



*This guide provides an overview of the curriculum content  
for students in Year 11*

♦ English	♦ Geography
♦ Maths	♦ Spanish
♦ Science	♦ Art

# ENGLISH - AQA ENGLISH LANGUAGE GCSE

What is being taught this year:

## AUTUMN TERM

### Half Term 1 / Half Term 2

#### Language Paper 1

Students read across a range of unseen fiction texts to build on their independent comprehension, analytical and evaluative skills.

Students also develop their fiction writing skills (both descriptive and narrative) through active reading of different prose. Students will hone their narrative voice by focusing on judicious choice of content, language crafting and organisation. Students can draw on their knowledge of sentence types, effective punctuation and effective vocabulary from KS3.

## SPRING TERM

### Half Term 3 / Half Term 4

#### Language Paper 2

In this unit, students continue to apply their independent comprehension and analytical skills this time in preparation for Paper 2, the texts are non-fiction texts. Students will also have to make relevant comparisons for this paper as two unseen texts on a common topic are presented to the students.

Students continue to practise and develop their writing skills but this time for a formal form and with the purpose to develop a strong voice/response on a topical issue and draw from their academic journey of planning and clear expression.

## SUMMER TERM

### Half Term 5 / Half Term 6

#### Revision

At this point in the course, students have studied the main skills required for both sections of Paper 1 and Paper 2 and revised the all the context for the language specification.

The priority for this term is examination practice in timed conditions with timely feedback.

# MATHS

## What is being taught this year:

Throughout Year 11 the same topics are studied as in Year 10, but at a faster pace to ensure there is plenty of time for revision during half term 5 to prepare for the exams at the end of the year. There is a continued aim of ensuring that strong foundations are in place for each topic, before building on these with ever-increasing depth and a particular focus on application to unfamiliar contexts and developing problem-solving techniques.

### AUTUMN TERM

#### Half Term 1

In the first half term of Year 11, we revisit key number and algebra skills to ensure that strong foundations are in place from which to develop problem solving skills and fluency in applying these concepts to other contexts.

##### Higher Content:

- ◆ Simplifying, expanding & factorising.
- ◆ Algebraic fractions.
- ◆ Solving equations.
- ◆ Completing the square.
- ◆ Solving inequalities.
- ◆ Numerical index laws.
- ◆ Ratio.
- ◆ Proportion (numerical and algebraic).
- ◆ Sequences.
- ◆ Simultaneous equations.
- ◆ Rearranging formulae.

##### Foundation Content:

- ◆ Calculations & negative numbers.
- ◆ Powers, roots & BIRDMAS.
- ◆ Collecting like terms.
- ◆ Algebraic index laws.
- ◆ Expanding brackets & factorising.
- ◆ Substitution.
- ◆ Solving linear equations.
- ◆ Decimals.
- ◆ Units of measure.
- ◆ Rounding and estimation.
- ◆ Numerical index laws.
- ◆ Factors, multiples and primes.
- ◆ Fractions.
- ◆ Percentages.
- ◆ Converting between fractions, decimals and percentages.
- ◆ Ratio.

#### Half Term 2

During this half term there is a strong focus on applying number and algebra skills to geometric scenarios in trigonometry, area and volume. Numerical and proportional reasoning skills are also applied to complex contexts in similar shapes. Students further develop their problem solving skills through the study of algebraic proof and percentages.

##### Higher Content:

- ◆ Functions.
- ◆ Iteration.
- ◆ Algebraic proof.
- ◆ Pythagoras & Trigonometry (SOHCAHTOA).
- ◆ Trigonometry: sine & cosine rules.
- ◆ Area & circles.
- ◆ Surface area & volume.
- ◆ Similar shapes.
- ◆ Primes, factors, multiples & estimation.
- ◆ Standard form.
- ◆ Surds.
- ◆ Fractions, decimals & percentages.

