



DRIFFIELD  
SCHOOL  
& SIXTH FORM

# Driffield School & Sixth Form



## Year 11 Curriculum Guide

# Welcome

Our Key Stage 4 curriculum is designed to ensure that all students continue to follow a broad and balanced curriculum. During Year 9, students select their GCSE options and embark on an ambitious two-year programme of study that will lead to examinations at the end of Year 11. The options process allows students to specialise in the subjects that they enjoy, and excel in, and the timetable allows more time to develop the depth of knowledge in the subjects they have chosen. All students will study English language, English literature, mathematics, science, physical education and APEX (Achieving Personal Excellence).

APEX is designed to develop our students into thoughtful, responsible and informed members of the community who are prepared for life beyond school. In Year 11, students will have one APEX lesson per fortnight and these focus on building greater knowledge and awareness of both PSHE education and religious studies. All students also have one hour of core PE a week to support their physical development.

In addition to the core curriculum, students will study four other subjects and we offer a wide range of subjects for all learners to study, including a number of vocational options.

At Key Stage 4, we continue to equip all of our students with the knowledge, skills and experiences that they need to be successful people and have better lives. This is underpinned by a culture that places a high value on literacy and vocabulary, which are both crucial to academic achievement, future learning and employment. Students will also develop independent learning, thinking skills, creativity and learner resilience through a wide variety of subjects and topics.

Staff Contacts:

APEX	Miss A Charlton
Business	Mr D Hudson
Computer Science	Mr D Arrowsmith-Cooper
Digital Information Technology	Mr D Arrowsmith-Cooper
Drama	Mr A Colley
D&T	Mrs R Knight
Engineering	Mrs R Knight
English	Mrs H Collins
Fine Art	Miss E Appleby
Food Preparation and Nutrition	Mrs R Knight
Geography	Mrs C Vicary
Health and Social Care	Mrs K Goodwin
History	Mrs A Burnitt
Maths	Mrs C Hogben
Media Studies	Dr K Compton
Modern Foreign Languages	Ms L Pearce
Music	Mr B Couper
PE	Mr A Duke
Photography	Miss E Appleby
RS	Mrs L Corn
Science	Mrs R Backhouse
Sport Studies	Mr A Duke

# APEX

The APEX curriculum aims to develop students' personal development, alongside teaching the importance of British values. APEX in Year 11 is split between PSHE content (Healthy Living and Relationships and Sex Education) and Religious Studies. APEX is designed to develop our students into thoughtful, responsible and informed members of the community who are prepared for life beyond school. Students will explore how they can keep themselves safe and make considered choices about their personal development and well-being.

The APEX programme will have one dedicated hour per fortnight in Year 11 which will focus on the following topics:

Autumn	Spring	Summer
<p><b>Healthy Lifestyles</b></p> <p>Throughout this unit, students will continue to develop their understanding of different types of addiction and peer pressure within society.</p>	<p><b>Relationships and Sex Education</b></p> <p>Students will develop their knowledge on how to stay safe in sexual relationships as well as choices around pregnancy and parenting skills.</p>	<p><b>Are Religious Laws Outdated?</b></p> <p>Students develop their 'worldview' by understanding whether men are women are equal in religion, reflect on whether LGBTQIA individuals are equal in religion and how wearing the hijab is a choice for Muslim women.</p>
<p><b>Healthy Lifestyles</b></p> <p>Students will learn how to take care of their own health through lessons on cancer prevention and screening as well as the learning about blood, stem cell and organ donation.</p>	<p><b>Is Death the End?</b></p> <p>Students will explore one of life's most challenging and interesting questions: is death the end? They will explore different religious and non-religious beliefs about the afterlife, near death experiences and evidence of the paranormal.</p>	

## Our Year 11 Curriculum goals:

- To provide age appropriate PSHE (Personal, Social, Health, Economic) education for our students so they can make safe and considered choices about their personal development and well-being
- To provide effective relationships and sex education to all of our students
- To make connections between real life and future decisions
- To build empathy and understanding of different cultures and beliefs (both religious and non-religious)
- To develop a personal 'worldview' and be connected to issues faced by multi-ethnic and multi-faith societies
- To prepare our students for their next steps in life during and after school

# Business

## Knowledge taught in Year 11:

Autumn	Spring	Summer
<p><b>Growing a business</b></p> <p>Students will learn about business growth and the impact of globalisation on businesses.</p>	<p><b>Making Operational Decisions</b></p> <p>Students will learn how businesses operate, including production methods, working with suppliers and managing quality.</p>	<p><b>Exam Revision</b></p> <p>Students will revisit the topics that they need to improve from the mock. They will answer exam questions on these topics to test their understanding and to improve their exam technique.</p>
<p><b>Making Marketing Decisions</b></p> <p>Students will learn about the marketing mix and how businesses use it to make business decisions.</p>	<p><b>Making Human Resource Decisions</b></p> <p>Students will learn how businesses manage their staff, including recruitment, training and motivating.</p>	

## Assessment Information:

Component	What is assessed?	Duration	Weighting	When?
Paper 1	<p>Topic 1.1 Enterprise &amp; entrepreneurship</p> <p>Topic 1.2 Spotting a business opportunity</p> <p>Topic 1.3 Putting a business idea into practice</p> <p>Topic 1.4 Making the business effective</p> <p>Topic 1.5 External influences</p>	1 hr 30 min	50%	Summer 2023
Paper 2	<p>Topic 2.1 Growing the business</p> <p>Topic 2.2 Making marketing decisions</p> <p>Topic 2.3 Making operational decisions</p> <p>Topic 2.4 Making financial decisions</p> <p>Topic 2.5 Making human resource decisions</p>	1 hr 30 min	50%	Summer 2023

## Main skills developed in Year 11:

- Organisation and time management
- Teamwork
- Research and analytical skills
- Evaluation skills

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

- Discuss topical business news stories with your child
- Encourage independent reading and reading for pleasure at home at least once a week
- Encourage your child to share their homework tasks with you and therefore check their own accuracy, presentation and depth before handing any homework in

# Computer Science

## Knowledge taught in Year 11:

Autumn	Spring	Summer
<b>Fundamentals of Networks</b> Students will learn what wired and wireless networks are, the use of common topologies and protocols.	<b>Legal &amp; Ethical Impacts</b> Students will learn about the various acts of parliament that cover computing issues, as well as wider ethical, cultural and environmental considerations.	<b>Exam Technique &amp; Revision</b> Students will spend time practising with various aspects of exam technique already considered through the course.
<b>Fundamentals of Cybersecurity</b> Students will learn about malware, social engineering and methods of protecting against such threats.	<b>Relational Databases &amp; SQL</b> Students will learn the basics of using databases to store and organise data and the industry standard SQL language used in database management.	They will also complete a variety of activities to recap and revise all aspects of the course in preparation for final exams.
<b>Programming in Python</b> Students will learn about more advanced programming techniques in Python: using data structures, such as arrays and lists; validation and authentication.		

