

## Year Eleven Curriculum Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<b>SPaG intervention</b>  Begin with an initial assessment to identify individual SPaG strengths and areas needing improvement. The first two weeks should concentrate on reinforcing foundational SPaG rules, including spelling patterns, punctuation basics, and sentence structure, using interactive and multisensory activities. Weeks three and four should delve deeper into complex grammar concepts such as verb tense consistency, subject-verb agreement, and sentence variety, employing practical exercises and peer collaboration for reinforcement. In week five, emphasize exam-focused practice, including past paper questions and timed exercises to build confidence and familiarity with SPaG	<b>Speaking and listening</b>  Begin with an initial assessment to gauge each student's speaking and listening abilities and identify areas for development. The first two weeks should focus on building foundational speaking skills, including clarity, articulation, and effective presentation techniques, through structured activities and peer practice sessions. Weeks three and four should concentrate on developing active listening skills, including strategies for understanding main ideas, summarizing information, and responding appropriately in discussions and debates. Introduce structured debates and group discussions to encourage students to express opinions and engage in meaningful dialogue. In week five, shift focus to preparing and delivering formal presentations on familiar topics, providing opportunities for	<b>Reading</b>  Begin with an initial assessment to evaluate students' current reading levels and identify specific areas for improvement. The first two weeks should focus on building foundational reading skills, such as decoding strategies, vocabulary development, and understanding basic text structures. Use various texts at an appropriate level of challenge, with guided reading sessions and comprehension activities to support understanding. Weeks three and four should concentrate on developing comprehension strategies, including identifying main ideas, making inferences, and analysing textual features. Incorporate close reading exercises and group discussions to deepen students' engagement with the texts. In week five, explore different genres and literary devices,	<b>Writing</b>  Begin with an initial assessment to gauge students' current writing abilities and identify specific areas for improvement. The first two weeks should focus on reinforcing foundational writing skills, including sentence structure, grammar conventions, and paragraph organization, through targeted exercises and guided practice. Provide models and examples to scaffold learning and support understanding. Weeks three and four should concentrate on developing effective writing techniques, such as organising ideas logically, using descriptive language, and maintaining coherence and cohesion in their writing. Introduce different writing genres, such as narratives, persuasive essays, and informative texts, with opportunities for students to draft and revise their work	<b>Revision</b>  Begin with an initial assessment to identify individual strengths and areas needing improvement across these areas. The first two weeks should focus on reinforcing foundational reading skills, including comprehension strategies, vocabulary development, and textual analysis through guided reading sessions and comprehension exercises. Weeks three and four should concentrate on developing effective writing techniques, such as sentence structure, grammar conventions, and paragraph organisation, using model texts and targeted writing tasks to practice and apply these skills. Introduce speaking and listening activities in weeks five and six, focusing on presentation skills, active listening, and engaging in meaningful discussions and debates. Provide	

	<p>assessments. The final week will be dedicated to review and assessment, using both formative assessments and mock exams to evaluate progress and readiness</p>	<p>rehearsal and peer feedback to improve fluency and coherence. The final week will be dedicated to review and assessment, incorporating both formative assessments and peer evaluations to measure progress and identify areas for further improvement.</p>	<p>encouraging students to analyze texts for deeper meanings, themes, and author's purpose. The final week will be dedicated to review and assessment, utilizing both formative assessments and summative evaluations to measure students' progress and understanding.</p>	<p>independently and collaboratively. In week five, emphasise revision and editing skills, teaching students to revise their writing for clarity, coherence, and accuracy. Provide peer review sessions and writing workshops to foster collaboration and enhance writing quality. The final week will involve showcasing and reflecting on students' writing portfolios, allowing them to assess their progress and set goals for further development.</p>	<p>opportunities for peer collaboration and feedback to enhance communication skills. The final week will be dedicated to comprehensive review and assessment, incorporating both formative assessments and mock exams to evaluate students' readiness for Functional Skills Level 1 assessments.</p>	
