



## Curriculum Document Year 11 Spring Term

<p><b><u>Mathematics</u></b></p> <p>HT3 Higher: Multiplicative Reasoning Similarity and Congruence Trigonometry inc graphs Cumulative Graphs Quadratics</p> <p>Foundation: Ratio and Proportion Pythagoras Trigonometry Probability Multiplicative Reasoning Constructions and Loci</p> <p>HT4 Higher: Circle Theorems and Geometry Further Algebra and surds Vectors Reciprocal and Exponential Graphs Gradients and area under graphs Direct and Inverse Proportion</p> <p>Foundation: Quadratic equations and graphs Circles, Cylinders and Cones Fractions and reciprocals Indices and Standard Form Further Algebra</p> <p><b><u>Science</u></b></p> <p>HT3 B16 Adaptations, interdependence B17 Organising an ecosystem B18 Biodiversity and ecosystems C Mock Exam Preparation P15 Electromagnetism P16 Space</p>	<p><b><u>English</u></b></p> <p>HT3 Language paper 1 revisited Literature paper 1 revisited ACC/Macbeth</p> <p>HT4 Language paper 1 Literature paper 1 ACC/Macbeth</p> <p><b><u>ICT</u></b></p> <p>HT3 B2 Prevention and management of threats to data B3 Policy C The wider implications of digital systems</p> <p>HT4 C2 Legal and ethical D Planning and communication in digital systems</p> <p><b><u>Computer Science</u></b></p> <p>HT3 Data representation &amp; Ethics</p> <p>HT4 Revision for exams</p> <p><b><u>History</u></b></p> <p>HT3 Early Elizabethan England: <ul style="list-style-type: none"><li>• Early problems faced by Elizabeth</li><li>• Mary Queen of Scots arrival in England and Catholic threats</li><li>• Causes of War with Spain</li><li>• Spanish Armada</li></ul></p> <p>HT4 Weimar Germany <ul style="list-style-type: none"><li>• Germany after WWI</li><li>• Treaty of Versailles</li><li>• Spartacist Uprising and Kapp Putsch</li></ul></p>	<p><b><u>Character Development</u></b></p> <p><b><u>ATM &amp; SMSC</u></b></p> <p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"><li>• Identifying dreams and goals</li><li>• Steps to achievement</li><li>• Managing set-backs</li><li>• Motivation and rewards</li><li>• Self-monitoring/ Self-evaluation</li></ul> <p><b>Healthy Me</b></p> <ul style="list-style-type: none"><li>• Physical and emotional health</li><li>• Taking responsibility for health</li><li>• Substances and their effect</li><li>• Nutrition</li><li>• Vaccinations</li><li>• Sleep hygiene</li></ul>
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<p>HT4 Mock Exams Exam preparation <b><u>Geography</u></b> HT3 UK Physical Landscapes revision from year 10 lockdown content.</p> <p>HT4 Walton-on-the-Naze trip P3 and write up</p> <ul style="list-style-type: none"><li>• Fieldwork</li><li>• Was coastal management in Walton-on-the-Naze successful?</li></ul> <p>Pre Release Booklet (Paper 3)</p> <ul style="list-style-type: none"><li>• Pupils learn about a topic using resources produced by the exam board.</li></ul> <p><b><u>Technology – Food</u></b> HT3 &amp; 4 Live <b>NEA 2</b> brief (3 lessons a fortnight) NEA 2 &amp; subject specific theory (2 lessons a fortnight) NEA deadline is linked with JCQ deadline- around the end of April</p> <p><b><u>Technology - Product Design</u></b> HT3 new and emerging technologies</p> <ul style="list-style-type: none"><li>• energy generation and storage</li><li>• systems approach to designing</li><li>• mechanical devices</li><li>• materials and their working properties</li><li>• developments in new materials</li></ul> <p>HT4 Specialist technical principles:</p> <ul style="list-style-type: none"><li>• selection of materials or components</li><li>• forces and stresses</li><li>• ecological and social footprint</li><li>• sources and origins</li></ul>	<ul style="list-style-type: none"><li>• Invasion of the Ruhr</li><li>• Hyperinflation</li><li>• Stresemann and the Golden Age</li></ul> <p><b><u>PE</u></b> HT3 Types of Guidance and Feedback, Revision</p> <p>HT4 Revision</p> <p><b><u>Drama</u></b> HT3 Scripted exploration- Pupils given scripted groups and plays. They choose extracts and begin to explore these. Section 1 and 2 of accompanying concept proforma completed.</p> <p>HT4 Final Scripted exam with external examiner. Takes places between half term holiday and Easter-dependant on external examiners free dates.</p> <p>Revision for written exam begins in earnest</p> <p><b><u>Music</u></b> HT3 &amp; 4 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</p>	
