Curriculum Map – Year 11

Business Studies	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows. In this theme, students will be introduced to national and global business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. National contexts build on those in Theme 1 and relate to businesses operating in more than one location or across the UK. Global contexts relate to non-UK or transnational businesses. Students must develop an understanding of the interdependent nature of business activity through interactions between business operations, finance, marketing and human resources, as well as the relationship between the business and the environment in which it operates. Students must understand how these functional areas influence business activity and how interdependencies and relationships between them underpin business decisions. Teaching approaches to the content must reflect this. The subject content has been organised into themes according to business contexts to ensure a holistic approach is adopted throughout the course of study. This develops students' understanding of the interdependent nature of business activity, business operations, finance, marketing and human resources as well as external influences within a business context. It also supports students in applying their knowledge and understanding of how these interdependencies underpin business decision making. Both themes in the subject content represent this holistic approach through the application to different business contexts. This approach allows students to draw on knowledge and understanding from across their course of study as appropriate in any question on either paper. It also provides the basis for contextualised responses, which is a key business skill.					
Focus	Recap 2.1 – growing the business Topic 2.2 Making marketing decisions – students will explore how each element of the marketing mix is managed and used to inform and make business decisions in a Competitive marketplace.	Topic 2.3 Making operational decisions – this topic focuses on meeting customer needs through the design, supply, quality and sales decisions a business makes.	Topic 2.4 Making financial decisions – students will explore the tools a business has to support financial decision making, including ratio analysis and the use and limitation of a range of financial information. Theme 1 revision Mock – March	Topic 2.5 Making human resource decisions – growing a business means that decisions relating to organisational structure, recruitment, training and motivation need to be made to influence business activity. Theme 1 revision	Key revision – Theme 1, Theme 2 and Quantitative skills	N/A
Knowledge (incl. links to prior and future learning)	2.2.1 Product 2.2.2 Price 2.2.3 Promotion 2.2.4 Place 2.2.5 Using the marketing mix to make business decisions	2.3.1 Business operations 2.3.2 Working with suppliers 2.3.3 Managing quality 2.3.4 The sales process	2.4.1 Business calculations 2.4.2 Understanding business Performance	2.5.1 Organisational structures 2.5.2 Effective recruitment 2.5.3 Effective training & development 2.5.4 Motivation	Key revision – Theme 1, Theme 2 and Quantitative skills	N/A

Curriculum Map – Year 11

	Theme 1 revision and exam technique	Theme 1 revision and exam technique	Theme 1 revision and exam technique	Theme 1 revision and exam technique		
Skills (incl. links to prior and future learning)	**AO1** - Demonstrate knowledge and understanding of business concepts and issues **AO2** - Apply knowledge and understanding of business concepts and issues to a variety of contexts **AO3** - Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions Quantitative skills - Interpretation and use of quantitative data in business contexts to support, inform and justify business decisions, including: • information from graphs and charts • profitability ratios (gross profit margin and net profit margin) • financial data, including profit and loss, average rate of return and cash-flow forecasts • marketing data, including market research data • market data, including market share, changes in costs and changes in prices. These quantitative skills will be assessed in both Papers 1 and Paper 2, totalling 10% of the marks available for the qualification. Questions involving quantitative skills will always be in a business assessment context.					
Assessment Focus	2.2 – baseline assessment.	Mock Examination (December) Theme 2 Paper	Quantitative skills assessment – Theme 1 and Theme 2	Mock Examination (March – Prior to Easter holidays) Theme 1 Paper	Summer GCSE examinations	N/A
Cross-curricular links	Physical Education - links between motivation, training and performance	Design Technology - students are familiar with CAD/CAM (and with different methods of production. They also study quality management.	Maths: numeracy skills, calculations of percentage changes, notions of correlation, cause and effect and confidence can give rise to useful discussion of economic and business data with those who have studied statistics.	Psychology: motivation theorists and research methods. RE – ethics and legal aspects to recruitment	N/A	N/A
Reading Opportunities	• Students should have already purchased the Pearson Edexcel Revision guide and workbook. The revision guide is useful for consolidating any misconceptions and going over key content. If these haven't been purchased yet, they are available in the school shop or they are available on Amazon and WHSmith. https://www.whsmith.co.uk/products/revise-edexcel-gcse-91-business-revision-guide-includes-online-edition-revise-edexcel-gcse-business-/mixed-media/9781292190716.html https://www.whsmith.co.uk/products/revise-edexcel-gcse-91-business-revision-workbook-for-the-2017-qualifications-revise-edexcel-gcse-bu/andrew-redfern/paperback/9781292190709.html • The exam board has a number of assessment materials that can be used by students from previous exam years, with correlating mark schemes too. Please take note that only exam papers from 2018 are valid as the examination qualification for GCSE business changed in 2017. You will not be able to access the 2022 papers as these are password protected.. https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.coursematerials.html#filterQuery=Pearson-UK:Category%2FExam-materials					

