



Year 11 Curriculum

	Curriculum Coverage	Exam Board	Assessment	Careers	Be More	Ways to support at home
English	<p>Students continue to prepare for their GCSEs in English Language and Literature.</p> <p>Unit 1: LITERATURE: Students finish the remaining 7 poems from the <i>Power and Conflict Poetry</i> anthology and practise their unseen poetry skills.</p> <p>LANGUAGE: Students develop and revise the skills required for English Language paper 1</p> <p>Unit 2: LITERATURE: Students revise "<i>An Inspector Calls</i>".</p> <p>LANGUAGE: Students continue to revise their Language paper 1 skills in preparation for the November PPEs</p> <p>Unit 3: LITERATURE: Students revise <i>Macbeth</i> and <i>A Christmas Carol</i>.</p> <p>LANGUAGE: Students revise Paper 2 non-fiction skills</p> <p>Unit 4/5: Students revise topics identified as needing further development by their PPEs. ALL topics will be covered at this time depending on student need.</p>	<p>AQA- English Language 8700</p> <p>English Literature 8702</p>	<p>Unit 1/2: LITERATURE- PPE Literature Paper 2: 2 hours 15 minutes long on: Unseen poetry, Power and Conflict Poetry and "An Inspector Calls".</p> <p>LANGUAGE- PPE Language Paper 1: 1 hour 45 minutes.</p> <p>Unit 3: LITERATURE- PPE Literature Paper 1: 1 hour 45 minutes. <i>Macbeth</i> and <i>An Inspector Calls</i>. LANGUAGE- PPE Language Paper 2. 1 hour 45 minutes</p> <p>Unit 4/5: Exam practice completed and marked every two weeks</p>	<p>Various author talks and work shops dependent on availability</p>	<p>English clinic every Monday from 3-4pm</p> <p>HUB lessons focusing on using our library and improving reading for pleasure</p> <p>Summer Poetry Season</p> <p>Hygge Christmas in the HUB</p>	<ol style="list-style-type: none"> 1) Encouraging students to read and write as much as possible 2) Making sure that students complete home learning tasks 3) Watching films and TV programs with links to the texts that are being studied in class 4) Talking to students about the work they are completing in class 5) Reading the texts that the students are reading in class 6) Pair reading- choose a book with your child and read the same one so you can talk about it 7) Making sure that students have access to good quality non-fiction such as newspapers and other regular publications
Maths	<p>In Year 11, students cover the following:</p> <p>Autumn (Foundation) – Factors/Multiples/Primes, Fractions & Mixed Numbers, Simplifying Expressions, Solving Linear Equations, Linear Simultaneous Equations, Angles, Pythagoras' Theorem, Right-angled Trigonometry, Surface Area and Volume, and Statistical Diagrams.</p> <p>Autumn (Higher) – Surds, Algebraic Fractions, Solving Quadratic Equations, Simultaneous Equations (including Quadratics), 3D Pythagoras' theorem, non-right-angled Trigonometry, 3D Trigonometry, Trigonometric Graphs, Circle Theorems, and Histograms.</p> <p>Spring (Foundation) – Theoretical & Experimental Probability, Linear Inequalities, Vectors, Percentage Change, Compound Measures, Ratio & Proportion, Standard Form, Sequences, and Equations of Linear Graphs.</p>	<p>Pearson Edexcel</p>	<p>PPE1: Paper 1: GCSE Paper 1: Non-Calculator, 80 Marks, 90 Minutes Paper 2: GCSE Paper 2: Calculator, 80 Marks, 90 Minutes</p> <p>PPE2: Paper 1: GCSE Paper 1: Non-Calculator, 80 Marks, 90 Minutes Paper 2: GCSE Paper 2: Calculator, 80 Marks, 90 Minutes Paper 3: GCSE Paper 2: Calculator, 80 Marks, 90 Minutes</p>	<p>References to different careers in each topic where relevant, including both everyday skills and specific careers:</p> <p>Engineering (all branches)</p> <p>Medicine, Nursing & Pharmacology (ratios, dosage calculations)</p> <p>Architecture, Surveying & Urban Planning</p> <p>Accounting, Banking & Financial Analysis</p> <p>Computer Science, Cyber Security & Data Science</p>	<p>Maths Clinic Every Tuesday from 3-4pm</p> <p>UKMT Intermediate Maths Challenge</p>	<ol style="list-style-type: none"> 1) Encourage use of the Sparx Maths homework platform. 2) For extra work, they can do further work on Sparx with the XP Boost or Target homework. 3) Encourage completion of weekly practice papers when introduced by class teachers 4) Use assessment reports to support addressing gaps in knowledge on Sparx Independent Learning

	Spring (Higher) – Conditional Probability, Linear & Quadratic Inequalities, Functions, Transformations of Graphs, Similarity, Geometric and Vector Proofs, and Non-Linear Graphs.			Environmental Science & Climate Analysis (statistics, modelling) Teaching & Education		
Science	In this final year, we finish the AQA specification with the following topics: For Biology: ecology (part 2) and homeostasis and response. For Chemistry: organic chemistry, chemical analysis, earth & atmosphere, and using resources. For physics: waves, forces (part 2), magnetism, and the separate science class also gets taught space.	AQA Trilogy or AQA Separate	Students have 2 sets of pre-public examinations (PPE's): in the second half of the Autumn term (Paper 1) and in the second half of the Spring term (Paper 2).	Science week in the Spring term Lectures from speakers from different STEM backgrounds	Science clinic every Wednesday 15:00-16:00 Intervention sessions – some are “invited only” (small groups) and some are open to all. These aim to boost confidence and practice exam skills in a small setting.	Ensuring homework is done will help your child make good progress in their literacy skills and their experimental skills in science. Homework consists of 60 minutes of online Sparx Science questions per week.
