



YEAR 11

CURRICULUM

INFORMATION



ST JOSEPH'S
CATHOLIC HIGH SCHOOL
LIVING • LOVING • LEARNING

Our Year 11

St Joseph's is a school where we know our pupils, care for them and we treat each other like a family. The theological virtues of Faith, Hope and Love are at the heart of what St Joseph's does. This results in a curriculum that instills within our pupils a love of self and a love of others, the virtues of faith, hope and love and opportunities to explore Catholic Social Teaching. We promote care and respect for all and expect high standards in all aspects of school life.

Our curriculum is designed to offer a broad and balanced curriculum which is both stimulating and challenging, meeting the needs of the full ability range of all our pupils. Our rich curriculum prepares all our pupils to be successful and ready for the next stage of their lives to flourish. Our curriculum fosters high levels of independent learning. We have high aspirations for all our pupils and have bespoke intervention to support the needs of individual pupils who may not be reaching their full potential, we implement a series of interventions to ensure that pupils achieve their best.

Our curriculum is designed to build on the good work of our partner primary schools to acquire a depth of knowledge, skills and understanding across all subjects that enables pupils to achieve their very best. We regularly review and adapt our curriculum so that it meets the needs and interests of all our pupils to enhance their learning.

Our Curriculum encourages our pupils to have high levels of literacy, oracy, numeracy and a love of reading, that will support and build the confidence of our pupils to know more. We support our pupils with a range of additional opportunities, extra-curricular activities and experiences to develop themselves as an individual who are ready to meet the next challenge in their lives. We believe that learning should be interesting and enjoyable. While we support pupils to develop their knowledge and skills, we encourage them to ask questions, develop resilience in their learning and build confidence in their own abilities.

Our curriculum is regularly reviewed and refined so that it meets the personal needs and interests of all our pupils, supporting and challenging everyone, while respecting the dignity of the individual. Pupil progress is tracked across all years with regular reports sent home to provide information to parents and carers.

Our curriculum is designed to meet the needs of our young people, preparing them for adult and working life. It provides a secure learning environment, that has a rigorous academic and vocational curriculum with high expectations and best practice in teaching and learning based upon 'The Greater Teacher Toolkit', enhanced by pastoral care.

Year 11 Curriculum Time

SUBJECT	NUMBER OF LESSONS PER WEEK
ART & DESIGN	3
ART & DESIGN: PHOTOGRAPHY	3
BUSINESS	3
COMPUTER SCIENCE	3
CREATIVE MEDIA	3
DESIGN TECHNOLOGY - ENGINEERING	3
DESIGN TECHNOLOGY - FOOD & NUTRITION	3
ENGLISH	3
GEOGRAPHY	3
HEALTH & SOCIAL CARE	3
HISTORY	3
MATHEMATICS	3
MODERN FOREIGN LANGUAGE - SPANISH	3
PERFORMING ARTS	3
PERSONAL DEVELOPMENT - PHSE	1
PHYSICAL EDUCATION	1
RELIGIOUS EDUCATION	3
SCIENCE	6
SPORTS SCIENCE	3

Art & Design

Exam Board:	AQA	
Specification Number:	8201	
Units:	8201/X	Externally Set 40%
	8201/C	Portfolio Coursework 60%

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Link to the GCSE Art and Design specification & resources: [AQA](#) | [Subjects](#) | [Art and Design](#)

Year 11 Teaching Units - *What will your child study?*

Half Term 1

Mock exam - Using a past exam paper students will have 5 weeks preparation, then a 5 hour exam. This will introduce working towards tight deadlines, and gives an idea of how much work can be achieved in one full day.

Half Term 2

Dedicated Improvement and Reflection Time [DIRT] work. All work from year 10 will be improved or projects finished.

Half Term 3

External exam paper preparation. Students have prep time in lessons and as homework, before their 10 hour exam. During this time a variety of materials and skills will be used depending on individual interpretation and interest.

Half Term 4

Prep time continued then the final 10 hour exam.

Half Term 5

Formal assessment takes place after the end of the exam. Students will mount up their work and put up their exhibition. Date of opening TBC each year.

Photography

Exam Board:	AQA
Specification Number:	8206
Units:	8206/X 8206/C

GCSE Photography offers students a unique opportunity to explore visual creativity through the lens of a camera. The course encourages learners to develop technical skills in composition, lighting, and digital editing, while also fostering personal expression and critical thinking. Throughout the programme, students investigate a range of photographic styles including portraiture, landscape, documentary, and abstract photography. One popular project involves experimenting with long exposure techniques, allowing students to create striking light trail images. In addition to practical tasks, students study the work of influential photographers to help them understand how photography can be used to communicate ideas, tell stories, and challenge perceptions. GCSE Photography equips students with valuable skills in planning, observation, and visual communication. Whether they pursue photography further or apply these skills in other areas, the course provides a strong foundation for creative and analytical thinking.

[Link to the GCSE Art and Design specification & resources: AQA | Subjects | Art and Design](#)

Year 11 Teaching Units - *What will your child study?*

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Half Term 4

Prep time continued then the final 10 hour exam.

Half Term 5

Formal assessment takes place after the end of the exam. Students will mount up their work and put up their exhibition. Date of opening TBC each year.

Business Studies

Exam Board:	Pearson	
Specification Number:	IBSO	
Units:	IBSO 01	Investigating Small Business (Studied in Yr 10)
	IBSO 02	Building a Business (Studied in Yr 11)

Business Studies is a subject that gives pupils the opportunity to develop a wide range of transferable skills. Pupils will become skilled in making decisions, being creative, solving problems, understanding finance, analysing data and working as part of a team. They will not only gain business knowledge and understanding but will gain the opportunity to put it into practise through a range of business activities and projects. Business Studies gives pupils the opportunity to understand the world that we live in and to become more aware of global issues and events.

