BUDMOUTH ACADEMY WEYMOUTH

Curriculum Overview: YEAR 11

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Budmouth Values	Respect		Excellence		Determination	
Guiding Principles	Self Worth		Engagement		Purpose	
Conditions of Success	Belonging, Fun & excitement	Heroes	Spirit of Adventure, Sense of accomplishment	Curiosity & Creativity	Leadership & Responsibility	Confidence to Take Action
Driving Question	How can we learn to communicate and feedback effectively to develop a sense of belonging in our inclusive community?	How can we learn to emulate our heroes by thinking critically and solving complex problems in the real world?	How can we learn to embrace the spirit of adventure and to work collaboratively to maximise our accomplishments in the future?	How can we learn to nurture our curiosity to become creative collaborators in a challenging and ever-changing world around us?	How can we learn to become self-regulated leaders that will think critically to solve 21st Century problems?	How can we learn to be resilient when we reflect on our ideas and have the confidence to take action into the real world?
Power Skills	Collaboration, Creativity, Communication, Character - Learning to Deep Learn & Critical Thinking - Problem Solving		Collaboration, Creativity, Communication, Character - Learning to Deep Learn & Critical Thinking - Problem Solving		Collaboration, Creativity, Communication, Character - Learning to Deep Learn & Critical Thinking - Problem Solving	
Applied Learning Outcome	Students will experience a range of feedback methods to communicate their progress, resilience and next steps across all subjects.	Students will experience a range of problem solving strategies across all subjects to enable them to make connections and to identify and explain patterns.	Students will experience a range of group/team activities to enable them to work collaboratively to evaluate and navigate through real world situations.	Students will experience a range of situations where they will learn to manage team dynamics within a variety of intercultural audiences.	Students will experience simulation exercises that will allow them to develop skills to take responsibility over their own learning and future opportunities.	Students will experience tasks that will enhance their resilience by acting upon constructive feedback to take action.
Employability focus	Linking curriculum learning to careers - subject areas should make explicit links between the skills developed (and the content learned) within lessons and their use in the real world, including employers, employees interacting with the students in the classroom (see BM for support with this)		Learning from career and labour market information (LMI) - subject areas should liaise with BM to include LMI data such as wages, job demand, location, qualifications, skill demands etc. as part of above.		Encounters with employers, business owners and worker representatives - subject areas should invite in guests to make these links more explicit. (see BM for support)	
Careers Objectives	Understanding of career sectors (as per our definitions) (BM 4 and 5) Able to talk about a range of careers in depth outside the 'top 10' (BM 4 and 5) Can make links between subject areas, skills and content and their use in a range of careers (BM4)		Clear ability to define and evidence powerskills in writing and through interview as a response to demands of job market (BM 2 and 5) They can talk about the job market from a local, national and international perspective and understand why the job market changes over time (BM2) Can elucidate the rights of workers and how to get support (BM 8)		Have an understanding of business start-up and can give details on where and how they can get support (BM 3 and 5) Develop an equitable network to support career and business (BM 5 and 6) Confidently able to discuss available pathways post-16 and post-opportunities (BM 2, 3 and 7)	
	Routes Knowledge 4 **4a.** Open Days and Evenings **4b.** T-Levels **4c.** Apprenticeships#3	**Transition Support 1** **1a.** Destinations **1b.** Future Skills Survey **1c.** Happiness, Money and Meaning	**Routes Knowledge 5** **4a.** Job Market Data Analysis **4b.** Young Workers Rights **Transition Support 2** **2a.** Destinations	**Effective Revision**		**Public Exams**
English	**For 26/27 - Unit 1: Power and Conflict Poetry** **For 27/28 - Unit 1: (An Inspector Calls)** *How do poets present key themes of power and conflict?* Students are assessed through the GCSE assessment objectives: AO1, AO2 and AO3	**Unit 2: Unseen Poetry** A focused study of unseen poems exploring how writers present power and conflict through language, structure and viewpoint. Students revisit mock exam misconceptions and refine their analytical skills, strengthening AO1, AO2 and AO3.	**Unit 3: Exam Based Revision and Re-teaching.** Using data from mock examinations and fortnightly assessments, students will be re-taught units or focus on elements of weakness.	**Unit 4: Exam Based Revision and Re-teaching.** Using data from mock examinations and fortnightly assessments, students will be re-taught units or focus on elements of weakness.	**Unit 5: Exam Based Revision and Re-teaching.** Using data from mock examinations and fortnightly assessments, students will be re-taught units or focus on elements of weakness.	
