



YEAR 11

CURRICULUM GUIDE 21/22

CRAMLINGTON
LEARNING VILLAGE



WHERE THE ART OF TEACHING MEETS THE SCIENCE OF LEARNING

WELCOME TO YEAR 11

This booklet aims to provide you with a concise guide to the work your child will undertake in each subject area this year. Subjects areas have provided a summary of the topics covered term by term and also indicated ways in which you can help and support your child at home.

We hope that you will find the information useful and if you have any further questions feel free to contact the relevant Head of Department.

ART AND DESIGN

WINTER TERM

Students will continue with their extended GCSE coursework project. They will explore and refine their skills in a wide range of techniques such as drawing, painting, photography and print making. They will all work on independent outcomes inspired by the theme in sketchbooks or on display sheets.

SPRING TERM

Students will begin working on Unit 2, which is the exam project. They will receive an exam paper with a number of different briefs to choose from. They will need to produce work that provides evidence for each of the assessment objectives for GCSE art, and will need to explore the work of other artists, experiment with different techniques and record their ideas effectively as the project develops. They will do this with the support of their art teacher.

SUMMER TERM

In April, students will sit their art exam, which is 10 hours long. This will involve 2 full days working on their exam project final piece under supervised exam conditions in the art department. They must then ensure all work is completed before the work is marked at the end of April. Please note that this deadline is much earlier than some other subjects.

HOW YOU CAN SUPPORT YOUR CHILD:

- It would be extremely helpful if you could ensure that your child comes properly equipped to the lesson. Students are supplied with a sketchbook that has good quality drawing paper within it; this will last the whole year. Other equipment that would be helpful is pencil, range of coloured pencils, eraser, pencil sharpener and a pen
- We also find if students are exposed to different types of art forms they are much more open-minded. Visits to the many galleries in the area and engagement with public sculpture would be a great help when it comes to breaking down student's preconceptions to art.

WINTER TERM

Students will continue to work through GCSE Biology module 'Ecology', which was started in Year 10 and start to consider the role organisms play within an ecosystem and the dynamics of competition, adaptation and interdependence as well as the human impact on biodiversity. The second Year 11 module in Biology is called 'Homeostasis and Response'. We will consider how the body is able to maintain a constant body temperature, and we will cover the structure and function of the nervous system, including the brain and the eye. Finally we will study hormonal coordination in both plants and animals.

SPRING TERM

Students will begin work on B6 'Inheritance, Variation and Evolution', studying the structure and function of DNA and patterns of inheritance. We will study the interaction between genes and the environment and the roles that these play in natural selection and the development and classification of new species as well as considering the role of new technologies such as genetic engineering and cloning.

SUMMER TERM

Much of this term will then be devoted to revision and practice of content and skills covered over the two year course in order to work towards students' final two examinations.

HOW YOU CAN SUPPORT YOUR CHILD:

- This is an intensive course, therefore 100% attendance is essential
- Although we can provide work for student absence, this is no substitute for teacher input
- Provide a suitable environment in which students can revise in preparation for their June examinations
- Continue highlighting topical biological issues e.g. cloning and stem cell research
- Download podcasts on Science and use revision websites
- Encourage your son/daughter to attend the after school and lunchtime revision sessions and ask them questions from their biology revision guide. Also encourage your son/daughter to use their GCSE Biology work book to answer questions
- Access the revision materials on FROG and encourage students to complete past papers.

BUSINESS STUDIES

WINTER TERM

In this term students learn about External Influences on business. They look at interest rates, unemployment, inflation and exchange rates. There have been massive amounts of coverage over the last few months and this will continue to be the case; encourage them to watch the BBC Business news or log on to the BBC Business web pages. Following this unit they will move on to the Finance unit. In this they investigate the different methods used to monitor the financial state of a business.

SPRING TERM

Students will continue to look at Business finance following Christmas. They will become confident with a range of financial calculations including cash flow, profit and investment appraisal in order to assess the financial health of the business. This term will also see the beginning of the exam preparation period. In this we will look to revise key course knowledge and ensure they fully grasp the exam technique requirements of each paper.

SUMMER TERM

Students will spend most of this term revising and preparing for the exam, there will be support material available on the front page of the Business Studies frog site. Revision Guides will also be available to purchase from the department.

HOW YOU CAN SUPPORT YOUR CHILD:

- Ensuring the controlled assessment deadline is met
- Talking to your child about the issues mentioned above
- Sharing your experiences of marketing and being a consumer.

WINTER TERM

C7: The chemistry of carbon compounds is so important that it forms a separate branch of chemistry. A great variety of carbon compounds is possible because carbon atoms can form chains and rings linked by C-C bonds. This branch of chemistry gets its name from the fact that the main sources of organic compounds are living, or once-living materials from plants and animals. These sources include fossil fuels which are a major source of feedstock for the petrochemical industry.