Link to the GCSE Business specification & resources:
<https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/specification-and-sample-assessments/gcse-business-spec-2017.pdf>

Year 11 Teaching Units - *What will your child study?*

Half Term 1

Topic 2.1 Growing the Business

Half Term 2

Topic 2.2 Making Marketing Decisions

Half Term 3

Topic 2.3 Making Operational Decisions

Topic 2.4 Making Financial Decisions

Half Term 4

Topic 1.4 - Making the Business Effective

Half Term 5

Revision and Exam Technique

Computer Science

Exam Board:

Specification Number:

Units:

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Year 11 Teaching Units - What will your child study?

Half Term 1

Algorithms / Python

Standard searching algorithms

Standard sorting algorithms

Python programming practice & additional programming techniques such as

·How to use sub programs (functions and procedures) to produce structured code

·Random number generation

Half Term 2

Robust Programs/ Python

Producing Robust Programs

·Defensive design considerations:

·Input validation

·Maintainability:

·Defensive design considerations:

·Input validation

·Maintainability:

·The use of basic string manipulation

·The use of basic file handling operations:

·The purpose of testing

·Types of testing

·Identify syntax and logic errors

·Selecting and using suitable test data

·Refining algorithms

·The use of records to store data

·The use of SQL to search for data

·The use of arrays (or equivalent) when solving problems, including both one-dimensional (1D) and two-dimensional arrays (2D)

·How to use sub programs (functions and procedures) to produce structured code

·Random number generation

Python programming practice & additional programming techniques such as

·How to use sub programs (functions and procedures) to produce structured code

·Random number generation

Half Term 3

Programming languages and Integrated Development Environment

Python programming practice & additional programming techniques such as

·How to use sub programs (functions and procedures) to produce structured code

·Random number generation

Half Term 4

Revision

Python programming practice & additional programming techniques such as

·How to use sub programs (functions and procedures) to produce structured code

·Random number generation

Half Term 5

Revision

Creative Media

Exam Board:	Pearson	
Specification Number:	RCM3	
Units:	BCM01	Exploring Media Products
	BCM02	Developing Digital Media Production Skills
	BCM03	Create A Media Product In Response To A Brief

Creative Media is the study of how a variety of media is constructed, how it appeals to audiences, how it changes in regards to technological developments and the role media industries play in all these areas. It is an exciting, yet challenging, subject that complements many other subjects well, such as Art, English, Business Studies and Computing. It is a mixture of both practical skills and theoretical understanding. It is suitable for pupils who like "hands on" learning but with the academic rigour of other subjects.

Year 11 Teaching Units - What will your child study?

Half Term 1 Create A Media Product In Response To A Brief

A Understand how to develop ideas in response to a brief A1 Responding to a brief ● Establishing the requirements of the brief, such as: o the client, e.g. the type of company or organisation that has set the brief, their market or field, and their competitors o the aim or purpose of the brief o technical requirements, e.g. product type, size, duration, format. ● Defining the target audience, such as: o age, gender, location, income level o lifestyle, attitude, values, interests, behaviour, personality. ● Researching similar existing products to understand the marketplace/competition, such as: o products, e.g. mainstream, niche, alternative, generic, unconventional o textual analysis of the technical and stylistic codes o content analysis to establish the contents, order and sequencing. ● Exploring the chosen media sector to support the generation of ideas, such as: o audience responses to media products aimed at the same target audience o current trends in the chosen media sector. ● Theme of the brief: o secondary research into the topic or theme of the brief

A2 Generating ideas Learners will need to consider different ideas for their product, its content and style, in order to develop a coherent product proposal. ● Product, such as: o audio/moving image, e.g. podcast, radio broadcast, audio guide, news or feature package, advertisement, trailer, viral video, promotional video, short film, animation o print, e.g. magazine, brochure, marketing material, newspaper, advertorial, leaflet o interactive, e.g. game demo, website, app, interactive magazine, HTML newsletter. ● Content, such as: o structure, e.g. storyline, narrative, running order, pages, screens, levels o breakdown, e.g. characters, articles, features, rules. ● Style and design, such as: o style, e.g. mise en scène, tone, mode of address, house style o design, e.g. locations, atmospheric and ambient sound, game environment. ● Idea selection: o retain, reject, combine and refine ideas to form a chosen idea for a media product

Half Term 2 Create A Media Product In Response To A Brief [continued]

A2 Generating ideas Learners will need to consider different ideas for their product, its content and style, in order to develop a coherent product proposal. ● Product, such as: o audio/moving image, e.g. podcast, radio broadcast, audio guide, news or feature package, advertisement, trailer, viral video, promotional video, short film, animation o print, e.g. magazine, brochure, marketing material, newspaper, advertorial, leaflet o interactive, e.g. game demo, website, app, interactive magazine, HTML newsletter. ● Content, such as: o structure, e.g. storyline, narrative, running order, pages, screens, levels o breakdown, e.g. characters, articles, features, rules. ● Style and design, such as: o style, e.g. mise en scène, tone, mode of address, house style o design, e.g. locations, atmospheric and ambient sound, game environment. ● Idea selection: o retain, reject, combine and refine ideas to form a chosen idea for a media product