##### Foundation Content

- ◆ Proportion.
- ◆ Probability.
- ◆ Quadratic equations.
- ◆ Inequalities.
- ◆ Sequences.
- ◆ Simultaneous equations.
- ◆ Standard form.
- ◆ Coordinates & plotting graphs.
- ◆ Quadratic, cubic & reciprocal graphs.
- ◆ Straight line graphs.
- ◆ Perimeter.

### SPRING TERM

#### Half Term 3

In this half term we revisit probability and statistics to ensure that students are finely tuning their data interpretation and analysis skills. We also recap key geometric topics and further develop students' problem solving skills when working with real-life contexts when studying bounds.

##### Higher Content:

- ◆ Compound measures.
- ◆ Probability.
- ◆ Accuracy & bounds.
- ◆ Averages.
- ◆ Representing data.
- ◆ Histograms.
- ◆ Angles in parallel lines.
- ◆ Angles in polygons.
- ◆ Transformations.

##### Foundation Content:

- ◆ Area.
- ◆ Circles.
- ◆ Surface area & volume.
- ◆ Angles & polygons.
- ◆ Compound measures (speed, density, pressure).
- ◆ Data collection & sampling.
- ◆ Averages.
- ◆ Frequency tables.
- ◆ Charts.
- ◆ Pie charts.
- ◆ Pythagoras.

#### Half Term 4

During this half term we further hone students' application and problem solving skills through the study of complex coordinate geometry problems involving straight lines and circles. Students also further develop their proof and deduction skills through the study of vectors and congruent triangles.

##### Higher Content:

- ◆ Coordinate geometry.
- ◆ Circle theorems.
- ◆ Equation of a circle.
- ◆ Graph transformations.
- ◆ Vectors.
- ◆ Congruent triangles.
- ◆ Construction, loci & bearings.

##### Foundation Content:

- ◆ Trigonometry (SOHCAHTOA).
- ◆ Transformations.
- ◆ Similarity & congruence.
- ◆ Plans & elevations.
- ◆ Constructions & loci.
- ◆ Bearings.
- ◆ Real-life graphs.
- ◆ Distance/velocity-time graphs.
- ◆ Vectors.

### SUMMER TERM

#### Half Term 5

In this half term, the focus shifts to revision, to ensure that students are fully prepared for their GCSE exams. Students complete weekly mocks which their teachers mark and give feedback of areas of strength and areas which need more focus.

These areas are then targeted through revision lessons to ensure that students become more confident and able to tackle exam-style questions.

#### Half Term 6

Exams

# SCIENCE

## What is being taught this year:

Subject specialist teachers on rotation each term. Therefore, the order may vary.  
All students cover the same material by the of the academic year

### AUTUMN TERM

#### Half Term 1 / Half Term 2

##### Combined - Physics

Students are entering Year 11 having completed a full Physics Paper 1. In this half term, they are therefore targeting Physics Paper 2, as this content will deepen their understanding of previous Physics content. They will begin the term with revisiting Physics Topic 8 (Forces and Work Done) content from Year 10 and then will work systematically through the Topics on this paper to develop their skills of the exam. Students will need to draw upon knowledge of forces and states of matter to explore concepts such as vector diagrams, Fleming's left-hand rule and pressure.

##### Topics:

Topic 9 – Forces and their effects  
Topic 12 – Magnetism and the motor effect  
Topic 13 – Electromagnetic induction  
Topic 14 – Particle Model  
Topic 15 – Forces and Matter

In the latter half of half term 2, the students continue studying Biology Paper 1 content. They are beginning this part of the half term by revisiting previously learnt content in Topic 1 as this contains important components necessary for future topics. Topic 3 follows which revisits genetics, previously covered in Year 8, and students deepen their understanding of these concepts and are exposed to more challenging composites such as sex inheritance. Lastly topic 4 is studied in which natural selection and genetic modification, continuous and discontinuous variation are revisited and further built upon from KS3.