Curriculum Map – Year 11

	• Tutor2u is a fantastic resource that has many useful areas of revision for Year 11 students. Each year it gets better and better and more resources are available to students. The following links are just a few resources that students can take advantage of https://www.tutor2u.net/business/live/archive?level=gcse these are replays of 'Tutor2u Live' from last year and are relevant as they cover various topics that could come up in their summer exams/mock examinations. https://www.tutor2u.net/business/blog/gcse-igcse-business-studies-revision-notes-master-listing this is great as students have access to revision notes for pretty much all topics from the GCSE specification, there are also quizzes attached to topics too. • Students should have an awareness of current news stories too. This will develop their understanding of context and how the content they are learning links to real life businesses. https://www.bbc.co.uk/news/business • BBC bitsize - another great resource with key revision links that students can use. This is concise and helps if students are particularly struggling with the content. https://www.bbc.co.uk/bitesize/subjects/zpsvr82
Careers (enrichment opportunities and futures)	• Year 11 employability day – this will allow business students to develop their knowledge and understanding of topics they have covered within the course. • Taster day – students can gain an insight into A Level Business Studies and Economics to determine whether they are interested in studying this.

Curriculum Map – Year 11

English	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	**Literature Paper One: 19th Century Novel *Jekyll and Hyde***	**English Language Paper Two** Revision of Literature Paper One: *The Merchant of Venice /Macbeth* and *Jekyll and Hyde*	**Revision: English Language Paper One and Literature Paper Two Revision**	**Revision: English Literature (paper 1) and Language (paper 2)**	Revision: Literature and Language	
Knowledge (incl. links to prior and future learning)	Students will develop their knowledge of the text with an appreciation for aspects of form, language and structure. They have previously studied a novel in year 9 so will build on prior knowledge of the form. They will develop their knowledge of the context of the text and will revisit this knowledge for their year 11 mock exams and final GCSE exam.	Students will develop their knowledge of various non-fiction extracts as explored in Language Paper Two. Students will also revise persuasive writing features that they developed throughout KS3 in order to present a viewpoint in the written section of the exam. They will revisit their knowledge of the timings for different questions on Language Paper 1 that they completed	Students will revise their knowledge of the content and timings for Language Paper Two. Students will revise the poetry and modern text, revising the events, themes, characters and ideas of the texts. Students will develop knowledge of approaching the unseen poetry section of the exam.	Revision of the following units: • Jekyll and Hyde • Merchant of Venice / Macbeth • Language Paper Two	Revision of the following units: • Poetry (conflict) • Unseen poetry • Modern prose/drama • 19th century novel • Language Paper One • Language Paper Two	

Curriculum Map – Year 11

		in year 9 and year 10. Students will revise this for their final GCSE exam. Students will revise the texts for Literature Paper One, revising the key themes and characters in the texts that they explored in year 10.				
Skills (incl. links to prior and future learning)	Analytical skills. Students will develop the analytical skills that they have worked on throughout KS3 based on a variety of texts. They will develop their ability to write analytical essays which is an essential part of their GCSE Literature and Language exam.	Analytical skills. Students will build on their skills of analysis from throughout KS3 and year 10, applying them to non-fiction texts, revisiting skills of analysing non-fiction that they developed throughout KS3. Skills of comparison will be revised. Viewpoint writing. Students will develop skills of	Analytical skills. Students will build on their skills of analysing a range of fiction extracts and through revision of their texts for Literature Paper Two. These are skills that students have developed throughout KS3 and KS4. Students will apply this previous knowledge to the unseen poetry section of the exam.	Developing and revising skills of analytical essay writing, comparative essay writing and both creative writing and writing a viewpoint. Applying these skills to the relevant sections of the exam.	Developing and revising skills of analytical essay writing, comparative essay writing and both creative writing and writing a viewpoint. Applying these skills to the relevant sections of the exam.	

Curriculum Map – Year 11

		writing a viewpoint and build on grammatical skills that they have practised throughout KS3. They will develop the skills of analysis and viewpoint writing necessary for success at GCSE. They will revisit and revise the text for their final GCSE exam. Students will revise the skills necessary for Literature Paper One – analytical essay writing – that they explored in year 10.	Creative writing skills. Students will develop their skills of creative writing, developing their ability to write a creative, engaging description and narrative piece. This revises the skills of creative writing, and grammar skills, that are explored throughout KS3.			
Assessment Focus	Analytical essay.	Language PaperTwo – completed paper (reading and writing sections)	Language Paper One – completed paper (reading and writing sections) Analytical essays (Literature Paper Two)	Analytical essays. Creative writing. Viewpoint writing.	Analytical essays. Creative writing. Viewpoint writing.	

