Y11 CURRICULUM GUIDE

DRIFFIELD
SCHOOL
& SIXTH FORM

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.

APEX	Miss M Watt
Business	Mr A Soar
Child Development	Mrs R Backhouse
Computer Science	Mr D Arrowsmith-Cooper
Design & Technology	Mr J Beasley-Hall
Digital Information Technology	Mr D Arrowsmith-Cooper
Drama	Mr A Colley
Engineering	Mr J Beasley-Hall
English	Dr K Compton
Enterprise and Marketing	Mr A Soar
Fine Art	Miss E Appleby
Food Preparation and Nutrition	Mr J Beasley-Hall
Geography	Mrs C Vicary
Health and Social Care	Mrs R Backhouse
History	Mrs A Burnitt
Maths	Mrs C Hogben
Media Studies	Dr K Compton
Modern Foreign Languages	Miss A Ingham
Music	Mr B Couper
Physical Education	Mr A Duke
Photography	Miss E Appleby
Religious Studies	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
Does Religion Cause Conflict? Students will look at whether religious is a power for peace or does it cause conflict, and how religious groups respond to conflict and extremism.	**Is Death the End?** 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.	**Healthy Lifestyles** Throughout this unit, students will continue to develop their understanding of different types of addiction and peer pressure within society. This will link into exam pressures and how students can support themselves during this time.
Relationships and Sex Education Students will develop their knowledge on how to stay safe in sexual relationships as well as choices around pregnancy and parenting skills.	**Healthy Lifestyles** 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.	

Our Year 11 Curriculum goals:

- To provide age appropriate PSHE (Personal, Social, Health, Economic) 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
Growing a Business Students will learn about business growth and the impact of globalisation on businesses.	**Making Operational Decisions** Students will learn how businesses operate, including production methods, working with suppliers and managing quality.	**Making Human Resource** Decisions Students will learn how businesses manage their staff, including recruitment, training and motivating. **Exam Revision** 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.
Making Marketing Decisions Students will learn about the marketing mix and how businesses uses it to make business decisions.	**Making Financial Decisions** Students will learn how businesses manage their finances and make progress with understanding key financial terms and how to use them. This includes terms such as; break even, profit and loss accounts and cash flow forecasts.	

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Paper 1	Topic 1.1 Enterprise and entrepreneurship Topic 1.2 Spotting a business opportunity Topic 1.3 Putting a business idea into practice Topic 1.4 Making the business effective Topic 1.5 Understanding external influences on business	1 hour 45 minutes	50%	Summer term Year 11
Paper 2	Topic 2.1 Growing the business Topic 2.2 Making marketing decisions Topic 2.3 Making operational decisions Topic 2.4 Making financial decisions Topic 2.5 Making human resource decisions	1 hour 45 minutes	50%	Summer term Year 11

Main skills developed:

- 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.

Child Development

Knowledge taught in Year 11:

Autumn	Spring	Summer
RO59 Completing NEA Students will complete the NEA for their observation. Comparing their findings to the norms. They will then plan and evaluate play activities for a child to promote physical development.	**RO57 Examined Unit Pre-conception Health, Reproduction, Antenatal Care and Preparation for Birth** Students will revise the importance of being healthy before and during pregnancy.	**RO57 Examined Unit Postnatal Checks, Postnatal Care, Conditions for Development, Childhood Illnesses and Child-safe Environments.** Revision about the importance of being healthy before and during pregnancy and how to prevent and manage childhood illnesses, and how to create a safe environment.

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
NEA RO58 Create a safe environment and understand the nutritional needs of children from birth to five years.	Task 1 – Choose essential equipment for OCR Day Nursery Task 2 – Identify and prevent accidents in OCR Day Nursery Task 3 – Recommend healthy meal choices	12-14 hours	60 marks	Spring term Y11
External Examination RO57 Health and well-being for child development	Pre-conception health and reproduction Antenatal care and preparation for birth Postnatal checks, postnatal care and the conditions for development Childhood illnesses and a child-safe environment.	1 hour 15 minutes	48 guided learning hours	Summer term Year 11

Main skills developed:

- 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/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.

Computer Science

Knowledge taught in Year 11:

<table>
<tr><th>Autumn</th><th>Spring</th><th>Summer</th></tr>
<tr><td>4.1 Networks
Students will learn what wired and wireless networks are, the use of common topologies and protocols, the structure of the internet and network speed and bandwidth.</td><td>5.1/2 Environmental, Ethical and Legal Issues
Students will learn about the ethical and legal issues raised by the use of personal data, AI, robotics and Intellectual Property and the environmental impact of digital devices</td><td rowspan="2">Exam Technique & Revision
Students will spend time practising with various aspects of exam technique already considered through the course. They will also complete a variety of activities to recap and revise all aspects of the course in preparation for final exams.

