

# YEAR 11 CURRICULUM PLANS 2024 - 2025



St Bede's  
Catholic School  
& Sixth Form College



# YEAR 11 CURRICULUM PLANS 2024 - 2025

Year 11 GCSE Art		
Term 1	Term 2	Term 2
<p><b>Project Theme: PPE EXAM Coursework</b></p> <p>In response to a chosen theme, students develop a sketchbook of work and will produce an outcome (<b>10 hours</b>) to develop their skills and understanding of working in a selected choice of media &amp; techniques.</p> <p>Students select one of the questions from below.</p> <p>Question 1: Portrait                      Question 2: Integrate                      Question 3: Places and Spaces                      Question 4: Curved and Straight                      Question 5: Fragments                      Question 6: Image and Word                      Question 7: Celebration</p> <p>In response to your chosen question students will collect first hand photos and research the artists or cultures mentioned in the question. From this you will need to do a series of small studies and responses in varied media leading to range of design ideas for your final pieces. Skills: The focus of this project is working with varied materials suited to question chosen. Presentation: All of your research, preparation, first hand photographs and design ideas will be presented on either A2 design sheets or a sketchbook/file. It is important to consider the overall presentation of your preparation work to reflect the style of your chosen theme. Use task sheet to help with specific tasks.</p>	<p><b>Project theme: Exam Unit- AQA release exam question paper 2<sup>nd</sup> January 2025. 7 questions to choose from.</b></p> <p>In response to a chosen theme, students develop a sketchbook of work and will produce an outcome (<b>10 hours</b>) to develop their skills and understanding of working in a selected choice of media &amp; techniques. Students will learn the following:</p> <ol style="list-style-type: none"> <li>1. Understand the processes of working with <b>specific materials</b>.</li> <li>2. <b>Record</b> what has been seen from observation.</li> <li>3. Ability to draw/sculpt (if appropriate to project) <b>accurately &amp; imaginatively</b>.</li> <li>4. Gain <b>knowledge</b> and appreciation of other artist's/designers/craftspeople work.</li> <li>5. Apply <b>knowledge</b> of other artist's/designers/craftspeople work to student's own work.</li> <li>6. Ability to <b>research, resource, investigate, experiment</b>, document &amp; realise ideas &amp; intentions.</li> <li>7. <b>Analyse &amp; evaluate</b> sources &amp; own work through annotation.</li> <li>8. <b>Make connections</b> between own work &amp; the work of others</li> <li>9. Fulfil the assessment criteria <b>AO1, AO2, AO3, AO4</b>.</li> </ol> <p><b>Exam sessions will be spread over a few days in school:</b></p> <ol style="list-style-type: none"> <li>1. <b>2-hour session</b></li> <li>2. <b>3-hour session</b></li> <li>3. <b>5-hour session</b></li> </ol> <p><b>DATES WILL BE CONFIRMED WITH STUDENTS NEARER THE TIME- END OF APRIL 2025</b></p>	<p><b>Tasks for Exam unit:</b></p> <p>Drawing, painting mixed media tasks, artist responses, combining artists, developing ideas through different compositions, final designs/idea. In response to your chosen question students collect first hand photos and research the artists or cultures mentioned in the question. From this they will need to do a series of small studies and responses in varied media leading to range of design ideas for their final pieces. Focus- formal elements.</p> <p>Skills: The focus of this project is working with varied materials suited to question chosen.</p> <p>Presentation: All of your research, preparation, first hand photographs and design ideas will be presented on either A2 design sheets or in a A4 sketchbook. It is important that students consider the overall presentation of their preparation work to reflect the style of your chosen theme. Students will use a task sheet to help with specific tasks.</p> <p><b>ANNOTATION</b></p> <p>Students must thoroughly Annotate each Design Sheet/sketchbook page to explain their opinions &amp; feelings about; the images &amp; objects that they are drawing, the materials that you are experimenting with &amp; the artist's work that you are looking at. Comment on what interests you in the objects &amp; images that you have chosen to draw, explain what your intentions are for each technique, did it work out as planned? Describe your personal views &amp; thoughts about the artists that you are looking at.</p>

# YEAR 11 CURRICULUM PLANS 2024 - 2025

Year 11 GCSE Business		
Term 1	Term 2	Term 3
<p>Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows. In this theme, students will be introduced to national and global business contexts and will develop an understanding of how these contexts impact business behaviour and decisions.</p> <p><b>Topic 2.1 Growing the business</b> Students are introduced to methods of growth and how and why business aims and objectives change as businesses evolve. The impact of globalisation and the ethical and environmental questions facing businesses are explored.</p> <ul style="list-style-type: none"> <li>• Business growth</li> <li>• Changes in business aims and objectives</li> <li>• Business and globalisation</li> <li>• Ethics, the environment and business</li> </ul> <p><b>Topic 2.2 Making marketing decisions</b> Students will explore how each element of the marketing mix is managed and used to inform and make business decisions in a competitive marketplace.</p> <ul style="list-style-type: none"> <li>• Product</li> <li>• Price</li> <li>• Promotion</li> <li>• Place</li> <li>• Using the marketing mix to make business decisions</li> </ul>	<p><b>Topic 2.3 Making operational decisions</b> This topic focuses on meeting customer needs through the design, supply, quality and sales decisions a business makes.</p> <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> <p><b>Topic 2.4 Making financial decisions</b> Students will explore the tools a business has to support financial decision making, including ratio analysis and the use and limitation of a range of financial information.</p> <ul style="list-style-type: none"> <li>• Business calculations</li> <li>• Understanding business Performance.</li> </ul> <p><b>Topic 2.5 Making human resource decisions</b> Growing a business means that decisions relating to organisational structure, recruitment, training and motivation need to be made to influence business activity. These aspects are considered in this final topic.</p> <ul style="list-style-type: none"> <li>• Organisational structures</li> <li>• Effective recruitment</li> <li>• Effective training and Development</li> <li>• Motivation</li> </ul>	<p><b>Examination Prep/revision</b> Paper 1, 90 marks, 50% of overall grade. Paper 2, 90 marks, 50% of overall grade.</p>

