

**Stretford High School**

# **CURRICULUM OVERVIEW**

**YEAR 11 – TERM 1**



**[WWW.STRETFORDHIGH.COM](http://WWW.STRETFORDHIGH.COM)**



# Curriculum Overview

At Stretford High School we pride ourselves on providing our students with a broad and balanced curriculum which is **relevant** and in the **best interests** for all our learners.

| <b>Subjects your child will be studying</b> | <b>Number of lessons your child will have each week</b> |
|---|---|
| English                                     | 6 lessons a week  |
| Maths                                       | 6 lessons a week  |
| Science                                     | 4 lessons a week  |
| Option A                                    | 4 lessons a week  |
| Option B                                    | 4 lessons a week  |
| Option C                                    | 4 lessons a week  |
| PE  | 2 Lessons a week  |
| PSHE (EE)                                   | 2 lessons a week  |
| CARE curriculum (Form tutor time)           | 5 lessons a week (25 mins)                              |

We also ensure that an array of extra-curricular activities is on offer to enrich and supplement the main curriculum, these can be found on our website [stretfordhigh.com](http://stretfordhigh.com)

**Timings of the school day** - The Stretford High School curriculum is organised into a one-week timetable of 34, forty-five-minute lessons, many of which are timetabled as doubles. This structure allows us to offer a broad and balanced curriculum for all our students and sufficient time for English, Maths and Science.

| Period                             | Start | End   |
|------------------------------------|-------|-------|
| Form time (CARE)                   | 8:30  | 8:55  |
| 1                                  | 8:55  | 9:40  |
| 2                                  | 9:40  | 10:25 |
| 3                                  | 10.25 | 11.10 |
| Break: 11.10 - 11.30               |       |       |
| 4                                  | 11:30 | 12:15 |
| 5                                  | 12.15 | 1.00  |
| Lunch: 1.00 - 1.40                 |       |       |
| 6                                  | 1:40  | 2:25  |
| 7*                                 | 2:25  | 3:10  |
| * Monday - students finish at 2.25 |       |       |



# Revision Techniques

Your child will be learning some revision techniques from their teachers and given resources to help them when revising for their assessments and GCSE exams. Revision techniques can develop their independent learning skills and you can also help them with these at home. One really good idea is to check they have created a revision timetable, they have assessments coming up again in February/March and then their GCSEs start in April/May 2023.

## How to create a successful revision timetable

- **Plan in set times and days to revise**
- **Spread topics out** so that you don't miss anything
- Spend **more time on priority topics**
- **Plan in revision techniques** to use so you don't just sit there thinking about what to do and wasting your time
- Plan in your **breaks, commitments and leisure times**
- Limit long tasks (essay questions) to one per week
- Use a revision template (off the internet) if it helps
- **Make it personal to you** – don't just borrow your friend's

Below are a range of revision techniques your child could use, it is best for them to decide which technique best suits their learning style.

## A variety of techniques your child can use

- |                      |                      |                            |
|----------------------|----------------------|----------------------------|
| ● Mind maps          | ● Study star         | ● Record yourself          |
| ● Flashcards         | ● Foldables          | ● Study partners or groups |
| ● Decreasing circles | ● Storyboards        | ● Condensed notes          |
| ● Revision videos    | ● Post-It notes      | ● Read-cover-recall- check |
| ● A-Z lists          | ● Acronyms           | ● Graphic organisers       |
| ● Five fingers       | ● Practice questions | ● Revision clocks          |
| ● Jingles            | ● Timelines          |                            |
| ● Revision songs     | ● Audio books        |                            |
|                      | ● Character Profiles |                            |

## Planning for success

### How can you support your child?

- Read through this curriculum book to familiarise yourself with what your child will be learning this half term. Each subject has subject specific ways you can support.
- Help your child set a routine for completing independent learning assignments & revision.
- Ask your child questions about their learning: **What** have you learnt this week? Can you explain that? **How** did you learn that? **Why** is it important that you learnt that?
- When you receive your child's progress report – sit with your child and go through each subject discussing what your child needs to do to further their learning. If your child is unsure they can ask their teacher for help.
- Ensure your child completes all independent learning assignments and ask them about the independent learning they are completing.
- Complete the "Plan for success" below with your child.

*Students & Parents/carers can complete this plan together at the start of the term.  
Tick the actions that you will take this term and add three of your own*

- Use the library to complete independent learning assignments if needed
- Use available resources (GCSE Pod, active learn, educake, maths watch, Seneca, revision guides etc.) to review your learning independently – not just what your teacher has set as home learning.
- Read for pleasure – Fiction or nonfiction of your choice. If you are struggling in a particular subject, ask your teacher for the cross curricular reading list.

| What will you do to be successful this term? | Why will this help you? | How will you know it's worked? |
|--|-------------------------|--------------------------------|
|  |                         |                                |
|  |                         |                                |
|  |                         |                                |

**SPEAK TO YOUR TEACHER FOR HELP IF NEEDED**  
**Display this plan somewhere where you see it and act on it daily!**

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# English

## What your child is learning in English

**What?** In our single lessons this term, we're revising descriptive and narrative writing skills in a range of fiction texts in preparation for English Language Paper 1. In our double lessons in half term 1, we're studying A Christmas Carol and in our double lessons in half term 2, we're studying Macbeth. Both of these texts are examined in English Literature Paper 1.

**How?** For language, we'll analyse a range of fiction texts on a variety of topics where students read closely and retrieve key pieces of information linked to the questions. Lessons will get them to develop their skills from comprehension all the way to evaluating fiction texts and authors intentions. For literature, we'll analyse how writers use language and structure to present characters, themes and ideas. We'll be working on how to develop our analysis by zooming in on words and applying context and author's intentions into our analysis. We will then be developing our essay writing skills in order to convey our opinions of the texts.

**Why?** For the GCSE English Language, one writing question is based on descriptive and narrative writing skills, and it is worth 25% of the total GCSE. We also want students to enjoy being creative and enjoy writing descriptions and narratives. For literature, by looking at texts from the past we can learn about how society worked and empathise with characters and ideas. Furthermore, the skills and knowledge developed in this scheme of learning will directly apply to our GCSE in English Literature.

## How your child will be assessed

|  | <b>Assessment 1</b>   | <b>Assessment 2</b>  | <b>Assessment 3</b>  |
|--|---|--|--|
| <b>Task</b>  | How does Dickens use language to present Scrooge during Stave One?  | Mock Exam: GCSE Language Paper 1<br><b>November</b>  | Mock Exam: GCSE Literature Paper 1<br><b>November</b>  |
| <b>What they're being assessed on</b>                | Read, understand and respond to texts, maintaining a critical style and using textual references, to support and illustrate interpretations.<br>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. | Identify and interpret explicit and implicit information and ideas. (AO1)<br>Explain, comment on and analyse how writers use language and structure. (AO2)<br>Compare writer's ideas and perspectives. (AO3)<br>Evaluate texts critically. (AO4)<br>Communicate clearly, effectively and imaginatively, selecting and adapting tone. . (AO5)<br>Organise information and ideas, using structural and grammatical features (AO5)<br>Use a range of vocabulary and sentence structures (AO6) | Maintain a critical style and develop an informed personal response, use textual references, including quotations, to support and illustrate interpretations. (AO1)<br>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. (AO2)<br>Show understanding of the relationships between texts and the contexts in which they were written. (AO3) |
| <b>What knowledge do they need to be successful?</b> | How can I use what, how and why to respond to a text?<br>How can I recognise different techniques (language and structure) and explore their effect?<br>How is Scrooge presented at the start of A Christmas Carol?   | What are descriptive techniques?<br>How can I structure a narrative?<br>How do good writers structure a story or write a vivid description?<br>What have I learnt from past assessments?<br>What have I learnt from existing texts and how can I mimic that?   | What do you need to work on in your analysis?<br>How should you approach the exam question?<br>How should you structure your answer?<br>Summarise the plot of An Inspector Calls .<br>Who are the main characters and what are the key themes?<br>Can you explain the author's intentions for each of the texts you've studied?  |

## How you can support your child with their learning

- Quiz your child on the questions in 'what knowledge do they need to be successful?' At the end of each month.
- Ask your child to draw a timeline of key events in Christmas Carol and Macbeth. Encourage them to create flashcards of key quotations and start memorising these for the exam.
- Ask your child to show you how they revise using SHS English Literature website – there are lots of resources on each of the texts and they should be consolidating their understanding by creating their own flash cards and summaries.

# Maths

## Maths Y11 Term 1

### What your child is learning

**What?** Students build on their understanding of Ratio & Proportion by working with compound measures like speed, density, and pressure, and solving problems involving direct and inverse proportion. For Perimeter, Area & Volume, they calculate the volume and surface area of complex 3D shapes like cones and spheres, and the area of sectors of circles. Finally, in Similarity & Congruence, they learn to prove that shapes are congruent and use scale factors to find missing lengths, areas, and volumes in similar shapes.

**How?** We develop our students' mathematical skills by differentiating and varying learning in lessons. Encouraging our students to discuss their ideas through talk, and drawing diagrams & tables to represent problems. Incorporate connections to the real-world of work also help our students develop mathematical links with knowledge to the skills they need.

