

# Cardinal Pole Catholic School



## Curriculum Booklet 2020-21 YEAR 11

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## OUR CURRICULUM INTENT AT CARDINAL POLE

Achieving a love of learning means creating lifelong learners and a thirst for knowledge. Lovers of learning also become independent learners as they are **confident** in what they do know but also in that they do not know yet.

KS3: Lovers of Learning

Acquiring a deep, long-term, secure and adaptable understanding of the subject. Achieving mastery means acquiring a solid enough understanding of the subject that ideas from one area can be applied to another.

KS4: Subject Masters

KS5: Critical Scholars

Critical Scholars are willing to share their work with an understanding that it is part of a much wider body of ideas and practices. They are able to listen and appreciate a range of views before coming to a carefully considered and well-presented view.

## YEAR 11 CURRICULUM OFFER, 2020-21

Dear Parents / Carers,

At Cardinal Pole, our students sit at the very heart of our curriculum. In addition to teaching subjects for their intrinsic value, the purpose of our curriculum is to empower our students, further social justice and prepare them for citizenship within and outside of our school community.

At GCSE, all students study English Literature and English Language, Maths, Science (combined or separate) and RE in addition to three option subjects chosen at the end of Year 8. Subjects are taught in a combination of double and single 50 minute periods as per the timetable below:

Subject	Periods	Subject	Periods	Subject	Periods
English	5	Option A	3	Physical Education	1
Maths	5	Option B	3		
Religious Education	3	Option C	3		
Science	6				

Students also have timetabled: a weekly PSHE lesson on a Thursday morning and a daily 30 minute Prep session with their tutor to support with the completion of homework. During this time, intervention also runs in English, Maths and Science for selected students. All year groups celebrate Mass once a half term in addition to the liturgies held at the end of each term.

To provide students with a bespoke place of learning, our state of the art library is open to all students before school, at breaktime, lunchtime and after school. In addition to lunchtime enrichment (p.5), there is a free breakfast club for all students before school from 7.30am; after school there are homework clubs and sports clubs running daily.

We believe that our students deserve the very best education and, to ensure that we meet these aims, we have outlined a clear curriculum plan for each key stage (p.3). As a result of this rich curriculum offer, we expect our students to become subject masters by the end of Key Stage 4 so that they are ready to embark on the next stage of their curriculum journey as they begin their post-16 education studies in Year 12.

For any further information on the curriculum, please do not hesitate class teachers or a member of the pastoral team:

<b>Head of Year: Mr A Parker</b> <b>Pastoral Support Manager: Mr A Akinola</b> <b>SEN Link: Ms S Hussain</b>	
<b>11 Arrowsmith</b>	Ms S Badri
<b>11 Campion</b>	Ms J Nicholls Ms M Yeboah
<b>11 Clitherow</b>	Ms C Fox Ms A Tiberi
<b>11 Line</b>	Mr J Okosun
<b>11 More</b>	Mr O Thomas
<b>11 Southwell</b>	Ms R Ingrey Ms M Bham
<b>11 Ward</b>	Mr S Higgins Mr E Frimpong

Yours sincerely,

Ms E Connolly Associate Deputy Headteacher – Curriculum, Assessment & Outcomes

## EXTRA-CURRICULAR OFFER, 2020-21

There are a wide range of extra-curricular activities for students to engage with whilst at Cardinal Pole, these will run before school, after school and during lunchtimes.

There is something for everyone:

Mathmagicians

Mandalas

Trampolining

Photography

Climate Club

Chess Club

History Club

. . . and many more!

In addition to these clubs and the many more available, **Homework Club** continues to run from Tuesday-Thursday for students who might need a little assistance with completing their work and **Liturgy** clubs continue with a new focus on planning liturgical celebrations and perfecting the privilege of **Altar Serving**.



## MEASURING PROGRESS: YEAR 11

At Key Stage 4, students are assessed according to their GCSE targets. The purpose of this is to focus on the progress they have made since Year 7 in comparison to how their peers perform nationally. Target grades are based on KS2 scores from primary school against national expectations for high levels of progress but are not considered to be a glass ceiling. The attainment of students at each assessment point is then assessed as either above / on / below target grades

In non-core subjects, students are taught in mixed ability option blocks. Within these teaching groups, student progress is measured against their own individual targets. In contrast, KS2 scores and End of Year Assessments are used to set students for their core subjects (English, Maths, Science and RE).

Class teachers assess student progress continuously through verbal and written feedback on both class and homework. As a whole school, data is collected twice a year during Assessment Point 1 (November Mocks) and Assessment Point 2 (February Mocks). During these weeks, all students follow a personalised exam timetable schedule, the results of which are reported back to parents in written reports. These reports will indicate whether a student is well above / above / on track / below / well below expectations in each subject in relation to their target.