B Develop planning materials in response to a brief B1 Planning materials Learners need to produce sector-specific planning materials that are sufficiently detailed to enable the client to visualise the proposed product. ● Storyboarding for moving image, such as: o conventions, e.g. types of shot, shot composition, framing, camera movement, transitions, shot duration, dialogue, soundtrack o storytelling, e.g. staging, continuity, direction notes. ● Writing a script for audio/moving image, such as: o conventions, e.g. title page, description of action, dialogue, timings, script outline o audio elements, e.g. music, sound effects, jingles, interviews, vox pop, music bed, speech o storytelling, e.g. sequences, scenes, use of language, directions, narration. ● Page layout and design for print, such as: o conventions, e.g. thumbnails, sketches o positioning, e.g. assets, features, content, columns, white space o design, e.g. consistency, colours, fonts, styles, effects. ● Layout and design for interactive, such as: o conventions, e.g. storyboards, wireframes, sketches o positioning, e.g. text, images, assets, white space o flow, e.g. interactivity, navigation, movement, sound, rules. B2 Managing the production process Learners will need to manage the following aspects of the production process. ● Time management, such as: o schedules, e.g. maintain production schedules of tasks and deadlines o contingency planning. ● Copyright, clearances and permissions, such as: o checking copyright status of secondary assets and material, e.g. public copyright licences such as Creative Commons, royalty free (RF), public domain (expired copyright), obtaining permission to use copyrighted assets or material o clearances to use locations, participants for public screening/viewing. C Apply media production skills and techniques to the creation of a media product Learners will apply production skills and techniques to the creation of their media product within their chosen sector through selection and use of appropriate equipment and in response to the client's needs. C1 Monitor and review the outcomes of the production process Learners will need to continually reflect on the progress of their media product as they engage in the different stages of the production process. ● Monitoring outcomes to identify strengths and potential areas for improvement. ● Making refinements to the media product to improve the outcome.

Half Term 3 - 5

Create A Media Product In Response To A Brief - Final Coursework

Half Term 6

Design & Technology: Engineering

Exam Board: OCR

Specification Number: J823

Units:

R014	Principles of Engineering Manufacture
R015	Manufacturing a one-off product (centre assessed)
R016	Manufacturing in quantity (centre assessed)

Engineering plays a role in every aspect of our lives – from smart TVs to electric cars to artificial limbs and there are many facets to it.

Engineering allows us to understand how the world is shaped and the impact that this has on our communities and the planet, and how it can contribute to creating a sustainable future.

Engineering challenges and work with tools and materials to create practical solutions for a range of problems and challenges. It develops the skills to create functional products and components with accuracy and precision.

Year 11 Teaching Units - *What will your child study?*

Half Term 1 & 2

Working on their Non Exam Assessment [NEA], including

- Application of skills, knowledge and understanding in a practical context.
- Analysis and evaluation of evidence.

Students will produce:

- engineering drawings or schematics to communicate a solution to the brief.
- an engineering product that solves a problem based around a brief which is set by the exam board.

Half Term 3

Revision/recall:

- metals and alloys
- Polymers
- composites, timbers and ceramics
- energy production methods

Half Term 4

Revision/recall:

- lifespans, maintenance, other factors affecting design solutions
- additive manufacturing, material removal and shaping
- casting, moulding, joining and assembly
- heat and chemical treatment and surface finishes

Half Term 5

Revision/Recall

- mechanical systems
- electronic systems
- structural systems
- pneumatic systems

Half Term 6

Revision/Recall

- modelling and calculating
- Testing
- Aerodynamics
- the impact of modern technologies
- practical engineering skills

Design & Technology: Food Preparation & Nutrition

Exam Board: AQA

Specification Number: 8585

Units: 8585/C NEA Task 1 (Food investigation) & Task 2 (Food preparation assessment)
8585/W Written Paper

Welcome to both the science, history and creative application of all things food. At its heart, this course focuses on nurturing pupils' practical cookery skills to give them a strong understanding of nutrition. It is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials.

Year 11 Teaching Units - *What will your child study?*

Half Term 1

- Nutrients,
- processing and production.
- Practical skills

Half Term 2

- Mock exam
- Non Exam Assessment [NEA] 1: -working characteristics, functional and chemical properties of ingredients.

Half Term 3

- NEA1 - Food investigation. Compiling a written report (1,500–2,000 words).
- Dietary Comparison

Half Term 4

- NEA2: Food preparation task – written portfolio.

Half Term 5

- Practical exam -Students will prepare, cook and present three dishes within 3 hours

Half Term 6

- Revision and preparation for written exam

English

Exam Board:	AQA	AQA
Specification Number:	8700 [Language]	8702 [Literature]
Units:	8700/1 Paper 1 8700/2 Paper 2 8700/C Spoken Language	8702/1 Paper 1 8702/2 Paper 2

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Year 11 Teaching Units - *What will your child study?*

Half Term 1

19th Century Novel and English Language Paper 2

Half Term 2

19th Century Novel and English Language Paper 2

Romeo & Juliet Revision

Half Term 3

Poetry and An Inspector Calls revision

Language Paper 1 revision

Half Term 4

Revision and exam practice

Half Term 5

Revision and exam practice

Geography

Exam Board:	OCR	
Specification Number:	J386 (new specification 2025)	
Units:	J386/01	Our Natural World 35%
	J386/02	People and Society 35%
	J386/03	Geographical Exploration 30%

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Year 11 Teaching Units - *What will your child study?*

Half Term 1: Unit 1 – Urban Populations Fieldwork – Urban Study

Unit 1 – Urban Populations Fieldwork – Urban Study

Case Study: In an Emerging Developing Country/Low Income Developing Country

- What is the city's location and importance?
- What are the patterns of migration and how these are causing change in the city?

- How has urban growth created opportunities within the city?

- What are the contemporary challenges within the city?

- How is the city being made more sustainable?

Fieldwork – Urban Study (Carlisle)

- What questions can be investigated through fieldwork and what is the geographical enquiry process?

- What kinds of techniques and methods can we use in our fieldwork?

- How can we process and present our fieldwork data in various ways?

- How can we analyse and explain our data?

- What conclusions can we make from our data?