Maths (Foundation)	**Multiplicative Reasoning** **Constructions, Loci and Bearings**	**Quadratic Equations and Graphs** **Perimeter, Area and Volume 2**	**Fractions, Indices and Standard Form** **Congruence Similarity and Vectors**	**More Algebra**	**Exam Practice**	**External Exams**
Maths (Higher)	**Multiplicative Reasoning** **Similarity and Congruence**	**More Trigonometry** **Further Statistics**	**Equations and Graphs** **Circle Theorems**	**More Algebra** **Vectors and Geometric Proof** **Proportion and Graphs**	**Exam Practice**	**External Exams**
Science (Combined - Foundation)	**Reproduction and Inheritance** **Crude Oil and Fuels, Calculations in Chemistry Recap** **Electromagnetism.**	**Variation and Evolution** **Earth's Atmosphere** **Electromagnetism**	**Ecosystems** **Earths Resources and Chemical Analysis** **Radioactivity Revision**	**Human Impact on the Environment** **Chemical Equilibrium & Electrolysis Revision** **Energy and Electrical Circuits Revision**	**Paper 1 Revision / Exams**	**Paper 2 Revision / Exams**
Science (Combined - Higher)	**Reproduction and Inheritance** Including Punnet Square diagrams to predict outcomes of a monohybrid cross **Crude Oil and Fuels, Calculations in Chemistry Recap** Inlcuding how to test for alkenes from cracking and molar concentration calculations **Electromagnetism.** Including how EM waves diffract, refreact and reflect on different surfaces Including explanations for how radio waves can be produced by oscillations in electrical circuits	**Variation and Evolution** Including explanations of genetic engineering alongside use of enzymes and vectors **Earth's Atmosphere** **Electromagnetism** Using Fleming's Left Hand Rule, F=BIL and how rotation is caused in an electric motor	**Ecosystems** **Earths Resources and Chemical Analysis** Including biological extraction methods of metals from the Earth's crust (phytomining and bioleaching) **Radioactivity Revision**	**Human Impact on the Environment** **Chemical Equilibrium & Electrolysis Revision** Including Le Chatelier's principle for predicting position of equilibrium in a reversible reaction **Energy and Electrical Circuits Revision**	**Paper 1 Revision / Exams**	**Paper 2 Revision / Exams**
Science (Seperate)	**Reproduction and Inheritance** **Crude Oil & Fuels** **Electromagnetism**	**Variation and Evolution** **Organic Reactions and Polymers** **Electric Motors & Magnetism**	**Ecosystems** **Earth's Resources** **Space Physics**	**Human Impact on the Environment** **Chemical Analysis and Chemical Equilibria**	**Paper 1 Revision / Exams**	**Paper 2 Revision / Exams**
Religious Studies (non-qualification)	**What are the main beliefs in Buddhism?**	**What are the main beliefs in Buddhism?**	**What is real? (Philosophy)**			
Higher Project Qualification (HPQ)	**HPQ Initial Individual Project Proposal, Research and Development** (AO1, AO2) Project Proposal Sheet Bibliography The Project Activity Log Project for Submission	**HPQ Submission of Individual Projects** (AO1, AO2, AO3, AO4) Project Proposal Sheet Bibliography The Project Activity Log Project for Submission	**Public Examination Preparation**			
Personal Development (non-qualification)	**How can I learn to manage my money sensibly?** A introduction to personal finance and how to develop good saving habits, manage debt and borrow money safely.	**How can we keep healthy throughout our adult life?** An examination the risks contributing to infections and different types of cancer, and how students can mitigate these risks through a healthy lifestyle and regular self-examination.	**An introduction to the Philosophy of Religion.** A unit introducing students to the philosophy of Plato and Aristotle.	**Why is it important to value diversity in British society?** An examination of how British Values contribute to living in a tolerant, democratic British society, the risks of radicalisation and how to recognise and respond to extremist ideologies.	**What are the basic human rights?** An overview of the fundamental human rights set out under the Universal Declaration of Human Rights and how they are protected under UK law.	Whole School Project
Physical Education (non-qualification)	**Pillar 3: Healthy participation – knowledge of safe and effective participation, competitive or recreational pathways** Pathway 1: Guide and support onto KS5 examination PE if it matches their aspirations. Increased technical vocabulary which eases transition onto A level or BTEC. Pathway 2: Be knowledgeable about a variety of sports, rules and tactics and try new less traditional sports for life long participation. Pathway 3: Understand the importance of a balanced healthy lifestyle and install a love of physical activity, competitive or recreational.					
