

YEAR 11 CURRICULUM

Subject	Topic Focus	Skills Focus
English	Language paper one: Explorations in creative Reading and Writing	Students will read a variety of extracts from fiction texts in preparation for this exam. The exam has two sections: reading and writing. Students will develop an appreciation and understanding of how writers use language and structure to craft their work. They will evaluate and reflect on writers' decisions. They will also learn about narrative and descriptive writing. Students will sit a mock exam of this paper as part of the year 11 mock exam process.
	Language paper two: Writers' viewpoints and perspectives	In preparation for their GCSE English language exam students will explore a variety of non-fiction texts from different time periods and learn how to approach exam style questions on these. The paper has a reading and writing section and the students will be prepared for both sections. They will explore the language and learn how to summarise a writer's viewpoint on a topic as well as compare non-fiction texts. They will produce a piece of non-fiction writing of their own
	Literature paper two: Modern texts and Poetry. Modern text study: Lord of the Flies	Revision
	Literature paper two: Modern texts and Poetry. Poetry study: Power and Conflict	Revision
	Literature paper one: Shakespeare and the 19 th Century novel. Prose study: The Strange Case of Doctor Jekyll and Mr Hyde	Revision
	Literature paper one: Shakespeare and the 19 th Century novel. Shakespeare study: The Merchant of Venice	Revision
Maths		Data handling - unit 14 Vectors - unit 18

YEAR 11 CURRICULUM

		<p>Topics needing partial coverage</p> <p>Similarity & congruence - unit 12</p> <p>Area & volumes ratios</p> <p>Trigonometry - non-right angled triangles, area of triangle - unit 13.5, 6, 7</p> <p>REVISION & MOCK EXAM PREPARATION</p> <p>Quadratic equations formula and completing square</p> <p>Change of subject of formula</p> <p>Algebraic fractions</p> <p>Functions & iteration</p>
Combined Science	Biology	<p>Natural selection and genetics</p> <ul style="list-style-type: none"> • Ecosystems and material cycles • Health and development in medicines • Cells, plant structure and ecosystems
	Chemistry	<p>The periodic table</p> <ul style="list-style-type: none"> • Separating and purifying substances • Energy and chemical reactions • Earth and atmospheric science Describe density using the particle model
	Physics	<p>Motion, forces and energy</p> <ul style="list-style-type: none"> • Light and the electromagnetic spectrum • Astronomy • Electricity and circuits
Triple Science	<p>Each course explores each scientific discipline in greater depth than Combined Science and offers more advanced preparation for the study of Science at A-Level.</p>	<p>Biology</p> <ul style="list-style-type: none"> • Genetics • Natural selection and modification • Health, disease and development in medicines • Ecosystems and material cycles • Animal coordination, control and homeostasis • Plant structures and their functions <p>Chemistry</p> <ul style="list-style-type: none"> • States of matter • Reactions and equilibria • Quantitative analysis • Dynamic equilibria and calculations involving volumes of gases • Energy and chemical reactions • Qualitative analysis

