

# Cardinal Pole Catholic School



## Curriculum Booklet

### 2023-24

### 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, 2023-24

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	2
Maths	5	Option B	3		
Religious Education	3	Option C	3		
Science	6				

Students study PSHE in a half termly drop down day and also have timetabled a daily 25-minute Prep session with their tutor to support with the completion of home learning. During this Prep session Monday - Wednesday, intervention also runs in English, Maths and Science for all 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, there is a free breakfast club for all students before school from 7.30am; after school there are home learning clubs, extra-curricular activities 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: Ms S Borroni</b> <b>Pastoral Support Manager: Ms Y Wallace</b> <b>St Nicholas Link: Ms M Yeboah</b>	
<b>11 Arrowsmith</b>	Mr C Matthews-Murray
<b>11 Champion</b>	Mr M Ghany
<b>11 Clitherow</b>	Ms M Balogun
<b>11 Line</b>	Mr N McDaid
<b>11 More</b>	Mr O Stead
<b>11 Southwell</b>	Ms V Adetayo-Hasstrup
<b>11 Ward</b>	Mr J Okosun

Yours sincerely,

Ms E Connolly Deputy Headteacher – Quality of Education

## 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 home learning. As a whole school, data is collected during formal Mocks before February half term. During this fortnight, all students follow a personalised exam timetable schedule, the results of which are reported back to parents in written reports. These reports will indicate the current grade for each subject in relation to their target.

In addition to these formal mocks, there is regular in class assessment run by departments. Where progress is not in line with expectations at these points, 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 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 is a Parents' Evenings held on **Thursday 9<sup>th</sup> November** for parents of all Y11 students. This is an opportunity to reflect on the first term of Y11, preparation for the mocks after Christmas and to set clear priorities for the year.

SUBJECT		GCSE ART & DESIGN: FINE ART*	
Head of Department		Ms K Place	
Pearson Edexcel GCSE in Art & Design *Cannot be taken with 3D Design			
Component 1: Personal Portfolio	60%	Coursework	
Component 2: Externally Set Assignment	40%	Practical Exam, 10 hours	



	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<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>Exam Project</b>  The theme for the exam project is set by the board but is usually broad enough to be adapted to student's personal interests. The project follows the usual process of looking at artists, mind mapping ideas, recording through drawing, photography and writing and developing a range of ideas along their chosen themes. Students improve the best idea to complete in the exam.	<b>Final Exam</b>  Students undergo a 10-hour exam in which they produce a final outcome to their exam project.
	<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>SUBJECT</b>		<b>GCSE ART &amp; DESIGN: 3D DESIGN*</b>
<b>Head of Department</b>		<b>Ms K Place</b>
<b>AQA GCSE Design &amp; Technology</b> <b>*Cannot be taken with Fine Art</b>		
NEA Project	60%	Coursework Project and Practical Outcome
Core Principles, Designing and Making Processes	40%	Externally Set Assignment (ESA)

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>What we teach and why</b>	<b>Practical Outcomes for Sustained Project</b> Students will produce the final outcomes for their sustained project using the work the research and development work developed across year 10. Through a series of workshops and teacher 1:1s students will focus on producing a high-quality outcome that meets the criteria for each of the assessment objectives.	<b>Externally Set Assignment</b> A range of starting points are released by the exam board at the start of the term, students select one to focus on for their ESA. The starting points are usually broad enough to be adapted to student's personal interests. The project follows the usual process of looking at artists and designers, mind mapping ideas, recording through drawing, modelling, experimenting and writing and developing a range of ideas along their chosen themes. Students improve the best idea to complete in the exam.	<b>Final Practical Exam</b> Students undergo a 10-hour exam in which they produce the final 3D outcome of their exam project. This takes place in the workshop across two days.

