



# The JF Way

#nothingshortofremarkable

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## Year 11 Curriculum Summary: Term 2

The table below shows the knowledge and skills that Year 11 students are learning in their subjects this term.

Topic / Knowledge	Skills
<b>Art and Design</b>	
NEA – Exam preparation.	<p>Students are preparing for their final exam. They are focusing on one question, that they have chosen from their exam paper. They will go through the familiar developmental stages of photography, observational drawing, artist research, composition design and material testing.</p> <p>These stages will conclude with a refined plan that they will then complete in best, in their 10 hour GCSE exam at the end of this term.</p>
<b>Business</b>	
<p><b>Unit 5 Marketing</b></p> <p>This unit explores the importance of marketing activities on the success of a business.</p> <p><b>Content covered:</b>            Understanding customers            Market research            4Ps: Price, Product, Place, Promotion</p> <p><b>Unit 6 Finance</b></p> <p>This unit explores fundamental business concepts, numerical and accounting skills.</p> <p><b>Content covered:</b>            Sources of finance            Cash flow            Break even            Financial documents            Improving profitability</p>	<p><i>Students will:</i></p> <p>Continue to broaden and develop the use of business terminology to identify and explain business activity. Further develop their application skills using different business case studies</p> <p>Use inference to pick up on business issues implied within case studies.</p> <p>Complete business calculations and interpret results to inform decisions.</p> <p>Further develop their evaluation skills through problem solving and decision-making skills relevant to business. Investigate, analyse and evaluate business opportunities and issues to develop depth in written responses.</p>
<b>Computer Science</b>	
Ethics, Culture and Environment + Python Programming	<p>Unit 05: The Impact of Technology</p> <p>Students will focus on ethical, cultural and environmental issues surrounding computer science. They will use this topic to practice writing their extended answers to GCSE essay questions.</p> <p>Practical programming</p> <p>Students are continuing with their python programming practice in preparation for their component 2 exam.</p>



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Design and Technology	
<b>Graphic Design</b> Students are given a contextual challenge from the exam board from which they have to design and make a product, using all the skills developed in Year 10. This work is their NEA (Non-Exam Assessment) and forms 50% of their overall grade.	Design development, initial prototype modelling to test ideas against customer needs.
<b>Resistant Materials</b> Students are given a contextual challenge from the exam board from which they have to design and make a product, using all the skills developed in Year 10. This work is their NEA (Non-Exam Assessment) and forms 50% of their overall grade.  Students will also complete their Written Assessment (Exam) at the end of year 11, with this forming the remaining 50% of their overall grade.	Design development, initial prototype modelling to test ideas against customer needs.
Drama	
Text In Practice Exam Technique – practical and written.	Working from a script Dramatic intention Characterisation Narrative Analysis Context Artistic Intentions Consolidation of different style/genres Analyse and evaluate acting, design and technical aspects. Analyse and evaluate the characterisation and interaction of actors in a scene. Analyse and evaluate the ability to interact with an audience.
English Literature and Language	
From the Christmas exam series, students have completed studying Jekyll and Hyde and are now transitioning into a programme of revision in order to re-examine topics studied over the course of KS4, in preparation for AQA's summer exam series. Over the course of the next few months, and in advance of our Easter mock exams, students will revisit, in order: <ul style="list-style-type: none"> <li>• Power and Conflict Poetry</li> </ul>	<ul style="list-style-type: none"> <li>• Power and Conflict Poetry                This is an anthology of fifteen poems that students need to know for Literature Paper 2, in order to make a structured comparison between two poems, one of which is chosen by the exam board in the exam</li> <li>• Unseen Poetry                Another aspect of Literature Paper 2, this unit tests students' ability to tackle new and challenging poetry, to structure a written analysis, and to make comparisons between two texts on-the-fly</li> </ul>