Curriculum Map – Year 11

Cross-curricular links	History – exploring the context of the novella.	History – exploring and comparing non-fiction extracts from the 19th, 20th and 21st centuries.	History – exploring fiction texts from the 19th, 20th and 21st centuries.	History – revising the context of the set texts. Drama – revising the significance of the dramatic forms for the plays studied.	History – revising the context of the set texts. Drama – revising the significance of the dramatic forms for the plays studied.	
Reading Opportunities	Students will read a 19th century novella.	Students will read a range of non-fiction extracts.	Students will read a range of fiction extracts.	Students will re-read texts for revision and continue to read a range of fiction and non-fiction extracts for the Language papers.	Students will re-read texts for revision and continue to read a range of fiction and non-fiction extracts for the Language papers.	
Careers (enrichment opportunities and futures)	Students will develop an appreciation for literature and various writing, which will lead to discussions about the benefits of English for their future.	The writing section of the exam considers writing in the 'real world' and provides students with the opportunity to develop the writing of letters, speeches and articles, all relevant to various careers.	Students will develop skills of creative writing and the careers linked to this.	Students will be aware of the importance of English to their future options and career choices.	Students will be aware of the importance of English to their future options and career choices.	

Curriculum Map – Year 11

Geography	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	Topic 7 People & the biosphere See Hazards Y10	Topic 8 Forests under threat See Hazards	Topic 9 Consuming Energy Resources Exam skills See Hazards	Revision & exam skills See Hazards	Revision & exam skills See Hazards	GCSE See Hazards
Knowledge (incl. links to prior and future learning)	Students, building on their KS3 cycle of learning will focus on causes, impacts/effects and Human responses to Geographical processes and events. Analysis of real world and real time case studies will allow students to gain a fuller and richer understanding of the concept of Gaia theory (the concept of Earth as a system					
Skills (incl. links to prior and future learning)	Develop and extend their competence in a range of skills, including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer). Students are required to develop a range of geographical skills, including mathematics and statistics skills, throughout their course of study. These skills may be assessed across any of the examined papers. The full list of geographical skills is provided on page 37 of the specification.					
Assessment Focus	Online knowledge boosting quizzes (one per week), Mock exams (December), Topic revision assessments (9) Jan-March, GCSE assessment					
Cross-curricular links	Geography, which is the study of the physical features of the earth and its atmosphere, and of human activity as it affects and is affected by these, including the distribution of populations and resources and political and economic activities, links to all other subjects at KS4, in particular, Science, Maths, Business, Art, Digital Art, ICT and Technology.					

Curriculum Map – Year 11

Reading Opportunities	The school is a member of the Royal Geographical Society and students have access to the monthly magazines of the society and to its website, which provides a wide range of articles and books across the entire specification. Students have access to the monthly magazine of the Geographical Association (10 years), which are held in the department.
Careers (enrichment opportunities and futures)	Student visits to the Royal Geographical Society for guest lectures. Encouragement to enter student competitions run by the RGS and the GA to encourage independent learning and to build confidence. Two compulsory fieldtrips: One to the River Chess and the other to London to apply field work skills and develop report writing skills Students are encouraged to consider careers in Geography and linked occupations. Students who wish to proceed to A-Level are specifically encouraged to consider Geography as part of their studies. Geography graduates have one of the highest rates of graduate employment, pursuing a wide range of career paths. It's often said that there is no such thing as a geography job; rather there are multiple jobs that geographers do. Geography graduates are very employable, with the skills, knowledge and understanding gained during a geography degree are held in high regard by employers.

Curriculum Map – Year 11

History	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	Weimar and Nazi Germany The Weimer Republic, 1918 – 29	Weimar and Nazi Germany The Rise of the Hitler and the Nazi Party The creation of a Police State. Life in Nazi Germany.	Paper 2 - American West period study and British depth study	Paper 1 - Crime and Punishment historic environment revision	Paper 3 – Weimar and Nazi Germany modern depth study revision.	
Knowledge (incl. links to prior and future learning)	What was Germany like at the end of WW1?	Why did the Treaty of Versailles help the rise of Hitler and the Nazi Party? Why did Article 48 help create a totalitarian state? How was a police state created? What was life like in Nazi Germany?	Review of Key Topic 1, 2 and 3	Review of Crime and Punishment in the Middle Ages, Early Modern England, Industrial Britain and Britain in the Twentieth Century to the present day.	Review of topics 1 to 4: Weimar Germany, the rise of the Nazi Party, the development of a police state and life in Nazi Germany.	
Skills (incl. links to prior and future learning)	The key events of WW1. Change and continuity.	The provisions of the Treaty of Versailles. Change and continuity.				

Curriculum Map – Year 11

Assessment Focus	What challenges did the Weimar State face? How successful was the Weimar state?	How did Stresemann stabilise Weimar Germany? Why was the Wall Street Crash so significant to life in Weimar Germany? How did Hitler become Chancellor in 1933? How did Hitler become a dictator? How was a police state created?				
Cross-curricular links	Geography – the changing map of Europe.	Politics – parliamentary democracy versus totaliraianism.				

