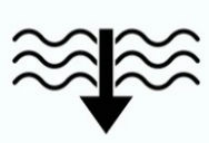
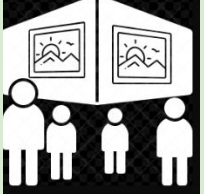




Bredon School

Year 11 Curriculum Map

Subject	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
All Creative Arts: <i>Photography</i> <i>Art and Design</i> <i>3D Design</i> <i>Graphic Communications</i> <i>Textile Design</i>	In Year 11, students build on the skills, confidence, and independence developed in Year 10. The focus shifts from learning how the creative process works to applying it independently at GCSE level. Students continue to follow the same creative process used in Year 10, but with higher expectations, greater independence, and more personal responsibility for planning, decision-making, and time management. Preparation over the Summer Holidays Artist / Designer / Photographer 4 – Research & Exploration Over the Year 10/11 summer break, students will have begun their final artist study independently. This prepares them for the demands of Year 11 and allows them to start the year confidently. During this period, students will: • Research their fourth artist / designer / photographer • Produce copy studies inspired by this practitioner • Experiment with materials, techniques, or processes • Refine their strongest experiments This work completes the research and exploration stages of the creative process before students return to school.					
	Completing Artist 4 <i>(Independent creative)</i>	Mocks and Portfolio Development	Start the Externally Set Task	Building depth and personal response	GCSE Examinations	Personal Portfolio and Exhibition

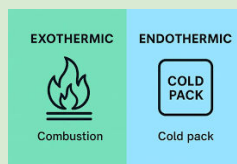
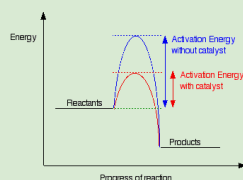
	<i>development)</i>  In this half-term, students complete their fourth artist study by developing and refining a personal creative idea. Students will: Develop a personal idea inspired by Artist 4 Refine and improve their work through feedback and comparison Produce a resolved outcome or series Complete a written evaluation	 This half-term focuses on preparing students for mock assessments and strengthening their overall body of work. Students will: Prepare for creative subject mock assessments Review and improve earlier work Refine final outcomes and evaluations Identify strengths and areas for improvement This stage is about raising	(Exam preparation and independent response)  In January, students begin the Externally Set Task, responding to a theme set by the exam board. Students will: Analyse the exam paper or theme Begin a new creative project using the same familiar process Research an initial artist / designer / photographer Explore and experiment with	 As part of the exam project, students expand their research and influences. Students will: Introduce two additional artists / designers / photographers, bringing the total to three influences Develop and refine ideas using these influences Produce a sustained and personal final outcome Complete evaluation work under exam conditions This stage demonstrates	 Students complete their final practical examination.	 Celebration and reflection After exams, students curate a personal portfolio of their strongest work. Students will: Select their best work from Years 10 and 11 Prepare work for exhibition Reflect on their creative journey and achievements This provides a strong conclusion to the course and supports progression to further study or
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	explaining their creative decisions	quality and confidence, rather than starting new work.	ideas linked to the exam theme	higher-level thinking by showing how students can combine ideas from multiple sources into one coherent outcome.		creative pathways.
	By the end of Year 11, Creative and Applied Arts students will have: • Completed multiple artist-led projects • Produced a major exam project • Built a strong personal portfolio • Developed independence, confidence, and creative resilience They leave the course well prepared for A-level study, creative qualifications, or future pathways.					
Combined Science GCSE	Biology: “Homeostasis & Response” to include: Homeostasis, Human nervous and endocrine systems, Control of blood glucose concentration, Hormones in human reproduction, Contraception, The use of hormones to treat infertility, Negative feedback.	Biology: “Inheritance, variation & Evolution” to include: Sexual & asexual reproduction, Meiosis DNA and the genome, Genetic inheritance, Inherited disorders, and Sex determination.	Biology “Inheritance, variation & evolution” cont. Variation, Evolution, Selective breeding, Genetic engineering, Evidence for evolution, Fossils, Extinction, Resistant bacteria, Classification of living organisms.	Biology “Ecology” to include: Communities, Abiotic and Biotic factors, Adaptations, Levels of organisation, How materials are cycled, Biodiversity, Waste management, Land use, Deforestation, Global warming, Maintaining biodiversity	Revision- based on key areas identified for Higher and Foundation: Retrieval practice, Spaced revision, Low stakes testing, Walking talking mocks, Past paper exam Practice.	

