KING EDWARD VI
NORTHFIELD
SCHOOL FOR GIRLS

Educational excellence for our City

Education is the most powerful weapon which you can use to change the world.
Nelson Mandela

King Edward VI Northfield School for Girls – Year 11 Curriculum

Topic tracker

Subject	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Maths	Gradients and lines / Non-linear graphs / Using graphs	Expanding and factorising / Changing the subject / Functions	Multiplicative reasoning / Geometric reasoning / Algebraic reasoning	Transforming and constructing / Listing and describing / Show that…	Revision	GCSE examinations
English Language **English Literature**	**Literature Paper 2** Shakespeare – *Macbeth*	**Language Paper 1 - *Revision*** **Literature Paper 1** 19th Century Novel *A Christmas Carol* - ***Revision***	**Literature Paper 2** 'Power & Conflict' Poetry Anthology, Unseen Poetry and 'An Inspector Calls' - ***Revision***	**Language Paper 2 - *Revision***	Literature Paper 1 & Literature Paper 2 – ***Revision*** Language Paper 1 & Language Paper 2 - ***Revision***	
Combined Science	Ecology (B7), rates of reaction (C6), Forces (P5)	Homeostasis and response (B5), Organic Chemistry (C7), Waves (P6)	Inheritance, variation and evolution (B6), Chemical Analysis (C8), Magnetism and electromagnetism (P7)	Inheritance, variation and evolution (B6),Sustainable development (C10), Space Physics (P8) – Triple only	Exam preparation and GCSEs	Exam preparation and GCSEs
Biology	As above plus Biology additional content	As above plus Biology additional content	As above plus Biology additional content	As above plus Biology additional content	As above plus Biology additional content	As above plus Biology additional content
Chemistry	As above plus Chemistry additional content	As above plus Chemistry additional content	As above plus Chemistry additional content	As above plus Chemistry additional content	As above plus Chemistry additional content	As above plus Chemistry additional content
Physics	As above plus Physics additional content	As above plus Physics additional content	As above plus Physics additional content	As above plus Physics additional content	As above plus Physics additional content	As above plus Physics additional content
Art	Mock exam from past paper	Portfolio Development	Unit 2 Set Task (exam)	Unit 2 Set Task (exam)	Unit 2 Set Task 10 hour exam	n/a
Computer Science	Computational Thinking / Searching and sorting algorithms	Programming constructs / Data Types / File handling	Defensive design / Testing	Boolean Logic / Languages / IDE	Revision	GCSE examinations
Drama	Introduction to Drama (Revision)	Live theatre performance	'Much Ado About Nothing' (Rehearsal)	'Much Ado About Nothing' (Performance)	Introduction to Drama (Revision)	

Food and Nutrition	Food Science Investigation/ Sensory Testing/GCSE Non Examined Assessment 1 Practical - Pasta	GCSE Non Examined Assessment 1/Mock NEA2/ GCSE Non Examined Assessment 2 Practical - Mock	GCSE Non Examined Assessment 2 Practical – Presentation Practice	GCSE Non Examined Assessment 2 Revision Practical – Non Examined Assessment 3hr Practical	Revision	Revision
French	**Le grand large** Local area, holdiay and travel	**Au collège** School	**Bon travail!** Future plans, study and work	**Un oeil sur le monde** International dimension	**Revision and exam skills**	
Geography	1. Geographical applications: Physical fieldwork 2. Challenges in the human environment: Urban issues and challenges: Rio	1. Challenges in the human environment: Urban issues and challenges: Birmingham 2. Geographical applications: Human fieldwork	Challenges in the human environment: Our Economic World: Nigeria	Challenges in the human environment: Our Economic world: UK Prep for Paper 3 pre release	Revision	Revision
Graphic Design	Product ideas and development, 2D Design software	Mock exam (1 day) – final products for portfolio 1	External Exam project chosen and researched	Development of chosen theme ideas. Final Exam (2 Days)		
Health and Social Care	RO35: Topic Area 1 and 2 – Plan and create a health promotion campaign	RO35: Topic Area 3 and 4 - Deliver and evaluate a health promotion campaign	RO32: Topic Area 1&2 - The rights of service users and person-centred values	RO32: Topic area 3&4 - Effective communication in health and Protecting service users and service providers	Revision of RO32: Topic Area 1-4	
History	Weimar Germany – Problems facing the German government 1919-29	Weimar and Nazi Germany: The Rise of the Nazis and Hitler. How did Hitler get to power?	How did Hitler become a dictator? What was it like to live in Nazi Germany	Cold War – causes and crises Cold War	The end of the Cold War	Revision and exam practice.

Music	**Practical:** Composition 2 Ensemble Performance **Exam:** Film Music	**Practical:** Composition 2 Ensemble Performance **Exam:** Rhythms of the world	**Practical:** Ensemble Performance **Exam:** Rhythms of the world	**Exam:** Revision	**Exam:** Revision	**Exam:** Revision
PE Core	Team Games	Individual Sports Basic First Aid	Inclusive Sports	Fitness @home	Striking and fielding	
PSHE	Looking to the future	Looking to the future	Protecting my mental and physical health beyond school	Protecting my mental and physical health beyond school		
RE	Paper 1 – Islam beliefs and teachings	Paper 1 – Islam beliefs and teachings	Paper 1 – Islam practices	Paper 1 – Islam practices	Paper 2 – Theme D Religion, Peace and Conflict	Paper 2 Theme E Religion, Crime and punishment
Sports Science	R180: Exam Unit Topic Area 1 R182: Components, function and role of cardio-respiratory system during exercise	R180: Exam Unit Topic Area 1 R182: Components, function and role of cardio-respiratory system during exercise	R180: Exam Unit Topic Area 1 Topic Area 2 R182: Respiratory system: trachea, lungs, alveoli, diaphragm	R180: Exam Unit Topic Area 3 R182: Respiratory system: trachea, lungs, alveoli, diaphragm	R180: Exam Unit Topic Area 5 R182: Technology that can inform how the cardio-respiratory system	
Textiles	NEA 2; Introduction Identifying and investigating design possibilities Developing a design brief and specification	Nea 2; Developing a design brief and specification Generating and developing design ideas	Nea 2; Generating and developing design ideas Manufacturing a prototype.	Nea 2; Analysing and evaluating design decisions and prototypes.	Nea 1; Revision	Nea 1; Revision

Maths

'Nature is written in mathematical language' Galileo Galilei

The work in Year 7 is crucial as these are the learning blocks that are essential for GCSE; you must be fully confident with these topics

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	**Gradients and lines:** Find and use equations of straight lines Understand and use equations of perpendicular lines **Non-linear graphs:** Plot and read from quadratic curves, and find roots Plot cubic and reciprocal graphs Understand and use exponential graphs Find the equation of a tangent to a curve **Using graphs:** Reflect shapes in a given line Draw and interpret real-life and	**Expanding and factorising:** Expand and factorise single or double brackets; expand triple brackets Solve quadratic equations by factorising, completing the square or using the quadratic formula Solve complex algebraic expressions including algebraic fractions **Changing the subject:** Review solving linear equations Change the subject of a formula (including where the subject appears more than once) Volume of a pyramid Iteration	**Multiplicative reasoning:** Review scale and enlargement Work with direct and inverse proportion Pressure and density Determine whether problems require additive or multiplicative reasoning Construct complex direct proportion equations **Geometric reasoning:** Review angle facts, including language used and chains of reasoning Pythagoras' theorem and trigonometric ratios Formal geometric proofs (including circle theorems)	**Transforming and constructing:** Revisit transformations and link to symmetry Perform standard constructions and solve loci problems Understand and use trigonometrical graphs; sketch translations and reflections of the graph of a function **Listing and describing:** Work with organised lists, sample spaces and Venn diagrams Plans and elevations Compare distributions Use the product rule for counting	**Revision:** Work on past papers and topics that have been identified during the year as needing further attention	**GCSE examinations**

