

**Year 11 Curriculum Overview 2020-21**

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English Literature (AQA)	Topic	<i>AQA Power and Conflict Anthology</i>	<i>Macbeth</i>	<i>An Inspector Calls</i>	<i>Unseen</i>	<i>Exam Revision</i>	
	Content	<ul style="list-style-type: none"> <li>Revision of fifteen poems exploring poets' perspectives on power and conflict.</li> <li>Identification and analysis of poetic techniques.</li> <li>Each poem is re-taught and annotated in depth, using poetic devices.</li> <li>Creation of thesis ideas surrounding the poems and engagement with the bigger societal and thus universal message behind each poem.</li> <li>Clustering the poems within the themes of power and conflict whilst starting to draw comparisons across the poems.</li> <li>Comparative essays of the poems and their ideas about power and/or conflict.</li> </ul>	<ul style="list-style-type: none"> <li>Re-reading of Macbeth, re-covering plot and characters.</li> <li>In depth analysis of key scenes and key moments in the play.</li> <li>Revision of key ideas and universal themes explored by Shakespeare.</li> <li>Practice of exam style questions with emphasis on analytical essay-writing skills.</li> </ul>	<ul style="list-style-type: none"> <li>Re-reading of the play, solidifying understanding of the plot and characters.</li> <li>In depth analysis of key scenes and key moments in the play.</li> <li>Revision of key ideas and universal themes explored by Priestly, including an exploration of both socialist and capitalist societies</li> <li>Practice of exam style questions with emphasis on analytical essay-writing skills.</li> </ul>	<ul style="list-style-type: none"> <li>Revision of methodical approaches to unseen poetry, through exposure to a collection of un-seen poems.</li> <li>Identification of poetic techniques in un-seen poetry.</li> <li>Analysis of above poetic techniques.</li> <li>Emphasis on analytical essay writing skills.</li> </ul>	<ul style="list-style-type: none"> <li>Weekly rotation of revision texts prior to exam period.</li> <li>The texts for exam revision are: Macbeth, Power and Conflict Poetry, An Inspector Calls and Unseen poetry.</li> </ul>	
English Language (AQA)	Topic	Exploring Creative Writing and Fictional Texts	Exploring Non-Fiction Texts and Writers' Perspectives	Understanding how Writers Language and Structure for Effect.	Fiction and Non-Fiction Writing	Recapping Skills and Revision.	
	Content	<ul style="list-style-type: none"> <li>Making inferences from fictional texts.</li> <li>Exploring descriptive and narrative writing.</li> <li>Exploring how established writers use narrative and descriptive techniques to capture the interest of readers.</li> </ul>	<ul style="list-style-type: none"> <li>Exploring different texts and insights into writers' viewpoints and perspectives on thematic issues.</li> <li>Understanding the conventions different non-fiction forms including letters, speeches and broadsheet articles.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the use of language and structural devices within texts and how these are used to interest readers.</li> <li>Analysing writers' use of language and the impact this has on readers.</li> </ul>	<ul style="list-style-type: none"> <li>Developing written expression through writing prompts to support creative writing.</li> <li>Writing for specific purposes and audiences.</li> </ul>		
Maths (Pearson)	Topic	<b>Higher:</b> Geometry & Measure Algebra <b>Foundation:</b> Geometry & Measure	<b>Higher:</b> Geometry & Measure <b>Foundation:</b> Statistics Geometry & Measure	<b>Higher:</b> Statistics Geometry & Measure <b>Foundation:</b> Geometry & Measure	<b>Higher:</b> Algebra <b>Foundation:</b> Reviewing content	<b>Higher:</b> Reviewing content <b>Foundation:</b> Reviewing content	
