# Curriculum Map – Year 11

| Art | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 |
|---|---|---|---|---|---|
| Overview and Key Questions | **Power & Conflict<br>What is your personal Artistic visual interpretation?** | **Power & Conflict<br>What is your personal Artistic visual interpretation?** | **ESA<br>Topic set by Exam Board** | **ESA<br>Topic set by Exam Board** | **ESA<br>Topic set by Exam Board** |
| Knowledge (incl. links to prior and future learning) | Developing technical art skills learnt in KS3 such as the Formal elements of Art. Applying these to creating competent and consistent levels of work. Researching Artists linked to Power and Conflict to expand contextual and literacy skills. Understand the 4 Assessment objectives to evaluating, annotating, and marking of their work.<br><br>By undertaking Art in year 11 students will develop their skill in interpreting a creative brief and being able to use the brief as a starting point to develop a creative response. Based on the information in the brief, learners will investigate and generate ideas, explore and experiment with media, materials, techniques and processes and produce a creative response to the | Developing technical art skills learnt in KS3 such as the Formal elements of Art. Applying these to creating competent and consistent levels of work. Researching Artists linked to Power and Conflict to expand contextual and literacy skills. Understand the 4 Assessment objectives to evaluating annotating, and marking of their work.<br><br>By undertaking Art in year 11 students will develop their skill in interpreting a creative brief and being able to use the brief as a starting point to develop a creative response. Based on the information in the brief, learners will investigate and generate ideas, explore and experiment with media, materials, techniques and processes and produce a creative response to the | Continuing to develop and refine drawing and observational skills with competent and consistent progress learnt in year 10. Accurately use and understand Power and Conflict Researching Artists to expand contextual and literacy skills.<br><br>By undertaking Art in year 11 students will develop their skill in interpreting a creative brief and being able to use the brief as a starting point to develop a creative response. Based on the information in the brief, learners will investigate and generate ideas, explore and experiment with media, materials, techniques and processes and produce a creative response to the brief. At every stage of the process learners will review and reflect on their own work and working | Continuing to develop and refine drawing and observational skills with competent and consistent progress learnt in year 10 Researching Artists to expand contextual and literacy skills. Developing creative imagination.<br><br>By undertaking Art in year 11 students will develop their skill in interpreting a creative brief and being able to use the brief as a starting point to develop a creative response. Based on the information in the brief, learners will investigate and generate ideas, explore and experiment with media, materials, techniques and processes and produce a creative response to the brief. At every stage of the process learners will review and reflect on their own work and working practices, using this process | Continuing to develop and refine drawing and observational skills learnt in Year 10.<br><br>Researching Artists to expand contextual and literacy skills. Developing creative imagination.<br><br>By undertaking Art in year 11 students will develop their skill in interpreting a creative brief and being able to use the brief as a starting point to develop a creative response. Based on the information in the brief, learners will investigate and generate ideas, explore and experiment with media, materials, techniques and processes and produce a creative response to the brief. At every stage of the process learners will review and reflect on their own work and working practices, using this process |

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| | brief. At every stage of the process learners will review and reflect on their own work and working practices, using this process to inform each stage of the project. At the end of the project learners will present their work in the form of a creative portfolio, documenting their creative journey through the project. | brief. At every stage of the process learners will review and reflect on their own work and working practices, using this process to inform each stage of the project. At the end of the project learners will present their work in the form of a creative portfolio, documenting their creative journey through the project. | practices, using this process to inform each stage of the project. At the end of the project learners will present their work in the form of a creative portfolio, documenting their creative journey through the project. | to inform each stage of the project. At the end of the project learners will present their work in the form of a creative portfolio, documenting their creative journey through the project. | to inform each stage of the project. At the end of the project learners will present their work in the form of a creative portfolio, documenting their creative journey through the project. |
| Skills (incl. links to prior and future learning) | **Develop** and **experiment** with different techniques and Materials How to apply them in your work. **Refining** drawing, painting, and 3D Clay techniques used to create Art work in the style of different artists Inked to Picasso, Paul Nash and other Cubist/expressionistic Artists. **Presenting** personal outcomes linked to the topic competently and meaningfully. | **Develop** and **experiment** with different techniques and Materials How to apply them in your work. **Refining** drawing, painting, and 3D Clay techniques used to create Art work in the style of different artists Inked to Picasso, Paul Nash and other Cubist/expressionistic Artists. **Presenting** personal outcomes linked to the topic competently and meaningfully. | **Develop** and **Experiment** with different techniques and Materials How to apply them in your work. **Refining** drawing and designing techniques used to create art works and final outcomes. Researching Artists to expand contextual and literacy skills. | **Develop** and **Experiment** with different techniques and Materials How to apply them in your work. **Refining** drawing and designing techniques used to create art works and final outcomes. Researching Artists to expand contextual and literacy skills. | **Develop** and **experiment** with different techniques and Materials How to apply them in your work. **Refining** drawing, painting, designing embedding the use of the formal elements of Art |

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| Assessment | **4 Main Assessment Objectives:**<br>● **Develop** ideas<br>● **Refine** and improve your work<br>● **Record**/ drawing/painting, Photography and modelling skills<br>● **Present** your work and producing a final out come | **4 Main Assessment Objectives:**<br>● **Develop** ideas<br>● **Refine** and improve your work<br>● **Record**/ drawing/painting, Photography and modelling skills<br>● **Present** your work and producing a final out come | **4 Main Assessment Objectives:**<br>● **Develop** ideas<br>● **Refine** and improve your work<br>● **Record**/ drawing/painting, Photography and modelling skills<br>● **Present** your work and producing a final out come | **4 Main Assessment Objectives:**<br>● **Develop** ideas<br>● **Refine** and improve your work<br>● **Record**/ drawing/painting, Photography and modelling skills<br>● **Present** your work and producing a final out come | **4 Main Assessment Objectives:**<br>● **Develop** ideas<br>● **Refine** and improve your work<br>● **Record**/ drawing/painting, Photography and modelling skills<br>● **Present** your work and producing a final out come |
| Cross-curricular links | Maths (e.g., proportion, scale, geometry, pattern, symmetry) especially with geometric Mexican patterns. Technology, 3D clay work and textile references. English (e.g., storytelling through art, and remembering our past. Researching artists and writing about them. Creating art related to literature), Science (e.g., observing natural forms, creating scientific illustrations) History/Geography (e.g., studying ancient art and cultural geographical events. cultural art forms). Maths using geometric shapes in art. MFL – Spanish and English. | Maths (e.g., proportion, scale, geometry, pattern, symmetry) especially with geometric Mexican patterns. Technology, 3D clay work and textile references. English (e.g., storytelling through art, and remembering our past. Researching artists and writing about them. Creating art related to literature), Science (e.g., observing natural forms, creating scientific illustrations) History/Geography (e.g., studying ancient art and cultural geographical events. cultural art forms). Maths using geometric shapes in art. MFL – Spanish and English. | Maths (e.g., proportion, scale, geometry, pattern, symmetry), English (e.g., storytelling through art, researching artists, creating art related to literature), Science (e.g., observing natural forms, creating scientific illustrations), and History/Geography (e.g., studying ancient art, creating landscapes, exploring cultural art forms). For example, using geometric shapes in art connects to Maths, while creating historical portraits links to History | Maths (e.g., proportion, scale, geometry, pattern, symmetry), English (e.g., storytelling through art, researching artists, creating art related to literature), Science (e.g., observing natural forms, creating scientific illustrations), and History/Geography (e.g., studying ancient art, creating landscapes, exploring cultural art forms). For example, using geometric shapes in art connects to Maths, while creating historical portraits links to History | Maths (e.g., proportion, scale, geometry, pattern, symmetry), English (e.g., storytelling through art, researching artists, creating art related to literature), Science (e.g., observing natural forms, creating scientific illustrations), and History/Geography (e.g., studying ancient art, creating landscapes, exploring cultural art forms). For example, using geometric shapes in art connects to Maths, while creating historical portraits links to History |

# Curriculum Map – Year 11

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| Reading Opportunities | Bang it Out: GCSE Art Tips, Tricks and Good Ideas By Julie Glynn<br><br>**... Isms** Understanding Modern Art<br>By Sam Phillips<br><br>**... Isms** Understanding Art By Stephen Little<br><br>**... Isms** Understanding Photography By Emma Lewis<br><br>**... Isms** Understanding Architecture By Jeremy Melvin<br><br>Ultimate GCSE Art Help Guide to Get a Grade 9 in Your Exams, Suitable for All Exam boards by Jaya Anjali Sharma | Bang it Out: GCSE Art Tips, Tricks and Good Ideas By Julie Glynn<br><br>**... Isms** Understanding Modern Art<br>By Sam Phillips<br><br>**... Isms** Understanding Art By Stephen Little<br><br>**... Isms** Understanding Photography By Emma Lewis<br><br>**... Isms** Understanding Architecture By Jeremy Melvin<br><br>Ultimate GCSE Art Help Guide to Get a Grade 9 in Your Exams, Suitable for All Exam boards by Jaya Anjali Sharma | Bang it Out: GCSE Art Tips, Tricks and Good Ideas By Julie Glynn<br><br>**... Isms** Understanding Modern Art<br>By Sam Phillips<br><br>**... Isms** Understanding Art By Stephen Little<br><br>**... Isms** Understanding Photography By Emma Lewis<br><br>**... Isms** Understanding Architecture By Jeremy Melvin<br><br>Ultimate GCSE Art Help Guide to Get a Grade 9 in Your Exams, Suitable for All Exam boards by Jaya Anjali Sharma | Bang it Out: GCSE Art Tips, Tricks and Good Ideas By Julie Glynn<br><br>**... Isms** Understanding Modern Art<br>By Sam Phillips<br><br>**... Isms** Understanding Art By Stephen Little<br><br>**... Isms** Understanding Photography By Emma Lewis<br><br>**... Isms** Understanding Architecture By Jeremy Melvin<br><br>Ultimate GCSE Art Help Guide to Get a Grade 9 in Your Exams, Suitable for All Exam boards by Jaya Anjali Sharma | Bang it Out: GCSE Art Tips, Tricks and Good Ideas By Julie Glynn<br><br>**... Isms** Understanding Modern Art<br>By Sam Phillips<br><br>**... Isms** Understanding Art By Stephen Little<br><br>**... Isms** Understanding Photography By Emma Lewis<br><br>**... Isms** Understanding Architecture By Jeremy Melvin<br><br>Ultimate GCSE Art Help Guide to Get a Grade 9 in Your Exams, Suitable for All Exam boards by Jaya Anjali Sharma |
| Careers (enrichment opportunities and futures) | Theatre Design, Costume design, Graphics, Gaming, Architecture, Engineering, Film, television, Photography, Media, Education, Mental Health and Art Therapy, Illustration, Corporate/public Art, Music festivals, Galleries. – Pus a thousand more! | Theatre Design, Costume design, Graphics, Gaming, Architecture, Engineering, Film, television, Photography, Media, Education, Mental Health and Art Therapy, Illustration, Corporate/public Art, Music festivals, Galleries. – Pus a thousand more! | Theatre Design, Costume design, Graphics, Gaming, Architecture, Engineering, Film, television, Photography, Media, Education, Mental Health and Art Therapy, Illustration, Corporate/public Art, Music festivals, Galleries. – Pus a thousand more! | Theatre Design, Costume design, Graphics, Gaming, Architecture, Engineering, Film, television, Photography, Media, Education, Mental Health and Art Therapy, Illustration, Corporate/public Art, Music festivals, Galleries. – Pus a thousand more! | Theatre Design, Costume design, Graphics, Gaming, Architecture, Engineering, Film, television, Photography, Media, Education, Mental Health and Art Therapy, Illustration, Corporate/public Art, Music festivals, Galleries. – Pus a thousand more! |