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<ul style="list-style-type: none"><li>• using and working with materials</li><li>• stock forms, types and sizes</li><li>• scales of production • specialist techniques and processes</li><li>• surface treatments and finishes. The categories through which the principles can be delivered are:<ul style="list-style-type: none"><li>• papers and boards</li><li>• timber based materials</li><li>• metal based materials</li><li>• polymers</li><li>• textile based materials</li><li>• electronic and mechanical systems</li></ul></li></ul> <p><b><u>Technology – Textiles</u></b> HT3 &amp; HT4 NEA &amp; theory content</p> <p><b><u>Business</u></b> HT3 Topic 2.3 Making operational decisions</p> <p>HT4 Topic 2.4 Making financial decisions</p> <p><b><u>Economics</u></b> HT3 How the government manages the economy (page 19)</p> <p>HT4 International trade and the global economy (page 20)</p> <p><b><u>BTECs:</u></b> <b><u>Sport</u></b> HT3 &amp; HT4 Students will update their CW from any outstanding Units. Alternatively, students will be available to complete other dept work</p> <p><b><u>Business</u></b></p>	<p>software (Sibelius) Areas of Study for GCSE Listening and Appraising exam</p> <p><b><u>RS</u></b> HT3 Human life/ Social rights</p> <p><b><u>Languages – French, Spanish &amp; Italian</u></b> HT3 Revision of Theme 1: Identity &amp; Culture Topic 1: Me, myself and friends Relationships with family &amp; friends Marriage &amp; partnership Topic 2: Technology in everyday life- Social Media and Mobile Technology Topic 3: Free-time activities- Music, Cinema &amp; TV, Sport, Food &amp; Eating out Topic 4: Customs &amp; Festivals</p> <p>HT4 Revision of Theme 3: Current and future study and employment Topic 1: My studies Topic 2: Life at school /college Topic 3: Education post-16 Topic 4: Jobs, career choices and ambitions</p> <p><b><u>Art</u></b> HT3 <b>Externally Set Task (Exam)</b></p> <ul style="list-style-type: none"><li>• Exam question selection to be made</li><li>• Mind mapping the starting point and identifying keywords, artists and characteristics; exploring ideas</li><li>• Choosing a minimum of 2 artists to explore, linked to the theme; analysing their work using SEMI approach and creating transcriptions of their work to deepen understanding about composition, use of materials and techniques</li><li>• Creating a series of relevant direct observational</li></ul>	
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<p>Promotion and Finance: C: Financial planning and forecasting (C1-C5) Task 1 Section 2 A: Explore ideas, plan and pitch for a micro enterprise activity</p> <p><b><u>Dance</u></b> HT3 &amp; HT4 Students would be completing CW but CAG grades have been entered so they will need to improve any previous work from Yr 9 &amp; 10 so will work on their practical performances</p> <p><b><u>Child Care</u></b> HT3 This content can be taught remotely through tasks via doddle and regular live lessons</p> <p><b><u>Health and Beauty</u></b> HT3 UNIT 3 – Health and Wellbeing Content A, B, C</p> <p>HT4 UNIT 2 – H&amp;SC Services and Values Learning Aim B</p> <p><b><u>Business Enterprise</u></b></p>	<p>and observational studies using appropriate materials</p> <ul style="list-style-type: none"><li>• Annotating work as it progresses to explain journey through project</li></ul> <p>HT4 <b>Externally Set Task (Exam)</b></p> <ul style="list-style-type: none"><li>• Developing ideas</li><li>• Experimenting with materials, techniques and processes</li><li>• Exploring colour and using previous colour theory knowledge to inform choices</li><li>• Creating an ambitious plan/piece to practice what will be produced in the 10 hour controlled piece and evaluate and make any relevant changes</li><li>• Final piece (10 hours in exam conditions)</li></ul> <p><b><u>Photography</u></b> HT3 <b>Externally Set Task (Exam)</b></p> <ul style="list-style-type: none"><li>• Exam question selection to be made</li><li>• Mind mapping the starting point and identifying keywords, artists and characteristics; exploring ideas</li><li>• Choosing a minimum of 2 artists to explore, linked to the theme; analysing their work using SEMI approach</li><li>• Planning ideas for 3 photoshoots</li><li>• Completing 3 photoshoots and critiquing photographs using best/worst and diagrammatic annotation processes</li><li>• Annotating work as it progresses to explain journey through project</li></ul> <p>HT4 <b>Externally Set Task (Exam)</b></p> <ul style="list-style-type: none"><li>• Creating a minimum of 3 edits and evidencing processes (one for each photoshoot)</li></ul>	
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	<ul style="list-style-type: none"><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 in 10 hour controlled test, and evaluating the process</li></ul>	
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