



## Curriculum Document Year 11 Autumn Term

<p><b><u>Mathematics</u></b></p> <p>HT1 Calculations Basic Algebra inc sequences Averages and Graphs Fractions and Percentages Ratio and Proportion Angles Pythagoras Trigonometry</p> <p>Foundation: Calculations Basic Algebra Graphs Fractions, Decimals and Percentages Equations and Sequences</p> <p>HT2 Higher: Stright Line and Quadratic Graphs Area and Volume Transformations and Constructions Quadratic and Simultaneous Equations Probability</p> <p>Foundation Angles Averages Area and Volume Straight line graphs Transformations</p> <p><b><u>Science</u></b></p> <p>HT1 B13 Reproduction B14 Variation and evolution C12 Chemical analysis C13 The Earth's atmosphere P mock exam preparation</p> <p>HT2</p>	<p><b><u>English</u></b></p> <p>HT1 Spoken Language Finishing Act 4&amp;5 of Macbeth Language paper 2 HT2 Language paper 2 mock preparation Literature paper 2 revisiting BB, Unseen poetry</p> <p><b><u>ICT</u></b></p> <p>HT1 Component 3 - Exam unit A Modern technologies HT2 A2 Impact of modern technologies B Cyber security</p> <p><b><u>Computer Science</u></b></p> <p>HT1 Algorithms HT2 Programming logic and languages</p> <p><b><u>History</u></b></p> <p>HT1 Hitler and the Nazi state</p> <ul style="list-style-type: none"><li>• Use of Propaganda</li><li>• Control of the Church</li><li>• Dealing with resistance</li><li>• German economy</li><li>• Hitler Youth</li><li>• Women under the Nazis</li><li>• Jewish persecution</li></ul> <p>HT2: Medicine Through Time: WWI-</p> <ul style="list-style-type: none"><li>• Battles and Terrain</li><li>• Trenches</li></ul>	<p><b><u>Character Development</u></b></p> <p><b><u>ATM &amp; SMSC</u></b></p> <p><b><u>Celebrating Difference</u></b></p> <ul style="list-style-type: none"><li>• Protected characteristics: sex, sexual orientation, gender reassignment.</li><li>• Challenging prejudice and discrimination.</li><li>• Roles in society.</li><li>• Stereotypes</li><li>• Bullying</li><li>• Assertiveness</li></ul> <p><b><u>Being me in my World</u></b></p> <p>Self-identify roles and responsibilities, personal strengths, independence and influences (peer pressure)</p>
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<p>B15 Genetics and evolution B16 Adaptations, interdependence C14 The Earth's resources C15 Using our resources P12 Wave properties P13 Electromagnetic waves P14 Light</p> <p><b><u>Geography</u></b> Changing Economic World (Paper 2) • Development indicators • Reducing the development gap • Nigeria as an example of development</p> <p>Changing Economic World (Paper 2) • The UK • Development over time • Positives and negatives of development</p> <p><b><u>Technology - Food</u></b> HT1 &amp; 2 Live <b>NEA 1</b> brief (3 lessons a fortnight) NEA 1 &amp; subject specific theory (2 lessons a fortnight) NEA 1 deadline is end of November; however, the final deadline is linked with JCQ deadline- around the end of April.</p> <p><b><u>Technology - Product Design</u></b> HT1 Investigating design opportunities Modelling prototypes. Investigating possible materials and processes. Evaluation and analysis. Planning making with manufacturing spec</p> <p>HT2 Making and evaluation of the manufacturing process. Evidencing manufacture. QC And QA checks</p>	<ul style="list-style-type: none"><li>• RAMC and FANY</li><li>• Chain of evacuation</li><li>• WWI technology</li></ul> <p>Renaissance</p> <ul style="list-style-type: none"><li>• The Great Plague</li><li>• Vesalius</li><li>• William Harvey</li><li>• Sydenham</li><li>• Royal Society</li></ul> <p>18<sup>th</sup> and 19<sup>th</sup> century-</p> <ul style="list-style-type: none"><li>• Edward Jenner</li><li>• Germ theory</li><li>• John Snow</li><li>• Edwin Chadwick</li><li>• Mary Seacole</li><li>• Florence Nightingale</li><li>• Public health acts</li></ul> <p><b><u>PE</u></b> HT1 Re-capping all content from Yr 10 with particular attention to Movement Analysis, Training Methods and Principles &amp; completing the NEA (5 hrs)</p> <p>HT2 Aerobic/Anaerobic system, Prevention of Injury, Sports Psychology</p> <p><b><u>Drama</u></b> HT1 Devising unit.</p> <p>HT2 Devising Unit Final. Portfolio to be completed and final Preparation for written mock exam. Revision of Blood Brothers and Live Theatre Evaluation.</p>	