Maths	<p><b>Final assessments/retakes and GCSE work</b></p> <p>Where time, choose a unit where marks are low, revise and re-take using set 2 to attempt to gain a higher mark. Projects to practice functional skills and to prepare for college to include: ☐ reading a variety of timetables for colleges and reading bus timetables to plan for independent travel. ☐ Budgeting for meals at</p>	<p><b>GCSE work</b></p> <p>We will be starting on the foundation GCSE work book, looking in more depth at BIDMAS, ordering numbers and the four rules to ensure that the students are proficient at the basics.</p>	<p><b>GCSE work</b></p> <p>Continuing with the GCSE this term we will delve into scale drawings and nets of more complicated shapes as well as the different methods we can use to display information.</p>	<p><b>GCSE work</b></p> <p>This term is all about angles of different polygons, both internal and external angles. Then we will move onto properties of numbers approximations and decimals.</p>	<p><b>GCSE work mock tests</b></p> <p>Working through past papers to learn how to gain the maximum marks from the knowledge we have.</p>	<p><b>GCSE work mock tests</b></p> <p>Working through past papers to learn how to gain the maximum marks from the knowledge we have.</p>

	college and calculating change.  When entry 3 has been achieved start working from the foundation GCSE book					
Science	<b>Biology – Human body</b>  Cells. Types of cells. Tissue. Organs. Organ systems. Healthy diet. Heart rate and exercise. Respiration on the scale of respiratory system. Cellular respiration. Pathogens. Immune system. Hormonal system. Reflexes.		<b>Physics – Energy and forces</b>  Energy. Forms of energy. Transfer of energy. Fossil fuels. Renewable energy. Fossil fuels. Forces. Contact and non-contact forces. Work done by force. Speed. Radiation.		<b>Chemistry – Elements, mixtures and compounds</b>  Atoms. Molecules. Elements. Compounds. Periodic table. States of matter. Polymers. Structure of substances. Metals and non-metals. Mixtures and methods to separate different types of mixtures.	
PE	<b>Football (Leadership)</b>  Core PE in KS4 will be used to help the students to develop their leadership skills, tolerance, teamwork and mutual respect. They will have opportunities to lead their peers throughout the year as a coach and an official. They will be building upon their prior leadership knowledge and applying these skills to football. Pupils will be able to improve their football skills whilst undertaking focusing on the leadership roles. Students will continue to build upon	<b>Basketball (Leadership)</b>  Pupils will recap their prior knowledge of basketball including skills such as passing, dribbling, shooting and defending. They will apply their prior leadership knowledge to this and will help coach their peers and officiate isolated practices. This will enable students to embed their knowledge of what makes a good leader and allows them to practice demonstrating these qualities. Students will continue to build upon their leadership skills, tolerance, teamwork and mutual respect.	<b>Fitness (Leadership)</b>  Pupils will complete the initial fitness tests and identify two areas for improvement. They will pair up and work together to design a fitness circuit for their peer that will help them to improve those components of fitness. Students will retest at the end of the half term and reflect on their progress. Students will continue to build upon their leadership skills, tolerance, teamwork and mutual respect.	<b>Table Tennis (Leadership)</b>  Pupils will recap their prior knowledge of table tennis including skills such as forehand push, backhand push, smash shots and serving. They will apply their prior leadership knowledge to this and will help coach their peers and officiate isolated practices. This will enable students to embed their knowledge of what makes a good leader and allows them to practice demonstrating these qualities. Students will continue to build upon their leadership skills, tolerance, teamwork and mutual respect.	<b>Revision or Recreation</b>  Students will understand the importance of exercise on a person's wellbeing, and as such they will have the opportunity to decide whether they wish to revise for upcoming exams, use this time to complete work in other areas or whether to engage in recreational sport.  This time may also be used to ensure students meet their target for their NCFE in Sport.	

	their leadership skills, tolerance, teamwork and mutual respect.					
