

# 2022/2023 CURRICULUM OVERVIEW MAP YEAR 11

## Year 11 Autumn Term

As a Church school, our Christian values are central to our curriculum intent:

- A passion for learning where knowledge is appreciated and valued for its intrinsic value
- Strong, confident and happy individuals who are able to live safe, healthy, fulfilling lives and be resilient when challenged with adversity
- To create citizens of the future who make a positive contribution to society and are equipped for the world of work by achieving nationally recognised qualifications that develop career progression
- A strong understanding of social justice which seeks to embed the values of inclusion, equality and human rights so that students can confidently recognise and challenge injustice

<b>Christian themes and values</b>	<b>The St Mary's Way, Friendship, Peace, Service, Harvest, Black History Month, Wisdom, Creation, Remembrance, Endurance, Self-control, Reverence, Advent, Christmas</b>	<b>SMSC across the curriculum</b>
<b>Tutorial programme</b>	Students will read a selection of non-fiction articles from a breadth of subject areas and global topics. This will not only support their English Language paper but will provide them with an understanding and appreciation of real world issues developing themselves as global citizens. Some students will also have targeted intervention sessions to support their progress and there will a revision programme in place across the year.	Keeping healthy Race
<b>PSHE / RSE citizenship British values</b>	<p><b>Students study PSHE two mornings a fortnight. Students cover aspects of the curriculum such as: How can I look after my physical well being?</b></p> <p><b>Students will consider the facts and choices they have when considering:</b></p> <ul style="list-style-type: none"> <li>• Addiction</li> <li>• Alcohol, drugs, tobacco and the law</li> <li>• Illegal drugs and crime</li> </ul> <p>In term two, students focus on big questions such as <b>how can they be responsible sexually.</b></p> <p><b>Students consider the physical and emotional impacts Sexual relationships as well as their rights and responsibilities. They will consider:</b></p> <ul style="list-style-type: none"> <li>• Sex and relationship responsibilities</li> <li>• Keeping sexually healthy</li> <li>• Understanding fertility, infertility and different routes to parenthood.</li> <li>• Sexual content online</li> <li>• Pornography – the reality and the risks</li> </ul>	Disability Loneliness Isolation Nature vs nurture Appreciation of other religions
	<b>English Language</b>	<b>English Literature</b> Good and evil

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Core Subjects	<p><b>Exam Board &amp; Syllabus:</b> AQA GCSE English Language 8700  <b>Link to website:</b> <a href="http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702">http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702</a>          Link to the Curriculum Map ENGLISH LANGUAGE</p> <p>The focus of this term is on English Literature</p>	<p><b>Exam Board &amp; Syllabus:</b> AQA GCSE English Literature 8702  <b>Link to website:</b> <a href="http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702">http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702</a>          Link to the Curriculum Map ENGLISH LITERATURE</p> <p>In the Autumn term, students' study the <b>19<sup>th</sup> century novel Dr Jekyll &amp; Mr Hyde</b>. Students read the novel with an understanding of the 19<sup>th</sup> Century context. Students will consider themes such as duality and binary opposites, science verses religion, Darwinism, and morality within the novel and they will question how pathetic fallacy is used to create mood and atmosphere within the novel.</p> <p>In the final half term, students start their revision. Students revisit <b>Romeo and Juliet</b> and <b>Dr Jekyll &amp; Mr Hyde, and Language paper 1</b>. Students will practice study skills, planning of key questions, using mark schemes and past papers to practice and learn knowledge and skills associated with each paper. Students will also be supported to revise through recall and repetition.</p>	<p>Suffering</p> <p>Multiculturalism</p> <p>Race and love</p> <p>Modernism – an appreciation of art and its influence</p> <p>Conflict and impacts</p> <p>Cultural awareness</p>
	<p><b>Maths</b>  <b>Exam Board &amp; Syllabus:</b> Pearson Edexcel GCSE Mathematics 1MA1  <b>Link to website:</b> <a href="https://www.edexcel.com/Products/1MA1/">MATHS EDEXCEL</a>          Link the Curriculum Map: MATHS FOUNDATION</p> <p>The start of the term is a Recovery Curriculum in preparation for Year 11. Students will revisit core topics to ensure they have a secure foundation. These are:</p> <ul style="list-style-type: none"> <li>• <b>Ratio and Proportion</b></li> <li>• <b>Pythagoras' Theorem</b></li> </ul> <p>Ratio and proportion is a large part of the GCSE and links with other areas of the curriculum.</p> <p>In the latter term students will study <b>Area, Triangles and 3D shape</b>. The purpose of this in the curriculum is to allow students to Connect similar themed topics together such as how all work on triangles will enable</p>	<p><b>Maths</b>  <b>Exam Board &amp; Syllabus:</b> Pearson Edexcel GCSE Mathematics 1MA1  <b>Link to website:</b> <a href="https://www.edexcel.com/Products/1MA1/">MATHS EDEXCEL</a>          Link the Curriculum Map: MATHS HIGHER</p> <p>The start of the term is a Recovery Curriculum in preparation for Year 11. Students will revisit core topics to ensure they have a secure foundation. These are:</p> <ul style="list-style-type: none"> <li>• <b>Proof and Functions</b></li> <li>• <b>Solving Quadratic Equations</b></li> </ul> <p>This half term will introduce new topics. These topics use multiple key mathematical skills and students will benefit from practicing these skills parallel to learning the new ones. By the end of the term students will have practiced and be able to:</p> <ul style="list-style-type: none"> <li>• Prove if an equation has particular properties</li> </ul>	<p>Appreciating different societies</p> <p>Global development</p> <p>First aid</p> <p>Healthy lifestyles</p> <p>Migration</p>