## Assessment Information:

Component	What is assessed?	Duration	Weighting	When?
Paper 1	Computational Thinking & Programming Skills (Written examination) Computational thinking; code tracing; problem-solving; programming concepts; algorithms.	2 hrs	50%	Summer 2023
Paper 2	Computing Concepts (Written examination) Hardware; software; data representation; networks, cybersecurity; databases and SQL	1 hr 45 min	50%	Summer 2023

**Main skills developed in Year 11:**

- Key computer science vocabulary
- Principles of computational thinking and program design
- How algorithms are designed, expressed and implemented
- How to create programs using Python
- Understanding of key computer science theory around networks
- Understanding wider legal and ethical issues involving computing

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

- Encourage practising the skills they learn at school, particularly programming
- Encourage the use of a structured revision timetable
- By downloading and installing relevant software, which is freely available at no charge. Students will be given links to the sites where the software can be found, or to online alternatives where installing at home is not possible
- Students will be set homework and revision activities designed to support and build on classroom learning and revision on the theoretical aspects of Computer Science to aid their progress
- We provide access to computers for homework to be completed during lunchtimes and after school

# Digital Information Technology

## Knowledge taught in Year 11:

Autumn	Spring	Summer
<b>Component 2: Collecting, Presenting and Interpreting Data</b>  Students will complete the creation and review of an information dashboard including a number of basic and advanced techniques in MS Excel, using data supplied by the exam board.	<b>Component 3: Effective Digital Working Practices</b>  Students will learn the principles of computing in the workplace, including the impact of modern technology on working practices; cyber security; legal & ethical considerations and the growth in electronic/digital communication.  Students will also learn good exam technique and have the opportunity to practise these techniques in preparation for the exam.	

## Assessment Information:

Component	What is assessed?	Length of exam	Weighting	When
Component 2	Collecting, Presenting and Interpreting Data (Internally Assessed Coursework)	n/a	30%	Autumn 2022 /Spring 2023
Component 3	Effective Digital Working Practices (Externally Assessed Written Exam)	1 hr 30 min	40%	Summer 2023

## Main skills developed in Year 11:

- Dashboard design principles
- Use of Microsoft Excel to organise, manipulate and present data using e.g. functions, formatting, charts, macros, filtering.
- Understanding principles of cyber security, digital working practices and electronic communication

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

- Encourage practising the skills they learn at school
- By downloading and installing relevant software. Microsoft Office is freely available at no charge to students. Students will be given links to the sites where the software can be found, or to online alternatives where installing at home is not possible.
- Encourage your child to complete their homework. They will be set homework activities designed to support and build on classroom learning
- We provide access to computers for homework to be completed during lunchtimes and after school (coursework must, however, be completed in the class in supervised conditions)



# Design and Technology

## Knowledge taught in Year 11:

Autumn	Spring	Summer
<p><b>NEA – Developing Designs</b></p> <p>Students will use a range of sketches, models and technical investigations to develop a range of possible solutions to their chosen brief.</p>	<p><b>NEA – Producing a Prototype</b></p> <p>Students will finalise their plan of production before manufacturing a prototype of their solution for testing by a primary user.</p>	<p><b>NEA - Evaluation</b></p> <p>Once their prototype is complete, students will finish their NEA by evaluating their solution against their users' needs and wants.</p>
<p><b>Wider Influences on Design</b></p> <p>Students will develop their knowledge of designers' considerations, such as new and emerging technologies and influential design.</p>	<p><b>Technical Understanding</b></p> <p>Students will prepare for Section B of the exam, answering questions that test in-depth knowledge of specific material areas.</p>	<p><b>Revision and Exam Preparation</b></p> <p>Students will revise a wide range of topics whilst learning to explain and demonstrate their knowledge and understanding.</p>

## Assessment Information:

Component	What is assessed?	Duration	Weighting	When?
Exam Paper: Principles of Design and Technology	Section A: Core Knowledge Section B: In-depth knowledge (specialist material area)	2 hrs	50%	Summer 2023
NEA: Iterative Design Challenge	Portfolio of work demonstrating the ability to respond to a set of contexts provided by the exam board (1st June Y10). Involves research, design, planning and prototyping	Approx 40 hrs	50%	Summer 2022 - Spring 2023

## Main skills developed in Year 11:

- Knowledge and understanding of core material areas
- Understanding of the iterative design process
- Understanding of how a wide range of materials are used and combined to create successful products
- Safe working practices
- Use of tools and materials to produce prototypes
- Understanding of the wider issues faced and considered by designers

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

- Discuss your child's D&T lessons with them and encourage them to consider why the tasks they are completing are important
- Encourage your child to look at the products around them and analyse the successes in their design
- Encourage your child to share their homework tasks with you and therefore check their own accuracy, presentation and depth before handing any homework in

# Drama

## Knowledge taught in Year 11:

Autumn	Spring	Summer
<p><b>Component 1 – Finishing Off</b></p> <p>Students will produce a portfolio of supporting evidence for their devised performance. Students will also complete an evaluation of their performance in exam conditions.</p>	<p><b>Preparation for Component 2</b></p> <p>Students will explore a series of play scripts in preparation for their C2 drama exam.</p> <p><b>Viewing of Live Theatre</b></p> <p>Students will have the opportunity to view live theatre.</p>	<p><b>Component 3 – Revision</b></p> <p>Students will revisit the set text and live theatre notes in preparation for the written exam.</p>
<p><b>Component 3 – Set Text</b></p> <p>Students will revisit the set text '<i>DNA</i>' in preparation for their mock exam.</p>	<p><b>Completion of Component 2 – Performing from a Text</b></p> <p>Students participate in a scripted performance using sections of text from a published play.</p>	

## Assessment Information:

Component	What is assessed?	Length of exam	Weighting	When
Component 1 (NEA)	<p><b>Devising Theatre</b></p> <p>Learners must produce a portfolio of supporting evidence</p> <p>Learners must produce an evaluation of the final performance</p>	900 words 1 hr 30 min	40%	October 2022
Component 2 (NEA)	<p><b>Performing from a Text</b></p> <p>Learners participate in a scripted performance using sections of text from a published play</p>	15 min	20%	Spring 2023
Component 3 (Exam Paper)	<p><b>Interpreting Theatre</b></p> <p>Section A: A series of questions on one set text</p> <p>Section B: Live Theatre Review questions</p>	1 hr 30 min	40%	Summer 2023

**Main skills developed in Year 11:**

- Apply knowledge and understanding when making, performing and responding to drama
- Explore performance texts, understanding their social, cultural and historical context
- Develop a range of theatrical skills and apply them to create performances
- Work collaboratively to generate, develop and communicate ideas
- Contribute as an individual to a theatrical performance
- Reflect on and evaluate their own work and that of others
- Develop an awareness of the roles in professional theatre practice

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

- Ensure that all homework is completed on time
- Encourage your child to read their set text, and discuss artistic intentions and interpretations
- Watch a television drama together and discuss why the characters did what they did (motivation) and try to explain how the actors communicate what they are feeling (using their facial expressions and body language)
- Encourage your child to see live drama and theatre at local theatres
- Encourage your child to take part in extra-curricular activities

# Engineering

## Knowledge taught in Year 11:

Autumn	Spring	Summer
<b>Sketching Design Ideas</b> For the first part of their NEA project, students present a range of sketched designs for a given product.	<b>Final Design Proposal</b> In the final section of this unit, students will present their final design solution using CAD software.	<b>Safe Working Practices</b> Students will demonstrate correct and safe working practices whilst producing their prototype.
<b>Developing Design Ideas</b> Students will develop their design ideas, producing engineering drawings both by hand and on CAD software.	<b>Planning</b> Students plan and risk assess the process they will follow to produce a prototype.	<b>Producing a Prototype</b> Students will show that they can select the appropriate tools and machinery to accurately produce their prototype.

