



Year 11 Spring Term 2 (February – April 2024)

Curriculum Topic Overview



English	19/02	English Language Paper 1 (Q3 Analyse Lang/Structure)	Macbeth Plot summary Quotation Pairings Motifs
	26/02	English Language Paper 1 (Q4 Evaluate)	Macbeth Key Themes Key Characters Key Context
	04/03	Imaginative Writing Planning and structure Freytag/flashbacks	Refugee Boy Plot summary Quotation pairings Key themes Key Context
	11/03	Imaginative writing Expanding nouns/Extended metaphors/Upgraded sentences Steps to success event (results issued this week)	Essay Writing Planning Introductions PEER 1b & Refugee Boy Steps to success event (results issued this week)
	18/03	CAE feedback/exam wrappers	CAE feedback/exam wrappers

Mathematics	<p>CAE Feedback</p> <ul style="list-style-type: none"> Personalised learning based on a QLA from exam practise papers Exam skills – practising past exam papers and how to gain marks
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Combined Science and Separate Science	<p>Biology B18 Human Impacts How are humans impacting other organisms? Students learn about global warming and effects of air, and land water pollution.</p>
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Combined Science and Separate Science	<p>Chemistry Using Resources (Chemistry GCSE only) What materials can Chemistry help us to make? Students learn about industrial processes which are used provide a sustainable future for the world.</p>
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Combined Science and Separate Science	<p>Physics Electromagnetism How can we make a magnet? Students learn about the production of magnetic fields and how these can be used to produce motors and electrical generators.</p> <p>Space (Physics GCSE only) Where did it all come from? Students learn about the formation, life and future of everything in the universe.</p>
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Core Physical Education	<p>The students will be working on the following concepts in their PE lessons</p> <ul style="list-style-type: none"> Self-identity Habits Attitudes and motivators Physical literacy Positive approaches to physical activity What motivates you to engage in physical activity
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ARRK Lessons

Core Values
Aspirational
Resilient
Respectful
Kind

Living in the Wider World

Pupils should know:

- the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.
- the law relating to the supply and possession of illegal substances.
- the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- the physical and psychological consequences of addiction, including alcohol dependency.
- awareness of the dangers of drugs which are prescribed but still present serious health risks.
- the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
- the similarities and differences between the online world and the physical world, including:
 - the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image)
 - how people may curate a specific image of their life online, over-reliance on online relationships including social media
 - the risks related to online gambling including the accumulation of debt
 - how advertising and information is targeted at them and how to be a discerning consumer of information online.
- how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours

History

The American West 1830-1895

Key topics include:

Mountain Men Manifest Destiny California Gold Rush Lives of the Plains Indians American Civil War	Transcontinental Railroad Mormon Migration Lawlessness in the West Indian Wars	Little Bighorn Gunfight at the OK Corral, Indian Reservations Wounded Knee.
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- The geographical nature of the American West and the lives of the Plains Indians.
- The impact of migration on the American West.
- Conflict and conquest of different groups of settlers in the American West

Humanities

Geography

The Living World

- Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components.
- Tropical rainforest ecosystems have a range of distinctive characteristics.
- Deforestation has economic and environmental impacts.
- Case study – Amazon rainforest
- Tropical rainforests need to be managed to be sustainable.
- Hot desert ecosystems have a range of distinctive characteristics
- Development of hot desert environments creates opportunities and challenges.
- Areas on the fringe of hot deserts are at risk of desertification

Students will know:

- Why there are different environments around the world.
- How these environments have changed.
- How people have interacted with these environments.

Philosophy and Ethics

Revision Programme has started in Philosophy & Ethics.

This is a combination of structured revision sessions, key knowledge tests and practice exam questions.

All students have a copy of their revision programme.

Languages

<p>French</p>	<p>CAE Feedback Students will receive feedback on their recent CAE exams. They will complete revision tasks focusing on all four skills (reading, listening, writing and speaking) Students will be preparing for their upcoming speaking GCSE exam.</p>
<p>Spanish</p>	<p>CAE Feedback Students will receive feedback on their recent CAE exams. They will complete revision tasks focusing on all four skills (reading, listening, writing and speaking) Students will be preparing for their upcoming speaking GCSE exam.</p>

