

Subject: Art / Graphics / Textiles		Subject Leader: Ms Betts		Year: 11	
<p>Main knowledge / skills / understanding developed in this course: Whilst further developing their ability to research and form their own opinions about art and artists, pupils are encouraged to continue to work with a broad range of subject-specific materials and techniques. Some however, may wish to use a smaller range of materials and techniques but work in greater depth. The main emphasis is on developing personal, informed and meaningful responses to particular given themes, displaying the skills of observation, analysis and experimentation, to develop and refine ideas and show artistic understanding.</p>					
Key Areas of Study:					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Pupils spend the first two terms on their mock exam, which is both preparation for the external exam in terms 3 & 4 and is also then used as part of the coursework element of the GCSE.</p> <p>The strongest of the year 10 work is combined with the mock to make up the coursework portfolio (this is worth 60% of the final GCSE grade).</p>		<p>Throughout terms 3 & 4 pupils respond to the externally set exam component of the GCSE course (which is worth 40% of the final grade). This involves a minimum of eight weeks preparation, leading to a 10 hour practical controlled test.</p> <p>Either by the end of term 4 or the early part of term 5, pupils will have completed their GCSE course.</p>		<p>Moderation, assessment, and display. Students then revise for other subjects since the exam board requirements stipulate the Art GCSE finishes earlier than other subjects.</p>	
<p>Assessment Tasks:</p> <ul style="list-style-type: none"> ● Regular verbal individual assessment / feedback from teacher. ● Written comments re. marking for improvement (particularly with homework). 					
<p>Home activities that will help support college work:</p> <ul style="list-style-type: none"> ● Practice observational drawing. ● Taking lots of photographs relevant to projects. ● Visits to galleries / museums. 					

Subject: Business Studies - BTEC Tech Award Enterprise		Subject Leader: Miss Trenaman	Year: 11
Main knowledge / skills / understanding developed in this course: The BTEC Tech Award in Enterprise has been designed to provide an engaging and stimulating introduction to the world of business. The aim of the course is to encourage personal development of knowledge and skills relevant to the business world through practical participation in a range of vocational business activities. Students learn about the way businesses are classified in this country and the types of business we have. They will understand the skills needed to set up a business. Students will learn about how to market a business as well as the financial implications and responsibilities associated with running their own business. They will also plan, pitch and evaluate their own mini-enterprise project.			
Key Areas of Study: Component 1: Exploring Enterprises (Year 10). Internal assignment completed in school. Worth 30% Component 2: Planning for and pitching an enterprise activity (Year 11). Internal assignment completed in school. Worth 30% Component 3: Promotion and finance for enterprise (Year 10 & 11). 2 hour exam. Out of 60 marks. Worth 40%			
Term 1 and 2		Term 3 and Term 4	
Component 2: Planning for and pitching an enterprise activity Learning aim A and B <ul style="list-style-type: none"> ● Generating ideas for a micro-enterprise activity ● Planning for a micro enterprise activity ● Pitching a micro-enterprise activity ● Presenting a business pitch ● Reviews own pitch for a micro enterprise activity 		Resit Component 3 February series Exam revision and practice assessment for Component 3: Promotion and finance for enterprise Component 2: Planning for and pitching an enterprise activity Learning aim C <ul style="list-style-type: none"> ● Using feedback and review to identify possible changes to the pitch 	
		Term 5	Term 6
		Revisit any Components for coursework completion. Exam revision for any students who have not had the opportunity to take exam.	N/A
Assessment Tasks: <ul style="list-style-type: none"> ● Component 1 is coursework based and work is handed in to be marked internally by subject staff and moderated by Pearson. ● Component 2 is coursework based and work is handed in to be marked internally by subject staff and moderated by Pearson. ● Component 3 is exam based and examined in May of Year 10. A resit can be sat in February Year 11. 			
Home activities that will help support college work: <ul style="list-style-type: none"> ● Purchasing the Pearson Revise BTEC Tech Award Enterprise Revision Guide by Steve Jakubowski ● https://www.bbc.co.uk/bitesize/subjects/zpsvr82 ● Discussion and research about local businesses with friends and family members. 			

Subject: Children's Play Learning and Development	Subject Leader: Mrs Myall	Year: 11
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Main knowledge / skills / understanding developed in this course:

- Students will learn about inclusive practice as a way of valuing children and ensuring that they can benefit from the opportunities within the setting.
- They will also explore how children are empowered to ensure that they learn to become independent and develop a strong self-image, as well as ways in which this is put into practice.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit 3: The Principles of Early Years Practice <ul style="list-style-type: none"> • Understand the importance of inclusive practice in early years • How non-inclusive practice may affect children's outcomes 	<ul style="list-style-type: none"> • Explore ways in which early years settings implement inclusive practice 	<ul style="list-style-type: none"> • Understand how children are empowered in early years settings • How adults in early years settings empower children 	<ul style="list-style-type: none"> • Understand the importance of the key person approach in supporting children's development 	<ul style="list-style-type: none"> • Why the key person approach is used in early years settings • How the key person approach supports children's development 	<ul style="list-style-type: none"> • Students will use this term to complete any outstanding coursework.

Assessment Tasks:

- Unit 3 is a coursework based module. Work is to be handed in by deadline set.

Home activities that will help support college work:

- Case study on younger siblings or relatives
- Knowledge and understanding during Nursery placement

Subject: Computer Science	Subject Leader: Ms Welsh	Year: 10 and 11
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Main knowledge / skills / understanding developed in this course:

- Understanding of current and emerging technologies and how they work.
- Use of algorithms and development of computer programs to solve problems.
- Evaluation of the effectiveness of computer programs/solutions.
- Knowledge and understanding of computer technology that will enable pupils to become independent users, able to make informed decisions about the use of computer systems.
- Development of creative and technical skills, knowledge and understanding of information technology in a range of contexts.
- Understanding the impact and implications of the use of computer technology in society.

For further information, please see [OCR GCSE Computer Science specification](#).

Key Areas of Study:

Y10: Term 1-2	Y10: Term 3-4	Y10: Term 5-6	Y11: Term 1-2	Y11: Term 3-4	Y11: Term 5-6
Ethical Issues: <ul style="list-style-type: none"> ● Ethical, moral, legal, cultural and environmental issues of technology Hardware/Software: <ul style="list-style-type: none"> ● Types of computer ● Input/output/memory/storage devices Programming Skills: <ul style="list-style-type: none"> ● Introduction to Python & SQL ● Introduction to low level programming language. 	Data Representation: <ul style="list-style-type: none"> ● Binary, decimal, hexadecimal System Software: <ul style="list-style-type: none"> ● System Security ● Operating Systems Algorithms and computational thinking: <ul style="list-style-type: none"> ● Flowcharts, Pseudo code Programming Skills: <ul style="list-style-type: none"> ● Python & SQL ● Specific programming techniques 	Networks: <ul style="list-style-type: none"> ● Wired and wireless networks ● Protocols Robust Programming: <ul style="list-style-type: none"> ● Data validation, sanitation, authentication ● Testing ● Maintainability and future proofing. Translators and facilities of languages: <ul style="list-style-type: none"> ● Low Level Programming LMC 	<ul style="list-style-type: none"> ● NEA: Programming Project Task ● Analyse, design, create, test and evaluation a full programming solution from a brief. ● This is an open research assessment where pupils are expected to collaborate with each other but provide an independent final solution. 	Technical Topics: <ul style="list-style-type: none"> ● Database concepts ● Computer networking ● Web technologies ● Encryption ● Compression 	<ul style="list-style-type: none"> ● Revision & examination practice. Terminal Examination: <ul style="list-style-type: none"> ● Paper 1 - Computer systems ● Paper 2 - Computational thinking, algorithms and programming

Assessment Tasks:

- **Paper 1** – (1hr 30 mins 50%) - Examination paper including short and long answer questions
- **Paper 2** – (1hr 30 mins 50%) - Examination paper including short and long answer questions, some of which will require candidates to write program code. Undertaken in Year 11 (May)
- **NEA** – Internally assessed task based on a scenario set by the exam board. Pupils will need to demonstrate both theory and practical skills in their report.