	Content	<ul style="list-style-type: none"> <li><b>Higher:</b></li> <li>Right angled Trig</li> <li>Solving quadratics &amp; further Simultaneous equations</li> <li>Functions</li> <li>Quadratic inequalities</li> <li><b>Foundation:</b></li> <li>Pythagoras</li> <li>Right angled Trigonometry</li> <li>Bearings &amp; Scale Drawings</li> </ul>	<ul style="list-style-type: none"> <li><b>Higher:</b></li> <li>Bearings</li> <li>Circle theorems</li> <li>Further Trigonometry &amp; Trigonometric graphs</li> <li><b>Foundation:</b></li> <li>Statistics (Pie charts, comparing avg, stem and leaf)</li> <li>Congruence</li> <li>Similar shapes</li> </ul>	<ul style="list-style-type: none"> <li><b>Higher:</b></li> <li>Statistics (Further)</li> <li>Transformations</li> <li>Congruence</li> <li>Constructions and Loci</li> <li>Similar Shapes</li> <li>Vectors</li> <li><b>Foundation:</b></li> <li>Constructions and Loci</li> <li>Vectors</li> <li>Transformations</li> </ul>	<ul style="list-style-type: none"> <li><b>Higher:</b></li> <li>Gradients (Further), and area under a graph</li> <li>Kinematics</li> <li>Graphical transformations</li> <li>Iteration</li> <li>Algebraic proof</li> <li><b>Foundation:</b></li> <li></li> </ul>		
Science (AQA)	Topic	Forces Organic chemistry/(Quantitative chemistry for triple science only Homeostasis and response/reproduction/variation and evolution	Forces/ Organic chemistry/chemical analysis/Quantitative chemistry for triple science only Reproduction/variation and evolution	Waves and Electromagnetic waves/Light for triple science only Chemical analysis/chemistry of the atmosphere Inheritance/variation and evolution	Electromagnetism/ Chemistry of the atmosphere/Using resources Ecology	Reviewing content/revision	
	Content	<ul style="list-style-type: none"> <li>Vectors/moments/Hooke's Law/equations of motion</li> <li>Carbon compounds/properties of hydrocarbons/alkanes and alkenes/conservation of mass/moles/relative formula mass</li> <li>Homeostasis/the human nervous system/hormones/control of blood glucose/hormones in reproduction/meiosis/mitosis/DNA/Genetic inheritance</li> </ul>	<ul style="list-style-type: none"> <li>Equations of motion/Newton's Laws/</li> <li>Carbon compounds/properties of hydrocarbons/alkanes and alkenes/conservation of mass/moles/relative formula mass</li> <li>Genetic inheritance/evolution/selective breeding/genetic engineering/</li> </ul>	<ul style="list-style-type: none"> <li>Waves/wave properties/Properties of electromagnetic waves</li> <li>Formulations/chromatography/gas tests/composition of the atmosphere/greenhouse gases/climate change</li> <li>Fossils/extinction/resistant bacteria/classification</li> </ul>	<ul style="list-style-type: none"> <li>Magnetism/the electric motor/Fleming's left hand rule/magnetic fields</li> <li>Carbon footprint/pollutants/sustainable development/potable water/extracting metals/life cycle assessment</li> <li>Adaptations/Biodiversity/land use/global warming</li> </ul>		

Geography (AQA)	Topic	Challenges in the Human environment. Urban Issues and Challenges	The Changing Economic World	The Challenge of Resource Management	Skills Paper 3 issue evaluation practise Revision	
	Content	<ul style="list-style-type: none"> <li>Changes in the urban world</li> <li>Case study Rio NEE – issues and challenges</li> <li>Management for sustainability</li> <li>Urban changes in the UK HIC</li> <li>Case study Bristol</li> <li>Social, economic and environmental challenges</li> <li>Regeneration; The Temple Quarter</li> <li>Sustainable living – case study Frieberg</li> </ul>	<ul style="list-style-type: none"> <li>Demographic transition model</li> <li>Population structures</li> <li>Causes of uneven development</li> <li>Reducing the development gap</li> <li>Case study Nigeria</li> <li>The changing UK economy</li> <li>Science and business parks</li> <li>Impacts of industry</li> <li>Changing rural landscapes</li> <li>North South divide</li> <li>The UK in the wider world</li> </ul>	<ul style="list-style-type: none"> <li>Global distribution of resources</li> <li>Provision of food, water and energy in the UK</li> <li>Water management</li> <li>Global water supply</li> <li>Impact of water insecurity</li> <li>Increasing supply</li> <li>Case study – Lesotho Highland water Project</li> </ul>	<ul style="list-style-type: none"> <li>Map skills</li> <li>Data collection</li> <li>Data presentation</li> <li>Data analysis</li> <li>Conclusion</li> <li>Evaluation</li> <li>Stats</li> </ul>	
History (AQA)	Topic	Britain: Health and the people: c1000 to the present day	Norman England, c1066-1100	Norman England, c1066-1100	Norman England, c1066-1100 and Revision	