**Why?** The importance of developing a deeper understanding of maths and applying knowledge and skills to problem-solving in learning mathematics comes from the belief that mathematics is primarily about reasoning, not memorisation. Problem-solving allows students to develop understanding and explain the processes used to arrive at solutions, rather than remembering and applying a set of procedures

### How your child will be assessed

|  | <b>Assessment 1</b>  | <b>Assessment 2</b>  | <b>Assessment 3</b>   |
|--|--|--|---|
| <b>Task</b>  | <b>September</b><br>How to apply Ratio & Proportion  | <b>October/November</b><br>How do we solve complex problems Perimeter, area & volume   | <b>December</b><br>Exploring Similarity & Congruence  |
| <b>What they're being assessed on</b>                | Students are assessed on their ability to solve a wide range of problems involving direct and inverse proportion, including forming and using equations with a constant of proportionality. Explore compound measures like speed, density, and pressure, and solve problems involving growth and decay | Assessment focuses on applying formulas to solve problems involving complex 2D and 3D shapes. Explore the area of sectors and segments of circles and find the volume and surface area of cones, spheres, and composite solids.      | For congruence, students are assessed on their ability to use the four main criteria (SSS, SAS, ASA, RHS) to prove that triangles are congruent. For similarity, they are assessed on using scale factors to find missing lengths, areas, and volumes of similar shapes. Explore linear, area and volume scale factors. |
| <b>What knowledge do they need to be successful?</b> | Students will need to know how to plot coordinates in all four quadrants, draw linear graphs such as $x = -3$ , $y = 4$ and $y = x$ .  | To understand how to create equations and to expand brackets. Solving quadratics via factorising and using the quadratic formula. Know that taking the square root of a number will result in both a positive and a negative answer. | To sketch graphs using a table and to solve by finding the roots. To plot a quadratic in the form $y = x^2 + c$ , plot a quadratic in the form $y = ax^2 + c$ , plot and solve quadratic equations graphically.   |
| <b>Feedback</b>                                      | Your child will get written feedback that explains to them what they did well and what they can do to improve<br>Your child will get a grade indicating what level they are working at and some whole class feedback exploring common misconceptions   |  |   |

### How you can support your child with their learning

- Quiz your child on the questions in 'what knowledge do they need to be successful? At the end of each month'
- Encourage your child to watch videos of the topics on Mathswatch. There are interactive questions that students can attempt themselves. Pupils can also download a worksheet from Mathswatch and complete questions.
- You can encourage your child to look back in their journals and reflect upon their learning.
- A useful website called [www.mathsgenie.co.uk](http://www.mathsgenie.co.uk) is very valuable when it comes to revising for an end of unit test.
- Hegarty maths on Youtube is a great way to go over topics that your child would have covered since the start of term. Here is the weblink: <https://www.youtube.com/c/HEGARTYMATHS>
- You can purchase KS4 Maths revision work books from many online stores and bookshops. Students will be able to make notes, complete tasks and use these resources for revision.

# Science Combined

## What your child is learning

**What?** This term we're studying P6- Waves, C8- Chemical analysis, C9 - Chemistry of the Atmosphere, C10- Using resources and P7 - Magnetism & Electromagnetism.

This term students will be exploring waves and their uses, chemical tests to identify substances, and how the Earth's atmosphere has changed over time and the impacts of the Greenhouse effect. They will also look at sustainable use of resources and water treatment, as well as how magnetism and electromagnets are applied in everyday technologies.

**How?** We will learn through observation, analysis, and hands-on practical enquiry. This includes carrying out chemical tests, investigating wave behaviour using practical equipment, modelling atmospheric processes, testing water samples, and exploring how electromagnets work in real-world devices.

**Why?** Understanding the concepts of qualitative tests to detect specific chemicals, gas tests, instrumental methods, and the greenhouse effect is the key to understanding the functions of the modern industrial world. Furthermore, the skills and knowledge developed in this scheme of learning will be assessed as part of the Combined Science and Triple Science GCSE courses.

## How your child will be assessed

|  | <b>Assessment 1- PR1</b>   | <b>Assessment 2- PR2</b>   |
|--|--|--|
| <b>Task</b>  | Biology, Chemistry and Physics Paper 1 and 2   | Biology, Chemistry and Physics Paper 1 and 2   |
| <b>What they're being assessed on</b>                | <p>Ability to apply Biology Paper 1 topics 1–4: Cell Biology; Organisation; Infection and response; and Bioenergetics.</p> <p>Biology Paper 2 topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.</p> <p>Chemistry topics 8–12: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.</p> <p>Chemistry topics 13–17: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.</p> <p>Physics topics 18–21: Energy; Electricity; Particle model of matter; and Atomic structure.</p> | <p>Biology Paper 1 topics 1–4: Cell Biology; Organisation; Infection and response; and Bioenergetics.</p> <p>Biology Paper 2 topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.</p> <p>Chemistry topics 8–12: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.</p> <p>Chemistry topics 13–17: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.</p> <p>Physics topics 18–21: Energy; Electricity; Particle model of matter; and Atomic structure.</p> <p>Physics topics 22–24: Forces; Waves; and Magnetism and electromagnetism</p> |
| <b>What knowledge do they need to be successful?</b> | <p>Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures. Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures. Analyse information and ideas to: interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures.</p>  |  |

## How you can support your child with their learning

- Quiz your child on the topics in 'what knowledge do they need to be successful?' at the end of each month using their revision guides or flash cards.
- Watch Fuse School and Free Science Lessons videos on YouTube. Ask your child to explain the key points of each video and create a mind map of the content.
- Ask your child to write a review of each unit of work. They should summarise the key concepts of each unit and make links to other units of work where they can. Read their review and ask them about it.
- Encourage your child to complete past exam papers and questions. These can be found on their Google Classroom (along with many other resources) and on the physics and maths tutor website. It is really important that your child also self-assesses their work using the mark schemes to determine where they are going wrong and how to improve.

# Science Triple

## What your child is learning

**What?** This term we're studying C8- Chemical analysis, C9 - Chemistry of the Atmosphere, C10- Using resources and P8 Space Physics.

**What?** This term we will be exploring the concepts of chemical testing and identification, magnetism, space physics, global warming, pollutants, reflection, refraction, greenhouse effect, sampling and biodiversity.

**How?** We'll observe, analyse and investigate through practical enquiry to problem-solve and further explore fractional distillation, space physics, global warming, the greenhouse combustion, reflection, refraction, gas testing, sampling and biodiversity.

**Why?** Understanding the concepts of fractional distillation, space physics, global warming, the greenhouse combustion, gas testing, sampling and biodiversity is the key to understanding the functions of the modern industrial world. Furthermore, the skills and knowledge developed in this scheme of learning will be assessed as part of the Combined Science and Triple Science GCSE courses.

## How your child will be assessed

|  | <b>Assessment 1- PR1</b>   | <b>Assessment 2- PR2</b>  |
|--|--|---|
| <b>Task</b>  | Biology, Chemistry and Physics Paper 1 and 2   | Biology, Chemistry and Physics Paper 1 and 2  |
| <b>What they're being assessed on</b>                | <p>Ability to apply Biology Paper 1 topics 1–4: Cell Biology; Organisation; Infection and response; and Bioenergetics.</p> <p>Biology Paper 2 topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.</p> <p>Chemistry topics 8–12: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.</p> <p>Chemistry topics 13–17: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.</p> <p>Physics topics 18–21: Energy; Electricity; Particle model of matter; and Atomic structure.</p> | <p>Biology Paper 1 topics 1–4: Cell Biology; Organisation; Infection and response; and Bioenergetics.</p> <p>Biology Paper 2 topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.</p> <p>Chemistry topics 8–12: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.</p> <p>Chemistry topics 13–17: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.</p> <p>Physics topics 18–21: Energy; Electricity; Particle model of matter; and Atomic structure.</p> <p>Physics topics 22–25: Forces; Waves; and Magnetism and electromagnetism; Space</p> |
| <b>What knowledge do they need to be successful?</b> | <p>Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures. Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures. Analyse information and ideas to: interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures.</p>  |   |

## How you can support your child with their learning

- Quiz your child on the topics in 'what knowledge do they need to be successful?' at the end of each month using their revision guides or flash cards.
- Watch Fuse School and Free Science Lessons videos on YouTube. Ask your child to explain the key points of each video and create a mind map of the content.
- Ask your child to write a review of each unit of work. They should summarise the key concepts of each unit and make links to other units of work where they can. Read their review and ask them about it.
- Encourage your child to complete past exam papers and questions. These can be found on their Google Classroom (along with many other resources) and on the physics and maths tutor website. It is really important that your child also self-assesses their work using the mark schemes to determine where they are going wrong and how to improve.

# Geography

## What your child is learning

**What?** Pupils will be completing two further units of AQA GCSE Geography curriculum. Pupils will be learning about Hot Deserts at the start of this term, before moving onto UK Physical Landscapes. There will also be a Geography Field Trip in early November which links to Paper 3: Geographical Skills but also the UK Physical Landscapes topic.

**How?** Pupils will be analysing climate around the world, using a range of maps, graphs and statistical data. Pupils will learn how to explain the formation of landforms using annotated diagrams, as well as being able to explain pros and cons of river and coastal management strategies.

