



# The Snaith School



## Year 11 Curriculum Guide 2023 / 24

# Welcome

Pupils at The Snaith School have access to an ambitious curriculum that develops the powerful knowledge and skills to which they are entitled in order to lead successful lives and make a positive contribution to their communities. Our school delivers a curriculum that has at its heart the intention to support students to be their 'best self' by removing barriers and ensuring social justice. This is underpinned by a culture that places high value on literacy and vocabulary, which are both crucial to academic achievement, future learning and employment. Our ambitious curriculum is designed to ensure that all students are able to thrive, both academically and personally, at The Snaith School. The Year 7 curriculum is knowledge-rich and aims to equip all of our students with the knowledge, skills and experiences that they need to be successful people and have better lives.

Students will develop independent learning, thinking skills, creativity and learner resilience through a wide variety of subjects and topics. Our Year 7 curriculum builds on KS2 and enables learners to gain the competences required to prepare them for the future GCSE and vocational curriculum requirements.

Students will also learn about the personal and social issues which challenge them as young adults in today's society. They will study an hour of 'APEX' (Achieving Personal Excellence) per week and these lessons focus on aspects of personal, social, health and economic education. These lessons develop students' personal development alongside teaching them the importance of British values. 'APEX' is designed to develop our students into thoughtful, responsible and informed members of the community who are prepared for life beyond school.

## Staff Contacts:

English: Mrs L Gordon  
Maths: Miss S Adlington  
Science: Miss C Maguiness  
History: Miss S Wilson  
Geography: Mr T Harrison  
French: Mrs E Reynolds  
Design & Technology: Miss E Scott  
Art: Mrs L Nichols  
Business: Mr Appleyard  
Computing: Miss M Till  
Drama: Mrs G Sampson  
Health and Social Care: Mrs Athorne  
Music: Mr S Elliott  
Philosophy, Ethics and RE: Mrs S Kears  
Physical Education: Mr B Franklin  
APEX: Mrs R Hull

# Maths

| Autumn   | Spring                      | Summer                      |
|--|-----------------------------|-----------------------------|
| <p><b>Content:</b> Similarity</p> <p><b>Vocabulary:</b> Perpendicular, Congruent triangles, Similarity, constructions, bisector</p>  | <p><b>Revision Plan</b></p> | <p><b>Revision Plan</b></p> |
| <p><b>Content:</b> Probability</p> <p><b>Vocabulary:</b> Product rule, Random, Fair Bias, Relative Frequency, Theoretical Probability, Mutually Exclusive, Independent, Sample space, Tree diagrams, Frequency tree, certain, likely, impossible, equally likely, unlikely</p> | <p><b>Revision Plan</b></p> | <p><b>Revision Plan</b></p> |

## Our Year 11 curriculum aims to ensure that students can do the following:

All students will follow a mathematics course in Years 10 and 11.

The main aims of the course are:

- To establish mathematical knowledge, skills and understanding
- To develop the ability to use logic and solve problems.
- To develop a positive attitude towards mathematics

The work in years 10 and 11 will be a continuation of the Key Stage 4 GCSE course you have already been working through in Year 9.

Many of the topics that are studied will be familiar to you from Key Stage 3, but these topics are developed and explored further. New topics are also introduced, such as circle theorems and functions; these are designed to help students to progress and reach their potential.

The curriculum is differentiated by the classroom teachers who personalise the course content for their teaching groups and students. You will be grouped roughly by ability, with the main consideration being that you feel secure in your learning, with the content and a pace of learning that gives you the best opportunity to reach your full potential. Class sets are not rigid and student movement is discussed on a regular basis at department meetings.

## Classwork and Homework Classwork

consists of a range of learning opportunities, such as individual work, investigations and group work.

There is a constant process of assessment in the classroom through the use of questioning and mini-whiteboards, as well as regular end-of-unit tests to allow classroom teachers to evaluate your ability and adapt lessons to your specific needs.

Homework is set weekly in the form of half of a past GCSE paper and we expect all students to complete this.

There are a range of support facilities for students outside the classroom; these include extracurricular clubs and booster sessions, as well as the MathsWatch website.

To do well in mathematics, you will need to be: interested in numbers and shapes; think logically and methodically; be able to apply your knowledge and skills to a variety of problems; and be able to explain your work (both in writing and verbally).

You need to put in a lot of effort and be proactive in your learning.

Mathematics is a key component in your education and is used as an essential tool in other subjects. It's also important to recognise that achievement in mathematics is used as a key indicator if a student is thinking of going to college and university

### **Assessment**

A decision on final tier entry for the GCSE course is made on a student by student basis; you will be entered for one of two tiers: Foundation: Possible grades 1 to 5 Higher: Possible grades 4 to 9

The course is assessed by three written papers, which are all worth a third of the final grade:

Paper 1: Non-calculator (1 hour 30 minutes)

Paper 2: Calculator (1 hour 30 minutes)

Paper 3: Calculator (1 hour 30 minutes)

### **How parents can help to support their child's learning:**

- Ensure that your child is always equipped with a pen, pencil, ruler, protractor, pair of compasses and calculator (these are available to buy from the school supplies shop)
- Encourage the need for meeting homework deadlines
- Encourage the need for revision to consolidate the topics taught and practice the skills learned within maths lessons
- [www.vle.mathswatch.co.uk/vle/](http://www.vle.mathswatch.co.uk/vle/) is a useful website that can support your child's learning at home

# English

English serves as the gateway to learning through the knowledge of both language and literature, and the ways in which they shape and reflect a diverse society. A critical understanding of these disciplines enables us to become better global citizens, as we are able to form our own judgements and communicate our ideas effectively.

Units taught in Year 11:

## Knowledge taught in Year 11

| Autumn  | Spring  |
|---|---|
| <p><b>English Language Paper 2- Reading and Writing Skills</b><br/>Pupils will use a range of past papers to consolidate key GCSE reading and writing skills in order to prepare for the mock exams</p> <p><b>English Literature Paper 1 - The Strange Case of Dr Jekyll and Mr Hyde</b><br/>Pupils will examine the novella and focus on plot, character and themes. They will then embed exam technique and skill to prepare them for GCSEs.</p> <p><b>English Literature Paper 1 – Romeo and Juliet</b><br/>Pupils will revise the play and embed knowledge of plot, characters and themes in preparation for their mock exams.</p> <p><b>Vocabulary</b><br/>Imply, convey, highlight, emphasise, portray, juxtapose, reinforce, amplify, expose, provoke, reveal, accentuate, medias res, exposition, narrowing/broadening narration, perspective, linear, cyclical</p> | <p><b>English Literature Paper 2– An Inspector Calls</b><br/>Pupils will re-examine the play and consolidate their knowledge of plot, character and themes. They will then embed exam technique and skill to prepare them for GCSEs.</p> <p><b>English Literature Paper 2- Unseen Poetry</b><br/>Pupils will use their existing poetry analysis skills to examine unseen poems and develop Confidence.</p> <p><b>English Literature Paper 2 – Anthology Poetry</b><br/>Pupils will revisit and revise the poetry, focusing on quotation, analysis and essay writing skills.</p> <p><b>English Language Paper 1 &amp; 2- Reading and Writing Skills</b><br/>Pupils will continue to use a range of past papers to consolidate key GCSE reading and writing skills.</p> <p><b>Bespoke Revision</b><br/>Ongoing assessment will inform bespoke revision for pupils based on the needs of individual classes as we draw closer to the GCSE exams</p> <p><b>Vocabulary</b><br/>Simile, metaphor, personification, pathetic fallacy, noun, verb, adjective, adverb, superlative, preposition, caesura, enjambment, sensory language, sibilance, assonance, anaphora, hyperbole, allusion, euphemism, semantic field</p> |

## Our Year 11 curriculum goals:

- Pupils will work to enhance their analysis skills when reading a range of fiction and non-fiction texts in both English Language and English Literature.
- Pupils will be able to identify language devices used by writers and the effects these have on the reader as well as the relevance of structure, themes, characters and events in texts.
- Pupils will also work on enhancing their writing skills by understanding how to vary vocabulary, sentence structures, use of devices and spelling, punctuation and grammar to excellent effect

- Pupils will consolidate skills and build confidence in order to enable them to achieve their potential at GCSE

**How parents can help to support their child's learning:**

Encourage your child to:

- begin revision early; little and often to aid their memory!
- use other sources of information to help them (such as KS4 BBC Bitesize, GCSEPod or their exercise books) when completing homework and not treat it like a test
- use a range of revision strategies such as flashcards, mind-maps, online tools, past papers, quizzes etc
- read a wide range of fiction and non-fiction texts

# Science



As well as continuing to develop important skills from Key Stage 3, the science curriculum in Years 10 and 11 provides students with the opportunity to deepen their knowledge and understanding across biology, chemistry and physics by studying either Combined Science (2 GCSE's) or Triple Science (3 GCSE's). It also gives students the robust academic grounding required for a range of future careers.

## Knowledge taught in Year 11:

| Autumn  | Spring   | Summer  |
|---|--|---|
| <p><b>Biology Content (TRIPLE ONLY):</b></p> <p>Ecology</p> <p><b>Vocabulary:</b></p> <p>Community, Ecosystem, Habitat, Abiotic, Biotic, Adaptation, Extremophiles, Transect, Quadrat, Abundance, Mean, Mode, Median, Primary consumer, Secondary consumer, Tertiary consumer, Predator, Prey, Carbon cycle, Photosynthesis, Respiration, Decomposition, Microorganisms, Combustion, Feeding, Water cycle, Transpiration, Precipitation, Evaporation, Condensation, Biodiversity, Human population, Waste, Pollution, Deforestation, Peat bogs, Biofuels, Global warming, Climate change, Trophic level, Herbivores, Carnivores, Apex predators, Decomposers, Pyramids of biomass, Egestion, Faeces, Decay, Rate, Optimal conditions, Compost heap, Fertiliser, Biogas generator, Atmospheric gases, Food security, Food production, Farming techniques, Conservation, Quotas, Sustainable fisheries, Efficiency, Genetic modification, <i>Fusarium</i></p> <p><b>Combined Biology Content:</b></p> <p>Homeostasis &amp; Response</p> <p><b>Vocabulary:</b></p> | <p><b>Biology Content (TRIPLE ONLY):</b></p> <p>Homeostasis &amp; Response</p> <p><b>Vocabulary:</b></p> <p>Homeostasis, Nervous system, Receptor, Stimuli, Coordination centre, Effector, Sensory Neuron, Relay Neuron, Motor Neuron, Synapse, Muscle, Gland, Reflex, Reflex arc, Brain, Spinal cord, Reaction, Endocrine system, Hormone, Pituitary gland, Adrenal gland, Pancreas, Thyroid, Ovary, Testes, Target organ, Blood glucose concentration, Insulin, Glycogen, Glucagon, Type 1 and Type 2 Diabetes, Menstrual Cycle, FSH, LH, Oestrogen, Progesterone, Ovulation, Menstruation, Testosterone, Contraception, Oral contraceptives, Injection, Implant, Patch, Intrauterine devices, Spermicidal agents, Sterilisation, Abstinence, Fertility drug, IVF, Embryo, Adrenaline, Thyroxine, Negative feedback, Cerebral cortex, Cerebellum, Medulla, Neuroscientists, MRI scanning, Accommodation, Retina, Optic nerve, Sclera, Cornea, Iris, Ciliary muscle, Suspensory ligaments, Myopia, Hyperopia, Convex, Concave, Thermoregulatory centre, Dilate, Vasodilation, Constrict, Vasoconstriction, Skeletal muscle, Kidney, Osmotic effects, Exhalation, Urea, Liver, Amino acids, Deamination, Ammonia, Toxic, Excretion, Filtration, Reabsorption, ADH,</p> | <p><b>Biology Content (TRIPLE ONLY):</b></p> <p>Variation, Inheritance and Evolution</p> <p><b>Vocabulary:</b></p> <p>Sexual reproduction, Asexual reproduction, Meiosis, Gametes, Chromosomes, DNA, Double helix, Polymer, Amino acid, Protein, Genome, Gene, Allele, Dominant, Recessive, Homozygous, Heterozygous, Genotype, Phenotype, Mendel, Polydactyly, Cystic Fibrosis, Embryo screening, Sex chromosomes, Genetic cross, Variation, Mutation, Evolution, Darwin, Adaptation, Natural Selection, Species, Interbreed, Selective breeding, Inbreeding, Genetic engineering, Genetically modified, Vector, Plasmid, Fossil, Mineralisation, Imprint, Preservation, Extinction, Classification, Linnaeus, Kingdom, Phylum, Class, Order, Family, Genus, Species, Carl Woese, Domain, Evolutionary Tree, Bases Nucleotide, Transcription, Translation, Amino acid, RNA, Clones, Speciation</p> <p>Followed by Revision &amp; Exam technique</p> <p>Pupils will recap what they have been taught at GCSE using a variety of methods and will practice their exam technique ready for the upcoming examinations.</p> <p><b>Combined Biology:</b></p> |