## Assessment Information:

Component	What is assessed?	Duration	Weighting	When?
R105	Written exam: Design briefs, design specifications and user requirements	1 hr	25%	Summer 2022
R106	NEA: Product analysis and research	Approx 12 hrs	25%	Summer 2022
R107	NEA: Developing and presenting engineering designs	Approx 12 hrs	25%	Summer 2023
R108	NEA: 3D design realisation	Approx 12 hrs	25%	Summer 2023

## Main skills developed in Year 11:

- Understanding of the design process and its different approaches
- Developing formal working drawings
- Presenting ideas at different stages of development
- Planning the production of a prototype
- Using materials, tools and equipment safely
- Writing risk assessments
- Developing accuracy in creating prototypes

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

- Discuss your child's engineering design lessons with them and encourage them to consider why the tasks they are completing are important
- Encourage your child to look at the products around them and consider how they have been designed and manufactured
- Encourage your child to share their homework tasks with you and therefore check their own accuracy, presentation and depth before handing any homework in

# English

## Knowledge taught in Year 11:

Autumn	Spring	Summer
<p><b>An Inspector Calls (Literature Paper 2)</b></p> <p>Students will explore this 20th Century play and understand how J B Priestley created tension throughout the play.</p>	<p><b>Extract Play and Prose Revision (Literature Paper 1)</b></p> <p>Students will revisit Shakespeare's <i>'Macbeth'</i> and Dickens' <i>'A Christmas Carol'</i> through thematic extracts.</p>	<p><b>Literature Revision (Literature Paper 1 and 2)</b></p> <p>Students revisit set texts and practise exam techniques to apply their knowledge and understanding.</p>
<p><b>English Language Paper 2 (Language Paper 2)</b></p> <p>Students will understand how to analyse writers' viewpoints and develop skills in functional writing tasks.</p>	<p><b>English Language Paper 1 revision (Language Paper 1)</b></p> <p>Students will revisit how to analyse writers' choices and develop skills in creative writing.</p>	<p><b>English Language Revision (Language Paper 1 and 2)</b></p> <p>Students will revisit both papers to practice exam skills prior to the summer examinations.</p>

## Assessment Information:

Component	What is assessed?	Duration	Weighting	When?
English Language Paper 1	Section A: Reading (one literature fiction text) Section B: Writing (descriptive or narrative)	1 hr 45 min	50% Language GCSE	Summer 2023
English Language Paper 2	Section A: Reading (two literary non-fiction texts) Section B: Writing (Presenting a viewpoint)	1 hr 45 min	50% Language GCSE	Summer 2023
English Literature Paper 1	Section A: Shakespeare's <i>'Macbeth'</i> (extract and analysis) Section B: 19th Century novel <i>'A Christmas Carol'</i> (extract and analysis)	1 hr 45 min	40% Literature GCSE	Summer 2023
English Literature Paper 2	Section A: Modern drama <i>'An Inspector Calls'</i> (one essay question) Section B: Power and Conflict poetry (compare two poems with a focus) Section C: Unseen Poetry (essay response and comparison)	2 hrs 15 min	60% Literature GCSE	Summer 2023

**Main skills developed in Year 11:**

- To develop students' independence and resilience when studying new texts from a range of contexts
- To recognise and respond to the effects of authorial choices
- To understand how and why writers have chosen the medium they have to deliver their viewpoint
- To write with increasing accuracy and confidence
- To debate and listen to the causes of others

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

- Encourage independent reading and reading for pleasure at home at least once a week
- Encourage your child to revisit the set texts for the English literature GCSE (see above table for lists of texts studied)
- Encourage your child to review and redraft their written work for improved technical accuracy
- Encourage your child to share their homework tasks with you and therefore check their own accuracy, presentation and depth before handing any homework in

# Fine Art

## Knowledge taught in Year 11:

Autumn	Spring	Summer
<b>Mock Assignment</b>  Students pick from five starting points and complete a project on a theme, using skills and processes learnt and practised in Year 10. The mock exam is a chance to complete the project with a final outcome.	<b>Externally Set assignment</b>  Students choose from eight starting points from the assignment paper from AQA. They will explore the concept chosen, through investigating the work of others, testing materials and techniques, developing ideas and planning for a final outcome which takes place over 10 hours (two days).	

## Assessment Information:

Component	What is assessed?	Length of exam	Weighting	When
Component 1	Two coursework projects	N/A	60%	
Component 2	Externally set assignment included 10 hours of controlled time to produce a final outcome. Preparation starts in January of Year 11	10 hrs	40%	Spring 2023

## Main skills developed in Year 11:

- Observational drawing and photography to record ideas
- Reflecting on work and ideas as it progresses
- How to develop ideas within the context of other artists
- Realising their own intentions from a starting point, through to a personal, creative outcome

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

- Students are expected to spend at least 2 hours per week outside of lesson time on homework and/or at after school sessions, to develop their work and an complete work of an ambitious nature
- Students should have a keen interest in art and design within a wider context and we encourage students to see exhibitions with their family, watch art documentaries on television and to follow artists/photographers on social media
- Encourage your child to use GCSE Art & Design Bitesize. This provides a supportive guide for this course

# Food Preparation and Nutrition

## Knowledge taught in Year 11:

Autumn	Spring	Summer
<p><b>NEA 1</b></p> <p>Students begin the course by completing their NEA1 assessment, investigating the working characteristics and the functional and chemical properties of ingredients ,by conducting scientific investigations.</p>	<p><b>NEA 2 – Planning and Making Final Dishes</b></p> <p>Students complete a three-hour practical exam as part of their NEA2 assessment and analyse their products' nutritional and cost data.</p>	<p><b>Revision and Exam Preparation</b></p> <p>Building on the knowledge they have already learned, students will revise a range of topics needed for the written exam, focussing on food, nutrition &amp; health and food safety.</p>
<p><b>NEA 2 – Demonstrating Technical Skills</b></p> <p>Students will design and prepare a range of dishes suitable for a particular context, demonstrating a range of complex technical skills.</p>	<p><b>Food Choice &amp; Food Science</b></p> <p>Students will investigate factors that affect food choice, why food is cooked and how heat is transferred to food (while building exam techniques for the written exam).</p>	<p><b>Extended Response Exam Technique and Revision</b></p> <p>Students focus on revising food science, food choice and food safety topics, whilst developing techniques to answer long response questions in the written exam.</p>

## Assessment Information:

Component	What is assessed?	Duration	Weighting	When?
Paper 1	Section A: Multiple choice questions (20 marks) Section B: Five questions with a number of sub questions (80 marks)	1 hr 45 min	50%	Summer 2023
NEA1	Food Investigation Task	10 hrs	15%	Autumn 2022
NEA2	Food Preparation Task	20 hrs	35%	Spring 2023

## Main skills developed in Year 11:

- Develop a range of high level complex practical skills
- Apply principles of food safety in practical situations
- Develop an extensive knowledge of nutrition and food commodities
- Apply knowledge and understanding gained from practical and theory lessons to research, analyse and evaluate information

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

- Encourage your child to be organised for practical lessons, ensuring they have ingredients and a clean apron
- Encourage your child to share their homework tasks with you and therefore check their own accuracy, presentation and depth before handing any homework in
- Encourage your child to complete assessed tasks by deadlines set
- Encourage your child to practice technical skills at home