Religious Education	In Year 11, students continue to explore philosophical themes and perspectives between both Islam and Christianity, as well as non-religious beliefs; on topics linked to good, evil and the idea of justice and human rights. 1. Theme 3: Issues of Good and Evil 2. Theme 4: Issues of Human Rights	Eduqas	- PPE1: Islam: Beliefs and Practices o 60 marks - PPE2: Relationships and Life & death o 60 marks Students will be assessed on their knowledge, ability to describe, analyse, explain, evaluate and discuss different beliefs and practices. Homework set every term for each unit.	<ul style="list-style-type: none"> • Educator (teacher/lecturer) • Charity worker • Diplomat • Lawyer • Youth worker • Social worker • Human Resources • Equality, diversity & Inclusion officer • Management • International Aid work 	FGM Analyse: Barbie Movie	1) Watch and read the news regularly to maintain up to date knowledge of current affairs to provide examples. 2) Support with completion of homework and revision using Seneca / Microsoft Teams 3) Quiz students on what they've learned in school and ask them to discuss their own opinions on the topics shared, as well as the beliefs of others.
History	In Y11 we cover the fourth and final GCSE unit and have an extensive revision programme in place: - Medicine in Britain 1250-present - The British Sector of the Western Front	Edexcel	PPE 1: Paper 2 Superpower Relations and the Cold War and Henry VIII and his Ministers PPE 2: Paper 1 Medicine in Britain Paper 3 Weimar and Nazi Germany practice paper in class			1) Encourage your child to read - this can be history-related or unrelated! It helps develop literacy and broaden vocabulary. 2) Support completion of home learning tasks and revision prior to assessments. 3) Watch the news and discuss this with your child - there are numerous links between current affairs and the past

<p style="text-align: center; writing-mode: vertical-rl; transform: rotate(180deg);">Geography</p>	<p>In year 11 geography students cover the last two topics which are - Changing Economic World - Living World</p> <p>They will then focus on revision and the pre-release material sent in March for paper 3.</p>	<p>AQA</p>	<p>End of topic assessments created internally. x3 mock papers using past AQA exam papers.</p>	<p>Link to careers in construction, engineering and town planning in our Economic World topic</p> <p>Careers in conservation, sustainability, environmental management, NGOs and Earth Sciences</p>	<p>Expand your wider reading:</p> <p>“What has nature done for us?” by Tony Juniper</p> <p>The Prisoners series of books by Tim Marshall</p> <p>‘Factfulness’ by Hans Rosling</p> <p>More can be found here:</p> <p>Wider Reading in Geography - Internet Geography</p>	<p>1) Check they are doing (and help them if needed) with homework and revision. 2) Encourage your child to keep up to date with geography in the News. Listening to the news will expose your child to key geography terms and ideas every day and make the geography they are learning in class more relatable. 3) Ask your child to verbalise what they have learnt in lesson. Test them on any new key words they have learnt so they are embedded in their long-term memory.</p>
<p style="text-align: center; writing-mode: vertical-rl; transform: rotate(180deg);">French</p>	<p>In year 11, students complete the GCSE course and focus on one GCSE module per half term, following the Pearson Edexcel exam board.</p> <ol style="list-style-type: none"> 1. Autumn 1 - Module 6 – The environment 2. Autumn 2 - Module 7– My town + shopping 3. Spring 1 – Modules 8 – The future 4. Spring 2 – Revision of key skills / topics / tenses, and past papers 	<p>Pearson Edexcel</p>	<p>Four components are assessed. Each component is worth 25% of the final grade and be tested at each mock assessment.</p> <ol style="list-style-type: none"> 1. Speaking component: communicate and interact effectively in speech. Combination of short activities (Read aloud, role play, photocard/conversation) (Summer term – Speaking practice in exam conditions) 2. Listening component: understand and respond to different types of spoken language. 3. Reading component: understand and respond to different types of written language 4. Writing component: communicate in writing 	<p>Linking Module 8 to possible career paths and advantages of various jobs.</p>	<p>European day of languages competition and tutor quiz</p> <p>Biennial trip</p>	<ol style="list-style-type: none"> 1) Remind students to revise regularly for in class fortnightly vocab tests. 2) When possible, test students on their vocab sheet or speaking answers. 3) Encourage students to use third party websites or apps to help their language learning (Duolingo, Linguascope, Quizlet) 4) If available, use streaming services and Youtube to watch French dubbed or subtitled films and cartoons.