# YEAR 11 CURRICULUM PLANS 2024 - 2025

Year 11 GCSE Computer Science		
Term 1	Term 2	Term 3
<p><b><u>Paper 2</u></b></p> <p><b>Computational Thinking</b></p> <ul style="list-style-type: none"> <li>• Abstraction</li> <li>• Decomposition</li> </ul> <p><b>Designing, creating and refining algorithms</b></p> <ul style="list-style-type: none"> <li>• Pseudocode</li> <li>• Flowcharts</li> <li>• Trace Tables</li> <li>• Logic/Syntax Errors</li> </ul> <p><b>Searching and Sorting Algorithms</b></p> <ul style="list-style-type: none"> <li>• Binary Search</li> <li>• Linear Search</li> <li>• Bubble Sort</li> <li>• Merge Sort</li> <li>• Insertion Sort</li> </ul> <p><b>Producing robust programs</b></p> <ul style="list-style-type: none"> <li>• Defensive design</li> <li>• Testing</li> <li>• Maintainability</li> <li>• Validation</li> </ul> <p><b>Boolean Logic</b></p> <ul style="list-style-type: none"> <li>• Logic Gates</li> <li>• Truth Tables</li> </ul>	<p><b>Programming fundamentals</b></p> <ul style="list-style-type: none"> <li>• Use of variables and constants</li> <li>• Inputs</li> <li>• Outputs</li> <li>• Sequence</li> <li>• Selection</li> <li>• Iteration</li> <li>• Boolean</li> <li>• Subroutines</li> </ul> <p><b>Additional Programming Techniques</b></p> <ul style="list-style-type: none"> <li>• String manipulation</li> <li>• File Handling</li> <li>• SQL</li> <li>• Arrays and 2D Arrays</li> <li>• Import Random</li> </ul> <p><b>Programming languages and Integrated Development Environments</b></p> <ul style="list-style-type: none"> <li>• Languages</li> <li>• The Integrated Development Environment (IDE)</li> </ul>	<p><b>Final 4 weeks till Exams</b></p> <ul style="list-style-type: none"> <li>• Revision</li> <li>• Examination skills and techniques</li> </ul>

## YEAR 11 CURRICULUM PLANS 2024 - 2025

<b>Year 11 Construction</b>		
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<p><b>Unit 3</b> Know job roles involved in realising construction and built environment projects.</p> <ul style="list-style-type: none"> <li>Describe activities of those involved in construction projects</li> <li>Describe responsibilities of those involved in construction projects</li> <li>Describe outputs of those involved in realising construction projects</li> </ul> <p>Unit 2 Be able to interpret technical information</p> <ul style="list-style-type: none"> <li>Interpret technical sources of information</li> <li>Plan sequence of work to meet requirements of sources of information</li> </ul>	<p><b>Unit 3</b> Understand how built environment development projects are realised.</p> <ul style="list-style-type: none"> <li>Describe processes used in built environment development projects</li> <li>Calculate resources to meet requirements for built environment development projects</li> <li>Assess potential effect of factors on project success</li> <li>Interpret sources of information</li> </ul> <p>Unit 2 Know preparation requirements for construction tasks</p> <ul style="list-style-type: none"> <li>Identify resources required to complete construction tasks</li> <li>Calculate materials required to complete construction tasks</li> <li>Set success criteria for completion of construction tasks</li> <li>Prepare for construction tasks</li> </ul>	<p><b>Unit 3</b> Be able to plan built environment development projects</p> <ul style="list-style-type: none"> <li>Sequence processes to be followed</li> <li>Apportion time to processes</li> <li>Set project tolerances</li> </ul> <p>Unit 2 Be able to use construction processes in completion of construction</p> <ul style="list-style-type: none"> <li>Apply techniques in completion of construction tasks</li> <li>Apply health and safety practices in completion of construction tasks</li> <li>Evaluate quality of construction tasks</li> </ul>
<p><b>Practical-</b> Apply techniques in completion of construction tasks- students will engage in three trade- based projects, selected from the following trades- textiles, wood, brick, plaster, decorations, tiles, electrical, plumbing, heritage. Students should be able to undertake appropriate preparatory work, which may typically involve selecting materials, checking quantity, checking for defects, organising materials, measuring, marking out, cutting, setting out. Students should know and understand that preparation needs to be undertaken regarding the main properties of the materials involved, stock forms, types and sizes to determine the quantity of materials or components required, some tasks may require the pre-mixing of materials so that they are ready for use (e.g. plaster).</p>		