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|--|---|---|
| <p>Homeostasis, Nervous system, Receptor, Stimuli, Coordination centre, Effector, Sensory Neuron, Relay Neuron, Motor Neuron, Synapse, Muscle, Gland, Reflex, Reflex arc, Brain, Spinal cord, Reaction, Endocrine system, Hormone, Pituitary gland, Adrenal gland, Pancreas, Thyroid, Ovary, Testes, Target organ, Blood glucose concentration, Insulin, Glycogen, Glucagon, Type 1 and Type 2 Diabetes, Menstrual Cycle, FSH, LH, Oestrogen, Progesterone, Ovulation, Menstruation, Testosterone, Contraception, Oral contraceptives, Injection, Implant, Patch, Intrauterine devices, Spermicidal agents, Sterilisation, Abstinence, Fertility drug, IVF, Embryo, Adrenaline, Thyroxine, Negative feedback</p> | <p>Dialysis, Phototropism, Gravitropism, Geotropism, Auxin, Gibberellins, Ethene, Germination</p> <p><b>Combined Biology Content:</b></p> <p>Variation, Inheritance and Evolution</p> <p><b>Vocabulary:</b></p> <p>Sexual reproduction, Asexual reproduction, Meiosis, Gametes, Chromosomes, DNA, Double helix, Polymer, Amino acid, Protein, Genome, Gene, Allele, Dominant, Recessive, Homozygous, Heterozygous, Genotype, Phenotype, Mendel, Polydactyly, Cystic Fibrosis, Embryo screening, Sex chromosomes, Genetic cross, Variation, Mutation, Evolution, Darwin, Adaptation, Natural Selection, Species, Interbreed, Selective breeding, Inbreeding, Genetic engineering, Genetically modified, Vector, Plasmid, Fossil, Mineralisation, Imprint, Preservation, Extinction, Classification, Linnaeus, Kingdom, Phylum, Class, Order, Family, Genus, Species, Carl Woese, Domain, Evolutionary Tree</p> | <p>Revision &amp; Exam technique</p> <p>Pupils will recap what they have been taught at GCSE using a variety of methods and will practice their exam technique ready for the upcoming examinations.</p>   |
| <p><b>Combined Chemistry Content:</b></p> <p>The Rate and Extent of Chemical Changes</p> <p><b>Vocabulary:</b></p> <p>Activation energy, catalyst, collision theory, effect of changing concentration, pressure or temperature on equilibrium, effect of concentration, pressure, surface area and temperature on reaction rate, equilibrium, Le Chatelier's Principle, rate of reaction, reversible reaction</p> <p><b>Chemistry Content:</b></p>   | <p><b>Combined Chemistry Content:</b></p> <p>Chemistry of the Atmosphere</p> <p><b>Vocabulary:</b></p> <p>Acid rain, carbon footprint, environmental implication, fossil fuels, global climate change, global dimming, greenhouse effect, greenhouse gases, particulates, photosynthesis, pollutants,</p> <p><b>Chemistry Content:</b></p> <p>Using Resources</p> <p><b>Vocabulary:</b></p>   | <p><b>Combined Chemistry Content:</b></p> <p>Chemical Analysis</p> <p><b>Vocabulary:</b></p> <p>Chromatogram, chromatography, formulation, impure substance, instrumental methods, mobile phase, litmus paper, mobile phase, precipitation, pure substance, R<sub>f</sub> value, solvent, stationary phase</p> <p>Followed by Revision &amp; Exam technique</p> <p>Pupils will recap what they have been taught at GCSE using a</p> |



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| <p>Organic Chemistry</p> <p><b>Vocabulary:</b></p> <p>Addition polymerisation, alcohols, alkanes, alkenes, amino acids, carboxylic acids, catalytic cracking, combustion (including complete and incomplete combustion), crude oil, condensation polymerisation, cracking, DNA, esters, fermentation, fractional distillation, homologous series, hydrocarbons, monomers, nucleotide, polyesters, polymers, polypeptide, repeat unit, steam cracking</p> <p><b>Triple only vocabulary:</b></p> <p>Alkene, homologous series, unsaturated, combustion reactions, addition reactions, unsaturated, saturated, catalyst, alcohol, metals, carbonates, alkalis, strong acid, weak acid, reversible reaction, carboxylic acid, ester, amino acid, peptide, polypeptide, protein, amino group, carboxyl group, deoxyribonucleic acid (DNA), polymerisation, proteins, cell, nucleus, gene, chromosomes, base pairs, double helix, starch, cellulose</p> <p><b>Chemistry Content (TRIPLE ONLY):</b></p> <p>Chemistry of the Atmosphere</p> <p><b>Vocabulary:</b></p> <p>Acid rain, carbon footprint, environmental implication, fossil fuels, global climate change, global dimming, greenhouse effect, greenhouse gases, particulates, photosynthesis, pollutants,</p> | <p>Alloy, bioleaching, borosilicate glass composite, corrosion, desalination, displacement, electrolysis, electroplating, finite resource, galvanise, ground water, life cycle assessment (LCA), NPK fertiliser, ore, phytomining, potable water, raw materials, renewable resources, sacrificial protection, soda-lime glass, sterilisation, sustainable development, The Haber process, thermosetting polymers, thermosoftening polymers</p> <p><b>Triple only vocabulary:</b></p> <p>Corrosion, sacrificial protection, galvanising, barrier metals, alloy, malleable, density, composites, polymers, binder, catalyst, reversible, dynamic equilibrium, raw materials fertiliser, solution, neutralisation, eutrophication, photosynthesis</p> <p><b>Chemistry Content (TRIPLE ONLY):</b></p> <p>Chemical Analysis</p> <p><b>Vocabulary:</b></p> <p>Chromatogram, chromatography, formulation, impure substance, instrumental methods, mobile phase, litmus paper, mobile phase, precipitation, pure substance, Rf value, solvent, stationary phase, flame test, positive metal ion (cations), precipitate, insoluble, soluble, positive (cation) metal ions, negative (anion) metal ions, precipitate, flame emission spectroscopy, wavelengths, radiation, electrons, line spectrum, frequency</p> | <p>variety of methods and will practice their exam technique ready for the upcoming examinations.</p> <p><b>Triple Chemistry:</b></p> <p>Revision &amp; Exam technique</p> <p>Pupils will recap what they have been taught at GCSE using a variety of methods and will practice their exam technique ready for the upcoming examinations.</p> |
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**Physics Content:**

Forces & Motion

**Vocabulary:**

Vector, Scalar, Speed, Distance, Time, Displacement, Velocity, Momentum, Stopping Distance, Thinking Distance, Braking Distance, Reaction time, Friction, Force, Exert, Opposite, Equilibrium, Elastic Potential Energy, Hooke's Law, Extension, Deformation, Inelastic, Spring Constant, Limit of Proportionality, Gradient

**Physics Content (TRIPLE ONLY):**

Waves

**Vocabulary:**

Frequency, Wavelength, Amplitude, Period, Transverse, Longitudinal, Compression, Rarefaction, Electromagnetic, Spectrum, Vacuum, Velocity, Radio waves, Microwaves, Infrared, Visible light, Ultraviolet, X-ray, Gamma ray, Absorber, Wavelength, Dose, Sievert, Transmit, Reflect, Absorb, Refraction, Ray diagram, Boundary, Ripple tank, Signal generator, Vibration transducer, Infrared, Absorb, Emit, Leslie cube  
Compression, Rarefaction, Vibration, Ear drum, Ossicles, Frequency, Hertz, Frequency Ultrasound, Reflection, Echo sounding, Seismic wave, P-wave, S-wave, Absorb, Transmit, Reflect, Opaque, Transparent, Translucent, Filter, Refraction, Incidence, Wave front, Convex, Concave, Image, Principal

**Combined Physics Content:**

Waves

**Vocabulary:**

Frequency, Wavelength, Amplitude, Period, Transverse, Longitudinal, Compression, Rarefaction, Electromagnetic, Spectrum, Vacuum, Velocity, Radio waves, Microwaves, Infrared, Visible light, Ultraviolet, X-ray, Gamma ray, Absorber, Wavelength, Dose, Sievert, Transmit, Reflect, Absorb, Refraction, Ray diagram, Boundary  
Ripple tank, Signal generator, Vibration transducer

**Physics Content (TRIPLE ONLY):**

Magnetism

**Vocabulary:**

Temporary, Induced, Permanent, Field, Force, Magnetic pole, Current, Right hand rule, Solenoid, Electromagnetic, Fleming's Left hand rule, DC electric motor, Rotation, Speaker, Frequency, Amplitude, Tesla, Magnetic flue, Density

**Combined Physics Content:**

Magnetism

**Vocabulary:**

Temporary, Induced, Permanent, Field, Force, Magnetic pole, Current, Right hand rule, Solenoid, Electromagnetic, Fleming's Left hand rule, DC electric motor, Rotation, Speaker, Frequency, Amplitude, Tesla, Magnetic flue, Density

**Physics Content (TRIPLE ONLY):**

Space

**Vocabulary:**

Nebula, Protostar, Main sequence star, Red Giant, White dwarf, Black dwarf, Red super giant, Supernova, Neutron star, Black hole, Red-shift, Big Bang theory, Matter, Wavelength, Universe, Dark matter, Dark energy, Planet, Satellite, Moon, Gravity, Orbit, Radius, Radiation

Followed by revision & Exam technique

Pupils will recap what they have been taught at GCSE using a variety of methods and will practice their exam technique ready for the upcoming examinations.

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| focus, Axis, Magnification,<br>Diffuse, Specular |  |  |
|--|--|--|

### **Our Year 11 curriculum goals:**

- Deepen scientific knowledge and understanding, in biology, chemistry and physics, building on the fundamentals introduced throughout Key Stage 3.
- Broaden scientific skills, including enquiry, observation, practical, modelling, as well as mathematical and literacy skill sets to both familiar and unfamiliar contexts.
- Develop new key scientific vocabulary for Key Stage 4.
- Develop critical evaluation skills in both practical and theoretical science.