BTEC Sport	BSP02: Taking Part and Improving Other Participants Sporting Performance B) Examine equipment and technology required for participants to use when taking part in sport and physical activity		Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity C) Be able to prepare participants to take part in sport and physical activity.	Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity	Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity	Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity
GCSE PE	2.2 Sports Psychology RECAP Skilful movement RECAP Classification of skill RECAP Goal setting Mental preparation Types of guidance Types of feedback	2.3 Health, Fitness & Well-being Health, fitness & wellbeing Diet & nutrition 2.1 Socio-cultural 2.1a Engagement patterns 2.1a Factors affecting participation in physical activity & sport 2.1a Strategies to improve participation	2.1 Socio-cultural cont'd 2.1b Media & Commercialisation of sport, golden triangle 2.1c Ethics in sport 2.1c Drugs in sport 2.1c Violence in sport	REVISION & INTERVENTION Paper 1 Exam Questions Paper 2 Exam Questions	Study Plan (Responsive to whole school programme)	Study Plan (Responsive to whole school programme)
History	**Unit 3 - The End of the Cold War** **1970 - 1991** Cause & Consequence Superpower relations during the end of the Cold War from the periods of detente, through to the establishment of 'New Thinking' and the dissolution of the USSR	**Unit 1 - Anglo-Saxon Engalnd & the Norman Conquest** **1060 - 1066** The build up to the year 1066. The society, economy and political situation of England. The death of Edward the Confessor and the succession crisis followed by the events of the year 1066 and the battle between the contenders for the throne of England	**Unit 2 - William I in power : securing the kingdom** **1066 - 1087** The actions and methods taken by William to secure his control over his newly conquered kingdom; through castles, landownership and the suppression of rebellions against his rule	**Unit 3 - Norman England** **1066 - 1088** The societal and cultural changes that the Normans made to England, including the church, language and the ordering of society through the feudal system The death of William and his relationship with his sons		
Geography	**Paper 1: Global Geographical Issues** **Topic 1: Hazardous Earth** – an understanding of the global circulation of the atmosphere and changing climate. Plus two depth studies of an extreme weather hazard (tropical cyclones) and tectonic hazards at contrasting locations.	**Paper 1: Global Geographical Issues** **Topic 2: Development dynamics** – an understanding of the scale of global inequality. Plus a depth study of how one emerging country is developing and the consequences for people, environment and the country's relationship with the wider world	**Paper 1: Global Geographical Issues** **Topic 3: Challenges of an urbanising world** – an overview of the causes and challenges of rapid urbanisation across the world. Plus one depth study of a megacity* in a developing or emerging country.	**Paper 2 UK Geographical issues** **Topic 6: Geographical investigations** - two investigations, including fieldwork and research, carried out in contrasting environments, one from 'Coastal change and conflict' or 'River processes and pressures' and one of either 'Dynamic urban areas' or 'Changing rural areas'.	**Structured Revision**	**External Exams**
Modern Foreign Languages (MFL) French, German & Spanish	**Work and future plans:** tenses with all pronouns, types of jobs, what you did for work experience, what you will do/would like to do for a career in the future, advantages and disadvantages of certain jobs	**Relationships and mocks: family,** marriage and relationship vocabulary, focus on future tense, justified opinions on marriage and family relationships, mock exams	**Speaking exam preparation / revision**	**Revision and speaking exams**	**Revision / Exams**	**Revision / Exams**
Art & Design	mock exam: STUDENTS CHOOSE FROM AN INTERNALLY SET PAPER. 1 question which they then explore using the 4 assessment objectives and then have 5 hours/ 1 DAY to create a personal outcome		externally set assignment STUDENTS CHOOSE FROM AN EXTERNALLY SET PAPER. 1 question which they then explore using the 4 assessment objectives and then have 10 hours over 2 days to create a personal outcome.		**Revision / Exams**	**Revision / Exams**
Photography	mock exam: STUDENTS CHOOSE FROM AN INTERNALLY SET PAPER. 1 question which they then explore using the 4 assessment objectives and then have 5 hours/ 1 DAY to create a personal outcome		externally set assignment STUDENTS CHOOSE FROM AN EXTERNALLY SET PAPER. 1 question which they then explore using the 4 assessment objectives	externally set assignment STUDENTS complete their exploration of their chosen question using the 4 assessment objectives and then have 10 hours over 2 days to create a personal outcome.	**Revision / Exams**	**Revision / Exams**