Humanities	<p><b><u>Historical change over time – part 1.</u></b></p> <p>The students will study America circa 1861 – 1900. They will examine factors such as societal changes, war, culture, diversity and land issues in this era. They will demonstrate their awareness of continuity and change, study primary and secondary sources, evaluate the opinions of selected authors, underpin their arguments and show awareness of alternative points of view. This encompasses AO1, AO2, AO3, AO4.</p>	<p><b><u>Historical change over time – part 2.</u></b></p> <p>The students will study America circa 1861 – 1900. They will examine factors such as societal changes, war, culture, diversity and land issues in this era. They will demonstrate their awareness of continuity and change, study primary and secondary sources, evaluate the opinions of selected authors, underpin their arguments and show awareness of alternative points of view. This encompasses AO1, AO2, AO3, AO4.</p>	<p><b><u>People and Protest - part 1.</u></b></p> <p>In this module the students will study the struggle for female suffrage in the UK from the late 19<sup>th</sup> century through to the late 1920s. This will involve studying key characters, events and other factors which either impinged upon or benefited the cause. They will examine the Suffragettes and Suffragists, understand the difference between the two groups and decide which form of activism they consider to be the most successful and why. AO1 – knowledge AO2 – understanding AO3 – application of the above</p>	<p><b><u>People and Protest – part 2.</u></b></p> <p>Learners must know about protest methods used by protestors. The choice is up to the teacher, but it is advisable to focus on a specific type of protest or protests. Suffragettes The role of individuals as leaders. Good examples may be: - Pankhursts and the Suffragette movement</p>	<p><b><u>Students entered – CORSEWORK PREPARATION.</u></b></p> <p><b><u>Other students - Ethics of food production and the consumer.</u></b></p> <p>This unit aims to enable learners to know about aspects of the ethics of food production and the consumer. This will include looking at how the transport of food affects the environment and how ethical retailing and consumer choices can help to reduce negative environmental impacts</p> <p>AO1 – knowledge AO2 – understanding AO3 – application of the above</p>	
PD  <i>This will be updated in September</i>	<p><b>Personal Development 1</b></p> <p>In PSHE pupils will learn to identify, manage and seek help for unhealthy behaviours, habits and</p>	<p><b>Personal Development 2</b></p> <p>In PSHE pupils will learn about specific STIs, their treatment and how to reduce the risk of</p>	<p><b>Personal Development 3</b></p> <p>In PSHE pupils look to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in</p>	<p><b>Personal Development 4</b></p> <p>In PSHE pupils learn to recognise when others are using manipulation, persuasion or coercion and how to respond. They go on to look at the</p>	<p><b>Personal Development 5</b></p> <p>In PSHE Pupils explore and evaluate the financial advantages, disadvantages and risks of different models of contractual terms,</p>	<p><b>Personal Development 6</b></p> <p>In PSHE pupils learn to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and</p>

2024 to reflect the use of Jigsaw	<p>addictions including smoking.</p> <p>In RE pupils will look at the six articles of faith in Sunni Islam. Tawhid; Angels; authority of the holy books; prophets of God; Day of Judgment; the supremacy of God's will. The focus should be on describing and explaining each of the articles and the implications for Muslims.</p> <p>In Citizenship pupils will explore the idea of national identity. They will also investigate the way the British political system works.</p>	<p>Transmission. They will learn about sexual health and the use of sexual health services.</p> <p>In RE pupils will learn about Shia Islam and will give small group presentations.</p> <p>In Citizenship pupils will be expected, either alone or working with others, to carry out an investigation into a citizenship issue based upon any part of the subject knowledge content.</p>	<p>situations involving weapons or Gangs.</p> <p>In RE pupils develop a religious understanding of attitudes to terrorism. They will explore religious attitudes to war, including the reasons for war including greed, self-defence and retaliation. The focus is on understanding why people go to war.</p> <p>In Citizenship pupils look at revision skills and how these can be applied to all of the subjects they are studying.</p>	<p>law relating to abuse in relationships, including coercive control and online harassment.</p> <p>In RE pupils look at what the criteria is for a just war: holy war? Student will learn about the just war theory. They will look at the criteria which some religions believe are necessary for a war to be 'holy'?</p> <p>In Citizenship pupils explore how digital democracy, social media and other measures are being developed as a means to improve voter engagement and the political participation of citizens.</p>	<p>including self-employment full-time, part-time and zero-hours contracts.</p> <p>In the lessons timetabled for RE and Citizenship pupils will be revising for their GCSE's.</p>	<p>ways to respond to anything that causes anxiety or concern.</p> <p>In the lessons timetabled for RE and Citizenship pupils will be revising for their GCSE's.</p>