SPRING TERM

C7 (triples only): The chemistry of carbon compounds is so important that it forms a separate branch of chemistry. A great variety of carbon compounds is possible because carbon atoms can form chains and rings linked by C-C bonds. This branch of chemistry gets its name from the fact that the main sources of organic compounds are living, or once-living materials from plants and animals. These sources include fossil fuels which are a major source of feedstock for the petrochemical industry. Chemists are able to take organic molecules and modify them in many ways to make new and useful materials such as polymers, pharmaceuticals, perfumes and flavourings, dyes and detergents.

C8: Analysts have developed a range of qualitative tests to detect specific chemicals. The tests are based on reactions that produce a gas with distinctive properties, or a colour change or an insoluble solid that appears as a precipitate. Instrumental methods provide fast, sensitive and accurate means of analysing chemicals, and are particularly useful when the amount of chemical being analysed is small. Forensic scientists and drug control scientists rely on such instrumental methods in their work.

SUMMER TERM

C9: The Earth's atmosphere is dynamic and forever changing. The causes of these changes are sometimes man-made and sometimes part of many natural cycles. Scientists use very complex software to predict weather and climate change as there are many variables that can influence this. The problems caused by increased levels of air pollutants require scientists and engineers to develop solutions that help to reduce the impact of human activity.

C10: Industries use the Earth's natural resources to manufacture useful products. In order to operate sustainably, chemists seek to minimise the use of limited resources, use of energy, waste and environmental impact in the manufacture of these products. Chemists also aim to develop ways of disposing of products at the end of their useful life in ways that ensure that materials and stored energy are utilised. Pollution, disposal of waste products and changing land use has a significant effect on the environment, and environmental chemists study how human activity has affected the Earth's natural cycles, and how damaging effects can be minimised.

Much of the rest of the term will be spent in preparation for the two chemistry exams at the end of the year.

COMBINED SCIENCE

WINTER TERM

Students will be assigned two science teachers and will complete the Biology module on Homeostasis and Response (B5), the Chemistry modules on Energy Changes (C5) and Rates of Reactions (C6) and the Physics module on Forces (P5).

SPRING TERM

During this term students will complete the Biology module on Inheritance, Variation and Evolution (B6), the Chemistry modules on Fuels (C7) and Chemical Analysis (C8) and the Physics module on Waves (P6).

SUMMER TERM

This term students will complete the Physics module on Electromagnetism (P7). They will then review key areas in preparation for their exams.

HOW YOU CAN SUPPORT YOUR CHILD:

- Encourage your child in their revision for their exams
- Provide a suitable environment in which students can revise in preparation for their June examinations
- Download podcasts on Science and use revision websites
- Encourage your son/daughter to attend any revision sessions and ask them questions from their Science revision guide. Also encourage your son/daughter to use their GCSE Science workbook to answer questions
- Access the revision materials on FROG and encourage students to complete past papers
- Ensure students access the past papers and revision materials on FROG.

COMPUTER SCIENCE

WINTER TERM

This term starts off with the Programming Project set by the OCR exam board. This is used to develop and test student's fundamental programming skills, it will also support them for their second examination. Students are allowed 20 hours for the programming project to complete several tasks. Students are encouraged to look at ideas online that might help them in their project. Nearer Christmas we will focus on recapping knowledge from topics covered in Year 10. Students will still be assessed on material they covered in Year 10 to allow them to continually revise which will improve their final grades. We will also look at network security and ways that networks can be unsecure.

SPRING TERM

During this term the group will complete all of the areas listed on the specification that we haven't covered so far. We will also revise for their two examinations they will complete in the middle of May. We will use the data from assessments to identify with individuals and groups of learners areas to recap. At this point students should be ready to take their first examination and need to revise for this thoroughly.

SUMMER TERM

This terms we will recap again some of the knowledge that they covered in Year 10. We will also be talking about how translators convert high level programming code into something the machine can understand called machine code. Students will be given more mock examinations to identify areas that they are doing well on and areas that they can improve upon in their performance.

HOW YOU CAN SUPPORT YOUR CHILD:

- You can provide a great deal of support at home. Providing access at home to a PC with an internet connection would be extremely useful to students. In terms of software, students will mainly use Google docs and Python (free to download) as well as software from the Office suite
- Students will be given home learning throughout the year. Support with this and with preparation for their exam would be extremely valuable.

ENGINEERING

WINTER TERM

In Yr11 students begin their major piece of coursework, which is worth 50% of the final grade. This is a project task set by the exam board, and has a focus upon designing and manufacturing.