Where progress is not in line with expectations after AP1, students will be supported with extra revision sessions running during half terms or holidays, on selected Saturdays or in after school revision sessions with effect from January. Attendance to these sessions is compulsory and has been shown to have a marked impact on the progress of students in previous years. The cycle for Saturday sessions as well as Monday mini mocks is published in January.

This is a critical year in your child's education and we aim to work alongside parents to ensure our students achieve the best possible outcomes at the end of Year 11. To support this, there are two Parents' Evenings held in Year 11. The first, held in September, is an opportunity to reflect on the End of Year 10 Exams and set clear priorities for the year. The second, held in January, is focused specifically on AP1 and identifying successes as well as gaps in knowledge that need addressing before the final exams.

SUBJECT		ART	
Head of Department		Ms K Place	
Pearson Edexcel GCSE in Art & Design			
Component 1: Personal Portfolio	60%	Coursework	
Component 2: Externally Set Assignment	40%	Practical Exam, 10 hours	



	Autumn Term	Spring Term	Summer Term
<b>What we teach and why</b>	<b>Expressive Face and Figures</b>  Students will explore a wide range of media and techniques to create emotional expressive pieces in response to the pandemic crisis. Working with keywords such as 'isolation', 'connection' and 'claustrophobia', students will place figures in settings and/or use colour, media and techniques on portraits to convey meaning.	<b>Reviewing and refining of ideas to the final outcome.</b>  Students will analyse their designs expanding and strengthening their own individual theme through a series of drafts and teacher led 1:1's. The strongest concept will be enlarged as a final outcome	<b>Exam Project not running due to Ofqual Guidance</b>



SUBJECT	BUSINESS	
Subject Lead	Ms S de Souza	
Pearson Edexcel GCSE in Business		
Theme 1: Investigating small business	50%	Written Exam, 1 hour 30 minutes
Theme 2: Building a business	50%	Written Exam, 1 hour 30 minutes



	Autumn Term	Spring Term	Summer Term
<b>What we teach and why</b>	<p>2.1 - Growing the business – look at businesses that are established and growing</p> <p>2.2 - Making marketing decisions - how a business can change elements of its marketing mix.</p> <p><b>Exam skills</b> This course is taught because it helps students to be better prepared for further education such as AS/A2 Levels and vocational courses. It helps them to become skilled in making decisions and developing persuasive arguments, creative and practical problem solving, and understanding data, finance and communication.</p>	<p>2.3 - Making operational decisions – how a business operates in order to meet the needs of its customers</p> <p>2.4 - Making financial decisions – consider the tools that a business can use to support its financial decision-making.</p> <p><b>Exam skills</b> It helps students to understand financial crisis and reasons behind many big business failures. This course could lead to work in a business-related profession such as accountancy, law, marketing, finance, politics, or the leisure and tourism industry.</p>	<p>2.5 - Making human resource decisions – decisions that growing businesses must make about organisational structure, recruitment, training and motivation.</p> <p><b>Exam skills</b> It helps students to understand different dimensions of business in addition to providing insight into other possible business careers. The content also helps in supporting the understanding of how businesses are organised, how employees are recruited and managed and how the lack of motivation could impact businesses productivity.</p>



SUBJECT		Design & Technology	
Head of Department		Ms K Place	
AQA GCSE Design & Technology			
NEA Project		50%	Coursework Project and Practical Outcome
Core Principles, Designing and Making Processes		50%	Written Exam

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>What we teach and why</b>	<b>Launch of NEA project.</b>	<b>Completion of Practical Work</b>	<b>Preparation for Final Exam</b>
	Students will be given the NEA challenge from the exam board. They will explore the challenge by carrying out research into the theme. From this they will write a design brief and begin in depth research leading to the production of initial design ideas.	Students will develop and refine their final manufacturing plan for their final prototype during this term, by using a wide range of teacher and technician demonstrations and videos to support their understanding. They will gather client feedback and utilise this to modify designs further demonstrating a good understanding of materials and processes.	Lessons will be focused on the consolidation of theory work including core principles of materials and processes alongside designing and making skills.
	Once initial design ideas are in place, students will observe how different materials behave, how processes and techniques are used and utilise this information to help them develop a range of design iterations linked to their NEA challenge.	Once complete, students will evaluate their final prototype suggesting further modifications and improvements, taking into account manufacturing processes.	Students will practice answering exam questions in timed conditions and lessons will include the opportunity to reflect upon common mistakes and ensure a deep understanding of how to answer exam questions effectively.
	After the half term break, students will begin to implement their knowledge and understanding of processes by producing a range of developed design ideas for their prototypes to meet their brief.	Following guidance from Ofqual, students are no longer required to produce a working final prototype for their project and instead will be assessed on their manufacturing plans and understanding of materials, processes and techniques within their portfolio.	