### **Classwork and Homework**

Students will develop a range of skills during their Science lessons. In class, students will complete mini-quizzes, learn new content and key vocabulary and complete a range of different practicals. Students will develop their exam technique and scientific skills.

Homework may take the form of a research task, key terminology to learn short and/or longer answer examination style questions.

### **Assessment**

At the end of each topic there is an assessment. This is a set of examination style questions based upon the topic studied and will also include some questions on previous topics. At the end of the Autumn term, students will sit a mock examination paper in each discipline based upon the topics covered in their science GCSEs so far.

### **How parents can help to support their child's learning:**

- Encourage your child to share their homework tasks with you
- Encourage your child to use other sources of information to help them (such as KS4 BBC Bitesize or their exercise books) when completing homework and not treat it like a test
- Encourage your child to revise for assessments and to use the strategies we are practising in lessons, such as making flash cards. It would be really helpful to use their flash cards to test them
- Encourage your child to record key words and their meanings in their planner and then quiz them on the key words and their meanings
- Encourage your child to look over what they have learnt in Y9 &10 and ensure they have a good understanding, as these topics underpin Biology, Chemistry & Physics in Y11

# Geography

Year 11 builds on the skills and knowledge gained in Y10 by studying urban issues and challenges in context by looking at two world cities. We then revisit key themes from Y10 by developing our knowledge on climate change, cold environments and resources. We finish off the year learning about river environments and how Rivers change the landscape. This leads us nicely on to our field work topic and working on the paper 3 pre-release.

## Knowledge taught in Year 11

| Autumn  | Spring   | Summer   |
|---|--|--|
| <p><b>Content:</b> Changing Cities</p> <p>Students study two cities in detail looking at their site, situation and connectivity. They will look at the challenges faced by these cities and how they are different and similar.</p> <p><b>Vocabulary:</b><br/> <b>Site</b><br/> <b>Situation</b><br/> <b>Connectivity</b><br/> <b>Challenges</b><br/> <b>Opportunities</b><br/> <b>Solutions</b><br/> <b>Top down</b><br/> <b>Bottom up</b><br/> <b>Small scale</b><br/> <b>Large scale</b></p> | <p><b>Content:</b> Resource Management</p> <p>Students will study key resources we use as a planet, alongside their Distribution and availability.</p> <p><b>Vocabulary:</b><br/> <b>Resource</b><br/> <b>Pollution</b><br/> <b>Surplus</b><br/> <b>Deficit</b><br/> <b>Energy</b><br/> <b>Fossil fuel</b><br/> <b>Renewable</b></p> | <p><i>Some of the topics we study in year 11 do not fit neatly into one half term and will be carried after holidays. This means students will study these 4 areas in year 10.</i></p> <p><i>Due to time constraints in Y10, at some point during the year students will also complete their compulsory Human Geography Fieldwork in the local area around Snaith.</i></p> <p><i>It is anticipated that these topics will run until late March 2024, where we will then focus on revision and Geographical Skills in the run up to the summer exams.</i></p> |
| <p><b>Content:</b> Ecosystems</p> <p>Students will study two ecosystems, the tropical rainforest and the deciduous woodland, and study their management and key features.</p> <p><b>Vocabulary:</b><br/> <b>Biosphere</b><br/> <b>Biotic</b><br/> <b>Abiotic</b><br/> <b>Deciduous</b><br/> <b>Producer</b><br/> <b>Consumer</b><br/> <b>Nutrients</b><br/> <b>Management</b></p>   | <p><b>Content:</b> UK Challenges</p> <p>Students will look at a synoptic series of lessons covering various aspects of challenging issues to the UYK today.</p> <p><b>Vocabulary:</b><br/> <b>Population</b><br/> <b>Migration</b><br/> <b>Transport</b><br/> <b>National park</b><br/> <b>Climate change</b></p>                    |  |

**Our Year 11 curriculum goals:**

- Allow students to study a wide variety of human and physical features by applying prior learned skills to new content with increasing depth and vigour
- To develop increased awareness of the interconnectivity of the physical and human environment
- To develop students' decision-making skill and enhance their ability to write coherent and rounded arguments about real places and issues
- To encourage students to make links between different facets of geography through in-depth enquiry on varied and contrasting locations

**How parents can help to support their child's learning:**

- Encourage research and consolidation work outside of the classroom including use of resources on Microsoft Teams
- Encourage students to answer past exam questions (available in school and on Microsoft Teams) to improve the quality of their written arguments
- Encourage use of pre-made CGP revision cards to allow students to focus on retrieval practice away from the classroom.

## History

Pupils within the GCSE cohort will spend Year 11 studying the two modules they will be examined on in their GCSE Paper Two. These two modules are: Elizabethan England (1568 – 1603) and Power and the People (1200 – 2000). Within the Elizabethan module, pupils will gain an insight into the key role Elizabeth I played in developing England into a global power in the 1500's. Pupils will study the impact certain aspects of this time period, such as foreign exploration and religion had on the growth of England. Across the second module, pupils will study the growth of democracy across an 800-year study. This module aims to give pupils a deep understanding as to why the world is like it is today. Starting in 1215 with the signing of the Magna Carta and finishing with the issues of racism on the streets of England post World War 2, pupils will go on a journey of why the country is like it is now and what has played a key role in contributing to this.

Knowledge taught in Year 11:

| Autumn   | Spring   | Summer  |
|--|--|---|
| <p><b>Content:</b> <u>Elizabethan England 1568-1603</u></p> <p>Pupils will explore how Elizabeth were able to keep religious stability in England and how she was able to quell any rebellions against her. Students will understand</p> <p><b>Vocabulary:</b></p> <p>Golden age<br/>Poverty<br/>Voyages<br/>Settlement</p>  | <p><b>Content:</b> <u>Power and the People 1170-present day</u></p> <p>Pupils will study the last 400 years of the module understanding how society tried to gain rights, they will look at groups such as the Chartists, the Suffragettes and the Anti-Abolition movement.</p> <p><b>Vocabulary:</b></p> <p>Chartism<br/>Representation<br/>Trade Unions<br/>Independence</p> | <p><b>Content:</b> <u>Revision</u></p> <p>Pupils will recap what they have been taught at GCSE using a variety of methods and techniques.</p> |
| <p><b>Content:</b> <u>Power and the People 1170-present day</u></p> <p>A British study of rebellions against authority through a period of 800 years in order to gain rights and freedoms. Pupils will first study rebellions such as the Peasants Revolt and the Pilgrimage of grace.</p> <p><b>Vocabulary:</b></p> <p>Carta<br/>Pilgrimage<br/>Revolt<br/>Medieval</p> | <p><b>Content:</b> <u>Revision</u></p> <p>Pupils will recap what they have been taught at GCSE using a variety of methods and techniques.</p>  |   |

**Our Year 11 curriculum goals:**

- Understanding chronology
- Organisation and communication skills
- Interpretation and source work
- Structuring written work
- Understanding change over time

**How parents can help to support their child's learning:**

- Encourage your child to visit museums and historical sites
- Encourage your child to read widely, including newspapers and websites
- Encourage your child to complete homework



## MFL

These topics allow students to consider the wider world and provide a bridge between KS4 and KS5 content, should students wish to go on to further study.

Knowledge taught in Year 11

| Autumn  | Spring  | Summer  |
|---|---|---|
| Content: <ul style="list-style-type: none"> <li>• School</li> <li>• Jobs and the world of work</li> <li>• Future plans</li> </ul> | Content: <ul style="list-style-type: none"> <li>• Environment</li> <li>• Global and social areas</li> </ul> | Content: <ul style="list-style-type: none"> <li>• Preparation for the speaking exam and general retrieval practice</li> </ul> |

### Our Year 11 curriculum goals:

- Improved spontaneous and natural sounding speaking using authentic expressions
- Increasing the length of writing to accommodate higher writing requirements.
- Developing the skills for the sections of the reading and listening papers where answers are in French
- Consolidating key GCSE skills in preparation for GCSE exams in the summer
- Developing reading skills with more challenging authentic texts in French
- Developing listening skills using continuous texts and predicting the context
- Understanding a wider range of complex structures
- More confident verb manipulation and learning verb endings
- Working with more complex tenses and the subjunctive present
- Developing confidence when speaking in the Target Language
- Self-correction of errors to meet the demands of the new GCSE
- Improving written accuracy to 'show what you know' to the Examiner
- Understanding translation skills into both languages (French and English) • Developing skills to speak spontaneously in French
- Producing role-plays confidently
- Developing key structures to allow pupils to talk about any photo

### How parents can help to support their child's learning:

- Use their child's sentence builders to test vocabulary in short, regular bursts
- Encourage homework on sentencebuilders.com to be done in short periods over a number of days to aid memory
- Ask them to teach you what they have learned that week, as a child who can explain to others has understood the work themselves



## APEX

Importance of Subject: APEX stands for Achieving Personal Excellence. The purpose of APEX is to prepare pupils for teenage and adult life. To teach them to understand risk taking in an adult world, to help them to become resilient and able to manage their own wellbeing and to highlight where they can access support. APEX teaches the importance of British Values and how to be critical moral decision makers who take an active part in society.

Knowledge taught in Year 11:

| Autumn   | Spring   | Summer  |
|--|--|---|
| <p><b>Content: How do I take care of my own health and well-being?</b></p> <p>Pupils will discuss issues such as gambling and addiction, and knife crime and gang culture. We will look at case studies and services available to help those struggling with these areas. We will also consider body image and eating disorders and the impact of things such as social media on people's perceptions of their own body.</p> <p><b>Vocabulary:</b></p> <p>Perception. Realistic, image, social media, filters, gang, peer pressure, addiction, body dysmorphia, anorexia, bulimia.</p> | <p><b>Content: Core RE: is death the end?</b></p> <p>Pupils will discuss different views on afterlife. They will look at case studies of near-death experiences, alongside views of rebirth and reincarnation. We will also look at stages of grief.</p> <p><b>Vocabulary:</b></p> <p>Afterlife, Heaven, Hell, Purgatory, Rebirth, Reincarnation, Paranormal, Buddhism, Hinduism, Grief, Rituals</p> | <p><b>Content: Preparing for exams...</b></p> <p>Pupils will consider how to look after themselves in times of exam stress. We will look at revision methods but also how to practice self-care.</p> <p><b>Vocabulary:</b></p> <p>Mindfulness, self-care, stress.</p> |
| <p><b>Content: How do I take care of my own health and well-being?</b></p> <p>Pupils will continue to consider how they look after their health and well-being and we will look at areas such as Cancer screening and prevention and blood, stem cell and organ donation.</p> <p><b>Content: What is acceptable and unacceptable in a relationship?</b></p> <p>Pupils will discuss women's health including the menopause, PCOS and Endometriosis. They will also consider parenting skills and</p>  | <p><b>Content: Core Re – How is religion portrayed in the media?</b></p> <p>Pupils will look at how religion is portrayed on social media and in films and TV. They will also consider how religious groups can be marginalised and stereotyped and how to challenge this.</p> <p><b>Vocabulary:</b></p> <p>Discrimination, marginalisation, prejudice, social media, bias.</p>                      |   |

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| choices and we will look at the prevention and risks of STIs and contraception. |  |  |
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**Vocabulary:**

Cancer, prevention, screening, donation, cells, diagnosis, recovery, self-examination, Endometriosis, PCOS, menopause, STIs, contraception, fertilisation, responsibility, transmission.

