

Melksham Oak Community School: Year 11 Curriculum Overview 2022-23 v1

SUBJECT/ QUALIFICATION	Term 1	Term 2 (Includes mock exams)	Term 3	Term 4 (Includes mock exams – TBC)	Term 5	Term 6 (Unless specified will consist of revision prior to exams)
Art (GCSE)	<b>Final composition ideas:</b> development, linking the observational studies, photographs and artist transpositions produced in Year 10	<b>Final piece:</b> a personal response to the chosen theme linking all the imagery produced in the coursework preparatory sketchbook	<b>Research boards:</b> select imagery for chosen examination title and artists to inspire <b>Artist Transposition 1:</b> to extend media application and skill <b>Artist Transposition 2:</b> to extend media skills further and incorporate a 'Concept' into the project	<b>Initial ideas:</b> making initial links with selected artists and examination title <b>Observation 1:</b> observational study of a key aspect of the project to be included in the final composition <b>Observation 2:</b> a study of the second key image	<b>Response 1:</b> reproducing one of the AO3 images in the 'style of' one of the selected artists <b>Photography:</b> Research imagery to extend project <b>Response 2:</b> second observation or photographic image in the 'style of' the second selected artists	<b>Final Piece:</b> a personal response to the chosen title linking all the imagery produced in their examination preparatory sketchbook. (10-hour exam)
Biology (GCSE)	<b>Paper 1 review:</b> <ul style="list-style-type: none"> <li>• Cells</li> <li>• Organisation</li> <li>• Infection and response</li> <li>• Bioenergetics</li> <li>• Start Ecology</li> </ul>	Ecology	Inheritance, variation and evolution	Inheritance, variation and evolution	Preparation for exams	
Business Studies (GCSE)	<b>Understanding external influences:</b> <ul style="list-style-type: none"> <li>• Business stakeholders</li> <li>• Technology and business</li> <li>• Legislation and business</li> <li>• The economy</li> <li>• External Influences</li> </ul> <b>Growing the business:</b> <ul style="list-style-type: none"> <li>• Business growth</li> <li>• Changes in businesses aims and objectives</li> <li>• Business and globalisation</li> <li>• Ethics and the environment</li> </ul>	<b>Making marketing decisions:</b> <ul style="list-style-type: none"> <li>• Product</li> <li>• Price</li> <li>• Place</li> <li>• Promotion</li> <li>• Using the marketing mix to make business decisions</li> </ul>	<b>Making operational decisions:</b> <ul style="list-style-type: none"> <li>• Business operations</li> <li>• Working with suppliers</li> <li>• Managing quality</li> <li>• The sales process</li> </ul>	<b>Making financial decisions:</b> <ul style="list-style-type: none"> <li>• Business calculations</li> <li>• Understanding business performance</li> </ul>	<b>Making Human Resources decisions:</b> <ul style="list-style-type: none"> <li>• Organisational structures</li> <li>• Effective recruitment</li> <li>• Effective training and development</li> <li>• Motivation</li> </ul>	
Chemistry (GCSE)	<b>Year 9 and 10 Review</b> <ul style="list-style-type: none"> <li>• Using Earth's resources</li> <li>• Chemistry of the atmosphere</li> <li>• Atomic structure</li> <li>• Chemical changes ,</li> <li>• Rate and extent of Chemical change</li> </ul> <b>Start Quantitative Chemistry</b>	<ul style="list-style-type: none"> <li>• Quantitative Chemistry</li> <li>• Start Organic Chemistry</li> </ul>	<ul style="list-style-type: none"> <li>• Organic Chemistry</li> <li>• Start Chemical analysis</li> </ul>	Chemical analysis	Preparation for exams	