Home activities that will help support college work:

- Extended programming practice (Writing pseudo code, Scratch, Python, SQL).
- We have an account with Teach ICT that has an extensive range of activities to support learning.
- [Craig and Dave](#) videos on YouTube including exam paper walk throughs.

Subject: Dance			Subject Leader: Mrs Goldsmith		Year: 11
Main knowledge / skills / understanding developed in this course: Mastery and application of physical, technical, expressive, mental and choreographic skills. Application of technical terminology is analytical responses to choreographic and theoretical tasks.					
Key Areas of Study:					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<ul style="list-style-type: none"> ● Creating movement material for choreography. ● Planning and design of choreographic structure, climax and communication of theme. ● Performance of set phrases in exam conditions. 	<ul style="list-style-type: none"> ● Choreographic structure and composition. rehearsal and analysis for improvement. ● Filming of completed choreographies. ● Written programme note of choreographic intent. ● Analysis of professional dance works. 	<ul style="list-style-type: none"> ● Performance in a duo or group. Choose method of development and apply to motif's from Flux and Scoop. ● Analysis of professional dance works - revision. ● Mock exam 	<ul style="list-style-type: none"> ● Filming of completed performance works. ● Final filming of amended work. ● Send off NEA to exam board. ● Exam question practise. Essay writing for long answer questions. 	<ul style="list-style-type: none"> ● Theory revision ● Written Exam 	N/A
Assessment Tasks:					
<ul style="list-style-type: none"> ● Exam question practise for revision. ● Written explanation of choreographic intent. ● Filmed NEA's ● Mock exam. 					
Home activities that will help support college work:					
<ul style="list-style-type: none"> ● Theoretical homework. Preparation of choreographic planning and accompaniment choice. ● Rehearsal of practical work in preparation for assessments (studio time is available lunchtimes and after school). ● Any style of dance classes attended outside of school will assist with confidence and performance skills. 					

Subject: Design and Technology			Subject Leader: Miss Humphrey		Year: 11
Term	Term 1 7 weeks	Term 2 7 weeks	Term 3 6 weeks	Term 4 6 weeks	Term 5 6 weeks
Theme/SoW/ Skills:	<p>NEA – AO1: Identify, investigate and outline design possibilities to address needs and wants.</p> <p>A: Identifying & investigating design possibilities. (10 marks) B: Producing a design brief & specification. (10 marks)</p>	<p>NEA – AO2: Design and make prototypes that are fit for purpose.</p> <p>C: Generating design ideas (20 marks) D: Developing design ideas (20 marks) E: Realising design ideas (20 marks)</p>	<p>NEA – AO2: Design and make prototypes that are fit for purpose. (Manufacture)</p> <p>D: Developing design ideas (20 marks) E: Realising design ideas (20 marks)</p>	<p>NEA - AO3: Analyse and evaluate.</p> <p>F: Analysing and evaluating (20 marks)</p>	Exam prep Revision
	<p>The NEA is a fluid iterative process, whereby students will all be at different stages and completing different sections depending on their product's needs.</p>				
	<ul style="list-style-type: none"> • Completion of design ideas. • Analysis of ideas, using third party feedback. • Development of design ideas, through the experimentation of techniques modelling in Card and using sketches continuously. • Identification of a wide range of issues including social, moral, environmental and Sustainability. • Development of working characteristics of materials and components. • Continuous evaluations of development, through an iterative design approach. <p>Every other week will use a lesson of theory for exam prep.</p>	<ul style="list-style-type: none"> • Final developments of product (making use of CAD). • Continuous evaluations of development. • Final design to be shown in a technical working drawing and Isometric format, showing their drawing skills. • Identify appropriate manufacturing strategies, with evidence of planning for hazards and quality control, producing a flow chart or other. • Develop an understanding of material sizes and uses to the need of the product, by producing a cutting list. • Prep for mock exam <p>Manufacture of final product.</p>	<p>Show appropriate evidence of:-</p> <ul style="list-style-type: none"> • High level making skills using modelling /finishing and accuracy. • Appropriate tools, materials and/or technologies including, CAM correctly, skilfully and safely. • Independent work supported by photographic and written evidence of practical work in progress. • Photographic Manufactures log identifies areas of Quality Control and Risk Assessment. • Manufacture of final product. <p>Every other week will use a lesson of theory for exam prep.</p>	<ul style="list-style-type: none"> • Identify and apply appropriate testing and evaluation techniques throughout the designing and making process. • Test product against the design criteria and product/manufacturing specification • Test product with potential users/client and their needs • Evaluate and justify the need for modifications to the product and consideration given as to how the outcome might need to be modified for commercial production • Identify key parts of exam prep & understand how to apply the mark scheme to responses. <p>Every other week will use a lesson of theory for exam prep.</p>	<ul style="list-style-type: none"> • Identify key parts of exam paper and understand how to apply the mark scheme to responses. Apply knowledge and understanding of chosen area to successfully answer questions. • Identify knowledge and understanding of the following topics: <ul style="list-style-type: none"> • Materials and components • Design and Market influences • Product Analysis • Social, Cultural, Moral, Health and Safety, Environment Issues • Processes and manufacture • Production Planning • Information and Communication Technology • Developing knowledge in chosen specialism.

Literacy:	Keyword and terminology, use of descriptive words. Key words given by AQA http://www.aqa.org.uk/resources/design-and-technology/gcse/design-and-technology/teach/subject-specific-vocabulary Command words: http://www.aqa.org.uk/resources/design-and-technology/teach/command-words				
Numeracy Focus:	Measuring, marking, templates/jigs; use of charts & graphs.	Measuring, marking, templates/jigs; planning & costing.	Measuring, marking, templates/jigs, scale and proportions.	Measuring, marking, templates/jigs; use of charts & graphs.	15% of exam: Area, scale, proportion, data handling, geometry, percentages, etc.
Science:	All areas of the NEA will look at various aspects of science depending on the students chosen context and path of design.				
SMSC:	The NEA is based upon SMSC, students are required to investigate and understand the impact of design and manufacture on people, cultures, society, sustainability, environment. It develops personal, problem solving and communication skills, both verbally and written.				
Assessments Tasks:	50% NEA Practical application of: Core technical principles Specialist technical principles Designing and making principles Termly tracking & monitoring			WRITTEN PAPER 100 MARKS WORTH 50% OF FINAL MARK Tracking & monitoring of mocks and class / hw tasks. Core areas to be assessed: Section A: Core Technical Principles (20 Marks) Section B: Specialist Technical principle (30 Marks) Section C: Designing & Making Principles (50 Marks)	
Every week, students will have a single lesson of stand-alone theory and exam practice that is relevant to the knowledge required for the exam to be taken in the summer term.					

