

## Y11 Curriculum map 2019-20 Key topics, concepts and skills

*\*Please note this is subject to change depending upon the amount of support and consolidation individual classes require and as departments continue to review their curriculum on a regular basis*

|                                     | Autumn   |  | Spring  |                             | Summer   |
|-------------------------------------|--|--|---|-----------------------------|--|
|                                     | Term 1   | Term 2   | Term 3  | Term 4                      | Term 5   |
| <b>Art</b>                          | Component 1: Project 2 cont.<br><br>Architecture<br>Skulls<br>Landscapes continued   | Component 1: Project 2 cont.   | <u>Component 2: Externally set assignment distributed</u>   | Continuation of component 2 | Completion of component 2                                    |
| <b>Biology<br/>(single science)</b> | <u>Reproduction</u><br><br>Asexual and sexual reproduction, meiosis, genetics, DNA and protein synthesis, genetic engineering, cloning | <u>Variation and evolution</u><br><br>Natural selection, evolution, selective breeding, speciation, classification | The eye<br><br><u>Ecology:</u><br>carbon cycle, decay, biogas, effect of humans: water, air pollution, deforestation, peat bogs, global warming, maintaining biodiversity, intensive farming and fishing, mycoprotein and GM, factors affecting food security | Ecology cont.               | <u>Revision programme including required practical recap</u> |

**Y11 Curriculum map 2019-20**  
**Key topics, concepts and skills**

|                                       |   |   |  |   |   |
|---------------------------------------|---|---|--|---|---|
| <b>Biology<br/>(combined science)</b> | <p><u>Reproduction</u></p> <p>Asexual and sexual reproduction, meiosis, genetics, DNA, genetic engineering, cloning</p>   | <p><u>Variation and evolution</u></p> <p>Natural selection, evolution, selective breeding, speciation, classification</p>   | <p>Variation and evolution cont.</p>   | <p><u>Ecology</u></p> <p>carbon cycle, decay, effect of humans: water, air pollution, deforestation, peat bogs, global warming, maintaining biodiversity,</p> | <p><u>Revision programme including required practical recap</u></p> |
| <b>Business Studies</b>               | <p><u>Making Operational Decisions</u></p> <p>Production processes including, job, batch and flow, impact of technology on production, quality control and quality assurance, customer service, stock control techniques including Just in Time and stock control charts, role of procurement and the sales process.</p> <p><u>Making Financial Decisions</u></p> <p>Business calculations, gross profit, net profit,</p> | <p>Making financial decisions continued</p> <p><u>Making Human Resource Decision</u></p> <p>Organisational structures, recruitment, selection, training and development, motivation</p> | <p><u>Making Marketing Decisions</u></p> <p>Design mix, product life cycle, pricing strategies, promotion strategies, methods of distributions, impact of technology on marketing.</p> | <p><u>Revision Programme</u></p>  | <p><u>Revision Programme</u></p>                                    |

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|                                       |  |  |  |   |                 |
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|                                       | ratio analysis, average rate of return, use and interpretation of quantitative data  |  |  |   |                 |
| <b>Chemistry<br/>(single science)</b> | <u>Rates of reaction</u><br><br>-Collision theory<br>-Surface area<br>-Concentration<br>-Temperature<br>-Catalysts<br>-Reversible reactions<br>-Haber process<br>-Equilibria<br><br><i>All topics have the key skill areas embedded within them: knowledge gain, maths, apparatus and technique, and working scientifically.</i> | <u>Organic chemistry</u><br><br>-Alkanes and properties<br>-Fractional distillation<br>-Cracking<br>-Alkenes<br>-Alcohols<br>-Carboxylic acids<br>-Addition polymers<br>-Condensation polymers<br>-Amino acids<br>-DNA<br><br><u>Atmosphere (completed independently)</u><br><br>-Current atmosphere<br>-Ancient atmosphere<br>-Pollutants<br>-Carbon dioxide<br>-Greenhouse effect<br>-Carbon footprint | Organic chemistry cont.<br><br><u>Analysis</u><br><br>-Pure and mixture<br>-Chromatography<br>-Gas tests<br>-Positive ion tests<br>-Negative ion tests | <u>Using resources</u><br><br>-Potable water<br>-Distillation<br>-Resources, sustainability and metals<br>-Recycling and LCA<br>-Corrosion<br>-Ceramic and composite<br>-NPK fertiliser | <u>Revision</u> |

