



# Year 11 Curriculum Delivery Map

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Core Subjects	<b>English Language and Literature</b>	Literature Paper 1: Pre 19th century Literature Paper 1: Shakespeare Revision for Year 11 Mock exams: Language Paper 2 and Literature Paper 1		Revision: Language Paper 1 and Language Paper 2 Revision: Literature Paper 2: Modern Text Revision: Literature Paper 2: Cluster and Unseen Poetry		Revision that follows the bespoke timetable class teachers have put together Outlined in Year 11 countdown sheet.
	<b>Mathematics</b>	A selection of these topics will be covered throughout the year, as appropriate to the strength of prior learning and progress made, returning to them as necessary to build deeper understanding and use the applications. The topics from previous years will also be revisited. Much of this year is revision based, and will be building upon the topics covered in previous years and extending to new applications, involving problem-solving, reverse calculations, proof and algebraic situations. Calculator skills will be covered in every topic in every year. Each topic will incorporate algebraic problems and reverse problems wherever possible to encourage deeper understanding of the process. <ul style="list-style-type: none"> <li>Number: Percentages, types of number, iteration</li> <li>Algebra: Harder graphs, plotting and using them, proof, solving equations, rearranging equations, functions, simultaneous equations</li> <li>Ratio: Proportion, scale factors, compound measures</li> <li>Shape: Vectors. Similarity, Area, volume, nets, working in 3D, angle facts, Trigonometry</li> <li>Statistics: Tree diagrams, skew, Probability</li> </ul>				
	<b>Combined Science</b>	<ul style="list-style-type: none"> <li>CC13 Groups in the Periodic Table</li> <li>CC14 Rates of Reaction</li> <li>CC15 Heat Energy Changes in Chemical Reactions</li> <li>CB8 Exchange and Transport in Animals</li> <li>CP10 Magnetism and the Motor Effect</li> <li>CP11 Electromagnetic Induction</li> </ul> Review Mock		<ul style="list-style-type: none"> <li>CB9 Ecosystems and Material Cycles</li> <li>CC16 Fuels</li> <li>CC17 Earth and Atmosphere</li> <li>CP12 Particle Model</li> <li>CP13 Forces and Matter</li> </ul>		Review Mock Preparation for GCSEs
	<b>Separate Science</b>	<ul style="list-style-type: none"> <li>SB8 exchange and Transport in Animals</li> <li>SB9 Ecosystems and Material Cycles</li> <li>SC20 Fuels</li> <li>SC21 Earth and Atmospheric Science</li> <li>SC22 Hydrocarbons</li> <li>SC23 Alcohols and Carboxylic Acids</li> <li>SP12 Magnetism and the Motor Effect</li> <li>SP13 Electromagnetic Induction</li> </ul> Review Mock		<ul style="list-style-type: none"> <li>SB9 continued</li> <li>SC24 Polymers</li> <li>SC25 Qualitative Analysis</li> <li>SC26 Nanoparticles</li> <li>SP14 Particle Model</li> <li>SP15 Forces and Matter</li> </ul>		Review Mock Preparation for GCSEs
<b>Physical Education</b>	They will have a specialist focus; Competition & Performance, Leadership, Fitness & Health across the following activity domains: Invasion Games, Net Games, Field & Striking, Health Related Fitness, Athletics, Outdoor & Adventurous Activities, Gymnastic Activities and Leadership Activities					
EBACC	<b>History</b>	<ul style="list-style-type: none"> <li>Weimar and Nazi Germany 1918-1939: Key topic 1- Weimar Republic (paper 3)</li> <li>Weimar and Nazi Germany 1918-1939: Key topic 2- Hitler's rise to power 1919-1933 (paper 3)</li> <li>Two weeks revisiting paper 2</li> </ul>		<ul style="list-style-type: none"> <li>Weimar and Nazi Germany 1918-1939: Key topic 3- Nazi control and dictatorship 1933-1939 (paper 3)</li> <li>Weimar and Nazi Germany 1918-1939: Key topic 4- Life in Nazi Germany 1918-1939 (paper 3)</li> <li>GCSE revision</li> </ul>		Revision of all units
	<b>Geography</b>	<b>Changing Economic World</b> <ul style="list-style-type: none"> <li>Development</li> <li>Causes of uneven development</li> <li>Solutions to uneven development</li> <li>Case study LIC Nigeria</li> <li>Opportunities and Challenges</li> <li>Case study HIC - UK</li> <li>location</li> <li>Opportunities and Challenges</li> </ul>		<b>Resource Management</b> <ul style="list-style-type: none"> <li>The importance of food, energy and water resources to the UK.</li> <li>The changing demand and provision of resources in the UK create opportunities and challenges.</li> <li>Demand for food resources is rising globally but supply can be insecure, which may lead to conflict.</li> <li>Different strategies can be used to increase food supply.</li> </ul>		Revision Issue Evaluation Preparation