# Geography

## Knowledge taught in Year 11:

Autumn	Spring	Summer
<p><b>Physical &amp; Human Fieldwork</b></p> <p>Students will conduct a piece of physical and human fieldwork at the coast and York. Students will learn how an enquiry process works and design an enquiry question, collecting data on a fieldtrip and completing a write up analysis and conclusion of their findings.</p>	<p><b>Ecosystems, Biodiversity &amp; Management</b></p> <p>Students will study the distribution and characteristics of global and UK ecosystems and a focus on case studies in tropical rainforests and deciduous woodlands.</p>	<p><b>Revision and Exam Skills</b></p> <p>Students spend the summer term revising the topics covered in Year 10 and Year 11. Students also focus on further developing their exam technique.</p>
<p><b>Changing Cities</b></p> <p>Within this topic students will look at global urban processes and trends and focus on detailed case studies of a major UK city (Leeds) and a major city in a developing/emerging country (Sao Paulo)</p>	<p><b>UK Challenges &amp; Revision</b></p> <p>In this topic students are required to draw across their knowledge and understanding of the UK, from the physical and human geography topics we have studied over the two years in order to investigate contemporary challenges for the UK.</p>	

## Assessment Information:

Component	What is assessed?	Duration	Weighting	When?
Paper 1: The Physical Environment	Physical geography: Weather Hazards and Climate Change, UK Changing Landscapes, Ecosystems, Biodiversity and Management.	1 hr 30 min	37.5%	Summer 2023
Paper 2: The Human Environment	Human Geography: Global Development, Changing Cities, Resource Management.	1 hr 30 min	37.5%	Summer 2023
Paper 3: Geographical Investigations: Fieldwork and UK Challenges	Physical and Human Fieldwork and UK Challenges.	1 hr 30 min	25%	Summer 2023

**Main skills developed in Year 11:**

- Graphical and cartographical skills
- Technological skills including ICT and GIS
- Interpersonal skills through debate and discussion
- Literacy and numeracy skills
- Problem-solving skills

**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 GCSE BBC Bitesize or their exercise books) when completing homework
- Encourage your child to revise for end of unit assessments

# Health and Social Care

## Knowledge taught in Year 11:

Autumn	Spring	Summer
<p><b>Communicating and working with individuals in health, social care and early years settings</b></p> <p>Students will complete the final task of the OCR assignment, to demonstrate that they are able to communicate effectively within a health, social care and early years setting.</p>	<p><b>Understanding body systems and disorders</b></p> <p>Students will look at the respiratory and cardiovascular system, exploring their structure and function, the disorders that can affect them and also interpret data obtained from measuring body rates from these systems.</p>	<p><b>Understanding body systems and disorders</b></p> <p>Students will look at the digestive system, exploring the structure and function, the disorders that can affect it and also interpret data obtained from measuring body rates from this system.</p>

## Assessment Information:

Component	What is assessed?	Duration	Weighting	When?
RO22 Task 4	LO3 Be able to communicate effectively within a health, social care and early years setting In this task you will plan and participate in a one to one and group interaction applied to a health, social care or early years setting.	9 hrs	40%	Autumn 2022
RO23 Task 1	Understanding body systems and disorders In this task you will show how the cardiovascular system works, what disorders affect this system and how to interpret data obtained from measuring body rates.	3 hrs 30 min	33⅓%	Spring 2023
RO23 Task 2	Understanding body systems and disorders In this task you will show how the respiratory system works, what disorders affect this system and how to interpret data obtained from measuring body rates.	3 hrs 30 min	33⅓%	Spring 2023
RO23 Task 3	Understanding body systems and disorders In this task you will show how the digestive system works, what disorders affect this system and how to interpret data obtained from measuring body rates.	3 hrs 30 min	33⅓%	Summer 2023

**Main skills developed in Year 11:**

- Communicating effectively with individuals or groups
- Researching topic areas and recording research sources, then using them to interpret findings and present evidence
- Planning creative activities which will involve managing time and identifying aims, purpose, resources and methods
- Creating, presenting and delivering information to a group or individual

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

- Encourage your child to read a range of high-quality resources including newspaper articles, blogs and relevant books
- Encourage your child to review and redraft their written work to ensure they achieve the best possible outcome in their coursework
- Encourage your child to share their homework tasks with you and therefore check their own accuracy, presentation and depth before handing any homework in

# History

## Knowledge taught in Year 11:

Autumn	Spring	Summer
<p><b>Weimar and Nazi Germany, 1918–39</b></p> <p>Students will look at the rise of the Nazi Party and the impact that this has on German civilians.</p>	<p><b>Anglo-Saxon and Norman England, c1060–88</b></p> <p>Students will study how William the Conqueror won the crown of England at the Battle of Hastings and how he then worked to secure his reign from the rebellious English.</p>	<p><b>Revision</b></p> <p>Students will have the opportunity to revise key content for all four examined units. They will also work on different revision strategies and techniques for remembering key content.</p>
<p><b>The British sector of the Western Front, 1914–18: injuries, treatment and the trenches</b></p> <p>Students will return to the medicine unit to consider how medicine advanced due to the nature of fighting on the Western Front during WWI.</p>	<p><b>Anglo-Saxon and Norman England, c1060–88</b></p> <p>Students will consider the progress made in understanding cause, prevention and treatment of disease during the Industrial period.</p>	<p><b>Revision</b></p> <p>Students will revisit key exam technique to help them to answer the different question styles successfully. This includes working on sources and interpretation analysis.</p>

## Assessment Information:

Component	What is assessed?	Duration	Weighting	When?
Paper 1	Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches	1 hr 15 min	30%	Summer 2023
Paper 2	Anglo-Saxon and Norman England, c1060-88 The American West, c1835-c1895	1 hr 45 min	40%	Summer 2023
Paper 3	Weimar and Nazi Germany, 1918-1939	1 hr 20 min	30%	Summer 2023

**Main skills developed in Year 11:**

- Knowledge and understanding of the past including change and continuity, causation and consequences
- Analysis of primary source material
- Understanding the interpretations of historians
- Understanding of the historical environment

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

- Encourage your child to make revision flashcards and spider diagrams to consolidate key events and people
- Test your child on key dates and events
- Talk to your child about their history homework and encourage them to complete it to the best of their ability

# Maths

## Knowledge taught in Year 11:

Autumn	Spring	Summer
<b>Probability</b> Students look at outcomes of events and calculate the probabilities associated with combined events.	<b>Improvement from mock</b> Students revisit topics which they need to improve from the mock. They further improve their exam technique by practising past paper questions on these topics, after the content has been re-taught.	<b>Final exam preparation</b> Students focus on switching quickly between different topics, as they will have to do in their final GCSE exams. They look in detail at multi-step questions and those questions that require links to be made between different parts of mathematics.
<b>Mock Revision</b> Students practise past paper questions on key topics. They are given guidance about the formulae that is given to them in the exam and those that they need to memorise.		

## Assessment Information:

Component	What is assessed?	Duration	Weighting	When?
Paper 1	Content from any part of the specification may be assessed. Non-calculator paper.	1 hr 30 min	33⅓%	Summer 2023
Paper 2	Content from any part of the specification may be assessed. Calculator paper.	1 hr 30 min	33⅓%	Summer 2023
Paper 3	Content from any part of the specification may be assessed. Calculator paper.	1 hr 30 min	33⅓%	Summer 2023

### **Main skills developed in Year 11:**

- Number work using whole numbers, decimals, fractions and percentages Algebra work including expanding and factorising to manipulate algebraic expressions; plotting and recognising graphs; and solving equations and inequalities
- Ratio and proportion work with direct and inverse proportion equations and comparison of prices and deals.
- Geometry and measures work with constructions and trigonometry work.
- Statistics work with averages and graphs
- Probability work including using and interpreting Venn diagrams.