	speed/distance/time graphs Estimate the area under a curve	**Functions:** Find inputs and outputs Show algebraic expressions are equivalent Solve problems using the kinematics formulae Composite and inverse functions	**Algebraic reasoning:** Work with complex indices and simplify complex expressions Review finding the nth term and justify why a number is/isn't in a given sequence Formal algebraic proofs	**Show that…:** Illustrate equivalence, numerically and algebraically Justify answers Use angle rules and conditions for congruent triangles Formal proof with congruent triangles		
Assessments and End Points	Low stakes assessment after each unit of work	Low stakes assessment after each unit of work MOCK examinations	Low stakes assessment after each unit of work	Low stakes assessment after each unit of work MOCK examinations	GCSE examinations	GCSE examinations
Important literacy and numeracy developed	We will revisit the essential skills and build on them. These include skills for life such as decimals (to help with money), fractions (useful in recipes), percentages (essential in shopping, business and organising trips), interpreting graphs and charts, calculating perimeter and area, finding an average, adding units of time and converting between measures. It is crucial to have confidence in these areas. We provide all pupils with a knowledge organiser at the start of each unit to support them with key terminology and notation.					
Wider skills and enrichment	Our maths curriculum gives our students the skills to solve problems that help them understand the world around them, as well as helping them to structure, organise and process information as well as to think logically. We lead an engaging maths club where pupils explore mathematical puzzles and games, as well as a 'Dragons and Dungeons' club which pupils really enjoy.					
How you can help your child at home	Ensure they complete all independent study and encourage them to use online support including Mathswatch where pupils have an individual login and password. We also encourage pupils to use the websites Corbettmaths, Mathsgenie, Oak National Academy and BBC Bitesize.					

Year 11 English Language & English Literature

"The teaching of stories and history depends on *who* is telling the story"

– John Agard, writer of *'Checkin Out Me History'*

In year 11, pupils in English will begin by studying Shakespeare's 'Macbeth'*, their last full English literature GCSE text. The curriculum builds to focus on retrieval, revision and examination practice of Language Paper 1 and* 'A Christmas Carol' *ahead of the January mock examinations. In the spring term, pupils study the remaining Anthology poetry and approaches to 'Unseen' poetry, as well as revision of* 'An Inspector Calls' *and Language Paper 2. Each term of year 11 has time deliberately built-in in order to facilitate effective revision and pupils refining their examination technique, prior to the all-important GCSE examinations in May and June.*

*Please note, it is our aim that <u>all</u> pupils in year 11 are entered for GCSE English Language and GCSE English Literature, unless an exception is made to only enter for English Language. All English GCSE papers are un-tiered (i.e. no Foundation or Higher paper).

	Autumn Term 1	**Autumn Term 2**	**Spring Term 1**	**Spring Term 2**	**Summer Term**
Component Knowledge	**Literature Paper 2 (Shakespeare)** *Macbeth* Full text, plot, character, themes Extract & whole text exam-style questions	**Language Paper 1 (<u>Revision</u>)** Questions 1-4 *Fiction extracts* Question 5 *Descriptive and Narrative writing* + Literature Paper 1 (19th Century Novel) *A Christmas Carol* <u>Revision</u>	**Literature Paper 2 (Poetry)** 'Power & Conflict' Poetry Anthology *Final 5 poems* ***Poems studied are:*** 'Poppies' by Jane Weir 'Kamikaze' by Beatrice Garland 'Checkin Out Me History' by John Agard 'The Emigree' by Carol Rumens 'Tissue' by Imtiaz Dharker **Literature Paper 2 (<u>Revision</u>)** 'An Inspector Calls' <u>Revision</u> Unseen Poetry (**<u>Teaching & Revision</u>**)	**Language Paper 2 (<u>Revision</u>)** *Questions 1-4* *Non- fiction extracts (19th & 20th/21st century)* Question 5 *Viewpoint writing* + Literature Paper 1 & 2 <u>Revision</u>	GCSE examination revision, as determined by group: • English Literature, Paper 1 (Shakespeare's 'Macbeth' and 19th Century Novel 'A Christmas Carol') • English Literature, Paper 2 ('An Inspector Calls'. AQA Anthology Poetry – Power & Conflict and Unseen Poetry) • English Language, Paper 1 (Explorations in creative reading & writing) • English Language, Paper 2 (Writers viewpoints & perspectives)

Assessments and End Points	**Mid-point:** Literature Paper 1 exam style question (Extract & whole text question) *e.g. Starting with the extract, how does Shakespeare present Lady Macbeth as a powerful woman?* (30 + 4 marks) **English Literature**: AO1, AO2 & AO3	**Mid-point:** Literature Paper 1B (*A Christmas Carol*) – Extract & whole text question (30 marks) **Mock Exams:** Language Paper 1, Q1-5 (80 marks) **English Language:** AO1, AO2, AO4, AO5, AO6 Literature Paper 1, Section A & B (64 marks) **English Literature**: AO1, AO2 & AO3	**Mock Exams:** • **Language Paper 1**, Q1-5 (80 marks) • **Literature Paper 1, Section A & B** (64 marks) **English Literature**: AO1, AO2 & AO3	**Mock Exams:** • **Language Paper 2**, Q1-5 (80 marks) • **Literature Paper 2**, Section A, B & C (96 marks) **English Language:** AO1, AO2, AO3, AO5, AO6 **English Literature**: AO1, AO2 & AO3	**Summer exam dates 2024 (TBC):** • **English Literature, Paper 1 (Shakespeare and the 19th Century Novel)** • **English Literature, Paper 2 (Modern texts and Poetry)** **English Literature**: AO1, AO2 & AO3 • **English Language, Paper 1 (Explorations in creative reading & writing)** **English Language, Paper 2 (Writers viewpoints & perspectives)** **English Language:** AO1, AO2, AO3, AO5, AO6
Important literacy and numeracy developed	**Reading:** Extended guided reading of full texts in three of six terms; Close analytical reading, focusing on word and sentence level understanding; Inference, analysis and comparison skills are inherent in the year 11 English curriculum and GCSE Assessment Objectives for Literature and Language. **Writing:** Extended writing, including planning, drafting and editing; Technical accuracy focus in each writing unit which builds on prior knowledge of spelling, punctuation and grammar; Developing appreciation of genre features of different writing styles, such as persuasive writing. **Oracy:** Each year 11 examination unit features distinct opportunities to explore texts and themes through talk. Several units of English in year 11 have explicit focus on the use of spoken language, such as Shakespeare's 'Macbeth' and writing speeches when preparing for Language Paper 2. **Numeracy:** Pupils engage with the use of statistics when exploring and producing non-fiction viewpoint writing for Language Paper 2.				
Wider skills and enrichment	**Careers** awareness is addressed in year 11 through teacher-pupil discussions about post-16 options in English, such as English Literature A Level. **Links to the wider curriculum**, particularly to history when studying the historical contexts of Shakespearean England and belief in witchcraft, 19th century context of 'A Christmas Carol' and for Language Paper 2, and 20th century political history when revising 'An Inspector Calls'. **Enrichment** opportunities include encouragement to participate in NSG News Club (our school newspaper), Drama Club, Creative Writing club or our Library reading club. Enrichment opportunities for extra-curricular revision or collaboration with other King Edwards schools are taken up when available.				
How you can help your child at home	Support your child in their GCSE studies by directing them to shared English curriculum resources and catch-up English work via **Microsoft Teams**. They can also use a variety of online revision resources, such as **BBC Bitesize, Oak National Academy** and **YouTube revision channels** (e.g. Mr Bruff and BBC Learning Zone).				

	It is very helpful for pupils to have a personal copy of the set Literature texts ('An Inspector Calls' by JB Priestley, 'A Christmas Carol' by Charles Dickens and 'Macbeth' by William Shakespeare) – we do not recommend any particular edition. Revision guides, which can be purchased easily in shops or online, can be very useful too. The **CGP revision series** for **AQA English Language and AQA English Literature**, as well as the **York Notes** study guides for the **GCSE English Literature texts**, are particularly recommended by the English Faculty at NSG.

