (impact on performer, sport, official, spectator, sponsor; types of technology)</p> <p>3.2.2.3 ethical and sociocultural issues in physical activity and sport: conduct, prohibited drugs and methods, PEDs dis/advantages</p> <p><b>Trial Exam Preparation Practical</b><br/>- trampoline</p> | <p><b>TRAIL EXAM 1</b></p> <p><b>3.1.3 - Physical Paper 1:</b><br/>3.1.3.3 The principles of training and their application to personal exercise/training programmes – PART 2</p> <p><b>Paper 2:</b><br/>3.2.2.3 ethical and sociocultural issues in physical activity and sport: spectator behaviour, hooliganism</p> <p><b>TRAIL EXAM -Review</b></p> <p>Written coursework production</p> | <p><b>Paper 1:</b><br/>3.1.3.4 How to optimise training and prevent injury</p> <p><b>Paper 2:</b><br/>3.2.3.1 physical, emotional and social health and wellbeing<br/>3.2.3.2 the consequences of a healthy lifestyle<br/>3.2.3.3 Energy use, diet, nutrition and hydration</p> <p>All theory content covered</p> <p>Written coursework production</p> | <p><b>TRIAL EXAM 2</b></p> <p><b>Trial exam review and final exam Preparation</b></p> <p>Written coursework completion</p> | <p><b>Final Exam Preparation</b></p> <p>Practical external moderation</p> | <p><b>Course complete</b></p> |
| Science Chemistry | Quantitative Chemistry<br>Rates and Equilibria   |  | Energy changes<br>Chemical analysis<br>Using resources   |  | Revision  |                               |
| Science Physics   | Further Radioactivity<br>Motion & Forces   |  | Further Motion & Forces<br>Waves   |  | Electromagnetism Revision   |                               |
| Science Biology   | Reproduction<br>Variation and evolution<br>Genetics and evolution  |  | Adaptation, interdependence and competition<br>Organising an ecosystem<br>Biodiversity and ecosystems  |  | Revision  |                               |

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| RE                  | Thematic studies<br>• Religion and life  |  | Thematic studies<br>• Religion, crime and punishment  |   | Thematic studies<br>• Religion, peace and conflict<br>• Revision  |          |
| GCSE Psychology     | Topic 1: Social Influence  | Topic 1: Language, thought and Communication   | Topic 1: Language, thought and Communication<br>Topic 2: Psychological Problems   | Topic 1: Psychological Problems<br>Topic 2: Revision  | Revision  |          |
| German              | School and studies   | Travel and tourism<br>Nov trial exams  | Global and social issues  | Education post 16 and careers<br>March trial exams  | Revision  | Exams    |
| French              | School and studies   | Travel and tourism<br>Nov trial exams  | Global and social issues  | Education post 16 and careers<br>March trial exams  | Careers   | Revision |
| Spanish             | 8: Social issues- healthy and unhealthy living   | 9+10: Environment and Travel and tourism<br>Nov trial exams  | 11+12 Education post 16, jobs, careers choices and ambitions  | Revision<br>March trial exams   | Revision  | Exams    |
| GCSE Dance - Theory | <b>Theory – Within Her Eyes</b><br><br><ul style="list-style-type: none"> <li>• Key Facts</li> <li>• Lighting/Aural Setting/Costume/Set Design</li> <li>• ASDR</li> </ul><br>Choreographic Devices/Relationships | <b>Theory – Artificial Things</b><br><br><ul style="list-style-type: none"> <li>• Key Facts</li> <li>• Lighting/Aural Setting/Costume/Set Design</li> <li>• ASDR</li> </ul><br>Choreographic Devices/Relationships | <b>Theory – Recap all knowledge</b><br><br><ul style="list-style-type: none"> <li>• Section A: Choreographic Processes and performing skills</li> <li>• Section B: Critical appreciation of own work</li> </ul><br>Section C: Critical appreciation of professional works | <b>Theory – Recap all knowledge</b><br><br><ul style="list-style-type: none"> <li>• Section A: Choreographic Processes and performing skills</li> <li>• Section B: Critical appreciation of own work</li> </ul><br>Section C: Critical appreciation of professional works | <b>Theory – Recap all knowledge</b><br><br><ul style="list-style-type: none"> <li>• Section A: Choreographic Processes and performing skills</li> <li>• Section B: Critical appreciation of own work</li> </ul><br>Section C: Critical appreciation of professional works |          |



