**Year 11 Curriculum Map – Sept to Oct half term**

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| **Maths** | By the start of year 11 the majority of the content of the mathematics course will have been covered. During the Autumn 1 half term students complete any remaining modules from the end of year 10 (as there are often some elements remaining to be covered following the end of year exams and work experience towards the end of year 10), and work to embed their core skills in Number and Algebra. They will also start a regular cycle of past paper practice and feedback, with personalised schemes of work put in place by each year 11 teacher to address gaps in knowledge and understanding identified by the detailed analysis of these practice papers. |
| **English** | By this point Year 11 will have covered the majority of the GCSE content and should revise ‘A Taste of Honey’ working towards completing and extended piece on the theme of prejudice. Students will then go onto revise some GCSE Anthology poetry and the process for approaching English Language Paper 1. Students will then revise crime and punishment in ‘Great Expectations (for current Year 11).  |
| **Science** | Year 11 continue with topics for paper 2, for Biology topic 5 – homeostasis and response, Chemistry topic 6 – rate and extent of chemical change and topic 7 – organic chemistry, some classes completed topic 6 at the end of year 10. Physics – topic 5 forces.  |
| **Geog** | Students will complete the unit on glacial landscapes in the UK. They will understand how glacial process shaped the landscape and the distinctive glacial landforms that the processes created. They will undertake fieldwork in Bowness, Cumbria where they will discover:* the attractions for tourists
* The social, economic and environmental impacts of tourism
* the strategies used to manage the impact of tourism.
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| **Hist** | Students will complete the unit Elizabethan England, c1568–1603. They will consolidate their knowledge of this period and further develop their ability to answers the different types of exam questions. They will study the summer 2020 historical environment element of the paper – The English Channel and the Spanish Armada.  |
| **HSC** | Component 3To understand the definition Health and Wellbeing and be able to explain factors that can affect a person’s health and wellbeing within the different life stages.We are starting to consolidate knowledge from previous 2 components for students to complete their external assessment in February |
| **RS** | Students will study Units from the Christian beliefs section of paper 1. This includes the life and significance of Jesus, creation, life after death, resurrection, sin and salvation. Student will analyse different interpretations of Christian beliefs and the Bible and make inks to modern Christian life from, tradition, fundamentalist, conservative and liberal interpretations, they will also try to use symbolic interpretations.Students will also study part of the final Unit of the Thematic paper 2 Crime and Punishment. This unit covers different moral and philosophical debates on the death penalty, causes of crime, right and wrong, dealing with criminals, social laws and forgiveness.  |
| **DT - Graphics** | Students will generate initial images, typefaces, logos and other imagery that they will incorporate into their coursework. They will take their best ideas through to the development stage of the project and will begin to prepare their images to be used to create graphical products.  |
| **DT - Materials** | Generating design ideas, modelling ideas, testing and developing their best ideas. These are evidenced in their GCSE design folders and lead into a final design idea which students then develop into a prototype. |
| **Food** | Students start their first piece of coursework when the topic is issued on the first of September. Students start to produce three food investigation tasks for their NEA 1. Alongside the making students will research the topic, analyse their findings from the investigations, produce a hypothesis and evaluate their work. This work is completed in school using a variety of ICT skills.  |
| **French** | Students continue to develop their skills of listening, speaking, reading and writing. They study topics related to:  Holidays Travel and TourismThey add to their knowledge of French grammar, with an emphasis on secure formation of present, past and future tenses. They will work on exam practice, to prepare for Mocks in the second half of the Autumn term. They will also be preparing their Theme 2 speaking exam answers, in preparation for their mock speaking exams in November. They completed Theme 1 answers in Year 10. |
| **Perf Arts** | This term students will be focusing on preparing, rehearsing and refining their final pieces for Unit 2: Production/Performance. Within the Unit students must put on a performance or be part of the production team that does so and clearly state and evidence what they have done to prepare. Students must create a written log of their journey which as 3 areas of self-assessment at the start of the process, in the middle and just before the performance itself. |
| **Art** | Component 2 – The Wonderful Everyday Students started this project at the beginning of the Summer Term of Year 10. The project is building upon the teacher-directed skills learnt within the Portraiture project thus giving students more flexibility to independently direct artist inspirations, subject and media choices. It is the intention of the project to find beauty in the everyday/mundane and to really explore composition and proportion.The main techniques and skills taught this half-term will be:* Large Compositional Planning
* Compositional analysis
* Paper stretching & production of large painted composition
* Photography workshop
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| **GCSE PE** | Practical - Learners are assessed in their ability to select and perform appropriate skills consistently, precisely and with control and fluency in conditioned, competitive environments, adapting their performance to suit a variety of situations. Starting with Badminton then they will go to table tennis and trampolining.Course work – Analysing and Evaluating Performance (AEP)In addition to three practical performances, learners are required to demonstrate their ability to analyse and evaluate their own performance in order to:• analyse aspects of personal performance in a practical activity• evaluate the strengths and weaknesses of the performance• produce an action plan which aims to improve the quality and effectiveness of the performance. |
| **Cam Nat** | Students will spend this half term studying RO54 – Sport and the media. Learners will develop their knowledge and understanding of the relationship between sport and the media as well as their ability to evaluate and interpret the different ways in which sports items may be represented by the media. The skills developed would be relevant in a range of careers and roles within the sports industry, such as sports reporting/broadcasting, sports analysis or research and Public Relations or media work within a sports organisation.RO51 - Contemporary issues in sport, students will explore a range of topical and contemporary issues in sport, relating to participation levels and barriers, the promotion of values and ethical behaviour through sport and the role of high-profile sporting events and national governing bodies in advancing sports’ attempts to positively impact upon society and showcase their worth beyond providing entertainment |
| **Enterprise** | Students will spend this half term studying Component 3 - Promotion and Finance for Enterprises which is the examination component of their Tech Award qualification in Enterprise. The skills learned from these projects teach new perspectives and understanding on the world of business and enhance the student’s enterprise capability. The unit builds upon knowledge of business start-up and financial skills focused on in previous years blending the theoretical knowledge covered with practical activities as part of a Key Stage 4 qualification. Homework that relates to the topics covered is set on Doddlelearn.co.uk online homework platform every two lessons. |
| **Comp Sci** | Students will spend this half term studying Cyber Security which is a topic assessed by the final examination component of their GCSE Computer Science. The skills learned from these projects teach new perspectives and understanding on the world of IT and enhance the student’s digital capability. The units builds upon knowledge of data security and computer architecture focused on in previous years blending the theoretical knowledge covered with practical activities as part of a Key Stage 4 qualification. Homework that relates to the topics covered is set on Doddlelearn.co.uk online homework platform and Office 365 every two lessons. |
| **DIT** | Students will spend this half term studying Component 3 – Effective Digital Working Practices which is the examination component of their Tech Award qualification in Digital Information Technology. The skills learned from these projects teach new perspectives and understanding on the world of technology and enhance the student’s digital capability. The unit supplements the more traditional Office and ICT skills focused on in previous years blending the theoretical knowledge covered with practical activities as part of a Key Stage 4 qualification. Homework that relates to the topics covered is set on Doddlelearn.co.uk online homework platform every two lessons. |