Students will produce a range of ideas and manufacture a chosen solution. The requirements of this design portfolio are challenging and will require focus and determination. Support sessions will be provided at lunch and after school from the beginning of this term.

They will also complete assignment for the Construction qualification

SPRING TERM

At this point is expected that students will be manufacturing the practical outcome for their major piece of coursework. The emphasis is on producing a challenging outcome, produced to a professional standard.

Support sessions will be provided at lunch and after school from the beginning of this term.

SUMMER TERM

For the final part of the term students will be involved in revision for the exam which is worth 50% of the total mark. This revision will take the form of class activities as well as home learning tasks. Students will be provided with many opportunities to attempt mock exams and examination questions. Extra classes will be provided after school from the beginning of this term.

HOW YOU CAN SUPPORT YOUR CHILD:

- You can help students by allowing them to help you with any DIY projects in the house, and supporting them with their coursework. This can be as simple as asking them about what progress they have made, and checking they have completed their homework.

WINTER TERM

In half term one, students will study a Shakespeare play, worth 20% of the final grade for English Literature. In half term two, students will return to English Language Components 1 and 2 before their mock exams in January.

SPRING TERM

Students will begin studying 'An Inspector Calls' in preparation for Section A of their Component 2 exam for English Literature. For this, they will have around 50 minutes to complete an essay question worth 20% of the final grade. Students will continue to revise English Language, prioritising any gaps in their knowledge and areas for development.

SUMMER TERM

Students will revise all topics covered in preparation for their final examinations.

HOW YOU CAN SUPPORT YOUR CHILD:

- It would be most beneficial if parents could stress the importance of English as a fundamental requirement for future opportunities
- Help at home with revision for controlled assessments and exams would also be appreciated. Weekly writing practice is advisable
- Guidebooks are available which will help students, available from the LRC, from any good bookshop or online. BBC GCSE Bitesize and Sparknotes are excellent online tools for revision.

FOOD PREPARATION AND NUTRITION

WINTER TERM

Students will complete their NEA 1 and 2 assessment tasks. NEA 1 is worth 15% of their grade and is a scientific investigation into a task set by the exam board. NEA 2 is worth 35% of their grade and is an investigation into a food topic, again set by the exam board. Both units are assessed with a written portfolio and practical assessment evidence.

SPRING TERM

Students will continue with coursework until complete. They will prepare for the exam which accounts for 50% of their final grade. They will look at topics such as sustainability, nutrients, diet, recipes, special dietary requirements, food commodities, functions of ingredients and nutrition.

SUMMER TERM

Students will continue to prepare for the examination in the summer.

HOW YOU CAN SUPPORT YOUR CHILD:

- Support your child in being ready for practical sessions, either by providing ingredients or contacting school to discuss any issues that may affect progress.
- Ensure that parents support students to work at home and hand work in on time. Preparation for exams also needed!
- Make sure students use drop-in sessions for extra help and support
- Parents and students can their revision guide which has been supplied to each student.

WINTER TERM

In this term we are completing the syllabus, the remaining topics are Social Issues, School and World of Work and Holidays. Students will be honing their exam skills as well as accumulating new vocabulary. Students are encouraged to begin their revision programme, systematically learning or recapping the vocabulary from Y10 topics using their booklets or online tools such as Quizlet or Duolingo. Before October half term, students will complete a mock speaking exam and will have a mock exam in the other 3 papers in December.

We would ask that students also attend any intervention or drop in sessions available to them.

SPRING TERM

This term will see the start of the focus on exam skills (reading and listening). Students will look at the different types of question which appear in these papers and develop strategies to deal with them. Vocabulary revision should be ongoing. Students will complete another mock exam before half term. There will also be the opportunity for students to do a speaking or writing controlled assessment in after-school sessions. This option is available to students who have missed an assessment or if their teacher feels it would be beneficial for them to complete an additional piece in order to achieve their target grade.

SUMMER TERM

In this term, students will continue to follow a revision programme based on the topics of the whole course and will focus on reading and listening skills. The French exam is generally mid May.

HOW YOU CAN SUPPORT YOUR CHILD:

- Helping your child to learn vocabulary is invaluable practice, access to French magazines or newspapers help support reading skills (this can be done online), a French dictionary for homework is useful for Controlled Assessment preparation (verb table books can also be helpful). When students have a speaking or writing Controlled Assessment, they have a planning sheet which can be used to support preparation prior to completion in class time. Your encouragement, support and guidance would be appreciated at these times.

GEOGRAPHY

WINTER TERM

In year 11 Geography, students will study the human component of the course. They will start by looking at Changing Cities; a module which investigates the growth of urban environments, the problems we get from this growth and how growth impacts High Income Countries in different ways to Low Income Countries. The module investigates Newcastle and compares the city to Mexico City, looking specially at site, situation, global influences and management of the two cities.