**Y11 Curriculum map 2019-20**  
**Key topics, concepts and skills**

|   |   |   |   |  |                 |
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| <b>Chemistry<br/>(combined science)</b> | Rates of reaction cont.<br><br><u>Organic chemistry</u><br><br>-Alkanes and properties<br>-Fractional distillation<br>-Cracking<br><br><i>All topics have the key skill areas embedded within them: knowledge gain, maths, apparatus and technique, and working scientifically.</i> | Organic chemistry cont.<br><br><u>Atmosphere</u><br><br>-Current atmosphere<br>-Ancient atmosphere<br>-Pollutants<br>-Carbon dioxide<br>-Greenhouse effect<br>-Carbon footprint | <u>Analysis</u><br><br>-Pure and mixture<br>-Chromatography<br>-Gas tests<br><br><u>Using resources</u><br><br>-Potable water<br>-Distillation<br>-Resources, sustainability and metals<br>-Recycling and LCA | <u>Revision</u>  | <u>Revision</u> |
| <b>Computer Science</b>                 | <u>Components of a computer system</u><br><br>Computer Systems<br>The CPU<br>Memory<br>CPU and Performance<br>Secondary Storage<br><br>Translators<br><br>Ethical Issues<br>Legal Issues<br>Environmental issues  | <u>System Software</u><br><br>The Operating System, Utilities.<br>Application Software.   | <u>Networks</u><br><br>Wired/Wireless<br>Network Topologies<br>Network Protocols<br>Cyber Security Threats  | Networking/Cyber Security cont.<br><br><u>Revision</u> | <u>Revision</u> |
|   |   | Completion of exam board set project  |   |  |                 |

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| <b>Creative iMedia<br/>(vocational)</b> |                   | <u>Fundamentals of website design and creation</u>   | Fundamentals of website design and creation cont. | <u>Exam preparation</u><br><br>Pre-Production skills<br>Creating Digital graphics       | <u>Storytelling with a comic strip</u>   | Storytelling with a comic strip cont.        |
| <b>Design Technology</b>                |                   | <u>NEA</u><br><br>Research, specification, design ideas, development<br>Theory: Quizzes, homework, revision topics linked to the PPE's.<br>Designers and companies covered in NEA. |   | <u>NEA: Practical</u><br><br><u>Theory: Materials revision</u>                          | <u>NEA: Evaluation</u><br><br><u>Theory: Processes revision</u>                        | <u>Theory: All remaining topics revision</u> |
| <b>Engineering</b>                      |                   | <u>NEA design and PPE revision</u>   | <u>NEA: making</u>                                | <u>NEA: testing and evaluation</u>  | <u>Revision</u>  | <u>Revision</u>                              |
| <b>English</b>                          | <b>Language</b>   | <u>WJEC Eduqas Component 2</u><br><br><u>Responding to unseen C19th &amp; C20th non fiction</u>  | WJEC Eduqas Component 2 cont.                     | <u>Intervention revision programme: WJEC Eduqas components 1 and 2</u>                  | Intervention revision programme: WJEC Eduqas components 1 and 2 cont.                  |  |
|   | <b>Literature</b> | <u>Paper 1: The Sign of the Four</u>   | Paper 1: The Sign of the Four cont.               | <u>Literature revision: Animal Farm, conflict poetry, Macbeth, The Sign of the Four</u> | Literature revision: Animal Farm, conflict poetry, Macbeth, The Sign of the Four cont. |  |