**Why?** Water is important for many reasons, rivers shape the landscape, supply us with water, influence the location of settlements, and provide us with a means of travel, power and recreation. Rivers are also dangerous and river flooding causes huge impacts to people and places around the world. By this same logic, coastal landscapes are also vital. The processes along the coastline have been occurring for millions of years and by understanding how the landscape changes, we can ensure that the coast is managed appropriately in the future.

## How your child will be assessed

|  | Assessment 1   | Assessment 2  |
|--|--|---|
| <b>Task</b>  |  | Summative   |
| <b>What they're being assessed on</b>                | <p>Pupils will be assessed on everything they have learnt so far on Hot Deserts and Rivers.</p> <p>This assessment will be 2 extended answer questions.</p>  | <p>This will assess all knowledge gained through the 4 units studied so far. The first paper will be 1h30 minutes and resemble a full GCSE Paper 1. The second paper will be a full Paper 3 paper, it will be 1h15 and will test pupils application of knowledge and fieldwork skills.</p> <p>Pupils should revise all of their Paper 1 content – Hazards, Living World and UK Physical Landscapes. Pupils should also use the pre-release booklet they will be given to fully understand the topical issue in the exam.</p>  |
| <b>What knowledge do they need to be successful?</b> | <p>Living World:</p> <ul style="list-style-type: none"> <li>● Tropical Rainforests</li> <li>● Hot Desert - characteristics and management</li> <li>● Hot deserts - Challenges and Opportunities</li> </ul> | <p>Everything from Assessment 1 plus:</p> <p>Hazards:</p> <ul style="list-style-type: none"> <li>● Tectonic Hazards, Weather Hazards and Climate Change – including examples</li> </ul> <p>UK Physical Landscapes:</p> <ul style="list-style-type: none"> <li>● River management + example</li> <li>● Coastal processes, landforms and management</li> </ul> <p>Urban Issues:</p> <ul style="list-style-type: none"> <li>● Patterns of urbanisation, reasons for</li> <li>● HIC City - Manchester, LIC city - Mumbai</li> <li>● Sustainable urban environments</li> </ul> |
| <b>Feedback</b>                                      | Your child will get written feedback that explains to them what they did well and what they can do to improve.   | Your child will get written feedback that explains to them what they did well and a grade that they achieved.   |

## How you can support your child with their learning?

Encourage pupils to use their provided revision books to begin quizzing their knowledge and producing resources at the end of each key unit. Support them to retain and embed knowledge by quizzing them using their revision guide.

Encourage your child to complete home learning activities to the highest standard

Discuss what they have learnt in their geography lessons. What surprised them? What would they like to learn more about?

## **Read, Watch, Listen (links to all these are on Google Classroom)**

- **Watch** the two 'explained' documentaries on Netflix about 'The World's water crisis' or 'The end of oil'
- **Read** 'When the rivers run dry' by Fred Pearce
- **Listen** to the Economist Podcast 'Money talks: Running on empty'

# History

## What your child is learning?

**What?** We are currently studying our Period Study; The Development of the USA. This option focuses in depth on the social, political and economic changes experienced by America. Through the selected themes, students will be able to discuss the developments, events and personalities who shaped America in the 20th and 21st centuries.

**How?** Pupils will be assessed on their ability to demonstrate their knowledge and understanding as well as historical skills, these include analysing source material, describing and explaining key issues, exploring interpretations and reaching substantiated judgements.

**Why?** The History curriculum helps our students develop a number of skills - including respect, empathy, tolerance, helping them to dispel their own misconceptions and allowing them to develop their critical thinking.

|   | <u>Assessment 1</u>  | <u>Assessment 2</u>   |
|---|--|---|
| Task  | Key Question 1-3   | Mock Exam<br><br>Component One:<br>1. USA A Nation of Contrasts<br>2. The Elizabethan Age<br><br>November /December   |
| What they're being assessed on?               | Students are assessed on their application of knowledge and source skills.   | Students are assessed on their application of knowledge and source skills.  |
| What knowledge do they need to be successful? | Changes in Crime and Punishment c.500 to the present day:<br><br><ul style="list-style-type: none"> <li>● Causes of Crime</li> <li>● Nature of Crime</li> <li>● Enforcing Law and Enforcement</li> </ul> | <p><b>USA A Nation of Contrasts</b></p> <ul style="list-style-type: none"> <li>● Immigration</li> <li>● Race and religion</li> <li>● Crime and corruption</li> </ul> <p>● Economic Boom and end of prosperity</p> <ul style="list-style-type: none"> <li>● Popular entertainment</li> <li>● Women</li> </ul> <p><b>The Elizabethan Age</b></p> <ul style="list-style-type: none"> <li>● Elizabethan Government</li> <li>● Lifestyles of the Rich and Poor</li> <li>● Popular Entertainment</li> <li>● The Problem of Religion</li> <li>● The Catholic Threat</li> <li>● The Spanish Armada</li> <li>● The Puritan Threat</li> </ul> |

## Feedback

### How you can support your child with their learning

- Encourage your child to attend intervention which takes place on Thursday after school
- Ensure that they are conscientious and active in their approach to each piece home learning
- Utilise GCSE pod to aid knowledge retention
- Practice exam questions, these can be found on your child's google classroom

# RE

## What your child is learning?

**What?** This term we're studying both Theme A: Relationships and families and Theme B: Religion and life.

**How?** Each lesson pupils will have the opportunity to explore the topical issues in both themes, whilst applying key religious beliefs to support and challenge their arguments. They will have the opportunity to write a fully developed essay which is supported by relevant points, with a clear strand of argument throughout.

**Why?** This scheme of learning will provide pupils with a greater understanding of the most topical issues in today's society and the religious perspectives which challenge and support these themes.

|  | Assessment 1   | Assessment 2   | Assessment 3   |
|--|--|--|--|
| <b>Task</b>  | Theme A Relationships and families<br><br>October  | Theme B: Religion and life.<br><br>November  | Paper 1: Christian beliefs, Christian practices, Islam beliefs and Islamic practices.<br><br>December  |
| <b>What they're being assessed on?</b>               | Students will be assessed on their ability to Identify and explain religious beliefs about Relationships and families.<br>Explain the key teachings which challenge and support these themes.<br>To write a fully developed essay which is supported by relevant points, with a clear strand of argument throughout. | Students Will be assessed on their ability to Identify and explain religious beliefs about Relationships and families.<br>Explain the key teachings which challenge and support these themes.<br>To write a fully developed essay which is supported by relevant points, with a clear strand of argument throughout. | Students will be assessed on their ability to Identify and explain key beliefs and practices in both Christianity and Islam. Explain the importance and influence today. To write a fully developed essay which is supported by relevant points, with a clear strand of argument throughout.   |
| <b>What knowledge do they need to be successful?</b> | Students Will be assessed on their knowledge of the following:<br><br>Human sexuality, sex outside marriage, contraception, the importance of marriage, divorce and remarriage, the nature of the family, the purpose of the family and gender equality.   | Students will be assessed on their knowledge of the following:<br><br>Creation, Stewardship, the use and abuse of the environment, pollution, renewable and non-renewable energy, use and abuse of animals, origin of human life, abortion, euthanasia and life after death.   | Students will be assessed on their knowledge of the following:<br><br>Nature of God, creation and the afterlife, Salvation, crucifixion, resurrection, ascension, atonement.<br>Liturgical & non-liturgical worship, Sacraments, eucharist, the role of the church, evangelism and reconciliation<br>Nature of God, Prophets, holy books, evil and suffering, risalah and authorities, 6 articles of faith, Shia Islam. Five pillars of Islam, 10 obligatory acts of Shia Islam, Salah, Zakah, Sawm, Hajj, Shahadah, Eid and Ashura. |
| <b>Feedback</b>                                      | Your child will get written feedback that explains to them what they did well and what they can do to improve  | Your child will get written feedback that explains to them what they did well and what they can do to improve  | Your child will get a grade indicating what level they're working at. They will also get written feedback that explains to them what they did well and what they can do to improve   |

## How you can support your child with their learning?

- o Quiz your child on the questions in 'what knowledge do they need to be successful? At the end of each month'
- o Ensure that they are conscientious in their approach to every home learning
- o Encourage your child to read further around they have studied in RE, using the school library or online
- o Ensure they attend the planned intervention sessions
- o Support them to retain and embed knowledge by quizzing them using their revision guide.
- o Ask your child to visit these useful websites:
- o Christians beliefs: [BBC](#), [The life of Jesus](#).
- o Christians practises: [Here](#)
- o Islam beliefs: [Here](#)
- o Islam practises: [Here](#)

# Psychology

## What your child is learning?

**What?** This term we're studying the development from foetus to adulthood and the process of sleeping and dreaming.

**How?** Each lesson students will have the opportunity to explore theories which explain how the brain develops and how humans learn including the research which underpins the theories both biological and psychological. They will also explore the stages of sleep, insomnia, theories of dreaming and the related research.

**Why?** This scheme of learning will provide pupils with a greater understanding of human development and the way in which brain development aids learning. It will also give students an opportunity to understand the biological process of sleeping and Freud's dream interpretation.