Health & Social Care	**OCR Cambridge National in Health and Social Care Unit R035 Health Promotion Campaigns.** Task 1b - Choosing a health promotion campaign. Task 2 - Planning a health promotion campaign. Task 3 - Delivering a health promotion campaign.	**OCR Cambridge National in Health and Social Care Unit R035 Health Promotion Campaigns.** Task 4 - Evaluating your own performance.	**Unit R032: Principles of care in health and social care settings.** Topic Area 1: The rights of service users in health and social care settings	**Unit R032: Principles of care in health and social care settings.** Topic Area 2: Person-centred values	**Unit R032: Principles of care in health and social care settings.** Topic Area 3: Effective communication in health and social care settings. Topic Area 4: Protecting service users and service providers in health and social care settings	**Unit R032: Principles of care in health and social care settings.** Complete Topic Area 4: Protecting service users and service providers in health and social care settings. Revision and exam in early June
Dance	**SAT:** Set Phrase 'Shift' **ANM:** Choreography focus looking at previous exam questions, recapping the choreographic process, responding to a stimulus and creating/developing/structuring motifs **Theory:** Analysing professional anthology work 'Artificial Things' looking at features and connecting understanding to 6 mark exam style questions	**SAT:** Set Phrase 'Breathe' **ANM:** Choreography focus looking at the exam stimuli sent from AQA and experimenting suitable ideas/responses whilst recapping the choreographic process **Theory:** Analysing professional anthology work 'A Linha Curva' looking at features and connecting understanding to 6 mark exam style questions	**SAT:** Revisit duo/trio performances from Year 10 based on set anthology work 'Within her Eyes' and developing actions from the set pharse 'Scoop' and 'Flux' **ANM:** Continued choreography focus constantly recapping at the choreographic process, responding to a stimulus and creating/developing/ structuring motifs and connecting practical with Section A type exam style questions **Theory:** Section B type questions, 6 marker, looking at structuring answers. Physical skills, mental skills, technical skills, safe practice	**SAT:** Choreography 1:1 support **ANM:** Choreography 1:1 support **Theory:** Section C type questions recapping key features from all 6 professional anthology works, wordwall activities, different verbal/written tasks to check understanding (taken for misconceptions from mock papers and from discussion with students) **PRACTICAL GCSE EXAM IS ALWAYS BEFORE THE EASTER HOLIDAYS**	**ALL LESSONS ARE THEORY FOCUSED** **SAT:** Continue with Section C revision activities **ANM:** Section A and Section B type questions recapping knowledge and understanding **AFTER MAY HALF TERM STUDENTS RETURN TO A STRUCTURED REVISION TIMETABLE**	**REVISION SESSION IN MAY HALF TERM FOR YEAR 11 STUDENTS TO ATTEND** **SAT & ANM:** Looking at all sections of the written paper (Section A, B and C) looking at timings for sections, how to use extra paper effectively, misconceptions from previous mock papers, any predictions of exam questions and any areas discussed with students that are reported as weaker **(2026 Written paper sceduled for 12th June - PM)**
Drama	**Performance/coursework:** Devising from stimulus C1 performance finalised. Evaluationpreperation for timed assessment.	**Evaluation/Coursework/Noughts and Crosses:** C1 timed assessment and coursework deadline. Allocation of C2 groups and scripts. Noughts and Crosses re cap mocks.	**Performance/Noughts and Crosses** C2 Final rehearsal and performance. Exam practice for section A and B C3	**Noughts and Crosses/Evaluation** C3 Exam practice Section A and B	**Noughts and Crosses/Evaluation** C3 Exam practice Section A and B	
Relisgious Studies (GCSE)	**Crime & Punishment (6 per fornight)**	**Revision (6 per fortnight)**	**Revision (6 per fortnight)**	**Revision (6 per fortnight)**	**6 per fornight**	**6 per fornight**
Music	**Performance:** Students to complete their recordings of their solo performance. Students to begin recording their ensemble performanecs. **Composition:** Students will begin their chosen breif compositions. **Listening:** Students will begin studying Area of Study 4 - Popular music. Mock exam will take place around half term.	**Performance:** Students to continue recording their ensemble performanecs - deadline Christmas. **Composition:** Students will continue working on their chosen breif compositions. **Listening:** Students will analysis J.SBach's Badinerie.	**Performance:** Final chance to complete recordings of this coursework element ready for marking. **Composition:** Students will continue working on their chosen breif compositions. Students will analysisToto's Africa	is coursework element will be completed. **Composition:** Students will finalise their breif composiotions and complete tion log ready for submission of work. **Listening:** Students will continue to take mock listening questions in lessons and develop their ways of revising.	This coursework element will be completed. : This coursework element will be completed. **Listening:** Students will continue to take mock listening questions in lessons and develop their ways of revising.	Lessons will be focussed on revision until the examination.