Subject: Drama		Subject Leader: Miss Roadknight		Year: 11	
Main knowledge / skills / understanding developed in this course:					
Key Areas of Study:					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<ul style="list-style-type: none"> ● To explore moderation piece and create a range of ideas to select theme and genre from. ● Develop scripted pieces for final moderation from An Inspector Calls ● To re-cap Section A and B from the written paper and be able to take an Autumn Mock. ● To create revisions guides that enhances the understanding of the written paper. ● Develop characterisation through various rehearsal techniques, including: Roll on the Wall, Focus, Forum Theatre and Peer Feedback. ● To identify personal strengths and weaknesses, as well as group strength and weaknesses. 		<ul style="list-style-type: none"> ● To perfect characterisation by examining the moderation criteria and practical criteria. ● Gain a thorough understanding of the criteria and grade boundaries. ● To develop a more secure knowledge of Section B, by re-visiting the play script. ● Keeping feedback forms up to date, to ensure that practical work and the written paper are being prepared for. ● GCSE Moderation. ● January Mock. 		<ul style="list-style-type: none"> ● Spring Mock. ● Analysis of each question. ● Revision of written paper material. ● GCSE Written Paper Examination. 	
Assessment Tasks:					
<ul style="list-style-type: none"> ● Moderation. ● Autumn Mock. ● January Mock. ● Spring Mock. ● GCSE written paper exam. 					
Home activities that will help support college work:					
<ul style="list-style-type: none"> ● Questions that support the written paper. ● Research that helps to develop characters and written paper. ● Rehearsals that are peer led. 					

Subject: English		Subject Leader: Mrs Griss		Year: 11	
Main knowledge / skills / understanding developed in this course:					
<ul style="list-style-type: none"> ● Writing and reading skills—comprehension, imaginative writing, directed writing, analysis, retrieval, persuasive writing, interpretation, letter writing, report writing, writing to inform, argumentative writing. ● Appreciation and analysis of set texts and author’s intention. ● Exam techniques. 					
Key Areas of Study:					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Study of Shakespeare’s ‘Romeo & Juliet’ <ul style="list-style-type: none"> ● Reading the whole text; ● Analysis and making detailed notes on: characters, themes and language; ● development of contextual knowledge; ● development of essay writing skills. 		<ul style="list-style-type: none"> ● Completion of any outstanding sections of the literature course. ● Revision of English Language Papers 1 & 2 with additional focus on the writing sections. ● Mock exams in both English Literature and English Language. All pupils will sit each of the papers they will sit in the summer exams. ● After school and lunchtime revision sessions should be attended by all pupils. 		<ul style="list-style-type: none"> ● ‘Walk-through’ mock exam. ● Revision and exam preparation. ● Texts are revisited and exam questions practised. ● Past papers in both Language and Literature are undertaken. 	
Revision of 19th Century Text in preparation for English Literature Paper 1 Core Exam. <ul style="list-style-type: none"> ● Extra mock GCSE exam. 					
Assessment Tasks:					
<ul style="list-style-type: none"> ● Exam style questions in both Literature and Language. ● Other written tasks will be assessed as appropriate. ● Work will be assessed through termly formal assessments. These are supported by twice termly S.I.R. assessments which are carried out to track and monitor the pupils progress. All assessment work will be carried out in their separate Assessment Books, students will respond to feedback within these books too. 					
Home activities that will help support college work:					
<ul style="list-style-type: none"> ● Reading texts, both fiction and non-fiction, of greater complexity. ● Reading newspaper articles and considering how a point of view is expressed. ● Discussing current affairs to develop a personal viewpoint. ● Reading, this really is the most important tool for developing student understanding, knowledge and breadth of vocabulary. Students should be encouraged to read widely outside of school across both fiction and non-fiction. ● Homework is set weekly (these include a spelling test (minimum of one per month)). ● Conducting research in to the authors and the historical context about the society in which the texts are set 					

Subject: Food Preparation and Nutrition		Subject Leader: Ms Kaye/Mrs Surrage		Year: 11	
Main knowledge / skills / understanding developed in this course: The WJEC Eduqas GCSE in Food Preparation and Nutrition equips pupils with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages pupils to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously.					
Key Areas of Study:					
Term 1		Term 2		Term 3	
Term 4		Term 5		Term 6	
NEA 1 (15% of final grade) Carry out a science investigation. This comprises of research, practical work to answer a food science task set by Eduqas, followed by evaluation.		NEA 2 (35% of final grade) <ul style="list-style-type: none"> ● Research the information for the task set by Eduqas. Use the research to plan, prepare, cook and serve three dishes plus accompaniments in three hours. ● The actual practical takes place in February. 		Exam preparation <ul style="list-style-type: none"> ● Revision – practical and theory. ● Final exam. 	
Assessment Tasks:					
<ul style="list-style-type: none"> ● NEA 50% final GCSE grade. Written exam paper 1 hour 45 minutes ● Mock examination. ● Practice exam questions throughout 					
Home activities that will help support college work:					
<ul style="list-style-type: none"> ● Encouraging pupils to watch food documentary type programmes e.g. Food Unwrapped, supermarket secrets. ● Watching cooking programmes. ● Getting pupils to select suitable recipes and adapt them for practical work, reading methods prior to the lesson. ● Ensuring pupils sort out their own practical ingredients. ● Using their revision guide to aid NEA and exams. ● Completing, in detail, all homework set. ● Encouraging pupils to attend after school revision sessions. 					

Subject: French	Subject Leader: Mrs K Hardy	Year: 11
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Main knowledge / skills / understanding developed in this course:

Students will:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy;
- express and develop thoughts and ideas spontaneously and fluently;
- listen to and understand clearly articulated, standard speech at near normal speed;
- deepen their knowledge about how language works and enrich their vocabulary to increase their independent use and understanding of extended language in a range of contexts;
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to authentic spoken and written material, adapted and abridged, as appropriate, including literary texts;
- develop awareness and understanding of the culture and identity of the countries and communities where Spanish is spoken;
- develop language learning skills both for immediate use and prepare them for further language study in school, higher education or employment;
- develop language strategies, including repair strategies.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5 and 6
<ul style="list-style-type: none"> ● Consolidation of work completed during Lockdown (Theme 3; School, Theme 4; work aspirations) 	<ul style="list-style-type: none"> ● Theme 2; Holidays ● Giving an account of a holiday in the past, present and future tenses; ● role play practice; at the tourist office and complaints with accommodation. 	<ul style="list-style-type: none"> ● Theme 1; Relationships and hobbies (sports, music, TV preferences and book genres) ● description of a good friend and family members (physical characteristics and personality) 	<ul style="list-style-type: none"> ● Revision of 5 Themes: Theme 1; Identity and Culture Theme 2: Holidays and local area Theme 3: school Theme 4: future aspirations Theme 5: Global dimension 	<p>GCSE Assessments (Edexcel) Foundation/Higher Tier:</p> <p>Paper 1; Listening paper Paper 3; Reading paper Paper 4; Writing paper</p> <p><i>for 2021 examinations there is no formal speaking assessment due to COVID-19. Students' speaking skills will now be assessed through a teacher endorsement alongside the 9 to 1 grade.</i></p>

