



# Year 11 Spring Term 1 (January – February 2025)

## Curriculum Overview



*Inspire and empower every student to make a positive impact today and be fully prepared for tomorrow.*

### Our Curriculum Goals:

Our goal is to equip students with the knowledge, skills, and values they need to succeed in all aspects of life. We will achieve this by focusing on four key areas:

- **Accessibility for All:** Our curriculum is designed to be accessible to all students, regardless of their ability or background.
- **Developing the Holderness Learner:** We foster essential qualities in our students, including, Aspiration, Resilience, Respect and Kindness.
- **Real-World Experiences:** We connect classroom learning to practical, real-world applications and future careers.
- **Enrichment:** We offer a wide range of extracurricular activities and opportunities for community engagement to enhance learning.

### Celebrating Student Success:

We are incredibly proud of the significant progress our students have made since our last Ofsted inspection in March 2023. Here are some highlights of their achievements in 2023 and 2024, compared to national averages. This data is taken from **The Fisher Family Trust National Data Service**:

### Subjects with Outstanding Results (Significantly Above National Average):

- **Computing Science:** Our students achieved exceptional results, with 34% above the national average at grade 4+ and 46% above at grade 5+. This places us in the **top 1% of schools nationally**.
- **Engineering (2023):** We excelled in Engineering, with results significantly above national averages across all grade levels (4+, 5+, and 7+). This places us in the **top 5% for 4+, 5+ and 7+ nationally**.
- **Textiles (2024):** Our students made remarkable progress, with a 41% improvement in 5+ grades and a 24% improvement in 4+ grades, placing us in the **top 1% nationally for both 4+ and 5+**.
- **Chemistry (2023):** We achieved outstanding results in Chemistry, with 11% above the national average at grade 4+ and 21% above at grade 5+, placing us in the **top 5% of schools nationally for both 4+ and 5+**.

### Subjects with Excellent Results (Above National Average):

- **Art:** Consistently performing above national averages in both **2023** and **2024**, placing in the **top 20% nationally** for 4+ and 5+ grades.
- **Biology (2023):** Results were above national averages at grades **4+, 5+, and 7+**, placing us in the **top 35% of schools nationally**.
- **Chemistry (2024):** Continued strong performance above national averages at grades 4+ and 5+, placing us in the **top 18% of schools nationally**.
- **Photography (2023):** Results were above national averages at both 4+ and 5+.
- **Physics (2023):** Results were above national averages at both 4+ and 5+, placing us in the **top 35% of schools nationally**.
- **Combined Science (2023):** Results at grade 7+ were above the national average, with an average point score in the **top 17% nationally**.
- **GCSE PE (2023):** Results at 4+ were **above the national average**.
- **RE (2024):** Results at 7+ were **above the national average**.



<p><b>English</b></p>	<p><b>Edexcel English Language:</b> Recap and Revision in preparation for the February CAEs.  <b>Paper 1:</b> 19th century fiction (reading) and imaginative writing  <b>Paper 2:</b> 20<sup>th</sup>/21<sup>st</sup> Century nonfiction and transactional writing.</p> <p><b>Edexcel English Literature:</b> Recap and Revision in preparation for the February CAEs.  <b>Paper 1:</b> Macbeth &amp; Refugee Boy  <b>Paper 2:</b> A Christmas Carol and Conflict poetry.</p>
<p><b>Mathematics</b></p>	<p>Personalised learning based on a Question Led Analysis (QLA) from exam practise papers  Exam skills – practising past exam papers and how to gain marks</p>
<p><b>Combined Science and Separate Science</b></p>	<p><b>Biology</b>  <b>B15 Evolution</b></p> <ul style="list-style-type: none"> <li>• State how fossils are formed and how they support the theory of evolution.</li> <li>• Describe causes of an extinction</li> <li>• How mutations can bring about antibiotic resistance and how we can reduce the rate of mutations.</li> <li>• Describe how organisms are classified using Linnaeus system and how this system has evolved including the 3-domain system (Carl Woese).</li> </ul> <p><b>B16 Interdependence</b></p> <ul style="list-style-type: none"> <li>• Describe interdependence and competition.</li> <li>• Define biotic, abiotic and what factors plants and animals compete for.</li> <li>• Define what is a stable community.</li> <li>• Interpret data from graphs and tables including food chains and webs, predator- prey graphs.</li> <li>• Describe how organisms are adapted including extremophiles.</li> </ul> <p><b>Chemistry</b>  <b>C12 Analysis</b>  Describe the difference between pure and impure substances.</p> <ul style="list-style-type: none"> <li>• Analyse chromatograms.</li> <li>• Describe chemical tests for hydrogen, oxygen, carbon dioxide and chlorine gas.</li> <li>• Explain the results of chemical tests.</li> <li>• Evaluate analysis techniques.</li> </ul> <p><b>Required practical:</b> 1. Analysing chromatograms. 2. Testing for positive and negative ions (CHEM only)</p> <p><b>C13 Atmosphere (GCSE Chemistry only – Separate Sciences)</b></p> <ul style="list-style-type: none"> <li>• Describe how the Earth’s atmosphere was formed.</li> <li>• Describe the composition of the Earth’s atmosphere.</li> <li>• Describe factors which are affecting the composition of the Earth’s atmosphere.</li> <li>• Describe the impact of changes to the Earth’s atmosphere.</li> <li>• Explain in detail how the greenhouse effect leads to climate change.</li> </ul> <p><b>Physics</b>  <b>P12 Waves (Combined Science only)</b></p> <ul style="list-style-type: none"> <li>• Describe waves in terms of energy transfer and oscillation.</li> <li>• Compare transverse and longitudinal waves.</li> <li>• Describe observations of waves at boundaries.</li> <li>• Measure the wavelength, frequency, and speed of mechanical waves.</li> <li>• Apply the wave equation <math>v = f \times \lambda</math>.</li> </ul> <p><b>Required practical:</b> investigating waves in solids and liquids</p>