SUBJECT		DRAMA
Head of Department		Ms G Green
Pearson Edexcel GCSE in Drama		
Component 1: Devising	40%	Coursework & Performance
Component 2: Performance from Text	20%	Performance
Component 3: Theatre Makers in Practice	40%	Written Exam, 1 hour 45 minutes



	Autumn Term	Spring Term	Summer Term
<b>What we teach and why</b>	<p><b>Component 3 Section B:</b> Students are completing the Live Theatre Review section of the written exam. Time will be spent watching performance creating notes to take in to the exam and completing practice questions</p> <p><b>Component 1:</b> This will be revisited from year 10 in which students began devising own work. A performance of a monologue or duologue based on original performance will be completed alongside the amended coursework.</p> <p><b>Component 2:</b> Students read a play as a group and two extracts are chosen for performance. Students begin to block the scenes focusing on the main movements and techniques included. Students build their characterisation and make creative choices regarding vocal and physical skills. The term finishes with a dress rehearsal of</p>	<p><b>Component 2:</b> Students polish and refine their performances in every lesson in preparation for their examined performance.</p> <p><b>Component 3:</b> Attention is then turned solely onto the written exam. Students continue to strengthen their understanding of the play the Crucible, ensuring every scene is annotated with creative ideas for both performance and design. Students also attend a theatre trip. In class they make notes on the different production values which they experienced. Students develop their exam technique in evaluating this live performance, being able to discuss both strengths in the performance and criticism.</p>	<p><b>Component 3:</b> Students are practising the exam questions in timed conditions and lessons are focused on common errors that are identified from these practice questions. Revision booklets are provided in order to allow students to independently work on areas of the exam which they find most challenging.</p>

	both extracts in preparation for the performance exam in January.		
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SUBJECT	ENGLISH LANGUAGE	
Head of Department	Ms C Fox	
AQA GCSE in English Language		
Paper 1: Explorations in Creative Reading and Writing	50%	Written Exam, 1 hour 45 minutes
Paper 2: Writers' Viewpoints and Perspectives	50%	Written Exam, 1 hour 45 minutes



	Autumn Term	Spring Term	Summer Term
<b>What we teach and why</b>	<p><b>Language Paper 2 Writing Skills</b> Students revise Paper 2, focusing on planning and preparing responses to the writing question (Question 5) on the Language Paper 2 exam.</p> <p>Students will need to produce one-sided arguments responding to a statement in either article, letter, leaflet, essay or speech formats.</p> <p>This question is worth 25% of the entire Language GCSE and needs thorough and detailed consideration and practice.</p>	<p><b>Language Paper 1 Writing Skills</b> Students have already studied Language Paper 1 and are revising this.</p> <p>Students will focus on planning and preparing responses to the writing question (Question 5) on the Language Paper 2 exam.</p> <p>Students will need to produce narrative or descriptive creative writing pieces in response to visual stimuli.</p> <p>This question is worth 25% of the entire Language GCSE and needs thorough and detailed consideration and practice.</p>	<p><b>Revision for final exams</b> Students will work on their own areas for development as identified in mock exams and in-class assessment to prepare them for the final GCSEs.</p> <p>Classwork will focus on preparing exam questions and writing practice exam questions.</p> <p>Students will also look at exemplar answers.</p>
	<p><b>Language Paper 2 Reading Skills</b> Students have already studied Language Paper 2 in Y10 and return to it in Y11 to revise how to complete each question and to practise their skills under timed conditions.</p> <p>These questions are worth 25% of the whole Language GCSE and</p>	<p><b>Language Paper 1 Reading Skills</b> Students have already studied Language Paper 2 in Y10 and return to it in Y11 to revise how to complete each question and to practise their skills under timed conditions.</p>	

	need thorough and detailed practice.	These questions are worth 25% of the whole Language GCSE and need thorough and detailed practice.	
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SUBJECT	ENGLISH LITERATURE	
Head of Department	Ms C Fox	
AQA GCSE in English Literature		
Paper 1: Shakespeare ( <b>Macbeth</b> ) and the 19 <sup>th</sup> century novel ( <b>A Christmas Carol</b> )	40%	Written Exam, 1 hour 45 minutes
Paper 2: Modern texts ( <b>An Inspector Calls</b> ) and poetry ( <b>Power &amp; Conflict</b> )	60%	Written Exam, 2 hours 15 minutes