## YEAR 11 CURRICULUM PLANS 2024 - 2025

<b>Year 11 GCSE Design and Technology (Materials and Textiles)</b>		
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<p><b>Non- exam assessment</b>  <b>What's assessed</b>                      Practical application of:</p> <ul style="list-style-type: none"> <li>• Core technical principles</li> <li>• Specialist technical principles</li> <li>• Designing and making principles</li> </ul> <p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Non-exam assessment (NEA): 30–35 hours approx.</li> <li>• 100 marks</li> <li>• 50% of GCSE</li> </ul> <p><b>Task(s)</b>                      Substantial design and make task</p> <ul style="list-style-type: none"> <li>• Assessment criteria:                             <ul style="list-style-type: none"> <li>○ Identifying and investigating design possibilities</li> <li>○ Producing a design brief and specification</li> <li>○ Generating design ideas</li> <li>○ Developing design ideas</li> <li>○ Realising design ideas</li> <li>○ Analysing &amp; evaluating</li> </ul> </li> </ul> <p>Students will produce a prototype and a portfolio of evidence</p>	<p><b>Designing and making principles</b>                      Students should know and understand that all design and technology activities take place within a wide range of contexts.                      They should also understand how the prototypes they develop must satisfy wants or needs and be fit for their intended use. For example, the home, school, work or leisure.                      They will need to demonstrate and apply knowledge and understanding of designing and making principles in relation to the following areas:</p> <ul style="list-style-type: none"> <li>• investigation, primary and secondary data</li> <li>• environmental, social and economic challenge</li> <li>• the work of others</li> <li>• design strategies</li> <li>• communication of design ideas</li> <li>• prototype development</li> <li>• selection of materials and components</li> <li>• tolerances</li> <li>• material management</li> <li>• specialist tools and equipment</li> <li>• specialist techniques and processes.</li> </ul>	<p><b>Examination Prep/revision</b>                      Paper 1 100 Marks, 50% of overall grade. This consists of two assessment objectives                      AO3 : Analyse and evaluate:</p> <ul style="list-style-type: none"> <li>• design decisions and outcomes, including for prototypes made by themselves and others</li> <li>• wider issues in design and technology.</li> </ul> <p>10% of overall grade                      AO4: Demonstrate and apply knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• technical principles</li> <li>• designing and making principles.</li> </ul> <p>40% of overall grade</p>

## YEAR 11 CURRICULUM PLANS 2024 - 2025

Year 11 CNAT Creative iMedia		
Term 1	Term 2	Term 3
<p><b>R097 Interactive Digital Media</b></p> <ul style="list-style-type: none"> <li>Live NEA to complete</li> </ul> <p>Students will have 12-14 hours to complete the set R097 Interactive Digital Media NEA.</p> <p>This unit will be the final NEA that the students will complete before sitting the exam for R093 in the summer.</p> <p>The students can be graded from:</p> <ul style="list-style-type: none"> <li>Distinction* @ Level 2</li> <li>Distinction @ Level 2</li> <li>Merit @ Level 2</li> <li>Pass @ Level 2</li> <li>Distinction @ Level 1</li> <li>Merit @ Level 1</li> <li>Pass @ Level 1</li> </ul>	<p><b>R093 - Creative Imedia in the Media</b></p> <p>In this unit you will learn about the sectors, products and job roles that form the media industry.</p> <p>You will learn the legal and ethical issues considered and the processes used to plan and create digital media products.</p> <p>You will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. You will learn to choose the most appropriate format and properties for different media products.</p> <p>Completing this unit will provide you with the basic skills for further study or a range of creative job roles within the media industry.</p>	<p><b>Examination (R093 – Creative Imedia in the Media)</b></p> <p>This unit is assessed by an exam. The exam is 1 hour and 30 minutes. It has two sections – Section A and Section B.</p> <ul style="list-style-type: none"> <li>Section A has 10 marks</li> <li>Section B has 60 marks</li> <li>The exam has 70 marks in total</li> </ul>

## YEAR 11 CURRICULUM PLANS 2024 - 2025

<b>Year 11 English</b>		
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<p>Students will have the opportunity to revise Literature texts through retrieval tasks.</p> <p>Students will be introduced to their Language GCSE Paper 2: Writers' perspectives and Viewpoints. They will explore and analyse a range of non-fiction texts in order to develop their ability to approach the exam with confidence, and to inform their own writing for different purposes and audiences.</p> <p>Students will also study the Power and Conflict poetry from the AQA anthology. They will learn about the context of the poems; the methods used by the poets to convey their ideas and explore the key themes and ideas that link them. Students will also learn how to write comparative essays in preparation for their GCSE Literature exam.</p>	<p>Students will have the opportunity to revise their Literature texts and to practise their creative writing.</p> <p>Students will continue to study Language GCSE Paper 2: Writers' perspectives and Viewpoints. They will explore and analyse a range of non-fiction texts in order to develop their ability to approach the exam with confidence, and to inform their own writing for different purposes and audiences.</p> <p>Students will also study the Power and Conflict poetry from the AQA anthology. They will learn about the context of the poems; the methods used by the poets to convey their ideas and explore the key themes and ideas that link them. Students will also learn how to write comparative essays in preparation for their GCSE Literature exam.</p>	<p>Students will have the opportunity to revise all their Literature texts.</p> <p>Students will develop their understanding of their Language GCSE Papers 1 and 2 through revision and further practice in analysing fiction and non-fiction texts.</p> <p>Students will continue to revise and develop their ability to write creative fiction and non-fiction texts.</p>