Spanish	<p>In year 11, students complete the GCSE course and focus on one GCSE module per half term, following the Pearson Edexcel exam board.</p> <ol style="list-style-type: none"> 1. Autumn 1 - Module 6 – My town + shopping 2. Autumn 2 - Module 7– The environment 3. Spring 1 – Modules 8 – The future 4. Spring 2 – Revision of key skills / topics / tenses, and past papers 	Pearson Edexcel	<p>Four components are assessed. Each component is worth 25% of the final grade and be tested at each mock assessment.</p> <ol style="list-style-type: none"> 1. Speaking component: communicate and interact effectively in speech. Combination of short activities (Read aloud, role play, photocard/conversation) (Summer term – Speaking practice in exam conditions) 2. Listening component: understand and respond to different types of spoken language. 3. Reading component: understand and respond to different types of written language 4. Writing component: communicate in writing 	Linking Module 8 to future career intentions, the importance of AI and changes in the world of work.	<p>European day of languages competition and tutor quiz</p> <p>Biennial trip</p>	<ol style="list-style-type: none"> 1) Remind students to revise regularly for in class fortnightly vocab tests. 2) When possible, test students on their vocab sheet or speaking answers. 3) Encourage students to use third party websites or apps to help their language learning (Duolingo, Linguascope, Quizlet) 4) If available, use streaming services and Youtube to watch French dubbed or subtitled films and cartoons.
Fine Art	<p>In Year 11, students focus on completing Unit 1: Portfolio, which is finalized by Christmas. This portfolio includes all work from Year 10 and early Year 11, showcasing their ability to research artists, experiment with media, and produce creative, well-developed outcomes.</p> <p>From January, students begin Unit 2: Externally Set Assignment, following the AQA Fine Art specification. They respond to a theme provided by the exam board, developing ideas through research, sketches, and practical exploration. This leads to a 10-hour practical exam, where students create a final piece that demonstrates their technical skill and personal interpretation.</p> <p>By the end of the course, students will have a comprehensive portfolio and a strong foundation in Fine Art, preparing them for further study or creative careers.</p>	AQA	<p>Unit 1: 60% Unit 2: 40%</p> <p>Both marked holistically using the Assessment Objectives below:</p> <ul style="list-style-type: none"> • AO1 – Research and Ideas: Investigate artists, designers, and sources to develop creative ideas. • AO2 – Experimentation: Explore and refine techniques, materials, and processes. • AO3 – Recording: Document ideas and progress through sketches, notes, and design development. • AO4 – Final Outcome: Produce a finished piece that reflects learning and creativity. 	<ul style="list-style-type: none"> • Illustrator • Graphic Designer • Art Teacher • Animator • Interior Designer • Gallery Curator • Visual Artist • Architect • Advertising • Fashion 	KS4 Studio time: Tuesday 3-4pm	<ul style="list-style-type: none"> • Encourage Practice: Simple sketches of everyday objects or still life setups help build skills. • Provide Space & Materials: A quiet area and basic supplies (pencils, paints, paper) make a big difference. • Talk About Ideas: Ask what inspires them and explore artists online or in galleries. • Support Research & Deadlines: Help find resources and remind them of key dates— Portfolio finished by Christmas, Exam project starts in January. • Celebrate Creativity: Show interest in their sketchbook and final pieces to boost confidence

Drama	<p>Autumn/Spring Term: Component 03- Presenting and Performing Texts</p> <p>Summer Term: Component 04- Performance and Response- Live Theatre Review</p>	OCR	<p>PPE1- Mock exam: Blood Brothers and live theatre review</p> <p>C03- Performance of 2 extracts or design (20%) + concept proforma (10%)</p> <p>C04- Final exam: Blood Brothers and live theatre review (40%)</p>	The role of an actor, director and theatre creatives.	<p>Theatre trips to support live theatre review element of the exam</p> <p>After school rehearsal time and drama clinics</p> <p>LAMDA acting classes</p>	<ol style="list-style-type: none"> 1) Purchase copies of the relevant texts and textbooks 2) Encourage students to sign up to an extra-curricular club- i.e. Drama club or the annual production 3) Take your child to the theatre - any exposure to live performance is excellent to build student's repertoire 4) Support your child with line-learning for the scripted exam