## How your child will be assessed?

|  | <b>Assessment 1</b>   | <b>Assessment 2</b>   |
|--|---|---|
| <b>Task</b>  | Paper 1: Criminology, Research methods, Psychological problems and Development<br><b>October</b>  | Paper 1: Criminology, Research methods, Psychological problems and Development<br><b>December</b>   |
| <b>What they're being assessed on?</b>               | Students will be assessed on their ability to identify and identify, explain and evaluate content from all of the Year 10 content.  | Students will be assessed on their ability to identify and identify, explain and evaluate content from all of the Year 10 content.  |
| <b>What knowledge do they need to be successful?</b> | Students will be assessed on their knowledge of the following:<br><br>Criminology including both theories and studies.<br>Psychological problems including examination of schizophrenia and depression.<br>Development including learning theories of development and cognitive development.<br>Research methods including how to plan an experiment. | Students will be assessed on their knowledge of the following:<br><br>Criminology including both theories and studies.<br>Psychological problems including examination of schizophrenia and depression.<br>Development including learning theories of development and cognitive development.<br>Research methods including how to plan an experiment. |
| <b>Feedback</b>                                      | Your child will get a grade indicating what level they're working at. They will also get written feedback that explains to them what they did well and what they can do to improve.   | Your child will get a grade indicating what level they're working at. They will also get written feedback that explains to them what they did well and what they can do to improve.   |

## How you can support your child with their learning?

- Quiz your child on the questions in 'what knowledge do they need to be successful? At the end of each month' using the knowledge organiser and mnemonic
- Encourage your child to regularly test their knowledge after revising in small chunks
- Ensure that they are conscientious in their approach to every home learning
- Encourage your child to read further around they have studied in Psychology, using the school library or online using the youtube videos they already have access to
- Ensure they attend the planned intervention sessions
- Support them to retain and embed knowledge by quizzing them using their revision guide

# French

## What your child is learning

**What?** This term we're studying Module 6 (School) & Module 7 (Future Studies & Professions).

**How?** We will explore the modules by learning the key vocabulary and core grammar concept for the relevant unit each week. We will consolidate the key information through the four skills of speaking, listening, reading, and writing every lesson. We will conduct a mid-point review half way through each module based on the writing skill; your child will receive meaningful strengths and areas for development from their teacher in preparation for the summative assessment. In addition, there will be additional mock assessments for the skills of listening, reading and writing in December.

**Why?** Exploring the world in which we live is fundamental to our engagement with society on a local, national and global scale. By comparing Francophone and British education systems, we can learn a range of interesting and topical vocabulary in French. Furthermore, discussing future studies and professional plans prepares us for our post-16 education and experiences.

## How your child will be assessed

|  | <b>Assessment 1</b>   | <b>Assessment 2</b>  |
|--|---|--|
| <b>Task</b>  | Module 6 Summative Assessment<br><b>October</b>   | Module 7 Summative Assessment<br><b>December</b>   |
| <b>What they're being assessed on</b>                | The key knowledge and core concepts from Module 6   | The key knowledge and core concepts from Module 7  |
| <b>What knowledge do they need to be successful?</b> | The key vocabulary and core grammar concepts encapsulated on the knowledge organiser - school subjects, school facilities, rules, healthy and unhealthy lifestyle, school activities, opinions and reasons and a range of tenses. | The key vocabulary and core grammar concepts encapsulated on the knowledge organiser - professions, job duties in various tenses, work locations, plans for college and university, infinitive structures                  |
| <b>Feedback</b>                                      | Your child will receive a summative mark indicating their current working grade that also links back to the personalised feedback given as part of the mid-point review; whole class misconceptions will also be addressed        | Your child will receive a summative mark indicating their current working grade that also links back to the personalised feedback given as part of the mid-point review; whole class misconceptions will also be addressed |

## How you can support your child with their learning

- Help your child to learn the key vocabulary and core grammar concepts listed on the module knowledge organiser (accessible through Google Classroom) via lists, pictures, flashcards and mnemonics
- Quiz them on the new words they have learnt each week
- Aid your child in the submission of their Question of the Week each week that articulates their learning of the foreign language in English
- Check that your child is regularly accessing their online Seneca tasks to apply their learning in a different context
- Watch videos on youtube explaining how to use the past, present and future tenses in French and ask your child to explain how to form each one in their own words

# Spanish

## What your child is learning

**What?** This term we're studying Module 6 (Customs & Festivals) & Module 7 (Future Studies & Professions).

**How?** We will explore the modules by learning the key vocabulary and core grammar concept for the relevant unit each week. We will consolidate the key information through the four skills of speaking, listening, reading, and writing every lesson. We will conduct a mid-point review half way through each module based on the writing skill; your child will receive meaningful strengths and areas for development from their teacher in preparation for the summative assessment. In addition, there will be additional mock assessments for the skills of listening, reading and writing in December.

**Why?** Exploring the world in which we live is fundamental to our engagement with society on a local, national and global scale. By looking at current international issues, we can learn a range of interesting and topical vocabulary in Spanish. Furthermore, discussing future studies and professional plans prepares us for our post-16 education and experiences.

## How your child will be assessed

|  | <b>Assessment 1</b>  | <b>Assessment 2</b>  |
|--|--|--|
| <b>Task</b>  | Module 6 Summative Assessment<br><b>October</b>  | Module 7 Summative Assessment<br><b>December</b>   |
| <b>What they're being assessed on</b>                | The key knowledge and core concepts from Module 6  | The key knowledge and core concepts from Module 7  |
| <b>What knowledge do they need to be successful?</b> | The key vocabulary and core grammar concepts encapsulated on the knowledge organiser - food & drink, mealtimes, illnesses, ordering in a restaurant, I & We verbs in the present tense, reflexive verbs, infinitive structures | The key vocabulary and core grammar concepts encapsulated on the knowledge organiser - professions, job duties in various tenses, work locations, plans for college and university, infinitive structures                  |
| <b>Feedback</b>                                      | Your child will receive a summative mark indicating their current working grade that also links back to the personalised feedback given as part of the mid-point review; whole class misconceptions will also be addressed     | Your child will receive a summative mark indicating their current working grade that also links back to the personalised feedback given as part of the mid-point review; whole class misconceptions will also be addressed |

## How you can support your child with their learning

- Help your child to learn the key vocabulary and core grammar concepts listed on the module knowledge organiser (accessible through Google Classroom) via lists, pictures, flashcards and mnemonics
- Quiz them on the new words they have learnt each week
- Aid your child in the submission of their Question of the Week each week that articulates their learning of the foreign language in English
- Check that your child is regularly accessing their online Seneca tasks to apply their learning in a different context
- Watch videos on youtube explaining how to use the past, present and future tenses in Spanish and ask your child to explain how to form each one in their own words

# Urdu

## What your child is learning

**What?** This term we're studying Module 6 (Free Time) & Module 7 (Festivals & Celebrations).

**How?** We will explore the modules by learning the key vocabulary and core grammar concept for the relevant unit each week. We will consolidate the key information through the four skills of speaking, listening, reading, and writing every lesson. We will conduct a mid-point review half way through each module based on the writing skill; your child will receive meaningful strengths and areas for development from their teacher in preparation for the summative assessment. In addition, there will be additional mock assessments for the skills of listening, reading and writing in December.

**Why?** Exploring the world in which we live is fundamental to our engagement with society on a local, national and global scale. By looking at current international issues, we can learn a range of interesting and topical vocabulary in Urdu. Furthermore, discussing future studies and professional plans prepares us for our post-16 education and experiences.

## How your child will be assessed

|  | <b>Assessment 1</b>  | <b>Assessment 2</b>  |
|--|--|--|
| <b>Task</b>  | Module 6 Summative Assessment<br><b>October</b>  | Module 7 Summative Assessment<br><b>December</b>   |
| <b>What they're being assessed on</b>                | The key knowledge and core concepts from Module 6  | The key knowledge and core concepts from Module 7  |
| <b>What knowledge do they need to be successful?</b> | The key vocabulary and core grammar concepts encapsulated on the knowledge organiser - free time activities, sports & sporting events, musical preferences, films and projects   | The key vocabulary and core grammar concepts encapsulated on the knowledge organiser - festivals, celebrations, customs, Eid, independence day, familial plans, food, drink, special activities                            |
| <b>Feedback</b>                                      | Your child will receive a summative mark indicating their current working grade that also links back to the personalised feedback given as part of the mid-point review; whole class misconceptions will also be addressed | Your child will receive a summative mark indicating their current working grade that also links back to the personalised feedback given as part of the mid-point review; whole class misconceptions will also be addressed |

## How you can support your child with their learning

- Help your child to learn the key vocabulary and core grammar concepts listed on the module knowledge organiser (accessible through Google Classroom) via lists, pictures, flashcards and mnemonics
- Quiz them on the new words they have learnt each week
- Aid your child in the submission of their Question of the Week each week that articulates their learning of the foreign language in English
- Check that your child is regularly accessing their online Seneca tasks to apply their learning in a different context
- Watch videos on youtube explaining how to use the past, present and future tenses in Urdu and ask your child to explain how to form each one in their own words

# PE GCSE

## What your child is learning

**What?** Alongside practical sport your child will be learning about Anatomy & Physiology and how the body responds to a variety of situations.