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

- Make sure your child has a working scientific calculator for all lessons
- Encourage your child to show any working even if they are not sure that it is correct and to make sure working is clear
- Ask your child to explain their method on answers if they have not written it down.
- Encourage your child to use notes in their book or mathswatch videos to help find a solution to homework questions when they are stuck
- Encourage your child to talk you through work they have completed in class and to explain the steps and vocabulary used



# Media Studies

## Knowledge taught in Year 11:

Autumn	Spring	Summer
<p><b>Component 3 NEA</b></p> <p>Students will continue coursework from year 10, collating their own evidence to fit the brief and work on developing Photoshop skills to put together a final piece for assessment.</p>	<p><b>Component 2 Crime Drama</b></p> <p>Students will analyse shot types, sound, genre conventions and representation with both a modern day and historic crime drama.</p>	<p><b>Component 2 Revision</b></p> <p>Students will revise all elements of component 2 in preparation for the exams.</p>
<p><b>Component 2 (section A &amp;B) Music Videos</b></p> <p>Students will explore how music videos are constructed to present brand identity and what makes up the music industry.</p>	<p><b>Component 1 (Section A) Unseen comparison</b></p> <p>Students will analyse the unseen element of the exam including: newspapers, magazines and advertising.</p>	

## Assessment Information:

Component	What is assessed?	Duration	Weighting	When?
Component 1	Magazines, newspapers, gaming, unseen, radio	1 hr 30 min	35%	Summer 2023
Component 2	Music videos, crime drama	1 hr 30 min	35%	Summer 2023
NEA	Original images, matching purpose and audience, accuracy of using software	N/A	30%	Spring 2023

**Main skills developed in Year 11:**

- To develop students' independence and resilience when studying new products from a range of contexts
- To recognise that different media platforms and products are constructed in differing ways depending on brand ideologies and target audiences
- To understand how media influences society and how this has changed over the years
- To write with increasing accuracy and confidence using subject terminology and theory
- To work independently, using knowledge of frameworks throughout KS4 to craft an original piece of work for assessment

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

- Encourage students to engage with editing software such as Photoshop so they are familiar with this before their coursework begins
- Encourage your child to review and redraft their written work for improved technical accuracy
- Encourage your child to share their homework tasks with you and therefore check their own accuracy, presentation and depth before handing any homework in

# Modern Foreign Languages - French

## Knowledge taught in Year 11:

Autumn	Spring	Summer
<p><b>The World of work</b></p> <p>Students will talk about different jobs and preferences, looking at job applications and future career opportunities.</p>	<p><b>The World Around us</b></p> <p>Students will look at social and global concerns with a focus on ethical and environmental issues, giving their opinions and also considering other viewpoints.</p>	<p><b>Final Exams</b></p> <p>Students will complete their speaking assessment and further practice for all final papers in the other skills. Some of their exam papers may be timetabled for this half term.</p>
<p><b>Revision and Exam Preparation</b></p> <p>Students will revise key grammar and vocabulary from previous topics and practise exam skills.</p>	<p><b>Revision and Exam Preparation</b></p> <p>Students will revise key grammar and vocabulary from previous topics and practise exam skills.</p>	<p><b>Final Exams</b></p> <p>Students will revise key topics, practise past paper questions and they will sit the remaining exam papers.</p>

## Assessment Information:

\*All papers are entered at either Foundation or Higher tier. There is no mixing of tiers allowed.

Component	What is assessed?	Duration	Weighting	When?
Paper 1 Listening	Understanding and responding to different types of spoken language.	35 min F 45 min H	25%	Summer 2023
NEA Speaking	Communicating and interacting effectively in speech for a variety of purposes.	7-9 min F 10-12 min H	25%	Summer 2023
Paper 3 Reading	Understanding and responding to different types of written language.	45 min F 1 hr H	25%	Summer 2023
Paper 4 Writing	Communicating effectively in writing for a variety of purposes.	1 hr F 1 hr 15 min H	25%	Summer 2023

**Main skills developed in Year 11:**

- The ability to understand simple language expressed in a variety of ways
- The ability to communicate in both written and spoken French at a basic level that could be understood by native speakers
- Improved literacy skills through a better understanding of grammar and vocabulary
- Confidence in communication through regular interaction
- Resilience through the need to learn from mistakes in order to improve further

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

- Encourage your child to learn vocabulary on a regular basis and if possible work with them on this
- Encourage your child to use our suggested websites (below) to do further practice of vocabulary and grammar
- Encourage your child to use their exercise books or revision guides and workbooks to go over topic content and exam style questions
- Check that your child is doing their homework on time and to the best of their ability

**The following websites are recommended to help your child's learning:**

- [www.wordreference.com](http://www.wordreference.com) (online dictionary)
- [www.pearsonactivelearn.com](http://www.pearsonactivelearn.com)
- [www.sentencebuilders.com](http://www.sentencebuilders.com)
- <https://uk.language-gym.com>
- [www.memrise.co.uk](http://www.memrise.co.uk)
- [www.quizlet.co.uk](http://www.quizlet.co.uk)
- [www.seneca.co.uk](http://www.seneca.co.uk)

# Modern Foreign Languages - Spanish

## Knowledge taught in Year 11:

Autumn	Spring	Summer
<p><b>The World of Work</b></p> <p>Students will talk about different jobs and preferences, looking at job applications and future career opportunities.</p>	<p><b>The World Around Us</b></p> <p>Students will talk about healthy living and look at social and global concerns with a focus on environmental issues, debating positive and negative viewpoints.</p>	<p><b>Final Exams</b></p> <p>Students will complete their speaking assessment and further practice for all final papers in the other skills. Some of their exam papers may be timetabled for this half term.</p>
<p><b>Revision and Exam Preparation</b></p> <p>Students will revise key grammar and vocabulary from previous topics and practise exam skills.</p>	<p><b>Revision and Exam Preparation</b></p> <p>Students will revise key grammar and vocabulary from previous topics and practise exam skills.</p>	<p><b>Final Exams</b></p> <p>Students will revise key topics, practise past paper questions and they will sit the remaining exam papers.</p>

## Assessment Information:

\*All papers are entered at either Foundation or Higher tier. There is no mixing of tiers allowed.