There will also be dedicated practise time for the practical programming exam (paper 2) to ensure students are familiar with the format and requirements.</td></tr>
<tr><td>4.2 Network Security
Students will learn the importance of security, ways to identify vulnerabilities and methods of protecting networks against attacks.</td><td>5.3 Cybersecurity
Students will learn about the threats to digital systems from malware, hacking, and the use of social engineering, as well as the methods used to protect systems.</td></tr>
<tr><td colspan="3">6 Programming in Python
In addition to continued practice on the techniques learned in Year 10, students will learn the principles of robust programming, the use of data structures and how to store and retrieve data from CSV files.</td></tr>
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Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Paper 1	Principles of Computer Science (Written examination) Computational Thinking; Data; Hardware & Software; Networks; Issues & Impact	1 hour 30 mins	50%	Summer term Year 11
Paper 2	Application of Computational Thinking (Onscreen examination) Understanding algorithms; reading, writing and refining programs	2 hours	50%	Summer term Year 11

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

Computer Science

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 us 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.

Design and Technology

Knowledge taught in Year 11:

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

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Exam Paper: Principles of Design and Technology	Section A: Core Knowledge Section B: In-depth knowledge (specialist material area)	2 hours	50%	Summer term Year 11
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 hours	50%	Summer term Year 11

Main skills developed:

- 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.

Digital Information Technology

Knowledge taught in Year 11:

Autumn	Spring	Summer
Component 1: Exploring User Interface Design Principles and Project Planning Techniques Students will complete the creation of their interface and then evaluate and review using formal evaluation techniques, before using the review and feedback to make improvements.	**Component 3: Effective Digital Working Practices** 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:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Component 2	Exploring User Interface Design Principles and Project Planning Techniques (Internally Assessed Coursework)	n/a	30%	Internally Assessed Autumn term Year 11
Component 3	Effective Digital Working Practices (Externally Assessed Written Exam)	1 hour 30 minutes	40%	Summer term Year 11

Main skills developed in Year 11:

- Key information technology vocabulary
- 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.
- Students 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).

Drama

Knowledge taught in Year 11:

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

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Component 1 (NEA)	Devising Theatre: Learners must produce: a portfolio of supporting evidence Learners must produce an evaluation of the final performance	900 words 1 hour 30 mins	40%	Summer term Year 10
Component 2 (NEA)	Performing from a Text Learners participate in a scripted performance using sections of text from a published play	15 mins	20%	Spring term Year 11
Component 3 (Exam Paper)	Interpreting Theatre Section A: A series of questions on one set text Section B: Live Theatre Review questions	1 hour 30 minutes	40%	Summer term Year 11

Drama

Main skills developed:

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

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

- Encourage practicing 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.
- Students 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).

Engineering

Knowledge taught in Year 11:

Autumn	Spring	Summer
Principles of Engineering Design Students will return to the exam content of the course by revising the approaches to the design process, including iterative, sustainable and user centred design.	**Principles of Engineering Design** Students will continue to learn about different factors that affect the development of products including systems design, sustainability and the circular economy.	**Principles of Engineering Design** Students will continue to learn about industrial processes before revising content from the year in preparation for their exam.
Communicating Designs Students continue this unit by developing their skills in sketching designs and learning to develop their ideas into engineering drawings.	**Communicating Designs** Students will begin their second formally assessed piece of coursework, using the design skills they have been developing to create a solution to a brief provided by the exam board.	**Communicating Designs** Students will complete and submit their coursework following the development and testing of industry standard CAD models and engineering drawings.

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
R038	Written exam: Principles of engineering design	1 hour 15 minutes	40%	Summer term Year 11
R040	NEA: Design, evaluation and modelling	Approx 12 hours	30%	Summer term Year 11

Main skills developed:

- Understanding of the design process and its different approaches
- Understanding of how engineers research and design solutions
- Creation and presentations of a range of design ideas
- Development of design ideas into formal engineering drawings
- Presentation and testing of rendered CAD models

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

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
English Language Paper 1	Section A: Reading (one literature fiction text) Section B: Writing (descriptive or narrative)	1 hour 45 minutes	50% Language GCSE	Summer term Year 11
English Language Paper 2	Section A: Reading (two literary non-fiction texts) Section B: Writing (Presenting a viewpoint)	1 hour 45 minutes	50% Language GCSE	Summer term Year 11
English Literature Paper 1	Section A: Shakespeare's Macbeth (extract and analysis) Section B: 19th Century novel A Christmas Carol (extract and analysis)	1 hour 45 minutes	40% Literature GCSE	Summer term Year 11

Main skills developed:

- 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 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.

Enterprise and Marketing

Knowledge taught in Year 11:

Autumn	Spring	Summer
Promotion Campaign Students will learn how to create a promotional campaign for a brand or product. **Branding** Students will learn how to develop brand identity to target a specific audience.	**Deliver a Professional Pitch** Students will learn how to deliver a professional pitch for a business proposal.	**Starting and Running an Enterprise** Students will learn the factors to consider when starting up and running an enterprise.
Plan and Pitch a Proposal Students will learn how to plan a professional pitch for a business proposal.	**Marketing Mix** Students will learn how to create a marketing mix to support a new product.	**Exam Revision** Students will revisit the topics that they need to improve based on classroom assessments. They will answer exam style questions on these topics to test their understanding and to improve their exam technique.