## YEAR 11 CURRICULUM PLANS 2024 - 2025

Year 11 BTEC Enterprise		
Term 1	Term 2	Term 3
<p><b><u>Component 3 Marketing and Finance for Enterprise</u></b>                      In this component students will consider how small and medium-sized enterprises (SMEs) use marketing and finance. Students will look at the different elements of the marketing mix to be able to identify target markets, make marketing decisions and put forward marketing suggestions for enterprises to use to increase their success in the future. Students will analyse financial information in context, complete and use financial documents and financial statements. Students will consider different payment methods and will investigate profitability and liquidity and its effects on a given enterprise using ratios. Students will consider the importance of financial planning and forecasting for an enterprise, make financial decisions and recommend suggestions for improvements.</p> <p><b>LAA</b>                      A3 Factors influencing the choice of marketing methods                      A4 Trust, reputation and loyalty</p> <p><b>LAB</b>                      B1 Financial documents                      B2 Payment methods                      B3 Revenue and costs                      B4 Financial statements                      B5 Profitability and liquidity</p> <p><b>LAC</b>                      C1 Budgeting                      C2 Cash Flow                      C3 Suggesting improvements to cash flow problems                      C4 Break-even point and break-even analysis                      C5 Sources of business finance</p> <p><b>Learners can re-take Component 1 from September – December. This will run alongside Component 3.</b></p>	<p><b><u>Component 2 Planning and Presenting a Micro-Enterprise Idea</u></b>                      In this component, students will use the knowledge gained from Component 1 and undertake some further research to generate two ideas before choosing one realistic idea to plan for a micro-enterprise. Students will have the opportunity to plan how best to set up the chosen enterprise and will need to think about the costs they may incur and the financial documents that would be required by potential investors. Students will need to take responsibility for producing and then delivering a presentation for the idea using their knowledge of business, and demonstrating entrepreneurial characteristics, qualities and skills. Students will need to record the delivery of this presentation and will review the presentation and make justified recommendations.</p> <p><b>LAA</b>                      A1 Choosing ideas for a micro-enterprise                      A2 Plan for a micro-enterprise</p> <p><b>LAB</b>                      B1 Production of presentation                      B2 Delivery of presentation</p> <p><b>LAC</b>                      C1 Review of presentation</p> <p><b>Submission of Component 2 May 2025.</b></p>	<p><b>Examination Prep/revision</b>                      Paper 60 marks, 40% of overall grade.</p>

## YEAR 11 CURRICULUM PLANS 2024 - 2025

<b>Year 11 GCSE Food Preparation and Nutrition</b>		
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<p><b>Students complete 2 Non-exam assessments in Year 11</b></p> <p><b>Task 1:</b> Food investigation task Students' understanding of the working characteristics, functional and chemical properties of ingredients. The task will be presented as an electronic report (1,500–2,000 words) including photographic evidence of the practical investigation <i>Practical investigations are a compulsory element of this NEA task</i></p> <p><b><u>Practical</u></b></p> <ul style="list-style-type: none"> <li>• How to prepare and make dishes – Students will learn a range of different cooking skills and process, by making a variety of dishes.</li> <li>• Food safety practices – Students will demonstrate how to work safety by following the correct safety and hygiene procedures.</li> <li>• How cooking methods can impact on nutritional value – identify a range of different cooking methods and understand the impact of nutritional value.</li> <li>• How ingredients and dishes are altered by science.</li> </ul>	<p><b>Non-exam assessment 2</b></p> <p><b>Task 2:</b> Food preparation assessment Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning how this will be achieved. This involves an electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.</p> <p><b><u>Practical</u></b></p> <ul style="list-style-type: none"> <li>• How to prepare and make highly skilled dishes – Students will learn a range of different cooking skills and process, by making a variety of dishes.</li> <li>• Food safety practices – Students will demonstrate how to work safety by following the correct safety and hygiene procedures.</li> <li>• How cooking methods can impact on nutritional value – identify a range of different cooking methods and understand the impact of nutritional value.</li> <li>• Learn how to increase skills and techniques in dishes through modifying original recipes.</li> </ul>	<p><b>Exam revision and skills</b> Theoretical knowledge of food preparation and nutrition revision in preparation for the written exam: 1 hour 45 minutes 100 marks (50% of GCSE)</p> <ul style="list-style-type: none"> <li>• Food, nutrition and health</li> <li>• Food science</li> <li>• Food safety</li> <li>• Food choice</li> <li>• Food provenance</li> </ul> <p><b><u>Practical</u></b></p> <ul style="list-style-type: none"> <li>• How to prepare and make highly skilled dishes – Students will learn a range of different cooking skills and process, by making a variety of dishes.</li> <li>• Food safety practices – Students will demonstrate how to work safety by following the correct safety and hygiene procedures.</li> <li>• How cooking methods can impact on nutritional value – identify a range of different cooking methods and understand the impact of nutritional value.</li> </ul>

## YEAR 11 CURRICULUM PLANS 2024 - 2025

Year 11 French		
Term 1	Term 2	Term 3
<p><b>Jobs, career choices and ambitions</b></p> <ul style="list-style-type: none"> <li>Discussing jobs and work preferences</li> <li>Discussing career choices</li> <li>Talking about plans, hopes and wishes</li> <li>Applying for jobs</li> </ul> <p><b>Grammar studied</b></p> <ul style="list-style-type: none"> <li>Consolidation of the conditional</li> <li>Comparatives and superlatives</li> <li>Perfect infinitive</li> <li>Subjunctive</li> <li>Direct object pronouns in the perfect tense</li> <li>Verbs followed by 'à' and 'de'</li> </ul>	<p><b>Global issues; Social issues</b></p> <ul style="list-style-type: none"> <li>Talking about what's important to you</li> <li>Talking about problems facing the world</li> <li>Protecting the environment</li> <li>Talking about ethical shopping</li> </ul> <p><b>Grammar studied</b></p> <ul style="list-style-type: none"> <li>Relative pronouns</li> <li>Modal verbs in the conditional</li> <li>The passive</li> </ul>	<ul style="list-style-type: none"> <li>Revision and exam preparation</li> <li>Speaking exam (date tbc)</li> </ul>