SUBJECT		BUSINESS
Head of Department		Ms L Cunningham
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 and recruited and managed and how the lack of motivation could impact businesses productivity.</p>



SUBJECT		DRAMA
Subject Lead		Ms L Tavares
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
What we teach and why	<p><b>Component 1:</b> Development and completion of Component 1 coursework will take place during this term in a mixture of focused lessons and intervention sessions.</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 both extracts in preparation for the performance exam in January.</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 Section A:</b> Attention is then turned solely onto the written exam. Students continue to strengthen their understanding of the play the <i>Crucible</i>, 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 Section B:</b> Students are completing the Live Theatre Review section of the written exam. Time will be spent watching performance live and/or recorded creating notes to take in to the exam and completing practice questions</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>

SUBJECT	ENGLISH LANGUAGE	
Head of Department	Mr M Ghany	
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>	<b>Language Paper 2</b> Students are introduced to the Language Paper 2 exam. Using a range of forms, students learn how to form a persuasive argument and to use language and persuasive devices in their writing. Students practise extended writing questions to develop the necessary exam skills. Students are then introduced to the four reading questions. Students learn strategies to approach each question as well as having the opportunity to practise extended writing in response to each question.	<b>Language Revision</b> Students will recap the two Language papers they have studied, identifying strengths and areas for development and improving their capability based on teacher assessment of their needs. Students will learn how to revise effectively for Language exams and to develop their revision skills.	<b>Final Revision</b> Students will complete their final revision by answering practice questions and self-assessing against model answers.

SUBJECT	ENGLISH LITERATURE	
Head of Department	Mr M Ghany	
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>	<b>A Christmas Carol</b>  Students then move onto studying Dickens' A Christmas Carol, a festive novella that explores ideas around generosity, social responsibility and redemption in preparation for their Literature Paper 1 exam. 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 question at AP1. This prepares students for the rigours of the final GCSE exams and offers the opportunity for in-depth revision.	<b>Literature Revision</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. The focus for this term is An Inspector Calls and poetry.	<b>Final Revision</b>  Students will complete their final revision by answering practice questions and self-assessing against model answers.

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>	<b>Human Fieldwork</b>  To prepare students to study a local regeneration scheme and how primary and secondary data can be used to answer key questions about this human landscape	<b>Revision unit 1 and 2</b> Students will review and revisit their learning to deepen their understanding using their greater geographical understanding with a particular focus on map skills and Weather and climate	<b>Revision unit 1 and 2</b> Students will review and revisit their learning to deepen their understanding using their greater geographical understanding. With a particular focus on Changing Cities
	<b>United Kingdom Challenges</b>  Students are to study a Synoptic unit which will look at all the particular human and physical challenges faced by this country and to write an extended answer on which is the best approach to deal with these issues.		



SUBJECT	HISTORY	
Head of Department	Mr J Rumsey	
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>

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		Music	
Head of Department		Ms L Singleton	
Eduqas GCSE Music			
Component 1	30%	Performing (Coursework)	
Component 2	30%	Composing (Coursework)	
Component 3	40%	Appraising (1 hr 15 listening exam)	
	Autumn Term	Spring Term	Summer Term
What we teach and why	<p><u>Appraising</u> <b>AoS 4 (Popular Music) Prepared Extract - Africa by Toto</b> Students will revisit their knowledge of the stylistic features of Popular Music learned in Year 9 and apply this to a detailed analysis and exploration of the prepared extract 'Africa' by the band Toto. Through the study of the piece, students will have the opportunity to practise and develop their listening skills and recap on key vocabulary relevant to this Area of Study.</p> <p><b>AoS 3 – Film Music</b> In the second half of the term, we will focus on Film Music in preparation for the extended writing question of the listening paper.</p> <p><u>Performing and Composing</u> In this term students should have completed Composition 1 and will have the final recording of their Solo Performance. In September students will start their second composition to a brief set by the exam board and will carry on working on their Ensemble Performance.</p>	<p><u>Appraising</u> <b>AoS 1 (Musical Forms and Devices) and 2 (Music for Ensemble)</b> In this term, work on Areas of Study 1 and 2 will be reviewed and consolidated. Students will go over key vocabulary and stylistic features, and complete practice listening questions. They will also recap the prepared extract from Area of Study 1 – Bach's 'Badinerie.'</p> <p>The second half of the term will be spent doing final revision and practice exam papers.</p> <p><u>Performing and Composing</u> Students will continue to work on Composition 2 and practise their Ensemble Performances, in preparation for final submission before the spring half term break.</p>	<p><u>Revision</u> As students prepare for the exam it is important that they continue to do as many practice <b>listening</b> questions as possible, so they have the skills to tackle any type of question that may come up in the 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)
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>	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	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,	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