# Curriculum Map – Year 11

| Biology | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 |
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| Overview and Key Questions | Reproduction- What are the 2 types? What are the uses of each? | Genetic and Evolution | Adaptations, Interdependence & Competition | | Biodiversity & Ecosystem |
| Knowledge (incl. links to prior and future learning) | In the reproduction topic, students learn about the different types of reproduction (sexual and asexual) and how DNA links into what makes us who we are.<br><br>They will also learn about inherited disorders and how we can screen for them and the ethics behind this. | Students will lead on from looking at genetics to learning about variation and evolution in detail.<br><br>Students will learn about how humans can intervene in this to our advantage with selective breeding, genetic engineering and cloning, along with the ethics surrounding these. | Students will follow on from evolution by looking at the evidence for evolution - Fossils and antibiotic resistance.<br>• They will learn how we classify organisms into different categories and why this is important?<br>• Students then start to look into our final overarching topic of ecology, linking all the previous topics together and focussing on field work and investigation Techniques. | Students will learn about competition and adaptation in plants and animals, and how this helps them to survive in various Conditions and situations. | Students will link together the ecology unit and look at the nutrient cycles and the impact of change on the environment.<br>• They will learn how certain factors can affect the food production in the world and how we can create sustainable food production throughout all countries. |
| Skills (incl. links to prior and future learning) | DNA Introduction covered in Year 8 | Genetic Engineering covered briefly in Year 8 | Extinction and Classification briefly introduced in Year 8. | Adaptations and Competition introduced in Primary School and Year 7 | • Feeding Relationships covered in Year 7<br>• Carbon Cycle covered in Year 8 |
| Assessment | Homeostasis and Response Assessment | Various Tests Throughout the Unit | Assessment on Inheritance, Variation and Evolution | End of Topic Questions | Assessment on Ecology |
| Cross-curricular links | Philosophy & Ethics - The Ethics Surrounding Transplants | History - Evolution and Natural Selection<br>• Philosophy & Ethics - Creationism Versus | Geography - Fossil Creation<br>• Maths - Collecting Data | Geography - Competition and Adaptation<br>• Art - Animal and Plant Adaptation Drawings | • Geography - Global Warming and Carbon Cycle<br>• PSCHE - Impact of Change on the World |

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| | • PSCHE - Sexual Reproduction<br>• History - Discovering DNA and Medicine Through Time | Evolution | | | |
| Reading Opportunities | Explaining Mitosis and Meiosis | Why evolution is true<br>Origin of species | A Peak at Beaks<br>Outrageous Animal Adaptations | | A life on our Planet- David Attenborough<br>Tree of Life |
| Careers (enrichment opportunities and futures) | Embryologists<br>Midwife<br>Fertility Doctor | Conservationists<br>Ecologists | Conservationists<br>Ecologists<br>Ranger<br>Zoo Keeper | | |

# Curriculum Map – Year 11

| Business Studies | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| 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.<br><br>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<br><br>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.<br><br>Theme 1 revision<br>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.<br><br>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<br>2.2.2 Price<br>2.2.3 Promotion<br>2.2.4 Place<br>2.2.5 Using the marketing mix to make | 2.3.1 Business operations<br>2.3.2 Working with suppliers<br>2.3.3 Managing quality<br>2.3.4 The sales process | 2.4.1 Business calculations<br>2.4.2 Understanding business Performance | 2.5.1 Organisational structures<br>2.5.2 Effective recruitment<br>2.5.3 Effective training & development | Key revision – Theme 1, Theme 2 and Quantitative skills | N/A |

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| | business decisions<br><br>Theme 1 revision and exam technique | Theme 1 revision and exam technique | Theme 1 revision and exam technique | 2.5.4 Motivation<br><br>Theme 1 revision and exam technique | | |
| Skills (incl. links to prior and future learning) | **AO1** - Demonstrate knowledge and understanding of business concepts and issues<br>**AO2** - Apply knowledge and understanding of business concepts and issues to a variety of contexts<br>**AO3** - Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions<br><br>Quantitative skills - Interpretation and use of quantitative data in business contexts to support, inform and justify business decisions, including:<br>• information from graphs and charts<br>• profitability ratios (gross profit margin and net profit margin)<br>• financial data, including profit and loss, average rate of return and cash-flow forecasts<br>• marketing data, including market research data<br>• market data, including market share, changes in costs and changes in prices.<br><br>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 | **2.1 end of topic assessment**<br>**Combination of MCQs, 3, 6, 9 and 12 marks** | **2.2 end of topic assessment**<br><br>**Mock examination**<br>**Theme 1 2025 paper** | **2.3 end of topic assessment**<br>**Combination of MCQs, 1, 2, 3, 6, 9 and 12 marks** | **Section C - Theme 2 paper**<br><br>**2.4 and 2.5 end of topic assessment**<br>**Combination of MCQs, 1, 2, 3, 6, 9 and 12 marks** | **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.<br><br>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.<br>https://www.whsmith.co.uk/products/revise-edexcel-gcse-91-business-revision-guide-includes-online-edition-revise-edexcel-gcse-business-/mixed-media/9781292190716.html | | | | | |

# Curriculum Map – Year 11

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| | 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<br>• 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<br>• 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.<br>• 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<br>• BBC bitsesize - 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.<br>• 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

| Chemistry | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 |
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| Overview and Key Questions | Chemical analysis- What are substances made of? How do test chemicals reveal their true identity? | Earth's Atmosphere & Mock Revision- How has the Earth's Atmosphere changed over time? What does the future of the Earth's atmosphere look like? | | Using Resources- How do we treat waste water to make it potable? What are the benefits of recycling? What is a life cycle assessment? | |
| Knowledge (incl. links to prior and future learning) | -Students will learn about analytical techniques in Chemistry such as chromatography and its uses in industry and crime solving.<br>- Following on from this, students will learn about other materials such as alloys, polymers and transition metals and how we can use them sustainably to our advantage<br>- They will learn about the Haber process (making ammonia) and the conditions needed for this.<br>-They will learn how fertilisers are made for industry and the ingredients required for this. | -Students will learn about the changes in gases in the atmosphere from when the planet first formed including how the planet became hospitable for humans allowing life to evolve over time.<br>-Students will then discuss current trends in the gases in the atmosphere.<br>-Students will then finally make predictions about how the atmosphere will change in the future, including how human activities are contributing to this. | | Students will learn how we can use the Earth's resources sustainably. In addition students will learn how water is treated to be then used.<br><br>Students will learn how to choose resources to reduce waste in the future.<br><br>Finally students will review the concepts they have learnt and complete revision for paper 1 and 2 final exams. This will be targeted revision on concepts that students have struggled with on internal exams. | |
| Skills (incl. links to prior and future learning) | -Charge covered in Year 7<br>-Electrolysis covered Year 10<br>- Solubility covered in Years 7 and 8<br>- Transition Metals and Gas Tests covered in Year 10 | Carbon cycle- covered in KS3 and KS4 and also in Biology.<br>Combustion- covered in KS3 and KS4 and also in Biology. | | Recycling is covered in Yr 7 and 8. | |

# Curriculum Map – Year 11

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| Assessment | Chemical Analysis | Mocks and Earth Atmosphere. | Using Resources and Final Exams. | |
| Cross-curricular links | -Criminology/Forensic Science - Chromatography -Art/Photography - Colours of Ions | Geography- atmosphere and resources. | Geography- sustainability. | |
| Reading Opportunities | | What a Waste- Jess French | | |
| Careers (enrichment opportunities and futures) | Forensic Scientist. | Climate Scientist<br>Meteorologist | Waste Management<br>Environmental Officer | |

# Curriculum Map – Year 11

| Dance | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 |
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| | Component 2<br>Developing Skills & Techniques for Live Performance | | Component 3<br>Responding to a Brief | | |
| Overview and Key Questions | What rehearsal processes and approaches help dancers refine their work and build professionalism? | How can feedback and reflection be used to improve performance quality and demonstrate progress over time? | How can we use our skills and knowledge to generate and develop an effective response to a performance brief? | What strategies can we use to work collaboratively and creatively under time constraints? | How can we present and evaluate our performance so that it meets the needs of the brief and engages an audience? |
| Knowledge (incl. links to prior and future learning) | In Component 2 of the BTEC Tech Award in Performing Arts (Dance focus), students gain knowledge of the rehearsal processes and approaches that help dancers refine their work and build professionalism. They learn about the importance of discipline, focus, and time management in rehearsals, as well as strategies such as repetition, breaking down choreography, and setting targets to improve performance quality. Students also explore how | In Component 2 of the BTEC Tech Award in Performing Arts (Dance focus), students gain knowledge of how feedback and reflection can be used to improve performance quality and demonstrate progress over time. They learn how to give and receive feedback effectively, identifying strengths and areas for development in both their own work and the work of others. Students explore reflective practices such as keeping rehearsal logs, setting personal targets, and tracking improvements in technical and expressive skills. This knowledge helps them to take ownership of their development, make | In Component 3 of the BTEC Tech Award Level 2 in Performing Arts (Dance focus), students gain knowledge of how to apply their existing skills and understanding to create an effective response to a performance brief. They learn how to interpret the requirements of the brief, consider target audience and purpose, and generate creative ideas that fit within the given context. Students explore ways of developing choreography, | In Component 3 of the BTEC Tech Award Level 2 in Performing Arts (Dance focus), students gain knowledge of the strategies needed to work collaboratively and creatively under time constraints. They learn how to share ideas effectively, listen and respond to others, and divide responsibilities within a group to maximise rehearsal time. Students also explore creative problem-solving methods, adapting choreography and performance decisions quickly to suit the brief. | In Component 3 of the BTEC Tech Award Level 2 in Performing Arts (Dance focus), students gain knowledge of how to present and evaluate their performance so that it meets the needs of the brief and engages an audience. They learn how to apply technical accuracy, expressive qualities, and performance discipline in a final piece, while also considering elements such as style, theme, and audience expectations. Students develop an understanding of how to evaluate their work critically, identifying strengths and areas for improvement in relation to the brief. This knowledge enables them to refine their practice, |

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| | to respond constructively to feedback and apply corrections to enhance both technical and expressive skills. This knowledge develops their understanding of professional expectations and prepares them to work effectively and responsibly in performance contexts. | purposeful refinements, and show clear evidence of progress in line with professional expectations. | structuring rehearsals, and selecting appropriate styles, techniques, and performance skills to meet the brief. This knowledge enables them to combine creativity with professionalism, ensuring their final performance is both effective and purposeful. | This knowledge helps them to manage pressure, work as part of an ensemble, and maintain professionalism while producing a performance within a limited timeframe. | demonstrate professionalism, and create performances that are purposeful and engaging. |
| Skills (incl. links to prior and future learning) | In Component 2 of the BTEC Tech Award in Performing Arts (Dance focus), students develop skills in rehearsal processes and approaches that support refinement and professionalism. They build discipline, focus, and commitment by working consistently in structured rehearsal environments and learn how to manage time effectively to maximise progress. Students develop problem-solving skills through breaking down | In Component 2 of the BTEC Tech Award in Performing Arts (Dance focus), students develop skills in using feedback and reflection to improve performance quality and show progress over time. They learn how to listen to and act on teacher and peer feedback, applying corrections to enhance both technical precision and expressive detail. Students also build reflective skills by evaluating their own rehearsals and performances, identifying strengths and setting realistic targets for improvement. These skills help them take ownership of their learning, refine their | Learners develop skills in creativity, problem-solving, and choreography as they generate and develop an effective response to a performance brief. They strengthen their ability to interpret a brief, select appropriate dance styles and techniques, and apply their technical and expressive skills to create purposeful movement material. Learners also build planning and | Learners develop skills in collaboration, communication, and adaptability as they work creatively under time constraints. They learn how to share ideas effectively, listen to and support others, and divide tasks to make the most of limited rehearsal time. Learners also strengthen problem-solving skills by adapting choreography quickly and making collective decisions under pressure. These skills help them to work productively | Learners develop skills in performance presentation and evaluation to ensure their work meets the needs of the brief and engages an audience. They strengthen technical accuracy, expressive qualities, and stage presence to communicate effectively in performance, while also learning how to adapt their work to suit audience expectations and performance contexts. Learners build evaluative skills by reflecting critically on their own and others' work, identifying strengths and areas for improvement. These skills enable them to refine their practice, |