**Our Year 11 curriculum goals:**

- To help pupils look after their own mental health and well-being.
- To prepare students for the adult world
- To enable pupils to make the right post 16 choices
- To create critical moral thinkers who know how to hold decision makers accountable.
- To prepare pupils for the mental and organisational demands of GCSE examination

**How parents can help to support their child's learning:**

- Encourage your child to keep up to date with the news and current affairs. There are a variety of news apps available.
- Communicate with your child about post 16 options and ensure they apply for courses in a timely manner.
- Encourage your child to look after themselves mentally and physically in the run up to exams and consider how they can practise self-care
- Ask your child to share their revision plan.



## GCSE Art & Design

The GCSE Art curriculum has been designed to build on the knowledge from previous key stages whilst simultaneously preparing students for the next level of their Arts education. Our curriculum selects from a broad range of possibilities. The themes and projects we choose are designed for students to achieve well in relation to the assessment objectives of the qualification. Through the curriculum students can become fluent & creative artists. Students are often given open-ended projects with some set guidelines, expectations or what we would call success criteria. This process helps prepare students for the externally set task (40%), the exam element of their qualification in Year 11.

Knowledge taught in Year 11:

| Autumn  | Spring   | Summer  |
|---|--|---|
| <p><b>Content:</b></p> <p>Students continue the Coursework element of their qualification via project 'Landscapes'.</p> <p>Firstly, Students evidence their personal response to the theme. Students recall the editing skills from Yr 10 and are taught some new colour/black and white editing skills to provide evidence of their Landscapes Photoshoot.</p> <p>Through workshop style activities Students then learn different methods of working from their photographs; drawing, painting, collage, printing, building evidence of the media, recording, idea exploration skills.</p> <p>These skills may be linked to other practising artists; therefore, students are learning about how other artists have approached the subject matter</p> <p><b>Vocabulary:</b></p> <p>Landscape<br/>Media<br/>Risk Taking<br/>Exploration<br/>Mistakes<br/>Resolve<br/>Refine</p> | <p><b>Content:</b></p> <p>January to April is dedicated to the Exam element of their qualification (40% externally set task).</p> <p>In January AQA release an exam paper with 7 starting points. Students choose one of these starting points and they have approx. 9 weeks (amount of time is set by individual schools) to research artists, take photographs, do observational drawings, explore initial ideas and develop these ideas (AO1-3)</p> <p>Students can put into practice the skills and knowledge of the assessment objectives, but in a shorter space of time.</p> <p>At the end of the 9 weeks prep period, students will have resolved their ideas into a final piece. Students then have a 10hour exam to complete this final outcome in exam conditions</p> <p><b>Vocabulary:</b></p> <p>Time Management<br/>Observations<br/>Research<br/>Initial Ideas<br/>Development<br/>Final Response</p> | <p><b>Content:</b></p> <p>Having completed the externally set task (40%) of the qualification, Students have until May to Complete any aspects of their Portfolio (60%) of their qualification. Students will be set individual tasks to ensure full completion of the assessment objectives has been achieved.</p> <p>Marks have to be submitted to AQA by 31<sup>st</sup> May. Students have then completed the Course</p> <p><b>Vocabulary:</b></p> <p>Assessment Objectives<br/>reflection<br/>Refinement</p> |

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| <b>Content:</b> |  |  |
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Students then use all the knowledge from the first half term to create initial ideas that combine Artist influences and their own photos/media experiments.

Development and final outcomes will be tailored to students individually depending on what evidence is needed to maximise their marks in each of the assessment objectives.

### **Our Year 11 curriculum goals:**

- For students to actively engage in the creative process of photography in order to develop as effective and independent learners, and reflective thinkers with enquiring minds.
- To become confident in taking risks and learn from experience when exploring and experimenting with ideas and techniques
- To develop and refine ideas and personal outcomes with increasing independence
- To acquire and develop technical skills through working with a broad range of techniques, processes and technologies with purpose and intent
- To extend knowledge and understanding of photography in historical and contemporary contexts.
  
- Through the curriculum we aim to enable students to achieve well in relation to the Assessment objectives of the qualification.
- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

### **How parents can help to support their child's learning:**

- Encourage your child to talk about what they did in their lessons, describing the skills and techniques they have explored and the artists they have learnt about.
- Promote independent work at home, continuing their coursework independently, seeing their skills, ideas and outcome progress.
- Visit local or national Art and Photography exhibitions, seeing a variety of art outcomes to broaden their understanding of what art is and what it can be.

# Design and Technology

The new GCSE places greater emphasis on understanding and applying iterative design processes. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

Knowledge taught in Year 11:

| Autumn   | Spring  | Summer   |
|--|---|--|
| <p>Content: <b>NEA</b></p> <p>Contexts set by the exam board.</p> <p>Pupils will carry out the following.</p> <ul style="list-style-type: none"> <li>• Analysis of contexts</li> <li>• Research into chosen context</li> <li>• Write a design brief</li> <li>• Identify primary user and stakeholders</li> <li>• Research into existing products</li> <li>• Set user requirements</li> </ul> <p><b>Vocabulary:</b></p> <p>Analysis<br/>Stakeholder<br/>Research<br/>Investigation<br/>Specification<br/>Evaluation</p> | <p>Content: <b>NEA</b></p> <p>Pupils will carry out the following.</p> <ul style="list-style-type: none"> <li>• Final prototype</li> <li>• Evaluation</li> <li>• Testing</li> </ul> <p><b>Vocabulary:</b></p> <p>Isometric Three-dimensional<br/>Crating Rendering 1 point<br/>perspective 2 point<br/>perspective</p>  | <p>Content: <b>Exam Revision</b></p> <ul style="list-style-type: none"> <li>• Identifying requirements</li> <li>• Learning from existing products and practice</li> <li>• Implications of wider issues</li> <li>• Design thinking and communication</li> <li>• Material considerations</li> <li>• Technical understanding</li> <li>• Manufacturing processes and techniques</li> <li>• Viability of design solutions</li> </ul> <p><b>Vocabulary:</b></p> <p>Analysis Stakeholder<br/>Investigate Specification<br/>Context Brief Properties</p> |
| <p>Content: <b>NEA</b></p> <p>Pupils will carry out the following.</p> <ul style="list-style-type: none"> <li>• Materials research</li> <li>• Initial Ideas</li> <li>• Design development</li> <li>• Sustainable design</li> <li>• Design solution</li> <li>• Final design</li> <li>• CAD</li> <li>• Planning the make</li> <li>•</li> </ul>   | <p>Content: <b>Exam Revision</b></p> <ul style="list-style-type: none"> <li>• Identifying requirements</li> <li>• Learning from existing products and practice</li> <li>• Implications of wider issues</li> <li>• Design thinking and communication</li> <li>• Material considerations</li> <li>• Technical understanding</li> <li>• Manufacturing processes and techniques</li> <li>• Viability of design solutions</li> </ul> |  |

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| <p><b>Vocabulary:</b></p> <p>Construction<br/> Assembly<br/> Manufacture<br/> Finish<br/> Quality Assurance<br/> Quality Control<br/> Evaluation<br/> Testing<br/> Types of production<br/> Mass<br/> Batch<br/> One-off<br/> Sustainability</p> | <p><b>Vocabulary:</b></p> <p>Ferrous Non-ferrous Properties<br/> Research Investigation Modern<br/> Materials Smart Materials<br/> Construction Assembly<br/> Manufacture Finish Quality<br/> Assurance Quality Control LED<br/> Components Solder Bias Warp<br/> Weft</p> <p>Weaving Knitting Bonding<br/> Natural Synthetic Properties<br/> Polymers</p> |  |
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**Our Year 11 curriculum goals:**

- To work independently on the NEA.
- To ensure pupils identify a real-life primary user so they are designing more realistically.
- To have a sound understanding of all material areas, practical skills, designing and manufacture
- To prepare and revise for final written exam
- To be confident at answering any extended answers for the written exam
- To be confident when answering multiple choice questions for the written exam

**How parents can help to support their child's learning:**

- Support when identifying a primary user and collecting research
- Homework is an essential part of the course so ensuring your child spends the correct amount of time on it.
- Support with revision and ensuring your child revises before the end of unit assessments.



# Business Studies

## Knowledge taught in Year 11:

| Autumn  | Spring  | Summer   |
|---|---|--|
| <p>Investigating how a business develops beyond the small business phase. Pupils will understand the issues and decisions a business has to make as it grows and becomes more complicated. In this first term pupils will explore the ways in which a business grows</p> <p>Vocabulary: Public limited company, organic growth, takeover, merger.</p> | <p>Retrieval practice, pupils re-visit the concept of the marketing mix. Exploring in detail how businesses continuously change and alter their mix in order to maximise sales. Pupils also begin to make connections between the external environment and its influence on a business's marketing mix.</p> <p>Vocabulary: Differentiation, product life cycle, extension strategies, channels of distribution.</p> | <p>Pupils build on the basic financial knowledge gained in the spring term of year 10. This time looking in more detail at the use and interpretation of key financial documents produced by all businesses. Pupils should be able to calculate and understand the key performance indicators in financial data.</p> <p>Vocabulary: Gross and net profit margins, average rate of return, income statement, statement of financial position.</p> |
| <p>Pupils will understand that the aims and objectives of a growing business have to change. Pupils will also identify the barriers and limitations that sometimes stop a business growing.</p> <p>Vocabulary: Market leader, share capital, stock exchange, globalisations, tariffs, business ethics</p>   | <p>Pupils explore the operational decisions a business has to make. Looking at different production methods and the impact technology has on efficiency and quality. Pupils will also investigate the sales process and the importance of good customer service.</p> <p>Vocabulary: Job, batch and flow production, productivity, bar graph, stock graphs, procurement, logistics.</p>                              | <p>Pupils will develop an understanding of how some of the largest global businesses organise employees. How they recruit, train and motivate staff to get the best out of them. Pupils will also gain an understanding of some of the key job roles within a large organisation.</p> <p>Vocabulary: Hierarchy, centralised and decentralised structures, CEO, subordinate, fringe benefits.</p>   |

### Our Year 11 curriculum goals:

- To understand the main methods of business expansion
- To be able to identify the benefits and drawbacks of the different methods of expansion.
- To investigate the ethical and environmental questions raised by globalisation.
- Be using business language regularly and with confidence.
- If a pupil was given a range of business financial documents, they would be equipped with enough knowledge to be able to interpret them and say what they tell you about the business.

### Assessment:

At the end of each topic there is an assessment (5 in total). This is a set of examination style questions based upon the topic studied and will also include some questions on previous topics. At the end of the Autumn term, pupils will sit a full mock exam paper.

The summer exam consists of 2 papers each lasting 1 hour 45 minutes. Each is worth 50% towards the GCSE.

### How parents can help to support their child's learning:

- Discuss and share their own experiences of the world of work.
- Encourage your child to share homework tasks with you and contribute to them where you can.
- Encourage your child to be aware of current affairs either through watching news programmes or reading newspapers.

# Computer Science

In Computer Science in Year 11, students focus primarily focus on the paper 2 content which covers the more practical aspects of the course. This includes topics such as Algorithms, Programming Techniques, Robust Programs, Logic and Translators. Throughout lessons this year they will also study how to program in a high-level coding language to build their confidence when encountering complex algorithms.