Combined Science

'In a modern and innovative society, where advancements are plentiful and communication is instantaneous, science and technology are a part of everyday life.' Julie Payett

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge (Topic order may vary within terms)	Ecology (B7) CONTINUED - Material cycling, land use and Biodiversity. Hydrocarbons (C7) – Crude oil, fractional distillation and cracking Motion (P5b) – motion graphs and calculations	Waves (P6) – measuring waves, properties of waves, the EM spectrum, infrared Co-ordination and control (B5) – Nervous system, hormones and reproduction Chemical analysis (C8) – formulations, chromatography, gas tests	Evolution (B6) – theory of evolution, evidence of evolution, selective breeding, genetic engineering	Atmosphere (C9) – history of the atmosphere, carbon cycle, atmospheric pollution Electromagnetism (P7) – magnets, electromagnets, motors Inheritance (B6) – variation, genetics, inheritance Sustainability (C10) – water treatment, metal extraction, recycling	Exam preparation and GCSEs	Exam preparation and GCSEs
Assessments and End Points	Recall test (20 questions after each topic)	Mock GCSE exams (Paper 1) Recall test (20 questions after each topic)	Recall test (20 questions after each topic)	Mock GCSE exams (Paper 2) Recall test (20 questions after each topic)	GCSE Examinations (Paper 1s)	GCSE Examinations (Paper 2s)
Important literacy and numeracy developed	Literacy skills include developing a wider level of scientific language which is then used correctly and concisely to describe, explain, analyse and evaluate scientific data, facts and theories. Numeracy skills include arithmetic and numerical computation, handling data, algebra, graphs, geometry and trigonometry. These are applied to investigative data, biological calculations (e.g. magnification and percentage change), quantitative chemistry (e.g. mass calculations) and physics equations.					
Wider skills and enrichment	Pupils will consider the wider relevance of science to their lives and careers, including the range of STEM careers. Opportunities to explore these through employers and other visitors will be organised as opportunities arise.					
How you can help your child at home	Regular recall and revision are an essential part of success in Sciences. This can be supported by encouraging recall practise of the key knowledge which pupils collate and are regularly tested on both after a topic and then ongoing through the course. BBC Bitesize, Oak Academy, Brainscape and the online investigation software (link in Teams) are among the tools which can support effective revision.					

Biology

‘If you know you are on the right track, if you have this inner knowledge, then nobody can turn you off... no matter what they say.’ Barbara McClintock

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	Ecology (B7) Continued- materials cycling, land use, biodiversity, food security, biotechnology, decay	Co-ordination and control (B5) – Nervous system, the brain, the eye, hormones and reproduction, body temperature, kidneys, plant hormones.	Inheritance (B6) – variation, genetics, inheritance	Evolution (B6) – theory of evolution, evidence of evolution, selective breeding, genetic engineering	Exam preparation and GCSEs	Exam preparation and GCSEs
Assessments and End Points	Recall test (20 questions after each topic)	Mock GCSE exams (Paper 1) Recall test (20 questions after each topic)	Recall test (20 questions after each topic)	Mock GCSE exams (Paper 2) Recall test (20 questions after each topic)	GCSE Examinations (Paper 1s)	GCSE Examinations (Paper 2s)
Important literacy and numeracy developed	Literacy skills include developing a wider level of scientific language which is then used correctly and concisely to describe, explain, analyse and evaluate scientific data, facts and theories. Numeracy skills include arithmetic and numerical computation, handling data, algebra, graphs, geometry and trigonometry. These are applied to investigative data and biological calculations, e.g. reaction times, response graphs, probability calculations and normal distributions.					
Wider skills and enrichment	Pupils will consider the wider relevance of science to their lives and careers, including the range of STEM careers. Opportunities to explore these through employers and other visitors will be organised as opportunities arise.					
How you can help your child at home	Regular recall and revision are an essential part of success in Sciences. This can be supported by encouraging recall practise of the key knowledge which pupils collate and are regularly tested on both after a topic and then ongoing through the course. BBC Bitesize, Oak Academy, Brainscape and the online investigation software (link in Teams) are among the tools which can support effective revision.					

Chemistry

‘I hope I'm saving lives. There are very few people in their careers that have the opportunity to do something to benefit mankind.’ Stephanie Kwolek

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	Hydrocarbons (C7) – Crude oil, fractional distillation and cracking, alkenes, alcohols, carboxylic acids, esters, polymerisation	Chemical analysis (C8) – formulations, chromatography, gas tests, flame, tests, ion tests, instrumental methods	Atmosphere (C9) – history of the atmosphere, carbon cycle, atmospheric pollution	Sustainability (C10) – water treatment, metal extraction, recycling, preventing corrosion, advanced materials, the Haber process	Exam preparation and GCSEs	Exam preparation and GCSEs
Assessments and End Points	Recall test (20 questions after each topic)	Mock GCSE exams (Paper 1) Recall test (20 questions after each topic)	Recall test (20 questions after each topic)	Mock GCSE exams (Paper 2) Recall test (20 questions after each topic)	GCSE Examinations (Paper 1s)	GCSE Examinations (Paper 2s)
Important literacy and numeracy developed	Literacy skills include developing a wider level of scientific language which is then used correctly and concisely to describe, explain, analyse and evaluate scientific data, facts and theories. Numeracy skills include arithmetic and numerical computation, handling data, algebra, graphs, geometry and trigonometry. These are applied to investigative data, chemical calculations (including those studied in Quantitative Chemistry for paper 1), trends in homologous series, timelines, pie charts and graphs with multiple lines.					
Wider skills and enrichment	Pupils will consider the wider relevance of science to their lives and careers, including the range of STEM careers. Opportunities to explore these through employers and other visitors will be organised as opportunities arise.					
How you can help your child at home	Regular recall and revision are an essential part of success in Sciences. This can be supported by encouraging recall practise of the key knowledge which pupils collate and are regularly tested on both after a topic and then ongoing through the course. BBC Bitesize, Oak Academy, Brainscape and the online investigation software (link in Teams) are among the tools which can support effective revision.					

Physics

'We will always have STEM with us. Some things will drop out of the public eye and will go away, but there will always be science, engineering, and technology.' Katherine Johnson

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	Motion (P5b) – motion graphs and calculations	Waves (P6) – measuring waves, properties of waves, the EM spectrum, infrared, sound waves, seismic waves, colour, lenses and temperature equilibrium	Electromagnetism (P7) – magnets, electromagnets, motors, uses of electromagnets, generator effect, transformers	Space (P8) – the solar system, orbits, formation and life cycle of stars, Big Bang theory, dark matter and dark energy	Exam preparation and GCSEs	Exam preparation and GCSEs
Assessments and End Points	Recall test (20 questions after each topic)	Mock GCSE exams (Paper 1) Recall test (20 questions after each topic)	Recall test (20 questions after each topic)	Mock GCSE exams (Paper 2) Recall test (20 questions after each topic)	GCSE Examinations (Paper 1s)	GCSE Examinations (Paper 2s)
Important literacy and numeracy developed	Literacy skills include developing a wider level of scientific language which is then used correctly and concisely to describe, explain, analyse and evaluate scientific data, facts and theories. Numeracy skills include arithmetic and numerical computation, handling data, algebra, graphs, geometry and trigonometry. These are applied to investigative data, physics calculations (e.g. using and deriving equations, interpreting and drawing graphs, using scale drawings).					
Wider skills and enrichment	Pupils will consider the wider relevance of science to their lives and careers, including the range of STEM careers. Opportunities to explore these through employers and other visitors will be organised as opportunities arise.					
How you can help your child at home	Regular recall and revision are an essential part of success in Sciences. This can be supported by encouraging recall practise of the key knowledge which pupils collate and are regularly tested on both after a topic and then ongoing through the course. BBC Bitesize, Oak Academy, Brainscape and the online investigation software (link in Teams) are among the tools which can support effective revision.					