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|  |  |   |   |  |  |
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| <p style="text-align: center;"><b>Events Operations<br/>(vocational)</b></p>                                 | <p><u>Unit 3 Event Planning</u><br/><u>Investigate event requirements</u></p> <p>Design research tools<br/>Analyse event research<br/>Report research findings</p>   | <p><u>Understand event operations</u></p> <p>Explain event finances<br/>Describe administration requirements<br/>Explain how promotional activities achieve event objectives<br/>Propose resource requirements for events</p> | <p><u>Plan events</u></p> <p>Set objectives<br/>Plan event activities<br/>Use planning tools<br/>Explain how experience of running events informs event proposals</p> | <p>Plan events cont.</p> <p>Possible resit of exam or redo of unit 1</p>                                       | <p>Supervised revision</p>                           |
| <p style="text-align: center;"><b>Hospitality and Catering<br/>(vocational)<br/>Unit 2 NEA practical</b></p> | <p><u>Practical recap of preparation and cooking skills from Year 10.</u></p> <p>Recap functions of nutrients, nutritional needs of specific groups, excesses and deficiencies, cooking methods and effect on nutrition.</p> | <p><u>Menu planning and trialling dishes for Unit 2 NEA.</u></p> <p>Environmental issues</p> <p>Meeting customer needs</p>  | <p><u>Recap on quality, safety and hygiene</u></p> <p><u>Planning and execution of NEA 3 hour practical exam</u></p>  | <p><u>Final review and write up of Unit 2 NEA project.</u></p>   | <p><u>Revision and exam practice for Unit 1.</u></p> |
| <p style="text-align: center;"><b>Hospitality and Catering<br/>(vocational)<br/>Unit 1 written exam</b></p>  | <p><u>Food related causes of ill health.</u></p> <p><u>Role and responsibilities of the EHO.</u></p>   | <p><u>Food safety legislation.</u></p> <p><u>Common causes of food poisoning.</u></p>   | <p><u>Symptoms of food induced ill health</u></p>   | <p><u>Review options for Hospitality and Catering provision.</u></p> <p><u>Revision and exam practice.</u></p> | <p><u>Revision</u></p>                               |

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| <b>French</b>    | <u>The environment</u>  | <u>Social issues</u>  | <u>My region; transport</u>  | <u>Health</u>  | <u>Revision</u>   |
| <b>Games</b>     | Students choose an activity a list of options. Likely options include: <ul style="list-style-type: none"> <li>● Netball</li> <li>● Football</li> <li>● Rugby</li> <li>● Hockey</li> <li>● Badminton/<br/>Table Tennis</li> <li>● Handball</li> <li>● Basketball</li> <li>● RTB – benchball, volleyball, dodgeball.</li> </ul> |   | Students choose a fitness activity from the following list: <ul style="list-style-type: none"> <li>● HIIT/Circuits</li> <li>● Pilates/Core Conditioning</li> <li>● Outdoor Boot camp</li> <li>● Running</li> <li>● Rowing</li> </ul> | Students choose an activity a list of options. Likely options include: <ul style="list-style-type: none"> <li>● Netball</li> <li>● Football</li> <li>● Rugby</li> <li>● Hockey</li> <li>● Badminton/<br/>Table Tennis</li> <li>● Handball</li> <li>● Basketball</li> <li>● RTB – benchball, volleyball, dodgeball</li> </ul> | Students choose an activity from the following list: <ul style="list-style-type: none"> <li>● Tennis</li> <li>● Rounders/<br/>Softball</li> <li>● Athletics</li> <li>● Cricket</li> </ul> |
| <b>Geography</b> | <u>Cities</u><br>Urbanisation<br>UK city and fieldtrip to Manchester  | <u>Cities</u><br>Mexico City<br>Global development:<br>India<br>Revision of skills for PPE                      | <u>Resource Management</u><br>Water supplies in the UK and around the world.   | <u>UK challenges</u><br>Issues facing the UK e.g. sustainable transport, two-speed Britain.  | <u>Exam preparation</u>   |
| <b>German</b>    | <u>Local &amp; regional features and characteristics</u><br><br>Bist du schon nach Deutschland gefahren?  | <u>School Studies</u><br><br>Was lernst du (nicht) gern und warum?<br><br>Was möchtest du nächstes Jahr machen? | <u>The Environment</u><br><br>Welche Umweltprobleme gibt es in deiner Gegend?<br><br>Was sollte man machen, um die Umwelt zu schützen?   | <u>Revision</u>  | <u>Revision</u>   |