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<ul style="list-style-type: none"> <li>• Unseen Poetry</li> <li>• An Inspector Calls</li> <li>• Reading and Writing Literary Non-Fiction</li> </ul>	<ul style="list-style-type: none"> <li>• An Inspector Calls The final aspect of Literature Paper 2 that we revise, students must prepare for a closed-book exam in order to demonstrate their literary knowledge and memory skills in an extended essay. A small number of marks are also available for the quality of their written communication in this unit</li> <li>• Reading and Writing Literary Non-Fiction Literary Non-Fiction is the focus of English Language Paper 2 – students need to be able to explore two previously unseen non-fiction texts from the last two centuries, and also be able to write persuasively to a brief</li> </ul> <p>For Literature Paper 2, students must have prepared themselves to write an extended essay on a question about the text. A short extract is provided, but students must be prepared to show a knowledge of the wider text from memory. A small number of marks are also available for the quality of their written communication in this unit</p>
<b>Food Preparation &amp; Nutrition</b>	
<p>The deadline for students to complete their NEA 2 practical work and written portfolio is Friday 22 March</p> <p>After Easter, we will be covering theory topics in preparation for the written exam paper in June. This is worth 50% of the overall GCSE grade.</p>	<ul style="list-style-type: none"> <li>• AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.</li> <li>• AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation.</li> <li>• AO3: Plan, prepare, cook and present dishes, combining appropriate techniques.</li> <li>• AO4: Analyse and evaluate different aspects of nutrition, food, cooking and preparation</li> <li>• Exam technique</li> </ul>
<b>French</b>	
<p>Continuing with:</p> <p><b>Module 8 Un oeil sur le monde</b></p> <p>Talking about what makes you tick Problems facing the world Protecting the environment Ethical shopping Volunteering Big events</p> <p>Moving onto:</p> <p><b>Content: Revision of all 3 AQA themes</b></p> <p>Revision of all three themes through listening, speaking, reading and writing.</p>	<p><b>Module 8</b></p> <p>Connections between word types, modal verbs pouvoir and devoir in the conditional, the passive, indirect object pronouns, arguments for and against</p> <p><b>Revision of all grammar</b></p>



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Geography	
<p>Theme 3: Environmental Challenges follows with pupils exploring ecosystems and their management, water resources and management and desertification</p> <p>Component 3 – Fieldwork Investigation. Continue to explore our approaches to the fieldwork enquiry and build on the enquiry process.</p>	<p>Embedded within each topic are key assessment objectives that includes AO1 Knowledge, AO2 Understanding, AO3 Evaluation and Analysis and AO4 – Skills.</p> <p>The fieldwork enquiry is completed with pupils completing the second of their two investigations into a geographical place and issue.</p>
German	
<p><b>Content: Kapitel 8 Eine wunderbare Welt</b></p> <p>International festivals and events Being involved in a sporting event Advantages and disadvantages of a global sporting event How social problems effect young people Homeless and poverty What a school does to be environmentally friendly How a country can be environmentally friendly Texts about international and local campaigns</p> <p>Moving onto: <b>Content: Revision of all 3 AQA themes</b> Revision of all three themes through listening, speaking, reading and writing.</p>	<p>Forming questions, prepositions with the accusative, adjectives with etwas/nichts, awareness of adjectival nouns, comparative and superlative adjectives and adverbs, subordinate clauses, awareness of the passive</p> <p><b>Revision of all grammar</b></p>
Health and Social Care	
<p><b>Revisit Component 2A content coverage to complete the assignment</b></p> <p>The different health and social care services and how they meet service user needs Types of barriers and how they can be overcome by the service providers or users</p> <p><b>Component 2B content coverage and assignment completion</b></p> <p>Demonstrating the Care Values as part of a role play activity.</p> <p>Ensuring all coursework components are completed to the highest standard</p>	<p>Develop an understanding about the scale of the Health and Social Care sector: about 3 million people work in health and social care. Health care roles include doctors, pharmacists, nurses, midwives and healthcare assistants, while social care roles include care assistants, occupational therapists, counsellors and administrators. Together, they account for nearly one in ten of all paid jobs in the UK.</p>