	Content	<ul style="list-style-type: none"> <li>Joseph Lister</li> <li>James Simpson</li> <li>WW1 and WW2- how did war make medical breakthroughs?</li> <li>The Germ Theory</li> <li>Koch vs Pasteur</li> <li>Fleming, Florey and Chain- how was penicillin discovered?</li> <li>The creation of the NHS</li> <li>20<sup>th</sup> /21st Century Medical advancements</li> </ul>	<ul style="list-style-type: none"> <li>Who are the main contenders to the throne?</li> <li>Battle of Stamford Bridge</li> <li>Battle of Hastings</li> <li>How did William keep control of England?</li> </ul>	<ul style="list-style-type: none"> <li>How did Normans change towns/villages?</li> <li>How did Normans change religion?</li> <li>Investiture Crisis</li> <li>Life for a monk</li> </ul>	<ul style="list-style-type: none"> <li>Historical Environment on exam (changes every year)</li> </ul>	
RS (AQA)	Topic	GCSE Religion, Relationships and Families – Islam & Christianity	GCSE Religion, Relationships and Families – Islam & Christianity GCSE Religion, Peace and Conflict – Islam & Christianity	GCSE Religion, Peace and Conflict – Islam & Christianity Revision	Revision	
	Content	<ul style="list-style-type: none"> <li>Relationships and Families:</li> <li>Human Sexuality</li> <li>Sexual relationships before &amp; outside marriage</li> <li>Contraception &amp; family planning</li> <li>Marriage</li> <li>Divorce &amp; remarriage</li> </ul>	<ul style="list-style-type: none"> <li>Relationships and Families:</li> <li>Religious teachings about the purpose of the family in the 21<sup>st</sup> Century</li> <li>Gender equality</li> <li>Religion, Peace and Conflict:</li> <li>Introduction to religion, peace, and conflict</li> <li>Violence, violent protest &amp; terrorism</li> <li>Reasons for war</li> </ul>	<ul style="list-style-type: none"> <li>Religion, Peace and Conflict:</li> <li>Nuclear war and weapons of mass destruction</li> <li>The just war</li> <li>Holy War &amp; religion as a cause of violence</li> <li>Pacifism &amp; peace-making</li> <li>Religious responses to victims of war</li> </ul>	Revision	
Spanish (AQA)	Topic	Work	Customs	Global issues	All content covered	
	Content	<ul style="list-style-type: none"> <li>Talking about job types</li> <li>Work experience using imperfect and preterite</li> <li>Pocket money</li> <li>Household chores</li> </ul>	<ul style="list-style-type: none"> <li>Talking about typical foods</li> <li>Festivals</li> <li>Using the past tense to talk about a special day</li> <li>Ordering a meal in a restaurant</li> <li>Talking about a music festival</li> </ul>	<ul style="list-style-type: none"> <li>Healthy lifestyles</li> <li>Exercise and food</li> <li>Global issues</li> <li>Unhealthy lifestyles</li> <li>Talking about natural disasters</li> </ul>	<ul style="list-style-type: none"> <li>Revision of modules 1 - 4</li> </ul>	
French (AQA)	Topic	Local, National, International and global areas of interest	Current and future study and employment	Current and future study and employment	Local, National, International and global areas of interest	Local, National, International and global areas of interest
	Content	<ul style="list-style-type: none"> <li>Saying what you do and did on holiday</li> <li>Ordering in a restaurant</li> <li>Talking about holiday disasters</li> <li>Revising what you normally do on holiday</li> <li>Dealing with a hotel stay</li> <li>Talking about travelling</li> </ul>	<ul style="list-style-type: none"> <li>Discussing healthy and unhealthy living</li> <li>Talking about school activities</li> <li>Talking about successes at school</li> <li>Giving opinions on school subjects and facilities</li> <li>Talking about your school and school in France</li> <li>Discussing rules and regulations</li> </ul>	<ul style="list-style-type: none"> <li>Talking about jobs</li> <li>Discussing work preferences</li> <li>Talking about plans, hopes, and wishes</li> <li>Talking about how you earn money</li> <li>Discussing work experience</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the weather and natural disasters</li> <li>Talking about protecting the environment</li> <li>Discussing ethical shopping</li> </ul>	<ul style="list-style-type: none"> <li>Talking about volunteering</li> <li>Using emphatic pronouns</li> </ul>

Computer Science (OCR)	Topic	Programming project Programming	Programming project Robust programs	Programming project Computational logic/Translators	Programming project Data representation	