- How can we evaluate our fieldwork?

Half Term 2: Unit 2 – Ecosystems

- What and where are our global ecosystems?

- What are the main characteristics of our global ecosystems?

- What are the biotic and abiotic features of a tropical rainforest?

- What is the nutrient cycle like in a tropical rainforest?

- How do biotic and abiotic features depend on each other in a tropical rainforest?

- Why are tropical rainforests socially, environmentally and economically important?

- What are the impacts of human activity on tropical rainforests?

- Case Study: How can rainforests be sustainably managed?

- What are the main characteristics of polar regions?

- How do biotic and abiotic features depend on each other in a polar region?

- Why are polar regions socially, environmentally and economically important?

- Why are polar ecosystems important for scientific research, bioprospecting and studying impacts of climate change?

- Case Study: How is human activity impacting the polar environment?

- Case Study: How are polar environments being sustainably managed?

Half Term 3: Unit 3 – Global Development

- What is development and how are countries classified?

- What are the economic social and environmental measures of development and how do they show uneven development across the world?

- What are the limitations of different measures of development?

- How have human, physical, historical and economic factors led to uneven development across the globe?

Case Study: A Low-Income Developing Country

- How has the country developed in the past 50 years or post-independence?

- How has the country's wider political, social and environmental context influenced its development?

- What is the country's progress towards relevant Sustainable Development Goals (SDG)?

Half Term 4: Unit 4 – Global Development - Continued

- What is the country's international trade like and how does this influence its development?

- What are the opportunities and challenges relating to TNC investment for development?

- What is the influence of international aid for development?

- What are the opportunities and challenges of one top-down and one bottom-up strategy in the country?

The UK

- Who are the UK's political and economic alliances?

- What is the UK's influence through its membership of international organisations?

- What is the UK's approach to international development?

- What cultural connections has the UK made with the wider world through imports and exports?

Half Term 5 & 6

Revision and Exam Practice

Health & Social Care

Exam Board:	Pearson
Specification Number:	RHS3
Units:	BHS01 Human Lifespan Development (controlled assessment) BHS02 Service and Values (controlled assessment) BHS03 Health and Wellbeing

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Year 11 Teaching Units - *What will your child study?*

Half Term 1

Half Term 2

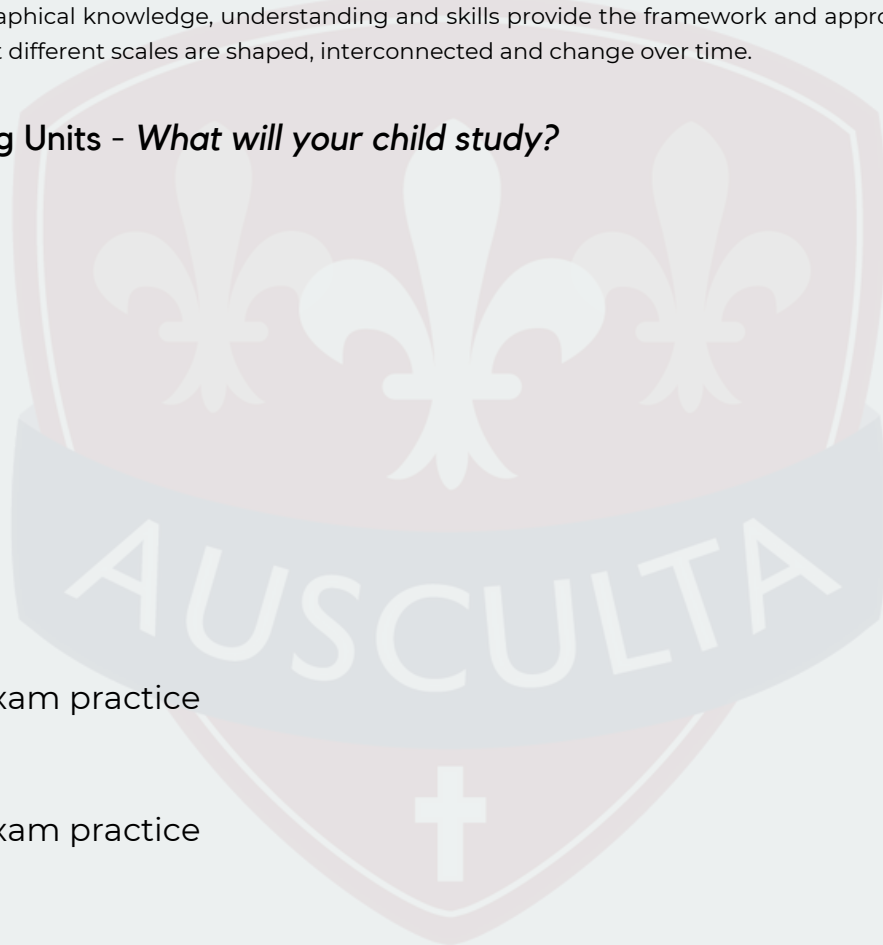
Half Term 3

Half Term 4

Revision and exam practice

Half Term 5

Revision and exam practice



History

Exam Board:	AQA
Specification Number:	8145TA
Units:	8145/2B/A Paper 2B Option A Norman England 8145/2A/A Paper 2A Option A Britain: Health and the people 8145/1B/D Paper 1B Option D Conflict and tension in Asia 8145/1A/D Paper 1A Option D America 1920 – 1973

History offers the opportunity to investigate the past and to recognise parallels and patterns that are still relevant today. Pupils develop an awareness of significance, change and continuity, cause and consequence and similarity and difference while learning skills to investigate and debate the past with confidence. GCSE History enables pupils to be curious and to stretch themselves to investigate events and people. It provides fascinating human stories as well as helping to students to develop as 21st century world citizens by recognising the impact of historical events that still reverberate today.