### SPRING TERM

#### Half Term 3 / Half Term 4

##### Combined – Biology

Students will move on to Biology by starting with Topic 6, where students learn about photosynthesis and other plant centred processes such as Transpiration. Students then begin Topic 7 which allows students to develop knowledge of homeostasis, hormones and their effects on various organs including insulin, adrenaline, thyroxine and the hormones of the menstrual cycle. In topic 8, students will study exchange and transport systems in animals including the structure of the heart and the process of respiration where students will deepen their understanding which was initially developed in KS3. Topic 9 is then completed with a focus on concepts such as nutrient cycles and interdependence in ecosystems.

##### Topics:

Topic 6 – Plant structures and their functions  
Topic 7 – Animal Coordination, control & homeostasis  
Topic 8 – Exchange and transport in animals  
Topic 9 – Ecosystems and material cycles.

##### Combined - Chemistry

The students will then move onto the more challenging topics of Topic 3 (chemical changes) and Topic 4 (extracting metals and equilibria) where students are exposed to concepts such as neutralisation, ionic equations and Le Chatelier's principle.

##### Topics:

Topic 3 – Chemical Changes  
Topic 4 – Extracting metals and equilibria

### SUMMER TERM

#### Half Term 5 / Half Term 6

##### Combined – Revision

During the summer term students undertake tailored revision that will be chosen by their subject lead and class teacher to make sure students are exam ready. This will help students to consolidate their learning ahead of GCSE exams in June.

# SCIENCE

## What is being taught this year:

Subject specialist teachers on rotation each term. Therefore, the order may vary.  
All students cover the same material by the of the academic year

### AUTUMN TERM

#### Half Term 1 / Half Term 2

##### Separate – Physics

Students are entering Year 11 having completed a full Physics Paper 1. In this half term, they are therefore targeting Physics Paper 2. The students in separate previously learnt Topic 10 and 11 and the content covered this year will build on these topics. Students will need to draw upon knowledge of forces and states of matter to explore concepts such as vector diagrams, Fleming's left-hand rule and pressure.

##### Topics:

Topic 9 – Forces and their effects  
Topic 12 – Magnetism and the motor effect  
Topic 13 – Electromagnetic induction  
Topic 14 – Particle Model  
Topic 15 – Forces and Matter

### SPRING TERM

#### Half Term 3 / Half Term 4

##### Separate – Biology

Students will move on to Biology by starting with Topic 6, where students learn about photosynthesis and other plant centred processes such as Transpiration. Students then begin Topic 7 which allows students to develop knowledge of homeostasis, hormones and their effects on various organs including insulin, adrenaline, thyroxine and the hormones of the menstrual cycle. In topic 8, students will study exchange and transport systems in animals including the structure of the heart and the process of respiration where students will deepen their understanding which was initially developed in KS3. Topic 9 is then completed with a focus on concepts such as nutrient cycles and interdependence in ecosystems.

##### Topics:

Topic 6 – Plant structures and their functions  
Topic 7 – Animal Coordination, control & homeostasis  
Topic 8 – Exchange and transport in animals  
Topic 9 – Ecosystems and material cycles.

##### Separate - Chemistry

The students will then move onto the more challenging topics of Topic 3 (chemical changes) and Topic 4 (extracting metals and equilibria) where students are exposed to concepts such as neutralisation, ionic equations and Le Chatelier's principle. During half term 4, students will begin to develop their knowledge of the separate only content in which they will deepen their understanding of calculations, equations and organic chemistry as well as developing their understanding of practical skills.

##### Topics:

Topic 3 – Chemical Changes  
Topic 4 – Extracting metals and equilibria  
Topic 5 – Separate Chemistry I  
Topic 9 – Separate Chemistry II

### SUMMER TERM

#### Half Term 5 / Half Term 6

##### Separate – Chemistry and Revision

During this term, students are finishing their content on Separate Chemistry II in which they will finalise learning concepts on practical skills such as titrations and develop understanding of organic chemistry further. Finally, during the summer term students undertake tailored revision that will be chosen by their subject lead and class teacher to make sure students are exam ready. This will help students to consolidate their learning ahead of GCSE exams in June.