	Content	<ul style="list-style-type: none"> <li>Programming project is a two person dice game. There are 4 stages to complete for it – design/develop/test and evaluate</li> <li>Use of Python programming resources available through student onenote notebook</li> </ul>	<ul style="list-style-type: none"> <li>Programming project is a two person dice game. There are 4 stages to complete for it – design/develop/test and evaluate</li> <li>Defensive design</li> <li>Testing</li> </ul>	<ul style="list-style-type: none"> <li>Programming project is a two person dice game. There are 4 stages to complete for it – design/develop/test and evaluate</li> <li>Binary/logic gates/Boolean algebra revisited/Low level and high level languages/assemblers/compiler and interpreters</li> </ul>	<ul style="list-style-type: none"> <li>Programming project is a two person dice game. There are 4 stages to complete for it – design/develop/test and evaluate</li> <li>Numbers/characters/images/sound/compression</li> </ul>	<ul style="list-style-type: none"> <li>Revision and exam preparation</li> </ul>
Music (Eduqas)	Topic	*Revision of AOS4 Popular Music (Including Rainbow Set work) *Revised coursework requirements/ coursework development	*Focus of AOS1 Forms and Devices (Including introduction of Mozart Set work). *Ongoing coursework development	*Focus of AOS2 Music for Ensemble *Revision of both set works *Ongoing development and refinement of coursework	*Revision of AOS3 Film Music *Revision of both set works *Completion and submission of coursework	Component 3 Appraising Focus, all AOS for exam
	Content	<u>Composing-</u> <ul style="list-style-type: none"> <li>Ongoing development with free composition or exam released brief</li> </ul> <u>Performing-</u> <ul style="list-style-type: none"> <li>Ongoing development with Solo performance (Solo focus due to COVID restrictions)</li> </ul> <u>Appraising-</u> <ul style="list-style-type: none"> <li>Revision and appraising activities based on the 'Rainbow' set work and music derived from AOS4, Popular Music.</li> </ul>	<u>Composing-</u> <ul style="list-style-type: none"> <li>Ongoing development with free composition or exam released brief</li> </ul> <u>Performing-</u> <ul style="list-style-type: none"> <li>Ongoing development with Solo performance (Solo focus due to COVID restrictions) <i>Performances to be recorded as soon as possible. Potential recording slots off timetable/intervention. To be confirmed as soon as possible.</i></li> </ul> <u>Appraising-</u> <ul style="list-style-type: none"> <li>Focus of Mozart set work from AOS1 plus context of AOS1</li> </ul>	<u>Composing-</u> <ul style="list-style-type: none"> <li>Ongoing development with free composition or exam released brief</li> </ul> <u>Performing-</u> <ul style="list-style-type: none"> <li>Ongoing development with Solo performance (Solo focus due to COVID restrictions)</li> <li><i>Performances to be recorded as soon as possible. Potential recording slots off timetable/intervention. To be confirmed as soon as possible.</i></li> </ul> <u>Appraising-</u> <ul style="list-style-type: none"> <li>Revision of both set work, continual revision of AOS.</li> </ul>	<u>Composing-</u> <p>Completion of free composition or exam released brief-</p> <ul style="list-style-type: none"> <li>Recording of completed composition</li> <li>Score or Written Commentary</li> <li>Completed EDUQAS Composition Log</li> </ul> <u>Performing-</u> <p>Completion of Solo performance (Solo focus due to COVID restrictions)-</p> <ul style="list-style-type: none"> <li>Recording of Solo Performance</li> <li>Score to accompany Solo Performance</li> </ul> <u>Appraising-</u> <ul style="list-style-type: none"> <li>Revision of both set work, continual revision of AOS.</li> </ul>	Practicing/securing Appraising skills across all four Areas of Study- <ul style="list-style-type: none"> <li>AOS1 Forms and Devices (including Mozart set work)</li> <li>AOS2- Music for Ensemble</li> <li>AOS3- Film Music</li> <li>AOS4- Popular Music (including Rainbow set work)</li> <li>extended writing practice for specified question</li> </ul>
Art (AQA)	Topic	Final Major Project	Final Major Project	Exam Project	Exam Project	