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<b>Child Development (Cambridge National Award)</b>	<b>L02 Play:</b> Elements of play. E.g. social, creative, physical, co-operative, manipulative <b>Links to:</b> <ul style="list-style-type: none"> <li>3. Understand postnatal checks, provision and conditions for development</li> </ul>	<b>L03 Pre and initial child visit:</b> <b>Child's environment</b> Investigation of milestones <b>Links to:</b> <ul style="list-style-type: none"> <li>3. Understand postnatal checks, provision and conditions for development</li> <li>4. Childhood Illnesses</li> <li>5. Child safety</li> </ul>	<b>L04 Child Study evaluation:</b> <b>Links to:</b> <ul style="list-style-type: none"> <li>3. Understand post-natal checks, provision and conditions for development</li> <li>4. Childhood Illnesses</li> <li>5. Child safety</li> </ul>	<b>Revision:</b> <ul style="list-style-type: none"> <li>1. Parenthood and reproduction</li> <li>2. Antenatal care and preparation for birth</li> <li>3. Understand postnatal checks, provision and conditions for development</li> <li>4. Childhood Illnesses</li> <li>5. Child safety</li> </ul>	<b>Revision:</b> <ul style="list-style-type: none"> <li>1. Parenthood and reproduction</li> <li>2. Antenatal care and preparation for birth</li> <li>3. Understand postnatal checks, provision and conditions for development</li> <li>4. Childhood Illnesses</li> <li>5. Child safety</li> </ul>	
<b>Combined Science (GCSE)</b>	<b>Year 9 and 10 review:</b> <ul style="list-style-type: none"> <li>Cells</li> <li>Organisation</li> <li>Infection and response</li> <li>Bioenergetics</li> <li>Using Earth's resources,</li> <li>Chemistry of the atmosphere</li> <li>Atomic structure</li> <li>Chemical changes</li> <li>Rate and extent of Chemical change</li> <li>Start quantitative Chemistry</li> <li>Energy</li> <li>Electricity</li> <li>Particle model of matter</li> <li>Atomic structure and radiation</li> <li>Forces</li> </ul>	<ul style="list-style-type: none"> <li><b>Ecology</b></li> <li><b>Quantitative Chemistry</b></li> <li><b>Start Organic Chemistry</b></li> <li><b>Waves</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Inheritance, variation and evolution</b></li> <li><b>Organic Chemistry</b></li> <li><b>Start Chemical analysis</b></li> <li><b>Magnetism and electromagnets</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Inheritance, variation and evolution</b></li> <li><b>Chemical analysis</b></li> <li><b>Magnetism and electromagnets</b></li> </ul>	<b>Preparation for exams</b>	
<b>Computer Science (GCSE)</b>	<b>Software, networks and protocols</b>	<b>Error detection</b>	<b>Databases, SQL and legislation</b>	<b>Structured revision programme</b>	<b>Revision</b>	
<b>Creative and Digital Media (BTEC)</b>	<b>Component 2: Developing Digital Media production skills:</b> E.g. <ul style="list-style-type: none"> <li>Review own progress and development of skills and practices.</li> <li>Provide a report that assesses the finished work and the processes used.</li> </ul>	<b>Component 3: External exam preparation:</b> Preparation for the external examination set by BTEC.	<b>Component 3: Create a Media product in response to a brief:</b> Respond to brief set by BTEC. E.g. research and generate idea	<b>Component 3: Create a Media product in response to a brief:</b> Pre-production stage	<b>Component 3: Create a Media product in response to a brief:</b> Production and evaluation stage	<b>Component 3: Create a Media product in response to a brief:</b> Post-production stage. E.g. Evaluation, final submission.