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Exam paper	Enterprise and marketing concepts	1 hour 15 minutes	50%	Summer term Year 11
NEA	Design a business proposal	N/A	30%	N/A
NEA	Market and pitch a business proposal	N/A	30%	N/A

Main skills developed:

- Verbal Communication/Presentation
- Research
- Analytical Skills
- Digital Presentation.

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

- Discuss topical business news stories with your child
- Discuss the set assignments with your child
- 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
Component 1: Portfolio Students should be developing and refining outcomes and developing new outcomes. They should ensure that all work is mounted and presented in folders with annotations to describe and explain their journey.	**Component 2 - Externally Set assignment** Students choose from eight starting points from the assignment paper from AQA. They will explore the chosen concept, through investigating the work of others, experimenting with materials and techniques, developing ideas and planning for a final outcome which takes place over 10 hours (two days). Once students have completed their exam they cannot work on this any longer, however they can still develop and refine Component 1 work: Portfolio.	

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Component 1	Portfolio (supporting unit: Portraiture) Portfolio (Sustained Unit: Student selects theme)	Coursework	60%	Component 1 Mock Exam July Year 10/ September Year 11
Component 2	Externally Set assignment included 10 hours of controlled time to produce a final outcome. Preparation starts in January of Year 11	10 hours	40%	April/May of Year 11

Main skills developed:

- 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.
- GCSE Art & Design Bitesize produce a supportive guide for this course.
- Art resource packs are available for purchase through parent links on our school website

Food Preparation & Nutrition

Knowledge taught in Year 11:

Autumn	Spring	Summer
NEA1 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.	**NEA2 – Demonstrating Technical Skills** Students will design and prepare a range of dishes suitable for a particular context, demonstrating a range of complex technical skills.	**Revision and Exam Preparation** Building on the knowledge they have already learned, students will revise a range of topics needed for the written exam, focussing on food, nutrition and health and food safety.
Food Choice and Food Science 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.	**NEA2 – Planning and Making Final Dishes** Students complete a three-hour practical exam as part of their NEA2 assessment and analyse their products' nutritional and cost data.	**Extended Response Exam Technique and Revision** Students focus on revising food science, food choice and food safety topics, whilst developing techniques to answer long response questions in the written exam.

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Paper 1	Section A: Multiple choice questions (20 marks) Section B: Five questions with a number of sub questions (80 marks)	1 hour 45 minutes	50%	Summer term Year 11
NEA 1	Food investigation task	10 hours	15%	Autumn term Year 11

Main skills developed:

- 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
Global Development Students will look into the causes and consequences of uneven global development around the world and look in detail at Tanzania as a case study.	**Resource Management** In this topic students will consider the spread of resources on both a UK and global scale and the pros and cons of renewable and non-renewable energy. They will focus on two case studies which compare how different countries are tackling the future of resource consumption.	**Revision** Students will revise the topics covered over the last two years.
Ecosystems, Biodiversity and Management Within this topic students will study the distribution and characteristics of global and UK ecosystems and a focus on case studies in tropical rainforests and deciduous woodlands.	**UK Challenges & Revision** 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 2 years in order to investigate contemporary challenges for the UK.	

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Edexcel A Paper 1: The Physical Environment	Physical geography – Weather Hazards and Climate Change, UK Changing Landscapes, Ecosystems, Biodiversity and Management.	1 hour 30 minutes	37.5%	Summer term Year 11
Edexcel A Paper 2: The Human Environment	Human Geography – Global Development, Changing Cities, Resource Management.	1 hour 30 minutes	37.5%	Summer term Year 11
Edexcel A Paper 3: Geographical Investigation: Fieldwork and UK Challenges	Physical and human Fieldwork and UK Challenges.	1 hour 30 minutes	25%	Summer term Year 11

Geography

Main skills developed:

- 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
RO34 Therapies and their Benefits Students will be looking at the different types of therapies and creative activities used in health and social care and their benefits to service users.	**RO34 Completing on NEA** Students will complete the NEA for Creative and Therapeutic Activities. This will include a delivery and evaluation of the activity.	**RO32 Effective Communication and Protecting Service Users and Service Providers** Students will discover why it is essential that care environments are healthy, hygienic and secure. In this unit they will explore the measures and procedures that are needed to protect those who use health and social care services.
RO34 Creative Activities and their Benefits Students will plan a creative activity for individuals or groups in a health and social care setting **RO34 Deliver a Creative Activity for Individuals or Groups in a Health and Social Care Setting** Students will use a range of skills and qualities to deliver a creative activity and then evaluate the activity.	**RO32 The Rights of Service Users in Health and Social Care Settings and Person Centred Values** Students will learn about the ways of supporting service user's rights and using effective communication skills so that they can provide person centred care.	