	Autumn Term	Spring Term	Summer Term
<b>What we teach and why</b>	<p><b>Power &amp; Conflict Poetry</b> Students will revise poems from Y10 and complete extended writing questions around the Power &amp; Conflict question on the Literature Paper 2 exam. This teaches students revision skills and the importance of revisiting content from earlier in the GCSE, a key skill for when they come to their final GCSE exams.</p>	<p><b>Macbeth</b> Students revise Macbeth in the lead-up to their mock exam just after half-term. This teaches students revision skills and the importance of revisiting content from earlier in the GCSE, a key skill for when they come to their final GCSE exams.</p> <p><b>A Christmas Carol</b> Students cover their 19<sup>th</sup> century novel for their Literature Paper 1. Students learn about the plot, characters and themes of A Christmas Carol and practise extended writing in the run-up to a mock exam on this paper just after half-term. This process prepares students for the rigours of the final GCSE exams and offers the opportunity for in-depth revision.</p>	<p><b>Revision for final exams</b> Students will work on their own areas for development as identified in mock exams and in-class assessment to prepare them for the final GCSEs. Classwork will focus on learning quotations and practising analytical skills and essay writing to ensure students are prepared for the GCSE exams.</p>



SUBJECT		GEOGRAPHY
Head of Department		Mr J Crotty
Pearson Edexcel GCSE in Geography		
Component 1: Global Geographical Issues	37.5%	Written Exam, 1 hour 30 minutes
Component 2: UK Geographical Issues	37.5%	Written Exam, 1 hour 30 minutes
Component 3: People & Environment Issues	25%	Written Exam, 1 hour 30 minutes



	Autumn Term	Spring Term	Summer Term
<b>What we teach and why</b>	Revise the Changing landscapes of the UK and then link this to the study of weather and climate in the UK and around the world. These are two key topics on the physical paper 1.	Revision of UK Challenges which cover topics in both physical and human elements of the course in preparation for the final part of the unit 3 Geographical Investigations exam paper.  Revision unit 1 (physical) and 2 (human) in preparation for final exam to ensure deeper understanding and knowledge.	Revision unit 1 and 2. Students will review and revisit their learning to deepen their understanding using their greater geographical understanding.

SUBJECT	HISTORY	
Head of Department	Ms A Earthrowl	
Pearson Edexcel GCSE in History		
Paper 1, Option 10: Thematic study ( <b>Crime &amp; Punishment</b> ) and historic environment ( <b>Whitechapel</b> )	30%	Written Exam, 1 hour 15 minutes
Paper 2: Period study ( <b>P4: Superpower relations</b> ) and British depth study ( <b>B4: Early Elizabethan England</b> )	40%	Written Exam, 1 hour 45 minutes
Paper 3, Option 31: Modern depth study ( <b>Weimar &amp; Nazi Germany</b> )	30%	Written Exam, 1 hour 20 minutes



	Autumn Term	Spring Term	Summer Term
<b>What we teach and why</b>	<p><b>Paper 3: Weimar &amp; Nazi Germany</b></p> <p>Studying Weimar and Nazi Germany allows students to develop their understanding of the fragility of democracy and how easily the democratic system can be corrupted, with devastating world consequences. Students are able to build on their previous learning from year 9, deepening their conceptual understanding of democracy and its fragility and use their greater conceptual knowledge to explore why historians think differently about the past.</p> <p><b>Key concepts:</b> Democracy/Dictatorship; Political systems; Totalitarianism</p>	<p><b>Paper 3: Weimar &amp; Nazi Germany</b></p> <p>Students will firstly complete their study on Nazi Germany and how Hitler developed, manipulated and abused his power in Nazi Germany.</p> <p><b>Revision</b> Paper 1: Crime &amp; Punishment) and historic environment (Whitechapel)</p> <p><b>Revision</b> Paper 2: Superpower relations and Early Elizabethan England</p> <p>Students will review and revisit their learning, to deepen their understanding using their greater historical understanding.</p>	<p><b>Revision</b> Paper 2: Superpower Relations and the Cold War</p> <p><b>Revision</b> Paper 3: Modern depth study (Weimar &amp; Nazi Germany)</p> <p>Students will review and revisit their learning, to deepen their understanding using their greater historical understanding.</p>



<b>SUBJECT</b>	<b>HOSPITALITY &amp; CATERING</b>
<b>Head of Department</b>	<b>Ms K Place</b>
<b>WJEC L1/L2 AWARD IN HOSPITALITY &amp; CATERING A</b>	
Unit 1: The Hospitality and Catering Industry	Written Exam, 1 hour 30 minutes
Unit 2: Hospitality and Catering in Action	Coursework