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	<p>students to compare and contrast which strategy to use for which situation when working with triangles. By the end of the term, students will be able to:</p> <ul style="list-style-type: none"> <li>• Find the area and perimeter of rectangles, parallelograms, trapeziums and circles</li> <li>• Use angle rules involving triangles</li> <li>• Find the area and perimeter in triangles</li> <li>• Use Pythagoras including in “hidden” cases</li> <li>• Use Trigonometry</li> </ul>	<ul style="list-style-type: none"> <li>• Solve quadratics using factorising, completing the square, the quadratic formula or from a graph.</li> <li>• Substitute into functions and find the inverse of a function</li> <li>• Solve quadratic inequalities</li> <li>• Find the gradient of curve at a point</li> <li>• Estimate the area under a graph</li> </ul> <p>In term two, students will learn <b>Advanced Triangles, percentage growth and decay, and advanced statistics</b> In order to master this students revisit using trigonometry for right angled triangles and they will become competent in:</p> <ul style="list-style-type: none"> <li>• Using the sine rule to calculate a missing side or angle for any triangle</li> <li>• Using the cosine rule to find the missing side or angle for any triangle</li> <li>• Finding the area of a triangle using the trigonometric formula.</li> <li>• Finding a percentage of an amount after a repeated percentage change.</li> <li>• Combining 2 or more mean averages to a single mean average</li> </ul>	<p>Integration Climate change</p> <p>Global accountability</p> <p>Appreciation of art, design and music</p> <p>Challenging hate</p> <p>Problem solving</p> <p>Personal responsibility</p>
	<p><b>Science</b> <b>Exam Board and web link:</b> <a href="#">Twenty First Century Combined Science OCR 2016</a> <a href="#">Twenty First Century Biology OCR 2016</a> <a href="#">Twenty First Century Chemistry OCR 2016</a> <a href="#">Twenty First Century Physics OCR 2016</a></p> <p>In the first half term of Year 11, students study <b>The Human Body – staying alive</b>. It is imperative that students gain a good understanding of:</p> <ul style="list-style-type: none"> <li>• Transport of substances</li> <li>• Nervous system</li> <li>• Hormones</li> <li>• Homeostasis</li> </ul>	<p><b>Religious Studies</b> <b>Exam Board and Syllabus:</b> AQA Religious Studies A (8062) <b>Link to website:</b> <a href="http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062">http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062</a></p> <p>In term one students complete a unit on <b>Religion and belief as a cause of war and violence in the contemporary world</b>. This will include the following acquisition of knowledge on:</p> <ul style="list-style-type: none"> <li>• Nuclear weapons, including nuclear deterrence.</li> <li>• The use of weapons of mass destruction.</li> <li>• Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching.</li> <li>• Religious responses to the victims of war including the work of one present day religious organisation.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Hormones in reproduction</li> <li>• Failure of organs and control systems</li> </ul> <p>Questions students are expected to know and articulate are:</p> <ul style="list-style-type: none"> <li>• How do substances get into, out of and around our bodies?</li> <li>• How does the nervous system help us to respond to changes?</li> <li>• How do hormones control responses in the human body?</li> <li>• Why do we need to maintain a constant internal environment?</li> </ul> <p>In the second term, students move onto the topic of <b>Chemical analysis and Radioactive materials</b>. Students gain a knowledge in:</p> <ul style="list-style-type: none"> <li>• Purity of substances</li> <li>• Calculating the amount of substances in a reaction</li> <li>• Measuring the amount of chemicals</li> <li>• Radioactivity</li> <li>• Using radioactive materials safely</li> </ul> <p>Again, students use their knowledge to respond to questions such as:</p> <ul style="list-style-type: none"> <li>• How are chemicals separated and tested for purity?</li> <li>• <i>How do chemists find the composition of unknown samples? (separate science only).</i></li> <li>• What is radioactivity?</li> <li>• How can radioactive materials be used safely?</li> <li>• <i>How can radioactive materials be used to provide energy? (separate science only)</i></li> </ul>	<p>Students will also start the unit: <b>The origins of the universe, including:</b>  <b>religious teachings about the origins of the universe, and different interpretations of these.</b> This will involve students using prior knowledge from both Science and key stage 3 religious Studies to explain and describe:</p> <ul style="list-style-type: none"> <li>• The relationship between scientific views, such as the Big Bang theory, and religious views.</li> <li>• The use and abuse of the environment, including the use of natural resources, pollution.</li> <li>• The use and abuse of animals, including:</li> <li>• animal experimentation</li> <li>• The use of animals for food.</li> <li>• The origins and value of human life</li> <li>• The origins of life, including:</li> <li>• religious teachings about the origins of human life, and different interpretations of these</li> <li>• The relationship between scientific views, such as evolution, and religious views.</li> <li>• Abortion, including situations when the mother's life is at risk.</li> <li>• Euthanasia.</li> <li>• Beliefs about death and an afterlife, and their impact on beliefs about the value of human life.</li> </ul>	
<b>Foundation Subjects</b>	<b>Art and Design</b> <b>Exam Board and syllabus:</b> Pearson Edexcel BTEC Level 2 Art and Design Link to website: <a href="#">Art and Design Practice   Pearson qualifications</a>	<b>Business Studies &amp; Enterprise</b> <b>Exam Board:</b> Pearson BTEC Level 2 Enterprise Link to website: <a href="#">ENTERPRISE</a>	<b>Computer Science</b> <b>Exam Board &amp; Syllabus:</b> OCR J276 Computer Science <b>Link to website:</b> <a href="#">COMPUTER SCIENCE</a>
	<b>Digital Information Technology</b> <b>Exam Board &amp; Syllabus:</b> BTEC Tech Awards Digital Information Technology	<b>Drama</b>	<b>Engineering Design</b>