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
RO34 Creative and therapeutic activities	Task 1 - Task 2 -Deliver the planned creative activity Task 3 - Evaluate your own performance	4 hours 4 hours 4 hours	12 marks 12 marks 12 marks	Autumn half term 1 Year 11 Autumn half term 1 Year 11 Autumn half term 2 Year 11
RO32 Principles of care in health and social care settings	The rights of service users in health and social care settings Person-centred values Effective communication in health and social care settings Protecting service users and service providers in health and social care settings	1 hour 15 minutes	48 guided learning hours	Summer term Year 11

Health and Social Care

Main skills developed:

- 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/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
Weimar and Nazi Germany, 1918–39 Students will look at the rise of the Nazi Party and the impact that this had on German civilians.	**The British sector of the Western Front, 1914–18: injuries, treatment and the trenches** Students will return to the medicine unit to consider how medicine advanced due to the nature of fighting on the Western Front during WWI.	**Revision** Students will have the opportunity to revise key content for all four exam units. They will also work on different revision strategies and techniques for remembering key content.
Weimar and Nazi Germany, 1918-1939 Students will consider the early days of the Weimar Republic and the challenges it faced. They will then learn about the 'golden years' of Weimar.		**Revision** Students will revisit key exam technique to help them to answer the different question styles successfully. This includes working on sources and interpretation analysis.

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Paper 1	Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches	1 hour 20 minutes	30%	Summer term Year 11
Paper 2	Anglo-Saxon and Norman England, c1060-88 The American West, c1835-c1895	1 hour 50 minutes	40%	Summer term Year 11
Paper 3	Weimar and Nazi Germany, 1918-1939	1 hour 30 minutes	30%	Summer term Year 11

Main skills developed:

- 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
Inequality and Functions Students use function notation to deal with inputs and outputs. They plot and use a wide range of graphs, solve linear inequalities, and represent solutions on a number line. Higher tier students also explore graphical inequalities.	**Revision Informed by Mock Exam** 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.	**Final Exam Preparation** 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.
Probability Students look at outcomes of events and calculate the probabilities associated with combined events.		

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Paper 1	Content from any part of the specification may be assessed. Non-calculator paper.	1 hour 30 minutes	33.3%	Summer term Year 11
Paper 2	Content from any part of the specification may be assessed. Calculator paper.	1 hour 30 minutes	33.3%	Summer term Year 11
Paper 3	Content from any part of the specification may be assessed. Calculator paper.	1 hour 30 minutes	33.3%	Summer term Year 11

Main skills developed:

- Number work using whole numbers, decimals, fractions, and percentages through all their work
- 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
- Statistics work with graphs, charts and averages
- Geometry and measures work including vectors; constructions and loci; perimeter area and volume; and Pythagoras and trigonometry work

Maths

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 get 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
Component 3 NEA 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.	**Component 2 (section A & B) Music Videos** Students will explore how music videos are constructed to present brand identity and what makes up the music industry.	**Component 1 Revision** Students will revise all elements of this component in preparation for the exams.
Component 2 Crime Drama Students will analyse shot types, sound, genre conventions and representation with both a modern day and historic crime drama.	**Component 1 (Section A) Unseen Comparison** Students will analyse the unseen element of the exam including: newspapers, magazines and advertising.	**Component 2 Revision** Students will revise all elements of this component in preparation for the exams.

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Component 1	Magazines, newspapers, gaming, unseen, radio	1 hour 30 minutes	35%	Summer term Year 11
Component 2	Music videos, crime drama	1 hour 30 minutes	35%	Summer term Year 11
NEA	Original images, matching purpose and audience, accuracy of using software	N/A	30%	Summer term Year 11

Main skills developed:

- 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

Media Studies

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.

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Modern Foreign Languages French

Knowledge taught in Year 11:

Autumn	Spring	Summer
Travel and Tourism Students will describe past holidays, look at places of interest with a focus on francophone countries and talk about future travel plans.	**The Environment and Where People Live** Students will study their town and region, looking at positive and negative features, before discussing environmental problems in the world today and how we can protect the planet.	**Final Exams** Students will continue with revision and past paper practice for any remaining exams.
Media and Technology Students will look at the positive and negative aspects of using technology, in particular with mobile phones and social media platforms, as well as considering past and future developments in technology.	**Revision and Exam Preparation** Students will complete any remaining topic content and revise key grammar points, vocabulary and exam skills for all papers.	**Final Exams** Students will continue with revision and past paper practice for any remaining exams.

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

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Paper 1 Listening	Understanding and responding to spoken extracts comprising the defined vocabulary and grammar for each tier Section A – listening comprehension questions in English, to be answered in English or non-verbally Section B – dictation where students transcribe short sentences, including a small number of words from outside the prescribed vocabulary list	35 minutes (Foundation) 45 minutes (Higher)	25%	Summer term Year 11
Paper 2 NEA Speaking	Speaking using clear and comprehensible language. Role-play, reading aloud task and short conversation, photo card discussion and response to the content of the photos on the card, unprepared conversation.	7–9 minutes (Foundation) 10–12 minutes (Higher) (Plus 12 mins preparation time)	25%	Summer term Year 11