# GEOGRAPHY

## What is being taught this year:

### AUTUMN TERM

#### Half Term 1

##### **UK Challenges – Paper 3**

This encompasses the skills and knowledge learnt from studying Paper 1 and 2 topics in Year 9 and 10. The topic stems around broad challenges the UK is facing, linking closely to previous topics taught in KS4. For example, the two-speed economy that revisits themes on UK development and urban processes (Paper 2 topics). Pupils will be taught the skills to achieve in 12-mark questions.

##### **Urban Fieldwork – Paper 3**

Pupils will conduct an investigation on regeneration in Stratford and will visit Stratford to collect primary data. The enquiry cycle is followed in lessons whereby pupils will present, analyse and reach conclusions on their data. Other examples of urban fieldwork are investigated to ensure pupils can complete unfamiliar questions in the GCSE Paper 3.

##### **Rivers Fieldwork – Paper 3**

Pupils will apply the enquiry cycle learnt last topic to the geographic enquiry process undertaken during their river fieldtrip in Year 10. All year 11 classes will focus on the application of fieldwork techniques to unfamiliar fieldwork questions to develop Paper 3 exam skills.

**Assessment:** 1-hour assessment on Resource Management and UK Challenges with a range of GCSE style questions.

#### Half Term 2

##### **Resource Management – Paper 2**

Energy Resource Management is a synoptic unit and has close links to the UK Challenges (Paper 3) topic studied in Term 1. This topic revisits the changing global energy demand and consumption previously learnt in Year 10. A greater range of strategies to promote sustainable development in both the UK and China are taught with a greater focus on factors influencing the success of each country's sustainable management. This enables pupils to practice 'assessing' and 'evaluating' factors to achieve in 8 markers.

##### **Changing Cities – Paper 2**

Pupils will re-visit this topic having studied the core concepts in Year 10 with a focus on engaging with 'assess' and 'evaluate' 8 mark questions.

##### **Global Development – Paper 2**

This topic is re-visited to build on the human concepts and processes learnt in Year 9 and 10. The focus of each topic is to deepen understanding of complex concepts such as reducing uneven development in order to promote higher level thinking through assessment and evaluation of factors in 8 markers. Pupils will also practice applying their knowledge to unfamiliar locational contexts during lesson time to master fundamental exam skills.

**Assessment:** Pupils will sit a 1-hour 30min assessment on Paper 3 and Paper 2 topics from the last two terms. Teacher marks and a feedback lesson will follow.

### SPRING TERM

#### Half Term 3

##### **Weather Hazards and Climate Change – Paper 1**

Pupils will deepen their understanding of global atmospheric and oceanic processes previously learnt in Year 10. Building on pupils' prior knowledge of droughts and tropical cyclones, pupils will spend greater time on the assessing the severity of weather hazards in countries with contrasting development levels. This will allow students to practice the skills required to achieve in 8 markers.

##### **Ecosystems, Biodiversity and Management – Paper 1**

Pupils will build upon their knowledge of global biome distribution learnt in Year 10 and apply knowledge from atmospheric processes taught in Weather Hazards. The Ecosystems topic has an 8 marker more significantly weighted than the rest of the Paper 1 topics, therefore a focus in Year 11 to apply knowledge from across the topic to answer synoptic 8 markers.

**Assessment:** Pupils will sit a 1-hour 30 min assessment on Paper 1 and Paper 2 topics.

#### Half Term 4

##### **Changing Landscapes – Paper 1**

Following two lessons revisiting foundational concepts such as geomorphological processes and geology, pupils apply their understanding to the upcoming coastal and river units.

##### **Coastal Landscapes and processes – Paper 1**

##### **River Landscapes and Processes – Paper 1**

**Assessment:** Pupils will sit an assessment on Paper 1 topics – Weather hazards and Climate Change, Ecosystems, Biodiversity and Management and Coastal Landscapes. Past paper GCSE questions will be used including 1,2,3,4 and 8 markers.