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	<p>Link to website: <a href="#">DIT</a></p>	<p><b>Exam Board &amp; Syllabus:</b> Pearson Edexcel Level 1/Level 2 GCSE Drama (9-1) in Drama (1DR0)            Link to website: <a href="#">DRAMA</a></p>	<p><b>Exam Board &amp; Syllabus:</b> OCR Cambridge National: Engineering Design Level 2 Certificate            Link to website: <a href="#">ENGINEERING</a></p>
	<p><b>French</b>  <b>Exam Board:</b> AQA  <b>Link to website:</b> <a href="http://www.aqa.org.uk">www.aqa.org.uk</a></p>	<p><b>Geography</b>  <b>Exam Board &amp; Syllabus:</b> OCR Geography B (Geography for Enquiring Minds)) - J384  <b>Link to exam board website:</b> <a href="#">GEOGRAPHY</a>  <b>Link to the department Website:</b> <a href="https://smhsgeographydept.weebly.com/">https://smhsgeographydept.weebly.com/</a></p>	<p><b>Health and Social Care</b>  <b>Exam Board and Syllabus:</b> OCR Cambridge Technical award in Health and Social Care            Link to website: <a href="#">Cambridge Technicals - Health and Social Care - OCR</a></p>
	<p><b>Hospitality and Catering</b>  <b>Exam Board &amp; Syllabus:</b> WJEC Level 2 Hospitality &amp; Catering  <b>Link to website:</b> <a href="#">HOSPITALITY &amp; CATERING</a></p>	<p><b>History</b>  <b>Exam Board &amp; Syllabus:</b> 60180924 Pearson Edexcel Level 2 GCSE in History  <b>Link to website:</b> <a href="#">HISTORY</a></p>	<p><b>Music</b>  <b>Exam Board &amp; Syllabus:</b> BTEC first award EDEXCEL  <b>Link to website:</b> <a href="#">MUSIC</a></p>
	<p><b>Spanish</b>  <b>Exam Board:</b> AQA Spanish 8698  <b>Link to website:</b> <a href="#">SPANISH</a></p>	<p><b>Sports Science</b>  <b>Exam Board and Syllabus:</b> OCR Cambridge Nationals Sport Science  <b>Link to website:</b> <a href="#">SPORT SCIENCE</a></p>	<p><b>Textile Design</b>  <b>Exam Board &amp; Syllabus:</b> AQA GCSE Art &amp; Design: Textile Design            Link to website: <a href="#">TEXTILES</a></p>
<b>CEIAG</b>	<p>This term students will attend a Sixth Form Open Evening            Students will also take part in Subject Lead talks about the options that Subjects have in the Sixth form if they want to study their subject further.</p>		