Music	<p>Component 1: Performing</p> <p>Component 2: Composing</p> <p>Component 3: Appraising</p> <p>Across the year all components will be completed.</p> <p>Area of Study 1 – Forms and Devices</p> <p>Area of Study 2 – Music for Ensemble – Jazz and Blues</p> <p>Revision of Areas including Periods of Music, Music Theory and</p> <p>Areas of Study 3 – Film</p> <p>Area of Study 4 – Pop and Rock including the set work Africa.</p> <p>Students will begin their second composition piece – when the briefs are released by the exam board. September 2025.</p>	Eduqas	<p>PPE Exams – will focus on Appraising skills.</p> <p>Performance: Solo and ensemble performance recorded for coursework – this can be completed at any time on or before the Assessment Day in Feb/March. 30%</p> <p>Students must remember to submit music scores for these pieces.</p> <p>Composition: 2 pieces of music composed by the student. These can be completed at any time on or before the Assessment Day in Feb/March. 30%</p> <p>Students must remember to submit annotations and scores for these pieces so the examiner can understand their choices in relation to the briefs.</p> <p>Listening and Appraising: Written exam in July. 40%</p>	<p>Performers</p> <p>Composers- Film, Pop,</p> <p>Sound Engineers</p> <p>Event Planners</p> <p>Military Musicians</p>	<p>KS4 Band Club – Monday afterschool.</p> <p>Singing Club – Tuesday lunchtime</p> <p>Esher Ensemble – Wednesday lunchtime</p> <p>Various performance opportunities – concerts, charity days, community Christmas Fairs, PAPA events and Peripatetic Concers.</p> <p>Students are able to use practice rooms/MIT room at lunchtime or afterschool on request.</p>	<ol style="list-style-type: none"> 1) Support with completing regularly homework 2) Encourage students to sign up to an extra-curricular club- i.e. Choir, Band or the annual production at school and outside of school 3) Listen to a wide range of music at home, this is an excellent way to build student's repertoire 4.) Encourage regular practice of instruments and provide feedback and performance goals. 5.) Questioning/testing of key vocabulary for this subject using knowledge organisers.
Music Tech	<p>Content area 4: Sound creation</p> <p>Content area 5: Multitrack recording</p>	NCFE Level 1/2	<p>NCFE</p> <p>January: Coursework project</p> <p>July: written exam</p>			<ol style="list-style-type: none"> 1) Support with completing half-termly homework projects 2) Encourage students to sign up to an extra-curricular club- i.e. Choir, Band or the annual production 3) Listen to a wide range of music at home, this is an excellent way to build student's repertoire

Core PE	<p>In year 10, students will participate in two different activities every half-term.</p> <p>Autumn and Spring activities include:</p> <ul style="list-style-type: none"> • Badminton • Basketball • Fitness • Handball • Football • Rugby • Table Tennis • OAA • Volleyball <p>Summer activities include:</p> <ul style="list-style-type: none"> • Athletics • Cricket • Pickleball • Rounders • Tennis 	N/A	Assessed as Excellent, Good or Satisfactory Attainment and effort mark 1-4	<p>Sports coach</p> <p>PE teacher</p> <p>Personal trainer</p> <p>Fitness instructor</p> <p>Physiotherapist</p> <p>Performance analysis</p>	<p>Weekly extra-curricular clubs Monday to Friday.</p> <p>Interschool competitions in a range of activities.</p> <p>House competitions in a range of activities.</p>	<p>Healthy lifestyle – students should aim for an average of at least 60 minutes of physical activity per day across the week. Students should try and join a club in any activity to access physical, emotional and social benefits.</p> <p>Balanced diet – students should maintain a healthy balanced diet throughout the week. Males should consume 2500 calories and females should consume 2000 calories every day. A combination of carbohydrates, proteins and fats alongside a range of vitamins, minerals and fibre. Consume between 6-8 cups of water per day. Avoid high quantities of sugary foods.</p> <p>Sleep – students should be achieving 8 to 10 hours of sleep each night, as tiredness can lead to lack of concentration and irritability.</p>
PE GCSE	<p>In year 11, students will have theory and practical lessons for GCSE PE.</p> <p>Content includes:</p> <p>Component 1: Fitness and Body Systems.</p> <ul style="list-style-type: none"> • Topic 1: Applied anatomy and physiology • Topic 2: Movement analysis • Topic 3: Physical training • Topic 4: Use of data <p>Component 2: Health and Performance.</p> <ul style="list-style-type: none"> • Topic 1: Health, fitness and wellbeing. • Topic 2: Sport psychology • Topic 3: Socio-cultural influences • Topic 4: Use of data <p>Component 3: Practical Performance.</p> <ul style="list-style-type: none"> • Skills during individual and team activities • General performance skills • The assessment consists of students completing three physical activities from a set list 	Edexcel Pearson	<p>Grades: 1-9</p> <p>Component 1: Fitness and Body Systems</p> <ul style="list-style-type: none"> • Written examination • 36% of the qualification <p>Component 2: Health and Performance</p> <ul style="list-style-type: none"> • Written examination • 24% of the qualification. <p>Component 3: Practical Performance</p> <ul style="list-style-type: none"> • Non examined assessment. • Internally marked and externally moderated. • 30% of the qualification. <p>Component 4: Personal Exercise Programme</p> <ul style="list-style-type: none"> • Non examined assessment. • Internally marked and externally moderated. • 10% of the qualification. 	<p>Sports coach</p> <p>PE teacher</p> <p>Personal trainer</p> <p>Fitness instructor</p> <p>Physiotherapist</p> <p>Performance analysis</p>	<p>Weekly extra-curricular clubs Monday to Friday.</p> <p>Interschool competitions in a range of activities.</p> <p>House competitions in a range of activities.</p> <p>Exam and coursework intervention.</p>	<p>Support with homework and revision.</p> <p>Video evidence for component 3 activities that we cannot assess in school (e.g. skiing)</p>