Curriculum Map – Year 11

IT (Cambridge Nationals Level 1/2)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview & Key Questions	***Unit R060 Revist/Feedback***	**Unit R070: Using Augmented Reality to Present Information (Coursework Unit)** In this unit students will learn how to design, create, test and review an Augmented Reality model prototype to meet a client's requirements. • Topics include: • Augmented Reality (AR) • Designing an Augmented Reality (AR) model prototype • Creating an Augmented Reality (AR) model prototype • Testing and reviewing			***Unit R050 Revision in Prep for Examinations***	

Curriculum Map – Year 11

IT (Cambridge Nationals Level 1/2)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge (incl. Links to prior and future learning)	*Please see Unit R060 curriculum breakdown in the Year 10 Information Technology Curriculum Map.*	• Understanding the concept of Augmented Reality and its applications. • Familiarity with AR hardware (e.g., AR glasses, smartphones) and software. • Awareness of the integration of virtual elements with the real world. • Identifying a problem or scenario suitable for an AR solution. • Planning and defining the objectives of the AR model prototype. • Creating a storyboard or design document outlining the user experience. • Selecting appropriate AR elements and interactions based on the project goals. • Considering user interface (UI) and user experience (UX) principles in AR design. • Proficiency in using AR development tools and platforms. • Implementing AR elements into the prototype according to the design plan. • Integrating 3D models, animations, or other virtual elements into the real-world environment. • Configuring interactions and functionalities within the AR prototype. • Testing the prototype for functionality and visual coherence. • Conducting comprehensive testing of the AR model prototype. • Identifying and addressing any technical issues or bugs. • Evaluating the user experience and making adjustments for usability. • Gathering feedback from potential users or stakeholders. • Iteratively reviewing and refining the AR prototype based on testing results.			*Please see Unit R050 curriculum breakdown in the Year 10 Information Technology Curriculum Map.*	

Curriculum Map – Year 11

IT (Cambridge Nationals Level 1/2)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Skills (incl. links to prior and future learning)		• Technical Proficiency: Understanding the principles and technologies behind augmented reality. • Conceptual Understanding: Grasping how AR integrates virtual elements into the real world. • Critical Thinking: Analysing the potential applications and impact of AR in various fields. • Creative Design Skills: Developing the ability to design engaging and effective AR experiences. • User-Centred Design: Considering the end-user experience in the design process. • Problem-solving: Addressing challenges in designing AR models for specific purposes. • Programming Skills: Learning to configure and implement AR models using relevant tools. • Technical Troubleshooting: Debugging and resolving issues in the creation process. • Attention to Detail: Ensuring accuracy in the alignment and integration of virtual elements with the real world. • Quality Assurance: Testing the functionality and reliability of the AR model. • User Testing: Gathering feedback from users to improve the user experience. • Analytical Skills: Evaluating the effectiveness of the AR model against its intended purpose. • Time Management: Planning and executing tasks within a set timeframe. • Visual Communication: Creating visually appealing and informative presentations or reports. • Self-assessment: Reflecting on personal and team performance, identifying areas for improvement.			

Curriculum Map – Year 11

IT (Cambridge Nationals Level 1/2)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessment Focus	Students will have the opportunity to rework their assessment based on overall feedback given by the teacher.	Coursework NEA assessed unit set by OCR. This assessment is marked by the class teacher and moderated by the OCR exams board to ensure all marks are validated. The AR solution that is created from a provided client brief is assessed using an OCR provided criteria-based rubric following a Plan, Create and Evaluate guideline. Students will have the opportunity to rework their assessment based on overall feedback given by the teacher.			Students will spend this time in class, before the summer exam season begins, to revise the R050 unit. Students will have access to past examinations, quick google forms to revise keywords and definitions, classroom exam walkthroughs, etc.	
Cross-Curricular Links	*Please see Unit R060 curriculum breakdown in the Year 10*	Computer Science / Design & Technology			*Please see Unit R050 curriculum breakdown in the Year 10 Information Technology Curriculum Map.*	
Reading Opportunities		Reading for information and reorganising it based on client briefs.Making sense of the requirements and filtering data into contextual information to create AR solutions.				

Curriculum Map – Year 11

IT (Cambridge Nationals Level 1/2)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Careers (enrichment opportunities & futures)	*Information Technology Curriculum Map.*	• Content producer • AR & VR creator/designer • 3D artist • Software engineer • Product architect • Product designer		• Game designer • Maintenance engineer • IT project manager • Marketing manager • Codec Avatar creator/researcher • AR/VR systems engineer		