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## Year 11 Spring Term

As a Church school, our Christian values are central to our curriculum intent:

- A passion for learning where knowledge is appreciated and valued for its intrinsic value
- Strong, confident and happy individuals who are able to live safe, healthy, fulfilling lives and be resilient when challenged with adversity
- To create citizens of the future who make a positive contribution to society and are equipped for the world of work by achieving nationally recognised qualifications that develop career progression
- A strong understanding of social justice which seeks to embed the values of inclusion, equality and human rights so that students can confidently recognise and challenge injustice

Christian themes and values	New beginnings, Service, Temptation, Compassion, Respectfulness, Wisdom, Following the rules, Hope, Faithfulness, Thankfulness, Dignity, Lent	SMSC across the curriculum
<b>Tutorial programme</b>	Students will read a selection of non-fiction articles from a breadth of subject areas and global topics. This will not only support their English Language paper but will provide them with an understanding and appreciation of real world issues developing themselves as global citizens. Some students will also have targeted intervention sessions to support their progress and there will a revision programme in place across the year.	Keeping healthy Race
<b>PSHE / RSE citizenship British values</b>	<p><b>Students study PSHE two mornings a fortnight. Students cover aspects of the curriculum such as: How can I prepare to live in the wider world successfully?</b></p> <p><b>This topic compliments the CEAIG curriculum and allows students near the end of their KS4 journey to consider next steps. Students will explore:</b></p> <ul style="list-style-type: none"> <li>• Careers</li> <li>• Options after KS4</li> <li>• Work and technology</li> <li>• Workplace skills</li> </ul> <p><b>Students will then engage in a unit called: Fake news and disinformation where they will learn how to recognise and challenge:</b></p> <p>Fake news The news agenda, censorship and free speech. As students embark on life after GCSE's and they start to consider their political rights and responsibilities, students are encourage to think about: <b>how they show compassion as a citizen.</b></p> <p><b>Students consider;</b></p>	Disability Loneliness Isolation Nature vs nurture Appreciation of other religions

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	<p><b>Them and the world</b> - Local regional and national government and the role of International organisations such a Non-Governmental Organisations. They will then reflect on their role of citizens and contemplate:          Equality and their role in promoting and defending it          Social injustice and the impact they can have on making the world a better and fairer place to live.</p>	<p>Good and evil          Suffering</p>	
<p><b>Core Subjects</b></p>	<p><b>English Language</b>  <b>Exam Board &amp; Syllabus:</b> AQA GCSE English Language 8700  <b>Link to website:</b>  <a href="http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702">http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702</a>          Link to the Curriculum Map ENGLISH LANGUAGE</p> <p>In the latter term of the Spring term, students prepare for the summer examinations by revising for the <b>English Language examination:</b></p> <ul style="list-style-type: none"> <li>• AQA Language Paper 1 - Fiction</li> <li>• AQA Language Paper 2 - Non-fiction</li> </ul> <p><b>The English Literature paper:</b></p> <ul style="list-style-type: none"> <li>• Romeo and Juliet</li> <li>• Poetry Anthology</li> <li>• Unseen Poetry</li> <li>• Dr Jekyll &amp; Mr Hyde</li> <li>• An Inspector Calls</li> </ul>	<p><b>English Literature</b>  <b>Exam Board &amp; Syllabus:</b> AQA GCSE English Literature 8702  <b>Link to website:</b> <a href="http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702">http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702</a>          Link to the curriculum Map ENGLISH LITERATURE</p> <p>In the first term of the Spring, students are introduced to the Modern text – An Inspector Calls. Within the text students explore the themes of class; cause and effect; youth verses experience and the supernatural to name a few. Students are exposed to dramatic irony and tension which are part of a wider political context As a play, students also consider the role that stage direction and plays to create tension and creates the scene.</p> <p><b>*At present Ofqual have yet to determine if this unit will feature in the 2021-22 assessed units (remove)</b></p>	<p>Multiculturalism          Race and love          Modernism – an appreciation of art and its influence          Conflict and impacts          Cultural awareness</p>