Knowledge taught in Year 11:

| Autumn   | Spring   | Summer   |
|--|--|--|
| <p><b>Content:</b></p> <p>Students will study the topics of Algorithms and Programming techniques during lessons this half term. This enables them to develop an understanding of how computer systems are programmed using code.</p> <p>Students also study how to program in a high-level language throughout this half term.</p> <p><b>Vocabulary:</b></p> <p>Logical<br/>Bug<br/>Flowchart<br/>Iteration</p>   | <p><b>Content:</b></p> <p>Students will study the topics of Computational logic and Translators and facilities of languages during lessons this half term. This enables them to develop an understanding of how logic gates are used in computer systems.</p> <p>Students also study how to program in a high-level language throughout this half term.</p> <p><b>Vocabulary:</b></p> <p>AND<br/>OR<br/>NOT<br/>Logic Gate</p> | <p><b>Content:</b></p> <p>Students will revise previously learnt topics and practice exam technique in the run up to their GCSE exams.</p> |
| <p><b>Content:</b></p> <p>Students will study the topics of Programming Techniques and Producing Robust programs during lessons this half term. This enables them to develop an understanding of how similar techniques are used consistently throughout algorithms and how this protects code.</p> <p>Students also study how to program in a high-level language throughout this half term.</p> <p><b>Vocabulary:</b></p> <p>Lists<br/>Validation<br/>Robustness<br/>Maintainability</p> | <p><b>Content:</b></p> <p>Students will revise previously learnt topics and practice exam technique in the run up to their GCSE exams.</p>   |  |

**Our Year 11 curriculum goals:**

- Build confidence on using a computer system and become an individual programmer
- Become digitally literate
- Be aware of the ever-changing world of computing

**How parents can help to support their child's learning:**

- Encourage attendance to lessons to avoid falling behind
- Openly discuss the use of computing in your day to day lives
- Discuss any relevant news topics that relate to the world of computing
- Encourage your child to revise unit topics in preparation for their exams

## Creative iMedia

The Cambridge Nationals in Creative iMedia will equip pupils with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as planning, and review, working with others and communicating creative concepts effectively. Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products. The course consists of 3 units – 2 are assessed internally and 1 is an external written exam

### **R097 – Interactive digital media (35% internally assessed) – completed and assessed in yr10**

In this unit pupils will learn to design and create interactive digital media products for chosen platforms. They will learn to select, edit and repurpose multimedia content of different kinds and create the structure and interactive elements necessary for an effective user experience.

### **R094 – Pre-production skills (25% Internally assessed)**

In this unit pupils will learn how to develop visual identities for clients. They will also learn to apply the concepts of graphic design to create original digital graphics which incorporate a visual identity to engage a target audience.

### **R093 – Creative imedia in the media industry (40% externally assessed)**

In this unit pupils will learn about the sectors, products and job roles that form the media industry. They will learn the legal and ethical issues considered and the processes used to plan and create digital media products.

Knowledge taught in Year 11:

| Autumn   | Spring   | Summer |
|--|--|--------|
| <p><b>Content:</b> <u>R094</u></p> <p>Pupils will be completing their independent coursework using the skills developed in the summer term of yr10. This will involve creating a visual identity and creating a printed and online graphic.</p> <p>Work will need to be completed in November so it can be submitted to OCR (exam board) in December/January</p> <p><b>Vocabulary:</b><br/>Assets<br/>Target audience<br/>Consistency<br/>Fit for purpose<br/>Professional</p> | <p><b>Content:</b> <u>R093</u></p> <p>This unit equips pupils with the knowledge and skills required to complete their written exam. Pupils will look at the sectors within the media industry, job roles, how style, content and layout link to purpose, client requirements, audience demographics, research methods, media codes used to convey meaning, create impact and/or engage audiences, work planning and finally legal issues that affect media.</p> <p><b>Vocabulary:</b><br/>Pre-production<br/>Sectors<br/>Resolution<br/>Interface<br/>Purpose</p> |        |

**Our Year 11 curriculum goals:**

- Be confident when using the computer system and a wide range of software applications
- Be able to save documents using appropriate file names in a logical area
- Become digitally literate
- Be able to research, plan, create and review digital products in line with a given client brief

**How parents can help to support their child's learning:**

- Encourage your child to talk about what they did in their lessons
- Ask your child to share the work they have been doing in lesson with you through Microsoft Teams
- Encourage attendance to lessons to avoid getting behind in internally assessed units
- Encourage attendance to the after school sessions offered each week to complete/improve work started in lesson

# Drama

GCSE Drama is a largely practical subject involving working in groups to prepare scripted, improvised and devised drama. Set text plays will also be read, discussed and analysed. You will be developing knowledge, acting techniques and theatrical skills.

Knowledge taught in Year 11:

| Autumn  | Spring   | Summer  |
|---|--|---|
| <p>Content:</p> <p><b>Component 1: Devising Theatre</b><br/>Reflection on the creative process<br/>Analysing and evaluating own work<br/>Rehearsing a performance</p> <p><b>Component 3: Interpreting Theatre</b><br/>Interpreting a text for performance<br/>Conveying meaning in performance<br/>Communicating character intention<br/>Staging styles and communicating meaning through design<br/>Analysing and evaluating the work of others<br/>Rehearsing a performance<br/>How performance texts are constructed</p> | <p>Content:</p> <p><b>Component 2: Performing from a Text</b><br/>Interpreting a text for performance<br/>Conveying meaning in performance<br/>Communicating character intentions<br/>Character building<br/>How performance texts are constructed</p> | <p>Content:</p> <p><b>Component 3: Interpreting Theatre</b><br/>Interpreting a text for performance<br/>Conveying meaning in performance<br/>Communicating character intention<br/>Staging styles and communicating meaning through design<br/>Analysing and evaluating the work of others<br/>Rehearsing a performance<br/>How performance texts are constructed</p> |

## Our Year 11 curriculum goals:

- Pupils learn how to apply knowledge and understanding when making, performing, and responding to drama.
- Pupils will explore performance texts, understanding their social, cultural, and historical context including theatrical conventions of the period in which they were created.
- Through the WJEC Eduqas specification students will also develop a range of theatrical and performance skills when applying them to practical work and performances.

### • How parents can help to support their child's learning:

- Ensure that all homework is completed on time
- Support your child in spelling key words correctly which have been identified in their log book/portfolio

- Encourage your child to watch/read set performance text's, and discuss artistic intentions and interpretations
- Encourage your child to take part in extra-curricular activities. We provide the following extra-curricular activities: Drama Club
- Encourage participation in the School productions (lunchtime and after-school rehearsal)



# Engineering

The qualification is built from discrete units but allows for both synoptic learning and assessment. Each unit has an applied purpose which acts as a focus for the learning in the unit. The applied purpose is the vehicle through which the learning contained in the unit is made relevant and purposeful. It is also the means by which learners are enthused, engaged and motivated to study engineering. The applied purpose provides the opportunity for authentic work-related learning, but more than this, it will require learners to consider how the use and application of their learning impacts on individuals, employers, society and the environment.

Knowledge taught in Year 11:

| Autumn   | Spring   | Summer   |
|--|--|--|
| <p><b>Content:</b> Unit 2 - Producing Engineering Products</p> <p>Pupils use their prior knowledge of tools, skills and equipment to work independently manufacturing a table desk lamp from a given set of Engineering drawings.</p> <p><b>Vocabulary:</b></p> <p>Interpret, Engineering Drawings, Dimensions, Tolerance, Specification, Finishes, Resources, Sequencing, Materials, Equipment, Contingencies, Manufacture, Processes, Evaluation, Success Criteria</p> | <p><b>Content:</b> Unit 2 - Producing Engineering Products</p> <p>Pupils use their prior knowledge of tools, skills and equipment to work independently manufacturing a table desk lamp from a given set of Engineering drawings.</p> <p><b>Vocabulary:</b></p> <p>Interpret, Engineering Drawings, Dimensions, Tolerance, Specification, Finishes, Resources, Sequencing, Materials, Equipment, Contingencies, Manufacture, Processes, Evaluation, Success Criteria</p> | <p><b>Content:</b> Unit 3 - Revision and Exam</p> <p>Pupils use their prior knowledge and understanding of engineering processes and material properties to solve problems. Exam is 1hr 30 minutes with a focused design question.</p> <p>LO3: Know forming processes of engineering materials</p> <ul style="list-style-type: none"> <li>• Processes</li> <li>• Application of processes</li> </ul> <p>LO4: To be able to solve engineering problems</p> <ul style="list-style-type: none"> <li>• Mathematical Techniques</li> <li>• Drawing Techniques</li> <li>• Analysing Engineering Problems</li> <li>• Proposing Solutions</li> </ul> <p><b>Vocabulary:</b></p> <p>Composites, Properties, Metals, Plastics, Smart Materials, Sustainability, Joining Methods, Heat Treatments, CAD, CAM, Manufacturing, Adhesives, Finishes, Recycling</p> |
| <p><b>Content:</b> Unit 1 – Engineering Design</p> <p>Pupils use their prior knowledge to analyse an engineered product of the Exam boards choosing; ie, A Computer Mouse, in order to propose design solutions to meet requirements; ie, The user has specific physical disabilities.</p>   | <p><b>Content:</b> Unit 3 - Revision and Exam</p> <p>Pupils use their prior knowledge and understanding of engineering processes and material properties to solve problems. Exam is 1hr 30 minutes with a focused design question.</p>   | <p><b>Final Written Exam</b></p>   |

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| <p><b>Vocabulary:</b></p> <p>Identify, Primary Function, Electrical/Mechanical Components, Properties, Aesthetics, Cost, Customer, Environment, Safety, Size, Function, Materials, Manufacture, Sustainability, Communication, Solutions, Isometrics, Dimensions, Isometric, Orthographic, Evaluation, Specification</p> | <p>LO1: Understand effects of engineering achievements</p> <ul style="list-style-type: none"> <li>• Engineering developments</li> <li>• Engineering achievements</li> <li>• Environmental Issues</li> <li>• Engineering Applications</li> </ul> <p>LO2: Understand properties of engineering materials</p> <ul style="list-style-type: none"> <li>• Engineering Products</li> <li>• Properties</li> <li>• Testing Types</li> <li>• Materials</li> </ul> <p><b>Vocabulary:</b></p> <p>Tensile Strength, Conductivity, Corrosive Resistance, Ferrous, Non-Ferrous, Thermoplastic, Thermosetting, Shaping, Manipulation, Assembly, Formulae, Isometric, Orthographic</p> |  |
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**Our Year 11 curriculum goals:**

- To complete Unit 1 Design folder
- To complete Unit 2 Practical element
- To prepare and revise for the final written exam
- To be confident in working independently or supporting others on practical tasks
- To be confident when answering questions for the Engineering exam

**How parents can help to support their child's learning:**

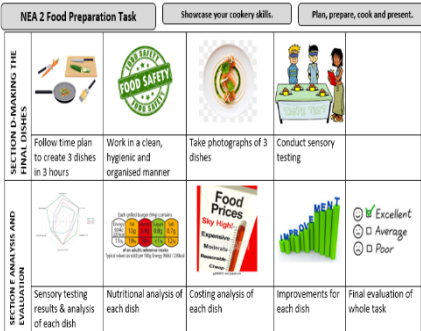
- To encourage your child to be able to manage time effectively in order to succeed in both coursework elements
- To encourage your child to revise independently at home using the Question a Day revision sheet