There will be mock week for Geography in this term, which will assess the students on all of their year 10 work and the Changing Cities module.

SPRING TERM

When students return from their Christmas break we will start our penultimate topic, looking at Global Development. This module covers an overview of the causes and consequences of uneven global development and detailed case studies of challenges that affect a developing or emerging country. Similarly to last term, this module looks at the UK in comparison with another country, in this case India, as two different countries at different stages of development. There will be a mock exam based on this topic.

In addition to Global Development, we will also be moving onto our final topic in this term; Resource Management. This module is all about the demands humans are putting on our planet with specific focus on energy use. We investigate why energy use is growing, where the biggest demands are coming from, the impacts of this and how we can manage our energy use sustainably. There will also be a mock exam based on this topic.

SUMMER TERM

Completion of the course is expected by March. Following this, lessons will be focused on revision, fieldwork skills (which are to be assessed within the exam) and recapping the course content.

HOW YOU CAN SUPPORT YOUR CHILD:

- Encouraging to read the newspaper to keep up-to-date with current geographical issues.
- Watching Geographical documentaries on the topics studied.
- Ensure that all home learning is completed on time.
- Encourage consistent and regular revision. Revision is most successful when sustained throughout the year rather than in a last minute rush!

HEALTH & SOCIAL CARE

WINTER TERM

In this term we will study Component 3 'Promoting Health & Wellbeing'. This is an external assessment and will be sat in February 2020 and is 40% of the total course.

Students will be set a case study whereby you have to assess an individual's health and design a health improvement plan for them.

Key areas of learning:

- Factors that affect health and well-being
- Health Indicators
- Health Improvement Plans.

There are several set dates for revision sessions after school and during the half term to maximise success.

SPRING TERM

After the exam in February we will begin Component 2 'Health and Social Care Services and Value'. This is an internal assessment which was started last year and is 30% of the total course. During this component, students will:

- Learn which health and social care services are available
- Identify why people might need to use these services
- Discover who's involved in providing these services
- Explore what might stop people from accessing the services they need
- Look at the care values the sector has to make sure people get the care and protection they need.

SUMMER TERM

Those who did not achieve their target in the Unit 3 exam sat in February will have an opportunity to resist.

There are several set dates for revision sessions after school and during the half term to maximise success.

HISTORY

WINTER TERM

Students will continue working on Elizabeth England 1568-1603. They will study:

- Part one: Elizabeth's court and Parliament
- Part two: Life in Elizabethan times
- Part three: Troubles at home and abroad.

SPRING TERM

Students will be revisiting the content that they completed in lockdown for Paper One - Germany: 1890-1945, Democracy and dictatorship. They will study:

- Part one: Germany and the growth of democracy
- Part two: Germany and the Depression
- Part three: The experiences of Germans under the Nazis.

SUMMER TERM

Students will complete a comprehensive revision programme to prepare for Paper One and Paper Two. They will develop their abilities to recall historical events, analyse sources and produce historical essays.

HOW YOU CAN SUPPORT YOUR CHILD:

- By discussing historical topic areas that the students have studied
- Purchasing the course Revision guide. (We have them available in school)
- Watching historical documentaries on our chosen periods of study
- Ensure that all home learning and coursework is completed on time.

WINTER TERM

Learners will be preparing for their final controlled assessment which is externally assessed. This will include becoming familiar with sample assessment material to see examples of an end product and understand how it is assessed. Learners will also have a mini assessment; a project which will help them to prepare for the final assessment. Learners will conduct research, write copy, edit graphics and compile a finished product to develop their skills. Learners will understand the importance of producing products that are suitable for an audience and purpose. Literacy and numeracy are also developed during the skill building process.

SPRING TERM

Learners will spend 12 weeks completing their final controlled assessment. They will need to research and plan, build and develop then test and evaluate a product they have to make based on a client brief set by the exam board.

SUMMER TERM

Learners will continue to develop skills in preparation for further education or the world of work.

HOW YOU CAN SUPPORT YOUR CHILD:

- Parents can provide a great deal of support at home. Throughout each unit students are expected to manage their own work and their own deadlines
- The Controlled Assessment project is based around a scenario provided by the exam board so ensuring that students are well organized and familiar with their project, and managing deadlines will prove very useful
- When we begin preparing for the exam, students will have access to all available past exam papers and practice material. Encouraging students to use this material is helpful. Also, if any students are behind in their work we will be asking them to attend after school sessions. Your support in encouraging attendance at these sessions and revision sessions is appreciated.