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<p><b>Maths</b>  <b>Exam Board &amp; Syllabus: Pearson Edexcel GCSE Mathematics 1MA1</b>  <b>Link to website: <a href="#">MATHS EDEXCEL</a></b>          Link to the Curriculum Map: MATHS FOUNDATION</p> <p>In the Spring term, students will study: <b>Position vectors, probability and statistics</b>          Students will be required to:</p> <ul style="list-style-type: none"> <li>• Add, subtract, multiply and divide vectors</li> <li>• Write a vector expression from a diagram in simple cases</li> <li>• Find the probability of single events</li> <li>• Use a suitable diagram for mutually exclusive events (sample space, tree diagram)</li> <li>• Use a suitable diagram for non-mutually exclusive events (two way table, Venn diagram)</li> <li>• Understand and use Set notation in simple cases</li> <li>• Find the average or range from a list or table</li> <li>• Draw and interpret bar charts, pictograms, frequency polygons</li> </ul> <p>In the second term students will complete the course ending on the unit: <b>Angles, number and working with compound measure.</b>          Covering all type of angle questions will allow students to compare and contrast using which rules for which situation is most suitable. In this unit, students need to be able to:</p> <ul style="list-style-type: none"> <li>• Use angle rules involving straight lines, vertically opposite angles, angles in parallel lines, angles involving special quadrilaterals</li> <li>• Use exterior and interior angles of polygons.</li> <li>• Find the highest common factor and lowest common multiple of two numbers</li> </ul>	<p><b>Maths</b>  <b>Exam Board &amp; Syllabus: Pearson Edexcel GCSE Mathematics 1MA1</b>  <b>Link to website: <a href="#">MATHS EDEXCEL</a></b>          Link to the Curriculum Map: MATHS HIGHER</p> <p>In the Spring term, students grapple with <b>Advanced circles, equations of lines and Simultaneous equations, ratio.</b> This term will cover some of the more advanced skills of the course, with most skills now being mastered. Students will benefit from revising their prerequisite skills while learning the new topic at the same time.          Students will become proficient in:</p> <ul style="list-style-type: none"> <li>• Solving problems with equations of circles with origins at the centre</li> <li>• Finding the equations of straight lines which are parallel or at a tangent to other lines</li> <li>• Solving simultaneous equations where one equation is linear and one equation is quadratic</li> <li>• Solving complex probability equations using algebra</li> </ul> <p>In the second term, students in higher tier complete the last unit on: <b>Rounding, similar shapes, congruent shapes, trigonometric graphs</b> This term will cover some of the more advanced skills of the course, with most skills now being practiced repeatedly and mastered. Students will benefit from revising their prerequisite skills while learning the new topic at the same time. students will need to be able to:</p> <ul style="list-style-type: none"> <li>• Solve problems involving bounds and rounded values</li> <li>• Give answers to an appropriate degree of accuracy</li> <li>• Solve problems involving similar shapes</li> <li>• Prove that triangles are congruent</li> <li>• Sketch graphs of sine, cosine and tangent</li> <li>• Transform graphs including trigonometric graphs</li> <li>• Solve problems involving vectors</li> </ul>	<p>Appreciating different societies</p> <p>Global development</p> <p>First aid</p> <p>Healthy lifestyles</p> <p>Migration</p> <p>Integration Climate change</p> <p>Global accountability</p> <p>Appreciation of art, design and music</p> <p>Challenging hate</p> <p>Problem solving</p>
<p><b>Science</b>  <b>Exam Board and web link:</b></p>	<p><b>Religious Studies</b></p>	