	Content	<ul style="list-style-type: none"> <li>Formal elements</li> <li>Artist research and responses</li> <li>Exploring media, techniques and processes</li> <li>Largescale work</li> <li>Refining and developing</li> </ul>	<ul style="list-style-type: none"> <li>Formal elements</li> <li>Artist research and responses</li> <li>Exploring media, techniques and processes</li> <li>Largescale work</li> <li>Refining and developing</li> <li>Final outcome</li> </ul>	<ul style="list-style-type: none"> <li>Selecting appropriate starting points</li> <li>Visual mind map and initial ideas</li> <li>Formal elements</li> <li>Artist research and responses</li> <li>Exploring media, techniques and processes</li> <li>Largescale work</li> <li>Refining and developing</li> </ul>	<ul style="list-style-type: none"> <li>Selecting appropriate starting points</li> <li>Visual mind map and initial ideas</li> <li>Formal elements</li> <li>Artist research and responses</li> <li>Exploring media, techniques and processes</li> <li>Largescale work</li> <li>Refining and developing</li> <li>Final outcome – made during exam 10 hours.</li> </ul>	
PE (Pearson)	Topic	Fitness and Body Systems	Health, Fitness and Wellbeing	Fitness and Body Systems	Health, Fitness and Wellbeing	
	Content	<ul style="list-style-type: none"> <li>Functions of the skeleton</li> <li>Structure of the skeleton and vertebral column</li> <li>Classification of joints and movement Ligaments, Tendons, Muscle types</li> <li>Cardiovascular system and exercise</li> <li>The Heart and Blood pressure</li> </ul>	<ul style="list-style-type: none"> <li>Cardio and respiratory working together</li> <li>Anaerobic and Aerobic exercise</li> <li>Energy Sources</li> <li>Short- and long-term effects on muscles</li> <li>Physical, Emotional and Social, Health</li> <li>Lifestyle Choices</li> </ul>	<ul style="list-style-type: none"> <li>Interpreting graphs and data</li> <li>Lever Systems: Classes</li> <li>Lever Systems: Mechanical Advantage</li> <li>Health, Exercise, Fitness and performance</li> <li>Components of fitness: Health/Skill</li> <li>Fitness tests</li> </ul>	<ul style="list-style-type: none"> <li>Methods of Training</li> <li>Optimising training</li> <li>Physical, Emotional and Social, Health</li> <li>Lifestyle Choices</li> <li>Sedentary Lifestyle</li> <li>Energy and Diet and Hydration</li> </ul>	

		<ul style="list-style-type: none"> <li>• The structure of Blood Vessels and distribution</li> </ul>	<ul style="list-style-type: none"> <li>• Energy and Diet and Hydration</li> </ul>	<ul style="list-style-type: none"> <li>• The principals of training</li> </ul>	<ul style="list-style-type: none"> <li>• Diet manipulation</li> </ul>		
Photography (AQA)	Topic	Final Major Project	Final Major Project	Exam			
	Content	<ul style="list-style-type: none"> <li>• Mind mapping</li> <li>• Planning</li> <li>• Research</li> <li>• Artist work</li> </ul> <p>Responses to artists and theme.</p>	<ul style="list-style-type: none"> <li>• Responding to the theme and influences of artists' work.</li> <li>• Creating a series of final outcomes.</li> <li>• Completed book work.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment objectives</li> <li>• Selecting the question, they wish to respond to.</li> <li>• Mind mapping / Mood boards</li> <li>• Understanding the theme.</li> <li>• Initial ideas</li> <li>• Planning</li> <li>• Research</li> <li>• Artist work</li> </ul>			
PSHE	Topic	Living in the wider world	Living in the wider world	Health and Wellbeing	Health and Wellbeing	Relationships	
	Content	<ul style="list-style-type: none"> <li>• GCSE revision and study skills</li> <li>• Applying to college or university</li> <li>• Independent living</li> <li>• Preparing for job interviews</li> <li>• Health and safety at work</li> <li>• Trade unions</li> </ul>	<ul style="list-style-type: none"> <li>• Animal rights and sustainability</li> <li>• Pollution, plastics and the environment</li> <li>• Globalisation</li> <li>• Multiculturalism</li> <li>• Right-wing extremism</li> <li>• The dark web</li> <li>• Cyber crime and online fraud</li> </ul>	<ul style="list-style-type: none"> <li>• Identity and diversity</li> <li>• Privilege</li> <li>• Body positivity</li> <li>• Fertility and reproductive health</li> <li>• CPR</li> </ul>	<ul style="list-style-type: none"> <li>• Perseverance</li> <li>• Importance of sleep</li> <li>• Risk taking</li> <li>• Gambling</li> <li>• Digital footprints</li> <li>• Personal safety</li> </ul>	<ul style="list-style-type: none"> <li>• Types of relationships</li> <li>• Consent, rape and sexual harassment</li> <li>• 'Good' sex</li> <li>• Safe sex and 'chem' sex</li> <li>• Break ups</li> </ul>	