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<b>Design Technology (GCSE)</b>	<b>Non-examined assessment (NEA):</b> <ul style="list-style-type: none"> <li>Producing a design brief and specification</li> <li>Generating design ideas</li> </ul> <b>Core principles:</b> <ul style="list-style-type: none"> <li>New emerging technologies</li> </ul>	<b>NEA:</b> <ul style="list-style-type: none"> <li>Developing design ideas</li> </ul> <b>Core principles:</b> <ul style="list-style-type: none"> <li>Enterprise</li> <li>Sustainability</li> </ul>	<b>NEA:</b> <ul style="list-style-type: none"> <li>Realising design ideas</li> </ul> <b>Core principles:</b> <ul style="list-style-type: none"> <li>People</li> <li>Culture</li> <li>Society</li> <li>Environment</li> </ul>	<b>NEA:</b> <ul style="list-style-type: none"> <li>Realising design idea</li> <li>Analysing and evaluating</li> <li>Revision</li> </ul> <b>Core principles:</b> <ul style="list-style-type: none"> <li>Production techniques and systems</li> <li>Systems approach to designing</li> </ul>	<b>Revision:</b> <ul style="list-style-type: none"> <li>RAG syllabus</li> <li>Recap on materials (timbers, metals, polymers) and specialist tools and techniques.</li> <li>Revision based on pupils' knowledge</li> </ul>	
<b>Drama (GCSE)</b>	<b>Developing devised performance from a stimulus: NEA perform:</b> <ul style="list-style-type: none"> <li>Design</li> <li>Performance</li> <li>Communicating meaning</li> </ul> <b>Developing performance text:</b> <ul style="list-style-type: none"> <li>Skills for effective characterisation.</li> <li>Monologues and duologues</li> </ul>	<b>Developing performance text: exam assessment:</b> <ul style="list-style-type: none"> <li>Skills for effective characterisation.</li> <li>Monologues and duologues</li> </ul>	<b>Preparation for Theatre Makers in practice:</b> <ul style="list-style-type: none"> <li>Exploration of Antigone</li> <li>Development of Antigone Actor, Director, Designer</li> </ul> <b>LTR preparation</b>	<b>Completion of portfolio - NEA</b> <ul style="list-style-type: none"> <li>Devising</li> <li>Evaluating</li> </ul>	<b>Preparation for Theatre Makers in practice:</b> <ul style="list-style-type: none"> <li>Exploration of AIC</li> <li>Development of AIC Actor, Director, Designer</li> <li>LTR prep.</li> </ul>	
<b>English is comprised of two GCSEs:</b> <ul style="list-style-type: none"> <li>English Language</li> <li>English Literature</li> </ul>	<b>Literature:</b> <ul style="list-style-type: none"> <li>Poetry Analysis</li> </ul> <b>Language:</b> <ul style="list-style-type: none"> <li>Paper 2 Reading Skills</li> </ul>	<b>Literature:</b> <ul style="list-style-type: none"> <li>Revisiting Macbeth</li> </ul> <b>Language:</b> <ul style="list-style-type: none"> <li>Paper 2 Writing Skills</li> </ul>	<b>Literature:</b> <ul style="list-style-type: none"> <li>Revise 19<sup>th</sup> century novel</li> <li>Revise 'An Inspector Calls'</li> </ul> <b>Language:</b> <ul style="list-style-type: none"> <li>Paper 1 reading skills</li> </ul>	<b>Language:</b> <ul style="list-style-type: none"> <li>Paper 1 writing skills</li> </ul> <b>Literature:</b> <ul style="list-style-type: none"> <li>Revise unseen poetry</li> </ul>	<b>Revision in preparation for exams</b>	