MFL - French

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Paper 3 Reading	Understanding and responding to written texts which focus predominantly on the vocabulary and grammar at each tier Section A – reading comprehension questions in English, to be answered in English or non- verbally Section B – translation from Spanish into English	45 minutes (Foundation) 1 hour (Higher)	25%	Summer term Year 11
Paper 4 Writing	Foundation tier – 5 tasks The student produces five short sentences in response to a photo, produces a short piece of writing in response to five compulsory bullet points (approximately 50 words in total), completes five short grammar tasks, translates from English into Spanish and produces a piece of writing in response to three compulsory bullet points (approximately 90 words in total). Higher tier – 3 tasks The student translates sentences from English into Spanish, produces a piece of writing in response to three compulsory bullet points (approximately 90 words in total) and completes an open-ended writing task in response to two bullets (approximately 150 words in total).	Written exam: 1 hour (Foundation) 1 hour 15 minutes (Higher)	25%	Summer term Year 11

Main skills developed:

- The ability to understand simple language expressed in a variety of ways both through reading and listening.
- 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 that will also have an impact on your child's English.
- 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 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.

Modern Foreign Languages Spanish

Knowledge taught in Year 11:

Autumn	Spring	Summer
Travel and Tourism Students will describe holiday preferences, past holidays including any problems, future travel plans and places of interest including in Latin American countries.	**The Environment and Where People Live** Students will study their town and region, looking at positive and negative features, before discussing environmental problems in the world today and how we can protect the planet.	**Final Exams** Students will continue with revision and past paper practice for any remaining exams.
Media and Technology Students will look at the positive and negative aspects of using technology, in particular with mobile phones and social media platforms, as well as considering past and future developments in technology.	**Revision and Exam Preparation** Students will complete their topic work before revising key grammar points, vocabulary and exam skills for all papers and they will sit a second mock speaking exam.	**Final Exams** Students will continue with revision and past paper practice for any remaining exams.

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Paper 1 Listening	Understanding and responding to spoken extracts comprising the defined vocabulary and grammar for each tier Section A – listening comprehension questions in English, to be answered in English or non-verbally Section B – dictation where students transcribe short sentences, including a small number of words from outside the prescribed vocabulary list	35 minutes (Foundation) 45 minutes (Higher)	25%	Summer term Year 11
Paper 2 NEA Speaking	Speaking using clear and comprehensible language. Role-play, reading aloud task and short conversation, photo card discussion and response to the content of the photos on the card, unprepared conversation	7–9 minutes (Foundation) 10–12 minutes (Higher) (Plus 12 mins preparation time)	25%	Summer term Year 11

MFL - Spanish

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Paper 3 Reading	Understanding and responding to written texts which focus predominantly on the vocabulary and grammar at each tier Section A – reading comprehension questions in English, to be answered in English or non- verbally Section B – translation from Spanish into English	45 minutes (Foundation) 1 hour (Higher)	25%	Summer term Year 11
Paper 4 Writing	Foundation tier – 5 tasks The student produces five short sentences in response to a photo, produces a short piece of writing in response to five compulsory bullet points (approximately 50 words in total), completes five short grammar tasks, translates from English into Spanish and produces a piece of writing in response to three compulsory bullet points (approximately 90 words in total). Higher tier – 3 tasks The student translates sentences from English into Spanish, produces a piece of writing in response to three compulsory bullet points (approximately 90 words in total) and completes an open-ended writing task in response to two bullets (approximately 150 words in total).	Written exam: 1 hour (Foundation) 1 hour 15 minutes (Higher)	25%	Summer term Year 11

Main skills developed:

- The ability to understand simple language expressed in a variety of ways both through reading and listening.
- 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 that will also have an impact on your child's English.
- 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 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.

Music

Knowledge taught in Year 11:

Autumn	Spring	Summer
Course Content **Students will cover the following** • The orchestral music of Copland • British music of Arnold, Britten, Maxwell-Davies and Tavener • The orchestral music of Zoltán Kodály and Béla Bartók • Minimalist music of John Adams, Steve Reich and Terry Riley. • Paul Simon Revision and Mozart Clarinet Concerto Revision • Composition to a Brief	**Revision** **Students will revise the following:** • The music of Broadway 1950s – 1990s • Rock Music of the 1960s and 1970s • Blues Music from 1920 – 1950 • Afro Caribbean fusions • Calypso • Reggae • Paul Simon – Diamond on the Soles of her shoes revision • Mozart Clarinet Revision melody/texture/harmony/rhythm/instruments • Students revise a range of genre through listening exercises within the genres stated. • Students continue to learn the set works on Paul Simon Graceland album and Mozart Clarinet Concerto • Students continue to learn the set works on Paul Simon Graceland album and Mozart Clarinet Concerto	**Revision** Revision of all AoS with practice questions Section B extended answers revision and exam preparation GCSE MUSIC listening Exam
Revision **Students will revise the following:** • The Coronation anthems and oratorios of Handel • The orchestral music of Haydn, Mozart, Beethoven • The piano music of Chopin and Schumann • The Requiem of the late Romantic period • Paul Simon and Mozart Clarinet Concerto revision • Composition to a Brief	**Revision** **Students will revise the following:** • Film and computer gaming music from 1990 to the present • Popular music from the 1990s to the present • Contemporary Latin Music • Contemporary folk music of the British Isles • Paul Simon – You Can Call Me Al • Mozart Clarinet revision • Dynamics/articulation/timbre/tonality • Students revise a range of genre through listening exercises within the genres stated • Students continue to learn the set works on Paul Simon Graceland album and Mozart Clarinet Concerto	