	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>What we teach and why</b>	<p><b>Unit 2: Understanding the importance of nutrition when planning menus.</b></p> <p>The applied purpose of Unit 2 is for learners to safely plan, prepare, cook and present nutritional dishes. Students will apply their learning in order to plan, prepare, cook and serve a variety of nutritional dishes, in a safe and hygienic manner, that are suitable for different situations and customer needs and requirements.</p> <p><i>Students will present their evidence as a poster or leaflet</i></p> <p><b>Unit 2: Understand menu planning.</b></p> <p>Students will apply their learning in order to plan, prepare, cook and serve a variety of nutritional dishes, in a safe and hygienic manner, that are suitable for different situations and customer needs and requirements.</p>	<p><b>Unit 2: Understanding outside factors when menu planning.</b></p> <p>Students will learn how to address environmental issues when proposing dishes for their menus. They will also develop knowledge in how to meet the customer's needs within different target markets.</p> <p><b>Unit 2: Developing successful menus and dishes.</b></p> <p>Students will learn to plan their own dish as part of a menu. They will produce the dish under timed conditions and evaluate its success.</p>	<p><b>Unit 1 Revision Programme</b></p> <p>Students will undergo a rolling programme of revision on the whole of Unit 1 in preparation for their second attempt at the written exam in the summer.</p> <p><b>Unit 1 consolidation and Unit 2 intervention.</b></p> <p>Students will work on interventions strategies focused on key elements of Unit 2 that will secure or improve their attainment. The rolling programme on revision will continue with consolidation of learning leading up to the exam.</p>

*Throughout the teaching of Unit 2 during year 11, Students will also receive revision lessons on Unit 1 covered in Year 10 to prepare them for their mock assessments and the second attempt at the exam in the summer.*

SUBJECT		MATHS
Head of Department		Mr J Okosun
Pearson Edexcel GCSE in Maths		
Paper 1: Non-calculator assessment	33.3%	Written Exam, 1 hour 30 minutes
Paper 2: Calculator assessment	33.3%	Written Exam, 1 hour 30 minutes
Paper 3: Calculator assessment	33.3%	Written Exam, 1 hour 30 minutes



	Autumn Term	Spring Term	Summer Term
<b>What we teach and why</b>	<p>Students revisit basic Number and Algebra topics to ensure that they have the knowledge and skills that they will need to use when we encounter much more difficult topics. Then they will encounter basic ratio and proportion as this is now one of the 5 big topics in GCSE exams.</p>	<p>Students doing Higher tier will be exposed to topics such as Circle Theorems, Bounds, and Volume of spheres, cones and pyramids. While students doing Foundation Tier will be taught Angles in a polygon, Ratio and proportion again and Pythagoras. Then preparation for the March Mocks begins towards the end of the half term.</p>	<p>In the last half term, the main focus will be exam preparation and also any topics that would benefit the students in their GCSEs. Students will be going over past papers in the double lessons to replicate the exam situation and alleviate exam stress.</p>
	<p>Then revision for November Mocks begin in earnest just before half term. After the Mocks, teachers go over topics that the class could have performed better on through the use of pin point learning booklets but also through the QLA (Question Level Analysis). After that, students revisit Data and Shape topics like Averages and Pythagoras. Students will also be given their Ultimate Revision Guides for their appropriate tier.</p>	<p>Most of Half term 2 is preparing the students for their final exam by going over topics that they did not do well on in the March Mocks but also touching on topics that they should encounter in their GCSE exam.</p>	

SUBJECT		MODERN FOREIGN LANGUAGES: FRENCH
Head of Department		Mr J Lunn
Paper 1: Listening	25%	Written Exam, 35 minutes (Foundation) / 45 minutes (Higher) Oral Exam
Paper 2: Speaking	25%	
Paper 3: Reading	25%	Written Exam, 45 minutes (Foundation) / 1 hour (Higher)
Paper 4: Writing	25%	Written Exam, 1 hour (Foundation) / 1 hour 15 minutes (Higher)



	Autumn Term	Spring Term	Summer Term
<b>What we teach and why</b>	<p>HT1 returns to the Y7 topic of school at greater length and with added complexity. Students learn how to describe their timetable and give their opinions on their subjects and their teachers. Students also learn to describe their thoughts on school rules, comparing between school systems in England and France. Finally, students further their understanding of the Y9 topic of healthy lifestyles by investigating the different reactions to school-stress and the potential impact of bad habits on themselves and those around them.</p>	<p>Students look at the context of the environment and the ecological threats posed to our world. Students learn how to describe the varying natural and man-made phenomena that pose us challenges in the 21<sup>st</sup> century, and the potential solutions we can undertake to curb these. Students also consider different ethical and societal issues, such as fast-fashion, homelessness and unemployment, with a view to suggesting how society might address these concerns.</p>	<p>In HT5 students continue the process of recap and review through increasing use of exam-style questions and full past papers. Students are also given a final run-through of core grammar and lexical structures that recur throughout the specification, so that they can tackle these with confidence and accuracy in the final exam.</p>
	<p>In HT2, students consider the theme of future study and employment to think about their potential place in the world of work. Students analyse different career and life choices. This leads to the crucial knowledge of how to apply for a job in France, with letter-writing skills and job interview roleplays to ensure students can express their aspirations in a real-life, transactional scenario.</p>	<p>Students review, test and manipulate core language and structures to the context of GCSE past exam questions. Students begin preparation for the Speaking Exam by selecting their chosen theme and preparing potential responses to any questions this theme may raise. They also develop confidence when faced with unfamiliar questions, by practising these scenarios in class and developing a range of 'rescue strategies'.</p>	