Art

'All schools should be art schools' Bob & Roberta Smith

AQA GCSE Art & Design: Completion of Unit 1: Portfolio. Unit 2: Set task (exam)

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	Unit 1: Y11 Mock Exam: past paper. Independent project development. Working to a set task paper with a tight timescale. Meeting all 4 assessment objectives: •A01: Develop, •AO2: Refine, •AO3: Record, •AO4: Present	Unit 1: Portfolio selection and refinement. Select & present. Meeting all 4 assessment objectives: •A01: Develop, •AO2: Refine, •AO3: Record, •AO4: Present	Independent work in response to Unit 2 paper, with supporting tutorials and a Gallery visit to an appropriate Art Gallery. Meeting all 4 assessment objectives: •A01: Develop, •AO2: Refine, •AO3: Record, •AO4: Present			n/a
Assessments and End Points	Tutorials / Progress sheets	Tutorials / Progress sheets Predicted grade	Tutorials / Progress sheets	Tutorials / Progress sheets Predicted grade	Tutorials / Progress sheets	n/a
Important literacy and numeracy developed	Using writing as a tool for thought. Annotating to communicate thoughts and ideas. Reading and comprehension for contextual research Specialist vocabulary.					
Wider skills and enrichment	Gallery Visit					
How you can help your child at home	Ask them about their work, listen to their ideas on a theme and discuss their and your own ideas. Encourage skills practice. Provide a quiet place for research and HW tasks. Visit a gallery if the opportunity arises.					

Computer Science

'Programming is not just about code. Its about creating something from nothing and solving real-world problems.' Reshama Shaikh

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	-Understanding of these principles of Abstraction, Decomposition and Algorithmic Thinking and say how they are used to define and refine problems -Produce simple diagrams to show: -The structure of a problem -Subsections and their links to other subsections -Complete, write or refine an algorithm using the techniques listed -Identify syntax/logic errors in code and suggest fixes -Create and use trace tables to follow an algorithm -Understand the main steps of Binary and Linear searches -Understand any pre-requisites of an algorithm	-Practical use of the techniques in a high-level language within the classroom -Understanding of each technique -Recognise and use the following operators: == Equal to + Addition != Not equal to – Subtraction < Less than * Multiplication <= Less than or equal to / Division > Greater than MOD Modulus >= Greater than or equal to DIV Quotient ^ Exponentiation (to the power) -Ability to choose suitable data types for data in a given scenario -Understand that data types may be temporarily changed through casting -Ability to manipulate strings, including:	-Understanding of the issues a programmer should consider to ensure that a program caters for all likely input values - Understanding of how to deal with invalid data in a program -Authentication to confirm the identity of a user -Practical experience of designing input validation and simple authentication -Understand why commenting is useful and apply this appropriately -The difference between testing modules of a program during development and testing the program at the end of production -Syntax errors as errors which break the grammatical rules of the programming language and stop it from being run/translated	Knowledge of the truth tables for each logic gate -Recognition of each gate symbol -Understanding of how to create, complete or edit logic diagrams and truth tables for given scenarios -Ability to work with more than one gate in a logic diagram -The differences between high- and low-level programming languages -The need for translators -The differences, benefits and drawbacks of using a compiler or an interpreter -Knowledge of the tools that an IDE provides -How each of the tools and facilities listed can be used to help a programmer develop a program -Practical experience of using a range of these	**Revision:** Work on past papers and topics that have been identified during the year as needing further attention	**GCSE examinations**

	-Apply the Bubble sort, Merge sort and Insertion sort algorithm to a data set -Identify an algorithm if given the code or pseudocode for it	-Concatenation -Slicing -Arrays as fixed length or static structures -Use of 2D arrays to emulate database tables of a collection of fields, and records -The use of functions -The use of procedures -Where to use functions and procedures effectively -The use of the following within functions and procedures: -local variables/constants - global variables/constants -arrays -SQL commands:SELECT / FROM / WHERE -Be able to create and use random numbers in a program	-Logic errors as errors which produce unexpected output -Normal test data as data which should be accepted by a program without causing errors -Boundary test data as data of the correct type which is on the very edge of being valid -Invalid test data as data of the correct data type which should be rejected by a computer system -Erroneous test data as data of the incorrect data type which should be rejected by a computer system -Ability to identify suitable test data for a given scenario -Ability to create/complete a test plan	tools within at least one IDE		
Assessments and End Points	Low stakes assessment after each unit of work	Low stakes assessment after each unit of work MOCK examinations	Low stakes assessment after each unit of work	Low stakes assessment after each unit of work MOCK examinations	GCSE examinations	GCSE examinations
Important literacy and numeracy developed	We will revisit the essential skills and build on them. These include skills for life such as E-Safety, communicating online, problem solving and confidence in using software. It is crucial to have confidence in these areas. We provide all pupils with a knowledge organiser at the start of each unit to support them with key terminology and notation.					

Wider skills and enrichment	Our Computer Science curriculum gives our students the skills to solve problems that help them understand the world around them, as well as helping them to structure, organise and process information as well as to think logically. Boosters for KS4 run weekly as well as drop ins where needed.
How you can help your child at home	Ensure they complete all independent study and encourage them to use online support including Repl.it where pupils have an individual login and password. We also encourage pupils to use the websites Craig n Dave (YouTube) and BBC Bitesize.

Dance

Great dancers are not great because of their technique, they are great because of their passion"
Martha Graham

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	Component 1 Exploring the Performing Arts Investigate how professional performance is created Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance	Component 1 Exploring the Performing Arts Investigate how professional performance is created Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance	Component 3 – Responding to a brief Understand how to respond to a brief Select and develop skills and techniques in response to a brief Apply skills and techniques in a workshop performance in response to a brief Evaluate the development process and outcome in response to the brief	Component 3 Responding to a brief Understand how to respond to a brief Select and develop skills and techniques in response to a brief Apply skills and techniques in a workshop performance in response to a brief Evaluate the development process and outcome in response to the brief		
Assessments and End Points	Component 1– Internally Assessed	Component 1 – Internally Assessed	Component 3 – Externally Assessed	Component 3 – Externally Assessed		
Important literacy and numeracy developed	Literacy is developed by using subject specific language and through extended pieces of writing Numeracy is developed through counting to the beat of the music, keeping time, using symmetry, using geometrical patterns and shapes to help create movement and dance pieces and using angles for arm and leg positions					
Wider skills and enrichment	Dance will contribute to helping pupil's lead a more active and healthier lifestyle and improve pupil's confidence through performing to an audience. Dance Pupils will have the opportunity to go on a theatre trip to watch a show, this will teach them theatre etiquette and give them the opportunity to see a live performance					
How you can help your child at home	Encourage your child to attend extracurricular dance club Watch a wide range of dances and dance styles Encourage your child to practise and rehearse					

Drama

"Theatre is a mirror; a sharp reflection of society" - Yasmin Reza

In year 11, the GCSE Drama course focuses on consolidating understanding of the 'Introduction to drama', where pupils will re-visit how to read play texts, roles within theatre and different styles of theatre performance. Pupils will also respond to a live theatre performance as part of their examination preparation, as well as rehearsing and staging an examination performance of a play text. Clear knowledge of drama and theatre are revisited in time for the GCSE examination preparation in the summer.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	***Component 1:*** Revision on introduction to drama unit: • how to read a play • productive group work • drama terminology • roles and responsibilities in theatre • different genres and styles.	***Component 1:*** Live theatre performance Pupils watch a live play or recorded live play revising how to critically analyse the decisions made by artists in different roles and specialisms	***Component 3:*** Block and rehearse 'Much Ado About Nothing' in preparation for visiting examiner planned for May.	***Component 3:*** Rehearsals and visiting examiner	***Component 1:*** Revision	***Component 1:*** Summer examination
Assessments and End Points	*Ongoing individual and group knowledge checks*	*Ongoing individual and group knowledge checks*	Mock Performance	Visiting examiner assessment (date TBC)	Mock examination	Terminal examination (dates TBC)
Important literacy and numeracy developed	**Reading:** Drama lessons are usually text-based, so pupils develop their comprehension and fluency of written texts, interpretation of writers' ideas via performance, and verbal pronunciation of words from texts studied. **Oracy:** In all Drama lessons, effective talk and listening is vital to success. Pupils find their voice and confidence in lesson activities. Group work encourages pupils to discuss ideas and respond to feedback and dialogue.					