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| | complex choreography, repetition, and setting personal targets, while also strengthening their ability to respond to corrections and feedback. These skills enable them to approach rehearsals with a professional attitude and continually refine their performance quality. | practice effectively, and demonstrate clear, ongoing progress in line with professional standards. | organisational skills, learning how to structure rehearsals and refine ideas effectively. These skills enable them to produce original and well-developed performance work that clearly addresses the requirements of the brief. | as part of an ensemble, maintain professionalism, and produce effective performance work within the set timeframe. | demonstrate professionalism, and deliver performances that are both purposeful and engaging. |
| Assessment | The assessment focus for Component Two of the BTEC Tech Award Level 2 in Performing Arts (Dance focus) is on learners' ability to develop and apply technical and performance skills through rehearsal and performance. Outcomes require students to demonstrate control, accuracy, and expression in practical work, while also showing evidence of rehearsal discipline and professionalism.<br><br>Learners are assessed on how effectively they can refine their work over time, respond to feedback, and apply reflective practice to improve performance quality. They must show progress in both technical and expressive skills, demonstrating how these are applied in performance to meet the demands of a chosen dance style.<br><br>DEADLINE - Beginning of December | | The assessment focus for Component Three of the BTEC Tech Award Level 2 in Performing Arts (Dance focus) is on learners' ability to create, develop, and present a performance in response to a given brief. Outcomes require students to demonstrate creativity, effective use of dance skills, and the ability to work collaboratively within time constraints to produce a purposeful performance.<br><br>Learners are assessed on how successfully they interpret the requirements of the brief, apply technical and expressive skills, and make creative decisions that engage an audience. They must also evidence their process through planning, rehearsal, and evaluation, showing how feedback and reflection have been used to refine their work. The final assessment demonstrates not only the quality of their performance but also their ability to respond professionally and effectively to industry-style demands.<br><br>DEADLINE - Beginning of May | | |
| Cross-curricular links | PE / Sport Science – physical fitness, flexibility, strength, stamina, safe practice, and injury prevention. | | English – interpreting and responding to the performance brief, structuring written evaluations, and using subject-specific vocabulary. | | |

# Curriculum Map – Year 11

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| | Biology – understanding anatomy, the muscular and skeletal systems, and how the body supports movement.<br><br>English – reflective writing, evaluation, and use of subject-specific vocabulary in rehearsal logs.<br><br>PSHE / Personal Development – teamwork, resilience, confidence, self-management, and communication.<br><br>Music – musicality, timing, phrasing, and the relationship between movement and sound.<br><br>ICT / Media – filming rehearsals, analysing performance footage, and using digital tools for reflection and improvement.<br><br>Business Studies – understanding professionalism, organisation, and transferable workplace skills. | PE / Sport Science – applying physical fitness, stamina, and safe practice in rehearsals and performance.<br><br>PSHE / Personal Development – teamwork, communication, resilience, time management, and problem-solving under pressure.<br><br>Business Studies – understanding project management, working to deadlines, and producing work for a client/audience.<br><br>Music – responding to musical structures, rhythm, tempo, and dynamics when creating choreography.<br><br>Art and Design – considering costume, staging, and visual elements that support audience engagement.<br><br>ICT / Media – using digital tools to research, plan, record, and evaluate rehearsal and performance processes.<br><br>Maths – applying timing, counts, and spatial awareness when structuring choreography. |
| Reading Opportunities | Biographies and interviews with choreographers, dancers, and artistic directors.<br>Dance history and theory texts covering key practitioners, styles, and cultural influences.<br><br>Reflective journals and rehearsal logs (peer and self) to strengthen reading comprehension of evaluative writing. | The performance brief – carefully reading and interpreting the requirements, constraints, and target audience.<br><br>Assessment criteria and guidance – understanding how work will be judged and what evidence is required.<br><br>Peer and teacher feedback – reading comments and applying them to refine work<br><br>Reflective logs and evaluation examples – studying models of effective evaluative writing to support their own reflections.<br><br>Research material – articles, websites, and practitioner case studies to inspire creative responses to the brief. |
| Careers (enrichment opportunities and futures) | Professional dancer, choreographer, rehearsal director, artistic director, dance captain, stage manager, rehearsal assistant, costume designer, dance film specialist | Professional dancer, choreographer, artistic director, producer, stage manager, lighting designer, sound designer, costume designer, marketing officer, dance film specialist |

# Curriculum Map – Year 11

| Design and 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<br>• Annotating<br>• Analysing<br>• Evaluating<br>• Rendering<br>• Modelling | • Drawing<br>• Annotating<br>• Analysing<br>• Evaluating<br>• Rendering<br>• Modelling | • Drawing<br>• Annotating<br>• Analysing<br>• Evaluating<br>• Rendering<br>• Modelling<br>• A variety of woods, plastics, metals, and textiles manufacturing techniques | • Drawing<br>• Annotating<br>• Analysing<br>• Evaluating<br>• Rendering<br>• Modelling<br>• A variety of woods, plastics, metals, and textiles manufacturing techniques | • Revising techniques<br>• Extended writing techniques |
| Assessment | Folder and product assessed to exam board requirements AQA Design and Technology 8552, against weekly deadlines. | Folder and product assessed to exam board requirements AQA Design and Technology 8552, against weekly deadlines | Folder and product assessed to exam board requirements AQA Design and Technology 8552, against weekly deadlines | Folder and product assessed to exam board requirements AQA Design and Technology 8552, against weekly deadlines | Revision for exam. Exam style questions assessed weekly. |
| Cross-curricular links | Art – drawing and rendering skills. | Art – drawing and rendering skills. | Art – drawing and rendering skills. | Art – drawing and rendering skills. | Business – various scale manufacturing methods. |

# Curriculum Map – Year 11

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| | Maths – measuring with a ruler and calculating waste. | Maths – measuring with a ruler and calculating waste. | Maths – measuring with a ruler and calculating waste. | Maths – measuring with a ruler and calculating waste. | Geography – learning about sustainability and the environment.<br>Maths – measuring with a ruler and calculating waste.<br>Maths – various questions in the exam paper (20%). |
| Reading Opportunities | PDF document<br>PG online AQA GCSE (9-1) Design and Technology text book.<br>CGP GCSE AQA Design and Technology revision guide. | PDF document<br>PG online AQA GCSE (9-1) Design and Technology text book.<br>CGP GCSE AQA Design and Technology revision guide. | PDF document<br>PG online AQA GCSE (9-1) Design and Technology text book.<br>CGP GCSE AQA Design and Technology revision guide. | PDF document<br>PG online AQA GCSE (9-1) Design and Technology text book.<br>CGP GCSE AQA Design and Technology revision guide. | PDF document<br>PG online AQA GCSE (9-1) Design and Technology text book.<br>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.<br>Learning about the social factors which influence purchasing.<br>Learning the costs of materials and wastage of materials and the impact on a business.<br>Learning how designers obtain information from a client in order to design a product fit for purpose. |

# Curriculum Map – Year 11

| Digital Art | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 |
|---|---|---|---|---|---|
| Overview and Key Questions | **Growth & Decay**<br>**What is your personal Artistic visual interpretation?** | **Reflections**<br>**What is your personal Artistic visual interpretation?** | **ESA**<br>**Topic set by Exam Board** | **ESA**<br>**Topic set by Exam Board** | **ESA**<br>**Topic set by Exam Board** |
| Knowledge (incl. links to prior and future learning) | Developing technical digital art skills learnt in KS3 such as the Formal elements of Art. Applying these to creating competent and consistent levels of work. Researching Artists linked to Reflections to expand contextual and literacy skills. Understand the 4 Assessment objectives to evaluating, annotating, and marking of their work.<br><br>By undertaking Digital Art in year 11 students will develop their skill in interpreting a creative brief and being able to use the brief as a starting point to develop a creative response. Based on the information in the brief, learners will investigate and generate ideas, explore and experiment with media, materials, techniques and processes and produce a | Developing technical digital art skills learnt in KS3 such as the Formal elements of Art. Applying these to creating competent and consistent levels of work. Researching Artists linked to Reflections to expand contextual and literacy skills. Understand the 4 Assessment objectives to evaluating annotating, and marking of their work.<br><br>By undertaking Digital Art in year 11 students will develop their skill in interpreting a creative brief and being able to use the brief as a starting point to develop a creative response. Based on the information in the brief, learners will investigate and generate ideas, explore and experiment with media, materials, techniques and processes and produce a | Continuing to develop and refine Photography, photoshop and observational skills with competent and consistent progress learnt in year 10. Accurately use and understand the brief Researching Artists to expand contextual and literacy skills.<br><br>By undertaking Digital Art in year 11 students will develop their skill in interpreting a creative brief and being able to use the brief as a starting point to develop a creative response. Based on the information in the brief, learners will investigate and generate ideas, explore and experiment with media, materials, techniques and processes and produce a creative response to the brief. At every stage of the process learners will review and reflect on their own | Continuing to develop and refine Photography, photoshop and observational skills with competent and consistent progress learnt in year 10 Researching Artists to expand contextual and literacy skills. Developing creative imagination.<br><br>By undertaking Digital Art in year 11 students will develop their skill in interpreting a creative brief and being able to use the brief as a starting point to develop a creative response. Based on the information in the brief, learners will investigate and generate ideas, explore and experiment with media, materials, techniques and processes and produce a creative response to the brief. At every stage of the process learners will review and reflect on their own work and working practices, | Continuing to develop and refine drawing and observational skills learnt in Year 10.<br><br>Researching Artists to expand contextual and literacy skills. Developing creative imagination.<br><br>By undertaking Digital Art in year 11 students will develop their skill in interpreting a creative brief and being able to use the brief as a starting point to develop a creative response. Based on the information in the brief, learners will investigate and generate ideas, explore and experiment with media, materials, techniques and processes and produce a creative response to the brief. At every stage of the process learners will review and reflect on their own work and working practices, using this process to inform |

# Curriculum Map – Year 11

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| | creative response to the brief. At every stage of the process learners will review and reflect on their own work and working practices, using this process to inform each stage of the project. At the end of the project learners will present their work in the form of a creative portfolio, documenting their creative journey through the project. | creative response to the brief. At every stage of the process learners will review and reflect on their own work and working practices, using this process to inform each stage of the project. At the end of the project learners will present their work in the form of a creative portfolio, documenting their creative journey through the project. | work and working practices, using this process to inform each stage of the project. At the end of the project learners will present their work in the form of a creative portfolio, documenting their creative journey through the project. | using this process to inform each stage of the project. At the end of the project learners will present their work in the form of a creative portfolio, documenting their creative journey through the project. | each stage of the project. At the end of the project learners will present their work in the form of a creative portfolio, documenting their creative journey through the project. |
| Skills (incl. links to prior and future learning) | **Develop** and **experiment** with different techniques and Materials How to apply them in your work. **Refining** drawing, painting, and 3D Clay techniques used to create Art work in the style of different artists Inked to Reflections and mirrors. **Presenting** personal outcomes linked to the topic competently and meaningfully. | **Develop** and **experiment** with different techniques and Materials How to apply them in your work. **Refining** drawing, painting, and 3D Clay techniques used to create Art work in the style of different artists Inked to Reflections and mirrors. **Presenting** personal outcomes linked to the topic competently and meaningfully. | **Develop** and **Experiment** with different techniques and Materials How to apply them in your work. **Refining** drawing and designing techniques used to create art works and final outcomes. Researching Artists to expand contextual and literacy skills. | **Develop** and **Experiment** with different techniques and Materials How to apply them in your work. **Refining** drawing and designing techniques used to create art works and final outcomes. Researching Artists to expand contextual and literacy skills. | **Develop** and **experiment** with different techniques and Materials How to apply them in your work. **Refining** drawing, painting, designing embedding the use of the formal elements of Art |
| Assessment | **4 Main Assessment Objectives:**<br>● **Develop** ideas<br>● **Refine** and improve your work<br>● **Record**/ drawing/painting, Photography and modelling skills | **4 Main Assessment Objectives:**<br>● **Develop** ideas<br>● **Refine** and improve your work<br>● **Record**/ drawing/painting, Photography and modelling skills | **4 Main Assessment Objectives:**<br>● **Develop** ideas<br>● **Refine** and improve your work<br>● **Record**/ drawing/painting, Photography and modelling skills | **4 Main Assessment Objectives:**<br>● **Develop** ideas<br>● **Refine** and improve your work<br>● **Record**/ drawing/painting, Photography and modelling skills | **4 Main Assessment Objectives:**<br>● **Develop** ideas<br>● **Refine** and improve your work<br>● **Record**/ drawing/painting, Photography and modelling skills |