Curriculum Map – Year 11

Maths	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	**Set 1-3** Solving quadratics Proof Trigonometrical graphs **Set 4-5** Formulae and Kinematics Indices and Standard Form Graphical Functions	**Set 1-3** Algebraic fractions Functions and calculus **Set 4-5** Volume and Surface Area Simultaneous Equations Trigonometry	**Set 1-3** Spring 1 Revision for Grades 5 to 6 Spring 1 Revision for grades 7 to 9 **Set 4-5** Spring 1 Revision for Grades 1 to 3 Spring 1 Revision for Grades 4 to 5	**Set 1-3** Spring 2 Revision for Grades 5 to 6 Spring 2 Revision for Grades 7 to 9 **Set 4-5** Spring 2 Revision for Grades 1 to 3 Spring 2 Revision for Grades 4 to 5	**Set 1-3** Past Paper Revision **Set 4-5** Past Paper Revision	
Knowledge (incl. links to prior and future learning)	**Sets 1-3** Simplify and manipulate algebraic expressions by: Expanding products of two or more binomials Factorising quadratic expressions of the form $x^2 + bx + c$, including the difference of two squares Simplifying expressions involving sums, products and powers, including the laws of indices Factorising quadratic expressions of the form $ax^2 + bx + c$.	**Sets 1-3** Solve linear equations in one unknown algebraically Apply the four operations, including formal written methods, simple fractions (proper and improper) Calculate exactly with fractions Simplify and manipulate algebraic expressions by factorising quadratic expressions Plot straight line graphs Recognise, sketch and interpret graphs of linear and non-linear functions Identify, describe and construct congruent and	**Sets 1-3** Multiplication and division with decimal numbers Transformations Angles in polygons Volume of prisms Standard form Calculating exchange rates Pythagoras Theorem Scatter graphs Solving equations Solving inequalities Angles in parallel lines Sharing to a ratio Problems with circles Percentage change	**Sets 1-3** Density and pressure Simultaneous equations Trigonometry Reverse percentages Rearranging formulae Rules of indices Standard form Probability Similar shapes Straight line graphs Surds Nth Term Trigonometric graphs Gradients of curves Non-linear sequences Spheres, cones and pyramids Geometrical proofs	**See knowledge for previous terms**	

Curriculum Map – Year 11

	Know the difference between an equation and an identity rearrange formulae to change the subject Identify and apply circle definitions and properties Know and apply trigonometric ratios **Sets 4-5** Solve linear equations Nth term of linear sequences Translate simple situations into algebraic expressions Use and interpret algebraic notations Negative numbers Four operations to integers Plot graphs of equations that correspond to straight-line graphs in the coordinate plane recognise, sketch and interpret graphs of linear functions	similar shapes, including on coordinate axes, by considering rotation, reflection, translation and enlargement. **Sets 4-5** use standard units of measure volume/capacity know and apply formulae to calculate: area of triangles, parallelograms, trapezia; know the formulae: circumference of a circle and area of a circle calculate perimeters of 2D shapes, including circles and composite shapes Solve two simultaneous equations Find approximate solutions to simultaneous equations using a graph Translate simple situations or procedures into algebraic expressions or formulae Pythagoras Angle Facts	Solving quadratics by factorisation Error intervals Similar shapes Histograms Negative and fractional indices Probability Completing the square Sine and cosine rules Rearranging formulae Area under a curve Proof **Sets 4-5** Order of operations Negative numbers Imperial and metric units Area and perimeter of shapes Simplifying, substitution and factorising Function machines Expanding brackets HCF and LCM Angle properties Fractions, powers and roots Probability	Circle theorems Vector notation and proof Graph transformations Quadratic and linear simultaneous equations **Sets 4-5** Constructing triangles and circles Fractions Area of 2D shapes Fractions, decimals and percentages Ratio and best value problems Area of triangular shapes Product of decimals Averages and range Direct proportion Pie charts Percentage change Rounding and estimations Density and pressure Enlargements Reverse percentages Standard form Simultaneous equations Venn diagrams Standard form Linear graphs		

Curriculum Map – Year 11

			Percentage problems Multiply and divide decimals Straight line graphs Rules of indices Ratio Pythagoras Nth term Averages	Trigonometry		
Skills (incl. links to prior and future learning)	Pupils will increase their resilience during the course by learning new concepts, using prior knowledge to develop mathematical fluency and applying skills to various situations and problems. Pupils will be challenged in all lessons and show they have learned from mistakes through multiple tasks, including connecting exercises. The challenge activities will have the aim of developing both skills and high aspirations in both this subject and life beyond. Resilience will also be developed within the Key maths skills below (fluency, reasoning and problem-solving). Pupils will have the opportunity to work together to build and share their ideas on topics, discuss misconceptions and how these topics can be used in real-life situations. Each topic in Maths contains many sub-topics and skills. In these year groups the topics become more in-depth, build on prior knowledge from KS3 and prepare students for their GCSEs. Therefore, topics repeat from year to year for consolidation and fluency. Students regularly review their learning with knowledge recall starters, interleaving homework tasks and self-assessment of classwork with discussions on misconceptions.					
Assessment Focus	**See Knowledge.**					
Cross-curricular links	Science - Measures and volume as used in science Physics – Force and velocity Design Technology – Use of shapes for different designs, angles in designs, 3D models vs 2D designs Art – Understanding of fractions and proportions within artwork History – Ratio and proportion in terms of geographical data or comparing from the past and present Science – Supporting finding missing information within investigations Geography – map reading and calculating distances Economics – analysing data, understanding trends and making predictions Computer science – algorithms, data structures and programming Business studies – profit/loss, budgets and financial forecasting Music – Timing and intervals					