Wider skills and enrichment	**Careers** awareness is addressed at GCSE Drama, with the range of roles in the performing arts (e.g. actor, director, writer, theatre technician) highlighted at every opportunity. **Links to the wider curriculum** are present in the GCSE Drama curriculum, as lessons draw on approaches taken to text study in English lessons. Some texts overlap with pupils' wider study of history and PSHE. **Enrichment** opportunities include Drama Club run by our specialist Drama coach. Pupils can also participate in the bi-annual school production. Wherever available, school trips to theatre performances are arranged to encourage pupils' interest in drama and theatre.
How you can help your child at home	Encourage your child to develop their knowledge and skills of Drama using this online parent toolkit: https://www.scholastic.com/parents/school-success/learning-toolkit-blog/drama-activities-to-add-to-our-parent-toolkit.html Support your child in completing Drama homework tasks set via **EPraise**. Independent tasks or research which support your child's understanding of Drama will be set via **EPraise.** https://www.epraise.co.uk/index.php?school=kingedward Please support and encourage your child in attending after-school rehearsals for GCSE Drama practicals wherever possible.

Food and Nutrition

'No-one is born a great cook, one learns by doing' *Julia Child*

GCSE Food Preparation and Nutrition in Year 11 is predominantly computer-based work completing; Non-Examined Assessment 1 the food investigation task and Non-Examined assessment 2 the food preparation task. There will be elements of practical cooking and exam question practice dispersed throughout the year in preparation for the written paper.

	Autumn Term 1	**Autumn Term 2**	**Spring Term 1**	**Spring Term 2**	**Summer Term 1**	**Summer Term 2**
Component Knowledge	Food Science Investigation – Practice computer-based research, investigation, analysis and evaluation. Sensory Testing – taste testing panel and recording data. GCSE Non-Examined Assessment 1 – Introduction and Research Practical – Pasta and Side dish - Evaluation	GCSE Non-Examined Assessment 1 10hours – Experiments x3, Analysis of Results and Computer based write up. Mock NEA2 – Research, Nutrition Analysis, Costing, Time Plan and Evaluation. GCSE Non-Examined Assessment 2 Practical – Mock 2 dishes 3hrs	GCSE Non-Examined Assessment 2 20hours - Selection of Brief, Computer based research, Nutrition Analysis, Costing, Time Plan. Practical – Presentation Practice – focus on food styling and plating up to a high standard.	GCSE Non-Examined Assessment 2 – Evaluation. Revision – Section A- Nutrition and Healthy Eating Practical – Non-Examined Assessment – 3 dishes in 3hours	Revision – Section B – Food provenance, processing and Technological developments in food.	Revision- Section C and D – Food Science, Sensory, Equipment and Food Safety.
Assessments and End Points	NEA1 practice- Marked using exam board mark scheme. Practice Exam Paper	GCSE NEA1 – Marked Mock Paper Mock NEA2 Practical Assessed	Presentation and Evaluation Assessed	GCSE NEA2 – Marked Practice Exam Paper		
Important literacy and	Food Preparation develops numeracy in a range of different ways; costing, using units of measure and ratio in weighing and measuring of ingredients, Nutrition Analysis, temperature in key temperatures for food safety and cooking, Height and weight calculations for BMI and time in cooking and time plans.					

numeracy developed	Literacy is also developed in extended writing, encouraging reading of extended texts and use of tier two and subject specific language in extended writing for long exam question answers using Point, Evidence, Explain. Non examined assessments are computer based independent projects that require pupils to complete research and type up their findings in their own words.
Wider skills and enrichment	Pupils will develop their food preparation and cooking skills over the year a key life skill they will need after school as well as becoming an informed consumer becoming aware of purchasing safe, nutritional and sustainable food. Pupils will develop time plan skills to prepare 3 dishes in 3 hours a skill that can be used in future for events and gatherings including food.
How you can help your child at home	Pupils will receive ingredients list in advance, ensure pupils take responsibility for arranging ingredients and liaise with the class teacher if there are any issues providing ingredients. Encourage organisation to bring container for practical lessons. Encourage your child to help prepare and cook dishes and clean up at home. Watching food related programmes to increase their knowledge of current trends in food. Support pupils with *Further information, activities and recipes can be found at www.foodafactoflife.org.uk*

French

"Language is the road map of a culure. It tells you where its people come from and where they are going" Rita Mae Brown

Year 11 consolidates and builds upon the linguistic skills and cultural awareness established in Year 10 and KS3. The final year of study aims to create confident, autonomous and spontaneous communicators who can appreciate the value in their language learning journey and how it will help their future success.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge		**Au collège** Talking about school and timetable Differences between French and English schools Discussing rules and extra curricular activities	**Bon travail!** Talking about jobs Discussing plans, hopes and wishes for the future Talk about how you earn money and chores Discuss work experience	**Un oeil sur le monde** Describing weather and natural disasers What is important to you Discussing more serious global issues (fair trade, environment) Talk about volunteering and future opportunities Talk about big sport and music events	**Skills work and Exams** Module revision and Exam-style questions Speaking Exam Reading & Listening Exam	**Exams** Wriritng Exam
Assessments and End Points	Regular vocabulary quizzes Module 6 Reading & Listening Assessment Writing Assessment (Foundation 90 words Higher 120 words)	Regular vocabulary quizzes Mock Exams: Reading, Listening, Writng and Speaking	Regular vocabulary quizzes Module 7 Reading & Listening Assessment Writing Assessment (Foundation 90 words Higher 120 words)	Regular vocabulary quizzes Module 8 Reading & Listening Assessment Writing Assessment (Foundation 90 words Higher 120 words)	Regular vocabulary quizzes Exam Style practice	EDEXCEL GCSE Examinations
Important literacy and numeracy developed	**Literacy** – Grammatical awareness, reading aloud and phonics, accuracy with spelling and developing vocabulary skills. Inference skills, reading literary texts and deciphering longer texts. Translation skills. Oracy. **Numeracy** – Numbers 1-100, telling the time and using the 24 hour clock, currency.					

Wider skills and enrichment	Geographical knowledge. Cultural awareness and appreciation of the Francophone world (cultural, music and sporting events) Awareness of the benefits of learning and language and the careers this helps. Wider knowledge of the French speaking world. Current environmental issues and human rights
How you can help your child at home	Encorage your child to revise new vocabulary regularly and complete their self quizzing using their knowledge organisers and our online learning platforms. Ensure your child is completing their listening homework on Active Learn and support them in preparing their General Conversation and questions using their speaking booklet. Active Learn: https://www.pearsonactivelearn.com/app/home

Geography

Geography prepares you for the world of work-geographers with their skills of analysis are highly employable- Michael Palin

We study AQA GCSE Geography 1-9 and have chosen earthquakes, cold environments and rivers and coasts for Paper 1 and the Energy option part of Paper 2. The GCSE builds upon skills pupils have worked on throughout KS3. A link to the specification is HERE.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	Paper 3 Geographical Applications 30% Paper 2 Challenges in the human environment 35% We revisit their previous learning about rivers and prepare for their physical geography fieldtrip. After the trip they then analyse their data and learn about the process of a geographical enquiry. We then start to study Urban Issues and Challenges looking at Our Growing Urban World and focusing on Rio as a case study for growth.	Paper 2 Challenges in the human environment 35% Paper 3 Geographical Applications 30% We continue to study Urban Issues and Challenges then focusing on the city of Birmingham and then looking at ways urban growth can be managed sustainably. We also go on the human geography fieldtrip and analyse the data collected ready for paper 3.	Paper 2 Challenges in the human environment 35% We then start to study the Changing Economic World starting with a focus on development and global inequalities. Then moving on to study Nigeria as a case study of a NEE.	Paper 2 Challenges in the human environment 35% Paper 3 Geographical Applications 30% We continue to study Changing Economic World with Nigeria and then start to look at the U.K as a contrasting case study of a changing economy. Then we prepare pupils for the issue evaluation section of paper 3 once the pre release booklet arrives into school.	Revision and exams We revise the content of the course and prepare them for their upcoming exams.	Revision and exams We revise the content of the course and prepare them for their upcoming exams.
Assessments and End Points	We will practice regular exam questions, with feedback using mark schemes, model answers and teacher feedback.	Pupils will sit a mock exam Paper 1 and be assessed on the fieldwork aspects of the course of Paper 3.	We will practice regular exam questions, with feedback using mark schemes, model answers and teacher feedback.	Pupils will sit a Paper 2 mock exam once they have finished studying that aspect of the course. Also as part of their Paper 3 issue evaluation	We will continue to practise past exam questions to prep for the exams.	