Assessment Tasks:

- Fortnightly vocabulary tests using the GCSE vocabulary booklets linked to the above topics.
- Work is continually assessed, with dialogue between pupils and teacher. Both written and oral feedback is provided and opportunities are given for students to respond to the feedback to make progress.
- All assessments leading up to the final GCSE examinations will assess all skills to support GCSE readiness for the students, and will help determine the Tier of entry for each student.
- The three examinations at the end of the year will have equal weighting (Listening, reading and writing)
- The speaking element will be assessed throughout the two year GCSE course in class time and informally (*due to on-going public health safeguards linked to covid-19*)

Home activities that will help support college work:

- Supporting the students with their weekly vocabulary learning, reading or writing tasks, through quizzes / post it notes / flashcards.
- Fostering a positive and inquisitive attitude towards target language Speaking Countries.
- Watching programmes in the Target Language with English subtitles or listening to songs in the Target language.
- To use a paper/online dictionary to help them build a bank of new words linked to the topics mentioned above.
- To discuss current affairs so that the pupils have ideas and opinions in their first language, which can be translated into the Target Language.
- Access to CGP French 9-1 Edexcel revision guides.

Subject: Geography	Subject Leader: Miss Kent	Year: 11
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Main knowledge / skills / understanding developed in this course:
 In year 11 students continue to develop their Geographical Skills and carry out fieldwork in Eastbourne to help prepare for Paper 3 at GCSE. The last unit in Paper 2 is also studied before moving onto revision of all papers ahead of the summer examinations. A pre-release booklet is available from the end of March, which is also studied and possible questions discussed. This will be in Section A of Paper 3.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><u>The Changing Economic World</u> Development - Students learn about inequality globally and how to close the development gap. Ways to measure development are also investigated.</p> <p><u>Fieldwork</u> Students will take part in a day's fieldwork in Eastbourne to collect primary data for a physical and human geography hypothesis. This work will be processed and interpreted in class. All students will evaluate their work too.</p>	<p><u>The Changing Economic World Nigeria Case Study</u> - Students will learn about how this Newly Emerging Economy has changed over time and why it is an important country globally. Students will also look at how economic growth has affected the environment and quality of life of people.</p> <p><u>United Kingdom Case Study</u> - Students will learn how the UK's economy has changed over time. They will investigate the impact of these changes in the North and South. They will look at how these differences are being overcome. The UK's place in the world will also be studied.</p>	<p>The Changing Economic World unit will be completed and then some revision will begin ahead of the mock examinations for Paper 2 and 3. As part of this a practice Pre-Release document will be given.</p> <p>After-school revision sessions will also be available from the end of February.</p>	<p><u>Revision and pre-release document</u></p> <p>Students will work on revising key knowledge via revision booklets and will also practice exam technique with past paper practice.</p> <p>At the end of March, the pre-release document will be available. Students will spend 2 weeks studying this in class and working on potential questions. This will then go home to revise prior to the Paper 3 examination.</p>	<p>Exams & Revision – all topics for Unit 1, 2 and 3 will be examined in May/June.</p> <p>Revision will continue to take place in class up until the papers are sat. Past papers will form the basis for revision homework at this time.</p>	

- Assessment Tasks:**
- Work is continually assessed, with dialogue between pupils and teacher, both written and oral feedback is provided. Targets for improvement are given with practice exam questions/papers. Some assessment may be in the form of peer or self assessment.
 - Mock examinations.
 - Revision timetable with regular exam questions

- Home activities that will help support college work:**
- AQA GCSE Geography Revision Guide, from OUP is a good aid to accompany the course. Available to buy from school at the start of each academic year.
 - Internet access for homework would be beneficial, although not essential as there are ICT facilities available in school during lunch and from 3:30 each day. Online platforms we use include Quizlet, GCSE Pod and Seneca.
 - Colouring pencils and glue for creative work.
 - An up-to-date atlas or globe would also be helpful.

Subject: German	Subject Leader: Mrs K Hardy	Year: 11
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Main knowledge / skills / understanding developed in this course:

Students will:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy;
- express and develop thoughts and ideas spontaneously and fluently;
- listen to and understand clearly articulated, standard speech at near normal speed;
- deepen their knowledge about how language works and enrich their vocabulary to increase their independent use and understanding of extended language in a range of contexts;
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to authentic spoken and written material, adapted and abridged, as appropriate, including literary texts;
- develop awareness and understanding of the culture and identity of the countries and communities where Spanish is spoken;
- develop language learning skills both for immediate use and prepare them for further language study in school, higher education or employment;
- develop language strategies, including repair strategies.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5 and 6
<ul style="list-style-type: none"> ● Consolidation of work completed during Lockdown (Theme 3; School, Theme 4; work aspirations) 	<ul style="list-style-type: none"> ● Theme 2; Holidays ● Giving an account of a holiday in the past, present and future tenses; ● role play practice; at the tourist office and complaints with accommodation. 	<ul style="list-style-type: none"> ● Theme 1; Relationships and hobbies (sports, music, TV preferences and book genres) ● description of a good friend and family members (physical characteristics and personality) 	<p>Revision of 5 Themes:</p> <p>Theme 1; Identity and Culture</p> <p>Theme 2: Holidays and local area</p> <p>Theme 3: school</p> <p>Theme 4: future aspirations</p> <p>Theme 5: Global dimension</p>	<p>GCSE Assessments (Edexcel) Foundation/Higher Tier:</p> <p>Paper 1; Listening paper</p> <p>Paper 3; Reading paper</p> <p>Paper 4; Writing paper</p> <p><i>for 2021 examinations there is no formal speaking assessment due to COVID-19. Students' speaking skills will now be assessed through a teacher endorsement alongside the 9 to 1 grade.</i></p>

Assessment Tasks:

- Fortnightly vocabulary tests using the GCSE vocabulary booklets linked to the above topics.
- Work is continually assessed, with dialogue between pupils and teacher. Both written and oral feedback is provided and opportunities are given for students to respond to the feedback to make progress.
- All assessments leading up to the final GCSE examinations will assess all skills to support GCSE readiness for the students, and will help determine the Tier of entry for each student.
- The three examinations at the end of the year will have equal weighting (Listening, reading and writing)
- The speaking element will be assessed throughout the two year GCSE course in class time and informally (*due to on-going public health safeguards linked to covid-19*)

Home activities that will help support college work:

- Supporting the students with their weekly vocabulary learning, reading or writing tasks, through quizzes / post it notes / flashcards.
- Fostering a positive and inquisitive attitude towards target language Speaking Countries.
- Watching programmes in the Target Language with English subtitles or listening to songs in the Target language.
- To use a paper/online dictionary to help them build a bank of new words linked to the topics mentioned above.
- To discuss current affairs so that the pupils have ideas and opinions in their first language, which can be translated into the Target Language.
- Access to CGP German 9-1 Edexcel revision guides.