MATHEMATICS

WINTER TERM

Throughout the year all students will be given the opportunity to become problem solvers, logical thinkers and mathematical communicators. Year 11 will continue to follow the AQA GCSE specification in preparation for their final examinations at the end the year. Students will cover a variety of topics including factorising quadratics, rearranging formulae, solving simultaneous equations and inequalities. Calculator topics will include calculating volume, Pythagoras' theorem, graph plotting and probability.

As part of our assessment schedule students will complete a practice exam paper (with a calculator) at the end of September. A further assessment will take place in November.

Homework is set every week and will be either an exam paper or a MyMaths task.

SPRING TERM

During the spring term students will complete the GCSE Mathematics course and revision will start in lessons as well as at home. To help identify areas of weakness there will be regular assessments. Topics covered during the Spring term include graph sketching, direct and inverse proportionality, solving quadratic equations and quadratic graphs. Higher students will also study function notation, kinematic graphs and advanced trigonometry. During the mock exam period, students will complete three assessments (one non calculator and two with a calculator)

SUMMER TERM

There will be revision classes offered to our students after school until 4pm. These classes will continue throughout the year until all exams are completed. All students will take three GCSE papers.

HOW YOU CAN SUPPORT YOUR CHILD:

- Show enthusiasm for Maths yourself – and point out it's importance
- Help to reinforce what they have learnt in school – for example, learning multiplication tables and remembering formula
- Make sure that your teenager is completing exam papers at home.
- Revision guides and calculators are available to purchase. There are over 200 video clips covering the complete mathematics syllabus to download on through Frog.

WINTER TERM

Students will study the remaining set texts which include newspaper front covers from The Guardian and The Sun, and look at radio shows such as The Archers. This builds and deepens analysis skills, providing further opportunities to apply these skills to the media that surrounds them.

Students will complete their coursework project. Over the summer they will have been asked to take a series of photographs that they could use as potential images within their practical designs. The coursework is a print based project and must reflect the statement of intent they wrote in the summer term of Year 10.

SPRING TERM

Students will begin an enhanced focus on exam technique and preparation. Both exams will require students to analyse set texts as well as unseen ones they have not studied. This means they will be tested on their ability to analyse and understand theories for ANY media product. Therefore, students must engage with media products regularly at home. Discussion at home around topical news stories and the construction of films, adverts and TV sitcoms would be a huge benefit. Why has the product been designed the way it has? What messages are being conveyed to us as the audience?

SUMMER TERM

The exam is worth 70%. Students will continue to develop knowledge on key theorists within the media to allow them to reach higher levels and access more marks. They will develop fluency in key terminology. Work will be conducted both online and handwritten as the exam will require them to write at length for 10 mark questions. Practice papers in their own time will be a real benefit.

HOW YOU CAN SUPPORT YOUR CHILD:

- Ensure during the coursework deadlines are being met
- Support students in their revision
- Access the revision materials on Frog and encourage students to complete past papers.

MUSIC

WINTER TERM

The GCSE course combines the main disciplines of music; composing, performing and listening. During Term 1 students study:

- Solo Performance (Home Learning)
- Ensemble Performance
- Classical Music set works: Bach Brandenburg Concerto no. 5 and Beethoven Pathetique piano sonata
- Composition to a brief (Film Music).

SPRING TERM

During Term 2 students study:

- Solo Performance (Home Learning)
- Ensemble Performance
- Extended writing and Wider Listening
- Composition to a brief
- Theme and Variations Composition (Twinkle Twinkle).

SUMMER TERM

During Term 3 students will revise the following areas in preparation for the final listening exam:

- Instrumental Music 1700-1820: Bach- Brandenburg Concerto no.5 and Beethoven- Pathetique Piano Sonata
- Vocal Music: Purcell- Music for a While and Queen- Killer Queen
- Music for Stage and Screen: Wicked- Defying Gravity and Star Wars- Episode IV (Main Title)
- Fusions: Afro Celt System- Release and Esperanza Spalding- Samba Em Preludio.

HOW YOU CAN SUPPORT YOUR CHILD:

- Ensure that students are maintaining a regular practice routine
- Support attendance at one of the music department's extra-curricular activities
- Provide instrumental lessons throughout the course, either at school or privately.

PERFORMING ARTS

WINTER TERM

In this first term of Year 11 students will begin their Component 1 which is based a selection of varying theatre/dance styles, the works that represent this and key people within the industry. The students will be looking closely at how the performing arts industry functions as a well-oiled machine, whilst appreciating their own efforts in the creative performance environment. They will explore the work of key practitioners, their powerful plays and intentions, whilst developing on the skills set they acquired in term 1 and term 2. The students will be able to choose from a selection of extracts by the varying practitioners to present in a showcase whilst completing a log that demonstrates their developed understanding of the industry. They will be graded and marked against the BTEC criteria which stipulates that they: examine professional performance work and explore the interrelationships between performance material. The students will be solely graded on their written aspect of this component but will be presenting practical work also.