	At the end of each unit of work pupils are assessed through a mini past paper based assessment and feedback is given.		At the end of each unit of work pupils are assessed through a mini past paper based assessment and feedback is given.	prep they will do a walking talking mock using the pre release booklet.		
Important literacy and numeracy developed	We use the Oxford University Press GCSE Geography textbook. Copies of sections are on Teams. Pupils learn about several lengthy case studies and practise writing extended answers using this knowledge. Pupils also regularly practise numeracy skills manipulating geographical data, reading and analysing graphs etc.					
Wider skills and enrichment	Geographical skills are taught throughout the GCSE but there are many other skills that are part of the GCSE that lend themselves to further studies and employment i.e. critical thinking skills and decision making. Pupils go on two fieldtrips; their physical geography trip is to Carding Mill Valley in Shropshire and the human geography trip is to Longbridge.					
How you can help your child at home	All pupil textbooks are on TEAMS, if pupils miss a lesson they need to catch that work up at home. Revision guides are provided for pupils to use during form time to support their preparation for assessments and their final exams. Videos and revision power points will be uploaded onto TEAMS leading up to assessments that pupils can access at home.					

Graphic Design

"Design is intelligence made visible"

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	Existing product research, 2D Design software for development of nets.	Exam requirements, Planning and preparation	External Exam project chosen and researched – Inspirations,	Development of chosen theme ideas. Final Exam (2 Days)		
Assessments and End Points	Development of nets, mock ups, design ideas.	Final Mock exam products	Theme development, research, sources, influences, existing products research.	design ideas for exam component 2 Develop, refine, test techniques and processes, annotate, plan for exam.		
Important literacy and numeracy developed	New technical vocab. Written annotation. Development of nets on 2D design Measuring, angles, proportions Paper sizes					
Wider skills and enrichment	School trip organised once Exam themes are given out for relevance.					
How you can help your child at home	Encouraging participation in boosters, Developing work at home, completing set homework, encouraging use of photography and others mediums to develop ideas around theme.					

Health and Social Care

'Communities and countries and ultimately, the world, are only as strong as the health of their women'
Michelle Obama

Health and Social Care students in KS4 study the OCR Cambridge National Health and Social Care qualification. They complete three units:
RO32: Principles of Care in health and Social Care
RO33: Supporting Individuals through life events
RO35: Health Promotion Campaigns

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	RO35: Health Promotion Campaigns Topic Area 1 &2 – The importance of a healthy society, public health challenges, current health promotion campaigns Factors influencing health and wellbeing Leading a healthy lifestyle Barriers to leading a healthy lifestyle	RO35: Health Promotion Campaigns Topic Area 3 & 4 – How to plan a health promotion campaign including timescales, safety considerations and target audience Using feedback from the campaign to assess the strengths and weaknesses of the plan and execution of the campaign, including evaluation.	RO32: Principles of Care in health and social care Topic Area 1&2: Types of care settings – health care and social care The 5 rights of service users 9 person centered values The benefit of rights and values being followed	RO32: Principles of Care in health and social care Topic Area 3&4: Effective communication, verbal, non-vernal, specialist. Impact of effective communication Safeguarding, infection control, security measures	Ro32: Principles of care in health and social care Revision of RO32: Topic Area 1-4	
Assessments and End Points	Coursework assessment: Task 1 and 2	Coursework assessment: Task 3 and 4	Improve/complete R035 NEA (submit) Exam questions assessment on topic area 1 and 2	Exam questions assessment on topic area 3 and 4	Exam questions assessments: Topic Area 1-4	

Important literacy and numeracy developed	This qualification introduces new vocabulary to students, allowing them to expand their knowledge and understanding of the subject. In addition, this course helps develop essential writing skills. Students are required to write at length in their coursework, utilising appropriate terminology to effectively explain, describe, and justify their work, demonstrating their comprehension of the marking criteria. The course involves looking at data related to health and social care, such as statistics on disease prevalence, patient demographics, or healthcare costs. Students learn to interpret data, look at graphs or charts, and draw conclusions. This develops their numeracy skills in terms of data handling, statistical analysis, and data interpretation.					
Wider skills and enrichment	Engaging in health promotion campaigns requires collaboration and teamwork. Pupils participating in unit RO35 develop skills in working collaboratively with their peers, as they brainstorm ideas, plan strategies, and execute campaigns together. RO32 - Principles of Care in Health and Social Care Settings, encourages pupils to apply theoretical knowledge to real-life scenarios. This practical approach helps develop critical thinking, problem-solving, and decision-making skills in a healthcare context.					
How you can help your child at home	Encourage your child to keep up with the tight deadlines for coursework throughout the course. Encourage your child to attend booster sessions for extra time or more support with their work.					

History

"Study the historian before you begin to study the facts."

Edward Hallett Carr, British historian (1892-1982)

We study the Edexcel History Curriculum 1HI0 and have chosen Medicine Through Time, Anglo Saxon and Norman England, Superpower Relations, and Germany 1919-39. We build on the skills embedded in KS3 and cover the specification linked here: LINK

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	Paper 3: Modern Depth Study. Weimar and Nazi Germany 1918-39. 30% of the qualification. We look at the obstacles facing Germany and failures of the Weimar Government, ultimately leading to the rise of Hitler and The Nazis.	Paper 3: Modern Depth Study. Weimar and Nazi Germany 1918-39. 30% of the qualification. The final units of the GCSE are about Hitler's consolidation of power. How he becomes a dictator and how he removed all opposition to his ideology. We look at the impact of Nazi ideology on the people of Germany, with a focus on women, children, workers, and minority groups, including Jewish people.	Paper 2: Period Study. Superpower relations and the Cold War, 1941-91. 20% of the qualification. We study the causes of the Cold War and the breakdown in the relationship of the USA and USSR, from the development of the Atomic Bomb, disagreements over the future of Germany and the Hungarian Uprising. We then focus on 3 crises: The Berlin	Paper 2: Period Study. Superpower relations and the Cold War, 1941-91 20% of the qualification. We focus on Détente and its failure and the ultimate collapse of the USSR and the "end" of the Cold War.	Revision and exams. We will revise the content for the past 2 years and support pupils with revision activities and resources.	Revision and exams. We will revise the content for the past 2 years and support pupils with revision activities and resources. Ultimatum, The Cuban Missile Crisis, and the Prague Spring.

Assessments and End Points	We will practice regular exam questions, with feedback using mark schemes, examiner reports and teacher feedback.	Pupils will sit a past paper to assess their progress. The paper is 80 minutes. Pupils will also sit a past paper for Medicine and Anglo Saxon and Norman England.	We will practice regular exam questions, with feedback using mark schemes, examiner reports and teacher feedback.	Pupils will sit a past paper to assess their progress. The paper lasts 55 minutes.	We will practice and focus on exam technique, ready for the final exams.	
Important literacy and numeracy developed	We use the Pearson textbooks extensively at GCSE. Copies of which are on Moodle (our VLE, accessible from the school website) and Teams. Pupils will practice different types of historical writing and using sources as evidence. Students will be expected to analyse sources and explain where they could find evidence to support/challenge the texts given to them.					
Wider skills and enrichment	There is a (joint with the French dept) residential trip every 2 years to France/Belgium to visit the battlefields we study in the medicine course. There are weekly boosters after school that all pupils are encouraged to attend.					
How you can help your child at home	Each topic has a tick sheet stuck in pupil books with a list of the content they need to know for that unit. All pupils' textbooks and lessons are on Microsoft Teams. Pupils can catch up with missed work or read ahead before the lessons. The school's MOODLE (VLE) has all resources and narrated PowerPoints about the topics we are teaching, so pupils can work on lessons at home, or catch up missed work. We are also using Seneca: https://app.senecalearning.com/login to revise and supplement our curriculum. Pupils can log in, by clicking "log in with Microsoft" and using their school email. There are revision guides and revision resources in both Teams and Moodle This link takes you to excellent revision videos on YouTube for Medicine, Cold War and Germany					

Music

"Believe in yourself. You are braver than you think, more talented than you know, and capable of more than you imagine."