Hopsitality & Catering	**Walking Talking NEA** In this module, students will be guided through the Non-Exam Assessment (NEA) process step by step, with live modelling and support. They will learn how to approach each section of the assessment, from researching dishes to planning, preparing, and evaluating a two-course meal. This "walking talking" format builds confidence, helps students understand the assessment criteria, and prepares them to complete their NEA independently.		**NEA and Practial exam** In this part of the course, students will complete the real Non-Exam Assessment (NEA), which includes planning and preparing a two-course meal in response to a live brief. This includes both written coursework and a timed practical exam. Students will demonstrate their ability to research, plan, cook, present, and evaluate dishes while applying knowledge of nutrition, safety, and hygiene under assessment conditions.	**Revision** In this unit, students will review key knowledge and understanding needed for the Unit 1 written exam. They will revise topics such as nutrition, food safety, environmental factors, and the operation of the hospitality and catering industry. Students will practise answering exam-style questions, apply their knowledge to scenarios, and develop exam techniques to improve confidence and performance.	**Revision/Exam preparation**	
Engineering	**Unit R039: Communicating designs** In this Non-Exam Assessment (NEA) unit, students will apply the skills and knowledge they have developed to produce and communicate a final design solution in response to a set design brief. Students will demonstrate their ability to generate, develop, and present design ideas clearly using appropriate communication methods, including sketches, technical drawings, and models.		**Unit R038 Revision/Exam preparation**			
Computer Science	**Revision & Exam practice - Coding skills development** Students will consolidate their learning and develop the skills needed to succeed in their final exams. They will revise key theoretical topics from across the course, practise answering different types of exam questions, and learn how to apply their knowledge to unfamiliar scenarios. Students will also improve their exam technique and time management.				**Revision/Exam preparation**	
DT Product Design	**Contextualised NEA Theory Researching and generating ideas** In this unit, students will continue your real GCSE Non-Exam Assessment (NEA) project by responding to a contextual challenge set by AQA. Students will carry out in-depth research, investigate relevant theory, and generate a range of design ideas based on real user needs. This work will form the foundation of your final GCSE project.	**Developing and realising design Ideas** In this stage of your GCSE NEA project, students will develop your chosen idea into a final design and bring it to life through modelling and making. Students will apply practical skills, select appropriate materials and processes, and justify their decisions with clear links to user needs and technical knowledge.	**Evaluating and modification of design ideas** In this final stage of your GCSE NEA project, students will evaluate your prototype and design process in detail. Students will gather user feedback, test your product against your specification, and reflect on how it could be improved. This helps demonstrate their ability to think critically and make informed modifications based on evidence.	**Revision/Exam preparation**	**Revision/Exam preparation**	
DT Textiles	Subject Inquiry Question/Objective & Theme Students will develop and design creative, functional prototypes based on their identified design brief (Criteria B), and then produce and evaluate a high-quality prototype while refining their design ideas (Criteria C). The theme focuses on iterative design and practical manufacturing skills.	Students will produce a functional and high-quality textile prototype (Criteria C), followed by a comprehensive evaluation of their design process and final product (Criteria D). The theme emphasizes practical garment or textile product construction, finishing techniques, and reflective practice to enhance future design work.	Students will focus on the final manufacturing and quality assurance of their textile prototype (Criteria E), followed by a comprehensive reflection and presentation of their project outcomes (Criteria F). The theme highlights professional finishing, testing, and effective communication of design solutions.		**Revision/Exam preparation**	
Option Subjects						

- RESPECT - EXCELLENCE - DETERMINATION -