Component	What is assessed?	Duration	Weighting	When?
Paper 1 Listening	Understanding and responding to different types of spoken language.	35 min F 45 min H	25%	Summer 2023
NEA Speaking	Communicating and interacting effectively in speech for a variety of purposes.	7-9 min F 10-12 min H	25%	Summer 2023
Paper 3 Reading	Understanding and responding to different types of written language.	45 min F 1 hr H	25%	Summer 2024
Paper 4 Writing	Communicating effectively in writing for a variety of purposes.	1 hr F 1 hr 15 min H	25%	Summer 2024

### **Main skills developed in Year 11:**

- The ability to understand simple language expressed in a variety of ways
- The ability to communicate in both written and spoken Spanish at a basic level that could be understood by native speakers
- Improved literacy skills through a better understanding of grammar and vocabulary
- Confidence in communication through regular interaction
- Resilience through the need to learn from mistakes in order to improve further

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

- Encourage your child to learn vocabulary on a regular basis and if possible work with them on this
- Encourage your child to use our suggested websites (below) to do further practice of vocabulary and grammar
- Encourage your child to use their exercise books or revision guides and workbooks to go over topic content and exam style questions
- Check that your child is doing their homework on time and to the best of their ability

### **The following websites are recommended to help your child's learning:**

- [www.wordreference.com](http://www.wordreference.com) (online dictionary)
- [www.pearsonactivelearn.com](http://www.pearsonactivelearn.com)
- [www.sentencebuilders.com](http://www.sentencebuilders.com)
- <https://uk.language-gym.com>
- [www.memrise.co.uk](http://www.memrise.co.uk)
- [www.quizlet.co.uk](http://www.quizlet.co.uk)
- [www.seneca.co.uk](http://www.seneca.co.uk)

# Music

## Knowledge taught in Year 11:

Autumn	Spring	Summer
<p><b>NEA Coursework Composition to a Brief</b></p> <p>Students begin the year researching, planning and completing their composition to a brief and a free composition. They continue to build on their listening skills across the genres.</p>	<p><b>NEA Performance</b></p> <p>Students will prepare and complete solo and ensemble recordings for performances and any outstanding composition work. Students will revise their understanding of the set works and continue to practise their extended answers to exam style questions.</p>	<p><b>Revision</b></p> <p>Students will revise all areas of their study in preparation for their music listening exam.</p>
<p><b>NEA Coursework Free Composition Listening and Appraising Music</b></p> <p>Students work on their free composition and continue to practise their listening skills to answer questions based on genres studied to unfamiliar pieces of music.</p>	<p><b>NEA Performance Submission</b></p> <p>Students will record their performances and revise their understanding of Mozart Clarinet Concerto.</p>	

## Assessment Information:

Component	What is assessed?	Duration	Weighting	When?
Exam Paper	Section A: Questions related to unfamiliar music linked to Areas of Study 1 - 4 Section B: Extended answers to set work Mozart Clarinet Concerto and a chosen set work linked to an Area of Study	1 hr 30 min	40%	Summer 2023
NEA	Composition to a Brief Free Composition	N/A	30%	Summer 2022 - Spring 2023
NEA	Performance One solo performance One ensemble performance	N/A	30%	Final recordings submitted after March 2023

**Main skills developed in Year 11:**

- Performance skills on a chosen instrument or voice
- Composition techniques learnt through musical styles studied through performance and listening
- Describing, explaining and identifying musical features from a wide variety of musical styles
- Developing ensemble skills and musicianship

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

- Encourage independent practice on a musical instrument or voice
- Encourage your child to begin music instrumental lessons to support technique and performance skill
- Encourage your child to take part in extra-curricular music activities to build confidence, benefit from opportunity and experience through music performances



# Physical Education

## Knowledge taught in Year 11:

Autumn	Spring	Summer
<p><b>Socio-cultural issues</b></p> <p>Students will study the sociocultural aspects of modern day sport and physical activity affecting participation and performance.</p>	<p><b>Sport Psychology</b></p> <p>Students will study how sports psychology can aid sports performers of all abilities and develop a better understanding of the need for a healthy active lifestyle.</p>	<p><b>Revision for Paper 1 and Paper 2.</b></p> <p>Students will build on the revision started in the spring term to consolidate knowledge developed over the two year course.</p>
<p><b>Analysing and Evaluating Performance (AEP), task-based NEA</b></p> <p>Students will start to research and complete the NEA AEP task as coursework, looking at their main sport, alongside ongoing practical moderation.</p>	<p><b>Performance of three activities taken from the two approved lists:</b></p> <ul style="list-style-type: none"> <li>• one from the 'individual' list</li> <li>• one from the 'team' list</li> <li>• one other from either list.</li> </ul> <p>Students will complete the final practical moderation for their three sports. Any external sports e.g. golf, skiing etc. must be supported by video evidence.</p>	

## Assessment Information:

Component	What is assessed?	Duration	Weighting	When?
Paper 1	Applied anatomy and physiology Physical training	1 hr	30%	Summer 2023
Paper 2	Socio-cultural influences sports psychology Health, fitness and well-being	1 hr	30%	Summer 2023
AEP + NEA	Practical activity assessment Evaluating and Analysing Performance (AEP)	Ongoing practical AEP 14hrs	40%	Assessed through the two years. Final moderation May 2023. AEP Year 10.

**Main skills developed in Year 11:**

- 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 an 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 an active healthy lifestyle and balanced diet
- Encourage your child to take part in extra- curricular activities
- 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

# Photography

## Knowledge taught in Year 11:

Autumn	Spring	Summer
<b>Mock Assignment</b>  Students pick from 5 starting points and complete a project on this theme, using skills and processes learnt and practised in Year 10. The mock exam is a chance to complete the project with a final outcome.	<b>Externally Set Assignment</b>  Students choose from eight starting points from the assignment paper from AQA. They will explore the concept chosen, through investigating the work of others, taking photos, testing editing techniques, developing ideas and planning for a final outcome which takes place over 10 hours (two days).	

## Assessment Information:

Component	What is assessed?	Duration	Weighting	When?
Component 1	Coursework	N/A	60%	N/A
Component 2	Externally set assignment (10 hours of controlled time to produce a final outcome) Preparation starts in January 2023	10 hrs	40%	April 2023

## Main skills developed in Year 11:

- Reflecting on work as it progresses
- How to edit photographs creatively using Adobe Photoshop but also through manual manipulation
- How to develop ideas within the context of other photographers and artists
- Realising their own intentions from a starting point, through to a personal, creative outcome

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

- Students are expected to spend at least 2 hours per week outside of lesson time on homework and/or at after school sessions, to develop their work and complete work of an ambitious nature
- Students should have a keen interest in art and design within a wider context and we encourage students to see exhibitions with their family, watch art documentaries on television and to follow artists/photographers on social media

# Religious Studies

## Knowledge taught in Year 11:

Autumn	Spring	Summer
<p><b>Crime and Punishment</b></p> <p>Students analyse the causes of crime and how both religious and non-religious people issue justice in the form of punishments and forgiveness.</p>	<p><b>Islamic Practices</b></p> <p>Students link previously learnt Islamic Beliefs to the Five Pillars practices: Shahadah - Declaring faith, Salah - Prayer, Zakah - charity giving, Sawm - Fasting and Hajj - Pilgrimage to Mecca.</p>	<p><b>Revision of Paper 1 Topics</b></p> <p>In preparation for the exam, students will recall learnt topics of Paper 1: Christian beliefs and practices and Islamic beliefs and practices.</p>
<p><b>Christian Practices</b></p> <p>Students learn how Christians put their beliefs into actions through worship, pilgrimage and helping others in the form of charity.</p>	<p><b>Peace and Conflict</b></p> <p>Students discover how religious and non-religious people respond to issues such as war, weapons of mass destruction, pacifism and persecution.</p>	<p><b>Revision of Paper 2 Topics</b></p> <p>In preparation for the exam, students will recall learnt topics of Paper 2: relationships and families; religion and life; peace and conflict; crime and punishment.</p>

## Assessment Information:

Component	What is assessed?	Duration	Weighting	When?
Paper 1	Christian Beliefs and Practices Islamic Beliefs and Practices	1 hr 45 min	50%	Summer 2023
Paper 2	Relationships and Families Religion and Life Peace and Conflict Crime and Punishment	1 hr 45 min	50%	Summer 2023