Year 11 Teaching Units - *What will your child study?*

Half Term 1:

Part two: The beginnings of change

The impact of the Renaissance on Britain: challenge to medical authority in anatomy, physiology and surgery; the work of Vesalius, Paré, William Harvey; opposition to change.

Dealing with disease: traditional and new methods of treatments; quackery; methods of treating disease; plague; the growth of hospitals; changes to the training and status of surgeons and physicians; the work of John Hunter.

Prevention of disease: inoculation; Edward Jenner, vaccination and opposition to change.

Part three: A revolution in medicine

The development of Germ Theory and its impact on the treatment of disease in Britain: the importance of Pasteur, Robert Koch and microbe hunting; Pasteur and vaccination; Paul Ehrlich and magic bullets; everyday medical treatments and remedies.

A revolution in surgery: anaesthetics, including Simpson and chloroform; antiseptics, including Lister and carbolic acid; surgical procedures; aseptic surgery.

Improvements in public health: public health problems in industrial Britain; cholera epidemics; the role of public health reformers; local and national government involvement in public health improvement, including the 1848 and 1875 Public Health Acts.

Half Term 2

Part four: Modern medicine

Modern treatment of disease: the development of the pharmaceutical industry; penicillin, its discovery by Fleming, its development; new diseases and treatments, antibiotic resistance; alternative treatments.

The impact of war and technology on surgery: plastic surgery; blood transfusions; X-rays; transplant surgery; modern surgical methods, including lasers, radiation therapy and keyhole surgery.

Modern public health: the importance of Booth, Rowntree, and the Boer War; the Liberal social reforms; the impact of two world wars on public health, poverty and housing; the Beveridge Report and the Welfare State; creation and development of the National Health Service; costs, choices and the issues of healthcare in the 21st century.

America, 1920–1973: Opportunity and inequality

This period study focuses on the development of the USA during a turbulent half century of change. It was a period of opportunity and inequality – when some Americans lived the 'American Dream' whilst others grappled with the nightmare of poverty, discrimination and prejudice. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in bringing about change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.

Part one: American people and the 'Boom'

• The 'Boom': benefits, advertising and the consumer society; hire purchase; mass production, including Ford and the motor industry; inequalities of wealth; Republican government policies; stock market boom. • Social and cultural developments: entertainment, including cinema and jazz; the position of women in society, including flappers. • Divided society: organised crime, prohibition and their impact on society; the causes of racial tension, the experiences of immigrants and the impact of immigration; the Ku Klux Klan; the Red Scare and the significance of the Sacco and Vanzetti case

Half Term 3:

Part two: Bust – Americans' experiences of the Depression and New Deal

• American society during the Depression: unemployment; farmers; businessmen; Hoover's responses and unpopularity; Roosevelt's election as president. • The effectiveness of the New Deal on different groups in society: successes and limitations including opposition towards the New Deal from Supreme Court, Republicans and Radical politicians; Roosevelt's contribution as president; popular culture. • The impact of the Second World War: America's economic recovery; Lend Lease; exports; social developments, including experiences of African-Americans and women.

Part three: Post-war America

• Post-war American society and economy: consumerism and the causes of prosperity; the American Dream; McCarthyism; popular culture, including Rock and Roll and television. • Racial tension and developments in the Civil Rights campaigns in the 1950s and 1960s: Segregation laws; Martin Luther King and peaceful protests; Malcolm X and the Black Power Movement; Civil Rights Acts of 1964 and 1968. • America and the 'Great Society': the social policies of Presidents Kennedy and Johnson relating to poverty, education and health; the development and impact of feminist movements in the 1960s and early 1970s, including the fight for equal pay; the National Organisation for Women, Roe v Wade (1973), the Supreme Court ruling on equal rights (1972) and opposition to Equal Rights Amendment.

Half Term 4: The historic environment of Norman England

The historic environment is 10% of the overall course which equates to approximately 12 hours out of 120 guided learning hours.

Students will be examined on a specific site in depth. This site will be as specified and will be changed annually. The site will relate to the content of the rest of this depth study. It is intended that study of different historic environments will enrich students' understanding of Norman England.

There is no requirement to visit the specified site. Teachers may wish to visit a similar site in their locality to inform their teaching, however no reward will be given in the assessment for visiting the specified site or any other site.

The study of the historic environment will focus on a particular site in its historical context and should examine the relationship between a specific place and associated historical events and developments.

Students will be expected to answer a question that draws on second order concepts of change, continuity, causation and/or consequence, and to explore them in the context of the specified site and wider events and developments of the period studied.

Students should be able to identify key features of the specified site and understand their connection to the wider historical context of the specific historical period. Sites will also illuminate how people lived at that time, how they were governed and their beliefs and values.

The following aspects of the site should be considered:

location

function

the structure

people connected with the site eg the designer, originator and occupants

design

how the design reflects the culture, values, fashions of the people at the time

how important events/developments from the depth study are connected to the site.

Students will be expected to understand the ways in which key features and other aspects of the site are representative of the period studied. In order to do this, students will also need to be aware of how the key features and other aspects of the site have changed from earlier periods.

Students will also be expected to understand how key features and other aspects may have changed or stayed the same during the period.

The numbers in the brackets below further relate to other parts of the depth study for which the historic environment is relevant.

The historic environment can be explored through the examination of Norman buildings such as the cathedrals (Part three), abbeys (Part three), castles (Part one) and wider historic environments such as towns and settlements (Part two). Equally, key historical developments and events such as trade (Part three), revolts, and battles (Part one) were shaped by the historic environment in which they took place.

Half Term 5

Revision and some contingency time for any content not quite finished.