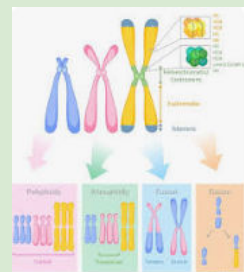


Chemistry

Exothermic and Endothermic reactions

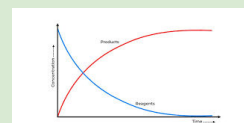


The effect of catalysts on a reaction

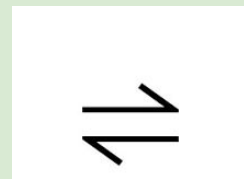


Chemistry

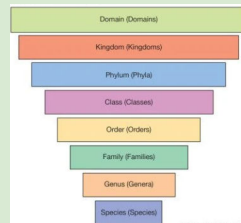
Rate of reactions - describing factors that increase the rate of a reaction.



Reversible reactions and equilibrium

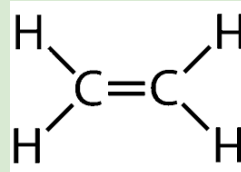
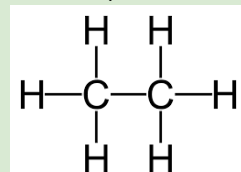


Physics:
Forces & motion - weight, terminal velocity, braking,



Chemistry

Organic chemistry - hydrocarbons (alkanes and alkenes)

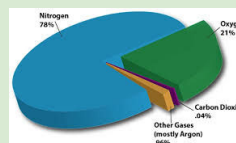


Fractional distillation



Chemistry

Chemistry of the atmosphere - how it has changed over time



Greenhouse gases, global climate change



Atmospheric pollutants,
Potable water



Life cycle

AQA

Please enter details of your response

Centre number: Candidate number:

Subject:

Examination:

Candidate name:

GCSE COMBINED SCIENCE: TRILOGY **H**

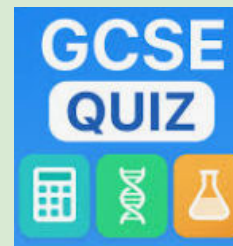
Higher Tier
Memory Paper: 3H

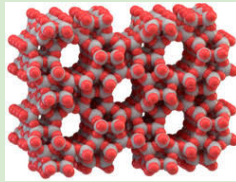
Timetable: 11 May 2019 | 10:00am - 11:00am | 1 hour 15 minutes

Materials:
For questions on materials:
• A calculator
• A ruler (30 cm)

Instructions:
• You must use the back of the paper.
• You must show all your working.
• You must use the back of the paper for all your answers.
• You must use the back of the paper for all your answers.
• You must use the back of the paper for all your answers.

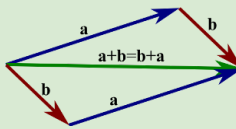
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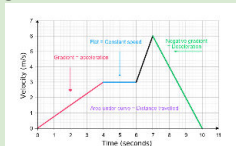


Physics:

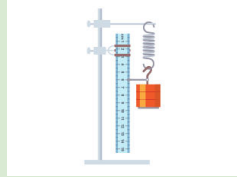
Forces in balance
- Vectors, centre of mass, resultant force, resolution force.



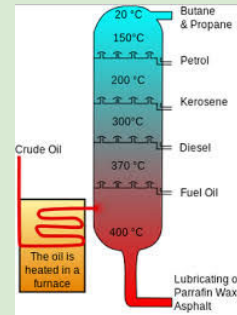
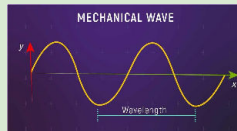
Distance-time graphs, velocity, acceleration, velocity-time graphs.



momentum,
elasticity.



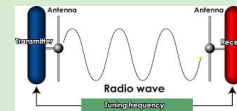
Waves -
properties of waves, reflection & refraction.



Cracking
Formulations,
chromatography,
testing for gases



Physics:
Electromagnetic
spectrum and its
uses.

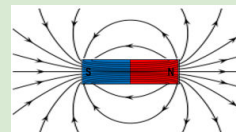


assessments



Physics:

Electromagnetism
- magnetic fields,
magnetic fields of
electric current
and the motor effect.