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<p><b><u>Technology – Textiles</u></b> HT1 &amp; HT2 NEA &amp; theory content</p> <p><b><u>Business</u></b> HT1 Topic 2.1 Growing the business</p> <p>HT2 Topic 2.2 Making marketing decisions</p> <p><b><u>Economics</u></b> HT1 Introduction to the national economy (page 16)</p> <p>HT2 Government objectives (page 17)</p> <p><b><u>BTECs:</u></b></p> <p><b><u>Sport</u></b> HT1 Undertaking corrections from Yr 9 work. Understanding the roles of a leader and creating training sessions</p> <p>HT2 Carry out their training session and evaluate their session</p> <p><b><u>Business</u></b> HT1 Component 3- Promotion and Finance: A: Promotion (A1- A3)</p> <p>HT2 Component 3- Promotion and Finance:B: Financial records (B1- B7)</p> <p><b><u>Dance</u></b> HT1 &amp; HT2 Students would be completing CW but CAG grades have been entered so they will need to improve any previous work from</p>	<p><b><u>Music</u></b> HT1 &amp; 2 To build on, and develop, work produced in year 10. The content will be focused on developing general musical skills and to prepare for the GCSE Listening exam, as well as beginning to produce performing and composing coursework. The topics taught will be guided by the needs of each student and will vary from year to year. They will include – Performance experience to develop skills and confidence (Instrument choices will vary) Aural development Musical notation and theory Composition techniques and the use of notation software (Sibelius) Areas of Study for GCSE Listening and Appraising exam</p> <p><b><u>RS</u></b> HT1 Buddhist Practices</p> <p>HT2 Christian and Buddhist teachings</p> <p><b><u>Languages: French, Italian, Spanish</u></b> HT1 &amp; HT2 Revision of present, past and future tenses Global and Social Issues:</p> <ul style="list-style-type: none"><li>• The environment</li><li>• Charity and voluntary work</li><li>• Poverty and Homelessness</li><li>• Healthy Living</li></ul> <p><b><u>Art</u></b> HT1 <b>Everyday Objects</b></p> <ul style="list-style-type: none"><li>• Creating a literacy mind map on the theme of Everyday Objects; exploring 3 subthemes of food &amp; drink, household objects and interiors; identifying keywords, artists, characteristics etc</li></ul>	
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<p>Yr 9 &amp; 10 so will work on their practical performances</p> <p><b><u>Child Care</u></b> HT1 &amp; HT2 This content can be taught remotely through tasks via doddle and regular live lessons</p> <p><b><u>Health and Beauty</u></b> HT1 UNIT 1 Task A &amp; B UNIT 2 – H&amp;SC Services and Values Learning Aim A</p> <p>HT2 UNIT 3 – Health and Wellbeing Content A, B, C</p> <p><b><u>Business Enterprise</u></b></p>	<ul style="list-style-type: none"><li>• Selecting one of the 3 subthemes to explore further</li><li>• Identifying 2 artists who connect to subtheme and using SEMI analysis approach to deepen understanding of their work and audience</li><li>• Gathering own research from taking own photographs (primary) and gathering appropriate secondary resources</li><li>• Completing observational studies over a sustained period using appropriate media and techniques</li><li>• Developing designs using your drawings</li></ul> <p>HT2 <b>Everyday Objects</b></p> <ul style="list-style-type: none"><li>• Developing further knowledge of colour and applying to design developments</li><li>• Experimenting with different materials</li><li>• Reviewing and evaluating work as it progresses</li><li>• Developing an ambitious piece over a 5 hour period</li><li>• Evaluating the ambitious piece and making amendments where necessary</li><li>• Creating a final (10 hour plus) outcome, using ambitious piece planning and evaluation</li></ul> <p><b><u>Photography</u></b> HT1 <b>Identity</b></p> <ul style="list-style-type: none"><li>• Introduction—what is Identity?</li><li>• Creating a visual mind map of keywords and imagery related to the theme (a range of artists and photographers linked to concepts provided to help with selection)</li><li>• Create 3 artist analysis using SEMI approach linking to chosen theme within Identity</li><li>• Creating a statement of Intention—what you plan to investigate within your theme of Identity</li></ul>	
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	<ul style="list-style-type: none"><li>• Planning and completing photoshoot 1 &amp; 2</li><li>• Critiquing photographs using best/worst and diagrammatic annotation processes</li><li>• Creating edits and evidencing processes</li><li>• Evaluating outcomes</li></ul> <p>HT2</p> <p><b>Identity</b></p> <ul style="list-style-type: none"><li>• Planning and completing photoshoot 3 &amp; 4</li><li>• Critiquing photographs using best/worst and diagrammatic annotation processes</li><li>• Creating edits and evidencing processes</li><li>• Evaluating outcomes</li><li>• Planning final outcome by fusing different processes and edits together, and exploring possibilities/outcome ideas</li><li>• Completing final outcome and evaluating the process</li></ul>	
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