Subject: History	Subject Leader: Mr Ingram	Year: 11
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Main knowledge / skills / understanding developed in this course:

- Following the AQA specification students will be taught about a range of events from across British History
- Students develop their subject knowledge of the key events in this course, but also the ‘second order concepts’ of History, for example Change and Continuity, Significance and Causation.
- Students will also improve their sources skills which will develop on their KS3 work to include Utility of sources and the convincingness of historians’ interpretations of the past.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<ul style="list-style-type: none"> ● Elizabeth-problems at home and abroad In this unit students will recap the key issues faced by Elizabeth and learn about the problems she faced from enemies within and abroad. Students will also undertake a study of an historical environment; this year will be the Globe Theatre (year 11). 	<ul style="list-style-type: none"> ● Britain-Health and the people c1000-present ● Students will revisit the key themes of medicine and apply them to the development of modern medicine, from inventions like X-rays, to the establishment of the NHS. 	<ul style="list-style-type: none"> ● Conflict and Tension in Asia-Vietnam ● During this unit students will have the chance to examine one of the most significant conflicts of the modern age, the controversial Vietnam war 	<ul style="list-style-type: none"> ● During this term students will undertake a thorough revision programme to help support them in their GCSE exams. 	<ul style="list-style-type: none"> ● During this term students will undertake a thorough revision programme to help support them in their GCSE exams. 	N/A

Assessment Tasks:

- Effort grades are regularly awarded for pupils’ notes.
- Throughout the course pupils do questions from past exam papers which are marked using exam mark schemes.
- Each unit ends with a test using a complete exam question and graded 1-9
- The final grade is based on two exam papers.

Home activities that will help support college work:

- Access to a dictionary, reference books and the internet.
- Watching historical films, dramas and documentaries.
- Checking that pupils have completed homework tasks set so that what they have written makes sense and that points made are supported with clear arguments and historical evidence.
- Buying a revision guide for OCR GCSE Modern World History.
- Encouraging pupils to use websites like www.spartacus-educational.com and BBC bitesize.

Subject: ICT - Cambridge Nationals Certificate in Digital iMedia	Subject Leader: Ms Welsh	Year: 10 and 11
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Main knowledge / skills / understanding developed in this course:
 Cambridge Nationals in Creative iMedia are media sector-focused, including film, television, web development, gaming and animation, and have IT at their heart. They provide knowledge in a number of key areas in this field from pre-production skills to digital animation and have a motivating, hands-on approach to both teaching and learning.

- Pre-production - planning and designing digital iMedia products using various visualisation techniques and documentation.
- Graphics creation - for print and online media
- Additional units may include game design or web design and creation.

The OCR Level 1/2 Cambridge National Certificate in Creative iMedia consists of two mandatory units and two optional units.
 For further information, please see the specification for this course at <https://www.ocr.org.uk/Images/115888-specification.pdf> for further details.

Key Areas of Study:			
Year 10: Term 1-2	Year 10: Term 3	Year 10: Term 4-6	Year 11: Term 1-5
<ul style="list-style-type: none"> ● Introduction to course. ● File/folder management. <p>R082: Creating Digital Graphics</p> <ul style="list-style-type: none"> ● Understand the purpose and properties of digital graphics ● Be able to plan the creation of a digital graphic ● Be able to create a digital graphic ● Be able to review a digital graphic 	<ul style="list-style-type: none"> ● R081: Pre-production mock exam <p>R081: Pre-production</p> <ul style="list-style-type: none"> ● Planning is an essential part of working in the creative and digital media sector. This unit will enable you to learn the knowledge and skills needed to create digital media products. ● Pupils will learn how to create and appropriately use mood boards, scripts, mind maps, storyboards and other planning tools. ● In this Unit pupils study and practice for an exam. The exam will be 1 hour 15 minutes. ● They will slowly create their own revision guide in lessons. 	<ul style="list-style-type: none"> ● R081: Pre-production exam <p>R081: Pre-production</p> <ul style="list-style-type: none"> ● Pupils complete an extended project, based on a given scenario, in preparation for their Controlled Assessment. ● They develop their Internet search skills, using advanced search techniques, to find appropriate copyright-free assets. ● They develop skills in planning, editing, testing and combining multimedia, including animation, sound and video. Software used includes Serif Suite, Audacity and Adobe Creative Suite. 	<ul style="list-style-type: none"> ● Two further optional units.

Assessment Tasks:

- **R081: Pre-production mock exam (1hr 15 minutes)**- Paper Examination, sat during normal class time, marked by the teacher and internally moderated.
- **R081: Pre-production mock exam (1hr 15 minutes)**–Paper Examination, based on a paper set by the exam board. Marked externally by the exam board. Undertaken in Year 10 (June series).
- **R082: Creating Digital Graphics** – Practical coursework assignment, based on a Summative Project Brief (SPB) set by the exam board. Marked by teacher; moderated externally by the exam board. Undertaken in Year 10 during Terms 1 –3. Deadlines will be communicated to pupils during class time.
- With the exception of research, asset gathering and feedback gathering, pupils are only able to work on the SPB in lessons, under the informal supervision of a teacher.

Home activities that will help support college work:**R081: Pre-production**

Pupils should use the revision guide they build during lessons and most homework set during terms 1-5 will be based around the topics that form the content of the exam. A revision guide is available from [Amazon](#), along with useful exam walk through videos on YouTube.

R082: Creating Digital Graphics

Pupils could develop their image manipulation skills by downloading **any free software or Serif Draw Plus, Photoshop or Fireworks.**

SOFTWARE

Software licenses for the Serif Suite are available at highly preferential rates. Pupils wishing to buy a pupil licence for the Serif Suite can obtain details in school on the Intranet.

Using the many online tutorials available for the Serif Suite will improve pupils' skills in this software and would be advantageous to those undertaking the course.

Subject: Mathematics (Foundation)		Subject Leader: Mr Rowing	Year: 11
Main knowledge / skills / understanding developed in this course:			
Key Areas of Study:			
Term 1	Term 2	Term 3	Terms 4 and 5
Multiplicative reasoning	Circles, cylinders, cones and spheres	Vectors	REVISION PROGRAMME: Lesson topic revision. Weekly practice paper for homework. After school revision classes.
Plans and elevations	Fractions and reciprocals	Rearranging equations, graphs of cubic and reciprocal functions and simultaneous equations	
Constructions, loci and bearings	Indices and standard form	MOCK EXAMS	
Quadratic equations: expanding and factorising	Similarity and congruence in 2D		
Quadratic equations: graphs			
Assessment Tasks:			
<ul style="list-style-type: none"> ● End of term 1 and 2 tests. ● Two mock exams in spring term. ● Weekly homework (1 or 2 pieces per week). 			
Home activities that will help support college work:			
<ul style="list-style-type: none"> ● Homework support where necessary. ● “MyMaths.co.uk” website. ● GCSE Bitesize. ● Parental support during revision programme to ensure maximum pupil effort. 			

Subject: Mathematics (Higher)		Subject Leader: Mr Rowing	Year: 11
Main knowledge / skills / understanding developed in this course:			
Key Areas of Study:			
Term 1	Term 2	Term 3	Terms 4 and 5
Graphs of trigonometric functions Further trigonometry Collecting data Cumulative frequency, box plots and histograms	Quadratics, expanding more than two brackets, sketching graphs, graphs of circles, cubes and quadratics Circle theorems Circle geometry Changing the subject of formulae (more complex), algebraic fractions, solving equations arising from algebraic fractions, rationalising surds, proof	Vectors and geometric proof Reciprocal and exponential graphs; Gradient and area under graphs Direct and inverse proportion <p style="text-align: center;">MOCK EXAMS</p>	<p>REVISION PROGRAMME:</p> Lesson topic revision. Weekly practice paper for homework. After school revision classes.
Assessment Tasks: <ul style="list-style-type: none"> ● End of term 1 and 2 tests. ● Two mock exams in spring term. ● Weekly homework (1 or 2 pieces per week). 			
Home activities that will help support college work: <ul style="list-style-type: none"> ● Homework support where necessary. ● “MyMaths.co.uk” website. ● GCSE Bitesize. ● Parental support during revision programme to ensure maximum pupil effort. 			