**How?** We'll build knowledge and understanding of each of the topics before moving onto specific sporting examples in each area. Once students can pick out the knowledge in the examples we will then move on to further analysis or explanation in the form of extended questions.

**Why?** Understanding how the mind and body work in conjunction is key to understanding yourself as a performer and even a person. We learn about this unit to underpin our practise and ensure that we are aware of why our body is reacting in the way it does during exercise.

## How your child will be assessed

|  | Assessment 1 - Baseline  | Assessment 2 – Mid-point Assessment   | Assessment – Anatomy and Physiology  |
|--|--|---|--|
| <b>Task</b>  | Multiple choice test to assess current knowledge<br><b>September</b>   | A range of multiple choice, short answer questions and extended answer questions<br><b>October</b>  | End of unit exam, encompassing all types of questions<br><b>December</b>   |
| <b>What they're being assessed on</b>                | Their knowledge and understanding of each topic<br><br>Their ability to apply knowledge to specific sporting examples<br><br>Their ability to explain, analyse, justify, compare or evaluate depending on the topic below                          |   |  |
| <b>What knowledge do they need to be successful?</b> | Knowledge of the different parts of the anatomy that will be built upon throughout the rest of the unit:<br><br>Bones<br>Muscles<br>Blood vessels<br>The heart<br>Joints<br>Parts of the respiratory system  | Understanding of how the following system work within the body<br><br>Antagonistic muscle pairs<br>Respiratory system<br>Labelling spirometer traces<br>Cardiac system<br>Functions of the skeleton | An understanding of all that has been taught throughout the unit along with deeper knowledge on:<br><br>The effects of exercise over different time frames<br>Excess Post-Exercise Oxygen Consumption<br>Aerobic and anaerobic respiration<br>The mechanics of breathing |
| <b>Feedback</b>                                      | Your child will get written feedback that explains to them what they did well and what they can do to improve. Your child will get a grade indicating what level they are working at and some whole class feedback exploring common misconceptions |   |  |

## How you can support your child with their learning

- Quiz your child on the questions in 'what knowledge do they need to be successful? At the end of each month'
- Ask your child to recall the basic lists of bones, muscles, respiratory anatomy and the anatomy of the heart.
- Offer yourself up as a human model for labelling!
- If you are watching sport on TV, discuss in the half time breaks how the body is responding to exe
- A few useful websites are <https://www.bbc.com/bitesize/subjects/znyb4wx> (Pick the AQA tab)
- <https://www.senecalearning.com/> (Sign up and go through AQA GCSE units)
- [https://www.amazon.co.uk/My-Revision-Notes-AQA-GCSE/dp/1510405232/ref=dp\\_ob\\_title\\_bk](https://www.amazon.co.uk/My-Revision-Notes-AQA-GCSE/dp/1510405232/ref=dp_ob_title_bk)
- As always, supporting your child's physical fitness will always have an impact on any academic output. Encourage them to join a gym or an external sports club.

# PE Core

## What your child is learning

**What?** Students are given the choice to select their path and the way in which they want to enjoy PE. A range of sports are provided weekly, and students take part in the sport that they would like to play the most. This is all dependent on staff to student ratios, but we do attempt to accommodate as many sports as possible.

**How?** Students are encouraged to discuss between them to form groups that would like to play certain sports. We encourage them to do this in advance, this means we can assign staff to sports early and try to form a good environment for the students to build their small community.

**Why?** Giving the students the choice to select the way in which they want to be active will ensure that they have more ownership over their health. Running PE in this way also pays attention to the social element of health, as connection with others is key. We still ensure that we encourage students to form good habits that will lead to lifelong enjoyment. However, the onus is certainly on the student to take charge of this.

## How your child will be assessed

|  | Assessments  | Sports & Topics   |
|--|--|---|
| <b>Task</b>  | Students are offered their choice of activity during their core PE sessions. The only restricting factors are numbers and available staff. If there are enough and we have the staff then the sport is offered!  | The range of sports are selected from the list below; this is dependent on student voice and the professional opinion of the teacher.                                       |
| <b>What they're being assessed on</b>                | <p>Head – their ability to learn how to structure games and tournaments while following game play rules.</p> <p>Hands – their ability to perform skills in competitive situations whilst picking out personal strengths and weaknesses. This may see the student placing conditions on their own game to improve.</p> <p>Heart – their ability to lead and make good, kind choices. We look for the students that want to help others and for those that are trying to build resilience in challenging situations.</p> | Badminton<br>Fitness Centre<br>Dodgeball<br>Softball<br>Dance<br>Netball<br>Handball<br>Basketball<br>Football<br>Cricket<br>Athletics<br>Outdoor Adventurous Opportunities |
| <b>What knowledge do they need to be successful?</b> | <p>How to set up any competitive game to allow for fair competition.</p> <p>How to regulate themselves as a group to ensure that game play is fair and equal.</p> <p>How to assess their own strengths and weaknesses to ensure that practical improvement can still be made.</p>  | <p>Understanding of key rules and regulations</p> <p>Knowledge of tournament-based play and how it progresses</p>   |
| <b>Feedback</b>                                      | Your child will receive ongoing verbal feedback on their performance, and they will receive a progress review level throughout the year of either a bronze, silver, gold or platinum. The assessment grid that we use considers all 3 aspects from the 'Head, Hands, Heart' explanations above.  | Verbal feedback on rules and engagement is given lesson by lesson.  |

## How you can support your child with their learning

- Watch YouTube videos on the rules of each sport – this will allow your child to make better decisions in competitive situations.
- Ask your child how they think they can improve from the 'Head, Hands, Heart' information above.
- Encourage your child to attend extracurricular clubs to ensure that they build exercise into their week as a habit.
- Encourage your child to exercise at least 2 other times a week outside of PE. This will hopefully build good habits and ensure that activity is part of their life for a long time.

# Design Technology

## What your child is learning in Subject name

**What?** Course work makes up 50% of the Design and Technology final mark. The non-exam assessment (NEA) for this specification is made up of a single design and making task.

**How?** Students will be given a choice of a number of Contextual Challenges (themes). They will research and investigate one or more of these themes, in order to find a design problem to solve.

Your portfolio (written or digital), will be approximately twenty design sheets and spend between 30 to 35 hours on the NEA, which includes the manufacture of the final prototype.

**Why?** As a designer, you will consider the design problem, from the point of view of a potential client / customer, leading to a design brief and specification. You will produce a series of designs and develop one or more, leading to a final manufactured prototype. This will be fully tested and evaluated.

## How your child will be assessed

|  | Assessment 1  | Assessment 2  | Assessment 3  |
|--|---|---|---|
| Task   | Mind Map  | Research Analysis   | Design Brief and Specification  |
| <b>What they're being assessed on</b>                | <p>Students should create a mind map which explores your chosen task/ context:</p> <ul style="list-style-type: none"> <li>Who would the potential customers or users be?</li> <li>What design problems would be encountered within the context of this task?</li> <li>How could you resolve any of those design problems?</li> <li>WHO, WHAT, WHEN, WHERE, WHY, HOW</li> </ul> <p>Students should not have a final design idea at this stage.</p> | <p>Once Students have completed all of their research they will need to summarise it to state what they have found out that will be useful for the designing and making of their product.</p>   | <p>A design brief is an overview of what They have chosen to do for their project. It should also include points that they will need to do as part of the project.</p> <p>This is an overview of what they want your final product to do. For each point you must give a reason why it needs to do this and link it to something they have found out in research.</p> |
| <b>What knowledge do they need to be successful?</b> | <p>Students will need to use <b>all</b> that they have learned in year 10 to identify a suitable problem within the contexts provided by the exam board.</p>  | <p>For each of the following sections summarise what you have found out that you would like to include in your product and what you would avoid and why.</p> <p>Cover the following pieces of work:<br/>Mood board, Product Analysis, Product Disassembly, Client interview</p> | <p>What the problem is they are trying to solve. Who the final product will be for and why. State other points you will need to consider i.e. safety (is there a safe way to use it?)/if the final product will be influenced by cost/ if there are specific functions it must include.</p>   |
| <b>Feedback</b>                                      | <p>Personalised feedback will not be given as it is against the rules of the exam board. However, teachers can give generic feedback (general advice) for example what resources to use.</p>  | <p>Personalised feedback will not be given as it is against the rules of the exam board. However, teachers can give generic feedback (general advice) for example what resources to use.</p>  | <p>Personalised feedback will not be given as it is against the rules of the exam board. However, teachers can give generic feedback (general advice) for example what resources to use.</p>  |

## How you can support your child with their learning

- Ensure they complete all homework tasks.
- Encourage your child to look back through their classwork and reflect upon their learning.
- Know where they are up to and have regular conversations with your child regarding their progress.
- Encourage them to design, sketch, make and read for pleasure.

# Computing

## What your child is learning in Computer Science

**What?** Students will be beginning the Paper 2 content that needs to be covered, focusing on; *2.1 Algorithms, 2.2 Programming techniques.*

**How?** Each unit, the pupils will complete a workbook with various tasks focusing on the key concepts that are required on the exam specification. They will also supplement this by completing flipped learning Cornell style notes on each topic for homework. Finally, each lesson will give pupils the opportunity to continue developing their text based programming skills when they have completed the workbook tasks.