# Curriculum Map – Year 11

| | ● **Present** your work and producing a final out come | ● **Present** your work and producing a final out come | ● **Present** your work and producing a final out come | ● **Present** your work and producing a final out come | ● **Present** your work and producing a final out come |
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| Cross-curricular links | Maths (e.g., proportion, scale, geometry, pattern, symmetry and reflections Technology, English (e.g., storytelling through art, and remembering our past. Researching artists and writing about them. Creating art related to literature), Science (e.g., observing objects and forms, observing reflective forms, creating scientific illustrations) History/Geography (e.g., studying ancient art and cultural geographical events. cultural art forms). | Maths (e.g., proportion, scale, geometry, pattern, symmetry) especially with geometric Mexican patterns. Technology, 3D clay work and textile references. English (e.g., storytelling through art, and remembering our past. Researching artists and writing about them. Creating art related to literature), Science (e.g., observing reflective forms, forms, creating scientific illustrations) History/Geography (e.g., studying ancient art and cultural geographical events. cultural art forms). | Maths (e.g., proportion, scale, geometry, pattern, symmetry), English (e.g., storytelling through art, researching artists, creating art related to literature), Science (e.g., observing reflective forms, forms, creating scientific illustrations), and History/Geography with artist researches | Maths (e.g., proportion, scale, geometry, pattern, symmetry), English (e.g., storytelling through art, researching artists, creating art related to literature), Science (e.g., observing natural forms, creating scientific illustrations), and History/Geography with artist researches | Maths (e.g., proportion, scale, geometry, pattern, symmetry), English (e.g., storytelling through art, researching artists, creating art related to literature), Science (e.g., observing reflective forms, History/Geography (e.g., studying ancient art, with artist researches |
| Reading Opportunities | **... Isms** Understanding Modern Art By Sam Phillips<br>**... Isms** Understanding Art By Stephen Little<br>**... Isms** Understanding Photography By Emma Lewis | **... Isms** Understanding Modern Art By Sam Phillips<br>**... Isms** Understanding Art By Stephen Little<br>**... Isms** Understanding Photography By Emma Lewis | **... Isms** Understanding Modern Art By Sam Phillips<br>**... Isms** Understanding Art By Stephen Little<br>**... Isms** Understanding Photography By Emma Lewis | **... Isms** Understanding Modern Art By Sam Phillips<br>**... Isms** Understanding Art By Stephen Little<br>**... Isms** Understanding Photography By Emma Lewis | **... Isms** Understanding Modern Art By Sam Phillips<br>**... Isms** Understanding Art By Stephen Little<br>**... Isms** Understanding Photography By Emma Lewis |

# Curriculum Map – Year 11

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| | **... Isms** Understanding Architecture By Jeremy Melvin<br><br>Ultimate GCSE Art Help Guide to Get a Grade 9 in Your Exams, Suitable for All Exam boards by Jaya Anjali Sharma | **... Isms** Understanding Architecture By Jeremy Melvin<br><br>Ultimate GCSE Art Help Guide to Get a Grade 9 in Your Exams, Suitable for All Exam boards by Jaya Anjali Sharma | **... Isms** Understanding Architecture By Jeremy Melvin<br><br>Ultimate GCSE Art Help Guide to Get a Grade 9 in Your Exams, Suitable for All Exam boards by Jaya Anjali Sharma | **... Isms** Understanding Architecture By Jeremy Melvin<br><br>Ultimate GCSE Art Help Guide to Get a Grade 9 in Your Exams, Suitable for All Exam boards by Jaya Anjali Sharma | **... Isms** Understanding Architecture By Jeremy Melvin<br><br>Ultimate GCSE Art Help Guide to Get a Grade 9 in Your Exams, Suitable for All Exam boards by Jaya Anjali Sharma |
| Careers (enrichment opportunities and futures) | Theatre Design, Costume design, Graphics, Gaming, Architecture, Engineering, Film, television, Photography, Media, Education, Mental Health and Art Therapy, Illustration, Corporate/public Art, Music festivals, Galleries. – Pus a thousand more! | Theatre Design, Costume design, Graphics, Gaming, Architecture, Engineering, Film, television, Photography, Media, Education, Mental Health and Art Therapy, Illustration, Corporate/public Art, Music festivals, Galleries. – Pus a thousand more! | Theatre Design, Costume design, Graphics, Gaming, Architecture, Engineering, Film, television, Photography, Media, Education, Mental Health and Art Therapy, Illustration, Corporate/public Art, Music festivals, Galleries. – Pus a thousand more! | Theatre Design, Costume design, Graphics, Gaming, Architecture, Engineering, Film, television, Photography, Media, Education, Mental Health and Art Therapy, Illustration, Corporate/public Art, Music festivals, Galleries. – Pus a thousand more! | Theatre Design, Costume design, Graphics, Gaming, Architecture, Engineering, Film, television, Photography, Media, Education, Mental Health and Art Therapy, Illustration, Corporate/public Art, Music festivals, Galleries. – Pus a thousand more! |

# Curriculum Map – Year 11

| Drama | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 |
|---|---|---|---|---|---|
| Overview and Key Questions | **Unit 04: Written Exam**<br>NB: UNIT 01/02 completed in Year 10 | **Unit 03: Performing Texts** | **Unit 03: Performing Texts Mock** | **Unit 03: Performing Texts EXAM** | **Unit 04: Written Exam Preparation** |
| Knowledge (incl. links to prior and future learning) | Students will re-visit the text of 'Blood Brothers' for their exam, to ensure that they are confident for their mock exams in December. We also practice the theatre review question (Section B). | Students will be given their texts and groups for their practical exam. | Students will be in full swing of rehearsals this half term.<br>At the end of the term the students perform a Mock.<br><br>Design options are:<br>-Lighting Design<br>-Costume Design<br>-Set Design | With just a few weeks left before the final performance exam students will use the feedback from the mock to make last minute improvements / developments to their performance. | Revision, practice questions, quizzes and memory resources all form the content of this last half term's preparation for the written exam. |
| Skills (incl. links to prior and future learning) | Revising over terminology, structure, content, exam techniques and raising grades.<br><br>Students have watched the production 'Woman in Black' for Section B and can begin planning their responses. | Coursework. Four questions;<br>• Understanding of the text as a whole<br>• Artistic Vision<br>• Developing their character<br>• Audience reaction<br><br>Direct TWO extracts for performance;<br>1 x Group<br>1 x Mono/Duo | They will direct and perform their two extracts to an invited audience in preparation for their actual exam next half term.<br><br>Coursework will be finalised and submitted. | PERFORMANCE EXAM (EXTERNAL EXAMINER)<br><br>After the exam students will focus on the final unit - the written exam. Revision style tasks begin. | Revising the content of the entire course;<br>● Terminology<br>● Structure of responses<br>● Hitting the criteria<br>● Confidence in preparation<br>● Exam techniques |
| Assessment Focus | **Assessment:**<br>●Practice Questions on Section A<br>●Practice Questions Section B | **Assessment:**<br>● Coursework draft<br>● Performance in class | **Assessment:**<br>●Coursework submission<br>●Mock performance | **Assessment:**<br>● Performance Exam with a Visiting Examiner. | **Assessment**<br>● Ongoing practice questions. |

# Curriculum Map – Year 11

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| Cross-curricular links | Performance skills<br>Musical Theatre Club<br>Talent show<br>Dance Show(s)<br>School Production | Performance skills<br>Musical Theatre Club<br>Talent show<br>Dance Show(s)<br>School Production | Performance skills<br>Musical Theatre Club<br>Talent show<br>Dance Show(s)<br>School Production | Performance skills<br>Musical Theatre Club<br>Talent show<br>Dance Show(s)<br>School Production | Performance skills<br>Musical Theatre Club<br>Talent show<br>Dance Show(s)<br>School Production |
| Reading Opportunities | **Blood Brothers** - *Willy Russell.*<br>**Woman in Black -** *Susan Hill.* | **Blood Brothers** - *Willy Russell.*<br>**Woman in Black -** *Susan Hill.* | **Blood Brothers** - *Willy Russell.*<br>**Woman in Black -** *Susan Hill.* | **Blood Brothers** - *Willy Russell.*<br>**Woman in Black -** *Susan Hill.* | **Blood Brothers** - *Willy Russell.*<br>**Woman in Black -** *Susan Hill.* |
| Homework Opportunities | Line learning, reading, analysis, research, rehearsals. | Line learning, reading, analysis, research, rehearsals. | Line learning, reading, analysis, research, rehearsals. | Line learning, reading, analysis, research, rehearsals. | Line learning, reading, analysis, research, rehearsals. |
| Careers (enrichment opportunities and futures) | Acting, Directing, Team building, Cooperation, Teaching, Review, Writing. | Acting, Directing, Team building, Cooperation, Teaching, Review, Writing. | Acting, Directing, Team building, Cooperation, Teaching, Review, Writing. | Acting, Directing, Team building, Cooperation, Teaching, Review, Writing. | Acting, Directing, Team building, Cooperation, Teaching, Review, Writing. |

# Curriculum Map – Year 11

| **Engineering** **OCR** Cambridge National | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 |
|---|---|---|---|---|---|
| Overview and Key Questions | **R014:** Scales of manufacture<br>**R016:** Preparing for scale manufacture<br>**R016**: NEA Assessment (working on), | **R014:** Quality<br>**R016:** CAD/CAM programming<br>**R016**: NEA Assessment (working on). | **R014:** Inventory management/Lean Manufacturing<br>**R015:** NEA Assessment (resubmit for moderation)[1]<br>**R016**: NEA Assessment (submit for moderation)[1]<br>**R014**: Examination (early opportunity). | **R014:** Globalisation<br>**R016:** CNC Setup and operation<br>**R016:** Quality control activities. | **R014** Revision of topic areas/exam revision<br>**R014**: **Examination** (final opportunity)<br>**R016:** CNC Setup and operation (continues)<br>**R016:** Quality control activities (continues)<br>**R016**: NEA Assessment (submit for moderation). |
| Knowledge (incl. links to prior and future learning) | Knowledge and understanding of engineering materials and processes, how to read engineering drawings, manufacturing in scale and quality control techniques. | Know types and properties of engineering materials and how these are processed by hand and machine. | Knowledge to practically apply a range of manufacturing processes practically through planning for and performing computer-controlled machining operations.. | Quality control techniques will also be taught theoretically, and students will have the opportunity to relate and apply some of these to manufacturing components in scale. | Through integrating theory with practical activities required in NEA units, and using mock and practice assessments, students will be well prepared for the terminal examination in R014. |
| Skills (incl. links to prior and future learning) | Manufacturing in scale using Computer Aided Design (CAD)/Computer Aided Manufacture.<br>• Drawing<br>• Modelling<br>• Quality control | (CAM) software to programme a CNC machine. Using polymer heating processes.<br>• Drawing<br>• Modelling<br>• Quality control | Using hand tools and workshop machinery.<br>• Drawing<br>• Modelling<br>• Quality control | Using hand tools and workshop machinery.<br>• Drawing<br>• Modelling<br>• Quality control | Using hand tools and sewing machinery.<br>• Drawing<br>• Modelling<br>• Quality control |
| Assessment | **R016:** CNC Setup and operation (continues) | **R016:** CNC Setup and operation (continues)<br>**R016**: NEA Assessment of CAD/CAM manufacture. | **R015:** NEA Assessment (select and process materials using CNC | **R015:** NEA Assessment (select and process | **R014**: **Examination** Examination questions & NEA . |

# Curriculum Map – Year 11

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| | **R016:** Quality control activities (continues)<br>**R016**: NEA Assessment | Portfolio and product assessed to exam board requirements OCR, Termly deadlines. | machines) Portfolio and product assessed to exam board requirements OCR, Termly deadlines. | materials using CNC machines) | |
| Cross-curricular links | Maths – geometrical lines and dimensions, measuring with a ruler and calculating waste. | Maths – measuring with a ruler and calculating waste.<br>CAD drawing skills. | Maths – measuring with a ruler and calculating waste.<br>CAD drawing skills. | Maths – measuring with a ruler and calculating waste.<br>CAM making skills | Business – various scale manufacturing methods.<br>Geography – learning about sustainability and the environment.<br>Maths – measuring with a ruler and calculating waste.<br>Maths – various questions in the exam paper (20%). |
| Reading Opportunities | Cambridge National in Engineering Manufacture Revision Guide and Workbook with Digital Access (2 Years): Level 1/Level 2 (Cambridge Nationals): Amazon.co.uk: Anderson, Paul, Buckenham, Andrew: 9781009121910: Books | Cambridge National in Engineering Manufacture Revision Guide and Workbook with Digital Access (2 Years): Level 1/Level 2 (Cambridge Nationals): Amazon.co.uk: Anderson, Paul, Buckenham, Andrew: 9781009121910: Books | Cambridge National in Engineering Manufacture Revision Guide and Workbook with Digital Access (2 Years): Level 1/Level 2 (Cambridge Nationals): Amazon.co.uk: Anderson, Paul, Buckenham, Andrew: 9781009121910: Books | Cambridge National in Engineering Manufacture Revision Guide and Workbook with Digital Access (2 Years): Level 1/Level 2 (Cambridge Nationals): Amazon.co.uk: Anderson, Paul, Buckenham, Andrew: 9781009121910: Books | Cambridge National in Engineering Manufacture Revision Guide and Workbook with Digital Access (2 Years): Level 1/Level 2 (Cambridge Nationals): Amazon.co.uk: Anderson, Paul, Buckenham, Andrew: 9781009121910: Books |
| Careers (enrichment opportunities and futures) | Manufacturing, Processing and Control. | Process Operatives. | Fabrication and Welding. | Operative Apprenticeships. | Operative/Technician |