	<ul style="list-style-type: none"> • One must a team activity • One must be an individual activity • The final activity can be a free choice <p>Component 4: Personal Exercise Programme (PEP). Content overview:</p> <ul style="list-style-type: none"> • Aim and analysis planning • Carrying out and monitoring the PEP • Evaluating the PEP 					
Health and Fitness	<p>Students will study the following:</p> <p>Examined assessment (EA) Content areas:</p> <ol style="list-style-type: none"> 1) Structure and function of body systems 2) Effects of health and fitness activities on the body 3) Health and fitness and the components of fitness 4) Principles of training 5) Testing and developing components of fitness 6) Impact of lifestyle on health and fitness 7) Applying health and fitness analysis and setting goals 8) Structure of a health and fitness programme and how to prepare safely <p>Non-examined assessment (NEA)</p> <ul style="list-style-type: none"> • Students design and run a fitness training programme. • Applying the content from the examined assessment. 	NCFE VCERT Level 1/2 Technical Award	<p>Distinction * Distinction, Merit & Pass Level 1 or 2</p> <p>Examined assessment (EA)</p> <ul style="list-style-type: none"> • Written assessment • 40% of the qualification <p>Non-examined assessment (NEA)</p> <ul style="list-style-type: none"> • Internally marked and externally moderated <p>60% of the technical award</p>	<p>Sports coach</p> <p>PE teacher</p> <p>Personal trainer</p> <p>Fitness instructor</p> <p>Physiotherapist</p> <p>Performance analysis</p>	<p>Weekly extra-curricular clubs Monday to Friday.</p> <p>Interschool competitions in a range of activities.</p> <p>House competitions in a range of activities.</p> <p>Exam and coursework intervention.</p>	<p>Support with homework and revision.</p> <p>Video evidence for component 3 activities that we cannot assess in school (e.g. skiing)</p>
Dance	<p>In year 10, students will have theory and practical lessons for GCSE Dance.</p> <p>Content includes:</p> <p>Component 1: Performance and Choreography</p> <p>Performance</p> <ul style="list-style-type: none"> • Physical skills and attributes • Technical skills • Expressive skills • Mental skills and attributes • Safe working practices <p>Choreography</p>	AQA	<p>Component 1: Performance and Choreography</p> <ul style="list-style-type: none"> • Non-examined assessment (NEA) • Internally marked and externally moderated. • Total component 60% <p>Performance</p> <ul style="list-style-type: none"> • Set phrases through a solo performance (approximately one minute in duration) • Duet/trio performance (three minutes in a dance which is a maximum of five minutes in 	<p>Dance artist, performer</p> <p>Dance teacher</p> <p>Choreographer</p> <p>Costume/set designer</p>	<p>Weekly extra-curricular dance club.</p> <p>Dance revision intervention.</p>	<p>Support with homework and revision.</p> <p>Support with performance set phrases practice.</p> <p>Video evidence for performance set phrases.</p>

	<ul style="list-style-type: none"> Action content Dynamic content Spatial content Relationship content Choreographic processes Structuring devices and form Choreographic devices Aural setting Performance environments Communication of choreographic intent <p>Component 2: Dance appreciation</p> <ul style="list-style-type: none"> Through written communication, students must be able to critically analyse, interpret and evaluate their own work in performance and choreography. Students must demonstrate their knowledge and understanding of professional practice in the six set works in the GCSE Dance Anthology: Artificial Things, A Linha Curva, Infra, Shadows, Within Her Eyes, Emancipation of Expressionism. 		<p>duration)</p> <ul style="list-style-type: none"> 30% of qualification <p>Choreography</p> <ul style="list-style-type: none"> Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes) 30% of qualification <p>Component 2: Dance appreciation</p> <ul style="list-style-type: none"> Written exam Internally marked and externally moderated. Total component 40% Knowledge and understanding of choreographic processes and performing skills. Critical appreciation of own work. Critical appreciation of professional work. 			