YEAR 11 CURRICULUM

		<p>Physics</p> <ul style="list-style-type: none"> • Motion, forces and conservation of energy • Light and the electromagnetic spectrum • Astronomy • Forces and their effects
Art & Design & Digital Art	Art - Traditional Skills	Painting in acrylic, water colour, drawing, sculpture in clay, wire and mod roc plaster, Various printing techniques and photography
	Digital Art	Making Art using Computer Software and lens based media. Develop photography skills to generate ideas, Adobe Photoshop Animations and other moving pieces of Art work with software such as Adobe Flash.
Beauty	Award in an Introduction to the Hair and Beauty Sector'	Unit UV30330 - Introduction to the hair and beauty sector Unit UV30331 - Presenting a professional image in the salon Unit UV10416 – Provide a Basic Manicure Treatment
	Certificate in an Introduction to the Hair and Beauty Sector	Unit UV10417 – Provide Basic Pedicure Treatment Unit UV30333 - Nail Art application
	Diploma in an Introduction to the Hair and Beauty Sector' - a further seven units are studied:	Unit UV30335 - Skincare Unit UV30339 - Make up application Unit UV20400 - Head Massage Unit UV10481 - Salon Reception Duties Unit UV10482 - Create Retail Displays Unit UV10478 –Working with others in the Hair & Beauty Sector Unit UV10477 - Health & Safety in the Salon
Business Studies		<p>Key information and assessment skills</p> <p>The new GCSE Edexcel Business 9-1 Course starts this academic year following a few changes made to the content students study. The main difference to this new specification is the removal of Controlled Assessment and the focus of assessing students solely on examinations. The specification is broken into two elements; Theme 1 (content studied in Year 9 and Theme 2 (content studied in Year 10). The main focus in Year 11 will be revision and going over concepts that students have particularly struggled with in both themes and really consolidating their knowledge. We will also be paying particular attention to exam technique and ensuring students have got to grips with the correct</p>

YEAR 11 CURRICULUM

		<p>style of answering questions. In Year 11 assessments will be focused more to the actual exam papers they will be sitting (see college website for more exam dates). http://www.chalfonts.org/page/?title=Exams&pid=175</p> <p>Two exam papers (summer GCSE examinations) Paper 1(Topics 1.1 to 1.5) – 1 hour 30 minute paper – 90 marks – 50% of the overall GCSE qualification Paper 2 (Topics 2.1 to 2.5) – 1 hour 30 minute paper – 90 marks – 50% of the overall GCSE qualification</p> <p>Assessment Skills Examiners will be looking at three types of skill and knowledge that students will need to demonstrate.</p> <p>Skill one – demonstrate knowledge and understanding This skill is based on students being able to recall and communicate their key understanding of the concept that is being questioned. Students will need to show good understanding of the facts and that appropriate business terms are used.</p> <p>Skill two – apply knowledge and understanding This skill requires students to be able to apply their knowledge to ‘real’ businesses(in the form of a case study) and ensure their answer is suitable and relevant to the situation.</p> <p>Skill three – analyse and evaluate to demonstrate understanding, make judgements and draw conclusions This skill is all about using evidence from a specific case study to make a judgement and come to a conclusion. This skill will apply to ‘long answer’ questions meaning that students will also be assessed on how they structure their answer.</p>
<p>Citizenship</p>	<p>Active Citizenship Research Project</p>	<p>Citizenship action – the actions of others This element of Paper 1 assesses the nature of active citizenship and draws upon the fifth key question in each of the three subject content themes (How can citizens make their voice heard and make a difference in society?, How do citizens play a part to bring about change in the legal system? and How can citizens try to bring about political change?). Questions in this section may be from any of these three content themes or come from a combination of them.</p> <p>The investigation will be assessed through a set of questions in Paper 1 section A. The questions will seek to draw upon the knowledge and understanding of the skills, methods and processes students have gained from taking citizenship action. These questions will account for 15% of the total GCSE marks.</p>

YEAR 11 CURRICULUM

		<ol style="list-style-type: none"> 1. The investigation: taking citizenship action 2. Deciding the question or issue 3. Carrying out the initial research 4. Planning the action. 5. Taking the action, following their research 6. Assessing the impact of the action. 7. Evaluating the whole process
Computing	A452 Practical Investigation & A453 Programming Project Controlled Assessment Exam Board OCR	A452 - Improvements to Controlled Assessment Projects. (App Inventor, research, evaluation). A453 - Completion and improvements to Controlled Assessment Programming Project. (Programming, Testing, Evaluation).
	A451 Computer Systems & Programming Exam Board OCR	Preparation for the exam. Theory, past papers - focusing on computing systems and programming techniques.
Dance	Unit 1: Performance and Choreography	Set phrases through a solo performance (approximately one minute in duration) Duet/trio performance (three and a half minutes in duration) Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)
	Unit 2: Dance Appreciation	Knowledge and understanding of choreographic processes and performing skills Critical appreciation of their own work Critical appreciation of professional works.
Drama	Unit 1: Devising	Create and develop a devised piece from stimulus (free choice for centre). Performance of this devised piece or design realisation for this performance. Analyse and evaluate the devising process and performance. Performer or designer routes available.
	Unit 2: Performance from Text	Perform in and/or design for two key extracts from a selected performance text.
	Unit 3: Theatre Makers in Practice	Practical exploration and study of one complete performance text from a choice of eight. Live theatre evaluation – free choice of production.
Engineering	R109: Engineering materials, processes and production	Material test pieces Anemometer in aluminium
	R110: Preparing and	Work/tool holding-plan