	<b>French</b>	<ul style="list-style-type: none"> <li>Environment and Global Events</li> </ul>		<ul style="list-style-type: none"> <li>Jobs and Future Plans</li> </ul>		Revision and Exam Preparation
	<b>German</b>	<ul style="list-style-type: none"> <li>Environment and Global Events</li> </ul>		<ul style="list-style-type: none"> <li>Jobs and Future Plans</li> </ul>		Revision and Exam Preparation
	<b>Computer Science</b>	Programming and Algorithms revisit and Mastery Summative 1 <ul style="list-style-type: none"> <li>Paper 2 Topics</li> </ul> Revision & Mock exams Paper 1 and 2		Revision Network vulnerabilities Network threats Operating systems Utility software Ethics Programming fundamentals <ul style="list-style-type: none"> <li>Datatypes, Boolean logic</li> <li>Programming project</li> <li>Analysis, Design, Development, Testing</li> </ul> Evaluation		Revision Networking hardware Network topologies Wired v wireless networks Network layers Search algorithms Sort algorithms Languages IDE Pseudocode
Foundation/Option Subjects	<b>Religious Studies (Full Course)</b>	<b>Thematic Study:</b> Human rights and social justice: <ul style="list-style-type: none"> <li>Mainly Christian point of view with a comparison with Islam</li> <li>Prejudice and discrimination</li> <li>Religious freedom</li> <li>Prejudice and discrimination - race and disability</li> <li>Christian teachings about wealth</li> <li>Poverty and its causes</li> <li>Exploitation of the poor</li> <li>Giving money to the poor</li> </ul>		Revision of all units through exam skills targeted revision on topics the students find most challenging.		Revision of all units through exam skills targeted revision on topics the students find most challenging.
	<b>Art</b>	Mock Exam Past Paper: Developing ideas through investigations; demonstrating depth of critical and contextual understanding; exploring the work of other artists and practitioners; experimenting with media, processes and techniques; reviewing, modifying ideas and refining skills; first hand studies and recording techniques; creating a meaningful and persona response that uses visual language to communicate intentions and ideas seen throughout the sketchbook.		<b>ESA - set by exam board</b>		
	<b>Drama</b>	Component 2 – Devising Drama (40%) Create and develop ideas to communicate meaning for theatrical performance. <ul style="list-style-type: none"> <li>Analysis and evaluation for their own work.</li> <li>Development and collaboration within a group environment.</li> <li>Creating ideas to communicate meaning.</li> <li>Realise artistic intentions in devised Drama.</li> </ul>		Component 3 – Texts in Practice (20%) Apply theatrical skills to realise artistic intentions in a live performance. <ul style="list-style-type: none"> <li>Studying two key extract from a play.</li> <li>Understand the playwright's intentions of narrative and character.</li> <li>To apply theatrical skills to a live group performance.</li> </ul>		Revision to support Component 1 <ul style="list-style-type: none"> <li>Understanding Drama (40%)</li> <li>Knowledge and understanding of how drama and theatre is developed and performed, including in connection to the set text (Blood Brothers) and their ability to analyse and evaluate the live theatre work of others.</li> <li>Theatre Roles and responsibilities</li> <li>Stage Direction and configurations</li> <li>Study of Blood Brothers by Willy Russel.</li> <li>Live Theatre Review evaluation.</li> </ul>
	<b>Music</b>	<ul style="list-style-type: none"> <li>Area of Study 4, Western Classical Tradition since 1910: Students will revisit key terms to help analyse music from the following genres: Minimalism, British Composers (Britten, Tavener, Arnold and Maxwell-Davies)</li> <li>NEA Composition to a Brief started.</li> <li>Students record Ensemble Performance NEA.</li> </ul>		<ul style="list-style-type: none"> <li>Completion of NEA Composition to a Brief.</li> <li>Students to record Solo Performance NEA.</li> </ul>		Revision and Exam Preparation
	<b>Design Technology</b>	NEA <ul style="list-style-type: none"> <li>Generating design ideas</li> <li>Developing design ideas</li> </ul> Revision for Mock exam		NEA <ul style="list-style-type: none"> <li>Realising design ideas</li> <li>Analysing and evaluating</li> </ul>		Revision and Exam Preparation