**Why?** It is important that pupils have a good mix of tasks and content within their school lesson time, and the workbook tasks for each unit are structured so that they are accessible and varied, as well as being able to be completed in a relatively short amount of time.

To supplement this, pupils are completing notes for each topic as homework, in a structured format known as Cornell style notes. These are effective in helping students put more thought into their note taking, as for each topic, they need to follow their notes with creating a set of questions. As students are completing note taking at home, this enables them to have more time in lessons to focus on developing their practical programming skills, which are essential for being successful with the more skills-based sections of paper 2, and helps familiarise students with reading, writing and correcting algorithms.

## How your child will be assessed

|  | Assessment 1  | Assessment 2   | Assessment 3  |
|--|---|--|---|
| <b>Task</b>  | <b>2.2 End of unit test</b>   | <b>2.1 End of unit test</b>  | <b>Paper 1 Mock</b>   |
| <b>What they're being assessed on</b>                | Basic programming constructs, file handling, arrays and subroutines, data types and operators, records and SQL.                               | Abstraction, decomposition, algorithmic thinking, linear search, binary search, bubble sort, merge sort and insertion sort, how to produce, interpret, correct and complete algorithms | All of the topics covered last year in paper 1: 1.1 Systems architecture, 1.2 memory, storage and data representation, 1.3 networks, 1.4 network security, 1.5 software and 1.6 ethical legal, cultural and environmental concerns. |
| <b>What knowledge do they need to be successful?</b> | They need to have comfortable knowledge of the above topics, along with the skills on how to structure and answer exam questions confidently. | They need to have comfortable knowledge of the above topics, along with the skills on how to structure and answer exam questions confidently.  | They need to have comfortable knowledge of the above topics, along with the skills on how to structure and answer exam questions confidently.   |

## How you can support your child with their learning

- You can support your child by encouraging them to spend time programming in their free time. Students who spend time programming become more confident with not just their programming skills, but also their ability to tackle the trickier sections of paper 2 (J277/02).
- Regular revision of previous topics is also beneficial, as this will help prepare their subject knowledge for when they are completing their exams in the summer.

# Engineering

## What your child is learning in Engineering

**What?** Students will explore a range of people with different skill sets working together during the production of electrical, electronic and mechanical engineered products, such as mobile phones and mountain bikes.

### **How?**

In this component, you will develop knowledge and understanding of the engineering industry, the interconnections within engineering sectors, and how these are integrated to enable organisations to find solutions to real-life problems.

You will explore the role that design applications play in the production of engineered products. Through practical exercises, you will produce solutions to problems using different combinations of design and modelling engineering skills.

### **Why?**

This component will support you in progressing to a Level 2 or 3 qualification in a range of engineering sectors, for example aerospace, automotive, electrical, electronic, manufacturing, marine, mechanical or telecommunications. You will develop transferable skills such as problem solving, communication and aspects of critical thinking, all of which will support your progression to Level 2 or 3 vocational or academic qualifications.

## How your child will be assessed

|  | <b>Assessment 1</b>  | <b>Assessment 2</b>   | <b>Assessment 3</b>                                      |
|--|--|---|--|
| <b>Task</b>  | <b>Unit 2</b>  | <b>Unit 2</b>   | <b>Unit 2</b>  |
| <b>What they're being assessed on</b>                | Develop possible solutions, choose a solution.   | Design and model the solution, evaluate the outcome of the project.   | Exploring engineering skills through the design process. |
| <b>What knowledge do they need to be successful?</b> | Interpreting an engineering brief, e.g. physical requirements, aesthetics, size, function, performance requirements. | Producing initial design proposals.<br>Computer-aided design (CAD) drawings using drawing, editing, modification. | Making final design solution decisions                   |

## How you can support your child with their learning

- Ensure they complete all tasks on google classroom
- Encourage your child to look at the world around them and explain how things have been designed and made.
- Know where they are up to and have regular conversations with your child regarding their progress.
- Encourage them to sketch, make and read for pleasure.

# Business

## What your child is learning in Business

**What?** Students will be beginning Theme 2 of the GCSE Business specification. In Term 1, we will focus on *Topic 2.1 Growing a business* and 2.2 Making marketing decisions.

**How?** Each unit is broken down further, with a lesson focusing on each part of the specification.

Topic 2.1 is broken down into 4 lessons: 2.1.1 Business growth (How to make a business grow and increase in size), 2.1.2 Changes in business aims and objectives (How and why a business can change its aims and objectives over time), 2.1.3 Business and globalisation (What globalisation is and how it affect business) and 2.1.4 Ethics, the environment and business (What is meant by ethics in business, and how it affects how a business is ran).

Topic 2.2 is broken down into 5 lessons: 2.2.1 Product (How businesses create products), 2.2.2 Price (How businesses use pricing strategies to come up with a price), 2.2.3 Promotion (How businesses make customers aware of a product) and 2.2.4 Place (The different methods of distributing a product).

**Why?** Each individual lesson has a mix of discussion, research activities, and using the computer to present information, and tasks on a digital workbook. Each lesson will also conclude with exam style questions to help conceptualise the information they've just learned in an exam format. It is important to use a range of activity styles within each lesson to ensure that delivery is fresh and progress and engagement remains high.

## How your child will be assessed

|  | <b>Assessment 1</b>  | <b>Assessment 2</b>  |
|--|--|--|
| <b>Task</b>  | <b>2.1 End of unit test</b>  | <b>2.2 End of unit test</b>  |
| <b>What they're being assessed on</b>                | 2.1.1 Business growth (How to make a business grow and increase in size), 2.1.2 Changes in business aims and objectives (How and why a business can change its aims and objectives over time), 2.1.3 Business and globalisation (What globalisation is and how it affect business) and 2.1.4 Ethics, the environment and business (What is meant by ethics in business, and how it affects how a business is ran). | 2.1.1 Product (How businesses create products), 2.2.2 Price (How businesses use pricing strategies to come up with a price), 2.2.3 Promotion (How businesses make customers aware of a product) and 2.2.4 Place (The different methods of distributing a product). |
| <b>What knowledge do they need to be successful?</b> | They need to have comfortable knowledge of the above topics, along with the skills on how to structure and answer exam questions confidently.  | They need to have comfortable knowledge of the above topics, along with the skills on how to structure and answer exam questions confidently.  |

## How you can support your child with their learning

- Ensure that your child is completing any of the activities that they are provided with for homework in a timely manner.
- Ensure that any revision activities are completed at home in preparation for their assessments.

# Hospitality and Catering

## What your child is learning in Hospitality and Catering

**What?** This term we are studying Unit 2 (Coursework - Hospitality and Catering in Action) content. We will also be doing one practical lesson per week.

**How?** We will have one coursework lesson and one theory lesson per week. We will be making notes for our coursework in each lesson.

**Why?** Students need to create a written portfolio as part of their coursework, which meets a specific brief. They will make notes during coursework lessons and then use these to type up their coursework in a 5-hour controlled assessment session. Students will also be practising their skills in preparation for their practical assessment in term 2.

## How your child will be assessed

|  | Assessment 1  | Assessment 2   | Assessment 3  |
|--|---|--|---|
| <b>Task</b>  | Task 1  | Task 2   | Task 3  |
| <b>What they're being assessed on</b>                | Students will make notes during coursework lessons, which will be used to assess their understanding of Hospitality and Catering in Action.   | Students will make notes during coursework lessons, which will be used to assess their understanding of Hospitality and Catering in Action.  | Students will complete a practical lesson that focuses on their presentation skills and how they will present a dish to restaurant standard.  |
| <b>What knowledge do they need to be successful?</b> | <ul style="list-style-type: none"> <li>1.1 Describe the Functions of Nutrients.</li> <li>1.2 Nutritional Needs of Different Groups.</li> <li>1.3 Characteristics of unsatisfactory nutritional intake.</li> <li>1.4 Cooking Methods and nutritional value.</li> </ul> | <ul style="list-style-type: none"> <li>2.1 Explain Factors to consider when proposing dishes for menus.</li> <li>2.2 Explain how dishes on a menu address environmental issues.</li> <li>2.3 Explain how menu dishes meet customer needs.</li> </ul> | <ul style="list-style-type: none"> <li>3.1 Use techniques in preparation of commodities.</li> <li>3.2 Assure quality of commodities to be used in food preparation.</li> <li>3.3 Use techniques in cooking of commodities.</li> <li>3.4 Complete dishes using presentation techniques.</li> <li>AC3.5 Use food safety practices.</li> </ul> |

## How you can support your child with their learning

- Ensure they complete all homework tasks.
- Encourage your child to look back through their classwork and reflect upon their learning.
- Know where they are up to and have regular conversations with your child regarding their progress.
- Ensure your child has the equipment for practical Catering lessons (this will be in their Google Classroom).
- Encourage them to cook, sketch, make and read for pleasure.