Subject: Media Studies		Subject Leader: Mrs Parmenter		Year: 11
Main knowledge / skills / understanding developed in this course:				
<ul style="list-style-type: none"> ● Consolidation of previous knowledge needed for exams. ● Further understanding of the set texts for GCSE ● Revision skills and timetable creation for GCSE 				
Key Areas of Study: Magazines, NEA, Radio, Sitcom, Music Videos and revision				
Term 1	Term 2	Term 3	Term 4	Term 5-6
<p><u>Revision and consolidation:</u></p> <ul style="list-style-type: none"> ● Gaps identified from the March lockdown. This may alter the timeline for the rest of the year as areas for development will need to be addressed across the units from Year 10. ● Students will revise all of the texts studied in preparation for the mocks scheduled throughout the year. <p><u>NEA</u> The briefs for this part of the course were released by the exam board on the 1st March 2020.</p> <p>Although there is a wide variety of briefs to choose from, students will complete the brief on magazines, which will incorporate the most recent topic studied and is also shown to be a topic that students enjoy and achieve highly on.</p>	<p><u>NEA</u></p> <ul style="list-style-type: none"> ● Completion of NEA started last term. <p><u>Sitcom</u> Students will study Season 4, Episode 2 of 'The IT Crowd' as well as a ten minute extract from 'Friends' Season 1, Episode 1. Other scenes from a variety of sitcoms may also be studied (and will be chosen by the teachers). Students will focus on all areas of the framework: media language, representation, audiences, and industries</p>	<p><u>Sitcom</u></p> <ul style="list-style-type: none"> ● Students will complete the sitcom unit started last term. <p><u>Music Video</u> Students will make in depth analysis of three music videos: Taylor Swift's 'Bad Blood', Bruno Mars's 'Uptown Funk' and Michael Jackson's 'Black and White. Along with selected pages from the artist's official websites and social media, students will focus on all areas of the framework: media language, representation, audiences, and industries.</p>	<p><u>Music Video</u></p> <ul style="list-style-type: none"> ● Students will complete the music video unit started last term. <p><u>Revision</u> Students will revise all of the texts studied in preparation for the GCSE Exam and mocks scheduled throughout the year.</p>	<p><u>Revision</u> Students will revise all of the texts studied in preparation for the GCSE Exam and mocks scheduled throughout the year.</p>
Assessment Tasks:				
<ul style="list-style-type: none"> ● A GCSE style assessment will be given at the end of each unit so that students know what is expected of them and will also have an example that they can revise from. ● Mock exams will be scheduled throughout the year. ● Practise examinations will also be given in class as part of the revision time allowed. 				
Home activities that will help support college work:				
<ul style="list-style-type: none"> ● A homework grid will be issued for each unit. This will provide students with a range of tasks that they can choose from as homework to both challenge and support ability, as well as giving students ownership of their homework. Any that are not completed can be used as additional revision. ● A Seneca class will be set up for students in Year 10 so that they can support their learning online. ● There is also a media YouTube page run by staff to support students. 				

Subject: Music	Subject Leader: Mrs Graham	Year: 11
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Main knowledge / skills / understanding developed in this course:
Pupils will develop their performing skills (both vocal and instrumental) so that they can perform confidently, musically, fluently and with accuracy and expression both individually and as a member of an ensemble. They will improvise and compose, extending and developing musical ideas from a range of starting points. They will use notation appropriately and accurately, both when composing and performing. When listening to music, and when performing and composing, they will learn to identify and use elements of music expressively, and will listen to a range of music with increasing discrimination.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Revision of the set works and exam practise each lesson. Performance focus is on their solo piece this term, with an aim to complete the NEA by half term. Composition work is on their free-choice piece - handing in a first draft by half term.	Continued revision and exam practise. Performance focus shifts to ensemble pieces, to be completed by the end of this term. Composition work is to develop and refine their free-choice composition by the end of term.	Continued revision and exam practise, including revision for the mock exams. Composition work is on their set-brief (set by the exam board, and changes each year) - handing in the first draft by half term.	Continued revision and exam practise. Final chance to refine any performances. Composition work is to complete the set-brief by the end of term.	Revision and exam practise, ahead of the final examination (usually early June).	N/A

Assessment Tasks:

- During lessons pupils will be given feedback by the teacher on how to improve their work.
- There will be opportunities for them to record their work in progress, so that they can listen between lessons to help them plan the next steps in their learning.
- At the end of each unit pupils will be assessed in at least 2 areas (performing, composing, listening and appraising).

Home activities that will help support college work:

- Practise on their instrument - both solo and ensemble pieces in preparation for their Non-Examined Assessments.
- Composing - trying out ideas, noting down ideas, researching music in a particular style that they will be working in.
- Discussing music that you listen to, particularly if it is unfamiliar to the pupil.
- Identifying instruments, style, tempo, dynamics, etc. in music listened to.
- Experiencing live performances of music.
- Support with completing homework tasks, including use of Quizlet website to learn and reinforce key vocabulary.

Subject: Music Technology Level 2 VCERT		Subject Leader: Mrs Graham	Year: 10 and 11
Main knowledge / skills / understanding developed in this course: Pupils will learn how to use modern recording software through self designed briefs, developing independent learning skills and experience of standard industry practice. They will learn to create their own pieces by exploring the work of existing artists, gaining the analytical skills necessary to apply these skills to their own briefs. These pieces will be recorded by them as they learn how to timetable sessions, manage artists in the studio and handle the technical requirements of the recording industry. This course encourages independent learning, research and analysis, as well as helping students gain experience of how to work to briefs and within deadlines within the creative industries. There is a key emphasis on computer literacy with the majority of the course being focused on using the specialised computer software.			
Key Areas of Study:			
Unit 1 - Using a DAW	Unit 2 - Creating Music	Unit 3 - Recording Music	Unit 4 - Creating Sounds
<p>This unit will allow learners to develop skills in operating a Digital Audio Workstation (DAW), creatively using audio, MIDI, hardware and editing tools. Learners will create a musical project in response to a brief, reflecting industry skills.</p> <p>This covers: <i>Hardware components:</i></p> <ul style="list-style-type: none"> - Computer - Peripherals/hardware - Keyboard and other MIDI controllers - Audio/MIDI interface <p><i>Software functions:</i></p> <ul style="list-style-type: none"> - Differences between audio, software instrument and MIDI tracks - Software instruments - Editing tools - Plug-ins. 	<p>Learners will develop skills to analyse stylistic elements of music and develop a piece of music based on a specific style. Learners will engage in a review of technical and creative processes.</p> <p>The learner must know about key elements of their chosen style including:</p> <ul style="list-style-type: none"> • Structure • Melody • Rhythm • Harmony • Instrumentation • Music technology developments that have influenced their chosen style. 	<p>Learners will plan and undertake a recording session for a given scenario. Learners will create a mixdown of their recording and review the final product.</p> <p>The learner will learn about:</p> <ul style="list-style-type: none"> • Health and safety • Microphones, sound sources, placement and DI • Audio interfaces • Multi-track recorder • Monitoring • Planning a studio session. • Use of equipment (microphones, DI, audio interfaces/pre-amps, multi-track recorder and monitoring) • Health and safety • Optimisation of gain • Overdubbing. • Editing • EQ • Effects • Dynamics • Balance • Stereo field • Monitoring • Automation. 	<p>Learners will explore sound creation and apply their knowledge to a given brief. They will create and review their own original sound creation project.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Different forms of media (film/ TV/ advert/ video game/ sound library/ foley, etc) • Types of sound creation • Methods of sound creation

Assessment Tasks:

Each unit comprises of three tasks, tailored to the focus of that unit:

- A research/ presentation/ planning project.
- A creative practical project.
- A self reflection/ evaluation project.