# Curriculum Map – Year 11

| English | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 |
|---|---|---|---|---|---|
| Overview and Key Questions | **Literature Paper One: 19th Century Novel *Jekyll and Hyde*** | **English Language Paper Two**<br><br>Revision of Literature Paper One: The Merchant of Venice OR *Macbeth* and *Jekyll and Hyde* | **Revision:**<br>**English Language Paper One**<br>**and**<br>**Literature Paper Two Revision** | **Revision:**<br>**English Literature (paper 1)**<br>**and**<br>**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.<br><br>They will revisit their knowledge of the timings for different questions on Language Paper 1 that they completed in year 9 and year 10. Students will revise this for their final GCSE exam.<br><br>Students will revise the texts for Literature Paper | Students will revise their knowledge of the content and timings for Language Paper Two.<br><br>Students will revise the poetry and modern text, revising the events, themes, characters and ideas of the texts.<br><br>Students will develop knowledge of approaching the unseen poetry section of the exam. | Revision of the following units:<br><br>• Jekyll and Hyde<br>• Macbeth OR The Merchant of Venice<br>• Language Paper Two | Revision of the following units:<br><br>• Poetry (conflict)<br>• Unseen poetry<br>• Modern prose/drama<br>• 19th century novel<br>• Language Paper One<br>• Language Paper Two |

# Curriculum Map – Year 11

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| | | 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.<br><br>Viewpoint writing. Students will develop skills of writing a viewpoint and build on grammatical skills that they have practised throughout KS3.<br><br>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.<br><br>Students will revise the skills necessary for Literature Paper One – | 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.<br><br>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. | 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

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| | | analytical essay writing – that they explored in year 10. | | | |
| Assessment | Analytical essay. | Language PaperTwo – completed paper (reading and writing sections) | Language Paper One – completed paper (reading and writing sections)<br><br>Analytical essays (Literature Paper Two) | Analytical essays.<br>Creative writing.<br>Viewpoint writing. | Analytical essays.<br>Creative writing.<br>Viewpoint writing. |
| 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.<br>Drama – revising the significance of the dramatic forms for the plays studied. | History – revising the context of the set texts.<br>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

| French | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 |
|---|---|---|---|---|---|
| Overview and Key Questions | Environmental issues, Volunteering and Big events such as major sporting events arguments for and against | Discuss job and work preferences, future plans and the importance of language learning. | Discuss job and work preferences, future plans and the importance of language learning. | Revision, Exam Techniques (Oral exam) | Revision, Exam Techniques (Oral exam)<br><br>Past papers questions practice |
| Knowledge (incl. links to prior and future learning) | Non-negotiables<br>Vocabulary 3 time frames<br>Adjectives Adverbs<br>Extended opinions<br>Connectives Time phrases<br>WOW structures Infinitive structures Questioning<br>DOP How to add extra detail | Non-negotiables<br>Vocabulary 3 time frames<br>Adjectives Adverbs<br>Extended opinions<br>Connectives Time phrases<br>WOW structures Infinitive structures Questioning<br>DOP How to add extra detail | Non-negotiables<br>Vocabulary 3 time frames<br>Adjectives Adverbs<br>Extended opinions<br>Connectives Time phrases<br>WOW structures Infinitive structures Questioning<br>DOP How to add extra detail | Revision focus | |
| Skills (incl. links to prior and future learning) | Use of tenses including new tenses and structures | | | | |
| Assessment | Speaking focus with presentation and conversation questions | Speaking focus with presentation and conversation questions. Include Roleplay and picture based discussion | Speaking focus with presentation and conversation questions | | |

# Curriculum Map – Year 11

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| Cross-curricular links | Environmental science/geography | n/a | | | |
| Homework Opportunities | Focus on preparing for the speaking exam especially part 3(presentation and conversation) | Speaking exam focus | All 4 skills | All 4 skills | All 4 skills |
| Careers (enrichment opportunities and futures) | Discuss opportunities to work with charitable organisations | Explore pathways for post education opportunities that link to languages skills | | | |

# Curriculum Map – Year 11

| Geography | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 |
|---|---|---|---|---|---|
| Overview and Key Questions | Topic 7 People & the biosphere<br>See Hazards Y10 | Topic 8 Forests under threat<br>See Hazards | Topic 9 Consuming Energy Resources<br>Exam skills<br>See Hazards | Revision & exam skills<br>See Hazards | Revision & exam skills<br>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 | 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. | | | | |
| 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. | | | | |

# Curriculum Map – Year 11

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| 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.<br>Two compulsory fieldtrips: One to the River Chess and the other to London to apply field work skills and develop report writing skills<br>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.<br>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.<br><br>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 |
|---|---|---|---|---|---|
| Overview and Key Questions | Complete Crime and Punishment and start Weimar Germany.<br><br>The Weimar Republic, 1918 – 29 | Weimar and Nazi Germany<br><br>The Rise of the Hitler and the Nazi Party<br><br>The creation of a Police State.<br><br>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?<br><br>Why did Article 48 help create a totalitarian state?<br><br>How was a police state created?<br><br>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.<br><br>Change and continuity. | The provisions of the Treaty of Versailles.<br><br>Change and continuity. | | | |

# Curriculum Map – Year 11

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| Assessment | Explain what challenges did the Weimar State face? 12 marks<br>Study sources A and B. How useful are they to explain the effects of hyperinflation? 12 marks<br><br>How successful was the Weimar state? | Explain how Stresemann stabilised Weimar Germany? 12 marks<br>Study sources A and B. How useful are they to explain the rise of the Nazi party? 8 marks<br><br>Explain how Hitler became Chancellor in 1933? 12 marks<br><br>How did Hitler become a dictator?<br><br>How was a police state created? | | | |
| Cross-curricular links | Geography – the changing map of Europe. | Politics – parliamentary democracy versus totalitarianism. | | | |

# Curriculum Map – Year 11

| Hospitality and Catering | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 |
|---|---|---|---|---|---|
| Overview and Key Questions | Refresh: Health & Safety training/certificate | Unit 1 1.4.4 The Environmental Health Officer (EHO) 1.2.2 Customer requirements in hospitality and catering | NEA – Continuing the Start of spring term: Controlled assessment task undertaken here | MAY: Controlled assessment marked and sent for moderation to the WJEC | Revision leading up to the exam. |
| Knowledge (incl. links to prior and future learning) | 1.1.3 Working conditions in the hospitality and catering industry<br><br>Theory: 1.3.1 Health and safety in hospitality and catering provision of the kitchen and front of house 1.3.2 Food Safety | 1.4.1 Food related causes of ill health<br><br>1.4.2 Symptoms and signs of food-induced ill health 1.4.3 Preventative control measures of food-induced ill health | Theory: 1.2.1 The operation of the front and back of house<br><br>1.1.1 Hospitality and catering providers 1.1.2 Working in the hospitality and catering industry | Theory: 1.1.1 Hospitality and catering providers<br><br>1.1.2 Working in the hospitality and catering industry 1.1.3 Working conditions in the hospitality and catering industry | ***Exam revision off site ****<br><br>1.1.4 Contributing factors to the success of hospitality and catering provision |
| Skills (incl. links to prior and future learning) | Practical: 2.3.1 how to prepare and make dishes: prepare techniques/knives skills/cooking techniques Building preparation and cooking skills and learning through practice | 1.4.1 and 1.4.3 Controlled assessment task could be undertaken here.<br><br>1.2.3 Hospitality and catering provision to meet specific requirements | 1.1.4 Contributing factors to the success of hospitality and catering provision development process and manufacturing process. | 1.2.1 The operation of the front and back of house 1.2.2 Customer requirements in hospitality and catering | ● Revision techniques<br><br>● Extended writing techniques |
| Assessment | Theory Assessment - Test objective covered this half term<br>Practical Aim | Theory Assessment - Test objective covered this half term<br>Practical Aim | Theory Assessment - Test objective covered this half term<br>Practical Aim | Theory Assessment - Test objective covered this half term<br>Practical Aim | Theory Assessment - Test objective covered this half term<br>Practical Aim |

# Curriculum Map – Year 11

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| | To apply and explain a repertoire of knowledge, understanding and skills in order to create and make a range of high-quality dishes. | To apply and explain a repertoire of knowledge, understanding and skills in order to create and make a range of high-quality dishes. | To apply and explain a repertoire of knowledge, understanding and skills in order to create and make a range of high-quality dishes. | To apply and explain a repertoire of knowledge, understanding and skills in order to create and make a range of high-quality dishes. | To apply and explain a repertoire of knowledge, understanding and skills in order to create and make a range of high-quality dishes. |
| Cross-curricular links | Science<br>Biology<br>English<br>Maths | | | | |
| Reading Opportunities | WJEC Vocational Award Hospitality and Catering Level 1/2: Student Book Paperback – 1 Sept. 2018<br>by Alison Palmer (Author), Anita Tull (Author) | | | | |
| Careers (enrichment opportunities and futures) | • The opportunities in these industries range from waiting staff, hotel and bar manager, conference events coordinators to food technologies working for food companies and supermarkets, nutritionist, dietitian, Food and beverage managers, All careers in catering field. Front Of House<br>• General Manager, Hotel General Manager, Rooms Division manager<br>• Hotel Management, Food and Beverage Manager, Assistant Manager<br>• Operations Manager, Pub Manager, Receptionist, Restaurant<br>• Restaurant Manager, Room Attendant, School Catering, Sommelier | | | | |

# 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)**<br>In this unit students will learn how to design, create, test and review an Augmented Reality model prototype to meet a client's requirements.<br>● Topics include:<br>● Augmented Reality (AR)<br>● Designing an Augmented Reality (AR) model prototype<br>● Creating an Augmented Reality (AR) model prototype<br>● Testing and reviewing | | | ***Unit R050 Revision in Prep for Examinations*** | |
| **Knowledge**<br>(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.<br>● Familiarity with AR hardware (e.g., AR glasses, smartphones) and software.<br>● Awareness of the integration of virtual elements with the real world.<br>● Identifying a problem or scenario suitable for an AR solution.<br>● Planning and defining the objectives of the AR model prototype.<br>● Creating a storyboard or design document outlining the user experience.<br>● Selecting appropriate AR elements and interactions based on the project goals.<br>● Considering user interface (UI) and user experience (UX) principles in AR design.<br>● Proficiency in using AR development tools and platforms.<br>● Implementing AR elements into the prototype according to the design plan.<br>● Integrating 3D models, animations, or other virtual elements into the real-world environment.<br>● Configuring interactions and functionalities within the AR prototype.<br>● Testing the prototype for functionality and visual coherence.<br>● Conducting comprehensive testing of the AR model prototype.<br>● Identifying and addressing any technical issues or bugs.<br>● Evaluating the user experience and making adjustments for usability.<br>● Gathering feedback from potential users or stakeholders.<br>● 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**<br><br>(incl. links to prior and future learning) | | • Technical Proficiency: Understanding the principles and technologies behind augmented reality.<br>• Conceptual Understanding: Grasping how AR integrates virtual elements into the real world.<br>• Critical Thinking: Analysing the potential applications and impact of AR in various fields.<br>• Creative Design Skills: Developing the ability to design engaging and effective AR experiences.<br>• User-Centred Design: Considering the end-user experience in the design process.<br>• Problem-solving: Addressing challenges in designing AR models for specific purposes.<br>• Programming Skills: Learning to configure and implement AR models using relevant tools.<br>• Technical Troubleshooting: Debugging and resolving issues in the creation process.<br>• Attention to Detail: Ensuring accuracy in the alignment and integration of virtual elements with the real world.<br>• Quality Assurance: Testing the functionality and reliability of the AR model.<br>• User Testing: Gathering feedback from users to improve the user experience.<br>• Analytical Skills: Evaluating the effectiveness of the AR model against its intended purpose.<br>• Time Management: Planning and executing tasks within a set timeframe.<br>• Visual Communication: Creating visually appealing and informative presentations or reports.<br>• Self-assessment: Reflecting on personal and team performance, identifying areas for improvement. | | | | |
| **Assessment** | 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. | |