## Main skills developed in Year 11:

- Identify key terminology and explain contrasting religious views
- Explain and evaluate arguments within a debate and use religious evidence to support arguments

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

- Assist with the learning of key terminology for each topic
- Support with personalised ways of revision for end of topic assessments and key terms
- Keep an eye out in the news for any upcoming issues that may be of value to debate and discussion

# Science Trilogy - Biology

## Knowledge taught in Year 11:

Autumn	Spring	Summer
<b>Inheritance, Variation and Evolution</b>  Students study the laws of inheritance and how genes are passed from parents to offspring. We investigate natural selection and how organisms are classified into groups.	<b>Infection and Response and Bioenergetics</b>  Students learn about the four types of pathogens that cause infectious diseases, and how the body responds to these, as well as the design of the drugs to treat them. Students also study the processes of photosynthesis and respiration.	<b>Ecology</b>  Students investigate the relationships between organisms in an ecosystem, to understand the interdependence between organisms, as well as the impact humans have on the planet.
<b>Cell Biology and Organisation</b>  Students study the different types of cells, how they exchange substances and how they divide. They also study the organ systems of the body and how risk factors can affect health.	<b>Homeostasis</b>  Students study the control mechanisms of the body that ensure it works to its optimum efficiency.	

## Assessment Information:

Component	What is assessed?	Duration	Weighting	When?
Paper 1	Topics 1–4: Cell biology; Organisation; Infection and response; and Bioenergetics.	1 hr 15 min	50%	Summer 2023
Paper 2	Topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.	1 hr 15 min	50%	Summer 2023

**Main skills developed in Year 11:**

- Developing key scientific vocabulary
- Working safely and methodically to collect valid data, considering variables to control, measure and change
- Applying mathematical skills to analyse data to write accurate conclusions
- Using graph and mathematical skills to display data in the most appropriate format
- Evaluating the reliability of sources of evidence, and considering all viewpoints to make well thought out judgements

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

- Encourage your child to share their homework tasks with you each week
- Encourage your child to use other sources of information to help them (such as GCSE 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 start revising in Year 10 so that they are in good study habits for Year 11

# Science Trilogy - Chemistry

## Knowledge taught in Year 11:

Autumn	Spring	Summer
<b>Rates of Reaction Recap</b>  Students explore factors that affect the rate of chemical reactions and build on this to look at how industries manipulate the conditions of reversible reactions to maximise their profit.	<b>Energy Changes Recap</b>  Students will revisit how energy changes are an important part of chemical reactions. They will explore the interactions between particles and see how they can produce heating or cooling effects which are used in a range of everyday applications.	<b>Quantitative Analysis</b>  Students will explore the quantitative analysis of chemistry and how scientists use these methods to determine the purity of chemical samples and monitor their yield. Students will utilise their maths skills to carry out calculations to calculate purity, yield produce and the masses required for a chemical reaction to occur and reach completion.
<b>Chemical Changes – Metals</b>  Students will explore the reactions of metals and how and why they occur. They will look at the products that have been made during reactions and explore the reactions that occurred in order for metals to be obtained. This knowledge can then be used to identify ways to extract metals and use them.	<b>Using Resources Recap</b>  Students will explore the use of the earth's resources and how scientists look to minimise the use of limited resources, use of energy, waste and environmental impact in the manufacture of products.	<b>Revision</b>  Students will revise all aspects of the course and apply their knowledge through by practising of exam style questions.

## Assessment Information:

Component	What is assessed?	Duration	Weighting	When?
Paper 1	Topics 1–5: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; Energy changes	1 hr 15 min	50%	Summer 2023
Paper 2	Topics 6–10: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; Using resources. Questions in Paper 2 may draw on fundamental concepts and principles from sections 4.1 to 4.3.	1 hr 15 min	50%	Summer 2023

**Main skills developed in Year 11:**

- Development of scientific thinking
- Experimental skills and strategies
- Analysis and evaluation
- Scientific vocabulary, quantities, units, symbols and nomenclature

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

- Encourage your child to revisit and review past content to help build their chemistry knowledge
- Encourage your child to spend adequate time on homework tasks, utilising resources such as revision guides to ensure they are doing the best they can and therefore getting the most out of it
- Encourage your child to question the world around them and to build a wider knowledge of how the world works and why



# Science Trilogy - Physics

## Knowledge taught in Year 11:

Autumn	Spring	Summer
<p><b>Electromagnetism &amp; Magnetism</b></p> <p>Linking on from the circuits topic, we investigate how magnetic fields can be created and used as well as how electricity can be used to make motors and speakers. Students will study transformers and the generator effect using practical demonstrations.</p>	<p><b>Waves</b></p> <p>Students will study a wide range of applications of waves; from colour and the eye to earthquakes. We look at communication using waves as well as the dangers of ionising radiation.</p>	<p><b>Revision and Past Papers</b></p> <p>Students will experience exam type questions and how best to answer them. We will practise and develop exam technique whilst revising the last two year's content.</p>
<p><b>Forces</b></p> <p>This key topic covers learning about forces and their effects as well as motion and Newton's Laws of Motion. Content is linked to practical investigations and real-life examples.</p>	<p><b>Revision and Past Papers</b></p> <p>Students will experience exam style questions and how best to answer them. We will practise and develop exam technique whilst revising the last two year's content.</p>	

## Assessment Information:

Component	What is assessed?	Duration	Weighting	When?
Paper 1	<p>Topics 1-4 Energy, Electricity, Particle Model and Atomic Structure Multiple choice, structured, closed, short answer and open response.</p>	1 hr 15 min	50%	Summer 2023
Paper 2	<p>Topics 5-8 Forces, Waves, Electromagnetism and Space Multiple choice, structured, closed, short answer and open response.</p>	1 hr 15 min	50%	Summer 2023

**Main skills developed in Year 11:**

- Development of scientific thinking
- Experimental skills, analysis and evaluation
- Mathematical skills for physics
- Scientific vocabulary, quantities, units symbols and nomenclature

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

- Encourage your child to revisit past content and lessons to help build on their physics knowledge
- Encourage your child to share their homework tasks with you and therefore check their own accuracy, presentation and depth before handing any homework in
- Encourage your child to learn the physics equations. These can be found in the school planner

# Science Triple - Biology

## Knowledge taught in Year 11:

Autumn	Spring	Summer
<p><b>Inheritance, Variation and Evolution</b></p> <p>Students study the laws of inheritance and how genes are passed from parents to offspring. We investigate the effect of different mutations and their role in variation and natural selection. Students also study the different theories for evolution and how new species are produced.</p>	<p><b>Infection and Response and Bioenergetics</b></p> <p>Students learn about the four types of pathogens that cause infectious diseases, and how the body responds to these, as well as the design of the drugs to treat them. Students also study the processes of photosynthesis and respiration.</p>	<p><b>Ecology</b></p> <p>Students investigate the relationships between organisms in an ecosystem, to understand the interdependence between organisms, as well as the impact humans have on the planet.</p>
<p><b>Cell Biology and Organisation</b></p> <p>Students study the different types of cells, how they exchange substances and how they divide. They also study the organ systems of the body and how risk factors can affect health.</p>	<p><b>Homeostasis</b></p> <p>Students study the control mechanisms of the body that ensure it works to its optimum efficiency.</p>	