Curriculum Map – Year 11

Reading Opportunities	CGP GCSE Maths AQA Student Book – Higher CGP GCSE Maths AQA Student Book - Foundation
Careers (enrichment opportunities and futures)	All pupils should be numerate and able to use mathematics at both work and in everyday life beyond school. Mathematics is fundamental to future success and closely linked with financial success. It enhances their ability to infer, problem solve, think logically, spot patterns as well as navigate through their chosen career with a well-equipped vocabulary. GCSE maths is essential for further education and many employment opportunities. **Opportunities** Timetable rockstar competition, UKMT Challenge & Career themed lessons

Curriculum Map – Year 11

Media	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	Media Language Representation Audience Industry Context *How far is the use of sound in this extract typical of the genre?*	Media Language Representation Audience Industry Context *How do music videos reflect the contexts in which they are made?*	Media Language Representation Audience Industry Context *How far are these two artists able to represent themselves through social media?*	Audience Industry Context *How do websites enable video games to reach audiences around the world?*	Revisit Exam case studies and consolidate learning. *Explain how audiences use radio programmes to meet their needs?*	EXAMS
Knowledge (incl. links to prior and future learning)	TV – Sitcom (A) Set case study	Music Videos (B) Set case study	Online (B) Set case study	Print Advertising (A) Film marketing (A/B) Game (B)	Radio (B) Newspapers (A/B) Magazine (A)	
Skills (incl. links to prior and future learning)	Analyse how media language creates meaning. Analyse and compare representations constructed in both case studies.	Analyse how media language constructs representations. Analyse and compare representations constructed in both case studies.	Analyse how online products construct representations. Explore conventions of websites. Research star persona, online	Investigate the regulation of these industries. Research into audience and how they are targeted.	Revision Exam technique Embedding theory	

Curriculum Map – Year 11

	Explore conventions of set product. Investigate industry. Research target audience for set case study. Consider context.	Explore conventions of set product. Investigate industry. Research target audience for set case study. Consider context.	presence and marketing. Investigate audience. Explore changing industry and technological advancements.	Consider context and how these industries have evolved over time. Explore the impact of recent technology advancements.		
Assessment Focus	Media Language Representation Audience Industry Context	Media Language Representation Audience Industry Context	Media Language Representation Audience Industry	Audience Industry	Revisit Exam case studies and consolidate learning.	
Cross-curricular links						
Reading Opportunities	https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rIid=1602 https://www.youtube.com/results?search_query=mrs+fisher				https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rIid=1526	

Curriculum Map – Year 11

Careers (enrichment opportunities and futures)						

Curriculum Map – Year 11

Core PE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Overview and Key Questions	"Team Sports" 1. Football 2. Netball 3. Handball 4. Basketball 5. Ultimate Frisbee 6. Rugby Lessons may include opportunities to; • Use and develop a variety of tactics and strategies to overcome opponents • Develop technique and improve performance • Evaluate performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve personal bests • Continue to take part regularly in competitive sports and activities	"Alternative Sports" 1. Capture the Flag 2. Spike ball 3. Dodgeball 4. Kabaddi 5. Tchoukball 6. Kickball 7. Danish Longball Lessons may include opportunities to; • Use and develop a variety of tactics and strategies to overcome opponents • Develop technique and improve performance • Evaluate performances compared to previous ones and demonstrate improvement across a range of physical	"Body, Mind & Fitness" 1. Crossfit / Fun Fitness 2. Couch 2 5K 3. Weight Training 4. Sport Specific Circuit Training 5. Yoga / Just Dance (Girls) OR Insanity (Boys) 6. Boxercise Lessons may include opportunities to; • Evaluate performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve personal bests • Continue to take part regularly in competitive sports and activities outside school through	"SportsEd / Leadership" 1. Football 2. Netball 3. Handball 4. Basketball 5. Ultimate Frisbee 6. Rugby Lessons may include opportunities to; • Take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group • Evaluate performances	"Summer Games" 1. Rounders 2. Cricket 3. Softball 4. Tennis / Football Tennis 5. Badminton / hockey 6. Danish Longball Lessons may include opportunities to; Use and develop a variety of tactics and strategies to overcome opponents Develop technique and improve performance Evaluate performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve personal bests Continue to take part regularly in competitive sports and activities outside school through

Curriculum Map – Year 11

	outside school through community links or sports clubs	activities to achieve personal bests • Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs	community links or sports clubs • Develop understanding of importance of health and fitness and how to manage the health & fitness outside of school to help mental health	compared to previous ones and demonstrate improvement across a range of physical activities to achieve personal bests • Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs • Develop awareness of potential career possibilities within sport and importance of leadership in those areas • Develop awareness of careers in sport and how sports leadership provides a wide range of opportunity, alongside coaching	community links or sports clubs