3D Design	<p>In Year 11, students continue their creative journey by completing Unit 1: Portfolio, which is finalized by Christmas. This unit showcases a range of projects developed in Year 10 and early Year 11, demonstrating their ability to research, experiment, and produce high-quality 3D outcomes.</p> <p>From January, students begin Unit 2: Externally Set Assignment, following the AQA 3D Design specification. They respond to a theme provided by the exam board, developing ideas through research, design, and practical exploration. This culminates in a 10-hour practical exam, where students create a final piece that reflects their skills, creativity, and personal interpretation.</p> <p>By the end of the course, students will have a comprehensive portfolio and a strong foundation in 3D design, preparing them for further study or creative careers.</p>	AQA	<p>Unit 1: 60% Unit 2: 40%</p> <p>Both marked holistically using the Assessment Objectives below:</p> <ul style="list-style-type: none"> AO1 – Research and Ideas: Investigate artists, designers, and sources to develop creative ideas. AO2 – Experimentation: Explore and refine techniques, materials, and processes. AO3 – Recording: Document ideas and progress through sketches, notes, and design development. AO4 – Final Outcome: Produce a finished piece that reflects learning and creativity. 	<ul style="list-style-type: none"> Product Designer Furniture Designer Interior Designer Architectural Technician Model Maker Exhibition Designer CAD Technician 	KS4 3D Design Monday 3-4pm	<ul style="list-style-type: none"> Encourage Creativity: Let them sketch ideas or experiment with simple materials at home. Provide Space & Materials: Cardboard, wire, or clay can help with practice. Discuss Inspiration: Talk about designers or structures they find interesting. Support Deadlines: Portfolio completed by Christmas, Exam project starts in January. Celebrate Work: Show interest in their models and final pieces.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Computing</p>	<p>The course follows includes the following sections:</p> <ul style="list-style-type: none"> • Fundamentals of algorithms • Programming • Fundamentals of data representation • Computer systems • Fundamentals of computer networks • Cyber Security • Relational databases and structured query languages (SQL) <p>Ethical, legal and environmental impacts of digital technology and wider society, including issues of privacy</p>	<p>2 x Exams total 180 Marks</p> <p>Paper 1: Computational thinking and programming skills and is worth 50% of the final mark.</p> <p>Paper 2: Computing concepts 50% of the final mark</p>	<p>Digital Marketing</p> <p>Graphic Designer</p> <p>Content Creator</p> <p>Cybersecurity</p> <p>Social media manager</p> <p>Games Developer</p> <p>Software developer</p> <p>Web Developer</p>		<p>1) Encourage the students to practice their python programming skills and keep up to date with new technologies etc.</p> <p>2) Encourage students to explain how they would break a task into smaller steps (e.g., cooking a meal → list steps → identify decisions/loops).</p> <p>3) Use logic-based games such as Sudoku, chess, or problem-solving apps to strengthen algorithmic thinking.</p> <p>4) Ask them to talk through how they solved a puzzle or problem — explaining steps builds computational thinking.</p> <p>5) Encourage constant revision using flash cards in order to keeps concepts fresh in their minds.</p>	<p>2) Encourage students to explain how they would break a task into smaller steps (e.g., cooking a meal → list steps → identify decisions/loops).</p> <p>3) Use logic-based games such as Sudoku, chess, or problem-solving apps to strengthen algorithmic thinking.</p> <p>4) Ask them to talk through how they solved a puzzle or problem — explaining steps builds computational thinking.</p> <p>5) Encourage constant revision using flash cards in order to keeps concepts fresh in their minds.</p>
--	--	---	--	--	---	---