GCSE Biology

Biology:

“Homeostasis & Response”
to include:
Homeostasis,
Human nervous
and endocrine
systems, Control

Biology:

“Inheritance,
variation &
Evolution”
to include:
Sexual & asexual
reproduction,
Meiosis

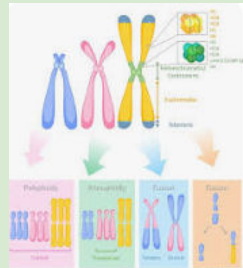
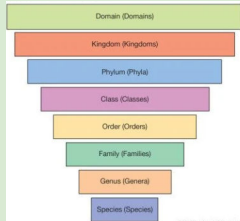
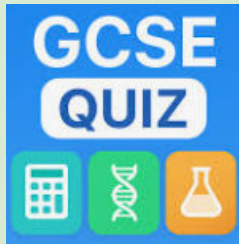
Biology

“Inheritance,
variation &
evolution” cont.
Variation,
Evolution,
Selective
breeding, Genetic

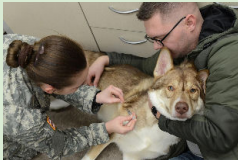
Biology

“Ecology”
to include:
Communities,
Abiotic and
Biotic factors,
Adaptations,
Levels of

Revision- based
on key
areas identified
for Higher and
Foundation:
Retrieval practice,
Spaced revision,
Low stakes

	of blood glucose concentration, Hormones in human reproduction, Contraception, The use of hormones to treat infertility, Negative feedback. 	DNA and the genome, Genetic inheritance, Inherited disorders, and Sex determination. 	engineering, Evidence for evolution, Fossils, Extinction, Resistant bacteria, Classification of living organisms. 	organisation, How materials are cycled, Biodiversity, Waste management, Land use, Deforestation, Global warming, Maintaining biodiversity 	testing, Walking talking mocks, Past paper exam practice. 	
GCSE RE	Comp 1: Issues of Relationships (theme 2) Students learn about different types of families and relationships within society. Different religious attitudes and beliefs about the role of the family, marriage, sexual relationships, the role of men and	Comp 1: Issues of Good & Evil (theme 3) Students learn about the nature of good and evil and its impact on human suffering. Religious and non-religious teachings, beliefs and attitudes to suffering, crime, punishment and forgiveness.	Comp 3: Issues of Human Rights (theme 4) Students build on understanding acquired from Year 9, exploring issues of human rights and social justice.	Consolidation, Revision & Study Leave		

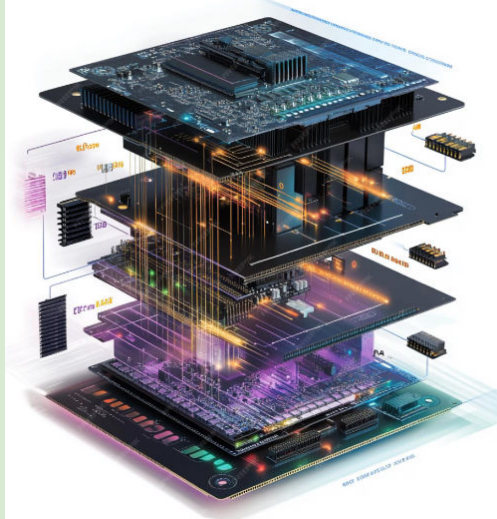
History GCSE (Edexcel)	women in worship. 		 Students learn about moral issues, religious beliefs concerning human rights, censorship, prejudice and discrimination, to wealth and poverty.			
	Superpower Relations: the Cold War 1941-1991.  The unit explores: the origins of the Cold War, Yalta	Superpower Relations: the Cold War 1941-1991.  The unit explores: the Hungarian Uprising, the	Superpower Relations: the Cold War 1941-1991.  The unit explores: Detente, the Soviet Invasion	Henry VIII and his Ministers 1509-1540  This fascinating unit focuses on the rise and fall of Thomas Wolsey.	Henry VIII and his Ministers 1509-1540  This unit focuses on the rise and fall of Thomas Cromwell and	Exam Practice