SUBJECT		MODERN FOREIGN LANGUAGES: SPANISH
Head of Department		Mr J Lunn
AQA GCSE in Spanish		
Paper 1: Listening	25%	Written Exam, 35 minutes (Foundation) / 45 minutes (Higher)
Paper 2: Speaking	25%	Oral Exam
Paper 3: Reading	25%	Written Exam, 45 minutes (Foundation) / 1 hour (Higher)
Paper 4: Writing	25%	Written Exam, 1 hour (Foundation) / 1 hour 15 minutes (Higher)

	Autumn Term	Spring Term	Summer Term
<b>What we teach and why</b>	<p>In HT1, Y11 delve into the theme of identity and culture from the perspective of food and festivals. Students learn how to describe their mealtimes and their daily routine, before learning drawing comparisons with how this varies in different Spanish-speaking comparisons. Students also gain an appreciation of festivals and special occasions in the Hispanophone world, along with the crucial transactional language that will enable them to be able to order food and drink on their travels.</p>	<p>In HT3, students glean the language to enable them to describe the world around them from the perspective of societal and environmental issues. Students learn how to talk about a range of ecological issues, and the threats posed to humankind from the natural environment and problems of its own making such as global warming and pollution. Students also discuss the importance of leading a healthy lifestyle, from the perspective of different diets and habits and the impact this can have on happiness and development.</p>	<p>Students continue with their exam preparation with extensive exam question practice. They also review core grammar points and higher-level structures that they will manipulate and implement in the exam. Students undertake extensive testing of vocabulary from previous topics and prepare revision cards from the topics they have revisited.</p>
	<p>In HT2, students broach the topic of future study and employment. Students learn how to discuss how they earn money, and describe any work experience they have done in the past. This enables them to deal with the prospect of applying for a job in Spain, using formal language appropriate for the purpose. Finally, they discuss their projects beyond Y11, whether in terms of future travel, work or study, and their potential motivations for these choices.</p>	<p>HT4 sees students do an in-depth modular recap of topics covered from Y10 &amp; Y11. Students go through vocabulary sequentially and test their knowledge of these through increasing use of exam question practice. Crucially, they also begin their preparation towards their GCSE Speaking examination, rehearsing and preparing responses to questions from their nominated theme of interest and also developing their ability to react to unfamiliar questions.</p>	



SUBJECT	PHYSICAL EDUCATION	
Head of Department	Mr N McDaid	
AQA GCSE in Physical Education		
Paper 1: The human body and movement in physical activity and sport	30%	Written Exam, 1 hour 15 minutes
Paper 2: Socio-cultural influences and well-being in physical activity and sport	30%	Written Exam, 1 hour 15 minutes
Practical performance in physical activity and sport	40%	Performance & Coursework



	Autumn Term	Spring Term	Summer Term
<b>What we teach and why</b>	<p><b>Sports Psychology</b> Pupils learn the difference between direct and indirect aggression &amp; its use in sports. Pupils learn introvert and extrovert personality types to help determine suitable personality types to suit particular sports.</p> <p><b>Socio-Cultural Influences</b> Pupils learn about the influence of culture on sport and how they positively encourage and negatively affect participation in a variety of groups. Pupils learn about the commercialisation of sport, influence of the media and the technological advances to improve performance and enjoyment for the viewing public. Also the pressure that increase finance and exposure bring to the player and teams.</p> <p><b>Practical</b> Assessments in Trampolining and Table Tennis</p>	<p><b>Anatomy and Physiology- The Heart and Lungs</b> Pupils will learn about the structures of the heart and lungs, the effects of short and long term exercise on them and mechanics of how they work efficiently to enable people to exercise to different intensities.</p> <p><b>Lever Systems + Joints</b> Pupils will learn about the different types of lever for each joint and how they articulate to create movement. Also, how joints are structured and how they create movement through bones, ligaments, cartilage, muscles and tendons.</p> <p><b>Practical</b> Assessments in Football, Basketball</p>	<p><b>Revision</b> Pupils will revise the content for the upcoming exams:</p> <p>Paper 1: The human body and movement in physical activity and sport</p> <p>Paper 2: Socio-cultural influences and well-being in physical activity and sport</p>