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History	
<p><b>Content Review and Examination Preparation</b> Students will revisit and review the content of the four examination units.</p> <p><b>Paper 1</b> Conflict and Tension 1918 - 1919 Germany 1890 – 1945</p> <p><b>Paper 2</b> Health and the People Elizabethan England 1568 – 1603 with a focus on Hardwick Hall for the specialist topic in 2025.</p>	<p>Embedded within each topic are key assessment objectives. Students are taught to evaluate how convincing an interpretation is for the Elizabethan and Germany topics, considering how far it matches their contextual knowledge. They will be shown step by step how to write an account and make a judgement on the importance of an event for the Elizabethan and Conflict sections. They will be reminded about how to judge significance and identify similarities for the Health section. Students will learn to consider the provenance of sources, in addition to considering its message. There will be an increased focus on crafting judgements for the “<i>how far do you agree</i>” factors and causation questions.</p>
Mathematics	
<p>Students in year 11 continue to study a range of topics from each of the core Mathematical strands at GCSE: Number, Algebra, Geometry, Ratio and Proportion and Statistics.</p> <p>Students will be presented with a full suite of GCSE assessment materials to develop confidence with the wide breadth of topics within GCSE Mathematics. Teachers will equip students with a variety of techniques to develop their approach to answering increasingly complex mathematical problems using the skills and knowledge developed in previous years of study at the school.</p> <p>In Term 1 we provide students with the opportunity to revisit and master topics and advance their understanding of key concepts introduced in previous years in Algebra and Geometry.</p> <p>A baseline assessment will collate and highlight areas of strength whilst suggesting and directing students to topics they need to develop through independent study. Students should aim to develop complete familiarity and confidence with GCSE questions, with a heavy focus on multi-step problem-solving elements of the course in order to fully prepare for their mock examination in the second half term.</p> <p>Both Tiers of entry will begin to receive weekly past papers as part of their revision programme</p>	<p><b>Higher Tier</b></p> <ul style="list-style-type: none"> <li>To be able to interpret the gradient of a straight line as a rate of change.</li> <li>Calculate or estimate gradients of graphs and areas under graphs including quadratic and other non-linear graphs.</li> <li>To be able to simplify and manipulate algebraic expressions involving algebraic fractions where the denominator is numerical or algebraic.</li> <li>To be able to understand the vector notation, draw and identify a vector, to be able to find the magnitude of a vector, to know what a scalar is and to be able to multiply a vector by a scalar.</li> <li>To be able to add and subtract multiple vectors and sketch the corresponding diagram.</li> </ul> <p><b>Foundation Tier</b></p> <ul style="list-style-type: none"> <li>Know the equation for direct and indirect proportion as <math>y = kx</math> and <math>y = k/x</math> respectively</li> <li>Calculate the value of <math>k</math> by substituting given values into the equation and solving.</li> <li>Review Year 10 right angled trigonometry: <ul style="list-style-type: none"> <li>Use SOH CAH TOA to calculate the value of trig functions</li> <li>Use trig functions to calculate unknown sides</li> <li>Use trig functions to calculate unknown angles</li> </ul> </li> <li>Review of simple interest</li> <li>Calculate final investment value when earning compound interest by calculating interest year on year</li> <li>Recognise graphs of growth and decay</li> <li>Write translations as column vectors</li> <li>Represent column vectors diagrammatically</li> </ul>



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as they begin to increase their level of independent study.	<ul style="list-style-type: none"> <li>Add and subtract vectors</li> </ul>
<b>Music</b>	
Revision of listening topics Completion of Composition set to brief. Final recordings of performances (if not done)	Listening Composing Ensemble / Performance
<b>Physical Education</b>	
<b>CORE PE</b> Rugby Table Tennis Netball HRF Tchoukball Handball	<b>CORE PE</b> Promoting healthy lifestyles and games. The focus in KS4 PE is ensuring all pupils are exposed to a variety of sports and enjoy recreational participation in physical activity.
<b>GCSE PE</b> Socio-cultural influences on sport.	<b>GCSE PE</b> In this section, students will explore a wide range of topics which relate to the socio-cultural influences of sport. These will include the engagement patterns of social groups, commercialisation and sponsorship, Drugs and hooliganism/spectator behaviour.
<b>BTEC Tech Award</b> Component 3 - Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity (Exam Unit)	<b>BTEC Tech Award</b> This exam component requires learners to use theoretical knowledge and understanding of applied anatomy and physiology, movement analysis and physical training so that they can use this knowledge to analyse and evaluate performance and devise informed strategies for improving/optimising their own practical performance
<b>Science</b>	
Combined Science Using resources Homeostasis The nervous system  Biology Variation and evolution  Chemistry Using resources Chemistry of the atmosphere  Physics Exam preparations for all subjects  All subjects: Preparations for mocks 2 and review weeks.	Further developing scientific skills including; developing a method to record accurate results, measuring accurately, graph plotting, drawing conclusions and evaluating methods  Develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills in the laboratory, in the field and in other learning environments. Develop the ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.



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Personal Development (PD)	
<p><b>Sexual health:</b> Students will be able to define and understand 'peer on peer bullying', what affects fertility and how alcohol can impact on decisions. Students will revisit learning about STIs and contraception.</p> <p><b>Staying safe:</b> Students will revisit learning about 'party drugs' and begin to learn about their online footprint and reputation.</p> <p>Throughout this term, students will use 'Unifrog' to embed their careers education.</p>	<p>To understand what a healthy relationship looks like and the importance of sexual health.</p> <p>To be able to know the different forms of substance abuse and what this may look like.</p> <p>To understand the severity of digital footprint and engage in healthy discussions surrounding this.</p>