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	Students will study the topic of Film Music The historical context of the music Key composers Typical instruments Technology used Compositional techniques used Students will also work on their first composition which is a brief set by the exam board. Students will also begin work on their ensemble performance which must be performed with at least one other musician and be at least 2 minutes long.	Students will study the first four topics within Rhythms of the World – African Drumming, Samba, Bhangra and Indian Classical Music The historical context of the music Typical Venues Typical instruments Technology used Compositional techniques used Structure of the Music	Students will study the second four topics within Rhythms of the World – Israeli Music, Palestinian Music, Calypso and Greek Music The historical context of the music Typical Venues Typical instruments Technology used Compositional techniques used Structure of the Music	Students will continue to go over all of the topics previously studied in preparation the exam.	Students will continue to go over all of the topics previously studied in preparation the exam.	Students will continue to go over all of the topics previously studied in preparation the exam.

Assessments and End Points	Students will sit a mock exam based on the topic of film music. Students will receive feedback on both their composition and their ensemble performance.	Students will be given a final working grade for their second composition. Students will have the opportunity to continue working on their composition if they wish in booster sessions and after school, but no further time will be given to them for this during lesson time.	Students will sit a mock exam based on the topic of Rhythms around the World Students will be given a final working grade for their ensemble Performance. Students will have the opportunity to continue working on their composition if they wish in booster sessions and after school, but no further time will be given to them for this during lesson time.	Students will be given their final grades for all four of their practical component pieces. o		
Important literacy and numeracy developed	Students use and develop numeracy as they learn in music when they use calculation, estimation and measurement knowledge and skills to collect and make sense of information. Students will draw their knowledge of fractions (halving, quartering, accumulating fractional parts, re-imagining the whole). Students will also use and extend their numeracy capability when they consider the structure and form of music work. Students will use literacy when writing their long form written assessment. We will also be encouraging wider reading about music along with a list of the most relevant words from the 'academic word list' suitable for music lessons. We will also be using technical command words.					
Wider skills and enrichment	In music we encourage students to create a sense of independence in tasks meaning they have the skills to practice and learn outside of the classroom. We also encourage creative problem solving to issues that come up. Students will have the opportunity to work in groups and pairs of different sizes and with different people – enabling them to get used to the dynamic of teamwork and leadership. Students can also come along to School Choir or KS3 Ensemble where they will find a way to further hone their skills.					
How you can help your child at home	Encourage your child to revise on home using the information they have on TEAMS as well as the revision guides and knowledge organisers they have been given in class. Encourage your child to practice their instrument for short intervals regularly. Musescore is a free notation software that students can use to compose their own music. We have the software here at school. The book 'a student's guide to Music Composition' by Alberto Sorrentino is a reference covering a variety of topics and compositional techniques.					

PE - Core

"Sport has the power to change the world. It has the power to inspire, the power to unite people in a way that little else does." - Nelson Mandela"

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	Games – traditional games, games from around the world (including football, handball, Gaelic football, Uni-hoc etc)	Individual Activities (including archery, indoor athletics, gymnastics, badminton) Basic First Aid	Awareness of inclusive sports and activities including Boccia, seated volleyball, Blind football)	Fitness @Home Ideas and application for pupils to engage in fitness activities outside of school or in clubs e.g. couch to 5K	Striking and Fielding Games including rounders, tennis etc.	
Assessments and End Points	n/a	n/a	n/a	n/a	n/a	
Important literacy and numeracy developed	PE often involves reading and understanding written instructions, rules, and guidelines for various activities. Students may need to interpret written information about different sports, fitness techniques, or health-related topics. By engaging with these texts, students improve their reading comprehension skills. Participating in sports helps develop numeracy skills through timing, measurement, and counting. Students learn to accurately measure distances, understand units of measurement, estimate, and compare lengths. They also develop counting skills while keeping track of scores, points, or goals. Additionally, sports involve timing activities, helping participants grasp concepts such as elapsed time, fractions, decimals, and units of time.					
Wider skills and enrichment	Our comprehensive extra-curricular programme supports and expands the knowledge and skill development in a range of activities. Students are given an opportunity to take part in a physical challenge for charity, Race for Life, at the end of the year, which allows them to draw on the skills they develop in PE and gives students the opportunity to display the school values.					
How you can help your child at home	Encourage your child to attend the many free extracurricular clubs on offer. Help your child to prepare for their lessons by ensuring they always have their PE kit. Encourage 60 minutes of physical activity each day.					

PSHE

"Be the change you want to see in the world." Mahatma Gandhi.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	<u>Looking to the future (5):</u> • Personal statement and CVs (final researching, planning and drafting) • *What happens in a criminal trial (preparation for trip to the National Justice Museum)* • Researching employers for the mock interview • Cover letters • Digital footprints (impact on job applications)	<u>Looking to the future (5):</u> • Careers interview preparation / How to present yourself • Careers-mock interviews • Revision strategies • Finance: understanding credit (recap) • Finance: needs vs wants (impact on budgeting and spending)	<u>Protecting my mental and physical health beyond school</u> • Cancer awareness: detection • Pornography / sending of sexual images: recap on impacts and the law • Using mindfulness	<u>Protecting my mental and physical health beyond school</u> • #Knifefree: living with the impact of knife crime • Knife crime: religious views of murder • HIV and Aids: detection and treatments • Revision		

Assessments and End Points	End of topic knowledge quiz	End of topic knowledge quiz. Feedback from employers	End of topic knowledge quiz	End of topic knowledge quiz		
Important literacy and numeracy developed	Literacy – developing the understanding of new terms/vocabulary in each new topic. Encourage pupils to use these correctly in debate and discussion of key themes. Numeracy – Understanding use of data and statistics.					
Wider skills and enrichment	Visit to the National Justice Museum (Nottingham) to observe punishment through time and participate in a mock trial on a contemporary issue. Mock interviews with local employers (with tips and advice on how to maximise employability).					
How you can help your child at home	Oak National Academy has an excellent series of online lessons which will allow you to investigate and develop key themes we have covered in class: RSHE (PSHE) lessons for Key Stage 4 students - Oak National Academy (thenational.academy) https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/rshe-pshe					

RE

"The best among you are those who have the best manners and the best character." Sahih Bukhari

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	**Key Beliefs** The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam, including key similarities and differences. Tawhid (the Oneness of God), Qur'an Surah 112. The nature of God: omnipotence, beneficence, mercy, fairness and justice/Adalat in Shi'a Islam, including different ideas about God's relationship with the world: immanence and transcendence. Angels, their nature and role, including Jibril and Mika'il. Predestination and human freedom and its relationship to the Day of Judgement. Akhirah (life after death), human responsibility and accountability,	**Authority** Risalah (Prophethood) including the role and importance of Adam, Ibrahim and Muhammad. The holy books: Qur'an: revelation and authority the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority. The imamate in Shi'a Islam: its role and significance.	**Worship** Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam (students should study the Five Pillars and jihad in both Sunni and Shi'a Islam and the additional duties of Shi'a Islam). Shahadah: declaration of faith and its place in Muslim practice. Salah and its significance: how and why Muslims pray including times, directions, ablution (wudu), movements (rak'ahs) and recitations; salah in the home and mosque and elsewhere; Friday prayer: Jummah; key differences in the practice of salah in Sunni and Shi'a Islam, and different Muslim views about the importance of prayer.	**Duties and festivals** Sawm: the role and significance of fasting during the month of Ramadan including origins, duties, benefits of fasting, the exceptions and their reasons, and the Night of Power, Qur'an 96:1-5. Zakah: the role and significance of giving alms including origins, how and why it is given, benefits of receipt, Khums in Shi'a Islam. Hajj: the role and significance of the pilgrimage to Makkah including origins, how hajj is performed, the actions pilgrims perform at sites including the Ka'aba at Makkah, Mina, Arafat, Muzdalifah and their significance. Jihad: different understandings of jihad:	**Religion, violence, terrorism and war** The meaning and significance of: peace justice forgiveness reconciliation. Violence, including violent protest. Terrorism. Reasons for war, including greed, self-defence and retaliation. The just war theory, including the criteria for a just war. Holy war. Pacifism. Religion and belief in 21 st century conflict Religion and belief as a cause of war and violence in the contemporary world. Nuclear weapons, including nuclear deterrence. The use of weapons of mass destruction.	**Religion, crime and the causes of crime** Good and evil intentions and actions, including whether it can ever be good to cause suffering. Reasons for crime, including: poverty and upbringing mental illness and addiction greed and hate opposition to an unjust law. Views about people who break the law for these reasons. Views about different types of crime, including hate crimes, theft and murder. Religion and punishment The aims of punishment, including: retribution deterrence reformation. The treatment of criminals, including:

	resurrection, heaven and hell.			the meaning and significance of greater and lesser jihad; origins, influence and conditions for the declaration of lesser jihad. Festivals and commemorations and their importance for Muslims in Great Britain today, including the origins and meanings of Id-ul-Adha, Id-ul-Fitr, Ashura.	Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching. Religious responses to the victims of war including the work of one present day religious organisation.	prison corporal punishment community service. Forgiveness. The death penalty. Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life.
Assessments and End Points	Students can show their understanding of religion through the application of teachings from religion and beliefs.	Students should study the influence of the beliefs, teachings and practices studied on individuals, communities and societies.	Analyse and evaluate aspects of Islam including their significance and influence on communities	Analyse and evaluate aspects of Islam including their significance and influence on communities.	Students should be aware of different religious perspectives on the issues studied.	Students should be aware of different religious perspectives on the issues studied.
Important literacy and numeracy developed	Spelling, punctuation and grammar will be assessed in 12 mark questions. Key concepts and words form part of knowledge organisers for homework. Analysis of religious texts throughout the course.					
Wider skills and enrichment	Visit to Birmingham Central Mosque, use of artefacts throughout the course. Wider skills of empathy, supporting cohesion, celebrating difference and being tolerant. Using critical thinking to study a range of contemporary issues.					
How you can help your child at home	Encourage use of revision guides and regular revision to preparation for assessments and mock exams. Regular retrieval practice using the knowledge organisers on epraise.					

Sports Science

"Science is the best part of sports. It gives us a deeper understanding of ourselves, others, and our world"

Sports Science students in KS4 study the OCR Cambridge National Health and Social Care qualification. They complete three units:
R180: Reducing the risk of sports injuries and dealing with common medical conditions
R181: Applying the principles of training: fitness and how it affects skill performance
R182: The body's response to physical activity and how technology informs this

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	R180: Exam Unit **Topic Area 1:** Different factors which influence the risk and severity of injury R182: Components, function and role of cardio-respiratory system during exercise Components: Heart – ventricles, atria, valves Blood cells and vessels – arteries, veins, capillaries	R180: Exam Unit **Topic Area 1:** Different factors which influence the risk and severity of injury R182: Components, function and role of cardio-respiratory system during exercise Function and role: Heart rate / pulse rate Blood pressure – stroke volume and cardiac output	R180: Exam Unit **Topic Area 2:** Warm up and cool down routines **Topic Area 3:** Different types and causes of sports injuries R182: Respiratory system: trachea, lungs, alveoli, diaphragm Function and role: Gaseous exchange – inhalation and exhalation	R180: Exam Unit **Topic Area 4:** Reducing risk, treatment and rehabilitation of sports injuries and medical conditions R182: Respiratory system: trachea, lungs, alveoli, diaphragm Function and role: Gaseous exchange – inhalation and exhalation	R180: Exam Unit **Topic Area 5:** Causes, symptoms and treatment of medical conditions Revision of Topic Area 1-5 R182: Technology that can inform how the cardio-respiratory system is responding whilst performing in sport during warm up and performance	
Assessments and End Points	Exam question assessments on Topic Area 1 R182 exam unit Task 1 coursework assessment R180	Exam question assessments on Topic Area 1 R182 exam unit Task 1 coursework assessment R180	Exam question assessments on Topic Area 2&3 R182 exam unit	Exam question assessments on Topic Area 4 R182 exam unit Task 2 coursework assessment R180	Exam question assessments on Topic Area 5 R182 exam unit Task 3 coursework assessment R180	

			Task 2 coursework assessment R180			
Important literacy and numeracy developed	Students will engage with various texts, including textbooks, scientific articles, and research papers, to understand and extract relevant information related to sports science concepts. Students will be required to write reports, essays, and evaluations, which will enhance their ability to communicate effectively and present information clearly. The course will involve measuring physical quantities such as heart rate, distance, and time, as well as performing calculations related to energy expenditure, body mass index (BMI), and other sports science measurements. Students will collect and interpret data using statistical methods, graphs, and charts, helping them develop skills in analysing and presenting numerical information.					
Wider skills and enrichment	Engaging in sports science education provides students with opportunities for personal growth. It can enhance their self-discipline, motivation, and resilience, as they set goals, work towards them, and overcome challenges. Some aspects of the qualification will involve working in groups or teams. Collaborative activities foster teamwork, cooperation, and the ability to work effectively with others towards a common goal. These skills are essential in many areas of life, including the sports industry.					
How you can help your child at home	Encourage your child to attend school Remind your child when they have practical PE to bring in their kit Encourage your child to make use of all the resources available to them including booster sessions made available to offer further support and time to catch up on missed work.					

Textiles

“The advance of technology is based on making it fit in so that you dont really even notice it, so its part of everyday life.” Bill Gates

Students opting for GCSE Textiles do so through the Design & Technology discipline.

Throughout Autumn and spring terms pupils work on the NEA 2 contextual challenges as directed by the exam board. (Nea 2- 50% of overall grade)

Along the way pupils develop theory skills, knowledge and understanding to prepare for their NEA 1 in June of year 11 (written exam) 50% of overall grade.

	Autumn Term 1	**Autumn Term 2**	**Spring Term 1**	**Spring Term 2**	**Summer Term 1**	**Summer Term 2**
Component Knowledge	NEA 2; Introduction Identifying and investigating design possibilities Developing a design brief and specification Nea 2; Developing a design brief and specification Generating and developing design ideas	Nea 2; Developing a design brief and specification Generating and developing design ideas Nea 2; Generating and developing design ideas Manufacturing a prototype.	Nea 2; Analysing and evaluating design decisions and prototypes.. DEADLINE FEB HALF TERM	Nea 1; Revision	Nea 1; Revision	Nea 1; Revision
Assessments and End Points	Overall class feedback only	Overall class feedback only	Overall class feedback only	Mini quizzing	Mock	FINAL GCSE PAPER- TEACHER DOESN’T MARK

Important literacy and numeracy developed	Literacy – developing the understanding of new terms/vocabulary. Nea 2 assessment folders, Nea 1 notes Numeracy – Developing accuracy in measuring-tested throughout NEA 1 and NEA 2
Wider skills and enrichment	Resourcefulness – developing skills & application- Developing creativity with practical work. Reflectiveness – seeking and responding to feedback in work. Time management and personal organisation with set tasks Meeting dedalines
How you can help your child at home	Encourage organisation to attend school, catch up when absent (in controlled conditions). Encourage your child to practise life skills at home- e.g. threading a needle, tying a knot, identifying textiles around them, thinking about garment aftercare and washing. *Further information, and going over study can be found; https://www.eduqas.co.uk/qualifications/design-and-technology-gcse/#tab_keydocuments* *NEA 2 guidance; https://www.dtteacher.org/gcse-nea* *Past papers; https://www.eduqas.co.uk/qualifications/design-and-technology-gcse/#tab_pastpapers* *Resources for revision;* *https://resources.eduqas.co.uk/Pages/ResourceByArgs.aspx?subId=8&lvlId=2&_gl=1*5sy1s2*_ga*OTc0MDAxNzY4LjE2ODq2NTA2Mzq.*_ga_79NTFZ2DJM*MTY4ODY1MDYzOC4xLjEuMTY4ODY1MDk4NC4wLjAuMA..&_ga=2.241596737.23905958.1688650638-974001768.1688650638* *Other…* *https://www.bbc.co.uk/bitesize/examspecs/zb6h92p* Tutorials & videos ; https://so-sew-easy.com/