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| GCSE Dance - Practical         | <b>Practical – Set Phrase</b> <ul style="list-style-type: none"> <li>All student recap and refine set phrases – Flux and Breathe</li> </ul>         | <b>Practical - Trio</b> <ul style="list-style-type: none"> <li>Students are grouped according to ability</li> <li>They must learn how to perform the performance trio created by SLD and KW</li> </ul> | <b>Practical – Choreography</b> <ul style="list-style-type: none"> <li>Research chosen question</li> <li>Motif and development</li> <li>Select aural setting</li> <li>Structure and form</li> </ul>                  | <b>Additional Theory - Recap all knowledge</b> <ul style="list-style-type: none"> <li>Section A: Choreographic Processes and performing skills</li> <li>Section B: Critical appreciation of own work</li> <li>Section C: Critical appreciation of professional works</li> </ul> | <b>Additional Theory - Recap all knowledge</b> <ul style="list-style-type: none"> <li>Section A: Choreographic Processes and performing skills</li> <li>Section B: Critical appreciation of own work</li> </ul> <p>Section C: Critical appreciation of professional works</p> |  |
| BTEC Level 2 Dance - Theory    | <b>Theory - Component 1</b> <ul style="list-style-type: none"> <li>Emancipation of Expressionism</li> <li>A Linha Curva</li> <li>Shadows</li> </ul> | <b>Theory - Component 1</b> <ul style="list-style-type: none"> <li>Emancipation of Expressionism</li> <li>A Linha Curva</li> <li>Shadows</li> </ul>  | <b>Theory – Folder work</b>  | <b>Theory – Folder work</b>   |   |  |
| BTEC Level 2 Dance - Practical | <b>Practical – Component 2/ Trio</b> <ul style="list-style-type: none"> <li>Technique Exercises</li> <li>Learning performance Material</li> </ul>   | <b>Practical – Component 3 Trial</b> <ul style="list-style-type: none"> <li>Students explore the choreographic process in preparation for their external exam</li> </ul>                               | <b>Practical – Component 3 Official</b> <p>Pre Released Task January 2021</p> <ul style="list-style-type: none"> <li>3hrs of practical workshops</li> <li>2hrs of research</li> <li>Create notes for exam</li> </ul> | <b>Practical – Component 3 Official</b> <ul style="list-style-type: none"> <li>5hrs of practical workshops</li> <li>Create notes for exam</li> </ul>  | <b>Practical – Component 3 Official</b> <ul style="list-style-type: none"> <li>2hrs of preparatory work</li> <li>Tech and Dress rehearsal</li> </ul>  |  |

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| Sociology       | <b>Social Stratification –</b>  |                       | <b>Research Methods</b>  |                      | <b>Revision</b>                    |  |
|                 | <p>Different views of the functionalist theory of social stratification.</p> <p>The work of Davis and Moore on social stratification from a functionalist perspective</p> <p>Different views of socio-economic class.</p> <p>The work of Marx and Weber on socio-economic class</p> |                       | <p>Describe and explain the processes involved in research design: the establishment of appropriate aims and relevant hypotheses, the use of pilot studies, the selection of appropriate sampling methods and the analysis of data.</p> <p>Describe and explain qualitative and quantitative methods (questionnaires, interviews, observations) and assess the value, application, and strengths and weaknesses of different methods.</p> <p>Assess the usefulness of the mixed methods approach</p> |                      |                                    |  |
| Creative iMedia | Web design – theory of design process. Practical work with Adobe Dreamweaver.   | Web design coursework | Animation – theory of animation and practical using Adobe Fireworks and Animate  | Animation coursework | Coursework catch up and completion |  |