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	<p><a href="#">Twenty First Century Combined Science OCR 2016</a>  <a href="#">Twenty First Century Biology OCR 2016</a>  <a href="#">Twenty First Century Chemistry OCR 2016</a>  <a href="#">Twenty First Century Physics OCR 2016</a></p> <p>In the Spring term, students grapple with <b>Life on Earth- past, present and future and Making Useful Chemicals</b></p> <p>Students explore key concepts such as:</p> <ul style="list-style-type: none"> <li>• Evolution</li> <li>• Classification</li> <li>• Maintaining Biodiversity</li> </ul> <p><b>Making Useful Chemicals</b></p> <ul style="list-style-type: none"> <li>• Acids and Bases</li> <li>• Rates of reactions</li> <li>• Chemical yields</li> </ul> <p>In the last half term, students complete their taught curriculum by studying: <b>Matter- models and explanations.</b> Students consolidate knowledge on:</p> <ul style="list-style-type: none"> <li>• Particle model</li> <li>• Density</li> <li>• Specific heat capacity and specific latent heat</li> <li>• Extension in a spring</li> </ul> <p>They will become proficient in explaining their answers using scientific terminology and will be able to make informed and detailed responses to questions such as:</p> <ul style="list-style-type: none"> <li>• What useful products can be made from acids?</li> <li>• How do chemists control the rate of reactions</li> </ul>	<p><b>Exam Board and Syllabus: AQA Religious Studies A (8062)</b> <b>Link to website:</b> <a href="http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062">http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062</a></p> <p><b>Link to the Curriculum Map RELIGIOUS STUDIES</b></p> <p>In the Spring term, students will complete the unit above. However, they will also be introduced to the last topic called: <b>Religion, crime and punishment</b></p> <p>The unit will require students to learn about the purpose of punishment but will also demand from students a personal and religious response to the aims of punishment, including:</p> <ul style="list-style-type: none"> <li>• Retribution</li> <li>• Deterrence</li> <li>• Reformation.</li> </ul> <p>Students will also consider the treatment of criminals, including:</p> <ul style="list-style-type: none"> <li>• Prison</li> <li>• Corporal punishment</li> <li>• Community service.</li> <li>• The concept of forgiveness</li> </ul> <p>The final part of this unit will reflect on a big question surrounding the legal right to kill: the death penalty. Students will explore ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life.</p>	<p>Personal responsibility</p>
<p><b>Foundation Subjects</b></p>	<p><b>Art and Design</b>  <b>Exam Board and syllabus:</b> Pearson Edexcel BTEC Level 2 Art and Design          Link to website: <a href="#">Art and Design Practice   Pearson qualifications</a></p>	<p><b>Business Studies &amp; Enterprise</b>  <b>Exam Board:</b> Pearson BTEC Level 2 Enterprise          Link the website: <a href="#">ENTERPRISE</a></p>	<p><b>Computer Science</b>  <b>Exam Board &amp; Syllabus:</b> OCR J276 Computer Science  <b>Link to website:</b> <a href="#">COMPUTER SCIENCE</a></p>
	<p><b>Digital Information Technology</b></p>	<p><b>Drama</b></p>	<p><b>Engineering Design</b></p>

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	<b>Exam Board &amp; Syllabus:</b> BTEC Tech Awards Digital Information Technology <b>Link to website:</b> <a href="#">DIT</a>	<b>Exam Board &amp; Syllabus:</b> Pearson Edexcel Level 1/Level 2 GCSE Drama (9-1) in Drama (1DR0) <b>Link to website:</b> <a href="#">DRAMA</a>	<b>Exam Board &amp; Syllabus:</b> OCR Cambridge National: Engineering Design Level 2 Certificate <b>Link to website:</b> <a href="#">ENGINEERING</a>
	<b>French</b> <b>Exam Board:</b> AQA <b>Link to website:</b> <a href="http://www.aqa.org.uk">www.aqa.org.uk</a>	<b>Geography</b> <b>Exam Board &amp; Syllabus:</b> OCR Geography B (Geography for Enquiring Minds) - J384 <b>Link to exam board website:</b> <a href="#">GEOGRAPHY</a> <b>Link to the department Website:</b> <a href="https://smhsgeographydept.weebly.com/">https://smhsgeographydept.weebly.com/</a>	<b>Health and Social Care</b> <b>Exam Board and Syllabus:</b> OCR Cambridge Technical award in Health and Social Care <b>Link to website:</b> <a href="#">Cambridge Technicals - Health and Social Care - OCR</a>
	<b>Hospitality and Catering</b> <b>Exam Board &amp; Syllabus:</b> WJEC Level 2 Hospitality & Catering <b>Link to website:</b> <a href="#">HOSPITALITY &amp; CATERING</a>	<b>History</b> <b>Exam Board &amp; Syllabus:</b> 60180924 Pearson Edexcel Level 2 GCSE in History <b>Link to website:</b> <a href="#">HISTORY</a>	<b>Music</b> <b>Exam Board &amp; Syllabus:</b> BTEC first award EDEXCEL <b>Link to website:</b> <a href="#">MUSIC</a>
	<b>Spanish</b> <b>Exam Board:</b> AQA Spanish 8698 <b>Link to website:</b> <a href="#">SPANISH</a>	<b>Sports Science</b> <b>Exam Board and Syllabus:</b> OCR Cambridge Nationals Sport Science <b>Link to website:</b> <a href="#">SPORT SCIENCE</a>	<b>Textile Design</b> <b>Exam Board &amp; Syllabus:</b> AQA GCSE Art & Design: Textile Design <b>Link to website:</b> <a href="#">TEXTILES</a>
<b>CEIAG</b>			