	<p><b>Food Technology</b></p> <p><b>Staple foods</b> <b>Eggs, Breakfast, Bread, Soups</b></p> <p>Students will recap the principles of food hygiene; they will deepen their</p>	<p><b>Staple foods</b> <b>Lunch, pasta, rice</b></p> <p>Students will continue to work independently while cooking a variety of complex meals suitable for lunch including pasta</p>	<p><b>Food provenance, Fish, meat, poultry</b></p> <p>Students will demonstrate excellent knowledge about food provenance and will use home grown herbs and</p>	<p><b>Food provenance</b> <b>Vegetarian, Vegan</b></p> <p>Students will demonstrate excellent knowledge about dietary needs and choices</p>	<p><b>Level 2 Assessment</b> <b>Kitchen of the globe</b></p> <p>Students will take part in the final assessment of BTEC Home Cooking skills level 2. They will</p>	<p><b>Kitchen of the globe</b></p> <p>Students will practice their gained cooking skills while preparing and cooking dishes of their choice from around</p>

	<p>knowledge about staple foods, farming and processing food, Learners will prepare and cook a variety of more complex recipes suitable for breakfast, students will practice the principles of baking different types of bread and cooking a variety of soups. Students will demonstrate a good level of independence during preparation and cooking process and implement the knowledge of food hygiene and safety throughout the lesson</p>	<p>and rice dishes and evaluating the nutritional value of them; the learners will be using different cooking methods like boiling, steaming, grilling and baking. Students will also take part in the preparation and cooking process of Christmas dinner for the whole school, they will learn the importance of organizing skills while cooking for a group of people as well as social integration and cultural differences of the Christmas dinner.</p>	<p>vegetables to prepare and cook several dishes which will include fish, meat and poultry. Students will demonstrate excellent knowledge and practice of food hygiene and preventing cross contamination during the preparation and cooking process.</p>	<p>Students will adapt and apply dietary needs when preparing and cooking several dishes suitable for vegetarians and vegans. Learners will demonstrate excellent food hygiene and safety during the preparation and cooking process.</p>	<p>plan, prepare and cook two course meals, justify how the meal is contributing to the Eatwell guide and how they shared their cooking knowledge with others throughout the course. After the assessment Students will cook a several dish of their choice from cuisine around the world.</p>	<p>the world. Students will further develop their social skills when sharing and evaluating the dishes between themselves.</p>
Art	<p><b>Component 1</b></p> <p>Students document their findings in their preferred format, such as sketchbook pages, mood boards, digital presentation, design sheets and journals • include annotated or written analysis of sources, together with any primary and secondary visual evidence • develop the context of their work through the study of some of the named sources on the task paper, or other sources independently chosen as relevant to the starting point •</p>	<p><b>Component 1</b></p> <p>Experiment to refine and develop their ideas. Activities could include working with different combinations of materials, the application of techniques, alternative compositions or lighting, and alternative solutions to three-dimensional responses. In this sustained project the intention is for students to show a purposeful and meaningful response when selecting and presenting their work. They need to explicitly evidence their personal journey, from initial engagement with their</p>	<p><b>Component 2</b> <b>Unit 2 Exam project</b></p> <p>Externally set themes. Each student will need to produce work that relates to all the AOs. Mind map, mood boards, initial drawings.</p> <p>(AO3) Artist study – images, responses using own choice of material</p> <p>(AO1) Primary photos, drawings from photos, annotation (AO3)</p>	<p><b>Component 2</b></p> <p>Students will finish off work from Exam project Design ideas, experimenting (AO2), an outcome based on artist and primary photos in a material of their choice.</p> <p>(AO4) 10 hour exam over 1 week.</p>	<p><b>Unit 1 project</b></p> <p>All AO objectives/assignment criteria completed/improved before 30<sup>th</sup> May.</p>	<p><b>Exhibition</b></p> <p>Art work produced for a mini exhibition. Using all the skills used in KS4</p>

	analyse the work of relevant sources visually and/or through written annotation • use drawing methods and media appropriate to the preferred working methods and chosen context.	chosen starting point, to the realisation of intentions. These intentions could take the form of a series of outcomes and might involve a combination of materials.				