During the MOCK exam period of December our students will complete a mock version of Component 3 - Performing to a Brief which will require them to work as a group to create a workshop performance in response to a BTEC brief and stimulus. This mock will be a smaller version of the real one they will complete across Term 2 & 3 for the May 2020 deadline. This will be accompanied by a written response to the planning, development and effectiveness of the process in an evaluative log - a supervised assessment.

PERFORMING ARTS

SPRING TERM

During Term 2 students will receive feedback from mocks and collate strategies for success in their final exam. They will receive the official brief and stimulus for the Component 3 exam and begin the ideas generation and devising phase in groups of 3-7. This will then feed into the learners responding to this; creating a workshop experience that communicates ideas and creative intentions to a target audience of their choice. The criteria for this component is outlined as:

- A) Developing ideas in response to a brief
- B) Selecting and developing skills & techniques for performance
- C) Taking part in a workshop experience (live performance)
- D) Evaluating the development process and performance outcome (written controlled assessment).

Component 3 is an externally graded unit by Edexcel.

SUMMER TERM

Students spend term 3 completing their final performance for Component 3 and ensuring all coursework from Component 1 and Component 2 is of their best standard before submission in mid-May.

HOW YOU CAN SUPPORT YOUR CHILD:

- Please encourage this dedication and reflection. Any chance to talk about how your child has used performance will help them to articulate their work will have a huge benefit for them in their written and practical work
- Pupils will need to learn lines and so it would be beneficial to support and read through this with them during home time
- We strongly encourage parents to attend performances, giving the pupils an opportunity to view their practical work with pride and enthusiasm.

PHILOSOPHY & ETHICS

WINTER TERM

Religion and Life: The belief that life within the universe and the universe itself was created has big implications for religious attitudes to the natural world. Even if scientific theories are accepted as true, religion can still claim creation stories reflect symbolic messages about the need for humanity to act responsibly towards the environment, animals and fellow humans. In this topic students will examine the ways in which the concept of dominion and stewardship impact upon Christian attitudes towards pollution, the use and abuse of natural resources, animal rights, abortion and euthanasia. They will need to examine these issues from various standpoints so that they can reflect balanced views about them. Students will finish the unit examining perspectives about life after death and the way in which religious beliefs about judgement affects their moral decision making.

Sikh Practices: The gurdwara is a special place for Sikhs and students will begin this unit with a study of its features and the key aspects of worship within it. For Sikhs the gurdwara functions as a community centre and provides the opportunity to put many Sikh beliefs into practice for example, sewa and the expression of equality through the langar. This topic will allow students to explore the importance of worship in the gurdwara and daily devotions at home. They will end the topic considering some of the most important Sikh festivals and gurburbs including pilgrimage to the Harimandir, naming and initiation ceremonies.

SPRING TERM

Buddhist Practices: Given that Buddhism does not worship a God their way of showing devotion has some differences to worship that people might see in a Church or Gurdwara. However, there are still many special places that Buddhists go to in order to practice their religion and students will begin this unit with a consideration of what these are, the ways in which Buddhists use them and any artefacts that they use to help them. Meditation is a large part of Buddhist practice and this topic will allow students to explore the importance of this both in temples and at home. They will end the topic considering ceremonies associated with death and mourning, festivals and ethical precepts.

Once the three topics from this year have been completed students will then begin to work through the revision programme. This comprises lessons to review every topic from Y10 and Y11, revision booklets and lots of opportunities to access past exam questions to boost examination technique in the run up to exams.

PHILOSOPHY & ETHICS

SUMMER TERM

The final part of Year 11 is spent revising the content of the course in preparation for the final examinations. To guide revision students will be provided with a revision booklet which includes a number of tasks designed to review the key ideas from the course and to extend student understanding of examination technique. Structured revision lessons are also taught which systematically review each unit.

HOW YOU CAN SUPPORT YOUR CHILD:

- Encourage your child to tell you about what issues they have been discussing in lessons so that they can extend their understanding by engaging with them outside of school
- Encourage your child to read about or watch programs which examine ethical issues such as, on occasion, Panorama
- Home learning is an essential part of the entire course and students will receive activities that expand on the knowledge that they have learnt in school and how to apply this to examination questions. Being supportive of and interested in this work would be extremely valuable
- There are resources on FROG which are tailored to enabling students to develop their understanding of examination technique, to aid the completion of home learning and the revision process. Accessing these with your child would be beneficial.