Music

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Exam Paper	Exam paper with listening exercises and written questions using excerpts of music Section A: Listening – unfamiliar music Section B: Study pieces	1 hour 30 minutes	40%	Summer term Year 11
NEA Performing Music	One solo performance recording One ensemble performance recording A minimum of four minutes of performance in total is required, of which a minimum of one minute must be the ensemble performance.	N/A	30%	Summer term Year 11
NEA Composing Music	Composition to a Brief Free Composition-A minimum of three minutes of music in total is required.	N/A	30%	Autumn term Year 10 Spring term Year 11

Main skills developed:

- Performance skills including accuracy and expression through notation and improvisation
- Learning a musical instrument/vocal skills
- Singing and memory skill – developing strong intonation ability
- Creating chord progressions and cadences
- Developing rhythmical ability through different genres
- Using musical elements effectively to create a piece of music
- Using music technology to develop skills further
- Recognising musical features through listening
- Explaining musical features in extended answers identifying how music is used in a specific time in history, place or event

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

- Support your child with instrumental lessons in addition to curriculum to support technique and progress
- Encourage your child to attend extra curricular activities
- Listen to music with your child and become familiar with music of the topics studied and particularly the set works
- Encourage your child to practice writing music in a band/on their own
- Take up opportunities to perform music in concerts and events, and also if possible, attend musical concerts and events together to support their musical education.

Physical Education

Knowledge taught in Year 11:

Autumn	Spring	Summer
Component 02: Socio-cultural Issues Students will study the sociocultural aspects of modern-day sport and physical activity affecting participation and performance.	**Component 02: Sport Psychology** 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.	**Revision for Paper 1 and Paper 2** Students will build on the revision started in the spring term to consolidate knowledge developed over the two-year course.
3.2 Analysing and Evaluating Performance (AEP), Task-based NEA Students will start to research and complete the NEA AEP task as coursework, looking at their main sport. Practical moderation will be ongoing.	**3.1 Performance of three activities taken from the two approved lists:** • one from the 'individual' list • one from the 'team' list • one other from either list. 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.	

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Paper 1	Applied anatomy and physiology Physical training	1 hour	30%	Summer term Year 11
Paper 2	Socio-cultural influences Sports psychology Health, fitness and well-being	1 hour	30%	Summer term Year 11
Practical and written coursework	Practical activity assessment Evaluating and Analysing Performance (AEP)	Ongoing practical AEP 14hrs	40%	AEP Year 10 - Year 11 Final Moderation March Year 11

Physical Education

Main skills developed:

- 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 active healthy lifestyle and balanced diet
- Encourage your child to take part in extra- curricular activities
- Encourage them to take part in sporting activities outside school
- Encourage your son/daughter 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
Component 1: Portfolio **Sustained unit** Students should be developing and refining outcomes and developing new outcomes. They should ensure that all work is mounted and presented in folders with annotations to describe and explain their journey.	**Component 2 Externally Set Assignment** Students choose from eight starting points from the assignment paper from AQA. They will explore the chosen concept, through investigating the work of others, experimenting with materials and techniques, developing ideas and planning for a final outcome which takes place over 10 hours (two days). Once students have completed their Exam they cannot work on this any longer, however they can still develop and refine Component 1 work: Portfolio.	

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Component 1	Portfolio (supporting unit: Portraiture) Portfolio (Sustained Unit: Student selects theme)	10 hours	60%	Component 1 mock exam July Year 10/ September Year 11
Component 2	Externally Set assignment included 10 hours of controlled time to produce a final outcome. Preparation starts in January of Year 11	10 hours	40%	April of Year 11

Assessment Objectives

Students will be assessed on the following:

- A01: Develop ideas through investigations, demonstrating critical understanding of sources.
- A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, techniques and processes.
- A03: Record ideas, observations and insights, relevant to intentions as work progresses.
- A04: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Photography

Main skills developed:

- How to use a digital SLR camera and its manual functions
- Composition and lighting
- Reflecting on work as it progresses
- How to edit photographs creatively using Adobe Photoshop
- 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 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.
- GCSE Art & Design Bitesize produce a supportive guide for this course
- Art resource packs are available for purchase through parent links on our school website

Religious Studies

Knowledge taught in Year 11:

Autumn	Spring	Summer
Paper 2: Theme E Crime and Punishment Students analyse the causes of crime and how both religious and non-religious people issue justice in the form of punishments and forgiveness.	**Paper 1: Christian Practices** Students learn how Christians put their beliefs into actions through worship, pilgrimage, and helping others in the form of charity.	**Paper 1: Islamic Practices** Students link previously learnt Islamic Beliefs to the Five Pillars practices; which include Shahadah- Declaring faith, Salah- Prayer, Zakah -charity giving, Sawm- Fasting and Hajj- Pilgrimage to Mecca. **Revision of Paper 1 Topics** In preparation for the exam, students will recall learnt topics of Paper 1: Christian Beliefs and Practices and Islamic Beliefs and Practices.
Paper 1: Christian Practices Students learn how Christians put their beliefs into actions through worship, pilgrimage, and helping others in the form of charity.	**Paper 1: Islamic Practices** Students link previously learnt Islamic Beliefs to the Five Pillars practices; which include Shahadah- Declaring faith, Salah- Prayer, Zakah -charity giving, Sawm- Fasting and Hajj- Pilgrimage to Mecca.	**Revision of Paper 2 Topics** In preparation for the exam, students will recall learnt topics of Paper 2: • Theme A- Relationships and Families • Theme B- Religion and Life • Theme D- Peace and Conflict • Theme E- Crime and Punishment

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Paper 1	Christian Beliefs and Practices Islamic Beliefs and Practices	1 hour 45 minutes	50%	Summer term Year 11
Paper 2	Themes paper covering: Theme A- Relationships and Families Theme B- Religion and Life Theme D- Peace and Conflict Theme E- Crime and Punishment	1 hour 45 minutes	50%	Summer term Year 11

Religious Studies

Main skills developed:

- 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
- Develop 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
Homeostasis - Endocrine Students study the control mechanisms of the body that ensure it works to its optimum efficiency.	**Revision: Cell Biology and Organisation** Students revise the different types of cells, how they exchange substances and how they divide. They also revise the organ systems of the body and how risk factors can affect health.	**Revision: Ecology** Students revise the relationships between organisms in an ecosystem, to understand the interdependence between organisms, as well as the impact humans have on the planet.
Inheritance, Variation and Evolution 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.	**Revision: Infection and Response and Bioenergetics** Students revise 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 revise the processes of photosynthesis and respiration.	

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Paper 1	Topics 1–4: Cell biology; Organisation; Infection and response; and Bioenergetics.	1 hour 15 minutes	50%	Summer term Year 11
Paper 2	Topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.	1 hour 15 minutes	50%	Summer term Year 11

Main skills developed:

- 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.
- Homework will be set online via Sparx. All students will be issued with login details in September and homework is set weekly. This homework is personalised to each student. KS4 students will also have access to exam style questions as part of their homework

Science Trilogy - Chemistry

Knowledge taught in Year 11:

Autumn	Spring	Summer
Chemical Changes - Acids Students will learn how acids and alkalis are used in everyday applications; here students will gain an understanding of what it means for a substance to be acidic or alkaline, along with how and why they are used.	**Using Resources Recap** 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.	**Revision** Students will revise all aspects of the course and apply their knowledge through by practising of exam style questions.
Quantitative 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. **Electrolysis** Students will explore the use of electrolysis in the chemical industry. Investigating what it can do and how it works on a variety of different liquids and solutions.	**Chemistry of Atmosphere** The Earth's atmosphere is dynamic and forever changing. The causes of these changes are sometimes man-made and sometimes part of many natural cycles. Students will look at the Earth's Atmosphere and its changes, using knowledge and data evidence to explain these changes.	

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
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 hour 15 minutes	50%	Summer term Year 11
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 hour 15 minutes	50%	Summer term Year 11

Science Trilogy - Chemistry

Main skills developed:

- 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.
- Homework will be set online via Sparx. All students will be issued with login details in September and homework is set weekly. This homework is personalised to each student. KS4 students will also have access to exam style questions as part of their homework

Science Trilogy - Physics

Knowledge taught in Year 11:

Autumn	Spring	Summer
Forces This topic builds on prior learning from year 10 and we develop our understanding of forces to include Hooke's Law, momentum and Newton's laws of momentum.	**Electromagnetism & Magnetism** 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.	**Revision and Past Papers** This topic allows students to 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.
Waves Students will study a wide range of applications of waves. We look at communications which use waves as well as the dangers of ionising radiation.	**Revision and Past Papers** 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.	

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Paper 1	Topics 1-4: Energy, Electricity, Particle Model and Atomic Structure Multiple choice, structured, closed, short answer and open response	1 hour 15 minutes	50%	Summer term Year 11
Paper 2	Topics 5-7: Forces, Waves, Electromagnetism (taught in Year 11) Multiple choice, structured, closed, short answer and open response	1 hour 15 minutes	50%	Summer term Year 11

Main skills developed:

- 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.
- Homework will be set online via Sparx. All students will be issued with login details in September and homework is set weekly. This homework is personalised to each student. KS4 students will also have access to exam style questions as part of their homework

Science Triple - Biology

Knowledge taught in Year 11:

Autumn	Spring	Summer
Homeostasis - Endocrine Students study the control mechanisms of the body that ensure it works to its optimum efficiency, as well as how plants respond to changes.	**Cell Biology and Organisation** 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.	**Ecology - Revision** 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.
Inheritance, Variation and Evolution 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.	**Infection and Response and Bioenergetics** 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.	

