



# The JF Way

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## Year 11 Curriculum Summary: Term 3

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>	
Portfolio – completion. Deadline Tuesday 6 <sup>th</sup> May.	
<b>Business</b>	
Unit topic: 1,2,3,4,5,6 Revision and exam skills  External GCSE examinations commence.	<p>The exam skills of knowledge, application, analysis and evaluation that have been developed throughout the curriculum will continue to be reinforced through practice.</p> <p>Students will:</p> <ul style="list-style-type: none"><li>Use accurate business terminology to analyse and evaluate business scenarios.</li><li>Use inference to pick up on business issues implied within case studies.</li><li>Use their developed evaluation skills to investigate, analyse and evaluate business opportunities and issues to demonstrate depth in written responses.</li><li>Make justified decisions using both qualitative and quantitative data including its selection, interpretation, analysis and evaluation, and the application of appropriate quantitative skills.</li><li>Continue to solve problems by looking at the interdependent nature of business activity business activity, influences on business, business operations, finance, marketing and human resources, and how these interdependencies underpin business decision making.</li></ul>
<b>Computer Science</b>	
Focus: Revision	<p>QLA of end of unit tests and mock has revealed the topics that students need to recap. These individual lessons will be re-covered unique to each class.</p> <p>Practical programming Students are continuing with their python programming practice in preparation for their component 2 exam.</p>



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Design and Technology	
<p><b>GRAPHIC DESIGN</b></p> <p>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.</p> <p>Students will also complete their Written Assessment (Exam) at the end of year 11, with this forming the remaining 50% of their overall grade.</p>	
<p><b>RESISTANT MATERIALS</b></p> <p>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.</p> <p>Students will also complete their Written Assessment (Exam) at the end of year 11, with this forming the remaining 50% of their overall grade.</p>	
Drama	
Written examination	<p>Consolidation of different style/genres</p> <p>Analyse and evaluate acting, design and technical aspects.</p> <p>Analyse and evaluate the characterisation and interaction of actors in a scene.</p> <p>Analyse and evaluate the ability to interact with an audience.</p> <p>Understanding how to structure GCSE answers to gain marks.</p>



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English Literature and Language	
<p>Since the March mock exam series, students have continued a programme of revision in order to re-examine topics studied over the course of KS4, in preparation for AQA's summer exam series.</p> <p>Over the course of the next six weeks, students will revisit:</p> <ul style="list-style-type: none"> <li>• Reading and Writing Literary Fiction</li> <li>• Reading and Writing Literary Non-Fiction</li> <li>• Jekyll &amp; Hyde*</li> <li>• Romeo &amp; Juliet*</li> <li>• An Inspector Calls</li> <li>• Power and Conflict Poetry</li> </ul> <p>Whilst students are revising in school, it's vital that students also continue to revise at home, developing sufficient depth of knowledge, and memory of quotations in order to support their essay writing in the examinations themselves.</p>	<ul style="list-style-type: none"> <li>• Reading and Writing Literary Fiction</li> <li>• Reading and Writing Literary Non-Fiction</li> <li>• Jekyll &amp; Hyde*</li> <li>• Romeo &amp; Juliet*</li> <li>• An Inspector Calls</li> <li>• Power and Conflict Poetry</li> </ul> <p>*For students in 11X7, they will be revising <i>A Christmas Carol</i> and <i>Macbeth</i> in lieu of the stated texts.</p>
Food Preparation & Nutrition	
<p>Completion of Non-Exam Assessment 2, the food preparation task. Students should have now completed their research, research summary, design ideas and cooked at least one of their product ideas.</p> <p>Revision and theory content in readiness for GCSE final exam</p>	<ul style="list-style-type: none"> <li>•</li> </ul>
French	
Content: Revision of all 3 AQA themes continued	Revision of all grammar continued
Geography	
<p>Revision and Lesson Summaries: Theme 1: Changing Places Changing Economies Theme 2: Changing Environments Theme 3: Environmental Geography</p> <p>Pupils will also complete the final summary of their Fieldwork component in preparation for the exam. Geographical flows. Sustainability.</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	
Revision of all 3 AQA themes	Revision of all grammar continued