### SUMMER TERM

#### Half Term 5

##### **Exam skills and revision**

Using regular assessment of Paper 1, 2 and 3 content teachers will identify key aspects of the course to focus revision and high level exam skills such as 8 markers in preparation for summer exams.

**Assessment:** Pupils will sit Paper 1, Paper 2 and Paper 3 mocks, marked by the class teacher and feedback given during lesson time.

#### Half Term 6

# SPANISH - HIGHER GCSE

What is being taught this year:

## AUTUMN TERM

### Half Term 1

**Productive skills:** students begin Year 11, broadly speaking, by studying the GCSE topics that they have not seen in Year 10, namely, technology, school and future careers, and the most challenging GCSE topics, namely, social issues, global issues and customs and festivals. They revisit the fundamentals of Spanish grammar and three key tenses (the present, the imperfect and the preterite) within these contexts. Once students have consolidated their knowledge of the two main past tenses, they revisit how to form the perfect tense and its more nuanced uses.

**Receptive skills:** teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 11 studies.

### Half Term 2

**Productive skills:** at the start of Autumn 2, students build on their knowledge of forming the perfect tense when they learn how to form the pluperfect tense. Students study the remaining topics they have not seen in Year 10, namely, school and careers. Within this context, they revisit the present tense and use their understanding of this tense to deepen their understanding of the subjunctive mood.

**Receptive skills:** teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 11 studies.

## SPRING TERM

### Half Term 3

**Productive skills:** Students revisit a number of GCSE topics that they studied in Year 10, namely, travel and tourism, free time, and home and local area. Within these contexts, students consolidate their understanding of all main tenses (immediate future, future, conditional, present, preterite and imperfect) and other key grammatical structures.

**Receptive skills:** teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 11 studies.

### Half Term 4

**Productive skills:** Students begin an intensive revision programme, which aims to consolidate their knowledge of grammar and vocabulary across the GCSE specification. During this half term, students spend their productive skills lesson practising their speaking skills in preparation for their speaking examination.

**Receptive skills:** teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 11 studies.

## SUMMER TERM

### Half Term 5

**Productive skills:** once students have completed their speaking examination, they continue the intensive revision programme but focus primarily on consolidating their writing skills.

**Receptive skills:** teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 11 studies.

### Half Term 6

*All students taking this course sit their GCSE in June of Year 11.*



# ART - FINE ART

## What is being taught this year:

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### Mock Exam – Past paper AQA

Selecting one title from a possible 7, students will create an investigation into a specific theme. This investigation will be independently led and will see them revisit, utilise and extend the skills they have developed throughout the course.

Referring back to the skills introduced in Year 9, students will become the artist and working through the process of researching, experimenting, analysing, developing and presenting a final outcome that is personal, meaningful and realises the intentions they have outlined throughout the course of their investigation.

The final outcome will be created in a 10-hour mock exam that is held across 2 days.

#### Areas of focus –

AO1 – Demonstrate critical understanding (Research)

AO2 – Review and Refine (Experimentation and development)

AO3 – Quality of observation

AO4 – Present and personal and meaningful response (Final outcome)

### Externally Set Task – Exam paper issued by AQA

Selecting one title from a possible 7, students will create an investigation into a specific theme. This investigation will be independently led and will see them revisit, utilise and extend the skills they have developed throughout the course.

Referring back to the skills introduced in Year 9, students will become the artist and working through the process of researching, experimenting, analysing, developing and presenting a final outcome that is personal, meaningful and realises the intentions they have outlined throughout the course of their investigation.

The final outcome will be created in a 10-hour exam that is held across 2 days.

#### Areas of focus –

AO1 – Demonstrate critical understanding (Research)

AO2 – Review and Refine (Experimentation and development)

AO3 – Quality of observation

AO4 – Present and personal and meaningful response (Final outcome)





Wembley  
Multi-Academy  
Trust  
ACHIEVEMENT FOR ALL



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