PHOTOGRAPHY

WINTER TERM

Students will complete their final major project for Component 2 which will be a personal project based on one of seven given themes. They will work with both digital and physical photography and refine their skills using image manipulation on Photoshop and other relevant apps. They will work on Google slides and also investigate ways to present and explore their final pieces.

SPRING TERM

Students will begin working on Unit 2, which is the exam project. They will receive an exam paper with a number of different briefs to choose from. They will need to produce work that provides evidence for each of the assessment objectives for GCSE Photography, and will need to explore the work of other photographers, experiment with different techniques and record their ideas effectively as the project develops. They will do this with the support of their teacher.

SUMMER TERM

In April, students will sit their Photography exam, which is 10 hours long. This will involve 2 full days working on their exam project final piece under supervised exam conditions in the art department. They must then ensure all work is completed before the work is marked at the end of April. Please note this deadline is much sooner than some other subjects.

HOW YOU CAN SUPPORT YOUR CHILD:

- Please remind the students that during projects they are expected take photographs between lessons (often they have to shoot a roll of 20 shots) and that this is homework and must be taken seriously.
- Students must also realise that they must take responsibility for ensuring that they allow themselves enough time out of lessons to print and prepare for their lessons. After school sessions will be used to boost the time available for students to develop their skills and these will be compulsory to maximize their opportunities.

PHYSICAL EDUCATION

WINTER TERM

Health, Fitness and Well Being & Socio-cultural Issues

In their theory lessons, students will learn about sociocultural issues in sport, health, fitness and wellbeing including topics such as drug use, ethics and violence, diet and nutrition.

They will also finish their written coursework task - 'Analysing Performance'.

SPRING TERM

Commercialisation of Sport and Engagement Patterns

Students will complete the remainder of the syllabus, covering topics including commercialisation of sport, sponsorship, the media, participation factors and trends.

Practical - They will finalise their 3 practical performance marks for moderation in the summer term. This may change to 2 sports, following COVID-19 restrictions - tbc.

SUMMER TERM

Revision and Assessment

Students will follow a thorough revision programme including work on synoptic questions.

Selected students will be required to participate in external practical assessment (date to be confirmed by exam board).

HOW YOU CAN SUPPORT YOUR CHILD:

- Ensure students are involved in extra-curricular sport and are participating regularly in their chosen activities
- Encourage their son/ daughter to watch sport on TV which will help with their analysis coursework
- Encourage their son/ daughter to attend additional revision sessions in the run up to the exams.

WINTER TERM

P4- Nuclear Physics

- Atomic structure
- Atomic evolutions
- Isotopes and nuclear radiation
- Decay equations
- Half Life.

P7- Electromagnetism

- Permanent and induced magnets
- Electromagnetism
- Motors, generators and other devices
- Transformers .

SPRING TERM

P8- Space Physics

- Life Cycle of Stars
- The Solar System and planetary orbits
- Red-shift and the Big Bang Theory.

SUMMER TERM

P1- Energy

- Energy stores and systems
- Kinetic and potential energy
- Specific heat capacity
- Heat transfer
- Efficiency
- Global climate and the energy crisis.

PRODUCT DESIGN

WINTER TERM

In the First term of Yr11 students will complete their research study for their NEA. They will have written a design brief, explaining what they intend to make and they will have completed their design specification.

SPRING TERM

In the first part of the spring term students will complete their design and making task for their NEA. This will provide the students with the opportunity to design and develop a high quality, innovative product. The NEA will conclude with testing of the product and full evaluation.

In the second part of this term students will be involved in revision for the exam which is worth 50% of their final grade. This revision will take the form of class activities as well as home learning tasks. Students will be provided with ample opportunity to sit mock exams and to attempt examination style questions. Full feedback on the student's exam performance will be provided and further support given. Extra classes will be provided after school from the beginning of this term.

SUMMER TERM

Continuing exam preparation: For the final part of the term students will be involved in revision for the exam which is worth 60% of their final grade. This revision will take the form of class activities as well as home learning tasks. Students will be provided with ample opportunity to sit mock exams and to attempt examination style questions. Full feedback on the student's exam performance will be provided and further support given. Extra classes will be provided after school from the beginning of this term.

HOW YOU CAN SUPPORT YOUR CHILD:

- Parents can support at home by looking at the year planner and schedule for this course available on frog. Parents possess a great deal of experience that will be VERY useful in helping students, especially during their research
- Parents should be aware that students will get home learning tasks regularly and it would be helpful for you to show an interest in these and check that they are being completed on time.

WINTER TERM

Tutor Work: Students will explore the topics of online reputation, Priorities –getting organised as they embark on their final year at SLV, stress management and unhealthy coping strategies. They will then move on to communication and relationships; looking at assertiveness, domestic abuse and forced marriage. They will also cover sessions on revision timetables.