Half Term 6

Exams

Mathematics

Exam Board:	Pearson		
Specification Number:	1MA1		
Units:	1MA1 1F/H	Paper 1	Non-calculator
	1MA1 2F/H	Paper 2	Calculator
	1MA1 3F/H	Paper 3	Calculator

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Year 11 Teaching Units - *What will your child study?*

HIGHER

•Half Term 1 and 2

- Unit 14 - Statistics
- Unit 15 - Equations and Graphs
- Unit 16 - Circle Theorems
- Unit 17 - Further Algebra
- Unit 18 - Vectors and Geometric Proof
- Transformations of Trig Graphs

•Half Term 3 and 4

- Exam Technique and Problem Solving

FOUNDATION

•Half Term 1 and 2

- Unit 13 - Probability
- Unit 14 - Multiplicative Reasoning
- Unit 15 - Constructions, Loci and Bearings
- Unit 16 - Quadratic Equations and Graphs
- Unit 17 - Perimeter, Area and Volume

•Half Term 3 and 4

- Unit 17 - Fractions and Indices
- Unit 18 – Congruence, similarity and Vectors
- Unit 19 – Further Algebra
- Exam Technique and Problem Solving

Assessment: students have knowledge checks at the end of each topic and Mock Exams in November

Modern Foreign Language: Spanish

Exam Board:	AQA	
Specification Number:	8692	
Units:	8692/L	Listening
	8692/S	Speaking
	8692/R	Reading
	8692/W	Writing

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Year 11 Teaching Units - *What will your child study?*

Half Term 1 - Life at school

- Learn about school life in Spain
- Describe a typical school day
- Discuss what changes you would make in your school
- Describe teachers and students
- Discuss a past school trip

Half Term 2 - My hometown, surrounding area and the wider world

- Research life in Colombia
- Describe cities/towns and how they have changed
- Discuss shopping preferences
- Describe the area where you live

Half Term 3 - Making the world a better place

- Learn about the natural wonders of Spanish speaking countries
- Talking about how you help in the community
- Discuss climate change and actions to help the environment

Half Term 4 - Future plans and aspirations

- Learning about Latino trailblazers
- Discuss plans for the future
- Talk about getting a job and future career intentions
- Talk about changes in the world of work and the impact of artificial intelligence.

Half Term 5 - Global dimension

- Talking about the environment, global issues and natural disasters
- Talk about healthy eating and lifestyle problems
- Discovering sporting events

Half Term 6

Revision and Exam practice

Performing Arts

Exam Board:	WJEC
Specification Number:	5639
Units:	5639U10-1 Performing (controlled assessment) 30%
	5639U20-1 Creating (controlled assessment) 30%
	5639U30-1 Performing Arts in Practice (External controlled assessment) 40%

On this subject pupils gain an insight and understanding of a wide range of topics. Performing Arts is an exciting, expressive and challenging course which enables students to work together in a practical way. Performing Arts is not only a platform to the stage but is also a confidence builder, a teamwork facilitator and a way of expressing ideas and opinions.

Year 11 Teaching Units - *What will your child study?*

Half Term 1 & 2 - Unit 2

Creating and devising including an exploration of the following components:

- the intended purpose
- the intended effect
- the intended performance space/occasion
- the intended audience
- themes and ideas (e.g., consideration of social or historical factors)
- the scale of the piece(s) (e.g., number of performers)
- their own interests and previous experience resources available (e.g., software, physical resources)
- different styles and their demands
- the work of at least two named practitioners

Half Term 3 & 4 - Unit 3

Performing Arts in Practice [Externally Assessed] including;

Using their knowledge of the skills and techniques needed to reproduce an existing piece of professional/published work from Unit 1 alongside their knowledge and understanding of the skills and techniques needed to create and refine original work from Unit 2

Half Term 5 & 6 - Unit 3 Continued

Factors influencing the creation of performance work and creating their performance work and performance

Personal Development: PSHE, R(H)SE & Citizenship

At St Joseph's we are inspired by Jesus to assist all our students to become well-rounded, morally purposed individuals. We believe our responsibility to educate students extends beyond their academic studies. Our Personal Development curriculum is carefully designed to instil our core virtues, ensure our students understand the wider world and their place within it and enrich their wider experience so that they are well placed to thrive in modern society.

We insist on a curriculum that removes the notion of disadvantage, encourages resilience, provides equity and equality of opportunity and instils independence and aspiration in our students, so they can become hard working, respectful, loving and compassionate Catholic citizens who are ready to make a difference. Personal Development incorporates:

- Social, Moral, Spiritual and Cultural (SMSC) Education
- Religious Education
- Relationships, Sex and Health Education (RSHE)
- Personal, Social and Health and Economic Education (PSHE)
- Careers Information, Advice and Guidance (CEIAG)
- Character Education
- Citizenship and British Values
- E-Safety
- Extra-curricular activities and wider opportunities
- Philosophy, Politics & Economics

Year 11 Teaching Units - *What will your child study?*

Half Term 1 - Health & Wellbeing

- What do we mean by having 'Self-worth' and why is it important?
- What is addiction and why do we need to have an awareness of the effects?
- What are eating disorders and why do we need to have an awareness of the effects?

Half Term 2 - Mental Health

- How can we manage exam stress?
- How is our mental health linked to our overall happiness?
- What do we mean by perseverance and why is it important?
- What is procrastination and how can we avoid it?

Half Term 3 - CEIAG

A number of sessions in a computer suite using Unifrog, our Careers Education, Information, Advice and Guidance platform.

Half Term 4 - Personal Relationships

- What is Birth control and why is it important to have an awareness?
- How important in communication and readiness in relationships?
- How can we ensure that we have solid foundations through communication in relationships to build on for the future?
- What is coercive control and what are the signs?
- What can I do if I suspect that I or others are victims of coercive control?