# 2022/2023 CURRICULUM OVERVIEW MAP YEAR 11

## Year 11 Summer Term

As a Church school, our Christian values are central to our curriculum intent:

- A passion for learning where knowledge is appreciated and valued for its intrinsic value
- Strong, confident and happy individuals who are able to live safe, healthy, fulfilling lives and be resilient when challenged with adversity
- To create citizens of the future who make a positive contribution to society and are equipped for the world of work by achieving nationally recognised qualifications that develop career progression
- A strong understanding of social justice which seeks to embed the values of inclusion, equality and human rights so that students can confidently recognise and challenge injustice

<b>Christian themes and values</b>	<b>Keeping promises, Acceptance, Empathy, Justice, Leadership, Confidence, Well-being, Loyalty, Courage, Love, Forgiveness</b>		<b>SMSC across the Curriculum</b>
<b>Tutorial programme</b>	<b>Students will be preparing for GCSE's that will commence mid-May</b>		Keeping healthy
<b>PSHE / RSE</b>	Students will partake in a number of activities from well-being to revision sessions.		
<b>Core Subjects</b>	<p><b>English Language</b>  <b>Exam Board &amp; Syllabus:</b> AQA GCSE English Language 8700  <b>Link to website:</b>  <a href="http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702">http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702</a>            Link to the Curriculum Map ENGLISH LANGUAGE</p> <p>In the first Summer term of Year 11, students prepare for the summer examinations by revising for the <b>English Language examination:</b></p> <ul style="list-style-type: none"> <li>• AQA Language Paper 1: Fiction</li> <li>• AQA Language Paper 2: Non-fiction</li> </ul>	<p><b>English Literature</b>  <b>Exam Board &amp; Syllabus:</b> AQA GCSE English Literature 8702  <b>Link to website:</b>  <a href="http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702">http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702</a>            Link to the Curriculum Map ENGLISH LITERATURE</p> <p>In the latter term of Year 11, students prepare for the summer examinations by revising for the <b>English Literature examination:</b></p> <ul style="list-style-type: none"> <li>• Romeo and Juliet</li> <li>• Poetry Anthology</li> <li>• Unseen Poetry</li> <li>• Dr Jekyll &amp; Mr Hyde</li> <li>• An Inspector Calls</li> </ul>	Race  Disability  Loneliness  Isolation  Nature vs nurture  Appreciation of other religions
	<b>Maths</b>	<b>Maths</b>	