# Curriculum Map – Year 11

| IT (Cambridge Nationals Level 1/2) | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| **Cross-Curricular Links** | *Please see Unit R060 curriculum breakdown in the Year 10 Information Technology Curriculum Map.* | 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. | | | | |
| **Careers** (enrichment opportunities & futures) | | • Content producer<br>• AR & VR creator/designer<br>• 3D artist<br>• Software engineer<br>• Product architect<br>• Product designer | | • Game designer<br>• Maintenance engineer<br>• IT project manager<br>• Marketing manager<br>• Codec Avatar creator/researcher<br>• AR/VR systems engineer | | |

# Curriculum Map – Year 11

| Maths | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 |
|---|---|---|---|---|---|
| Overview and Key Questions | Indices, algebra, proportion & probability.<br>*Key Q: How do we work exactly and calculate confidently?* | Quadratics, similarity & data.<br>*Key Q: How do quadratics model curves? How does scale affect measure?* | Functions/graphs, iteration & triangle trigonometry.<br>*Key Q: How do we model relationships and solve any triangle?* | Graphs, transformations & simultaneous equations.<br>*Key Q: How do different graph types behave?* | Proof, advanced algebra & circle theorems.<br>*Key Q: How do we justify and generalise?* |
| Knowledge (incl. links to prior and future learning) | Fractional indices; recurring decimals as fractions (proof); surds & rationalising; algebraic fractions (simplify & solve); product of three binomials; compound interest & depreciation; direct & inverse proportion; volume of spheres, pyramids & cones; tree & Venn diagrams; 'and/or' probability.<br>*← Prior: Y10 indices, surds, proportion & 3D shapes.*<br>*→ Future: completing the square; KS5 algebra & proof.* | Solving quadratics: factorising, difference of two squares, roots & turning points, quadratic formula, hard quadratics; completing the square (solve & sketch); sectors; loci; area & volume similarity; vectors; cumulative frequency, box plots & histograms.<br>*← Prior: Y10 quadratics, similarity & constructions.*<br>*→ Future: quadratic inequalities; KS5 graphs.* | Equation of a line (y=mx+c, gradient & points); iteration; inverse & composite functions; congruent triangles; frustums; introduction to vectors; sine & cosine rules; area = ½ab sinC; Pythagoras & trigonometry in 3D.<br>*← Prior: Y9/Y10 graphs, functions & trigonometry.*<br>*→ Future: trig graphs; KS5 functions, trig & vectors.* | Upper & lower bounds; simultaneous equations (algebra); cubic & reciprocal graphs; geometric progressions; trigonometric graphs (sine, cosine & tangent); equation of a circle; exponential functions; velocity–time graphs & rate of change; negative enlargement & combined transformations.<br>*← Prior: Y10 graphs & transformations.*<br>*→ Future: KS5 functions, trig & exponentials.* | Negative indices; error intervals; mathematical reasoning; recurring decimals → fractions; regions; rearranging difficult formulae; function transformations; perpendicular lines; algebraic proof; quadratic inequalities; nth term of a quadratic; simultaneous equations with a quadratic; exact trigonometric values; circle theorems & proof; stratified sampling.<br>*← Prior: Y10/Y11 algebra & circle theorems.*<br>*→ Future: KS5 proof & coordinate geometry.* |
| Skills (incl. links to prior and future learning) | Manipulate indices, surds & algebraic fractions; model growth & 3D volume; reason with proportion & probability.<br>*→ Future: KS5 pure mathematics.* | Solve & sketch quadratics; apply scale factors; construct loci; reason with vectors; analyse data.<br>*→ Future: KS5 pure & statistics.* | Find line equations; apply function notation & iteration; reason with congruence & vectors; solve any triangle; model in 3D.<br>*→ Future: KS5 calculus & trigonometry.* | Bound calculations; solve simultaneously; recognise & sketch graph families; transform graphs; interpret rates of change.<br>*→ Future: KS5 modelling.* | Construct rigorous proofs; manipulate & rearrange formulae; reason geometrically; sample & interpret data.<br>*→ Future: KS5 pure & statistics.* |

# Curriculum Map – Year 11

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| **Assessment Focus** | Sir Marking (ongoing). | Sir Marking (ongoing).<br>Mock examinations (end of Autumn Term 2). | Sir Marking (ongoing).<br>Mock examinations (Spring 1 or Spring 2 — date TBC). | Sir Marking (ongoing).<br>Mock examinations (Spring 1 or Spring 2 — date TBC). | Sir Marking (ongoing).<br>Final revision & GCSE preparation. |
| **Cross-curricular links** | Science: exact values, units & density.<br>Business: finance.<br>Computing: logic & sets. | Physics: projectiles & scaling.<br>Geography: data. | Physics: 3D forces & vectors.<br>DT: design. Geography: gradients & bearings. | Physics: waves & motion.<br>Biology: growth & decay.<br>Economics: graphs. | Computing: algorithms & logic.<br>Geography: sampling. |
| Careers (enrichment opportunities and futures) | **Engineering, finance, computer science, actuarial, research.** | Data science, engineering, architecture, surveying. | Aerospace, engineering, architecture, software, navigation. | Physics, finance, data science, engineering. | Research mathematics, engineering, computer science, statistics, academia. |

# Curriculum Map – Year 11

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

# Curriculum Map – Year 11

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| | constructed in both case studies.<br><br>Explore conventions of set TV product.<br><br>Investigate industry.<br><br>Research target audience for set case study.<br><br>Consider context. | constructed in both case studies.<br><br>Explore conventions of set product.<br><br>Investigate industry.<br><br>Research target audience for set case study.<br><br>Consider context. | Explore conventions of websites.<br><br>Research star persona, online presence and marketing.<br><br>Investigate audience.<br><br>Explore changing industry and technological advancements. | Research into audience and how they are targeted.<br><br>Consider context and how these industries have evolved over time.<br><br>Explore the impact of recent technology advancements. | | |
| Assessment | Media Language<br><br>Representation<br><br>Audience<br><br>Industry<br><br>Context | Media Language<br><br>Representation<br><br>Audience<br><br>Industry<br><br>Context | Media Language<br><br>Representation<br><br>Audience<br><br>Industry | Audience<br><br>Industry | Revisit Exam case studies and consolidate learning. | |
| Cross-curricular links | **English:** Media shares core analytical skills, language analysis, and narrative deconstruction.<br><br>**Art & Photography:** Visual media relies on photography principles, layout, colour theory, and digital image manipulation.<br><br>**History & Politics:** Analysing propaganda, historical adverts, news values and how media shapes political climates and societal movements.<br><br>**Sociology & Psychology:** The study of media representations (e.g., gender, race, class) and its direct influence on audience behaviour.<br><br>**Business & ICT:** Exploring media as an industry, marketing, branding, and digital design. | | | | | |

# Curriculum Map – Year 11

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| | **Drama:** Scriptwriting, character development, and understanding performance for television and film. | |
| Reading Opportunities | https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rIid=1602<br><br>https://www.youtube.com/results?search_query=mrs+fisher | https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rIid=1526<br><br>https://www.masteringmedia.net/theory |
| Careers (enrichment opportunities and futures) | Running film club in school for KS3<br><br>Supporting in design of school social media posts<br><br>Competition to design local business marketing (previous years have included a published book cover, swim school website, jetwash company logo)<br><br>Our students have successfully secured apprenticeships with organisations such as Pinewood Studios and The Guardian, as well as employment opportunities with Google and Adobe. | |

# Curriculum Map – Year 11

| Music | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 |
|---|---|---|---|---|---|
| Overview and Key Questions | Area of study 2; The concerto through time, baroque, classical and romantic<br><br>Beginning the Composition to a brief<br><br>Finalising choices for solo and group performances | Areas of study 2,3,4 and 5 revision, essay practice<br><br>Continuing the Composition to a brief<br><br>Final rehearsals for the solo and group performances | Areas of study 2,3,4 and 5 revision, essay practice<br><br>Finalising the NEA composition and performance work, exam dates for performances week after February half term | Areas of study 2,3,4 and 5 revision, essay practice<br><br>Opportunity for any coursework adjustments before final send off to examiners | Areas of study 2,3,4 and 5 revision, essay practice<br><br>Final listening exam preparations |
| Knowledge (incl. links to prior and future learning) | MAD T SHIRT learning, focussing on Structure, Texture and Articulation | MAD T SHIRT learning, focusing on Melody, Rhythm and Instrumentation | MAD T SHIRT learning focussing on Harmony, Dynamics and Tempo/ Timbre/ Technology | All key words | All key words |
| Skills (incl. links to prior and future learning) | Composing to a brief, use of music technology, performing to a high standard | Composing to a brief, use of music technology, performing to a high standard | Composing to a brief, use of music technology, performing to a high standard | Exam technique, retrieval practice | Exam technique, retrieval practice |
| Assessment | Initial assessment of compositions and performances | Initial assessment of compositions and performances | Final assessments for all NEA coursework | Past paper practice | Past paper practice |

# Curriculum Map – Year 11

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| Cross-curricular links | Links with the humanities; historical and geographical effects on the music composers create | Links with the humanities; historical and geographical effects on the music composers create | Links with the humanities; historical and geographical effects on the music composers create | Links with the humanities; historical and geographical effects on the music composers create | Links with the humanities; historical and geographical effects on the music composers create |
| Reading Opportunities | Guides on lyric writing, song composition and contextual information from the 1600s to 1900 | Revision resources | Revision resources | Revision resources | Revision resources |
| Careers (enrichment opportunities and futures) | Instrumental practice and listening diary activities | Instrumental practice and listening diary activities | Revision | Revision | Revision |

# Curriculum Map – Year 11

| Core PE | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 |
|---|---|---|---|---|---|
| Overview and Key Questions | **Year 11 Curriculum Pathways**<br><br>Students will opt into one of the four distinct pathways below, focusing on autonomy, engagement, and lifelong physical literacy.<br><br>Sports Recreation<br><br>Students will rotate through sports including badminton, bench ball, table tennis, pickleball, and team building in a relaxed, low-pressure environment.<br><br>Health, Fitness & Well-being<br><br>Focuses on building strength and fitness, understanding how to program individual workouts, and training in a collaborative group environment.<br><br>Fantasy League<br><br>Students will draft squads, challenge for a league title, buy and sell players on a transfer market, and manage cup weeks and international breaks.<br><br>Performance League<br><br>High-intensity, structured competition with a focus on playing to win and developing athletic excellence. | | | | Summer Recreation<br>Students build on prior KS3 knowledge of basic summer sport rules, moving toward understanding how to modify gameplay for recreational settings (e.g., self-regulating game boundaries and altering scoring systems). They understand the mental health benefits of low-pressure physical activity, providing the foundational knowledge needed to transition into casual adult leagues and workplace social sports post-16. |

# Curriculum Map – Year 11

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| Knowledge (incl. links to prior and future learning) | <u>Sports Recreation</u><br><br>Students revisit Key Stage 3 sports with a focus on casual play, self-officiating, and stress relief rather than rigid assessment. This pathway builds a positive relationship with movement, ensuring students leave Year 11 knowing how to access and enjoy social, community-based sport for lifelong well-being. | <u>Health, Fitness & Well-being</u><br><br>Moving past basic fitness testing and training, students learn to independently structure gym workouts, use principles of training, and master safe lifting techniques. This removes the intimidation factor of fitness environments, giving students the confidence and literacy to safely navigate commercial gyms post-16. | <u>Fantasy League</u><br><br>This pathway shifts students' passion for sport into managerial and analytical skills, using prior math and sports knowledge to decode player data. By focusing on resource management and strategic decision-making, it prepares students for future pathways in the modern sports business industries. | <u>Performance League</u><br><br>Tailored for competitive athletes, this pathway sharpens the high level match play and tactical frameworks developed in Year 10. By replicating a high stakes environment, it deepens their understanding of sports psychology and officiating, directly preparing them for club, college and university level sport. | Students consolidate prior KS3 knowledge of basic summer sport rules, splitting their focus between modifying gameplay for recreational, self-regulated settings and mastering advanced tactical structures (such as strategic field placements, batting orders, and athletic pacing). This provides the foundational knowledge needed to transition into either competitive club-level sport or casual adult leagues post-16. |
| Skills (incl. links to prior and future learning) | Students refine the fundamental movement, tracking, and spatial awareness skills mastered across various physical activities in Key Stage 3. The focus shifts toward tactical problem-solving in cooperative challenges and dynamic, low-pressure games. Developing these adaptable physical skills and self-regulation techniques ensures students can confidently engage in diverse, social, and active recreational settings as adults. | This pathway advances the basic movement mechanics and fitness testing skills learned in Key Stage 3 into self-directed workouts. Students master lifting techniques, postural control, and the safe handling of weight training equipment. Developing these independent skills ensures students can confidently execute their own exercise routines in a commercial gym post-16. | This option transitions students' prior knowledge of physical sport into the cognitive skills of statistical analysis and strategic decision-making. Students develop data interpretation and problem-solving skills as they react to fluid transfer markets and player injury data. These analytical skills directly support future academic pathways and sports business careers. | Students consolidate the tactical mastery developed throughout Year 10 match play. Mastering these high intensity physical and tactical skills prepares students directly for sixth form sports academies and club level competition. | Students refine fundamental striking, fielding, tracking, and athletic mechanics mastered in previous years. In the recreational stream, the skill focus is on soft skills like cooperative problem-solving and independent conflict resolution; in the competitive stream, the focus is on technical precision and rapid decision-making under match pressure, preparing students for both sixth-form |