# Food Preparation and Nutrition

GCSE Food Preparation and Nutrition specification sets out the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating

Knowledge taught in Year 11:

| Autumn  | Spring   | Summer   |
|---|--|--|
| <p><b>Content:</b> Food Science – The functional and chemical properties of food.</p> <p><b>NEA1</b></p> <p>Depending on the brief given:<br/>           Proteins<br/>           Carbohydrates<br/>           Fats and oils<br/>           Raising agents</p> <p><b>Food Practical Skills</b></p> <p>Depending on the given brief:<br/>           The use of self-raising flour, baking powder, bicarbonate of soda.<br/>           Steam as a raising agent: Use of steam in a mixture (choux pastry, batter)<br/>           Biological raising agent: Use of yeast in breadmaking.<br/>           Removal of heat: Gelation: use a starch to set a mixture on chilling for layered desserts such as custard.<br/>           Use protein: Set a mixture on heating such as denatured and/or coagulated protein in eggs.</p> <p><b>Vocabulary:</b></p> <p>Food Science, Food investigation work, Proteins, Carbohydrates, Fats. How ingredients work and why?, research, analysis, questioning,</p> | <p><b>Content:</b> NEA 2</p>  <p>Preparation<br/>           Cooking<br/>           Final practical exam<br/>           Final dishes<br/>           High Level Practical skills<br/>           Evaluation<br/>           Analysis<br/>           Nutritional Analysis<br/>           Costing Analysis<br/>           Sensory Analysis/ Taste testing<br/>           Improvements<br/>           Recommendations</p> | <p><b>Content:</b> Revision and Exam</p> <p><b>Food Provenance – Environmental impact and sustainability</b></p> <p>Food sources<br/>           Food and environment<br/>           Sustainability of food<br/>           Food Production<br/>           Technological developments associated with better health and food production<br/>           Fair Trade<br/>           Locally Sourced ingredients</p> <p><b>Food choice – factors affecting food choice.</b><br/>           Food Labelling<br/>           Food Marketing<br/>           Food Choices</p> <p><b>Food science – Cooking of food and heat transfer.</b><br/>           Heat Transfer<br/>           Cooking methods<br/>           Convection<br/>           Conduction<br/>           Radiation<br/>           Why we cook food?<br/>           What changes when we cook food?</p> |

## Content: NEA 2

| NEA 2 Food Preparation Task  |  | Showcase your cookery skills                          |                                 | Plan, prepare, cook and present |   |
|--|--|---|---------------------------------|---------------------------------|---|
| <b>SECTION A - RESEARCH</b><br>Analyze the task                                  | Research the task  | Select dishes   | Analyse Research                | Plan skills trials              |   |
| <b>SECTION B - EXPERIMENTING</b><br>Complete 3-4 skills trials                   | <b>WHY?</b><br>Give reasons for choosing each dish               | <b>DO YOU KNOW HOW TO COOK?</b><br>Evaluate each dish | Test and record subjective data | Present information             |   |
| <b>SECTION C - PLAN THE FINAL MENU</b><br>Give reasons for choosing final dishes | <b>EXPLAIN EVERYTHING</b><br>Link back to the brief and research | Create a detailed time plan for final dishes          | Prepare, prepare, prepare       | Prepare some more!!!            | <b>Preparation is the key to success!</b> |

### Vocabulary:

Brief  
Analysis  
Research  
Recipe Research  
Menu Research  
Internet Research  
Select Dishes/ Recipes

## Content: Revision

### Food, nutrition, and health – Macronutrients

**Protein** – protein in the diet, excesses and deficiencies  
coagulation, denaturation, amino acids, protein structures, High biological value proteins, Low biological value proteins, alternative proteins

**Fats** - What is fat, functions and sources.

Effects of a deficiency of fat in the diet, excess and amounts of fat needed for life stages. Saturated and unsaturated fats.

**Carbohydrates** -Function in the diet, excess and deficiencies, gelatinisation, caramelisation, sauce making

### Food, nutrition, and health - Micronutrients

Vitamins  
Minerals  
Water  
Basic food hygiene  
Micro-organisms and enzymes  
The signs of food spoilage  
Micro-organisms and food production  
Bacterial contamination  
Temperatures  
Cross Contamination  
Food Poisoning  
Buying and storing food  
Preparing, cooking and serving food

Final Written Exam

### Our Year 11 curriculum goals:

- To complete NEA 1 Task
- To complete NEA 2 Task
- To prepare and revise for final written exam
- To be confident at answering any extended answers for the food exam
- To be confident when answering multiple choice questions for the food exam

### How parents can help to support their child's learning:

- To encourage your child to be organised when they need their ingredients for their final exam
- To encourage your child to practise their practical recipes at home before they complete their exam

## Health and Social Care

This qualification is for learners interested in taking a hands-on course alongside their GCSEs that will offer them an insight into what it is like to work in one of the fastest growing sectors in the UK: Health & Social Care. The course covers some of the fundamental aspects of health and social care, including growth and development, health and social care services and values, and health and wellbeing, giving learners a broad introduction to a sector that transects a wide range of careers from social care and social work to many different branches of healthcare. The breadth of this course allows learners to identify their strengths and interests to help inform next steps in education and training.

Knowledge taught in Year 11:

| Autumn 1: Services & Barriers  | Spring 1: Health & Wellbeing Exam- Lifestyle Factors   | Summer 1: Final Exam Preparation   |
|--|--|--|
| <p><b><u>Content:</u></b></p> <p>Understanding the different sectors of health and social care services (primary, secondary and tertiary) and researching what service they provide individuals. To gain knowledge of the 7 different types of barriers that can stop/reduce the chance of an individual accessing health and social care services.</p> <p><b><u>Vocabulary:</u></b></p> <p>Primary Services<br/>Secondary Services<br/>Tertiary Services<br/>Palliative Care<br/>Allied Health Care<br/>Professionals<br/>Social Support<br/>Domiciliary Care<br/>Neurological<br/>Person-centred approach<br/>Physiotherapy<br/>Psychological<br/>Respite care<br/>Sensory impairment<br/>Barrier/Obstacle</p> | <p><b><u>Content:</u></b></p> <p>This scheme is intended to introduce students to the component 3 exam. They will start to gain an understanding of diet, exercise and lifestyle choices such as smoking, alcohol and drugs. They will explore what impact these lifestyle choices have on health and the support that can be put in place for a person to make the right lifestyle choices.</p> <p><b><u>Vocabulary:</u></b></p> <p>Nutrition<br/>Malnutrition<br/>Obesity<br/>Sedentary Lifestyle<br/>Nicotine<br/>Addiction<br/>Neurons<br/>Respiratory<br/>Cardiovascular<br/>Cholesterol<br/>Asthma<br/>Bronchitis<br/>Stroke<br/>Hypertension<br/>Osteoporosis</p> | <p><b><u>Content:</u></b></p> <p>To recap knowledge and understanding from the entire course as the exam is synoptic. They will apply their knowledge of growth and development, factors, events, sources of support to different exam style questions. These questions range from information retrieval and definitions to scenario based longer answers. Students will understand and practice all these different question types.</p> <p><b><u>Vocabulary:</u></b></p> <p>Full range from across the course. All vocabulary will need to be revised and learnt.</p> |

| Autumn 2: Coursework Piece 3   | Spring 2: Health & Wellbeing Exam-  | Summer 2: |
|--|---|-----------|
| <p><u>Content:</u> Apply the new knowledge on services and barriers to a study of a case study on 2 individuals. Be able to research how services can help them with their needs and how barriers will stop them from accessing the services.</p> <p><b><u>Vocabulary:</u></b></p> <p>Primary Services<br/> Secondary Services<br/> Tertiary Services<br/> Palliative Care<br/> Allied Health Care<br/> Professionals<br/> Social Support<br/> Domiciliary Care<br/> Neurological<br/> Person-centred approach<br/> Physiotherapy<br/> Psychological<br/> Respite care<br/> Sensory impairment<br/> Barrier/Obstacle</p> | <p><u>Content:</u> The exam paper is broken down question by question and the following topics revised or taught:</p> <ul style="list-style-type: none"> <li>-Factors</li> <li>-Major Life Events</li> <li>-Lifestyle choices</li> <li>-Physiological Indicators of health</li> <li>-Health Care Plans</li> <li>-Writing a rationale</li> <li>-Apply barriers to the case study</li> </ul> <p>The exam is synoptic and covers all the topics already assessed in coursework piece 1, 2 and 3.</p> <p><b><u>Vocabulary:</u></b></p> <p>Nutrition<br/> Malnutrition<br/> Obesity<br/> Sedentary Lifestyle<br/> Nicotine<br/> Addiction<br/> Neurons<br/> Respiratory<br/> Cardiovascular<br/> Cholesterol<br/> Asthma<br/> Bronchitis<br/> Stroke<br/> Hypertension<br/> Osteoporosis<br/> Peak Flow<br/> BMI<br/> Hypertension<br/> Pulse Rate<br/> Health-Care Plan</p> |           |

**Our Year 11 curriculum goals:**

- To provide students with secure understanding of health and social care specific language
- To ensure students understand how health and social care services support individuals.
- To have knowledge of the exam and all the questions on it.
- To be able to respond to a case study.
- To be able to recall necessary information on health and wellbeing in order to be fully equipped for the HSC exam.

**How parents can help to support their child's learning:**

- Test their child's knowledge and understanding of the new vocabulary needed for each topic.
- Encourage your child to discuss their learning with you and ask them how it links to their experiences in life.
- Ask your child to share their coursework with you and support school to ensure your child meets assessment deadlines.

# Music

Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our schools, music can bring communities together through the shared endeavour of whole-class and choral singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school.

Knowledge taught in Year 11:

| Autumn   | Spring  | Summer  |
|--|---|---|
| <p><b>Content:</b> Area of Study 3: Traditional Music</p> <ul style="list-style-type: none"> <li>• Blues music from 1920–1950</li> <li>• Fusion music incorporating African and/or Caribbean music</li> <li>• Contemporary Latin music</li> <li>• Contemporary Folk music of the British Isles.</li> </ul> <p>Study Piece Paul Simon<br/>Graceland album tracks</p> <ul style="list-style-type: none"> <li>• <i>Graceland</i></li> <li>• <i>Diamonds on the Soles of Her Shoes</i></li> <li>• <i>You Can Call Me Al</i></li> </ul> | <p><b>Content:</b> Area of Study 4: Western Classical Tradition since 1910</p> <ul style="list-style-type: none"> <li>• The orchestral music of Copland</li> <li>• British music of Arnold, Britten, Maxwell-Davies and Tavener</li> <li>• The orchestral music of Zoltán Kodály and Béla Bartók</li> <li>• Minimalist music of John Adams, Steve Reich and Terry Riley.</li> </ul> <p>Study Piece</p> <p><i>Mozart Clarinet Concerto in A major, K. 622, 3rd movement, Rondo</i></p> | <p><b>Content:</b> Revision of all Areas of Study and Study Pieces in preparation for the written paper</p> <ul style="list-style-type: none"> <li>• Area of Study 1: Western Classical Tradition 1650-1910</li> <li>• Area of Study 2: Popular Music</li> <li>• Area of Study 3: Traditional Music</li> <li>• Area of Study 4: Western Classical Tradition since 1910</li> <li>• Study Piece: Mozart <i>Clarinet Concerto in A major, K. 622, 3rd movement, Rondo</i></li> <li>• Study Piece: 3 tracks from Paul Simon's <i>Graceland</i> Album</li> </ul> |
| <p><b>Content:</b> Free Choice Composition</p> <p>Students complete their Free Choice Compositions which they began in the summer term of Year 10</p> <p>Focusing on elements of music from each list:</p> <p><b>List 1</b></p> <p><b>at least two of</b> rhythm, metre, texture, melody, structure, form</p>  | <p><b>Content:</b> Composition to a Brief</p> <p>Externally set composition briefs by the exam board in Year 11. Students choose one brief and compose a piece/song with focus on the following elements:</p> <p><b>List 1</b></p> <p><b>at least two of</b> rhythm, metre, texture, melody, structure, form</p> <p><b>List 2</b></p>   |   |

|   |  |  |
|---|--|--|
| <p><b>List 2</b></p> <p><b>at least two of</b> harmony, tonality, timbre, dynamics, phrasing, articulation.</p> | <p><b>at least two of</b> harmony, tonality, timbre, dynamics, phrasing, articulation.</p> |  |
|---|--|--|