Half Term 5 - Keeping Safe

- What are the effects of accessing adult content and pornography?
- How can accessing adult content affect our views of ourselves and others?
- Truth and Lies – What are the statistics around pornography and young people and our society?
- What are STIs and how can our sexual behaviours be affected by them?
- How can we rethink our behaviours and prevent harm?

Half Term 6

Exams

Physical Education

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Pupils will be taught to:

- Use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- Develop their technique and improve their performance in other competitive sports,[for example, athletics and gymnastics], or other physical activities [for example, dance]
- Take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
- Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.

Year 11 Teaching Units - *What will your child study?*

Half Term 1

Options from: badminton, trampolining, football and rugby.

In each sports or activity students will have the chance to apply skills, techniques and tactics honed throughout KS3 into performance and game related activities.

They will explore what the most effective way to improve their performance is.

They will analyse the performance of themselves and others look for ways to improve.

They will explore the benefits of physical activity on their health and wellbeing.

Half Term 2

Options from: netball, basketball, football and rugby.

In each sports or activity students will have the chance to apply skills, techniques and tactics honed throughout KS3 into performance and game related activities.

They will explore what the most effective way to improve their performance is.

They will analyse the performance of themselves and others look for ways to improve.

They will explore the benefits of physical activity on their health and wellbeing.

Half Term 3

Options from: badminton, trampolining, football and rugby.

In each sports or activity students will have the chance to apply skills, techniques and tactics honed throughout KS3 into performance and game related activities.

They will explore what the most effective way to improve their performance is.

They will analyse the performance of themselves and others look for ways to improve.

They will explore the benefits of physical activity on their health and wellbeing.

Half Term 4

Fitness and Outdoor Adventurous Activities.

In each sports or activity students will have the chance to develop their fitness in a range of components and to increase their ability to work as a team to solve problems in an outdoor setting.

They will explore what the most effective way to improve their performance is.

They will analyse the performance of themselves and others look for ways to improve.

They will explore the benefits of physical activity on their health and wellbeing.

Half Term 5

Badminton and rounders.

In each sports or activity students will have the chance to apply skills, techniques and tactics honed throughout KS3 into performance and game related activities.

They will develop their shot selection.

They will explore what the most effective way to improve their performance is.

They will analyse the performance of themselves and others look for ways to improve.

They will explore the benefits of physical activity on their health and wellbeing.

Half Term 6

Athletics and tennis.

They will look for ways to increase their performance in athletic events.

They will look to develop shot selection and utilisation of opponent's strengths and weaknesses.

In each sports or activity students will have the chance to apply skills, techniques and tactics honed throughout KS3 into performance and game related activities.

They will explore what the most effective way to improve their performance is.

They will analyse the performance of themselves and others look for ways to improve.

They will explore the benefits of physical activity on their health and wellbeing.

Religious Education

Exam Board:	Pearson	
Specification Number:	1RAO	
Units:	1RA0 1A	Catholic Christianity
	1RA0 2F	Judaism
	1RA0 3A	Catholic Christianity

The academic discipline of Religious Studies provides important practice in essay writing, debate, comparison, analysis and evaluation, all of which are transferable to other subjects and further education.

Furthermore, immeasurable and essential life skills such as understanding, empathy, reflection and spiritual awareness are gained. Such skills are vital throughout life, particularly in this cosmopolitan age.

Link to the GCSE Religious Studies specification & resources: [Edexcel GCSE Religious Studies A \(2016\)](#) | [Pearson qualifications](#)

Year 11 Teaching Units - *What will your child study?*

Half Term 1 & 2

- Architecture
- Sacred Objects
- Artwork
- Sculptures and Statues
- Symbolism
- Drama and Music
- Preparation for Catholic Christianity Mock

Half Term 3 & 4

- Judaism Final Revision
- Philosophy Final Revision

Half Term 5 & 6

- Catholic Christianity Final Revision
- May/June GCSE Exams

Science

Exam Board:	AQA	AQA	AQA
Subject:	Biology	Chemistry	Physics
Specification Number:	8461	8462	8463
Units:	8461/1 F/H Paper 1 Topics 1-4 8461/2 F/H Paper 2 Topics 5-7	8462/1 F/H Paper 1 Topics 1-5 8462/2 F/H Paper 2 Topics 6-10	8463/1 F/H Paper 1 Topics 1-4 8463/2 F/H Paper 2 Topics 5-8
Exam Board:	AQA		
Subject:	Combined Science		
Specification Number:	8464		
Units:	8464/B/1 Biology Paper 1 Topics 1-4 8464/B/2 Biology Paper 2 Topics 5-7	8464/C/1 Chemistry Paper 1 Topics 8-12 8464/C/2 Chemistry Paper 2 Topics 13-17	8464/P/1 Physics Paper 1 Topics 18-21 8464/P/2 Physics Paper 2 Topics 22-24

Year 11 Teaching Units - *What will your child study?*

BIOLOGY

Half Term 1

B10 The human nervous system • Homeostasis • Structure of the nervous system • Reflex actions • The brain • The eye • Problems with the eye B11 Hormonal coordination • Hormonal control • Control of blood glucose • Treating diabetes • Negative feedback • Human reproduction • Hormones and the menstrual cycle • Control of fertility • Plant hormones and responses • Using plant

Half Term 2

B12 Homeostasis in action • Controlling body temperature • Removing waste products • The human kidney • Dialysis • Kidney transplants B13 Reproduction • Asexual and sexual reproduction • Meiosis • DNA and the genome • Inherited disorders and genetics • Genetic screening • DNA structure • Protein synthesis • Gene expression and mutation