	<p><b>P13 Electromagnetic Spectrum</b></p> <ul style="list-style-type: none"> <li>Describe the electromagnetic spectrum in order of increasing wavelength and frequency.</li> <li>Describe the uses and dangers associated with the electromagnetic spectrum.</li> <li>Describe and explain how parts of the electromagnetic spectrum can be used for communication.</li> <li>Describe and explain how the frequency of waves affects the energy transferred.</li> <li>Describe safety precautions necessary for the use of the electromagnetic spectrum.</li> </ul> <p><b>P14 Light GCSE (Physics only)</b></p> <ul style="list-style-type: none"> <li>Waves can be reflected at the boundary between two different materials.</li> <li>Waves can be absorbed or transmitted at the boundary between two different materials.</li> <li>Students should be able to construct ray diagrams to illustrate the reflection of a wave at a surface.</li> <li>Students should be able to describe the effects of reflection, transmission and absorption of waves at material interfaces.</li> </ul> <p><b>Required practical:</b> Required practical activity 9 (PHYSICS only): investigate the reflection of light by different types of surface and the refraction of light by different substances.</p>
<p>Core Physical Education</p>	<p><b>Self-Identity</b></p> <ul style="list-style-type: none"> <li>Students will have a chance to explore self-identity and discuss how important PA, PE, and Sport is to their lives/self-identity.</li> </ul> <p><b>Attitudes and Motivators</b></p> <ul style="list-style-type: none"> <li>Students will reflect on their attitudes and motivations to physical activity</li> </ul> <p><b>Positive Approaches to Physical Activity</b></p> <ul style="list-style-type: none"> <li>Students will appreciate that adherence to</li> <li>physical activity is to do with mindset and</li> <li>will form links with physical activity</li> <li>and improved wellbeing.</li> </ul> <p><b>Habits</b></p> <ul style="list-style-type: none"> <li>Students will consider and reflect on personal habits, to physical activity.</li> </ul>
<p>ARRK Lessons</p> <p>Core Values Aspirational Resilient Respectful Kind</p>	<p><b>Life Beyond School</b></p> <ul style="list-style-type: none"> <li>To explore how technology and social media can negatively impact on your mental health</li> <li>To understand the options available to me at the end of Year 11</li> <li>To recognise that stress is only beneficial in the short term and that long term it can affect you physically and emotionally</li> <li>To explore the impact social media influencers, have on society</li> <li>To understand how to create a clear and concise CV</li> <li>To understand what a personal statement is</li> </ul>

## Option Subjects Overview

Humanities

<p>History</p>	<p><b>Weimar and Nazi Germany 1918-1939</b></p> <p>Revolution of 1918, Treaty of Versailles, Problems in Weimar Germany, Hyperinflation, Munich Putsch, Wall Street Crash, Gustav Stresemann, Rise of the Nazi Party, Hitler's personality, Himmler and the Police State, Goebbels and propaganda, Berlin 1936 Olympic Games, Policies towards Women, Hitler Youth, Strength Through Joy, Lives of German Jews, Opposition to the Nazi Party.</p>
<p>Geography</p>	<p><b>The Living World</b></p> <ul style="list-style-type: none"> <li>Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components.</li> <li>Tropical rainforest ecosystems have a range of distinctive characteristics.</li> <li>Deforestation has economic and environmental impacts.</li> <li>Case study – Amazon rainforest</li> <li>Tropical rainforests need to be managed to be sustainable.</li> <li>Hot desert ecosystems have a range of distinctive characteristics</li> <li>Development of hot desert environments creates opportunities and challenges.</li> <li>Areas on the fringe of hot deserts are at risk of desertification.</li> </ul>