YEAR 11 CURRICULUM

	planning for manufacture	
	R111: Computer-aided manufacturing	Mounting pillar or –CAM
	R112: Quality control of engineered products	Work/tool holding-QC
	Completion of any outstanding parts of unit assessments	
Food Technology	Controlled Assessment	Designing and making
	Controlled Assessment	Designing and making
	Revision	Revision of all theory work
French	Family/world of work	To prepare for controlled assessments on the topic of family. To learn about world of work and work experience
	environment/world of work	To learn and prepare for controlled assessments on the topic of the environment
	Revision	Go over past papers' content to explore techniques and strategies to be successful in the exam.
Geography	Topic 2: Development dynamics	What is the scale of global inequality and how can it be reduced? How is ONE of the world's emerging countries managing to develop?
	Topic 3: Challenges of an urbanising world	What are the causes and challenges of rapid urban change? Why does quality of life vary so much within ONE megacity in a developing country OR emerging country?
	Topic 7: People and the biosphere	Why is the biosphere so important to human wellbeing and how do humans use and modify it to obtain resources?
	Topic 8: Forests under threat	What are the threats to forest biomes and how can they be reduced?
	Topic 9: Consuming energy resources	How can the growing demands for energy be met without serious environmental consequences?
History	Surgery Mock Paper 1 Thematic study and historic environment.	Paper 1: Exam is worth 30% of total mark. AO1: Demonstrate knowledge and understanding of the key features and characteristics of the period studied. (11.25%)

YEAR 11 CURRICULUM

	<p>Section A; environment: Whitechapel 1870-1900.</p> <p>Section B : Thematic Study : Crime and Punishment 1000historic</p> <p>Paper 3. Modern Depth Study</p> <p>Weimar and Nazi Germany 1918-33</p>	<p>AO2: Explain and analyse historical events and periods studied using second order concepts such as causation, consequence, similarity, difference, change, continuity and significance (11.25%)</p> <p>AO3: Analyse, evaluate and use sources (contemporary to the period) to make sustained judgements, in the context of historical events studied.(7.5%)</p> <p>Paper 3: Exam is worth 30% of total mark.</p> <p>AO1 : Demonstrate knowledge and understanding of the key features and characteristics of the period studied. (3.75%)</p> <p>AO2 : Explain and analyse historical events and periods studied using second order concepts such as causation, consequence, similarity, difference, change, continuity and significance (3.75%)</p> <p>AO3 : Analyse, evaluate and use sources (contemporary to the period) to make sustained judgements, in the context of historical events studied.(7.5%)</p> <p>AO4 : Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of the historical events studied. (15%)</p>
ICT	R007: creating a dynamic product (video for The Shoulder Pads) Exam Board OCR	Coursework will be completed this half term and any additional improvements required to R002 and R003
	R001: Understanding computer systems Exam Board OCR	Preparation for the exam, looking at past case studies. How business use ICT effectively, input, output and storage devices, communication, collaboration.
Media Studies	Unit 1: Representations, Institutions and Audiences.	
	Unit 2: Media Language and Contexts.	An alysing the way media languages have been employed
	Unit 3: Creating Media Products	Apply knowledge to all four key areas. Research, plan and produce a media product (i.e. a music video or website) that is then evaluated.
Music	Performing	One solo and one ensemble performance