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Paper 1	Topics 1–4: Cell biology; Organisation; Infection and response; and Bioenergetics.	1 hour 45 minutes	50%	Summer term Year 11
Paper 2	Topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.	1 hour 45 minutes	50%	Summer term Year 11

Science Triple - Biology

Main skills developed:

- 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
- Homework will be set online via Sparx. All students will be issued with login details in September and homework is set weekly. This homework is personalised to each student. KS4 students will also have access to exam style questions as part of their homework
- 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
Quantitative Analysis 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 that they theoretically could obtain. **Electrolysis** Students will explore the use of electrolysis in the chemical industry investigating what it can do and how it works on a variety of different liquids and solutions.	**Using Resources Recap and Triple Content** 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. **Chemical Analysis** Students will explore the different experimental ways of identifying the composition of compounds. Interpreting data to allow for accurate identification of elements and ions as well as the formula of the compound. **Chemistry of Atmosphere** The Earth's atmosphere is dynamic and forever changing. The causes of these changes are sometimes man-made and sometimes part of many natural cycles. Students will look at the Earth's Atmosphere and its changes, using knowledge and data evidence to explain these changes.	**Revision** Students will revise all aspects of the course and apply their knowledge through by practising of exam style questions.

Science Triple - Chemistry

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
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 hour 45 minutes	50%	Summer term Year 11
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 hour 45 minutes	50%	Summer term Year 11

Main skills developed:

- 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.
- Homework will be set online via Sparx. All students will be issued with login details in September and homework is set weekly. This homework is personalised to each student. KS4 students will also have access to exam style questions as part of their homework
- 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
Forces Students build on prior learning from Year 10 and develop our understanding of forces to include Hooke's Law, momentum, Newton's laws of momentum and pressure.	**Electromagnetism & Magnetism** 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	**Revision and Past Papers** 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.
Waves 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.	**Space Physics** Students will learn about the life cycle of stars as well as theories and evidence about how the universe started.	

Assessment information:

Exam Paper (and/or NEA)	What is assessed?	Length of exam	Weighting	When will the exam take place?
Paper 1	Topics 1-4: Energy, Electricity, Particle Model and Atomic Structure Multiple choice, structured, closed, short answer and open response	1 hour 45 minutes	50%	Summer term Year 11
Paper 2	Topics 5-7: Forces, Waves, Electromagnetism (taught in Year 11) Multiple choice, structured, closed, short answer and open response	1 hour 45 minutes	50%	Summer term Year 11

Science Triple - Physics

Main skills developed:

- 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.
- Homework will be set online via Sparx. All students will be issued with login details in September and homework is set weekly. This homework is personalised to each student. KS4 students will also have access to exam style questions as part of their homework

Sports Studies

Knowledge taught in Year 11:

Autumn	Spring	Summer
R187: Increasing Awareness of Outdoor and Adventurous Activities Students will understand how to find out information about what opportunities there are in the local area as well as nationally in the UK for all types of outdoor/adventurous activities. Students will learn how to enjoy the activities safely by finding out what equipment, clothing, facilities and technology they need, as well as completing planning to help keep you safe.	**R184: Contemporary issues in Sport (Mandatory)** 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. Chance to re submit coursework from other units	**R184: Contemporary issues in Sport (Mandatory)** 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.

Assessment information:

NEA Non Examined Assessment – Written Coursework	What is assessed?	Length of coursework Guided learning hours	Weighting	When will the assessment take place?
R187: Increasing Awareness of Outdoor and Adventurous Activities	Provision for different types of outdoor and adventurous activities in the UK. Equipment, clothing and safety aspects of participating in outdoor and adventurous activities. Plan for and be able to participate in an outdoor and adventurous activity. Evaluate participation in an outdoor and adventurous activity.	24	20%	Spring term Year 11
R184: Contemporary issues in sport	Issues which affect participation in sport. The role of sport in promoting values. The implications of hosting a major sporting event for a city or country. The role National Governing Bodies (NGBs) play in the development of their sport. The use of technology in sport.	48	40%	Summer term Year 11

Sports Studies

Main skills developed:

- Understanding contemporary issues in sport and how they impact on different sporting activities.
- Applying your skills as both a performer in TWO sporting activities and as a leader in ONE sporting activity.
- How to be a sports leader, through using your initiative to solve problems and making decisions when dealing with rapidly changing conditions and situations.
- Understanding the relationship between the media and applying this to real life examples.
- How to evaluate and interpret the different ways in which sport is represented in the media.
- Applying your skills to participate in an outdoor and adventurous activity in a natural setting and environment.

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

- Encourage active healthy lifestyle and balanced diet
- Encourage your child to take part in extra- curricular activities
- Encourage them to take part in sporting activities outside school
- Encourage your son/daughter to be well organised regarding their PE kit
- Encourage your child to watch live sport and develop knowledge of tactics and rules