Curriculum Map – Year 11

Knowledge (incl. links to prior and future learning)	Sports rules, tactics and technique. Benefits of healthy, active lifestyles. Leadership	Sports rules, tactics and technique. Benefits of healthy, active lifestyles. Leadership	Sports rules, tactics and technique. Benefits of healthy, active lifestyles. Leadership.	Sports rules, tactics and technique. Benefits of healthy, active lifestyles. Leadership.	Sports rules, tactics and technique. Benefits of healthy, active lifestyles. Leadership
Skills (incl. links to prior and future learning)	Head, heart and hands (HHH). Greater emphasis on head and heart.	Head, heart and hands (HHH). Greater emphasis on head and heart.	Head, heart and hands (HHH). Greater emphasis on head and heart.	Head, heart and hands (HHH). Greater emphasis on head and heart.	Head, heart and hands (HHH). Greater emphasis on head and heart.
Assessment Focus	Head, heart and hands.	Head, heart and hands.	Head, heart and hands.	Head, heart and hands.	Head, heart and hands.
Cross-curricular links	Theoretical links to biology eg – muscles	Theoretical links to biology eg – muscles	Theoretical links to biology eg – muscles	Theoretical links to biology eg – muscles	Theoretical links to biology eg – muscles
Reading Opportunities					
Careers (enrichment opportunities and futures)	Extra-curricular clubs and sports teams	Extra-curricular clubs and sports teams	Extra-curricular clubs and sports teams	Extra-curricular clubs and sports teams	Extra-curricular clubs and sports teams

Curriculum Map – Year 11

Cambridge National Sports Science	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Overview and Key Questions	Students begin second NEA unit of their Cambridge Nationals Sports Science course with R183	Students continue second NEA unit of their Cambridge Nationals Sports Science course with R183	Students start exam unit of Cambridge Nationals Sport Science course with R180	Students continue exam unit of Cambridge Nationals Sport Science course with R180	Students continue exam unit of Cambridge Nationals Sport Science course with R180 on the lead up to summer exam
Knowledge (incl. links to prior and future learning)	Sports Nutrition & Sport Performance	Sports Nutrition & Sport Performance	Reducing risk, treatment of and rehabilitation of sports injuries and medical conditions	Reducing risk, treatment of and rehabilitation of sports injuries and medical conditions	Reducing risk, treatment of and rehabilitation of sports injuries and medical conditions
Skills (incl. links to prior and future learning)	• Completing research • Working with others • Planning training programmes • Evaluating and making recommendations to help • improve performance • Creating and delivering presentations • Writing reports • Leadership skills • Healthy living and lifestyle skills.	• Completing research • Working with others • Planning training programmes • Evaluating and making recommendations to help • improve performance • Creating and delivering presentations • Writing reports • Leadership skills • Healthy living and lifestyle skills.	• Completing research • Working with others • Planning training programmes • Evaluating and making recommendations to help • improve performance • Creating and delivering presentations • Writing reports • Leadership skills • Healthy living and lifestyle skills.	• Completing research • Working with others • Planning training programmes • Evaluating and making recommendations to help • improve performance • Creating and delivering presentations • Writing reports • Leadership skills • Healthy living and lifestyle skills.	• Completing research • Working with others • Planning training programmes • Evaluating and making recommendations to help • improve performance • Creating and delivering presentations • Writing reports • Leadership skills • Healthy living and lifestyle skills.