Design Technology

<p>3D Product Design</p>	<p>Externally Set Assignment: Term 5: Student’s research, record, experiment and develop ideas before sitting a 10-hour exam in which they create their final piece.</p> <p>Development</p> <ul style="list-style-type: none"> • Artist studies • Sketching designs • Digital designs • Compare designs • Refined studies <p>Throughout Y11 students will learn about new artists/designers and develop their knowledge of the meaning behind many works of art/design</p>
<p>Engineering</p>	<p>R038 – Principles of Engineering Design. This unit provides the opportunity for students to develop their understanding of the requirements of design briefs and design specifications for the development of new products. Topics/Skills covered in the R038 unit include: Methods of evaluating a design outcome i.e., measurement and functionality of a product, quantitative comparison with the brief and specification, testing, identifying potential modifications and improvements to the design. Including advantages and limitations of each method.</p> <p>R040 – Design, Evaluation and Modelling This unit will enable students to perform effective product analysis. It requires students to apply practical skills to produce a prototype product or model using craft-based modelling materials alongside computer-controlled or rapid-prototyping processes. Topics/skills covered in the R040 unit include: Produce a physical model of a design by selecting an appropriate modelling method, selecting appropriate materials, processes, and tools. Apply safe working procedures, record key stages of the manufacture. Compare the prototype against the design specification and identify potential improvements in the design</p>
<p>Textiles</p>	<p>Externally Set Assignment: Term 5: Student’s research, record, experiment and develop ideas before sitting a 10-hour exam in which they create their final piece.</p> <p>Development</p> <ul style="list-style-type: none"> • Thumbnail sketches • Developed designs • Fashion Flats • Digital designs (Photoshop/PIXLR) • Modelling on the mannequin <ul style="list-style-type: none"> - Adapting an existing pattern - Making a toile - Analysis of ideas - Compare designs

Throughout Y11 students will learn about new textile artists and designers and develop their knowledge of the meaning behind many works of textile art and design

Food Technology

Non-Examination Assessment 2
 The NEA 2 Food Preparation Assessment task gives students the opportunity to demonstrate their knowledge and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the task. This task is a written and practical task and contributes 35% of final GCSE grade.

- Students will build upon general practical knowledge and skills, both during preparation and practical sessions.
- Students will develop their knife skills and expand their knowledge and ability to use a range of kitchen equipment.
- Students will gain awareness of different cooking methods, and the science behind these.
- There will be a focus on high-level skills used in the kitchen. These include sauce making, tenderising, and marinating.
- Students will understand the importance and use of raising agents in the kitchen, and the science behind how this works.
- Students will understand the pressures of working in a kitchen environment when challenged to deliver three products in a specified time frame.
- This component allows students to develop an understanding of how kitchens run in a commercial setting, giving them expectations and experience of potential work placements.
- Exam question practise

Art

Externally Set Assignment:
 Term 5: Student’s research, record, experiment and develop ideas before sitting a 10 hour exam in which they create their final piece.

Development

- Artist studies
- Sketching designs
- Digital designs (Photoshop/PIXLR)
- Compare designs
- Refined studies

Throughout Y11 students will learn about new artists and develop their knowledge of the meaning behind many works of art

Physical Education

Cambridge National PE
R184 Contemporary Issues in sport TA2 Issues which affect Participation

- 2.3 Sporting values initiatives and campaigns
- 2.4 The importance of etiquette and sporting behaviour
- 2.5 The use of performance-enhancing drugs (PEDs) in sport TA3 The implications of hosting a major sporting event for a city or country
- 3.1 The features of a major sporting event
- 3.2 Pre-event aspects of hosting a major sporting event
- 3.3 Aspects of hosting a major sporting event TA4 The role national governing bodies (NGBs) play in the development of their sport
- 4.1 National governing bodies (NGBs) TA5 The use of technology in sport
- 5.1 The role of technology in sport
- 5.2 Effects of the use of technology in sport



	<p>GCSE PE</p> <ul style="list-style-type: none"> • Injury prevention • Structure of the heart • Components of fitness • Health fitness and well being • Balanced diet • Types of feedback
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<p>Health and Social Care</p>	<p>Component 3: Health and Wellbeing</p> <p>A1 - Factors affecting health and wellbeing Learners will explore how factors can affect an individual’s health and wellbeing positively or negatively. This links to and extends knowledge and understanding of human lifespan development including life events, covered in Component 1. Here, however, the focus is on the current health and wellbeing of individuals.</p> <p>B1 Physiological indicators Learners will explore how physiological indicators are used to measure health</p> <p>B2 Lifestyle indicators Learners will explore how lifestyle choices determine physical health</p> <p>C1 Person-centred approach Learners will explore the use of the person-centred approach in health and social care settings. This links to, and consolidates, knowledge and understanding from Component 2 on the skills, attributes and values that contribute to care.</p> <p>C2 Recommendations and actions to improve health and wellbeing Learners will explore recommendations and actions that are aimed at improving health and wellbeing, alongside support available for achieving this. This links to, and consolidates, knowledge and understanding from Component 1 on sources and types of support, and Component 2 on health and social care services, and also skills, attributes and values that contribute to care</p>
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Business and IT

<p>Business</p>	<p>Non-Examine Assessment</p>
<p>Information Technology</p>	<p>Finished course or preparing for resit</p>