**Our Year 11 curriculum goals:**

- Students record a solo performance (15% of the GCSE) and an ensemble performance (15% of the GCSE) using their instrument/voice or music technology
- Students to complete their free choice composition (15% of the GCSE) and write a composition based on a brief set by the exam board (15% of the GCSE)
- Students to further improve their knowledge and understanding of the 4 areas of study and 2 study pieces in preparation for the written paper which includes unfamiliar listening questions based on the areas of study along with contextual questions based on the study pieces

**How parents can help to support their child’s learning:**

- Encourage your son/daughter to practice their instrument/voice regularly
- Encourage your son/daughter to regularly attend their instrumental/vocal lessons
- Support your son/daughter in their home learning and developing their understanding of music. They have access to several websites to help them with this including Focus on Sound (helps with their listening skills and musical understanding of key words) and Teaching Gadget (helps them with understanding of music theory)
- Encourage your son/daughter to talk about their classroom music lessons
- Listen to performance/composition work your son/daughter has created from class/home learning
- Encourage your son/daughter to get involved in extra-curricular activities – this will help them to develop their ensemble performance skills



# GCSE Photography

The GCSE Photography curriculum selects from a broad range of possibilities. The themes and projects we choose are designed for students to achieve well in relation to the assessment objectives of the qualification. The chosen themes develop the use of the camera in different ways and provides the students with an opportunity to extend and develop their editing techniques. Through the curriculum students can become fluent & creative Photographers and artists. Students are often given open-ended projects with some set guidelines, expectations or what we would call success criteria. This element of freedom does encourage students to think about their thinking within their creative process. This process helps prepare students for the externally set task (40%), the exam element of their qualification in Year 11.

Knowledge taught in Year 11:

| Autumn  | Spring  | Summer  |
|---|---|---|
| <p><b>Content:</b></p> <p>Students continue the Coursework element of their qualification via past exam question project.</p> <p>Students learn the process of an exam and develop their independent working skills as the starting points are different and possible artists to research are varied.</p> <p>Having chosen an exam question students research at least two artists that are linked to the question/theme.</p> <p>Then Students evidence their personal response to the theme. Taking photoshoots and recalling editing skills from Yr. 10.</p> <p>Students then learn different methods of working from their photographs, combining with their artists styles, exploring ideas and developing ideas and techniques. As pupils work through ideas they will refine and resolve them into final responses.</p> <p><b>Vocabulary:</b></p> <p>Explore<br/>Refine</p> | <p><b>Content:</b></p> <p>January to April is dedicated to the Exam element of their qualification (40% externally set task).</p> <p>In January AQA release an exam paper with 7 starting points. Students choose one of these starting points and they have approx. 9 weeks (amount of time is set by individual schools) to research artists, take photoshoots linked to the artists and exam question, explore relevant editing techniques, explore initial ideas and develop these ideas (AO1-3)</p> <p>Students can put into practice the skills and knowledge of the assessment objectives, but in a shorter space of time.</p> <p>At the end of the 9 weeks prep period, students will have explored their ideas and taken multiple photoshoots. Students then have a 10hour exam to use all of their research and photoshoots to develop their ideas and resolve ideas to present final outcomes in exam conditions</p> | <p><b>Content:</b></p> <p>Having completed the externally set task (40%) of the qualification, Students have until May to Complete any aspects of their Portfolio (60%) of their qualification. Students will be set individual tasks to ensure full completion of the assessment objectives has been achieved.</p> <p>Marks have to be submitted to AQA by 31<sup>st</sup> May. Students have then completed the Course</p> <p><b>Vocabulary:</b></p> <p>Assessment Objectives<br/>Reflection<br/>Refinement</p> |

|                   |  |  |
|-------------------|--|--|
| Reflect<br>Refine | <b>Vocabulary:</b><br><br>Time Management<br>Artist Research<br>Observations – recording via<br>photoshoots and annotations<br>Ideas, Techniques<br>Development<br>Final Responses |  |
|-------------------|--|--|

### Our Year 11 curriculum goals:

- For students to actively engage in the creative process of photography in order to develop as effective and independent learners, and reflective thinkers with enquiring minds.
- To become confident in taking risks and learn from experience when exploring and experimenting with ideas and techniques
- To develop and refine ideas and personal outcomes with increasing independence
- To acquire and develop technical skills through working with a broad range of techniques, processes and technologies with purpose and intent
- To extend knowledge and understanding of photography in historical and contemporary contexts.
- Through the curriculum we aim to enable students to achieve well in relation to the Assessment objectives of the qualification.
- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

### How parents can help to support their child's learning:

- Encourage your child to talk about what they did in their lessons, describing the skills and techniques they have explored and the artists they have learnt about.
- Promote independent work at home, continuing their coursework independently, seeing their skills, ideas and outcome progress.
- Visit local or national Art and Photography exhibitions, seeing a variety of art outcomes to broaden their understanding of what art is and what it can be.



## Physical Education (Core PE)

We aim to deliver a high-quality physical education curriculum that inspires all pupils to succeed and excel in competitive sport and other physical activities. We will provide opportunities for pupils to become physically confident in a way which supports their health and fitness. We will offer opportunities for pupils to compete in sport and other activities this will help to build character and embed values such as teamwork, resilience, tolerance, discipline and respect. Our curriculum will contribute to the development of other cognitive skills such as decision making, communication, analysis of performance and social skills. We will also ensure that PE contributes to improving the mental health of our pupils.

Our fundamental aim is to help our pupils to lead healthy and active lifestyles, helping them to know how to keep physically and mentally healthy and to create pathways for them to continue to be active beyond school.

***Knowledge taught in Year 11: Boys & Girls – we have 4 pathways available for KS4 students: Competitive pathway, Healthy Active Lifestyle pathway, Traditional Pathway & Learning new skills pathway. Students can select which option they wish to take on a Half term basis. Options change on regular basis***

| Competitive pathway                                     | Healthy Lifestyle pathway                                      | Learning new skills pathway                                    | Traditional pathway                                     |
|---|--|--|---|
| Rugby<br>Football<br>Badminton<br>Rounders<br>Athletics | Yoga<br>Pilates<br>Fitness suite<br>Mental well-being circuits | Basketball<br>Handball<br>Fitness<br>Tchukball<br>Kwik cricket | Netball<br>Table Tennis<br>Hockey<br>Softball<br>Tennis |

### ***Skills***

- *Communication*
- *Lifelong interests*
- *Mental health & well-being*
- *Stress management*
- *Tactics and gameplay*
- *Co-operation*
- *Resilience*
- *Knowledge of different types of competition*
- *Further development of specific vocabulary for each activity including keywords*
- *Games for understanding*

### **Our Year 11 curriculum goals:**

Pupils will tackle complex and demanding physical activities. They will have the opportunity to get involved in a range of activities that develop personal fitness and promote an active, healthy lifestyle.

Pupils will be taught to:

- Use and develop a variety of tactics and strategies to overcome opponents in team and individual games.
- Develop their technique and improve their performance in other competitive sports or other physical activities.
- Take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group.
- To understand the importance of lifelong participation in physical activity and the health, social and emotional benefits it has
- Develop an appreciation of the relationship between physical activity and general health
- Develop an enjoyment of participation in physical activity and an awareness of education for leisure
- Appreciate the significance of co-operation with others in both team and individual activities
- Appreciate the views and abilities of others
- Develop acceptable social and sporting attitudes

### **How parents can help to support their child's learning:**

- Encourage an active healthy lifestyle and balanced diet
- Encourage your child to take part in extra-curricular activities (we provide a very extensive extra-curricular programme. Please see the extra-curricular timetable for more information)
- Encourage your child to take part in sporting activities outside school
- Encourage your child to be well organised regarding their PE kit
- Encourage your child to watch live sport and develop knowledge of tactics and rules

## Physical Education – Sports Studies

We aim to deliver a high-quality physical education curriculum that inspires all pupils to succeed and excel in competitive sport and other physical activities. We will provide opportunities for pupils to become physically confident in a way which supports their health and fitness. We will offer opportunities for pupils to compete in sport and other activities this will help to build character and embed values such as teamwork, resilience, tolerance, discipline and respect. Our curriculum will contribute to the development of other cognitive skills such as decision making, communication, analysis of performance and social skills. We will also ensure that PE contributes to improving the mental health of our pupils.

Our fundamental aim is to help our pupils to lead healthy and active lifestyles, helping them to know how to keep physically and mentally healthy and to create pathways for them to continue to be active beyond school.

### **Knowledge taught in Cambridge Nationals Sport Studies (examination group Y10 & Y11)**

#### **R184 Contemporary issues in sport**

*This is assessed by an exam*

*By completing this unit, you will understand a range of topical and contemporary issues in sport, including learning about participation levels and barriers to completing sporting activities. You will also learn how participation is impacted by the promotion of values and ethical behaviour, about the role of high-profile sporting events, the role of national governing bodies and how technology is used in within sport*

#### **R185 Performance and leadership in sports activities**

*This is assessed by a set assignment*

*In this unit you will have an opportunity to develop your skills both as a performer in two different sporting activities, and as a leader, developing a range of transferable skills. You will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when you perform. You will perform under pressure, both as a participant and as a leader, and will use your initiative to solve problems and make decisions. Finally, you will deal with rapidly changing conditions and situations.*

#### **R187 Increasing awareness of Outdoor and Adventurous Activities**

*This is assessed by a set assignment*

*Outdoor and adventurous activities give you opportunities to engage in activities in a natural outdoor setting. The UK is fortunate to have a variety of different terrains and facilities, from coastal areas, to lakes and rivers. We also have hills and mountains as well as cycling trails and 15 National Parks. These activities do not need to be competitive and many groups of like-minded people plan activities in their recreational time to enjoy the natural environment around them. In this unit you will learn how to find out information about what opportunities there are in your local area, as well as nationally in the UK, for all different types of activities. You will learn how you can benefit from and enjoy activities safely by finding out what equipment, clothing, facilities and technology you need, as well as completing planning to help keep you safe.*

**Alongside the theoretical units of the course, students will take part in the practical ‘ongoing’ assessment in both team and individual sports.**

| Autumn  | Spring  | Summer  |
|---|---|---|
| <p><b>Content: R187 Increasing awareness of Outdoor and Adventurous Activities – 20%</b></p> <ul style="list-style-type: none"> <li>• Outdoor activities knowledge and understanding</li> <li>• Equipment and clothing needed to participate</li> <li>• Planning for participation</li> <li>• Demonstration and execution of activities</li> <li>• Evaluation of performance</li> </ul> | <p><b>Content: R184 Contemporary issues in sport – 40%</b></p> <ul style="list-style-type: none"> <li>• Issues which affect participation in sport</li> <li>• The role of sport in promoting values</li> <li>• The implications of hosting a major sporting event for a city or country</li> <li>• The role National Governing Bodies (NGBs) play in the development of their sport</li> <li>• The use of technology in sport.</li> </ul> | <p><b>Content: R184 Contemporary issues in sport – 40%</b></p> <ul style="list-style-type: none"> <li>• Issues which affect participation in sport</li> <li>• The role of sport in promoting values</li> <li>• The implications of hosting a major sporting event for a city or country</li> <li>• The role National Governing Bodies (NGBs) play in the development of their sport</li> <li>• The use of technology in sport.</li> </ul> |

**Our Year 11 curriculum goals for Sport Studies:**

- You will develop knowledge, understanding and skills that you can apply to a range of approaches that are relevant to the workplace or higher education.
- You will be able to work with independence to create material which shows effective planning, development and evaluation, and an ability to demonstrate practical skills and qualities.
- You will develop the skills to produce work that is complete and coherent, demonstrating independence and understanding.
- Recall, select and apply knowledge and understanding, using practical sporting examples Demonstrate knowledge and understanding of physical and psychological factors that affect performance as well as demonstrating your practical performance skills within two sporting activities
- Identify, plan and carry out a range of activities and exercises to prepare for, and recover from, sporting activities
- Demonstrate awareness of how to meet specific needs when developing and delivering different physical activity programmes
- Use technical language and terminology correctly
- Demonstrate evaluative skills.