SUBJECT		RELIGIOUS EDUCATION
Head of Department		Mr M Tisi
Pearson Edexcel GCSE in Religious Studies A		
Paper 1: Study of Religion ( <b>Catholic Christianity</b> )	50%	Written Exam, 1 hour 45 minutes
Paper 2: Study of Second Religion ( <b>Judaism</b> )	25%	Written Exam, 50 minutes
Paper 3: Philosophy and Ethics	25%	Written Exam, 50 minutes



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p><b>Catholic: Forms of expression and ways of life</b></p> <p><i>This unit examines the different ways in which Catholics express their belief through different mediums, and how each different medium can enrich worship and inspire a deeper understanding of belief.</i></p>	<p><b>Revision for Summer exam</b></p> <p>Students will partake in lessons that consolidate the material they have learned over the past three years, they will be given opportunities to develop exam skills and particularly their evaluation skills throughout the term.</p>	<p><b>Revision for Summer exam</b></p> <p>Students will partake in lessons that consolidate the material they have learned over the past three years, they will be given opportunities to develop exam skills and particularly their evaluation skills throughout the term.</p>
	<p><b>Ethics: Marriage, relationships and Family life</b></p> <p><i>This unit examines the Catholic beliefs around marriage and relationship in the 21<sup>st</sup> Century and how it contrast with humanist and non-religious views.</i></p>	<p><b>Mock 2: Two papers:</b></p> <p><b><u>Paper 1 Catholic Paper:</u> beliefs, practices, sources of Authority and religious expression (1 hour 45 minutes)</b></p>	
	<p><b>Mock 1: Two papers:</b></p> <p><b><u>Paper 1 Catholic Paper:</u> beliefs, practices, sources of Authority and religious expression (1 hour 45 minutes)</b></p>	<p><b><u>Paper 2: Judaism:</u> beliefs and practices, <u>Ethics:</u> Arguments for the existence of God and Marriage, relationship and Family life (1 hour 45 minutes)</b></p>	
	<p><b><u>Paper 2: Judaism:</u> beliefs and practices, <u>Ethics:</u> Arguments for the existence of God (two sections on this topic) (1 hour 45 minutes)</b></p>		
SUBJECT		SCIENCE - COMBINED	



Head of Department		Ms R Ingrey
AQA GCSE in Combined Science: Trilogy		
Biology Paper 1	16.7%	Written Exam, 1 hour 15 minutes
Biology Paper 2	16.7%	Written Exam, 1 hour 15 minutes
Chemistry Paper 1	16.7%	Written Exam, 1 hour 15 minutes
Chemistry Paper 2	16.7%	Written Exam, 1 hour 15 minutes
Physics Paper 1	16.7%	Written Exam, 1 hour 15 minutes
Physics Paper 2	16.7%	Written Exam, 1 hour 15 minutes



	Autumn Term	Spring Term	Summer Term
<b>What we teach and why</b>	<p><b>P5 – Forces</b></p> <p>Here, students link the learning from the energy unit to the forces that act in systems.</p>	<p><b>P7- Electromagnetism</b></p> <p>Students begin the Spring term covering the short topic of 'Electromagnetism' in which they learn about magnets, electromagnets and their uses.</p>	<p>This term is only for revision for GCSE exams. Students will go over important topics in lessons and practice many past paper exam questions in preparation for the exams.</p>
	<p><b>B4 – Bioenergetics</b></p> <p>This unit looks at the energetic importance of photosynthesis and respiration. This unit builds on prior learning on the chemistry topics of energy changes and chemical changes and the biology topics of organisation and cells.</p>	<p><b>C8- Chemistry of the Atmosphere</b></p> <p>Chemistry of the Atmosphere looks at the early atmosphere and how it has changed. It also highlights issues surrounding greenhouse gases and global warming</p>	
	<p><b>C8 – Chemical analysis</b></p> <p>Here students learn and use some practical qualitative analytical tests. They use their understanding of mixtures from C1 to understand chromatography and their</p>	<p><b>B6- Inheritance and Evolution</b></p> <p>In 'Inheritance and Evolution' students learn about how we inherit characteristics and how other characteristics are environmental. It then moves onto the theory of evolution and fossil records.</p>	
		<p><b>C10- Using Resources</b></p> <p>The final topic that students cover is the topic called 'Using Resources' which allows students to analyse resources as either</p>	