# 2022/2023 CURRICULUM OVERVIEW MAP YEAR 11

	<p><b>Exam Board &amp; Syllabus: Pearson Edexcel GCSE Mathematics 1MA1</b>  <b>Link to website: <a href="#">MATHS EDEXCEL</a></b></p> <p>Link to the Curriculum Map MATHS FOUNDATION</p> <p>In the last term, students will be revising through practise of past papers that will indicate to staff areas of the curriculum that need further teaching and practice. This will support students be prepared for their examination later in the term.</p>	<p><b>Exam Board &amp; Syllabus: Pearson Edexcel GCSE Mathematics 1MA1</b>  <b>Link to website: <a href="#">MATHS EDEXCEL</a></b></p> <p>Link to the Curriculum Map MATHS HIGHER</p> <p>In the last term, students will be revising through practise of past papers that will indicate to staff areas of the curriculum that need further teaching and practice. This will support students be prepared for their examination later in the term.</p>	<p>Good and evil</p> <p>Suffering</p> <p>Multiculturalism</p> <p>Race and love</p> <p>Modernism – an appreciation of art and its influence</p> <p>Conflict and impacts</p> <p>Cultural awareness</p>	
	<p><b>Science</b>  <b>Exam Board and web link:</b>  <a href="#">Twenty First Century Combined Science OCR 2016</a>  <a href="#">Twenty First Century Biology OCR 2016</a>  <a href="#">Twenty First Century Chemistry OCR 2016</a>  <a href="#">Twenty First Century Physics OCR 2016</a></p> <p>Students will have finished the formal taught element of the curriculum and teachers will use past and ongoing assessments to identify aspects of the curriculum that need revising so that students can consolidate their knowledge.</p>	<p><b>Religious Studies</b>  <b>Exam Board and Syllabus: AQA Religious Studies A (8062) Link to website: <a href="http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062">http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062</a></b></p> <p>Students will have finished the formal taught element of the curriculum and teachers will use past and ongoing assessments to identify aspects of the curriculum that need revising so that students can consolidate their knowledge.</p>	<p>Conflict and impacts</p> <p>Cultural awareness</p>	
<p><b>Foundation Subjects</b></p>	<p><b>Art and Design</b>  <b>Exam Board and syllabus:</b> Pearson Edexcel BTEC Level 2 Art and Design  <b>Link to website:</b> <a href="#">Art and Design Practice   Pearson qualifications</a></p>	<p><b>Business Studies &amp; Enterprise</b>  <b>Exam Board:</b> Pearson BTEC Level 2 Enterprise  <b>Link the website:</b> <a href="#">ENTERPRISE</a></p>	<p><b>Computer Science</b>  <b>Exam Board &amp; Syllabus:</b> OCR J276 Computer Science  <b>Link to website:</b> <a href="#">COMPUTER SCIENCE</a></p>	<p>Appreciating different societies</p>
	<p><b>Digital Information Technology</b>  <b>Exam Board &amp; Syllabus:</b> BTEC Tech Awards Digital Information Technology  <b>Link to website:</b> <a href="#">DIT</a></p>	<p><b>Drama</b>  <b>Exam Board &amp; Syllabus:</b> Pearson Edexcel Level 1/Level 2 GCSE Drama (9-1) in Drama (1DR0)  <b>Link to website:</b> <a href="#">DRAMA</a></p>	<p><b>Engineering Design</b>  <b>Exam Board &amp; Syllabus:</b> OCR Cambridge National: Engineering Design Level 2 Certificate  <b>Link to website:</b> <a href="#">ENGINEERING</a></p>	<p>Global development</p>
	<p><b>French</b>  <b>Exam Board:</b> AQA</p>	<p><b>Geography</b></p>	<p><b>Health and Social Care</b></p>	<p>First aid</p>

# 2022/2023 CURRICULUM OVERVIEW MAP YEAR 11

	<b>Link to website:</b> <a href="http://www.aqa.org.uk">www.aqa.org.uk</a>	<b>Exam Board &amp; Syllabus:</b> OCR Geography B (Geography for Enquiring Minds)) - J384 Link to exam board website: <a href="#">GEOGRAPHY</a> Link to the department Website: <a href="https://smhsgeographydept.weebly.com/">https://smhsgeographydept.weebly.com/</a>	<b>Exam Board and Syllabus:</b> OCR Cambridge Technical award in Health and Social Care Link to website: <a href="#">Cambridge Technicals - Health and Social Care - OCR</a>	Healthy lifestyles  Migration  Integration Climate change
	<b>Hospitality and Catering</b> <b>Exam Board &amp; Syllabus:</b> WJEC Level 2 Hospitality & Catering <b>Link to website:</b> <a href="#">HOSPITALITY &amp; CATERING</a>	<b>History</b> <b>Exam Board &amp; Syllabus:</b> 60180924 Pearson Edexcel Level 2 GCSE in History <b>Link to website:</b> <a href="#">HISTORY</a>	<b>Music</b> <b>Exam Board &amp; Syllabus:</b> BTEC first award EDEXCEL <b>Link to website:</b> <a href="#">MUSIC</a>	
	<b>Spanish</b> <b>Exam Board:</b> AQA Spanish 8698 <b>Link to website:</b> <a href="#">SPANISH</a>	<b>Sports Science</b> <b>Exam Board and Syllabus:</b> OCR Cambridge Nationals Sport Science <b>Link to website:</b> <a href="#">SPORT SCIENCE</a>	<b>Textile Design</b> <b>Exam Board &amp; Syllabus:</b> AQA GCSE Art & Design: Textile Design Link to website: <a href="#">TEXTILES</a>	
<b>CEIAG</b>	Exam results and enrolment into Sixth Form			