<b>Food and Nutrition (GCSE)</b>	<b>High-level practical skills. Non-examined assessment (NEA 1):</b> <ul style="list-style-type: none"> <li>Food science</li> <li>Planning, experimenting, evaluating NEA1 chosen task</li> </ul>	<b>Non-examined assessment (NEA 1 &amp; 2):</b> <ul style="list-style-type: none"> <li>Completing NEA1 chosen task</li> <li>Exam revision</li> <li>Begin NEA2 planning</li> </ul>	<b>Non-examined assessment (NEA 2):</b> <ul style="list-style-type: none"> <li>Planning, experimenting, analysing NEA2 chosen task</li> <li>Carry out trial dishes</li> </ul>	<b>Non-examined assessment (NEA 2):</b> <ul style="list-style-type: none"> <li>Carry out Final 3 dishes for NEA2</li> <li>Evaluate and analyse NEA2</li> <li>Exam revision</li> </ul>	<b>Revision in preparation for exams:</b> <ul style="list-style-type: none"> <li>Exam preparation</li> <li>Exam question practice</li> <li>Revision</li> </ul>	
<b>Geography (GCSE)</b>	<b>Urban environments:</b> <ul style="list-style-type: none"> <li>Urbanisation and associated issues</li> <li>City studies: Bristol and Rio De Janeiro</li> <li>Fieldwork - Trip to Bristol</li> </ul>		<b>Hazards:</b> <ul style="list-style-type: none"> <li>Tectonic hazards; volcanoes and earthquakes</li> <li>Meteorological hazards; tropical storms, climate change and UK extreme weather</li> </ul>		<b>Paper 3 + Pre-release:</b> <ul style="list-style-type: none"> <li>Unfamiliar fieldwork questions preparation</li> <li>Pre-release topic and questions preparation</li> </ul>	

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History (GCSE)	Paper 3: US Civil Rights and Vietnam War	Paper 3: Vietnam War & Paper 2 American West	Paper 2 American West	Paper 1 and 2: Medicine and Elizabethan revision	Paper 1 – 3 revision in preparation for exams	
Maths (GCSE)	<b>Shape:</b> <ul style="list-style-type: none"> <li>Investigating properties of shape</li> </ul> <b>Number:</b> <ul style="list-style-type: none"> <li>Calculating</li> </ul> <b>Algebra:</b> <ul style="list-style-type: none"> <li>Solving equations and inequalities I</li> </ul> <b>Shape:</b> <ul style="list-style-type: none"> <li>Mathematical movement I</li> </ul> <b>Algebra:</b> <ul style="list-style-type: none"> <li>Algebraic proficiency-tinkering</li> </ul>	<b>Year 11 Mock Exams</b>  <b>Ratio and Proportion:</b> <ul style="list-style-type: none"> <li>Proportional reasoning</li> </ul> <b>Algebra:</b> <ul style="list-style-type: none"> <li>Pattern Sniffing</li> </ul> <b>Algebra:</b> <ul style="list-style-type: none"> <li>Solving equations and inequalities II</li> </ul>	<b>Algebra:</b> <ul style="list-style-type: none"> <li>Algebraic proficiency-visualising I</li> </ul> <b>Data:</b> <ul style="list-style-type: none"> <li>Analysing statistics</li> </ul> <b>Algebra:</b> <ul style="list-style-type: none"> <li>Algebraic proficiency-visualising II</li> </ul>	<b>Year 11 Mock Exams</b>  <b>Shape:</b> <ul style="list-style-type: none"> <li>Mathematical movement II</li> </ul> <b>Revision</b>	Revision in preparation for exams	
Modern Foreign Languages: French and Spanish (GCSE)	<ul style="list-style-type: none"> <li>Module 8: Tourism</li> <li>Module 9/10: School</li> </ul>	Module 9/10: School	Module 11/12: Future Plans	Module 1-12: Revision	Module 1-12: Revision	
Music (BTEC)	<b>L2 Unit 2 : Managing a Music Product</b> (Internal assessment) Students will: <ul style="list-style-type: none"> <li>plan, develop and deliver a music product</li> <li>promote their music product</li> <li>review the management of a music product</li> </ul>			<b>L2 Unit 5 : Introducing Music Performance</b> (Internal assessment) Students will: <ul style="list-style-type: none"> <li>develop music performance skills and review own practice</li> <li>use music performance skills within rehearsal and performance</li> </ul>		