# YEAR 11 CURRICULUM PLANS 2024 - 2025

<b>Year 11 Geography</b>		
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<p><b><u>TOPIC - ECONOMIC WORLD</u></b></p> <ul style="list-style-type: none"> <li>describe the methods of classifying countries and use different development indicators.</li> <li>evaluate the use of different developmental indicators.</li> <li>explain how the development gap can be reduced looking at: Investment, Industrial development and tourism, Aid, Using intermediate technology, Fairtrade, Debt relief, Microfinance loans.</li> <li>use an example to show how tourism in an LIC can help to reduce the development gap (Kenya)</li> </ul> <p><b><u>CASE STUDY NIGERIA</u></b></p> <ul style="list-style-type: none"> <li>explain why Nigeria is important.</li> <li>describe the political, social and culture contact of Nigeria within a world context.</li> <li>describe the changing industrial structure within in Nigeria.</li> <li>explain how manufacturing can stimulate economic growth in within Nigeria.</li> <li>define a Transnational Corporation (TNC).</li> <li>explain and evaluation impacts of economic development on the population of Nigeria.</li> </ul> <p><b><u>CASE STUDY UK</u></b></p> <ul style="list-style-type: none"> <li>explain why deindustrialisation has occurred in the UK.</li> <li>explain the advantages and disadvantages of the UK move in the tertiary sector.</li> <li>explain, using an example, how modern industry can reduce its impact upon the environment and become more sustainable.</li> <li>examine the global links made with the wider world through trade, culture, increased communication, economics and political groupings such as the commonwealth and the European Union.</li> <li>analyse the growing interdependence and globalisation of the UK in relation to its economy and politics.</li> </ul>	<p><b><u>TOPIC – RESOURCE MANAGEMENT</u></b></p> <ul style="list-style-type: none"> <li>describe the importance of food, water and energy to economic and social wellbeing.</li> <li>describe the distribution of resources around world.</li> <li>explain why resources are unevenly distributed</li> <li>describe the distribution of resources around the UK.</li> <li>explain the changing demand for different foods in the UK.</li> <li>explain why food miles are increasing in the UK.</li> <li>explain how food miles can be reduced in the UK.</li> <li>describe the different industries involved in agriculture (agribusiness) and explain how they are changing in the UK.</li> <li>explain the changing demand for water in the UK.</li> <li>describe the problems with water quality and pollution in the UK and how they can be managed.</li> <li>explain how the UK is trying to manage water to meet supply and demand.</li> <li>describe the UKs energy mix and how it has changed</li> <li>explain how the UK can reduce its reliance on fossil fuels.</li> <li>describe and explain the economic and environmental issues with exploitation of energy sources.</li> </ul> <p><b><u>FOOD FOCUS</u></b></p> <ul style="list-style-type: none"> <li>describe the global distribution of food resources both surplus and deficit</li> <li>describe global patterns of calorie intake and food supply.</li> <li>explain the reasons for increasing food consumption: economic development and rising population.</li> <li>explain the different factors affecting food supply</li> <li>explain the impacts of food insecurity – famine, undernutrition, soil erosion, rising prices, social unrest.</li> <li>give an overview of the strategies used to increase food</li> <li>give an example of a large-scale agricultural development to show how it has advantages and disadvantages. (ALMERIA – SPAIN)</li> <li>explain strategies for a sustainable resource future</li> <li>Use an example of a local scheme in an LIC or NEE which has been used to increase sustainable supplies of food. (JAMALPUR – RICE-RISH FARMING IN BANGLADESH</li> </ul>	<p>Revision and preparations for paper 3.</p>

## YEAR 11 CURRICULUM PLANS 2024 - 2025

<b>Year 11 BTEC Health and Social Care</b>		
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<p><b>Component 2 – Services and Values in Health and Social Care</b> Learners will explore health and social care services and how they meet the needs of service users. They will also study the skills, attributes and values required when giving care.</p> <ul style="list-style-type: none"> <li>• Care Values Care Compassion Competence Communication Courage Commitment</li> <li>• Obstacles individuals might face Psychological Time constraints Availability of resources Unachievable targets Lack of support</li> </ul> <p><b>Set Assignment Completed</b></p>	<p><b>Component 3 – Health and Wellbeing</b> Learners will explore the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual’s health and wellbeing</p> <ul style="list-style-type: none"> <li>• Recap factors affecting development</li> <li>• Measures of health Heart Rate Blood Pressure BMI Peak Flow Significance of abnormal readings</li> <li>• Planning for improved health Person Centred Care Recommendations to improve health Barriers to improving health</li> </ul>	<p><b>Component 3 – Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Revision and exam practice</li> </ul> <p><b>Exam completed</b></p>