# Curriculum Map – Year 11

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| | | | | | sports academies and lifelong active recreation. |
| Assessment | Head, Heart, Hands - “lifelong autonomy and leadership” or development of skills in all three HHH areas | Head, Heart, Hands - “lifelong autonomy and leadership” or development of skills in all three HHH areas | Head, Heart, Hands - “lifelong autonomy and leadership” or development of skills in all three HHH areas | Head, Heart, Hands - “lifelong autonomy and leadership” or development of skills in all three HHH areas | Head, Heart, Hands - “lifelong autonomy and leadership” or development of skills in all three HHH areas |
| Cross-curricular links | This pathway strengthens links to English and PSHE as students develop verbal communication, negotiation, and conflict resolution skills while self-officiating games. It directly connects to the PD mental health curriculum and Sports Science (psychology) by exploring how low-pressure, social exercise acts as a practical tool for managing GCSE exam stress.. | This option integrates Science (Biology and Physics), Maths, and Sports Science (Physiology) as students calculate training volumes, percentages for target heart rate zones, and use mathematical data to track fitness progress. Students apply biological knowledge of the musculoskeletal system, cardiorespiratory system and mechanical principles of physics to ensure safe body alignment, structural joint angles, and effective workout programming. | This analytical pathway heavily reinforces Maths, Business Studies, and Sports Science (Performance Analysis) through continuous data literacy and financial management. Students apply mathematical averages, percentages, and data table interpretation to evaluate player metrics, while simultaneously practicing Business concepts like strict budgeting, asset valuation, and risk assessment during transfer windows. | This pathway connects with Science by exploring the components of fitness and human energy systems, alongside Sports Science elements such as coaching methodologies and player performance assessment. | Science (Physics and Biology) by looking at mechanics of striking sports, anatomy, alongside Sports Science by exploring coaching, player performance assessment, and how different exercise environments impact psychological well being. |
| Reading Opportunities | *Sport England: Physical Literacy Hub & Activity Strategies* https://www.sportengland.org/ *Badminton England: Official Rules and Regulations* https://www.badmintonengland.co.uk/ | *UK Chief Medical Officers' Physical Activity Guidelines (Infographic for Young People)* https://assets.publishing.service.gov.uk/media/5d839543ed915d52428dc134/uk-chief-medical-officers-physical-activity-guidelines.pdf *Coach Mag UK: Beginner Fitness & Training Guides* | *The Athletic: Football Analytics, Data, & Scouting Dashboards* https://theathletic.com/ *Official Fantasy Premier League Scout Hub* https://www.fantasypremierleague.com/ | *The Coaches' Voice: Tactical Masterclasses & Team Analysis* https://www.coachesvoice.com/ *The FA: Official Rules and Grassroots Regulations Hub* https://www.thefa.com/ | *Sport England & Youth Sport Trust:* Articles on physical literacy, the benefits of social play, and the impact of recreational sport on teenage mental health. *NGB Rulebooks & UK Coaching:* Official, high-level regulation manuals (e.g., England Athletics, ECB) and |

# Curriculum Map – Year 11

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| | | https://www.coachmag.co.uk/ | | | tactical breakdowns of elite strategies. |
| Careers (enrichment opportunities and futures) | Leading recreational active lunch clubs and organizing school social games, leading to futures in community sport development, leisure centre management, youth work, and public services. | Designing personalised fitness plans for peers and earning gym induction certificates, leading to futures in personal training, gym instruction, strength and conditioning coaching, and physiotherapy assistance. | Running school fantasy leagues and writing analytical sports columns for the school newsletter, leading to futures in performance data analysis, sports journalism, sports marketing, and business logistics. | Officiating school fixtures and shadowing local club coaches, leading to futures in professional sports coaching, refereeing, PE teaching, and elite sports science. | Officiating school fixtures, organizing informal lunchtime tournaments, and managing team logistics for sports day, leading to futures in professional sports coaching, refereeing, community sport development, PE teaching, and elite sports science. |

| OCR GCSE PE | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 |
|---|---|---|---|---|---|
| Overview and Key Questions | Socio-Cultural Influences | Ethics & Deviance in Sport | Sports Psychology - Skill Acquisition & Goal Setting | Health, Fitness, Well-being & Diet | Revision Paper 1 and Paper 2 |
| Knowledge (incl. links to prior and future learning) | Participation trends across social groups, barriers to entry, solutions, and the Golden Triangle (media, sport, and sponsorship). | Sportsmanship, gamesmanship, and deviance. Reasons for and consequences of performance-enhancing drugs (PEDs), violence in sport, and spectator hooliganism. | Skill classification (open/closed, basic/complex, gross/fine, low/high organisation). Types of coaching guidance (visual, verbal, manual, mechanical), types of feedback, and SMART goal setting. | Physical, emotional, and social health definitions. Consequences of a sedentary lifestyle (obesity, CHD, Type 2 diabetes). Balanced diet components (macro/micronutrients), hydration, and the energy balance equation. | All Topics |
| Skills (incl. links to prior and future learning) | Interpreting demographic data tables and structuring | Categorising specific real world behaviors as | Measuring sporting actions, matching | Calculating caloric intake versus expenditure; | Revision Skills, Reading, Recall, Labelling. |

# Curriculum Map – Year 11

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| | exam question answers on the commercialisation of sport. | gamesmanship or deviance; case-study analysis of historical doping scandals. | guidance methods to a performer's ability level, writing valid SMART goals. | matching nutrients to their specific biological function in an athlete. | |
| Assessment | End of Topic Test using past paper questions | End of Topic Test using past paper questions<br><br>Y11 Mock Exam Paper 1 | End of Topic Test using past paper questions | End of Topic Test using past paper questions | Mock Exam Paper 2<br><br>Mock Exam Paper 1 |
| Cross-curricular links | Personal Development - Exploring societal demographics, inequality, and media influence. | History & Personal Development - Morality in society, historic sporting boycotts, and the evolution of rules. | Psychology - Cognitive learning theory, feedback loops, and human communication strategies. | PSHE - Sedentary lifestyle impacts on mental health and well-being.<br>Biology - Balanced diets, nutrient breakdown, and chronic diseases (diabetes/CHD). | Revision Strategies and writing skills that can be transferred across different exam subjects |
| Reading Opportunities | OCR GCSE PE (Honeybourne & Powell).<br>Sport England participation data updates; articles on modern sports sponsorship deals. | OCR GCSE PE (Honeybourne & Powell).<br>UK Anti-Doping (UKAD) athlete case reports; news articles detailing player behavior or fan trouble. | OCR GCSE PE (Honeybourne & Powell).<br>*Bounce* by Matthew Syed (chapters on choking under pressure).<br>*The Chimp Paradox* by Steve Peters (managing mindsets in sport). | OCR GCSE PE (Honeybourne & Powell).<br>NHS lifestyle and diet guidelines; case studies of chronic health conditions linked to inactivity. | OCR GCSE PE (Honeybourne & Powell). |
| Careers (enrichment opportunities and futures) | Running a school wide participation survey, leading to futures in sports marketing and media production. | Leading a formal debate on fair play and financial doping, leading to futures in sports law, anti-doping administration, and sports officiating. | Designing and running a psychological preparation routine or a targeted skills session for a classmate, leading to futures in sports psychology and elite coaching. | Sports nutrition, dietetics, and lifestyle management. | Progression to 6th form sports studies, Sports Universities, Career in Sports. |

# Curriculum Map – Year 11

| Spanish | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 |
|---|---|---|---|---|---|
| Overview and Key Questions | VIVAGCSE<br>Module 7 – *A currar!*<br>(Different jobs, job preferences, how you earn money, soler + imperfect tense, work experience, preterite imperfect use together, importance of learning languages<br>Nov/Dec: Year 11 Mocks | | VIVAGCSE<br>Module 8 – *Hacia un mundo mejor*<br>(types of houses, environment, healthy eating, diet-related issues, global issues, present subjunctive, high numbers, local actions, | | Revision |
| Knowledge (incl. links to prior and future learning) | Present and present continuous, saber vs conocer, applying for summer jobs, indirect object pronouns, writing a formal letter, gap years, conditional tense, using the 24hr clock, plans for the future, subjunctive with 'cuando') | | Using the subjunctive for commands, presenting a written argument, healthy living, international sporting events, using the pluperfect tense, natural disasters, using the imperfect continuous) | | |
| Skills (incl. links to prior and future learning) | Focus on Listening, Speaking, Reading and Writing | | | | |
| Assessment | **Assessment**<br>Weekly vocab tests | **Assessment**<br>Weekly vocab tests<br>Mock exams LRW | **Assessment**<br>Weekly vocab tests<br>Mock exam Speaking | **Assessment**<br>Focus on past papers | **Assessment**<br>GCSE |
| Reading Opportunities | Bimonthly Vocab lists from Sentence builders or Support books<br>MFL Food competition | Revision books/workbooks | Revision books/workbooks | Revision books/workbooks | Revision books/workbooks |

# Curriculum Map – Year 11

| Personal Development | Autumn 1 | Autumn 2 | Spring 1 | |
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| Overview and Key Questions | **Future Me**<br>**<u>Exam Strategies, Post-16 Pathways & Vocational Ethics</u>**<br>● How do we utilize advanced revision mechanics to conquer procrastination, manage exam stress and maintain cognitive perseverance?<br>● What are my post-16 alternatives, including apprenticeships and how do I cultivate the lifestyle skills required for independent living?<br>● **Worldviews Link:** How do religious concepts of *vocation (Christianity)* and *seva/service (Sikhism)* contrast with *Humanist* principles regarding the ethical purpose of a career for human flourishing? | **Community Me**<br>**<u>Democratic Voting Rights, Electoral Systems & Media Literacy</u>**<br>● Democratic Engagement: What are my legal voting rights, how do I register and how do I critically weigh up political candidates, party manifestos and policies?<br>● Media & Elections: Where should I source unbiased political information and how do I spot misinformation, partisan bias and tactical campaigning during an election?<br>● **Worldviews Link:** How do religious and secular ethics define the moral duty of democratic participation, social justice and truth-telling in public office? | **Healthy Me / Empowered Me**<br>**<u>Sexual Health, Intimate Boundaries & Bodily Autonomy</u>**<br>● How do we choose appropriate contraception methods, identify STIs and protect long-term reproductive health?<br>● What are the strict legal boundaries regarding sexual consent, rape and the protections offered by the Equality Act (including Trans rights)?<br>● **Worldviews Link:** How do different faith and secular perspectives evaluate the ethics of abortion and reproductive autonomy (e.g., Jewish mitzvot vs. Secular Humanist rights)? | **Safe Me**<br>**<u>Digital Influences, Substance Misuse & Mindful Resilience</u>**<br>● How do social media platforms, idealized body algorithms and fitness influencers alter self-esteem and body?<br>● What are the physical, psychological and legal consequences of recreational drug use and substance addiction on long-term career prospects?<br>● **Worldviews Link:** How do Buddhist mindfulness techniques, Christian prayer practices and Stoic philosophy offer contrasting methods for emotional self-regulation and personal resilience? |