	<b>Food</b>	NEA1 – Research, plan and carry out 1st draft by October half term. Return from half term: Improvements to NEA 1. November NEA 2 released: research, trial and test. Revision for Mock Exams.		NEA2 – Continuous research, write up plan of action trial and carry out task Practical skills. Practical exams for NEA 2 before February half term. Evaluation of NEA 2 practical exam.		Revision and Exam Preparation
	<b>Textiles</b>	Term 1: Independent choice project / Term 2: Exam project (externally set task) <ul style="list-style-type: none"> <li>Initial research</li> <li>Artist studies</li> <li>Exploration of techniques</li> <li>Design work</li> <li>Development and refinement of ideas</li> <li>Final piece inclusive of techniques learnt</li> <li>Evaluate, analyse and record</li> </ul>				Final piece inclusive of techniques learnt – completed in a 10 hour exam
	<b>Business Studies</b>	<b>THEME 2 Building a Business</b> <b>2.1 Growing the business</b> <ul style="list-style-type: none"> <li>2.1.1 Business growth</li> <li>2.1.2 Changes in business aims and objectives</li> <li>2.1.3 Business and globalization</li> <li>2.1.4 Ethics, the environment and business</li> </ul> <b>2.4 Making financial decisions</b> <ul style="list-style-type: none"> <li>2.4.1 Business calculations</li> <li>2.4.2 Understanding business performance</li> </ul>		<b>THEME 2 Building a Business</b> <b>2.3 Making product decisions</b> <ul style="list-style-type: none"> <li>2.3.1 Business operations</li> <li>2.3.2 Working with suppliers</li> <li>2.3.3 Managing quality</li> <li>2.3.4 The sales process</li> </ul> <b>2.5 Making human resource decisions</b> <ul style="list-style-type: none"> <li>2.5.1 Organizational structures</li> <li>2.5.2 Effective recruitment</li> <li>2.5.3 Effective training and development</li> <li>2.5.4 Motivation</li> </ul>		Revision and Exam Preparation
	<b>Dance</b>	<ul style="list-style-type: none"> <li>Analysis of Anthology works - Infra, Artificial Things, Within Her Eyes and Shadows</li> <li>NEA Performance in a duo/trio (15%)</li> </ul>		NEA Choreography (30%)		Revision of all anthology works, choreographic and performance skills in preparation for Component 2: Dance Appreciation (40%)
	<b>Health and Social Care</b>	<b>R035 Public Health Campaigns</b> <ul style="list-style-type: none"> <li>Topic Area 3: Plan and create a health promotion campaign</li> <li>Topic Area 4: Deliver and evaluate a health promotion campaign</li> <li>R032: LO3 Communication &amp; LO4 Safety and Security</li> </ul>		<b>R035 Public Health Campaigns</b> <ul style="list-style-type: none"> <li>Topic Area 1: Current public health issues and the impact on society</li> <li>Topic Area 2: Factors influencing health</li> </ul>		<b>R032: Values in Health and Social Care</b> Topic Areas 1-4 Revision for exam (May 2025)
	<b>Physical Education</b>	AEP NEA Preparation and first draft completion of all 6 elements: Evaluation, Analysis, Overview, Assessment, Movement analysis and Action Plan. Then we will teach 2.1a Engagement patterns, Looking at Physical activity in sport, guidelines for physical activity and elements affecting participation in sport. 2.1b commercialisation in sport, sponsorship, sport and media. Along with the positive impact and negative impact these have on performer, sport, fans, officials. 2.1c Ethics in sport, violence in sport, drugs in sport and linking to examples. 2.3 Health, Fitness and Well-being, diet and nutrition. AEP NEA generic cohort feedback followed by final draft to be submitted. Mock practicals and mock theory exams, paper 1 and paper 2.		Analysis of MOCK paper, personalised and cohort based. Content will be based on this analysis and will vary from group to group but will start on paper 1 content. Findings shared with students and parents. Practical Exam NEA moderation preparation.		Preparation for theory exams.
Alternative Learning	<b>STEPS</b>	Personal development programme. This is an externally moderated and certificated programme designed to allow students to work at their own pace. The course is made up of a Bronze, Silver and Gold award. It comprises of 12 modules, with the level being determined by how many credits each student achieves. Food Safety Level 2, completion of Bronze Duke of Edinburgh.			Guided and individual revision for their examinable subjects.	
	<b>PACE</b>	Additional lessons from Subject Specialists in English and Maths		Exam revision and support		Guided and individual revision for their examinable subjects