# YEAR 11 CURRICULUM PLANS 2024 - 2025

Year 11 History		
Term 1	Term 2	Term 3
<p><b><u>Weimar Republic and Nazi Germany</u></b></p> <p><b><u>Weimar Republic</u></b></p> <ul style="list-style-type: none"> <li>Impact of WW1</li> <li>Challenges facing the Weimar Republic</li> <li>A golden age?</li> </ul> <p><b><u>Rise of the Nazi party</u></b></p> <ul style="list-style-type: none"> <li>Changes to the DAP</li> <li>The Munich Putsch- events and effects</li> <li>Hitler becomes Chancellor</li> </ul> <p><b><u>Nazi police state</u></b></p> <ul style="list-style-type: none"> <li>Hitler becomes Fuhrer</li> <li>Police state- terror, propaganda and discrimination</li> <li>Life in Nazi Germany – Hitler Youth, Women, Church</li> <li>Did living conditions improve? Unemployment, rearmament, Strength through Joy, Beauty of Labour</li> <li>Persecution of minorities</li> </ul> <p>Causation AO2 Source analysis AO3 Evaluation of interpretations AO4</p>	<p><b><u>American West 1835-1895</u></b></p> <p><b><u>Early settlement of the West, 1835-1862</u></b></p> <ul style="list-style-type: none"> <li>Plains Indians, beliefs and culture</li> <li>Migration and early settlement</li> <li>Growth of conflict and tension</li> </ul> <p><b><u>Development of the Plains 1862-1876</u></b></p> <ul style="list-style-type: none"> <li>Development of settlements in the west.</li> <li>Ranching and the cattle industry</li> <li>Changes to the way of life for Plains Indians</li> </ul> <p><b><u>Conflicts and conquest</u></b></p> <ul style="list-style-type: none"> <li>Changes in farming and the cattle industry</li> <li>Conflict and tension</li> <li>Destruction of the Plains’ Indians way of life.</li> </ul> <p>Key skills-Causation/Significance</p>	<p>Revision</p>

## YEAR 11 CURRICULUM PLANS 2024 - 2025

Year 11 Hospitality and Catering		
Term 1	Term 2	Term 3
<p><b><u>Theory</u></b>  <b>Health and Safety in hospitality and catering provision</b> – being aware of the responsibilities for personal safety in the workplace of employers and employees.  <b>Food safety</b> – understanding the principles of hazard analysis and critical control points. Food related causes of ill health – understanding the difference between allergies and intolerances and different types of food poisoning.  <b>Symptoms and signs of food-induced ill health</b> – visible and non-visible  <b>Preventative control measures of food-induced ill health</b> – identifying control measures to prevent food-induced ill health.  <b>The Environmental Health Officer</b> – the roles and responsibilities within this role.  <b>Customer requirements in hospitality and catering</b> – learning how the industry meets the needs of customers and understanding customers rights and equality in the industry.  <b><u>Practical</u></b>                      Building preparation and cooking skills and learning through practice</p>	<p><b><u>Unit 2 controlled assessment</u></b>  <b><u>The importance of nutrition</u></b></p> <ul style="list-style-type: none"> <li>• Understand the function of macro and micronutrients and having an awareness of the need for a balanced diet.</li> <li>• How cooking methods can impact on nutritional value</li> </ul> <p><b><u>Menu planning</u></b></p> <ul style="list-style-type: none"> <li>• Factors affecting menu planning</li> <li>• How to plan production</li> </ul> <p><b><u>The skills and techniques of preparation, cooking and presentation of dishes</u></b></p> <ul style="list-style-type: none"> <li>• How to prepare and make dishes</li> <li>• Presentation techniques</li> <li>• Food safety practices</li> </ul>	<p><b><u>Revision for unit 1</u></b>  <b><u>Hospitality and Catering Provision</u></b></p> <ul style="list-style-type: none"> <li>• Hospitality and catering providers</li> <li>• Working in the hospitality and catering industry</li> <li>• Working conditions in the hospitality and catering industry</li> <li>• Contributing factors to the success of hospitality and catering provision</li> </ul> <p><b><u>How hospitality and catering providers operate</u></b></p> <ul style="list-style-type: none"> <li>• The operation of the front and back of house</li> <li>• Customer requirements in hospitality and catering.</li> <li>• Hospitality and catering provision to meet specific requirements</li> </ul> <p><b><u>Health and Safety in hospitality and catering provision</u></b></p> <ul style="list-style-type: none"> <li>• Health and Safety in hospitality and catering provision</li> <li>• Food safety</li> </ul> <p><b><u>Food Safety in Hospitality and Catering</u></b></p> <ul style="list-style-type: none"> <li>• Food related causes of ill health</li> <li>• Symptoms and signs of food-induced ill health</li> <li>• Preventative control measures of food-induced ill health</li> <li>• The Environmental Health Officer</li> </ul>

## YEAR 11 CURRICULUM PLANS 2024 - 2025

<b>Year 11 Maths - Foundation</b>		
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<ul style="list-style-type: none"> <li>Right-angled triangles: Pythagoras and trigonometry</li> <li>Probability</li> <li>Multiplicative reasoning</li> <li>Plans and elevations</li> <li>Constructions, loci and bearings</li> <li>Quadratic equations: expanding and factorising</li> <li>Quadratic equations: graphs</li> </ul>	<ul style="list-style-type: none"> <li>Circles, cylinders, cones and spheres</li> <li>Fractions and reciprocals</li> <li>Indices and standard form</li> <li>Similarity and congruence in 2D</li> <li>Vectors</li> </ul>	<ul style="list-style-type: none"> <li>Rearranging equations, graphs of cubic and reciprocal functions and simultaneous equations</li> <li>Revision and exams</li> </ul>

<b>Year 11 Maths - Higher</b>		
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<ul style="list-style-type: none"> <li>Solving quadratic and simultaneous equations</li> <li>Inequalities</li> <li>Multiplicative reasoning</li> <li>Similarity and congruence in 2D and 3D</li> <li>Graphs of trigonometric functions</li> <li>Further trigonometry</li> <li>Collecting data</li> <li>Cumulative frequency, box plots and histograms</li> </ul>	<ul style="list-style-type: none"> <li>Quadratics, expanding more than two brackets, sketching graphs, graphs of circles, cubes and quadratics</li> <li>Circle theorems</li> <li>Circle geometry</li> <li>Changing the subject of formulae (more complex), algebraic fractions, solving equations arising from algebraic fractions, rationalising surds, proof functions,</li> </ul>	<ul style="list-style-type: none"> <li>Vectors and geometric proof</li> <li>Reciprocal and exponential graphs; Gradient and area under graphs</li> <li>Direct and inverse proportion</li> <li>Revision and exams</li> </ul>