	and Potsdam, the division of Europe, the division of Germany, the Soviet satellite states, NATO and the Warsaw Pact, atomic weapons and the arms race.	Berlin Crisis, the Bay of Pigs and the Cuban Missile Crisis.	of Afghanistan, the “Second Cold War” Reagan, Gorbachev and the Collapse of the Soviet Union in 1991.		the Dissolution of the Monasteries.	
Animal Care	Livestock Health (care plan) Identify the signs of ill health in common farm livestock Report on the behaviour of farm livestock Carry out health checks on farm livestock  Assessment: Word Processed	Livestock Health (care plan) CONTINUED Identify the signs of ill health in common farm livestock Report on the behaviour of farm livestock Carry out health checks on farm livestock 	Animal Establishments Describe the purpose of specified types of animal establishment Describe ancillary services that could be provided by animal establishments  Assessment:	Animal Establishments Describe the different licensing requirements for animal establishments Identify the types of records kept in an animal establishment and the importance of keeping them Identify current legislation and Codes of Practice relating to: • Animal welfare • Health and Safety in animal establishments • Environmental issues	Animal Establishments Know how to respond to problems and emergencies in animal establishments Describe actions to be taken in given animal problems Describe appropriate procedures to follow in given emergency and accident 	Course complete • Practical learning sessions • Revision for academic subjects

	coursework on health and behaviour of livestock including designing of a health care plan and recording of own observations of livestock health.	Assessment: Word Processed coursework on health and behaviour of livestock including designing of a health care plan and recording of own observations of livestock health.	Production of an information poster on a given animal establishment that describes the purpose(s) of that animal establishment. Practical: carrying out the following daily routines in an animal establishment.	 Assessment: Production of an information leaflet, to give to an animal carer who is starting up a new animal establishment.	Assessment: Learner is required to create a step by step guide that would be suitable to give to a new member of staff on what to do in a given animal emergency at an animal establishment.	
Agriculture						
UPS	Students begin with a fitness preparation unit focused on establishing baseline data. They complete a range of UPS fitness tests to measure components such as cardiovascular endurance, muscular strength,	Building on their initial results, students design and implement a structured four week personal training programme tailored to their individual targets. They apply knowledge of progressive overload, specificity, and	Students move into a land and water based adventure training unit within the UPS. They research a range of adventurous activities delivered in the service, considering purpose, required skills, and the benefits to	Learning progresses to risk assessment and safe practice. Students select an activity they are familiar with and produce a detailed risk assessment, identifying potential hazards, control measures, and emergency procedures. This unit develops planning skills, responsibility, and	The focus shifts to drill. Students research the occasions and events where drill is required, exploring its importance in ceremonial, formal, and representative contexts within the UPS. They begin to learn and practise key drill movements, concentrating on accuracy, timing,	Students consolidate their understanding of drill by refining movements and developing leadership skills. They learn how to give clear commands, maintain standards, and lead a squad with confidence. The unit culminates in students taking responsibility for instructing and

	muscular endurance, speed, and agility. Alongside the practical elements, students learn about training principles and how fitness is assessed and monitored. 	recovery to improve performance. At the end of the programme, students retake the fitness tests to evaluate progress and reflect on the effectiveness of their training plan. 	teamwork and resilience. Emphasis is placed on understanding how these activities support leadership and personal development. 	a clear understanding of safety management in adventurous environments. 	posture, and discipline. 	managing a group, demonstrating communication, authority, and attention to detail. 
IT	Unit 607: ICT Fundamentals Students explore the core components of modern ICT systems. They build a portfolio of evidence by identifying hardware, explaining software types, and documenting safe	Systems Troubleshooting Students develop a "Technician's Mindset." They learn to diagnose	Unit 001: Customer Service For students aiming for the Certificate, this unit focuses on	Final Portfolio & Quality Check Students "plug the gaps" in their evidence. This involves a final review of all	Technical Transitions Students explore technical career paths, such as IT Support, Networking, or	

working practices when handling equipment.



and repair common hardware and software faults, using a step-by-step approach to identify the root cause of errors in a safe and controlled environment.



the "Human" side of IT. They learn how to communicate technical information clearly to non-technical users and follow professional standards for client support.



practical write-ups and technical diagrams to ensure they meet the City & Guilds grading criteria for the Award or Certificate.



Hardware Engineering. They look at how their Level 2 qualification bridges the gap to Level 3 study or technical apprenticeships.