Performing Arts (BTEC)	<ul style="list-style-type: none"> <li><b>Component 2:</b> Repertoire performance</li> <li><b>Component 1:</b> Nutcracker, Faultline</li> <li><b>Developing repertoire to understand skills</b></li> </ul>		<ul style="list-style-type: none"> <li><b>Component 3:</b> Preparation</li> <li><b>Responding to a brief practice: performer, designer</b></li> </ul>		<ul style="list-style-type: none"> <li><b>Component 3:</b> Final Assessment</li> </ul>	
Physics (GCSE)	<b>Paper 1 review:</b> <ul style="list-style-type: none"> <li>Energy</li> <li>Electricity</li> <li>Particle model of matter</li> <li>Atomic structure and radiation</li> <li>Forces</li> </ul>	Waves	Magnetism and electromagnets	Space	Preparation for exams	

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Religious Studies (GCSE)	<b>Human rights and social justice part 1:</b> <ul style="list-style-type: none"> <li>• Social justice and human rights including freedom of speech</li> <li>• Prejudice and discrimination</li> <li>• Race and disability</li> <li>• Gender/sexuality</li> </ul>	<b>Human rights and social justice part 2:</b> <ul style="list-style-type: none"> <li>• Religious freedom</li> <li>• Wealth</li> <li>• Poverty</li> <li>• Exploitation of poor</li> <li>• Giving to the poor</li> </ul> <b>Christian Practices</b> <ul style="list-style-type: none"> <li>• Church in the community – food banks and street pastors</li> </ul>	<b>Christian practices:</b> <ul style="list-style-type: none"> <li>• Mission and evangelism</li> <li>• Church Growth</li> <li>• Worldwide church</li> <li>• Persecution</li> <li>• Reconciliation</li> </ul> <b>Buddhist Practices:</b> <ul style="list-style-type: none"> <li>• Death Ceremonies</li> <li>• Festivals (Wesak and Pari nirvana Day)</li> </ul>	Revision, revisiting areas identified as less strong	Revision	
Sports Studies (Cambridge National Award)	<b>Sports leadership (R053) Developing sports skills (R052)</b> <ul style="list-style-type: none"> <li>• LO1: Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership</li> <li>• LO1: Be able to use skills, techniques, tactics/strategies /compositional ideas as an individual performer in a sporting activity</li> </ul>	<b>Sports leadership (R053) Developing sports skills (R052)</b> <ul style="list-style-type: none"> <li>• LO1: Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership</li> <li>• LO2: Be able to plan sports activity sessions</li> <li>• LO2: Be able to use skills, techniques, tactics/strategies /compositional ideas as a team performer in a sporting activity</li> </ul>	<b>Sports leadership (R053) Developing sports skills (R052)</b> <ul style="list-style-type: none"> <li>• LO2: Be able to plan sports activity sessions</li> <li>• LO3: Be able to deliver sports activity sessions</li> <li>• LO3: Be able to officiate in a sporting activity</li> </ul>	<b>Sports leadership (R053)</b> <ul style="list-style-type: none"> <li>• LO3: Be able to deliver sports activity sessions</li> <li>• LO4: Be able to evaluate own performance in delivering a sports activity session</li> </ul>	<b>Sports leadership (R053)</b> <ul style="list-style-type: none"> <li>• LO4: Be able to evaluate own performance in delivering a sports activity session</li> </ul>	
Textiles (GCSE)	<ul style="list-style-type: none"> <li>• Initial Ideas</li> <li>• Samples</li> </ul>	<ul style="list-style-type: none"> <li>• Initial Ideas / Samples</li> <li>• Development</li> </ul>	<ul style="list-style-type: none"> <li>• Final Design</li> <li>• Prototype</li> <li>• Start final piece</li> </ul>	<ul style="list-style-type: none"> <li>• Final Piece</li> <li>• Critical Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Finish final piece / sketchbook work</li> <li>• Exhibition</li> </ul>	