<p style="text-align: center; writing-mode: vertical-rl; transform: rotate(180deg);">Construction</p>	<p>Projects will be based around different aspects of the building industry, and ensuring the project is planned and meets all health and safety laws and building regulations.</p> <ul style="list-style-type: none"> • Health & Safety in practice, the building industry, construction methods • Carpentry • Electrics • Plumbing 	<p>Eduqas</p>	<p>3x 20% NEAs (Plumbing, electrical, carpentry) 40% Terminal exam</p>	<p>Management & Surveying: Site Manager, Quantity Surveyor, Building Surveyor Design & Engineering: Architectural Technician, CAD Technician, Civil Engineer Specialist Roles: Health & Safety Officer, Building Services Engineer Trades: Bricklayer, Carpenter, Plumber, Electrician</p>	<p>Workshop 3-4pm Wednesday</p>	<p>Create a Study Space: Quiet, organized area for coursework. Provide Resources: Calculator, drawing tools, and access to a computer. Encourage Research: Read about construction methods and watch educational videos. Connect to Real Life: Discuss local building projects or home improvements. Support Skills: Practice measurements, basic maths, and simple sketches. Promote Safety: Talk about PPE and site safety. Motivate: Check progress and celebrate achievements.</p>
<p style="text-align: center; writing-mode: vertical-rl; transform: rotate(180deg);">Photography</p>	<p>In Year 11, students complete Unit 1: Portfolio by Christmas, which includes all work from Year 10 and early Year 11. This portfolio demonstrates their ability to research, experiment, and create high-quality photographic outcomes. From January, students begin Unit 2: Externally Set Assignment, responding to a theme provided by AQA. They develop ideas through research, planning, and practical exploration, culminating in a 10-hour practical exam where they produce a final piece that showcases their creativity and technical skill. By the end of the course, students will have a comprehensive photography portfolio and the confidence to express their own artistic vision, preparing them for further study or creative careers.</p>	<p>AQA</p>	<p>Unit 1: 60% Unit 2: 40%</p> <p>Both marked holistically using the Assessment Objectives below:</p> <ul style="list-style-type: none"> • AO1 – Research and Ideas: Investigate artists, designers, and sources to develop creative ideas. • AO2 – Experimentation: Explore and refine techniques, materials, and processes. • AO3 – Recording: Document ideas and progress through sketches, notes, and design development. • AO4 – Final Outcome: Produce a finished piece that reflects learning and creativity. 	<ul style="list-style-type: none"> • Photographer (Portrait, Fashion, Events) • Photojournalist • Graphic Designer • Social Media Content Creator • Film & TV Stills Photographer • Forensic or Medical Photographer 	<p>KS4 Studio time Wednesday 3-4pm</p>	<ul style="list-style-type: none"> • Encourage Practice: Suggest taking photos at home or outdoors to build confidence. • Provide Access: A camera or smartphone and free editing apps (e.g., Snapseed) are useful. • Talk About Ideas: Ask about their projects and explore photographers online. • Support Deadlines: Remind them—Portfolio finished by Christmas, Exam project starts in January. • Celebrate Progress: Show interest in their images and final outcomes

Food and Nutrition	<p>Completion of Non-Exam Assessment (NEA) tasks:</p> <ul style="list-style-type: none"> • Food Investigation • Food Preparation. <p>Revision of nutrition, food science, food safety, food provenance, and environmental issues. Exam technique practice and timed responses.</p>	Eduqas	<p>50% Non-Exam Assessment (NEA):</p> <p>15% NEA 1: Food Science investigation</p> <p>35% NEA 2: 3 course meal (detailed planning, justification, production and evaluation)</p> <p>50% Written Exam: 1 hour 45 minutes, covering nutrition, food science, and food provenance.</p>	<ul style="list-style-type: none"> • Food technologist • Nutritionist • Dietitian • Product developer • Food journalist • Catering manager • Chef • Hospitality industry roles 	<p>Opportunities throughout the year to make food for the school community</p> <ul style="list-style-type: none"> • Pop Up Kitchen • Open Evening 	<ul style="list-style-type: none"> • Support revision with past papers • Encourage practice of recipes at home • Discuss balanced diets and food choices • Help organise ingredients/equipment for NEA tasks • Promote safe kitchen habits • Test knowledge with quizzes.