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|  |   |  |   |  |  |
|--|---|--|---|--|--|
|  | <p>Was für eine Touristenattraktion hast du neulich besucht?</p> <p>Wie findest du Urlaub in....?</p> <p>Wie findest du Tourismus?</p> <p><u>Holidays &amp; tourism</u></p> <p>Wohin fährst du normalerweise in Urlaub?</p> <p>Was machst du normalerweise im Urlaub?</p> <p>Was ist besser – Urlaub mit Freunden oder Urlaub mit der Familie</p> <p>Wohin bist du letztes Jahr in Urlaub gefahren?</p> <p>Was hast du gemacht?</p> |  | <p>Was recycelst du?</p> <p>Was machst du, um die Umwelt zu schützen?</p> <p>Was machst du zu Hause/in der Schule...?</p> <p>Was hast du gemacht, um die Umwelt zu schützen?</p> <p>Was wirst du machen, um die Umwelt zu schützen?</p> |  |  |
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|----------------|---|--|--|---|--|
|                | <p>Wie war es?</p> <p>Wohin wirst du nächstes Jahr fahren?</p> <p>Wie wäre dein Traumurlaub?</p>  |  |  |   |  |
| <b>History</b> | <p><u>Health &amp; the People c. 1000-present</u></p> <p>-19<sup>th</sup> century: a revolution in medicine<br/>         - Modern medicine including public health, warfare, NHS &amp; surgery</p>  | <p><u>Elizabethan England 1558-1603</u></p> <p>-Parliament<br/>         -Religious problems<br/>         -Social issues &amp; poverty<br/>         -Trade &amp; rivalry</p>  |  | <p><u>Revision</u></p>  |  |
| <b>Maths</b>   | <ul style="list-style-type: none"> <li>• Handling data 2</li> <li>• Calculations</li> <li>• Pythagoras, trigonometry &amp; vectors</li> <li>• Probability of combined events.</li> </ul>  | <ul style="list-style-type: none"> <li>• Sequences</li> <li>• Units &amp; proportionality</li> <li>• Skills testing, revision &amp; exam preparation.</li> </ul>   | <ul style="list-style-type: none"> <li>• Exam preparation.</li> </ul>  |   |  |
| <b>Music</b>   | <p><u>Exam: Concerto Through Time</u></p> <p>. Baroque<br/>         . Classical<br/>         . Romantic<br/>         . Solo Concerto<br/>         . Concerto Grosso</p> <p><u>Performance</u><br/>         Examination Solo Performance</p> | <p><u>Rhythms of the World</u><br/>         Israeli, and Palestinian Music</p> <p><u>Exam Revision of Rhythms of the World</u></p> <p>African<br/>         Indian Classical<br/>         Bhangra<br/>         Calypso<br/>         Samba</p> | <p><u>Exam preparation</u></p> <p>Familiarity of exam question rubric, continued work on paragraph question. Focus on skeleton score questions.<br/>         Conventions of Pop revision</p> | <p><u>Exam preparation</u></p> <p>Revision<br/>         Concerto through time</p> |  |

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|           | <p><u>Composition</u><br/>         Composition 1 deadline<br/>         Set brief composition started October</p> <p>Rhythms of the World<br/>         Indian Classical<br/>         Bhangra<br/>         Greek Music</p>  | <p>Greek, Palestinian, Israeli<br/>         Exam technique for paragraph questions and Comparison questions</p> <p><u>Performance</u><br/>         Ensemble Performance</p> <p><u>Composition</u><br/>         Complete set brief composition</p>  | <p>Film and Game Music<br/>         revision</p> <p><u>Performance</u><br/>         Intervention</p> <p><u>Composition</u><br/>         Write ups</p>   |                        |
| <b>PE</b> | <p>Engagement Patterns cont.</p> <p><u>Commercialisation of sport</u></p> <ul style="list-style-type: none"> <li>● Golden Triangle</li> <li>● Effects of the media</li> <li>● Effects of sponsorship</li> </ul> <p><u>Ethics and Sport</u></p> <ul style="list-style-type: none"> <li>● Sportsmanship</li> <li>● Gamesmanship</li> <li>● Deviance</li> <li>● Etiquette</li> </ul> | <p><u>Sports Psychology</u></p> <ul style="list-style-type: none"> <li>● Motor</li> <li>● Skilful Movement</li> <li>● Classification of Skills</li> <li>● Goal Setting</li> <li>● Mental Preparation</li> <li>● Guidance</li> <li>● Feedback</li> </ul> <p><u>AEP Coursework</u></p> <p><u>Practical Assessments</u></p> | <p><u>Health, well-being and fitness</u></p> <ul style="list-style-type: none"> <li>● benefits of exercise on physical, emotional and social health</li> <li>● consequences of sedentary lifestyle on physical, emotional and social health</li> <li>● Diet and nutrition</li> </ul> <p><u>Revision</u></p> | <p><u>Revision</u></p> |