# Health and Social Care

## What your child is learning in Health and Social Care

**What?** This term we are carrying on with our study of:-

- Learning Aim A 3 (Barriers to accessing services) and moving on to
- Learning Aim B (Understand the skills, attributes and values required to give care) of **Component 2: Health and social care services and values.**

**How?** We will have two double theory lessons per week. We will be building on our knowledge in each lesson.

**Why?** Students will be tested on their Component 2 knowledge in November / December with a 6 hour internal assessment where they will complete 5 tasks on their knowledge of the topics covered in Component 2. This will also provide a foundation of knowledge for Component 3 (written exam).

## How your child will be assessed

|  | <b>Assessment 1</b>   | <b>Assessment 2</b>   | <b>Assessment 3</b>   |
|--|---|---|---|
| <b>Task</b>  | Component 2 Internal Assessment Mock Tasks  | Component 2 Internal Assessment Mock Tasks  | <b>PSA (Pearson Set Assignment) Component 2 Internal Assessment</b>   |
| <b>What they're being assessed on</b>                | Students will answer a number of practice questions which will be used to assess their understanding of Health and Social Care.   | Students will answer a number of practice questions which will be used to assess their understanding of Health and Social Care.   | Students will complete Tasks 1, 2, 3, 4 and 5 following internal assessment protocols.  |
| <b>What knowledge do they need to be successful?</b> | Understand the following barriers and the importance of overcoming these: <ul style="list-style-type: none"> <li>• Sensory barriers</li> <li>• Language barriers</li> <li>• Cultural / social barriers</li> <li>• Geographical barriers</li> <li>• Intellectual barriers</li> <li>• Financial barriers</li> </ul> | Understand the skills and attributes required to work in Health and Social Care<br><br>Recognise the importance of these skills and attributes in supporting individuals<br><br>Know the obstacles individuals may face in accessing services<br><br>Skills include: <ul style="list-style-type: none"> <li>• Problem solving / observation</li> </ul> Attributes include: <ul style="list-style-type: none"> <li>• Empathy / patience</li> </ul> Values include: <ul style="list-style-type: none"> <li>• The 6Cs (care / compassion / competence / communication / courage / commitment)</li> </ul> | <b>Task 1:</b> How health care services work together to meet the needs of an individual<br><br><b>Task 2:</b> How social care services meet the needs of an individual<br><br><b>Task 3:</b> Barriers an individual could face when accessing services in health or social care<br><br><b>Task 4:</b> How health care professionals demonstrate the skills, attributes and values when delivering care to an individual<br><br><b>Task 5:</b> How the skills, attributes and values of care professionals can help an individual to overcome potential obstacles |
| <b>Feedback</b>                                      | Verbal feedback.<br><br>Written feedback on selected written questions.<br><br>Pupils will track progress at the end of each lesson.  | Verbal feedback.<br><br>Written feedback on selected written questions.<br><br>Pupils will track progress at the end of each lesson.  | Teacher will provide class feedback only.<br><br>Pupils will track progress across the mark scheme.<br><br>Written feedback will be submitted to the exam board.  |

## How you can support your child with their learning

- Ensure they complete all Independent learning tasks.
- Encourage your child to look back through their classwork and reflect upon their learning.
- Encourage your child to catch up with any missed learning.
- Know where they are up to and have regular conversations with your child regarding their progress.
- Encourage them to read.
- Encourage them to watch documentaries regarding health, social care and physical / emotional development.

# Art

## What your child is learning

**What** – This term your child will continue to develop their ideas for their Image and Text project. They have already looked at two to three artist’s work last year so will now start to draw and respond to the ideas studied. Students will also develop a final design and start making a piece of 3D work for their Body Ornament project.

**How-** Students will create research boards for the artists studied. They will display analysis, key ideas, mind maps and drawings for the examiner. Design ideas for Body Ornament will be developed via their sketchbooks.

**Why** – Each component is worth 25% of final grade.

## How your child will be assessed

|  | Assessment 1  | Assessment 2  | Assessment 3  |
|--|---|---|---|
| <b>Task</b>  | <b>Baseline</b>   | <b>Mid point assessment</b>   | <b>End of Unit Assessment</b>   |
| <b>What they’re being assessed on</b>                | Their recall of key components to a great analysis.   | We will provide feedback to your child prior to the assessment on their strengths and areas for development. Your child will use this written feedback to improve their work and use of media.  | How well they have drawn the final design and presented research work. We will be looking at the complexity of the design as well as how well they have blended their media.  |
| <b>Which skills will they need to be successful?</b> | Students will need to reflect on prior learning to answer questions via the google classroom. | Your child will need to demonstrate skills in using a range of appropriate media. We would strongly recommend students watch our colour blending videos on our youtube channel:<br><br>We have videos to support this skill on our youtube channel :<br><a href="https://www.youtube.com/channel/UCJ2rBpCeroxog4Fg8De7GaNw">https://www.youtube.com/channel/UCJ2rBpCeroxog4Fg8De7GaNw</a> | We would strongly recommend students watch our colour blending videos on our youtube channel:<br><a href="https://www.youtube.com/channel/UCJ2rBpCeroxog4Fg8De7GaNw">https://www.youtube.com/channel/UCJ2rBpCeroxog4Fg8De7GaNw</a><br><br>They will need to be reflective and take creative risks when choosing where to place different media. |
| <b>Feedback</b>                                      | Marks given in class and misconceptions addressed by the teacher.                             | Your child will complete a self assessment at the end of the lesson reflecting on successes and next steps. The class teacher will use the school stamp to acknowledge progress based on their original written feedback.   | Your child will receive a grade indicating what level they are working at.  |

## How you can support your child with their learning

- Our Youtube channel has a wide range of videos that explore our in class topics and key skills. Where possible practising key skills at home will always help your child improve their progress.
- Encourage your child to attend an art club after school to develop their art skills. They will have access to our facilities and equipment with a range of art media.
- All our home learning tasks support your child with their classwork. By checking that these are being completed this will help your child consolidate skills or gain knowledge in preparation for the next lesson.

# Drama

## What your child is learning – GCSE Drama

**What?** This term we are focusing on finishing Component 1 of the Drama GCSE which requires pupils to devise a piece of theatre from a stimulus, and perform their pieces as part of their examination. Throughout the process of devising pupils will make notes and sketches which will support them in writing their portfolios which forms part of their coursework for the GCSE.

**How?** Students will finalise the structure of their pieces, refine character and plot, and use a range of techniques to tell their story. They have to consider the purpose of their piece and focus on disseminating this to a live audience. They will then use their notes to write up a 2000 word portfolio that documents the devising process. This write up and the final performance of the piece will take place in half term 2 of Year 11.

**Why?** Component 1 allows students the time and space to explore different styles of theatre and theatre making. It allows them to respond to the needs of their audience and evaluate their progress and achievements critically.

## How your child will be assessed

|  | <b>Assessment 1</b>  | <b>Assessment 2</b>  | <b>Assessment 3</b>   |
|--|--|--|---|
| <b>Task</b>  | <b>Mock practical exam</b>   | <b>Component 1 Devising Exam Day</b>   | <b>Written portfolio – 2000 words maximum</b>   |
| <b>What they're being assessed on</b>                | <ul style="list-style-type: none"> <li>-Their ability to combine and apply vocal and physical skills.</li> <li>-Their ability to tell a story using Drama Strategies.</li> <li>-The flow of the piece.</li> <li>-Working as an ensemble.</li> <li>-Have they achieved what they set out to in terms of message to the audience.</li> </ul> | <ul style="list-style-type: none"> <li>-Their ability to combine and apply vocal and physical skills.</li> <li>-Their ability to tell a story using Drama Strategies.</li> <li>-The flow of the piece.</li> <li>-Working as an ensemble.</li> <li>-Have they achieved what they set out to in terms of message to the audience.</li> </ul> | <ul style="list-style-type: none"> <li>-What was your initial response to the stimuli and what were the intentions of the piece?</li> <li>-What work did your group do in order to explore the stimuli and start to create ideas for performance?</li> <li>-What were some of the significant moments during the development process and when rehearsing and refining your work?</li> <li>-How did you consider genre, structure, character, form, style, and language throughout the process?</li> <li>-How effective was your contribution to the final performance?</li> <li>-Were you successful in what you set out to achieve?</li> <li>-What health and safety issues did you have to consider?</li> </ul> |
| <b>What knowledge do they need to be successful?</b> | <ul style="list-style-type: none"> <li>- A broad understanding of a variety of Drama strategies and how they can be used to deliver a message and tell a story.</li> <li>-Developed vocal and physical skills.</li> </ul>  | <ul style="list-style-type: none"> <li>- A broad understanding of a variety of Drama strategies and how they can be used to deliver a message and tell a story.</li> <li>-Developed vocal and physical skills.</li> </ul>  | <ul style="list-style-type: none"> <li>-A broad range of drama vocabulary</li> <li>-An understanding of the process of devising</li> <li>-Reflection and evaluation skills</li> </ul>   |
| <b>Feedback</b>                                      | <ul style="list-style-type: none"> <li>-Your child will receive verbal feedback from staff and peers throughout the devising process.</li> <li>- They will also receive verbal and written feedback following their mock practical to support in making improvements for the exam day.</li> </ul>  | <ul style="list-style-type: none"> <li>-There can be no teacher feedback following the exam day.</li> </ul>  | <ul style="list-style-type: none"> <li>-The teacher is not allowed to make any feedback notes or mark during the process of writing up the portfolio.</li> <li>-The teacher may give one round of feedback once the student has finished which they can use to support in making any improvements.</li> </ul>   |

## How you can support your child with their learning

- Purchase the Edexcel GCSE Drama Revision guide and revision workbook
- Students can use their resources to revise at home
- Students can do any research or portfolio note making at home
- Students can learn any lines they have at home
- Students can practise exam questions at home

# Music

## What your child is learning

**What?** Students will have the opportunity to play a range of instruments and will pick one to be their specialism in lessons. Students will also have the opportunity to take part in small group instrument lessons free of charge.