	<p>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>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. Students apply their knowledge on GCSE tasks in their first set of mock exams in November.</p>	<p>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>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' and improvisation strategies.</p>	<p>that recur throughout the specification, so that they can tackle these with confidence and accuracy in the final exam.</p>
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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</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. Students then gain exposure to GCSE tasks across all skills during their first full mock exams in November.</p>	<p>can have on happiness and development.</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>	
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SUBJECT	GCSE PHYSICAL EDUCATION	
Head of Department	Mr W Lawn	
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>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>Revision</b> Pupils will revise the content for the upcoming exams:</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>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>Paper 1: The human body and movement in physical activity and sport</p>
	<p><b>Practical</b> Assessments in Trampolining and Table Tennis</p>	<p><b>Practical</b> Assessments in Football, Basketball</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> 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.</p> <p><b>Ethics: Marriage, Relationships and Family life</b> 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.</p> <p><b>Mock 1: Two papers:</b> <b>Paper 1 Catholic Paper:</b> beliefs, practices, sources of Authority and religious expression (1 hour 45 minutes) <b>Paper 2: Judaism:</b> beliefs and practices, <b>Ethics:</b> Arguments for the existence of God (1 hour 30 minutes)</p>	<p><b>Revision for Summer exam</b> 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>Mock 2: Two papers:</b> <b>Paper 1 Catholic Paper:</b> beliefs, practices, sources of Authority and religious expression (1 hour 45 minutes) <b>Paper 2: Judaism:</b> beliefs and practices, <b>Ethics:</b> Arguments for the existence of God and Marriage, relationship and Family life (1 hour 45 minutes)</p>	<p><b>Revision for Summer exam</b> 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>



SUBJECT		SCIENCE - COMBINED
Head of Department		Ms M Balogun
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
What we teach and why	<p><b>P6 – Waves</b></p> <p>Students learn about the behaviour of different types of waves, including the electromagnetic spectrum. This leads on to them considering the real life applications, and dangers, of different types of waves.</p> <p><b>C10- Using Resources</b></p> <p>This topic allows students to analyse resources as either finite or renewable and the impacts that this can have on the environment.</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>C7- Organic Chemistry</b></p> <p>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>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><b>C9 – 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>C8 explores the real life applications of using chemistry to help us to detect chemicals, and how these can be extremely beneficial to society.</p> <p><b>B7- Ecology</b></p> <p>Students also cover the topic of 'Ecology' in which they learn about our ecosystem as well as the issues surrounding population growth.</p> <p>The remainder of this term focuses on revision for GCSE exams.</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>

SUBJECT		TRIPLE SCIENCE
Head of Department		Ms M Balogun
3 GCSEs in AQA Biology, Chemistry and Physics		
Biology Paper 1	50% GCSE Biology	Written Exam, 1 hour 45 minutes
Biology Paper 2	50% GCSE Biology	Written Exam, 1 hour 45 minutes
Chemistry Paper 1	50% GCSE Chemistry	Written Exam, 1 hour 45 minutes
Chemistry Paper 2	50% GCSE Chemistry	Written Exam, 1 hour 45 minutes
Physics Paper 1	50% GCSE Physics	Written Exam, 1 hour 45 minutes
Physics Paper 2	50% GCSE Physics	Written Exam, 1 hour 45 minutes

	Autumn Term	Spring Term	Summer Term
What we teach and why	<p><b>Biology</b></p> <p><b>B7 – Ecology</b></p> <p>The whole of the final term is spent studying ecology – the study of natural environments. In this topic students explore food webs, adaptations and different cycles in nature. The topic then shifts to explore the impacts that humans are having on the environment and how we can try to arrest these changes</p> <p><b>Chemistry</b></p> <p><b>C6 – Rates of Reaction</b></p> <p>Students begin the year in Chemistry exploring chemical rates of reaction and how we can control the speeds of them. This is given important industrial and historical context when they look at the Haber Process and reversible reactions</p> <p><b>C7 – Hydrocarbons</b></p> <p>The term for Chemistry continues by exploring carbon compounds and their roles in fuels, before moving onto more complexed organic chemistry.</p> <p><b>Physics</b></p> <p><b>P5 – Forces</b></p> <p>Students begin the academic year in Physics by continuing with their topic on forces from Year 10. This mainly focuses on pressure in different states of matter.</p> <p><b>P7 – Electromagnetism</b></p> <p>Students continue the term covering the short topic of 'Electromagnetism' in which they learn about magnets, electromagnets and their uses.</p> <p><b>P8 – Space</b></p> <p>Students complete the autumn term in Physics with a topic on space exploring the beginnings of</p>	<p><b>Biology</b></p> <p>With the course finished, the spring term is used in Biology to prepare for GCSEs by revision Year 9 and 10 topics whilst practising exam questions</p> <p><b>Chemistry</b></p> <p><b>C10 – Using Resources</b></p> <p>The chemistry course is completed in this term with a topic on how we can effectively manage the resources we have on Earth. This has key focuses on industrial uses of chemicals and processes, in addition to sustainability.</p> <p>The remainder of the term is spent revising and preparing for GCSE exams.</p> <p><b>Physics</b></p> <p>With the course finished, the spring term is used in Physics to prepare for GCSEs by revision Year 9 and 10 topics whilst practising exam questions</p>	<p>In the summer term, all lesson time is dedicated towards revision for GCSE exams</p>