Well Being Day: Their first well being day will look at life skills and preparing for the future with the second day looking at achievement and revision.

SPRING TERM

Tutor Work: Students will start this term looking at sixth form choices and where to go for support. They will also receive mock results and consider what they need to do to move forward to the real thing. They will also continue to look at healthy choices and how they can take responsibility for them. This will cover the importance of sleep, healthy eating and its impact on revision as well as mindfulness.

Well Being Day: Their third and fourth well being days will continue its focus on achievement and revision.

SUMMER TERM

Tutor Work: Students will complete their PSHE programme by preparing for exams and focusing on revision strategies, managing workload mark 2 and mindfulness strategies to work alongside their own personal revision programme.

SPANISH

WINTER TERM

1st half term - Leisure:- holiday plans, preferences and experiences. This will include methods of transport, places to stay and visit, getting around the region and any accommodation problems. All 3 time frames will be revisited, to be included in the next assessment, as well as adjective agreement, ser and estar and opinions.

2nd half term – Home and environment:- environmental problems including what you do at home to be environmentally friendly.

Using a variety of tenses to debate issues with justification, and offer solutions and give preferences.

Mock exam to cover all topics and grammar points.

SPRING TERM

1st half term – Leisure:- shopping and money issues, including pocket money. Charities and voluntary work - using the conditional tense.

2nd half term - Identity and culture:- customs and festivals. Revision of all tenses. Learning about Spanish festivals and South American culture and comparing differences.

SUMMER TERM

Revision and consolidation.

This term will be used to reinforce vocabulary over all topics in readiness for the exams. It will also be used for exam practice. Oral exam will take place in first part of this half term.

HOW YOU CAN SUPPORT YOUR CHILD:

- Parents could make sure that homework is completed and that preparation work for the coursework is done. Also make sure deadlines are met for coursework completion
- Parents might also allow students to use post it notes at home around the house to label items (furniture, rooms, colours, etc.), as this is a useful way of revising vocabulary.

SPORTS STUDIES

WINTER TERM

Students will continue with their **R052 unit, developing their practical sport skills.**

Students will also complete their leadership unit, planning, delivering and reviewing safe and effective sport sessions.

SPRING TERM

Unit R055: Working in the sports industry

Students will be able to identify a number of careers within the sports industry, how to gain access to these and develop paths within them. They will also look at how the sports industry affects society in Britain by looking at areas such as the economy, health and fitness, heritage, tourism and national identity.

SUMMER TERM

Completion of Unit R055: Working in the sports industry

Students will be able to identify a number of careers within the sports industry, how to gain access to these and develop paths within them. They will also look at how the sports industry affects society in Britain by looking at areas such as the economy, health and fitness, heritage, tourism and national identity.

HOW YOU CAN SUPPORT YOUR CHILD:

- Remind students about deadlines which should be recorded in their planners.
- Ensure arrangements are made for students to access ICT facilities either at home or, if this is not possible, at set times in the PE classrooms, as this will greatly increase their chances of doing well on this course.
- Support students with homework tasks, particularly with revision for their exam.

TOURISM

WINTER TERM

In this unit, you will gain an understanding of the range of organisations involved with different types of tourism in the UK, including their roles, how they work together and how they use technology to meet changing customer needs. This understanding is useful for a wide range of travel and tourism jobs, including travel services, tourism services, conferences and events, visitor attractions and passenger transport.

SPRING TERM

In this unit you will look at the definition of customer service and what the main aims of customer service are; this may differ depending on the size and type of the travel and tourism organisation. You will look at different types of customers, both internal and external to travel and tourism organisations. Internal customers are important – a happy workforce will want to keep the external customers happy. Determining what a customer needs may depend on what products and services are available, which is why all travel and tourism organisations will investigate their customer needs first. It is also important to recognise where the customer needs come from and often these can be unstated, which can make it difficult to find out exactly what the customer wants. One thing all travel and tourism organisations hope for is that they will meet and exceed every customer's needs and expectations.

SUMMER TERM

This period will be used as final preparation for students resitting the year 10 unit 2 exam looking at business organisation in the tourism industry.

HOW YOU CAN SUPPORT YOUR CHILD:

- Discuss test results regularly with students to help them identify target areas for revision at home
- Share your experiences of interaction with organisations in the travel and tourism industry.

VOCATIONAL STUDIES

THROUGHOUT THE YEAR

Students will focus on working to improve their English and maths. They will use programmes such as Lexia and Successmaker to identify which areas they need individual intervention. Each student will be working on a personalised programme related to their individual needs.