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|   |   |  |   |  |                        |
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|   | <ul style="list-style-type: none"> <li>• Performance enhancing drugs</li> <li>• Violence</li> </ul>   |  |   |  |                        |
| <b>Performing Arts<br/>(vocational)</b>                       | <u>Feedback from Year 10 Unit 2 performances</u><br><br><u>Begin Unit 1 prep.</u><br><br><u>Unit 3 revision and 'mini tests'.</u>   | <u>Unit 1 presentations and portfolios</u><br><br><u>Unit 3 practice paper</u> | <u>Start final Unit 2 pieces.</u><br><br><u>Continue Unit 3 prep using feedback from exam and practise paper.</u> | <u>Perform and submit final Unit 2 pieces</u><br><br><u>Unit 3 revision and practice paper</u> | <u>Unit 3 revision</u> |
| <b>Personal Development<br/>(topics taught on a rotation)</b> | <p>The following topics are covered in Year 11:</p> <p>Online safety and the role of the media<br/> Laws and the legal system including democracy<br/> Careers: employability skills, career options, decision-making and group interviews<br/> Personal finance<br/> Health and wellbeing<br/> Taking action in your world<br/> Sex and relationships education: health related, consent<br/> Identities and diversity in the UK</p> |  |   |  |                        |
| <b>Physics<br/>(Combined Science)</b>                         | <u>AQA Forces</u><br><br>Scalars/Vectors<br>Weight<br>Resultants  | <u>Forces cont.</u><br><br>Velocity/Time<br>Acceleration<br>$v^2 = u^2 + 2as$  | <u>AQA Waves</u><br><br>Types of Waves<br>Properties<br>Water Waves   | Waves cont.<br><br>Reflection<br>Refraction  | <u>Revision</u>        |

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|                                       |   |   |  |  |                 |
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|                                       | Work Done<br>Hooke's Law<br>Energy in Springs<br>Moments<br>Balanced Mom<br>Fluid Pressure<br>Atmospheric Pres<br>Speed / Velocity<br>Distance / Time                                       | F=MA<br>3 Laws of Motion<br><br>Forces cont.<br><br>Terminal Vel<br>Stopping Dist   | Waves on a string<br>EM Waves<br>Infra Red<br>Effects of EM  | <u>AQA Magnets</u><br><br>Basic Magnets<br>Magnetic Fields<br>Electromagnets |                 |
| <b>Physics<br/>(Separate Science)</b> | <u>AQA Waves</u><br><br>Types of Waves<br>Properties<br>Water Waves<br>Waves on a string<br>EM Waves<br>Infra Red<br>Radio Waves<br>Reflection<br>Refraction<br>Lenses<br>Convex<br>Concave | <u>Waves cont.</u><br><br>Filters<br>Black Body<br>Human Hearing<br>Ultrasound<br>Seismic Waves<br><br><u>AQA Magnets</u><br><br>Basic Magnets<br>Magnetic Fields<br>Electromagnets | Magnets cont.<br><br>Fleming's Rule<br>Electric Motors<br>Lenz's Law<br>Generators<br>Microphones<br>Speakers<br>Transformers<br><br><u>AQA Space</u><br><br>Solar System<br>Star Life Cycle<br>Satellites<br>Redshift<br>Big Bang | <u>Revision</u>  | <u>Revision</u> |

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|  |   |  |  |  |                                 |
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| <b>Religion, Philosophy &amp; Ethics</b> | <u>Theme D Religion, War and Peace cont. from Year 10</u><br><br>Pacifism<br>Causes of War<br>Holy War<br>Just War Theory<br>Terrorism and Protest<br>Weapons of Mass Destruction<br>Religious Responses to victims of war<br><br><u>Studies in Religion - Hindu beliefs</u><br><br>Beliefs<br>Brahman<br>Trimurti<br>Deities<br>Avatars<br>Atman<br>Reincarnation<br>Karma<br>Moksha | Studies in Religion<br>Hindu beliefs cont. | <u>Studies in Religion Hindu practices</u><br><br>Worship in the mandir and at home<br>Focus of worship<br>Four Yogas<br>Pilgrimage - Kumbh Mela and Varanasi<br>Gurus<br>Festivals - Holi and Diwali<br>Cow protection<br>Hindu charities that promote inclusion<br><br><u>Theme F: Religion, Human Rights and Social Justice</u><br><br>Human rights including racism, status of women, treatment of homosexuals and freedom of religious expression.<br><br>Poverty including use of wealth, people-trafficking, excessive interest on loans, and fair pay<br>Charity | Theme F: Religion, Human Rights and Social Justice cont.<br><br><u>Christian Practices revisited</u><br><br>The role of the world wide church in dealing with persecution, church-growth and reconciliation. | <u>Revision and exam skills</u> |
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|  | Hindu cosmology<br>including Maya<br>Sanatana dharma<br>Varnashrama dharma |  |  |  |  |
|--|--|--|--|--|--|