# Curriculum Map – Year 11

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| Knowledge (incl. links to prior and future learning) | The PSHCE curriculum is explicitly designed as a **cyclical, spiral curriculum**, ensuring that core themes, Relationships, Health, and Living in the Wider World, are revisited annually with increasing depth, complexity, and age-appropriate nuance. Rather than treating topics as isolated units, this progressive framework activates students' prior knowledge from Key Stage 1 and 2, solidifies foundational concepts in Year 7, and builds the critical scaffolding required for advanced future learning in Key Stages 4, 5, and adulthood.<br>**Core Focus:** Independence & Vocation | The PSHCE curriculum is explicitly designed as a **cyclical, spiral curriculum**, ensuring that core themes, Relationships, Health, and Living in the Wider World, are revisited annually with increasing depth, complexity, and age-appropriate nuance. Rather than treating topics as isolated units, this progressive framework activates students' prior knowledge from Key Stage 1 and 2, solidifies foundational concepts in Year 7, and builds the critical scaffolding required for advanced future learning in Key Stages 4, 5, and adulthood.<br>**Core Focus:**<br>Critical Thinking & Justice<br>**Curriculum Codes:** Living in the Wider World, RR (Respectful Relationships), OSA (Online Safety & Awareness), WO (Wellbeing Online) | The PSHCE curriculum is explicitly designed as a **cyclical, spiral curriculum**, ensuring that core themes, Relationships, Health, and Living in the Wider World, are revisited annually with increasing depth, complexity, and age-appropriate nuance. Rather than treating topics as isolated units, this progressive framework activates students' prior knowledge from Key Stage 1 and 2, solidifies foundational concepts in Year 7, and builds the critical scaffolding required for advanced future learning in Key Stages 4, 5, and adulthood.<br>**Core Focus:** Contraception & Autonomy | The PSHCE curriculum is explicitly designed as a **cyclical, spiral curriculum**, ensuring that core themes, Relationships, Health, and Living in the Wider World, are revisited annually with increasing depth, complexity, and age-appropriate nuance. Rather than treating topics as isolated units, this progressive framework activates students' prior knowledge from Key Stage 1 and 2, solidifies foundational concepts in Year 7, and builds the critical scaffolding required for advanced future learning in Key Stages 4, 5, and adulthood.<br>**Core Focus:**<br>Risk Appraisal & Resilience<br>**Curriculum Codes:** MW (Mental Wellbeing), WO (Wellbeing |

# Curriculum Map – Year 11

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| | **Curriculum Codes:** Living in Wider World, MW (Mental Wellbeing)<br>**Key Knowledge To Develop:** Post-16 routes; independent lifestyle logistics; cognitive memory retention . | **Key Knowledge To Develop:** Voting systems, registration procedures, manifesto analysis frameworks and political bias indicators. | **Curriculum Codes:** RR (Respectful Relationships), ISR (Intimate & Sexual Relationships), HPP (Health, Protection and Prevention), BS (Being Safe),<br>**Key Knowledge To Develop:** Efficacy of barrier and hormonal contraception; UK abortion acts; Equality Act guidelines | Online), DATV (Drugs, Alcohol, Tobacco and Vaping)<br>**Key Knowledge To Develop:** Cosmetic risk factors (sunbeds, tattoos); long-term professional costs of addiction . |
| Skills (incl. links to prior and future learning) | **Key Skills To Develop:** Designing revision plans; managing test anxiety<br><br>**Spiral Progression:** *Prior Learning:* Outgrowth of Year 10 mock career prep.<br>*Future Learning:* Directly scaffolds entry into post-16 working life. | **Key Skills To Develop:** Dissecting political rhetoric; evaluating source validity during elections.<br><br>**Spiral Progression:** *Prior Learning:* Escalates Year 8/9 basic democracy concepts into real-world voting age preparation.<br>*Future Learning:* Prepares students to act as legally compliant, active adult voters. | **Key Skills To Develop:** Asserting physical consent boundaries; accessing clinical services.<br><br>**Spiral Progression:** *Prior Learning:* Moves past Year 10 reproductive biology into high-stakes clinical adult decisions<br>*Future Learning:* Protects safe interpersonal skills throughout adulthood. | **Key Skills To Develop:** Critically appraising artificial media filters; using self-regulation.<br><br>**Spiral Progression:** *Prior Learning:* Advances Year 10 mental wellbeing and risk tracking.<br>*Future Learning:* Protects personal health accountability in early adulthood. |
| Assessment | **Keywords:** Revision skills, Exam stress, Perseverance, Apprenticeships, Post-16 options, Independent | **Keywords:** Social media, Self-esteem, Cosmetic procedures, Substance abuse, Reflection, Mindfulness, | **Keywords:** Substance misuse, Trans rights, Contraception, Fertility, STIs, Consent, Sexual abuse, Rape, | |

# Curriculum Map – Year 11

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| | living, Purpose in life, Careers vs calling, Personal values, Decision-making | Balance, Resilience, Stress management | Reproductive health, Relationships, Diversity | |
| Cross-curricular links | **Links to Bucks Agreed Syllabus for RE (BASRE):** Vocational duties and community contributions.<br><br>**Links to Citizenship NC syllabus:** Managing personal risks and economic transitions . | **Links to Bucks Agreed Syllabus for RE (BASRE):** Ethics of power, truth, and civic duty.<br><br>**Links to Citizenship NC syllabus:** Parliamentary systems, voting rights, and media roles in a democracy. | **Links to Bucks Agreed Syllabus for RE (BASRE):** Moral parameters of lifecycle options.<br><br>**Science / Biology:** Pathogens, immune responses and human reproduction cycles | **Links to Bucks Agreed Syllabus for RE (BASRE):** Philosophical approaches to emotional control (Stoicism/Buddhism)<br><br>**English:** Deconstruction of marketing materials. |
| Reading Opportunities | Students will encounter news and magazine articles including graphs and data designed to analyse and explore a range of different topics and situations. | | | |
| Careers (enrichment opportunities and futures) | PD supports students' overall growth and development into well rounded, employable young people who are aware of their communities, how they fit into society and make a valid contribution to the world. | | | |

# Curriculum Map – Year 11

| Sociology | Autumn 1 | Autumn 2 | Spring 1 | Summer 1 |
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| Overview and Key Questions | **Social Stratification**<br>**How is society hierarchical and how has this changed over time?**<br>● Introduction to social stratification<br>● Functionalist views<br>● Socio-economic class<br>● Marxist views<br>● Weber<br>● Life chances - education<br>● Life chances - health<br>● Life chances<br>● The affluent worker<br>● Wealth, income and poverty.<br>● Different explanations of poverty<br>● Power and authority<br>● Power and the state<br>● Revision | **Crime & Deviance**<br>**Why do people commit crime, and how does society respond?**<br>● Defining crime and deviance<br>● Social constructionism<br>● official statistics<br>● Victim and self report studies<br>● Biological approach to crime<br>● Psychological approach to crime<br>● Sociological approach to crime<br>● London riots<br>● Functionalism - Durkheim<br>● Functionalism - Merton | **Crime & Deviance**<br>● Functionalism - Cohen<br>● Consolidation<br>● Interactionism<br>● Marxist perspective on crime<br>● Feminism<br>● Social class<br>● Consolidation<br>● Gender<br>● Ethnicity<br>● Stephen Lawrence<br>● Age and crime<br>● informal social control<br>● Formal social control<br>● Young offenders<br>● Prison and Punishment<br>● Sentencing<br>● Media | **Revision** How do theories connect across topics? |

# Curriculum Map – Year 11

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| Knowledge<br>(incl. links to prior and future learning) | Concepts of social stratification, hierarchy, status, and power. Functionalist perspectives on stratification (Davis and Moore: role allocation and meritocracy) vs. Marxist perspectives (bourgeoisie/proletariat polarisation) and Weberian perspectives (Class, Status, and Party). Measuring socio-economic class. Life chances across education, health and employment. The distinction between wealth and income. Relative vs. absolute poverty. Sociological explanations of poverty: structural explanations (Marxism, cycle of deprivation) vs. individualistic explanations (the New Right, culture of poverty). Power and authority (Weber's traditional, charismatic, and legal-rational authority). The relationship between power and the British | Sociological definitions of crime vs. deviance. The social construction of criminality across time and culture. Measuring crime: official police statistics vs. victim surveys and self-report studies. Biological and psychological explanations of crime as counter-perspective. Structural functionalist approaches to crime: Durkheim (inevitability, boundary maintenance, adaptation/change) and Merton (Strain Theory and anomie). Analysis of the London Riots through structural frameworks. *Prior links:* Re-utilises research methods validation skills (sampling, validity, reliability) from Year 10. *Future links:* Prepares students to analyse alternative subcultural sub-theories. | Functionalist subcultural theory: Albert Cohen (status frustration and delinquent subcultures). Interactionist perspectives (labeling theory, Howard Becker, self-fulfilling prophecy, deviancy amplification, and master status). Marxist perspectives on crime (criminogenic capitalism, selective law-making, and selective enforcement). Feminist perspectives (the chivalry thesis, control theory, double deviance, and invisible female offenders). Patterns of criminal distribution across Social Class, Gender and Ethnicity (including the Stephen Lawrence case and institutional racism). The impact of age on offending rates. Mechanisms of social control: formal agencies (police, courts, prison system) vs. informal agencies (family, media, peers). Young offenders, trends in sentencing and the role of mass | Key concepts across units, Synoptic links between theories |

# Curriculum Map – Year 11

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| | state. Goldthorpe's affluent worker study.<br>*Prior links:* Re-applies structural macro-theories from Year 10 Intro to Sociology.<br>*Future links:* Directly explains structural patterns of criminality found in the Spring term. | | media in constructing moral panics.<br><br>*Prior links:* Parallels internal school subculture and labeling concepts from Year 10 Education.<br>*Future links:* Directly synthesised in Summer 1 demographics comparisons. | |
| Skills (incl. links to prior and future learning) | Deconstructing abstract conceptual frameworks regarding structural power. Evaluating the validity of contemporary socio-economic classification models (NS-SEC). Selecting and applying specific sociological data to substantiate arguments regarding inequality in life chances. | Methodological evaluation of conflicting data sets (weighing up the quantitative scope of official statistics against the validity of anonymous victim surveys). Translating raw behavioral trends into abstract sociological concepts (e.g., anomie or strain). | Advanced theoretical evaluation. Cultivating the skill of structural shifting—moving from macro-explanations (Marxism) to micro-interactionist explanations (Labeling Theory) within a single written response. Deconstructing hidden power hierarchies within law creation. | Essay planning, Timed writing, Revision strategies |
| Assessment | Focused short-answer testing on stratification definitions and theory matrices. Mastery of the distinction between Davis & Moore's allocation view and Marxist conflict | A **Mid-Term Crime & Deviance Mini Assessment** focusing heavily on measurement methods (official statistics vs. victim studies) and functionalist theory | Formative deep-dive on 12-mark essays evaluating critical approaches to crime (Marxism vs. Interactionism vs. Feminism). Assessment tracks the accurate integration of core concept | Timed essays |

# Curriculum Map – Year 11

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| | views. Formative check on structuring a 12-mark stratification outline. | explanations. Priority marked on AO1 knowledge precision. | terms (such as *criminogenic, deviancy amplification, master status*). | |
| Cross-curricular links | **Economics / Geography:** The division of wealth and income, the construction of social hierarchies, and regional deprivation patterns overlap with economic geography modules.<br>**English Literature:** The themes of labeling, internalising expectations, subcultural isolation and challenging institutional or patriarchal power structures mirror thematic analysis skills used in English text critiques (e.g., *An Inspector Calls*). | **History / PD:**<br>The legal developments following the Macpherson Report, institutional racism, court structural procedures, and the age of criminal responsibility directly map to legal and civil history units. | **History / PD**<br>**:** The legal developments following the Macpherson Report, institutional racism, court structural procedures, and the age of criminal responsibility directly map to legal and civil history units. | *Media Studies*<br>Offers insight into labelling theory, representation, and the role of media in shaping public perceptions of deviance. |
| Reading Opportunities | | | | AQA GCSE 9-1 Sociology Collins textbook.<br>Newspapers, magazines, current affairs articles |

# Curriculum Map – Year 11

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| Careers (enrichment opportunities and futures) | **Civil Service Administrator / Social Statistician / Demographer:** Exploring how structural tracking data is collected and leveraged by government agencies to design welfare systems, regional funding schemes and urban redevelopment projects.<br>**Welfare Rights Advisor / Charity Sector Campaigner / Trade Union Official:** Demonstrating how an objective mastery of systemic inequality, wealth patterns and poverty drivers underpins careers dedicated to legislative advocacy and equity frameworks. | **Criminologist / Forensic Data Analyst / Police Intelligence Officer:** Connecting the systematic collection, tracking and evaluation of crime statistics to real-world analytical strategies deployed to combat community threat profiles.<br>**Youth Justice Worker / Rehabilitative Counselor / Probation Officer:** Analysing how an objective understanding of labeling theory, subcultural mechanics, and societal pressures guides intervention programs designed to steer young people out of repetitive crime cycles. | **Human Rights Lawyer / Solicitor / Court Clerk / Media Relations Executive:** Investigating how a deep comprehension of institutional protections, judicial system procedures, sentencing laws and media bias structures legal advocacy and equitable practice in the courts. | |