**How?** Through performance, arranging, composing and listening students will perform and write music in bands.

**Why?** This is to develop the key performance skills often missed in primary school, they will also choose a specialist instrument so as to not be switching between different physical skills.

## How your child will be assessed

|   | Assessment 1   | Assessment 2  |
|---|--|---|
| <b>Task</b>   | <b>Performance of a song they are given</b>  | <b>Performance of a song they pick</b>  |
| <b>What they're being assessed on</b>                       | Students will be assessed on: <ul style="list-style-type: none"> <li>• Playing- how they play their chosen instrument</li> <li>• Critical engagement- how well they respond to music</li> <li>• SMSC- how well they work with others</li> <li>• Singing- how in tune their singing is</li> </ul> | Students will be assessed on: <ul style="list-style-type: none"> <li>• Playing- how well they play their chosen instrument</li> <li>• Critical engagement- how well they respond to music</li> <li>• SMSC- how well they work with others</li> <li>• Singing- how in tune their singing is</li> <li>• Composing- how they create parts for the music they have selected</li> <li>• Improvising - the ability to make up parts on the spot that fit music</li> </ul> |
| <b>What skills/knowledge do they need to be successful?</b> | Skills & knowledge including:<br>How to respond to music<br>Musical language<br>Instrument specific technique<br>Health and safety   | Skills & knowledge including:<br>Instrument specific technique<br>Health and safety<br>How to create instrumental ideas<br>Musical language<br>What improvising is  |
| <b>Feedback</b>   | Feedback will be given on Google Classroom and students will be expected to respond to this  |   |

## How you can support your child with their learning

- It is important you give time for your child to create music, this could be using technology or playing their instrument.
- You and your child have access to support materials on Google Drive, using these will let you know what your child is working on and what they need to do next.
- Download some of the free music making apps, Garageband on Apple products is the one of the best music making apps and it's free.
- If they do not have an instrument at home then we can support this purchase through school.

# Photography

## What your child is learning

**What?** This term we are working more independently, students have picked a photography theme from an exam style paper, which will become their extended coursework project (60% of their final GCSE grade)

**How?** They will explore their chosen theme and work through each of the steps of their learning journey to make sure they cover the 4 assessment areas. This will include research, planning, taking photographs, developing techniques in photoshop and reflecting on their work as it progresses.

**Why?** Working independently, developing and refining ideas is key to the study of Photography. By developing their own personal project, working to a deadline and being self-motivated, all these skills will help them when they come to start their exam at the end of January

## How your child will be assessed

|  | <b>Baseline</b>   | <b>Assessment 1</b>  | <b>Assessment 2</b>   |
|--|---|--|---|
| <b>Task</b>  | <b>Knowledge &amp; skills for your Learning Journey</b>   | <b>Planning a photo shoot &amp; taking high quality images</b>   | <b>Developing images in Photoshop that link to research &amp; planning</b>  |
| <b>What they're being assessed on</b>                | Their understanding of their learning journey and the knowledge & skills they already have developed and how to refine their outcomes                                   | Ability to work independently to set-up their own photo shoots.<br><br>Knowledge of camera settings to achieve high quality outcomes   | Knowledge and skills of the different filters and tools that extend their outcomes in Photoshop and other IT platforms<br><br>Ideas developed that clearly link to their research and are personal and meaningful |
| <b>What knowledge do they need to be successful?</b> | How to do an in-depth analysis<br><br>How to research photographers that link to their work<br><br>High quality Camera & composition techniques<br>Photoshop techniques | They need to know what equipment they need, use the correct location and organise all props and models<br><br>They need to use their camera knowledge and compositional skills | They need to show the Photoshop tutorials they have researched to develop their ideas<br><br>They need to show that they can apply Photoshop filters skilfully to extend their outcomes                           |
| <b>Feedback</b>                                      | Verbally given in class and on their Learning Journey sheets  | Your child will get continuous feedback on their photography progress trackers to ensure that all tasks are understood and completed to their best ability.                    |   |

## How you can support your child with their learning

- Ask your child to show you their Photography website on Weebly and have a look at their photographs, research and outcomes, quiz them on if their work goes on 'a journey'
- Have a look at your child's Photography Progress Tracker
- Encourage your child to take photographs independently at home, they can use the cameras on their phones and upload them onto their website
- Encourage your child to look at photographic galleries on line or visit Manchester Art Gallery

# Everything Else

## What your child is learning

**What?** This term we are studying how to write personal statements, how to apply to College and how to revise.

We will be exploring (in the first half term) how to present yourself in the best possible way through your personal statement and College application as well as investigating the best College choices for the students. In the second half of the term we will be exploring how to revise for exams.

**How?** We will be listening to representatives from the different Colleges in the area and investigating what to do on a College Open Day. We will also be writing the Personal Statements on Unifrog. We will be applying for Colleges online and on paper (different Colleges have different systems). We will look at how to write an application form. In the second half of the term we will look at techniques used when revising for exams.

**Why?** Getting your College application right is absolutely vital. You have to select the right College, the right course and present yourself in the right way. This is all taught through EE.

Revising smartly is a life skill.

## How your child will be assessed

|  | <b>Assessment 1</b>  | <b>Assessment 2</b>  | <b>Assessment 3</b>   |
|--|--|--|---|
| <b>Task</b>  | <b>September</b>   | <b>October</b>   | <b>December</b>   |
| <b>What they're being assessed on</b>                | Students need to produce their Personal Statement for College.   | Students should apply for at least 5 College places and an apprenticeship.   | Students will learn how to revise for their GCSE exams.   |
| <b>What knowledge do they need to be successful?</b> | They need to look at what they have achieved over the last 5 years and produce a 6 paragraph response that is a maximum of 4000 characters long and a minimum of 3200 characters long. Paragraph one should be a summary of what they are doing for GCSE and what subjects are their favourite subjects with reasons why. Paragraph two should be about what they have achieved in school outside of lessons over the last 5 years. Paragraph three should be about their work experience. Paragraph four should be about their responsibilities at home and outside of school. Paragraph five should be about interests and hobbies. Paragraph six should be about what their aspirations are for the future. | They will be all filling in a Loreto College application as an example of how it is done. After that they need to research College places on Unifrog and apply to at least four more places. They also need to research and apply for an apprenticeship place from the Unifrog platform. | They will investigate and work on a number of topic areas. These include the following: <ol style="list-style-type: none"> <li>1. Creating a revision space at home.</li> <li>2. Creating mind maps.</li> <li>3. Creating a revision timetable.</li> <li>4. Investigating revision techniques that don't work.</li> <li>5. Creating revision notes for all of a student's GCSE subjects.</li> </ol> |
| <b>Feedback</b>                                      | Written response, posted directly on the Unifrog platform.   | Written response on application forms (online and on paper).   | Verbal feedback during lessons.   |

## How you can support your child with their learning

- Ask your child about their aspirations. What do they want to do? What are they good at? What do they enjoy? Encourage your child to apply for subjects or apprenticeships in these areas.
- Investigate career options with your child and work backwards (for example, if you want to become a Doctor, what is the pathway that takes you to that destination? Is this a realistic pathway? Is it something that your child would enjoy?).
- Support your child with their revision across all subjects. Ask them what they need at home in order to make the process easier.

# CARE Curriculum

## What your child is learning

**What?** Students will explore our core values linking in with our CARE Communication, Aspiration, Resilience and Education.

**How?** During learning tutor time every morning, all students will be delivered a lesson on a different area of CARE. Our staff have been training collaboratively and building the CARE curriculum.

**Why?** We want our students to know the importance of values and respecting differences. We want our students to know that their possibilities are limitless, no matter where their starting point is. We want our students to develop resilience. Our students access a broad and rich curriculum and make informed option choices to support their future learning and aspirations.

## How your child will be developing

### Wellbeing

- Talking about anxiety, stress and motivation, and covering strategies for staying calm.
- Explore our thought, feelings and behaviour and how to change how we think
- Be able to put everything together in your own managing exam stress plan

### Literacy

- Lessons focused on English language comprehension skills
- Connecting literacy with Science extracts
- Connecting what you know, thinking back to active knowledge and thinking ahead to make predictions

### Learning Skills

- Learning to reflect on the study skills learnt last year
- Expanding on Cornell notes, flashcards, blurting and funnelling
- Explore barriers to motivation and build on revision timetables that enhance your learning style

### Careers

- Explore the various routes for life after SHS
- Use Unifrog to highlight certain career paths
- Looking into various colleges and looking at requirements for further education

## How you can support your child with

- Encourage them to share topics of discussion
- Motivate them to take on new challenges
- Discuss their aims and ambitions with them and link in with college applications.