Curriculum Map – Year 11

Assessment Focus	• Recall knowledge and show understanding of Sport Science concepts • Apply knowledge and understanding of Sport Science concepts • Analyse and evaluate knowledge, understanding and performance • Demonstrate and apply sporting skills and processes relevant to Sport Science.	• Recall knowledge and show understanding of Sport Science concepts • Apply knowledge and understanding of Sport Science concepts • Analyse and evaluate knowledge, understanding and performance • Demonstrate and apply sporting skills and processes relevant to Sport Science.	• Recall knowledge and show understanding of Sport Science concepts • Apply knowledge and understanding of Sport Science concepts • Analyse and evaluate knowledge, understanding and performance • Demonstrate and apply sporting skills and processes relevant to Sport Science.	• Recall knowledge and show understanding of Sport Science concepts • Apply knowledge and understanding of Sport Science concepts • Analyse and evaluate knowledge, understanding and performance • Demonstrate and apply sporting skills and processes relevant to Sport Science.	• Recall knowledge and show understanding of Sport Science concepts • Apply knowledge and understanding of Sport Science concepts • Analyse and evaluate knowledge, understanding and performance • Demonstrate and apply sporting skills and processes relevant to Sport Science.
Cross-curricular links	Theoretical links to nutrition and healthy lifestyle	Theoretical links to nutrition and healthy lifestyle	Theoretical links to biology- eg. Bones / muscle & the heart and lungs	Theoretical links to biology- eg. Bones / muscle & the heart and lungs	Theoretical links to biology- eg. Bones / muscle & the heart and lungs
Reading Opportunities	**Cambridge Nationals Level 1/2 Sport Science Second Edition**- Ross Howitt & Mike Murray **Cambridge National Level1/2 Sport Science Student Book**- Layla Green, Andy Neal, Keith Smith & Brett Sutcliffe	**Cambridge Nationals Level 1/2 Sport Science Second Edition**- Ross Howitt & Mike Murray **Cambridge National Level1/2 Sport Science Student Book**- Layla Green, Andy Neal, Keith Smith & Brett Sutcliffe	**Cambridge Nationals Level 1/2 Sport Science Second Edition**- Ross Howitt & Mike Murray **Cambridge National Level1/2 Sport Science Student Book**- Layla Green, Andy Neal, Keith Smith & Brett Sutcliffe	**Cambridge Nationals Level 1/2 Sport Science Second Edition**- Ross Howitt & Mike Murray **Cambridge National Level1/2 Sport Science Student Book**- Layla Green, Andy Neal, Keith Smith & Brett Sutcliffe	**Cambridge Nationals Level 1/2 Sport Science Second Edition**- Ross Howitt & Mike Murray **Cambridge National Level1/2 Sport Science Student Book**- Layla Green, Andy Neal, Keith Smith & Brett Sutcliffe

Curriculum Map – Year 11

Careers (enrichment opportunities and futures)	Progression to 6th form sports studies	Progression to 6th form sports studies	Progression to 6th form sports studies	Progression to 6th form sports studies	Progression to 6th form sports studies

Curriculum Map – Year 11

Technology	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Overview and Key Questions	NEA – Completing initial ideas and starting the development process.	NEA – Continuing the development process and starting the manufacturing process.	NEA – Continuing the development process and manufacturing process.	Completing the manufacturing process and evaluating the product.	Revision leading up to the exam.
Knowledge (incl. links to prior and future learning)	Knowing how to complete high quality initial ideas and development pages.	Knowing how to complete high quality development pages and the manufacturing processes which will be needed by the individual student.	Knowing how to complete high quality development pages and the manufacturing processes which will be needed by the individual student.	Knowing how to complete high quality evaluation pages and the manufacturing processes which will be needed by the individual student.	Going through areas of the specification content which students and the teacher feel they need to work on.
Skills (incl. links to prior and future learning)	• Drawing • Annotating • Analysing • Evaluating • Rendering • Modelling	• Drawing • Annotating • Analysing • Evaluating • Rendering • Modelling	• Drawing • Annotating • Analysing • Evaluating • Rendering • Modelling • A variety of woods, plastics, metals, and textiles manufacturing techniques	• Drawing • Annotating • Analysing • Evaluating • Rendering • Modelling • A variety of woods, plastics, metals, and textiles manufacturing techniques	• Revising techniques • Extended writing techniques
Assessment Focus	Folder and product assessed to exam board requirements AQA Design and Technology 8552.	Folder and product assessed to exam board requirements AQA Design and Technology 8552.	Folder and product assessed to exam board requirements AQA Design and Technology 8552.	Folder and product assessed to exam board requirements AQA Design and Technology 8552.	Folder and product assessed to exam board requirements AQA Design and Technology 8552.
Cross-curricular links	Art – drawing and rendering skills. Maths – measuring with a ruler and calculating waste.	Art – drawing and rendering skills. Maths – measuring with a ruler and calculating waste.	Art – drawing and rendering skills. Maths – measuring with a ruler and calculating waste.	Art – drawing and rendering skills. Maths – measuring with a ruler and calculating waste.	Business – various scale manufacturing methods. Geography – learning about sustainability and the environment.

Curriculum Map – Year 11

					Maths – measuring with a ruler and calculating waste. Maths – various questions in the exam paper (20%).
Reading Opportunities	www.technologystudent.com PG online AQA GCSE (9-1) Design and Technology text book. CGP GCSE AQA Design and Technology revision guide.	www.technologystudent.com PG online AQA GCSE (9-1) Design and Technology text book. CGP GCSE AQA Design and Technology revision guide.	www.technologystudent.com PG online AQA GCSE (9-1) Design and Technology text book. CGP GCSE AQA Design and Technology revision guide.	www.technologystudent.com PG online AQA GCSE (9-1) Design and Technology text book. CGP GCSE AQA Design and Technology revision guide.	www.technologystudent.com PG online AQA GCSE (9-1) Design and Technology text book. CGP GCSE AQA Design and Technology revision guide.
Careers (enrichment opportunities and futures)	Designing for a client.	Developing for a client.	Manufacturing for a client.	Evaluating using a client.	Learning about the different scales of production when manufacturing products. Learning about the social factors which influence purchasing. Learning the costings of materials and wastage of materials and the impact on a business. Learning how designers obtain information from a client in order to design a product fit for purpose.