## YEAR 11 CURRICULUM PLANS 2024 - 2025

Year 11 Music		
Term 1	Term 2	Term 3
<p>Students develop a critical engagement with music, performing and listening with discrimination to a range of historical periods, genres, styles and traditions. These are focused upon the 3 areas:</p> <p><b>Performing</b> Students will work towards completion of their performance coursework where they will be assessed on their technique, interpretation and accuracy, performing one solo and one ensemble piece. Each piece must last at least 1 minute and 3 minutes combined duration.</p> <p><b>Listening and appraising</b> Students will be assessed on their understanding of musical theory and their ability to use it to describe music. In this term we focus on:</p> <ul style="list-style-type: none"> <li>• J.S. Bach: Brandenburg Concerto No.5, mvmt III</li> <li>• Beethoven: Piano Sonata No 8 in C minor 'Pathetique'</li> <li>• Purcell: Music for a While</li> <li>• Schwartz: Wicked, Defying Gravity</li> </ul> <p><b>Composing</b> Students will work towards completion of their composition coursework where they will be assessed on their ability to develop musical ideas, demonstrate technical control, and compose with musical coherence.</p>	<p>Students develop a critical engagement with music, performing and listening with discrimination to a range of historical periods, genres, styles and traditions. These are focused upon the 3 areas:</p> <p><b>Performing</b> Students will work towards completion of their performance coursework where they will be assessed on their technique, interpretation and accuracy, performing one solo and one ensemble piece. Each piece must last at least 1 minute and 3 minutes combined duration.</p> <p><b>Listening and appraising</b> Students will be assessed on their understanding of musical theory and their ability to use it to describe music. In this term we focus on:</p> <ul style="list-style-type: none"> <li>• Williams: Star Wars Episode IV, Main Title</li> <li>• Queen: Killer Queen</li> <li>• Afro Celt Sound System: Release</li> <li>• Spalding: Samba Em Preludio</li> </ul> <p><b>Composing</b> Students will work towards completion of their composition coursework where they will be assessed on their ability to develop musical ideas, demonstrate technical control, and compose with musical coherence.</p>	<p>Students develop a critical engagement with music, performing and listening with discrimination to a range of historical periods, genres, styles and traditions. These are focused upon the 3 areas:</p> <p><b>Performing</b> Students will work towards completion of their performance coursework where they will be assessed on their technique, interpretation and accuracy, performing one solo and one ensemble piece. Each piece must last at least 1 minute and 3 minutes combined duration.</p> <p><b>Listening and appraising</b> Students will be assessed on their understanding of musical theory and their ability to use it to describe music. In this term we focus on:</p> <ul style="list-style-type: none"> <li>• Revision and practice listening questions, evaluation and further study of all 8 set works</li> </ul> <p><b>Composing</b> Each unit will have a range of composing tasks that develop ability to explore the key compositional features of the AoS and more specifically through the vehicle of the set work being studied.</p>

## YEAR 11 CURRICULUM PLANS 2024 - 2025

Year 11 PE		
Term 1	Term 2	Term 3
<ul style="list-style-type: none"> <li>• Netball</li> <li>• Trampoline</li>   <li>• <b>Or</b></li> <li>• Kinball/dodgeball</li> <li>• Football</li>   <li>• <b>Or</b></li> <li>• Football</li> <li>• Table tennis</li>   <li>• <b>Or</b></li> <li>• Trampolining</li> <li>• Netball</li>   <li>• <b>Or</b></li> <li>• Table Tennis</li> <li>• Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Table Tennis</li> <li>• Netball Skills</li>   <li>• <b>Or</b></li> <li>• Fitness</li> <li>• Rugby</li>   <li>• <b>Or</b></li> <li>• Kinball/dodgeball</li> <li>• Fitness</li>   <li>• <b>Or</b></li> <li>• Fitness</li> <li>• Kinball/dodgeball</li>   <li>• <b>Or</b></li> <li>• Football</li> <li>• Trampolining</li> </ul>	<ul style="list-style-type: none"> <li>• Football Skills</li>   <li>• <b>Or</b></li> <li>• Table Tennis</li>   <li>• <b>Or</b></li> <li>• Trampoline</li>   <li>• <b>Or</b></li> <li>• Dance</li>   <li>• <b>Or Create</b></li> <li>• Kinball/dodgeball</li> </ul>

## YEAR 11 CURRICULUM PLANS 2024 - 2025

Year 11 RE		
Term 1	Term 2	Term 3
<p><b>Applied Catholic Theology</b>  <b>Theme 3 – Life and Death:</b>                      Death and the afterlife                      Beliefs: Eschatology                      Sources: The Magisterium                      Forms: Artefacts                      Forms: Music and the funeral rite                      Practices: Prayer within Catholic communities in Britain and elsewhere</p>	<p><b>Applied Catholic Theology</b>  <b>Theme 4: Sin and Forgiveness</b>                      Crime and Punishment                      Beliefs: Redemption                      Sources: The Church                      Forms: Buildings                      Practices: Sacraments                      Practices: Mission and Evangelisation in Britain and elsewhere</p>	<p><b>Applied Catholic Theology</b>  <b>Theme 4: Sin and Forgiveness</b>                      Continued</p> <p><b>Revision:</b>                      FCT                      ACT                      Judaism</p>