	<p>Students will know:</p> <ul style="list-style-type: none"> <li>• Why are there are different environments around the world?</li> <li>• How have these environments changed?</li> <li>• How have people interacted with these environments?</li> </ul> <p><b>Physical Landscapes of the UK: Rivers</b>            The shapes of river valleys change as rivers flow downstream.            Distinctive fluvial landforms result from different physical processes.            Different management strategies can be used to protect river landscapes from the effects of flooding.            An example of flood management scheme in the UK – River Tees.</p> <ul style="list-style-type: none"> <li>• The physical processes that happen in rivers.</li> <li>• The land formations that are caused by rivers.</li> <li>• Different methods that humans use to manage the risks posed by rivers</li> </ul>
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<b>Philosophy and Ethics</b>	<p><b>Topic Review</b>            Learners will now be focusing on improving their subject knowledge across the qualification. The lesson structure will include the revision of key ideas in Philosophy and Ethics as well as improving examination skills.</p>
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<b>French</b>	<p><b>Topic Review</b>            Learners are now completing 2 – 3 lessons on each of the last topics, focusing on vocabulary to secure a grade 4 and above. Learners will also focus on the key skills.</p>
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<b>Spanish</b>	<p><b>Topic Review</b>            Learners are now completing 2 – 3 lessons on each of the last topics, focusing on vocabulary to secure a grade 4 and above. Learners will also focus on the key skills.</p>
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<b>3D Product Design</b>	<p><b>Externally Set Assignment</b>            Learners will research, record, experiment and develop ideas before sitting a 10-hour exam in which they create their final piece.</p>
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<b>Engineering</b>	<p><b>R040 – Design evaluation and modelling</b>            This unit 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.</p>
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<b>Textiles</b>	<p><b>Externally Set Assignment</b>            Learners will research, record, experiment and develop ideas before sitting a 10-hour exam in which they create their final piece.</p>
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<b>Food Technology</b>	<p><b>Non-Examination Assessment 2</b>            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.</p>
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<b>Art</b>	<p><b>Externally Set Assignment</b>            Learners will research, record, experiment and develop ideas before sitting a 10-hour exam in which they create their final piece.</p>
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# Performance

<p><b>Physical Education</b></p>	<p>2.2a Engagement patterns of different social groups in PA and sport</p> <ul style="list-style-type: none"> <li>Physical Activity and sport in the UK</li> <li>Participation</li> </ul> <p>2.3 Health, Fitness and Wellbeing</p> <ul style="list-style-type: none"> <li>Health, fitness, and Wellbeing</li> <li>Diet and Nutrition</li> </ul> <p><b>2.1c Ethical and Socio-Cultural issues in PA and Sport - Ethics</b></p> <ul style="list-style-type: none"> <li>Drugs in sport</li> <li>Violence in Sport</li> </ul> <p><b>Coursework</b></p> <p>Action Plan</p> <p><b>Coursework</b></p> <p>Evaluation</p> <p>Analysis</p>
<p><b>Health and Social Care</b></p>	<ul style="list-style-type: none"> <li>Definition of health and wellbeing: a combination of physical health and social and emotional wellbeing, and not just the absence of disease or illness.</li> <li>Physical factors that can have positive or negative effects on health and wellbeing: o inherited conditions – sickle cell disease, cystic fibrosis o physical ill health – cardiovascular disease, obesity, type 2 diabetes mental ill health – anxiety, stress, physical abilities, and sensory impairments.</li> <li>Lifestyle factors that can have positive or negative effects on health and wellbeing: nutrition, physical activity, smoking, alcohol and substance misuse.</li> <li>Social factors that can have positive or negative effects on health and wellbeing: supportive and unsupportive relationships with others – friends, family, peers and colleagues, social inclusion and exclusion, bullying and discrimination.</li> </ul>

# Business and IT

<p><b>Business</b></p>	<p><b>Business Planning</b></p> <p>This content area focuses on how a business &amp; enterprise activity can plan for the future. Pupils will learn about:</p> <ul style="list-style-type: none"> <li>The purpose and benefits of planning</li> <li>The sections of the business plan</li> </ul>
<p><b>Information Technology</b></p>	<p><b>How can IT create effective digital working practices?</b></p> <ul style="list-style-type: none"> <li>Defining responsibilities and security parameters, disaster recovery policy, actions to take after an attack.</li> <li>Disaster recover policy, forms of notation including data flow diagrams, flow charts, system diagrams, tables and written information, shared data, environmental impact of it, safe use and disposal of IT equipment.</li> </ul>