The controlled assessment makes up 50% of the final grade.

The remaining 50% comprises of two externally invigilated exams in the summer of the final year.

- Practical exam 35%
- Written paper 15%

Home activities that will help support college work:

- Revision of key terms through quizlet website.
- Listening to a wide range of music from different genres and media to research production techniques.

Subject: Physical Education (Core)	Subject Leader: Mr Jones	Year: 11
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Main knowledge / skills / understanding developed in this course:
Pupils are allowed to choose their own pathway in Key Stage 4 following on from their experiences in Key Stage 3. The pupils will be taught more advanced skills than Key Stage 3 but the emphasis will be on game play.
Pupils choose between:

- Option 1:** Variety Option
- Option 2:** Trampolining Option
- Option 3:** Mixed Game Option
- Option 4:** Football Option (boys only)
- Option 5:** Fitness Option (girls only)

Key Areas of Study: Games / Trampolining / Climbing / Athletics / Fitness / Leadership / Striking & Fielding

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Option 1. Striking & Fielding	Option 1. Outdoor Games	Option 1. Indoor Games	Option 1. Fitness Suite	Option 1. Striking & Fielding	N/A
Option 2. Trampolining	Option 2. Indoor Games	Option 2. Fitness Circuits	Option 2. Trampolining	Option 2. Striking & Fielding	
Option 3. Indoor Games	Option 3. Table Tennis	Option 3. Fitness Suite	Option 3. Outdoor Games	Option 3. Striking & Fielding	
Option 4. Football	Option 4. Fitness	Option 4. Football	Option 4. Indoor Games	Option 4. Striking & Fielding	
Option 5. Fitness	Option 5. Body Conditioning	Option 5. Trampolining	Option 5. Body Conditioning	Option 5. Striking & Fielding	

Assessments Tasks:
All pupils are assessed at the end of each sporting activity carried out in their double PE lessons. Single lessons are not taught in Key Stage 4. Pupils are therefore assessed in 6 activities, however parents will receive 3 formal assessments.

Home activities that will help support college work:
We strongly recommend every year 11 child attends at least one of our extra-curricular clubs of which there are approximately 20. Due to the pressure of exams and controlled assessments this may not be possible especially after Christmas. However, we encourage them to participate when they can to help maintain a healthy level of physical activity.

Subject: Physical Education (GCSE)	Subject Leader: Mr Jones	Year: 11
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Main knowledge / skills / understanding developed in this course:
Pupils learn Sports Psychology, Social-cultural influences, Health, fitness and well-being and the use of data within a sporting context.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5
<p>Theory assessment: Sports psychology Within their lessons pupils will learn the topics of skill and ability, types of goals and targets including SMART. The basic information processing model, guidance and feedback, arousal and its effect on sporting performance. Aggression and personality types and the influence on sporting choices. Definitions of motivation and the merits of different types of motivation.</p> <p>Practical assessment · Badminton / Football</p>	<p>Social-cultural influences Engagement patterns of different social groups. The commercialisation of sport, including sponsorship and media and their relative merits and drawbacks. New technology and the positive and negatives this brings. The conduct of performers. Prohibited substances and methods and the reasons athletes take them along with the side effects. Spectator behaviour including hooliganism and strategies to prevent its occurrence.</p> <p>Practical assessment · Trampolining / Climbing</p>	<p>Health, fitness and well being Links between participation in sport and wellbeing, fitness and how exercise can suit the varying needs of people. The results of a sedentary lifestyle, obesity. Body types and the 3 commonly recognised somatotypes. Energy use, nutrition and hydration.</p>		

Assessment Tasks:

- Within their theory lessons pupils will be continuously assessed by using past exam questions and also questions from the two textbooks we use, AQA Physical Education by K. Bizley and AQA GCSE 9-1 PE by R. Howitt and M. Murray
- Pupils will sit a mock exam in January on paper 1. and a 2nd mock exam on paper 2 in February.
- At the end of each practical block of work the pupils will be assessed for Part 1 (their ability to display the necessary skills to take part in that sport) and Part 2 (their ability to display the skills from part 1 in a full sided game or competition.)
- The pupils will complete a written piece of work, similar to coursework, which is part of their Non-Exam Assessment (Part 3) over the course of yr 10 and 11. This is worth 10% of their final grade.

Home activities that will help support college work:

- Keeping up to date with homework
- Attending after school clubs to improve their practical performance
- Attend local sporting clubs to help consolidate their practical performance in any sports they enjoy participating in.

Subject: Science					Subject Leader: Mr Macdonald		Year: 11
<p>Main knowledge / skills / understanding developed in this course: GCSE Science encourages the development of knowledge and understanding in science through opportunities for working scientifically. Working scientifically is the sum of all the activities that scientists do. Throughout the course pupils are taught to develop their scientific thinking; their experimental skills and their scientific vocabulary. They are also taught to apply the cycle of collecting, analysing and evaluating data.</p>							
<p>Key Areas of Study: By now pupils will be following one of two pathways through the science curriculum. These are called Combined Science and Triple Science. They are both academically rigorous, with Combined Science counting for two GCSE's and Triple Science counting for three. Please note that, with the exception of P8 which is only studied by those studying Triple Science, all pupils study the units outlined below. However, those pupils entered for Triple Science cover the units in more depth.</p>							
B5 Homeostasis and response	B6 Inheritance, variation and evolution	C8 Chemical analysis	C9 Chemistry of the atmosphere	C10 Using resources	P5 Forces	P7 Magnetism and electromagnetism	P8 Space Physics (Triple Science only)
This section covers how the body makes use of nervous and hormonal systems to maintain a constant internal environment	Pupils explore relationships between inheritance, variation and evolution	The identification of unknown chemicals are explored	The Earth's atmosphere and how it changes over time is studied	A study of the Earth's resources and how these resources can be managed sustainably is undertaken	Forces and how engineers apply an understanding of forces is looked at here.	Magnetism and how electromagnets are used in real life is studied.	Our understanding of space and the universe is explored here
<p>Assessment Tasks:</p> <ul style="list-style-type: none"> Pupils are assessed at the end of each unit. As a result of these assessments pupils are expected to reflect on progress and develop strategies for future success. Controlled assessment no longer forms any part of the assessment framework in any of the Science GCSE's. 							
<p>Home activities that will help support college work:</p> <ul style="list-style-type: none"> Regular homework Access to revision guides 							