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Health and Social Care	
<p><b>Component 1 or 2 PSA re-sit completion</b></p> <p><b>Component 3 revision of content and examination preparation for external examination (early May)</b></p> <p>Learners will explore how factors can affect an individual's health and wellbeing positively or negatively. This links to and extends knowledge and understanding of human lifespan development including life events, covered in Component 1. Here, however, the focus is on the current health and wellbeing of individuals.</p> <p>Learners will explore how physiological indicators are used to measure health and the potential significance of abnormal readings.</p> <p>Learners will explore how lifestyle choices determine physical health.</p> <p>Learners will explore the use of the person-centred approach in health and social care settings. This links to, and consolidates, knowledge and understanding from Component 2 on the skills, attributes and values that contribute to care.</p> <p>Learners will explore recommendations and actions that are aimed at improving health and wellbeing, alongside support available for achieving this. This links to, and consolidates, knowledge and understanding from Component 1 on sources and types of support, and Component 2 on health and social care services, and also skills, attributes and values that contribute to care.</p> <p>Learners will explore the barriers and obstacles that individuals can face when following recommendations and the unique ways that they may be overcome. To do this, they will need to make links to and build on their prior knowledge and understanding from Component 2, in particular, barriers to accessing services and the personal obstacles individuals may face.</p>	<p>Apply examination skills using the following command words:</p> <p>Complete - Provide the missing information for a table so that it is complete (contains all the necessary information).</p> <p>Discuss - Consider the different aspects in detail of an issue, situation, problem or argument and how they interrelate.</p> <p>Explain - Present one point that identifies a reason, way, benefit, or importance etc and a second point that justifies/explains the first point.</p> <p>Give - Provide a response i.e. feature, characteristic or use of.</p> <p>Identify - Usually requires some key information to be selected from a given stimulus/source.</p> <p>State - Recall from memory facts, terms, processes, legal implications etc. or provide the correct answer to the given context.</p>



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History	
<p><b><u>Content Review and Examination Preparation</u></b></p> <p>Students will revisit and review the content of the four examination units.</p> <p><b><u>Paper 1</u></b> Conflict and Tension 1918 - 1919 Germany 1890 – 1945</p> <p><b><u>Paper 2</u></b> Health and the People Elizabethan England 1568 – 1603 with a focus on Drake and his Circumnavigation of the Globe 2024 or Hardwick Hall 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 finalise their study of the Mathematics GCSE course by reviewing each of the core Mathematical strands at GCSE: Number, Algebra, Geometry, Ratio and Proportion and Statistics.</p> <p><b><u>New Topics</u></b> <b><u>Higher Tier:</u></b> Direct and Inverse Proportion Functions Sine and Cosine Rule Trigonometric Graphs Circle Theorems Equation of a Circle Transformation of Functions Pre-Calculus Area under a Curve Algebraic Fractions Vectors Numerical Methods</p> <p><b><u>Foundation Tier:</u></b> Quadratic Equations Changing the Subject of a Formula Working with Inequalities Direct and Inverse Proportion Exponential Growth and Decay Vectors Non Linear Graphs</p> <p>In Term 3 we provide students with the opportunity to revisit and master topics from the</p>	<p>For both tiers of entry, assessment objectives are embedded across the curriculum.</p> <p>These are:</p> <ul style="list-style-type: none"> <li>• AO1: Use and apply standard techniques: <ul style="list-style-type: none"> <li>• Recall facts, terminology and definitions.</li> <li>• Accurately carry out routine procedures.</li> <li>• Accurately calculate with written methods and through using a calculator.</li> </ul> </li> <li>• AO2: Reason, interpret and communicate mathematically: <ul style="list-style-type: none"> <li>• Draw conclusions from mathematical information.</li> <li>• Use reasoning to achieve a given result.</li> <li>• Present arguments and proofs.</li> </ul> </li> <li>• AO3: Solve problems within mathematical and other contexts <ul style="list-style-type: none"> <li>• Make and use connections from different strands of mathematics.</li> <li>• Interpret results from given information.</li> <li>• Evaluate solutions and identify how they may have been affected by assumptions made</li> </ul> </li> <li>• In addition to reviewing the full list of topics covered in the Mathematics GCSE course, students should ensure a healthy diet of answering short and longer form questions from each topic to cover the different assessment objectives being tested at each point.</li> </ul>