Half Term 3

B14 Variation and evolution • Variation • Evolution by natural selection • Selective breeding • Genetic engineering and ethics • Cloning • Adult cell cloning

Half Term 4

B15 Genetics and evolution • Evidence for evolution • Fossils and extinction • Antibiotic resistance • Classification • Accepting Darwin's theory • History of genetics and evolution • Speciation B16 Adaptation and inheritance • Adaptation in animals and plants • Competition in animals and plants • Distribution and abundance of organisms in their environment

Half Term 5

B18 Biodiversity and ecosystems • Human population explosion • Land, air and water pollution • Human effects on the environment • Maintaining biodiversity • Global warming • Trophic levels and biomass • Factors affecting food security • Sustainable and efficient food production

CHEMISTRY

Half Term 1

C8 Rates and equilibrium • Rate of reaction • Collision theory and surface area • The effects of temperature, concentration, pressure and catalysts • Reversible reactions • Dynamic equilibrium and altering conditions C9 Crude oil and fuels • Hydrocarbons • Fractional distillation of oil • Burning hydrocarbon fuels • Cracking hydrocarbons

Half Term 2

C10 Organic reactions • Reactions of the alkenes • Structures of alcohols, carboxylic acids and esters • Reactions and uses of alcohols • Carboxylic acids and esters C11 Polymers • Addition polymerisation • Condensation polymerisation • Natural polymers • DNA

Half Term 3

C12 Chemical analysis • Pure substances and mixtures • Analysing chromatograms • Testing for gases • Tests for positive and negative ions • Instrumental analysis

Half Term 4

C13 The Earth's atmosphere • History of our atmosphere • Our evolving atmosphere • Greenhouse gases • Global climate change • Atmospheric pollutants

Half Term 5

C14 The Earth's resources • Finite and renewable resources • Water safe to drink • Treating wastewater • Extracting metals from ores • Life cycle assessments C15 Using our resources • Rusting • Useful alloys • The properties of polymers • Glass, ceramic, and composites • Making ammonia – the Haber process and its economics • Making fertilisers in the lab and in industry

PHYSICS

Half Term 1

P8 Forces in balance • Vectors and scalars • Forces between objects • Resultant forces • Moments at work • More about levers and gears • Centre of mass • Moments an equilibrium • The parallelogram of forces • Resolution of forces P9 Motion • Speed and distance/time graphs • Velocity and acceleration • More about velocity-time graphs • Analysing motion graphs

Half Term 2

P10 Force and motion • Force and acceleration • Weight and terminal velocity • Forces and braking • Momentum • Using conservation of momentum • Impact forces • Safety first • Forces and elasticity P11 Force and pressure • Pressure and surfaces • Pressure in a liquid at rest • Atmospheric pressure • Upthrust and flotation

Half Term 3

P12 Wave properties • The nature of waves • The properties of waves • Reflection and refraction • More about waves • Sound waves • The uses of ultrasound • Seismic waves

Half Term 4

P13 Electromagnetic waves • The electromagnetic spectrum • Light, infrared, microwaves and radio waves • Communications • Ultraviolet waves, x-rays and gamma rays • X-rays in medicine P14 Light • Reflection of light • Refraction of light • Light and colour • Lenses • Using lenses

Half Term 5

P15 Electromagnetism • Magnetic fields • Magnetic fields of electric currents • Electromagnetic devices • The motor effect • The generator effect • The ac generator • Transformers P16 Space • Formation of the solar system • The life history of a star • Planets, satellites and orbits • The expanding universe • The beginning and future of the universe

Sports Science

Exam Board:	PXX Pearson	
Specification Number:	RSP3	
Units:	BSP01	Preparing Participants
	BSP02	Taking Part & Improving Performance
	BSP03	Dev Fitness to Improve Other Participants

Year 11 Teaching Units - *What will your child study?*

Half Term 1

Investigate how training can improve fitness for sport and physical activity

- The principles of training (e.g. specificity, overload, progression, reversibility).
- The different types of training methods (e.g. continuous, interval, resistance, circuit).
- How training methods are selected based on fitness goals and sport-specific needs.
- The short- and long-term effects of training on the body.

Be able to participate in sport and understand the roles and responsibilities of officials

- Officiating roles in practical sessions (e.g. umpiring, timekeeping).
- Analysis of decision-making and communication.
- Reflection on the importance of officiating in maintaining integrity.

Half Term 2

Investigate fitness training programmes

- How to design a fitness training programme tailored to a specific participant.
- How to apply training principles and methods to meet individual needs.
- How to monitor and adapt a programme over time.

Demonstrate Sport Skills and Techniques in an Individual or Team Activity

- How to apply sport-specific skills and techniques in a competitive or structured environment.
- How to demonstrate consistency, control, and fluency in performance.
- How to adapt skills and techniques to suit different roles, positions, or tactical demands.
- How to reflect on their own performance using video analysis and peer feedback.

They will also complete their component 2 assessment during this HT.

Half Term 3 : Implement a fitness training programm

- How to deliver a safe and effective fitness training session.
- How to monitor participant performance and provide feedback.
- How to record progress and make adjustments to improve outcomes.
- How to reflect on their own delivery and leadership skills.

Half Term 4: Revision & PSA

- Revision of training principles, methods, and programme design.
- Practice delivery of fitness sessions with peer and teacher feedback.
- Completion of Pearson Set Assignment (PSA) for Component 3.
- Use of exemplars and structured feedback to support assessment success.

Half Term 5 Exam Preparation and Consolidation

- Recap of all components (1, 2, and 3) to consolidate vocational knowledge.
- Exam-style questions and scenario-based tasks.
- Revision strategies and time management techniques.
- Final submission of coursework and preparation for external moderation.

Half Term 6: Transition and Careers in Sport

- Pathways into further education and careers in sport and fitness.