# YEAR 11 CURRICULUM PLANS 2024 - 2025

Year 11 Science		
Term 1	Term 2	Term 3
<p style="text-align: center;"><b>Biology</b></p> <p><b>Cells</b> In the first term of the final year students will learn about the main biochemical pathways that maintain life on earth – respiration and metabolism.</p> <p><b>Genetics</b> This is followed by how our society uses selective breeding, and higher tier students will study genetic engineering. We then move onto how organisms are classified on Earth for use in scientific investigations. Separate Science students study genetic engineering too.</p> <p><b>Infection &amp; Response</b> This term students will learn about the immune system and vaccinations; separate Science students also study the production and use of monoclonal antibodies. Separate Science students will also study the production and uses of monoclonal antibodies.</p> <p style="text-align: center;"><b>Chemistry</b></p> <p><b>Review of Fundamental Knowledge</b> In the first term we review the periodic table groups and reactivity before learning about isotopes and relative atomic mass. We then learn about polymers and giant molecules such as graphene and fullerenes.</p> <p><b>Rates of Chemical Change</b> The factors which change the rate of chemical reactions, and the importance of controlling reactions for modern life.</p> <p style="text-align: center;"><b>Physics</b></p> <p><b>Magnetism</b> Here they will review electromagnetism before investigating motors and the motor effect.</p> <p>Students complete their study of electromagnetism. They then review learn about electrical energy and power, including renewable and non-renewable energy sources. Separate Science students study blackbody radiation and generators.</p> <p>Students who chose the Separate Science option will also study fission, Boyle's law and fascinating space topics including the life cycle of stars, the orbits of the solar system and how the red shift gives us insight into the universe.</p>	<p style="text-align: center;"><b>Biology</b></p> <p><b>Systems</b> Human body communication systems, comparing the endocrine and nervous systems with specific examples of each and an investigation into human reaction time. Separate Science students will also study homeostasis in more detail.</p> <p><b>Plants</b> Transpiration and translocation – how plants transport substance around them. Separate Science students study plant hormones and compare sexual and asexual reproduction.</p> <p><b>Ecology</b> The issues how world currently faces – global warming, deforestation, the importance of biodiversity, and waste management. Separate Science students study decomposition, trophic levels and food production too.</p> <p style="text-align: center;"><b>Chemistry</b></p> <p><b>Chemical Changes</b> They then learn how electrolysis is used to separate compounds. Separate Science students learn how fuel cells and batteries work here too.</p> <p><b>Quantitative Chemistry</b> Chemical measurements, moles and limiting reagents. Separate Science students will also study moles of volumes and yields of reactions.</p> <p style="text-align: center;"><b>Physics</b></p> <p><b>Forces</b> Pupils study the final aspects of motion, and apply their knowledge to braking distances and safety structures such as car systems and helmets.</p> <p>Separate Science students will also study loudspeakers and headphones. Separate Science option will also study waves and lenses in depth, followed by detailed study of our solar system, gravity, orbits, stars and their life cycle, and red shift.</p>	<p style="text-align: center;"><b>Biology</b></p> <p>In the final term most students will be reviewing the entire GCSE course.</p> <p style="text-align: center;"><b>Chemistry</b></p> <p>In the final term most students will be reviewing the entire GCSE course.</p> <p style="text-align: center;"><b>Physics</b></p> <p>In the final term most students will be reviewing the entire GCSE course.</p>

## YEAR 11 CURRICULUM PLANS 2024 - 2025

Year 11 Spanish		
Term 1	Term 2	Term 3
<p><b>Jobs, career choice and ambitions</b></p> <ul style="list-style-type: none"> <li>Talking about different jobs</li> <li>Talking about how you earn money</li> <li>Talking about work experience</li> <li>Talking about the importance of learning languages</li> <li>Applying for a summer job</li> <li>Discussing gap years</li> <li>Discussing plans for the future</li> </ul> <p><b>Grammar studied</b></p> <ul style="list-style-type: none"> <li>Masculine and feminine nouns</li> <li>Using soler in present and imperfect tense</li> <li>Using preterite and imperfect tenses correctly</li> <li>Using the present and the present continuous</li> <li>Using indirect object pronouns</li> <li>Using the subjunctive with cuando</li> </ul>	<p><b>The environment; Home, town, neighbourhood and region</b></p> <ul style="list-style-type: none"> <li>Describing types of houses</li> <li>Talking about healthy eating</li> <li>Considering global issues</li> <li>Talking about local actions</li> <li>Discussing healthy lifestyles</li> <li>Talking about international sporting events</li> <li>Talking about natural disasters</li> </ul> <p><b>Grammar studied</b></p> <ul style="list-style-type: none"> <li>Using the present subjunctive</li> <li>Using the subjunctive in commands</li> <li>Understanding different tenses</li> <li>Using the pluperfect tense</li> <li>Using grammar knowledge in translation</li> </ul>	<ul style="list-style-type: none"> <li>Revision and exam preparation</li> <li>Speaking exam (date tbc)</li> </ul>

## YEAR 11 CURRICULUM PLANS 2024 - 2025

GCSE PE		
Term 1	Term 2	Term 3
<p><b><u>Socio-cultural influences and well-being in physical activity and sport</u></b></p> <p>Personality                      Motivation                      Engagement patterns of different social groups                      Commercialisation                      Types of sponsorship and the media                      Impacts of technology                      Conduct of Performers                      Prohibited Substances                      Drugs in Sport and PEDS                      Spectator behaviour                      Hooliganism</p>	<p>Health, fitness and well-being                      Consequences of a sedentary lifestyle                      Reasons for participation                      Obesity                      Somatotypes                      Diet                      The role of carbohydrates, fat, protein and vitamins/minerals                      Dehydration</p> <p>Revision</p>	<p>Revision</p>