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<p>whole course using detailed question level analysis of their performance during the mock assessments in the Autumn and Spring Term.</p> <p>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 to fully prepare for their final examinations.</p> <p>Both Tiers of entry will begin to receive weekly past papers as part of their revision programme as they begin to increase their level of independent study.</p>	<ul style="list-style-type: none"> <li>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 knowledge developed in previous years of study.</li> </ul>
<b>Music</b>	
<p>Revision of listening topics: MAD TSHIRT World Music The Concerto through Time Film Music The Popular Song</p>	<p>Revision, listening practise, exam technique</p>
<b>Physical Education</b>	
<p><u>CORE PE</u> Rounders and Tennis.</p>	<p><u>CORE PE</u> 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.</p>
<p><u>GCSE PE</u> Exam Revision</p>	<p><u>GCSE PE</u> Students will spend the final term revisiting content and all lessons will be used as revision lessons. These lessons will be targeted on areas that have been highlighted for improvement by teachers.</p>
<p><u>BTEC Tech Award</u> Exam Revision</p>	<p><u>BTEC Tech Award</u> Students will spend the final term revisiting content and all lessons will be used as revision lessons. These lessons will be targeted on areas that have been highlighted for improvement by teachers.</p>
<b>Science</b>	
<p><b><u>Content Review and Examination Preparation</u></b></p> <p>Students will revisit and review the content of the examination units</p>	<p>Further developing scientific skills including; developing a method to record accurate results, measuring accurately, graph plotting, drawing conclusions and evaluating methods</p>



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<p><b><u>Combined Science:</u></b></p> <p><b><u>Paper 1 Biology</u></b> Biology topics 1–4: Cell Biology; Organisation; Infection and response; and Bioenergetics.</p> <p><b><u>Paper 2 Biology</u></b> Biology topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.</p> <p><b><u>Paper 1 Chemistry</u></b> Chemistry topics 8–12: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.</p> <p><b><u>Paper 2 Chemistry</u></b> Chemistry topics 13–17: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.</p> <p><b><u>Paper 1 Physics</u></b> Physics topics 18–21: Energy; Electricity; Particle model of matter; and atomic structure.</p> <p><b><u>Paper 2 Physics</u></b> Physics topics 22–24: Forces; Waves; and Magnetism and electromagnetism</p> <p><b><u>Separate Science:</u></b></p> <p><b><u>Paper 1 Biology</u></b> Topics 1–4: Cell biology; Organisation; Infection and response; and Bioenergetics.</p> <p><b><u>Paper 2 Biology</u></b> Topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.</p> <p><b><u>Paper 1 Chemistry</u></b> Topics 1–5: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes.</p> <p><b><u>Paper 2 Chemistry</u></b> Topics 6–10: The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources.</p>	<p>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.</p>
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<p><b>Paper 1 Physics</b> Topics 1-4: Energy; Electricity; Particle model of matter; and atomic structure.</p> <p><b>Paper 2 Physics</b> Topics 5-8: Forces; Waves; Magnetism and electromagnetism; and Space physics.</p>	
<b>Personal Development (PD)</b>	
<p>Staying safe: Students will continue with their study of drugs and keeping themselves safe online. They will learn what 'new psychoactive drugs' are. Students will also look at cosmetic surgery.</p>	<p>Students will understand the dangers of festival drugs and look at substance addiction.</p>