**How parents can help to support their child’s learning:**

- Encourage your child to take part in extra-curricular activities (we provide a very extensive extra-curricular programme. Please see the extra-curricular timetable for more information)
- Encourage your child to take part in sporting activities outside school
- Encourage your child to be well organised regarding their PE kit
- Encourage your child to complete all homework on time
- Encourage your child to complete any missed work from their coursework-based units



## Physical Education (GCSE)

We aim to deliver a high-quality physical education curriculum that inspires all pupils to succeed and excel in competitive sport and other physical activities. We will provide opportunities for pupils to become physically confident in a way which supports their health and fitness. We will offer opportunities for pupils to compete in sport and other activities this will help to build character and embed values such as teamwork, resilience, tolerance, discipline and respect. Our curriculum will contribute to the development of other cognitive skills such as decision making, communication, analysis of performance and social skills. We will also ensure that PE contributes to improving the mental health of our pupils.

Our fundamental aim is to help our pupils to lead healthy and active lifestyles, helping them to know how to keep physically and mentally healthy and to create pathways for them to continue to be active beyond school.

### **Knowledge taught in OCR GCSE Physical Education 1-9 (examination group Y10&11)**

#### **Physical factors affecting performance**

*Introduces and explores some of the physical factors which underpin participation and performance in physical activities and sports. Pupils will start to explore the ways in which parts of the human body work and function during physical activity and the physiological adaptations that can occur due to diet and training. Pupils will also develop their knowledge and understanding of the principles of training, why we train in different ways and how training plans can be made to optimise results. The study of these topics will aid pupils in the development of both their own practical performance and that of others.*

#### **Analysis and Evaluation of Performance (NEA)**

*This component requires students to draw upon knowledge, understanding and skills learnt throughout their course of study. This will allow them to analyse and evaluate either their own or a peer's performance in order to produce an action plan to improve the quality and effectiveness of the performance.*

#### **Practical Performances (NEA)**

*Performance of three activities taken from the two approved lists. Pupils are required to demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions.*

- One from the 'individual' list
- One from the 'team' list
- One other from either list

#### **Socio-cultural issues and sports psychology**

*Pupils will develop their knowledge of socio-cultural influences that impact on participation and performance in physical activities and sports. Pupils will also develop their knowledge and understanding of how sport impacts on society. Engagement patterns of different social groups will be understood by learners, along with strategies to promote participation with practical examples. The commercialisation of physical activities and sports will be understood, including the influences of sponsorship and the media. Pupils will also develop their knowledge and understanding of ethical and socio-cultural issues in physical activities and sports. Pupils will develop their knowledge and understanding of sports psychology theories related to acquiring movement skills and optimising performance. Pupils will be able to reflect on their own learning and performance of physical activities and sports skills to recognise the key psychological concepts affecting performance. Pupils will develop their knowledge and understanding of the benefits of participating in physical activities and sports to their health, fitness and well-being. The physical, emotional and social aspects will be*



understood as well as the consequences of a sedentary lifestyle. Pupils will also develop their knowledge and understanding of energy use along with diet, nutrition and hydration.

**Alongside the theoretical units of the course, students will take part in the practical ‘ongoing’ assessment in both team and individual sports.**

| Autumn   | Spring   | Summer   |
|--|--|--|
| <p><b>Socio-cultural issues and sports psychology</b></p> <p>This component will assess:</p> <p>Socio-cultural influences –</p> <ul style="list-style-type: none"> <li>✚ Engagement in physical activity and sport in the UK</li> <li>✚ Commercialisation of sport</li> <li>✚ Ethical and socio-cultural issues in physical activity &amp; sport</li> </ul> <p>Sports psychology –</p> <ul style="list-style-type: none"> <li>✚ Characteristics of skilful movement and skill classification</li> <li>✚ Goal setting</li> <li>✚ Mental preparation</li> <li>✚ Types of guidance and feedback</li> </ul> <p>Health, fitness and well-being –</p> <ul style="list-style-type: none"> <li>✚ Health, fitness and well-being</li> <li>✚ Diet and nutrition</li> </ul> | <p><b>Socio-cultural issues and sports psychology</b></p> <p>This component will assess:</p> <p>Socio-cultural influences –</p> <ul style="list-style-type: none"> <li>✚ Engagement in physical activity and sport in the UK</li> <li>✚ Commercialisation of sport</li> <li>✚ Ethical and socio-cultural issues in physical activity &amp; sport</li> </ul> <p>Sports psychology –</p> <ul style="list-style-type: none"> <li>✚ Characteristics of skilful movement and skill classification</li> <li>✚ Goal setting</li> <li>✚ Mental preparation</li> <li>✚ Types of guidance and feedback</li> </ul> <p>Health, fitness and well-being –</p> <ul style="list-style-type: none"> <li>✚ Health, fitness and well-being</li> <li>✚ Diet and nutrition</li> </ul> | <p><b>Socio-cultural issues and sports psychology</b></p> <p>This component will assess:</p> <p>Socio-cultural influences –</p> <ul style="list-style-type: none"> <li>✚ Engagement in physical activity and sport in the UK</li> <li>✚ Commercialisation of sport</li> <li>✚ Ethical and socio-cultural issues in physical activity &amp; sport</li> </ul> <p>Sports psychology –</p> <ul style="list-style-type: none"> <li>✚ Characteristics of skilful movement and skill classification</li> <li>✚ Goal setting</li> <li>✚ Mental preparation</li> <li>✚ Types of guidance and feedback</li> </ul> <p>Health, fitness and well-being –</p> <ul style="list-style-type: none"> <li>✚ Health, fitness and well-being</li> <li>✚ Diet and nutrition</li> </ul> |

### **Our Year 11 curriculum goals for Sport Studies:**

- You will be able to work with independence to create material which shows effective planning, development and evaluation, and an ability to demonstrate practical skills and qualities.
- You will develop the skills to produce work that is complete and coherent, demonstrating independence and understanding.
- Use technical language and terminology correctly
- Demonstrate evaluative skills.
- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- understand how the physiological and psychological state affects performance in physical activity and sport
- perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/ or compositional ideas
- develop their ability to analyse and evaluate to improve performance in physical activity and sport
- understand the contribution which physical activity and sport make to health, fitness and well-being
- understand key socio-cultural influences which can affect people’s involvement in physical activity and sport.



**How parents can help to support their child's learning:**

- Encourage your child to take part in extra-curricular activities (we provide a very extensive extra-curricular programme. Please see the extra-curricular timetable for more information)
- Encourage your child to take part in sporting activities outside school
- Encourage your child to be well organised regarding their PE kit
- Encourage your child to complete all homework on time

## RE, Philosophy and Ethics

RE Philosophy and Ethics encourages us to explore and challenge our assumptions about who we are, how we think and the nature of the world around us. The subjects covered brings young people into contact with a diverse range of views and it offers them the opportunity to carry on the great conversation of humanity about the ideas that shape our lives. By debating ethical issues and considering right and wrong, or is there a right and wrong, they can learn to handle differences of opinion which could otherwise cause conflict.

In Year 11 Philosophy and Ethics pupils will continue to develop an understanding of complex world issues around them. They will be able to make assumptions and judgements about different issues based on existing knowledge. By this point they will be able to offer a reasoned argument about their own morality and views. They will further develop their knowledge and understanding of Jewish beliefs and practices.

Knowledge taught in Year 11:

| Autumn   | Spring  | Summer  |
|--|---|---|
| <p><b>Content:</b> Christian practices, Crime and Punishment</p> <p>Christian Practices<br/>The role and meaning of sacraments, in particular baptism and eucharist<br/>Pilgrimage as a way to worship<br/>Private and collective worship<br/>The role of the local church<br/>The role of the worldwide church</p> <p>Crime and punishment<br/>Forgiveness &amp; reconciliation<br/>Suffering<br/>The problem of evil<br/>Aims of punishment<br/>Treatment of prisoners<br/>Capital punishment</p> <p><b>Vocabulary:</b><br/>Sacraments, Baptism, Eucharist, worship, prayer, festival, reconciliation, pilgrimage, mission, evangelism, persecution, forgiveness, reformation, retribution, deterrence, suffering, corporal punishment, community service, restorative justice, capital punishment</p> | <p><b>Content:</b> Judaism Practices</p> <p>Worship at home<br/>Shabbat<br/>The Synagogue<br/>Daily Life<br/>Festivals<br/>Rituals</p> <p><b>Vocabulary:</b><br/>Synagogue, Shekhinah, Shabbat, Kosher, Torah, Mitzvot, Messiah, Covenant, Pikuach Nefesh, Sanctity of Life, Minyan, Mezuzah, Kippah, Tallit, Tefillin, 10 Commandments, Ark, Yad, Bimah, Ner Tamid, Orthodox Jews, Reform Jews</p> | <p><b>Content:</b> Revision<br/>Revision of all Year 10 and 11 topics</p> |

### Our Year 11 curriculum aims to ensure that students can do the following

- Understand a range of ethical issues and a variety of opinions about these issues
- Consider evidence and sources of wisdom and authority, and evaluate their value
- Build a well-constructed argument

- Justify their own and others opinions about moral and ethical issues
- Perfect organisation, communication, independent learning and literacy skills
- Demonstrate empathy and respect
- Understand a range of Jewish beliefs and practices and the diversity between denominations

**How parents can help to support their child's learning:**

- Encourage your child to read for pleasure, strengthening literacy skills
- Ensure that all homework is completed on time
- Read through your child's assessments and essays and encourage debate about the topics they are studying
- Regularly test your child verbally on the keywords they need to know
- Watch and discuss with your child the news and discuss religious and moral issues as they occur
- Encourage your child to consider the views of other people, to show empathy to others and to consider whether there is always a clear right and wrong
- Model these values to your child