## Assessment Information:

Component	What is assessed?	Duration	Weighting	When?
Paper 1	Topics 1–4: Cell biology; Organisation; Infection and response; and Bioenergetics.	1 hr 45 min	50%	Summer 2023
Paper 2	Topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.	1 hr 45 min	50%	Summer 2023

**Main skills developed in Year 11:**

- Developing key scientific vocabulary
- Working safely and methodically to collect valid data, considering variables to control, measure and change
- Applying mathematical skills to analyse data to write accurate conclusions
- Using graph and mathematical skills to display data in the most appropriate format
- Evaluating the reliability of sources of evidence, and considering all view points to make well thought out judgements

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

- Encourage your child to share their homework tasks with you each week
- Encourage your child to use other sources of information to help them (such as GCSE 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 start revising in Year 10 so that they are in good study habits for Year 11

# Science Triple - Chemistry

Knowledge taught in Year 11:

Autumn	Spring	Summer
<p><b>Rates of Reaction</b></p> <p>Students explore factors that affect the rate of chemical reactions and build on this to look at how industries manipulate the conditions of reversible reactions to maximise their profit.</p>	<p><b>Energy Changes</b></p> <p>Students will revisit how energy changes are an important part of chemical reactions. They will explore the interactions between particles and see how they can produce heating or cooling effects which are used in a range of everyday applications. Students will apply it to the everyday use of chemical and fuel cells.</p>	<p><b>Quantitative Analysis</b></p> <p>Students will explore the quantitative analysis of chemistry and how scientists use these methods to determine the purity of chemical samples and monitor their yield. Students will utilise their maths skills to carry out calculations to calculate purity, yield produce and the masses required for a chemical reaction to occur and reach completion. Students will also perform calculations that allow them to work out the percentage of the reactants that are transferred in to products and the percentage they have obtained compared to what they theoretically could obtain.</p>
<p><b>Chemical Changes – Metals</b></p> <p>Students will explore the reactions of metals and how and why they occur. They will look at the products that have been made during reactions and explore the reactions that occurred in order for metals to be obtained. This knowledge can then be used to identify ways to extract metals and use them.</p>	<p><b>Using Resources Recap</b></p> <p>Students will explore the use of the earth's resources and how scientists look to minimise the use of limited resources, use of energy, waste and environmental impact in the manufacture of products. Students will explore the properties of these products and the links between their properties and their usage.</p>	<p><b>Organic Chemistry</b></p> <p>Students will complete the last section of their course. This utilises their knowledge from the acids and alkalis topic, learning about a procedure called titration. Titration allows students to accurately workout the precise volumes of acid and alkali required to neutralise each other.</p>

## Assessment Information:

Component	What is assessed?	Duration	Weighting	When?
Paper 1	Topics 1–5: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; Energy changes.	1 hr 45 min	50%	Summer 2023
Paper 2	Topics 6–10: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; Using resources. Questions in Paper 2 may draw on fundamental concepts and principles from sections 4.1 to 4.3.	1 hr 45 min	50%	Summer 2023

### Main skills developed in Year 11:

- Development of scientific thinking
- Experimental skills and strategies
- Analysis and evaluation
- Scientific vocabulary, quantities, units, symbols and nomenclature

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

- Encourage your child to revisit and review past content to help build their chemistry knowledge
- Encourage your child to spend adequate time on homework tasks, utilising resources such as revision guides to ensure they are doing the best they can and therefore getting the most out of it
- Encourage your child to question the world around them and to build a wider knowledge of how the world works and why

# Science Triple - Physics

## Knowledge taught in Year 11:

Autumn	Spring	Summer
<p><b>Electromagnetism &amp; Magnetism</b></p> <p>Linking on from the circuits topic, students will investigate how magnetic fields can be created and used as well as how electricity can be used to make motors and speakers. Students will then study transformers and the generator effect using practical demonstrations.</p>	<p><b>Waves</b></p> <p>Students study a wide range of applications of waves; from colour and the eye to earthquakes. We look at communication using waves as well as the dangers of ionising radiation.</p>	<p><b>Revision and Past Papers</b></p> <p>Students will experience exam type questions and how best to answer them. We will practise and develop exam technique whilst revising the last two year's content.</p>
<p><b>Forces</b></p> <p>This key topic covers learning about forces and their effects as well as motion and Newton's Laws of Motion. Content is linked to practical investigations and real-life examples.</p>	<p><b>Space Physics</b></p> <p>Students will learn about the life cycle of stars as well as theories and evidence about how the universe started.</p>	

## Assessment Information:

Component	What is assessed?	Duration	Weighting	When?
Paper 1	<p>Topics 1-4 Energy, Electricity, Particle Model and Atomic Structure Multiple choice, structured, closed, short answer and open response</p>	1 hr 45 min	50%	Summer 2023
Paper 2	<p>Topics 5-8 Forces, Waves, Electromagnetism (taught in Yr 11) Multiple choice, structured, closed, short answer and open response</p>	1 hr 45 min	50%	Summer 2023

**Main skills developed in Year 11:**

- Development of scientific thinking
- Experimental skills, analysis and evaluation
- Mathematical skills for physics
- Scientific vocabulary, quantities, units, symbols and nomenclature

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

- Encourage your child to revisit past content and lessons to help build on their physics knowledge
- Encourage your child to share their homework tasks with you and therefore check their own accuracy, presentation and depth before handing any homework in
- Encourage your child to learn the physics equations. These can be found in the school planner



# Sports Studies

## Knowledge taught in Year 11:

Autumn	Spring	Summer
<p><b>Sports and the Media</b></p> <p>In this unit students will understand the different sides of a range of media sources and how to apply real life examples to show the nature of the relationship between media and sport, learning how rapid development in technology is enabling sport to be viewed, replayed and discussed whenever and wherever the spectator wants.</p>	<p><b>Contemporary issues in Sport</b></p> <p>Students will understand a range of topical and contemporary issues in sport, including learning about participation levels and barriers to completing sporting activities. They will also learn how participation is impacted by the promotion of values and ethical behaviour, high-profile sporting events, the role of national governing bodies and how technology is used within sport.</p>	

## Assessment Information:

Component	What is assessed?	Duration	Weighting	When?
Performance and Leadership in Sports Activities	<ul style="list-style-type: none"> <li>• Key components of performance</li> <li>• Applying practice methods to support improvement in a sporting activity</li> <li>• Organising and planning a sports activity session</li> <li>• Leading a sports activity session</li> <li>• Reviewing your own performance in planning and leading a sports activity session</li> </ul>	48 hrs	40%	Spring 2023
Sports and the Media	<ul style="list-style-type: none"> <li>• The different sources of media that cover sport</li> <li>• Positive effects of the media in sport</li> <li>• Negative effects of the media in sport</li> </ul>	24 hrs	20%	Autumn 2022
Contemporary issues in sport	<p>Issues which affect participation in sport</p> <ul style="list-style-type: none"> <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>	48 hrs	40%	Summer 2022

**Main skills developed in Year 11:**

- Understanding contemporary issues in sport and how they impact on different sporting activities
- Applying skills as both a performer in two sporting activities and as a leader in one sporting activity
- Using initiative to solve problems and make decisions when dealing with rapidly changing conditions and situations
- Understanding the relationship between the media and applying this to real life examples
- Evaluating and interpreting the different ways in which sport is represented in the media
- Participating in an outdoor and adventurous activity in a natural setting and environment

**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
- 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



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