	the universe, including the big bang and red shift, plus exploring planets in our solar system.		
SUBJECT		Sociology	
Head of Department		Ms S Hargreaves	
AQA GCSE Sociology			
Paper 1: The sociology of families and education	50%	Written Exam, 1 hour 45 minutes	
Paper 2: The sociology of crime & deviance and social stratification	50%	Written Exam, 1 hour 45 minutes	
	Autumn Term	Spring Term	Summer Term
What we teach and why	In the Autumn Term students will be working on <b>Social Stratification</b>	In the Spring Term students will continue to work on <b>Social Stratification</b>	This term will be focused on revision and exam practice. Students will go through practice questions in class and focus on exam technique.
	Students will explore the idea of social hierarchy and inequality and how societies have been organised over time.	Here students will focus on poverty, deprivation, the underclass and the welfare state	
	Students will examine the different sociological perspectives of social stratification	Students will examine the different forms of power and authority in society. They will study political power and power relationships with a focus on patriarchy and female power.	
	Students will explore class, gender, ethnicity, sexuality, age and disability and the impacts on life chances	In the second half of the Spring Term students will work on revision and consolidation for their GCSEs	

SUBJECT		VCERT PHYSICAL EDUCATION	
Head of Department		Mr W Lawn	
VCERTS IN PE			
Part 1: External Assessment		40%	Written Exam, 1 hour 30 minutes
Part 2: Internal Synoptic Project		60%	Coursework
	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>In HT1, students will revise content in preparation for resit examinations and to prepare pupils for the release of their synoptic projects. This will involve revisiting topics in units 1-5</p> <p>In HT2, the official coursework title will be released and students will begin to complete the first task. This will involve them demonstrating knowledge of components of fitness, principles of training, FITT and methods of training.</p>	<p>In term 2, students will be independently completing their coursework.</p> <p>They will be completing tasks 2 and 3. This will involve them demonstrating their knowledge of PAR-Q, lifestyle questionnaires, SMART Targets and fitness testing.</p>	<p>In term 3, students will be continuing to work independently to complete their coursework.</p> <p>They will be completing tasks 3 and 4. This will involve students designing a training programme and evaluating the effectiveness of this programme for a client.</p>

SUBJECT		WJEC Hospitality & Catering	
Head of Department		Ms K Place	
VCERTS IN PE			
Unit 1: Exam		40%	Written Exam, 1 hour 20 minutes
Unit 2: Coursework		60%	Coursework
	Autumn Term	Spring Term	Summer Term
What we teach and why	Unit 2 – Hospitality and Catering in action Learn about the importance of nutrition and how cooking methods can impact on nutritional value. Learn how to plan nutritious menus as well as factors which affect menu planning. You will learn the skills and techniques needed to prepare, cook and present dishes as well as learning how to review your work effectively.	Unit 1 – Hospitality and Catering industry Learn about the hospitality and catering industry, the types of hospitality and catering providers and about working in the industry. Learn about health and safety, and food safety in hospitality and catering, as well as food related causes of ill health.	Unit 1 will be assessed through an GCSE exam, which is worth 40% of your qualification.

### YEAR 11 HOME LEARNING TIMETABLE

Monday	Tuesday	Wednesday	Thursday	Friday
Maths Option A	Science Option B	English Option C	RE (P Side) Maths	RE (Q Side) English Science