	<p>learning on melting points from P3 to explain how substances can be tested for purity.</p> <p><b>C7- Organic Chemistry</b> They learn about the structure of crude oil and other hydrocarbons. Students then move on to study 'Waves' and study specifically how energy is transferred and used for particular purposes.</p> <p><b>B7- Ecology</b> Students also cover the topic of 'Ecology' in which they learn about our ecosystem as well as the issues surrounding population growth.</p>	<p>finite or renewable and the impacts that this can have on the environment.</p> <p>The remainder of this term focuses on revision for GCSE exams.</p>	
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<b>SUBJECT</b>	<b>VOCATIONAL: CREATIVE iMEDIA</b>
<b>Subject Lead</b>	<b>Ms G Braithwaite</b>
<b>OCR CAMBRIDGE NATIONALS L1/2 CREATIVE iMEDIA CERTIFICATE</b>	
R081: Pre-production skills	Written Exam, 1 hour 15 minutes
R082: Creating digital graphics	Coursework
R085: Creating a multipage website	Coursework
R087: Creating interactive multimedia products	Coursework

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>What we teach and why</b>	<p><b>R087: Creating interactive multimedia products</b></p> <p>Interactive multimedia products are used widely in everyday life and the creative and digital media sector. They are used in computer games, mobile phone applications, presentations and many other areas.</p> <p>This unit will enable learners to understand the basics of interactive multimedia products for the creative and digital media sector. They will learn where and why interactive multimedia is used and what features are needed for a given purpose. It will enable them to interpret a client brief, and to use time frames, deadlines and preparation techniques as part of the planning and creation process when creating an interactive multimedia product.</p>	<p><b>R085: Creating a multipage website</b></p> <p>Multipage websites are the basis of internet content and are therefore used extensively in the creative digital media sector, whether for mobile phones or computers in all their forms.</p> <p>This unit will enable learners to understand the basics of creating multipage websites. It will enable learners to demonstrate their creativity by combining components to create a functional, intuitive and aesthetically pleasing website. It will allow them to interpret a client brief and to use planning and preparation techniques when developing a multipage website.</p>	<p><b>R082: Creating digital graphics</b></p> <p>Digital graphics feature in many areas of our lives and play a very important part in today's world.</p> <p>The digital media sector relies heavily on these visual stimulants within the products it produces, to communicate messages effectively.</p> <p>This unit is for learners to understand the basics of digital graphics editing for the creative and digital media sector. They will learn where and why digital graphics are used and what techniques are involved in their creation. This unit will develop learners' understanding of the client brief, time frames, deadlines and preparation techniques as part of the planning and creation process.</p>

<b>SUBJECT</b>	<b>VOCATIONAL: HEALTH &amp; SOCIAL CARE</b>
<b>Subject Lead</b>	<b>Ms G Toma</b>
<b>NCFE CACHE L2 TECHNICAL AWARD IN HEALTH &amp; SOCIAL CARE</b>	
Unit 1: Introduction to the health and social care sector	Coursework
Unit 2: Professional practice and the health and social care practitioner	Coursework
Unit 3: Human growth and development through the life stages	Coursework
Unit 4: Synoptic Paper	Written Exam, 1 hour 30 minutes

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>What we teach and why</b>	<p><b>Gain knowledge of working in the health and social care sector and associated job roles</b></p> <ul style="list-style-type: none"> <li>types of provision: function and purpose</li> <li>job roles of health and social care practitioners</li> <li>access/referral procedures</li> <li>ever-changing care needs</li> <li>formal and informal care provision</li> <li>responsibilities, skills, behaviours and attributes of health and social care practitioners</li> </ul> <p>To successfully secure knowledge and understanding of regulations and inspections scenarios.</p> <p><b>Trip</b></p>	<p><b>Understand the types of care provision and the roles of different practitioners</b> <b>Exam – 5<sup>th</sup> of Feb 2019</b></p> <ul style="list-style-type: none"> <li>professional practice</li> <li>professional development</li> <li>legal frameworks, values and guidance</li> <li>components of person-centred practice</li> <li>teamwork and partnership working</li> </ul> <p>To successfully secure knowledge and understanding of career pathways. To secure a pass in external examination.</p> <p><b>Guest speakers</b></p>	<p><b>Learn about human growth and development and well-being.</b> <b>Exam - TBC</b></p> <ul style="list-style-type: none"> <li>holistic development</li> <li>theoretical perspectives</li> <li>factors impacting on human growth and development</li> <li>transition and significant life events across life stages</li> </ul> <p>To successfully secure knowledge and understanding of the role of care planning in relation to meeting individual needs and promoting well-being. To secure a pass in external examination.</p> <p><b>Exam practice</b></p>

## HOMework TIMETABLE

Monday	Tuesday	Wednesday	Thursday	Friday
Option A	Option B	Option C	RE	Maths
English	Science	Maths	English	Science