Hospitality and Catering	<p>Completion of Unit 2 Controlled Assessment:</p> <ul style="list-style-type: none"> • menu planning, preparation, cooking, and evaluation. <p>Revision of Unit 1 theory:</p> <ul style="list-style-type: none"> • Hospitality and catering industry • Job roles • Health and safety • Nutrition • Environmental issues • Exam technique practice and timed responses. 	WJEC	<p>Unit 1: Written Exam (40%) – 90 minutes, covering the hospitality and catering industry.</p> <p>Unit 2: Controlled Assessment (60%) – practical task including menu planning, preparation, cooking, and evaluation.</p>	<ul style="list-style-type: none"> • Chef • Catering manager • Event planner • Hotel and restaurant staff • Food service supervisor • Nutrition assistant, • Hospitality entrepreneur 	<p>Opportunities throughout the year to make food for the school community</p> <ul style="list-style-type: none"> • Pop Up Kitchen • Open Evening 	<ul style="list-style-type: none"> • Support revision with practice questions • Encourage cooking at home to refine skills • Discuss healthy eating and menu planning • Visit hospitality venues to observe service • Promote safe kitchen habits • Help organise ingredients/equipment for assessments.
Citizenship	<p>In Year 11 Citizenship we cover the content for the remaining themes and undertake an Active Citizenship Project. For this, pupils work in groups to decide on, plan, deliver and evaluate a campaign on a Citizenship issue of their choice.</p> <ul style="list-style-type: none"> • Theme D: How the law works • Theme E: Taking Citizenship Action 	Edexcel	<ul style="list-style-type: none"> - PPE1: Paper 1 <ul style="list-style-type: none"> o 80 marks o Theme A, B and C - PPE2: Paper 2 <ul style="list-style-type: none"> o 80 marks o Theme D & E <p>Students will be assessed on their knowledge, ability to describe, analyse, explain, evaluate and discuss the impact of politics in the UK.</p> <p>Homework set every term for each unit.</p>	<p>Case studies: Post office scandal, Malala, Rwanda, Shamima Begum, Greta Thunberg</p>	<p>Police</p> <p>Social worker</p> <p>Politician</p> <p>Journalist</p> <p>Investigator</p> <p>Human Resources</p> <p>Charity worker</p> <p>Lawyer / Judge</p> <p>Project Manager</p>	<ol style="list-style-type: none"> 1) Watch, listen or read the news regularly to maintain up to date knowledge of current affairs to provide examples. 2) Discuss their opinions on the news and current affairs. 3) Support with completion of homework and revision using Seneca / Microsoft Teams

Creative Media Production	<p>In year 11 we complete Component 2 & 3 with students.</p> <p>Studying through the medium of film and TV, we cover a wide variety of genres and theorists: From how products are made to create meaning to how they are received, we cover all aspects of modern and historical media forms.</p>	Level 1 & 2 BTech	<p>Component 2: Creating a Media Product to a Brief (internally assessed).</p> <p>Component 3: Creating a Media Product to a Brief (externally assessed)</p>	<p>Vocational course:</p> <p>Media researcher.</p> <p>Media analyst.</p> <p>Media production.</p> <p>(of print, audio/visual & Interactive media products).</p> <p>Content creator.</p> <p>Media commentator.</p> <p>Media Teacher.</p> <p>Graphic design.</p> <p>Sound engineering.</p> <p>Broadcaster.</p> <p>Camera operator.</p>	Equipment is available for students to use for extra- curricular projects (eg. Xmas Charity Song).	<p>Consumption of media products.</p> <p>Applying analysis to recreational media consumption.</p>
Health and Social Care	<p>Component 2:</p> <p>A : Understand the different types of health and social care services and barriers to accessing them. Specifically looking at; Healthcare services, Social care services and the barriers to accessing the services.</p> <p>B: Understand the skills, attributes and values required to give care. Specifically looking at; Skills and attributes, Values in health and social care, the obstacles individuals requiring care may face, the benefits to individuals of the skills, attributes and values in health and social care practice.</p> <p>Component 3:</p> <p>A: Factors that affect health and wellbeing (Physical, Lifestyle, social, cultural, economic, environmental and the impact of PIES)</p> <p>B: Interpreting Health indicators (Physiological and lifestyle indicators)</p> <p>C: Person-Centred approach to improving health and wellbeing (Person-centred approach and recommendation and actions to improve health and wellbeing)</p>	Pearson Level 1/2	<p>Component 2 assessment - marked internally. Open book assessment.</p> <p>Component 3 assessment - externally marked.</p>			<p>1. Support with completion of homework/missed work and revision using Microsoft Teams</p>