Subject: Spanish	Subject Leader: Mrs K Hardy	Year: 11
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Main knowledge / skills / understanding developed in this course:

Students will:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy;
- express and develop thoughts and ideas spontaneously and fluently;
- listen to and understand clearly articulated, standard speech at near normal speed;
- deepen their knowledge about how language works and enrich their vocabulary to increase their independent use and understanding of extended language in a range of contexts;
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to authentic spoken and written material, adapted and abridged, as appropriate, including literary texts;
- develop awareness and understanding of the culture and identity of the countries and communities where Spanish is spoken;
- develop language learning skills both for immediate use and prepare them for further language study in school, higher education or employment;
- develop language strategies, including repair strategies.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5 and 6
<ul style="list-style-type: none"> ● Consolidation of work completed during Lockdown (Theme 3; School, Theme 4; work aspirations) 	<ul style="list-style-type: none"> ● Theme 2; Holidays ● Giving an account of a holiday in the past, present and future tenses; ● role play practice; at the tourist office and complaints with accommodation. 	<ul style="list-style-type: none"> ● Theme 1; Relationships and hobbies (sports, music, TV preferences and book genres) ● description of a good friend and family members (physical characteristics and personality) 	<p>Revision of 5 Themes:</p> <p>Theme 1; Identity and Culture</p> <p>Theme 2: Holidays and local area</p> <p>Theme 3: school</p> <p>Theme 4: future aspirations</p> <p>Theme 5: Global dimension</p>	<p>GCSE Assessments (Edexcel) Foundation/Higher Tier:</p> <p>Paper 1; Listening paper</p> <p>Paper 3; Reading paper</p> <p>Paper 4; Writing paper</p> <p><i>for 2021 examinations there is no formal speaking assessment due to COVID-19. Students' speaking skills will now be assessed through a teacher endorsement alongside the 9 to 1 grade.</i></p>

Assessment Tasks:

- Fortnightly vocabulary tests using the GCSE vocabulary booklets linked to the above topics.
- Work is continually assessed, with dialogue between pupils and teacher. Both written and oral feedback is provided and opportunities are given for students to respond to the feedback to make progress.
- All assessments leading up to the final GCSE examinations will assess all skills to support GCSE readiness for the students, and will help determine the Tier of entry for each student.
- The three examinations at the end of the year will have equal weighting (Listening, reading and writing)
- The speaking element will be assessed throughout the two-year GCSE course in class time and informally (*due to on-going public health safeguards linked to covid-19*)

Home activities that will help support college work:

- Supporting the students with their weekly vocabulary learning, reading or writing tasks, through quizzes / post it notes / flashcards.
- Fostering a positive and inquisitive attitude towards target language Speaking Countries.
- Watching programmes in the Target Language with English subtitles or listening to songs in the Target language.
- To use a paper/online dictionary to help them build a bank of new words linked to the topics mentioned above.
- To discuss current affairs so that the pupils have ideas and opinions in their first language, which can be translated into the Target Language.
- Access to CGP Spanish 9-1 Edexcel revision guides.

Subject: Sport (BTEC)	Subject Leader: Mrs Myall	Year: 11
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Main knowledge / skills / understanding developed in this course:

- This course provides an engaging and relevant introduction to the world of sport. It incorporates important aspects of the industry, such as fitness testing and training for sport and exercise, practical sports performance and sports leadership.
- Unit 2 introduces you to a variety of different sports and, through participating in different sports, it is expected that you will develop knowledge of the associated rules, regulations, scoring systems, skills, techniques and tactics.
- Unit 6 will introduce the basics of sports leadership and you will be required to plan, deliver and evaluate your ability to lead a sports activity session or component of a session.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit 2 Practical Performance in Sport <ul style="list-style-type: none"> ● Understand the rules, regulations and scoring systems for selected sports ● Roles of officials ● Responsibilities of officials 	Practically demonstrate skills, techniques and tactics in selected sports <ul style="list-style-type: none"> ● Safe and appropriate participation ● Relevant skills, techniques and tactics ● Effective use of skills, techniques and tactics 	Be able to review sports performance <ul style="list-style-type: none"> ● review your performance in selected sports using video analysis ● Strengths and areas for improvement ● Activities to improve performance 	Unit 6 Leading Sports Activities <ul style="list-style-type: none"> ● Know the attributes associated with successful sports leadership 	Undertake the planning and leading of sports activities <ul style="list-style-type: none"> ● Plan, lead and measures for success 	Review the planning and leading of sports activities <ul style="list-style-type: none"> ● Review and targets for improvement

Assessment Tasks

- Units 2 and 6 are coursework based units. Students must adhere to hand in deadlines

Home activities that will help support college work:

- Watching and participating in sport sessions
- Observing your coaches and thinking about their attributes
- Attending school or outside school clubs
- Applying knowledge of fitness to training and physical activity

Subject: Worldview Studies - Edexcel GCSE Religious Studies	Subject Leader: Miss Lambert	Year: 11
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Main knowledge / skills / understanding developed in this course:
 Our current Year 11 pupils are in the second year of GCSE RS, having started the course in Year 10.
 The skills used are detailed below. Literacy skills are also developed through written tasks focused around exam questions.
 This course continues to build on the social, moral, spiritual and cultural education of pupils by studying the influence that religion has on people, cultures and personal, ethical beliefs, in relation to current events.

Key Areas of Study:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit of Work:	Living the Muslim Life	Peace and Conflict	Revision: Christianity Paper	Revision: Islam Paper	Key Words and Exam Technique	Philosophy and Ethics through Film
Topics:	Ten obligatory acts, declaration of faith, prayer, fasting, charity, pilgrimage, jihad, celebrations and commemorations.	Peace, peacemaking, conflict, pacifism, just war theory, holy war, weapons of mass destruction, terrorism.	Christian beliefs, marriage and the family, living the Christian life, life after death.	Muslim beliefs, crime and punishment, living the Muslim life, peace and conflict.	N/A	Selma: human rights, prejudice and discrimination. My Sister's Keeper: medical ethics, relationships and families.

Skills:

AO1 Demonstrate knowledge and understanding of religion and belief, including:

- Beliefs, practices and sources of authority
- Influence on individuals, communities and societies
- Similarities and differences within and/or between religions and beliefs

AO2 Analyse and evaluate aspects of religion and belief, including their significance and influence.
 Key skills; Understanding, Explanation, Analysis, Synthesis, Evaluation.

Assessment Tasks:

Summative assessment is as follows;

- Assessment one is a section of a practice paper.
- Assessment two is a section of a practice paper.
- Assessment three incorporates two mock papers; Paper 1: Christianity and Paper 2: Islam.
- The final assessments are the external GCSE papers.

Formative and peer-assessment tasks;

- Peer-assessment is based on practice exam questions using the mark scheme and model answers, with teacher guidance.
- Targeted and live marking is used, with 'improvement lessons' built in to the curriculum schedule.

Home activities that will help support college work:

- Watching or reading the news and discussing any religious items in the news will help extend thinking.
- Any visit to major cities, or abroad, may include some of the experiences we will be discussing in lessons.
- We subscribe to a website called Kerboodle which provides information, activities and videos to support the GCSE course.
- Pupils are also given the opportunity to purchase revision guides.