NCFE Construction	<b>Home DIY skills</b>  We will start by making a shelf and fixing it to the wall. Then we will hang some wall paper.	<b>Home DIY skills</b>  This term will be about building a flat packed kit. We will also be looking at painting windows and doors.	<b>Painting skills for interior ceilings and walls</b>  Students will learn how to prepare background surfaces ready to receive different paint finishes. This will include masking off, filling and using dust sheets. They will also learn about all the different types of tools.	<b>Painting skills for interior ceilings and walls</b>  Students will learn about the different types of paints and complete some practical assessments.	<b>Plumbing skills</b>  In this unit students will cover the health and safety around plumbing. They will also learn about all of the different tools as well as the various fixtures and fittings.	<b>Plumbing skills</b>  This term will be based around fitting a sink which includes hot and cold water as well as the waste system.
NCFE Computing  This will be updated with more information in September when we start the NCFE course.	<b>Find and use Information &amp; Safety and security when using data and digital devices</b>  Students will learn relevant legislations linked to GDPR, understand various forms of storage, build on current skills to research valid information, and be able to create and use a hierarchical folder	<b>Using devices and handling information</b> Learners will build their own skills to be able to research online using viable information. Learners will be able to store information in an appropriate format that enables them to locate files effectively.	<b>Communication and collaborating online</b>  Learners will explore their digital footprint whilst learning how to communicate online using various methods.	<b>Being responsible and safe online</b>  Learners will be able to understand and apply digital legislations. Identify the importance of protecting information	<b>Revision &amp; assessment</b>  Students will be updating portfolios and checking everything is in place for their assessment. Portfolio is assessment.	<b>Assessment &amp; independent project</b>  Students will use their new skills to research for their own projects, code and build their projects and display at possible science fair.

	structure to organise files and use an appropriate file naming convention.					
NCFE Sports & Leisure	<p><b>Physical Fitness and Injuries in Sport (6 CREDITS)</b></p> <p>Learners will understand how the demands of sport impacts on the body, the risk associated with specific sports, common types of injuries caused within sport and ways to treat and recover from injury. Learners will have the opportunity to test and measure levels of fitness, develop a fitness programme to measure results of fitness training and monitor the effectiveness of the programme.</p>	<p><b>Anatomy and Physiology for Exercise (6 CREDITS)</b></p> <p>Learners will develop their understanding of anatomy and physiology in the context of exercise. Learners will develop their knowledge of the structure and function of the body and how exercise impacts it. A range of learning outcomes cover the skeletal, muscular, respiratory, cardiovascular, nervous and energy systems.</p> <p><b>This will build on the Effects of Exercise on the Human Body System unit from NCFE Level 1.</b></p>	<p><b>Introduction to Healthy Exercise and Nutrition (6 CREDITS)</b></p> <p>Learners are introduced to exercise and nutrition. They will explore the effects of exercise in the body, the components of fitness and different types of training and how specific populations (such as people aged 50+) should adhere to key safety guidelines. In addition, the learner will consider the impact and importance of good nutrition and the health benefits related to this.</p> <p><b>This will build on the Health and Nutrition unit from NCFE Level 1.</b></p>	<p><b>Psychology for Sport Performance (6 CREDITS)</b></p> <p>Learners will be introduced to Sports Psychology. They will develop their knowledge of the theories of motivation, aggression and strategies that help sports performers. There will be opportunities for learners to assess their own physiological skills and devise a programme to improve these.</p>	<p><b>Strength and Conditioning Training (6 CREDITS)</b></p> <p>Learners will understand the physiology of strength and condition. They will explore the way that the body responds to strength and conditioning, considering injury prevention, adaptations to training and ways to maximise sessions. Learners will have the opportunity to plan, lead and evaluate a strength and conditioning session for a specific sport.</p> <p><b>This will build on the Strength and Conditioning unit from NCFE Level 1.</b></p>	<p><b>Participating in Sport (6 CREDITS)</b></p> <p>Learners will develop their practical skills in sport through organising and participating in sports activities. Students will be able to organise a sports activity, participate in sporting activities and review their participation within these. The learner will understand the rule, regulations and concepts of 'fair play' and 'gamesmanship' within sport.</p> <p><b>This will build on the Taking Part in Sport unit from NCFE Level 1.</b></p>