YEAR 11 CURRICULUM

	Composing	Two compositions over the 2 years of the course
	Appraising	12 set works studied in this course from 4 areas of study ranging from classical music, jazz/blues, musical theatre, 20th century developments, pop/ rock music, world/fusion and folk music.
PE - BTEC Sport	Unit 4: The sports performer in Action	<i>Learning aim A:</i> Know the short term responses and long term adaptations of body systems to exercise Students will be given work to complete over the summer relating to the sports performer in action and how certain body systems respond to exercise. This will be completed in form of a PowerPoint presentation describing, explaining and analysing how the body responds to different sporting activities.
	Unit 1: Fitness for Sport and Exercise	Once this is completed year 11 students will begin to start a new unit within the course. This will be looking at fitness for Sport and Exercise. This unit will be mainly based in a classroom building up towards a final exam relating to components of fitness and the principles of training, different fitness training methods and fitness tests that can determine relevant fitness levels. This unit will also require some practical elements for students to carry out the areas being taught in the classroom. When class teachers feel students are ready for the exam the students will sit the exam with a view to this being completed by Christmas.
	Unit 6: Leading Sports Activities	<i>Learning aim A:</i> Know the attributes associated with successful sports leadership When all students have completed the exam they will begin the next unit of leading sports activities. This unit looks at sporting examples of sports leaders, coaches and managers and the skills that make them unique and successful. Students will have to identify these skills and explain how they support the specific sports leader. This will be assessed with a presentation on how certain skills are used within successful sports leadership. <i>Learning aim B: Undertake the planning and leading of sports activities</i> <i>Learning aim C: Review the planning and leading of sports activities</i> The next assignment in the unit is for students to plan, lead and evaluate two selected sports activities. Students will get the opportunity to choose a sport of their choice and lead two practical training sessions to work on a selected skill. Once this is completed they will be asked to evaluate what was successful and what they might improve on if they were to carry this out again.
Resistant Materials	Coursework: Completing	Developing the design to adhere to the

YEAR 11 CURRICULUM

	the development part of the coursework	aesthetic, functional, cost, client needs etc. through the use of model making, research and drawing.
	Coursework: Completing the development part of the coursework and starting to make the final product.	Developing the design's construction, understanding which materials to use and why, researching into the finishing of the product, testing joints, fixing etc.
	Coursework: Making the final product	Students are now putting together their product.
	Coursework: Making the final product	Students will finish the final product in this half term and evaluate it.
	Revision	Students will do a series of practice exam questions and will be taught exam technique.
Religious Studies	B: Religion and life	<p><u>The role of the church in the local and worldwide community</u></p> <ul style="list-style-type: none"> • The role of the Church in the local community, including food banks and street pastors. • The place of mission, evangelism and Church growth. • The importance of the worldwide Church including: • working for reconciliation • how Christian churches respond to persecution • the work of one of the following: Catholic Agency For Overseas Development (CAFOD), Christian Aid, Tearfund.
	D: Religion, peace and conflict	<p>Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues. They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and Islam:</p> <ul style="list-style-type: none"> • Abortion. • Euthanasia. • Animal experimentation. <p>The origins and value of the universe The origins and value of human life</p> <p>Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British</p>

YEAR 11 CURRICULUM

		<p>society on all of these issues. They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and Islam:</p> <ul style="list-style-type: none"> • Violence. • Weapons of mass destruction. • Pacifism.
	E: Religion, crime and punishment	<p>Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues. They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:</p> <ul style="list-style-type: none"> • Corporal punishment. • Death penalty. • Forgiveness.
Textiles	Controlled Assessment - ongoing	Design and Making Practice to include the development of design proposals, testing and evaluation and communication.
	Processes and Manufacture	Production systems and their processes, product modification, production flowcharts, manufacturing specifications, costing products, quality control during production, use of ICT and CAD/CAM.