



Parent Guide and Curriculum Plan
Year 11

2023 -24 Academic Year

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Key people in Year 11

My child's tutor is _____

Year Team Leader: Lottie Rhodes

Assistant Year team leader: Nosheen Majid

SLT links: Chris Ray

SENDCo: Rebecca Lonsdale

Wellbeing lead: Tim Shearn

Deputy Wellbeing lead: Sue Peyton

Introduction

This booklet is designed to help you as a family support your child's learning throughout the academic year. It will contain key dates, study tips, some tips on where to get help, and some information about the subjects your child will be studying this year. A copy of the booklet will also be on the website and be made available to you electronically. The school website www.beckfootoakbank.org will also have additional information on it.

The school day

All students need to be **on site** ready to line up by 8.15 am

Breakfast is available in the atrium from 8am.

	Year 11
Arrive	8.15am -8.20am Be at line up
Tutor Period	8.20am – 9am
Period 1	9am-10am
Break 1	10am-10.20am
Period 2	10.20am-11.20am
Period 3	11.20am-12.20pm
Lunch 1	12.20pm-12.50pm
Period 4	12.50pm – 1.50pm
Period 5	1.50pm – 2.50pm

The tutor period is an essential part of everyday- it covers statutory content and allows students to be ready for the rest of the day. Students are expected to be on time for line up and bring with them a school bag that contains their pencil case, their planner and the necessary equipment for that day. In Year 11 the tutor period will often be used for additional exam intervention and preparation sessions.

Students who do not have equipment will be able to purchase a replacement pencil case before tutor time from student reception. Students who lose a planner will need to replace it.

Students without a bag will need to borrow one for the day and students not in the correct uniform will be given the opportunity to sort this at the start of the day. Mobile phones need to be on silent/switched off and in bags – not in pockets.

The Oakbank Way

Our Values: Enjoy, learn, succeed.

Enjoy - we **enjoy** belonging to Beckfoot Oakbank

Learn – we are all here to **learn**.

Succeed – we are determined to **succeed**.

Our school sentence.

Beckfoot Oakbank School ensured that every child succeeded in education, had a great career and enjoyed life.

We believe that students should be encouraged to adopt behaviour that supports learning and promotes good relationships. The Oakbank Way describes and explains how and why we do things here and is underpinned by our core values: enjoy, learn, succeed.

- We are polite and respectful to everyone in our community.
- We come to school to learn and make progress in our education.
- We allow everyone to be successful.

Our Learning Habits form part of The Oakbank Way and make clear our expectations. In school and in lessons we expect all students to follow our learning habits so that all students can learn and make progress.

Our five learning habits are:

- 1 **Positive response** – using good manners; ‘please’ and ‘thank you’, opening doors, tidying up.
- 2 **Perfect uniform** – polo shirt, trousers or skirt, black shoes, optional jumper
- 3 **On Task behaviour** – working hard, taking part, turn taking, following Learning Modes
- 4 **Punctual to school and lessons** – arrive before 8.20am, arrive to lessons before the bell
- 5 **Equipped for success** – bag, learning pack, planner, mobile phone not seen, not heard

There is more information in the student planner and on our website.

Important dates for Year 11

What	When
GCSE exams	Week beginning 13/5/2024
Parents’ evening & Sixth Form Opening Evening	30/11/23 (mock 1 results)
Sixth Form application deadline	07/12/23
Year 11 Parent hour	05/10/23
Mock exams 1	Week beginning 30/10/23
Mock exams 2	Week beginning 29/01/24 (results approx. W/B 11/03/24)

The timetable and the curriculum

This year we are following a two- week timetable so our lesson cycle is 50 hours over the fortnight in addition to the 40 minute daily tutor session. The number of hours a fortnight for each subject is shown below.

Subjects studied in year 9.

English	10 hours per fortnight	Maths	10 hours per fortnight
Science	10 hours per fortnight	Tutor	6 hours 40 mins per fortnight
PE	3 hours per fortnight	Open Minds	2 hours per fortnight
Option A	5 hours per fortnight		
Option B	5 hours per fortnight		
Option C	5 hours per fortnight		

Homework

All students in Year 11 receive weekly maths homework through Sparx Maths.

Sparx Maths need to be accessed using a device – a tablet, a PC or a phone. The link to the log in page for Sparx is available on the school website [Beckfoot Oakbank School - Home Learning](#)

The login is the same as the school login issued at the start of term. Any student without access to a device can use the computers in school in the school library (LRC) at lunchtimes and after school.

Additional homework will be set by subjects and could take a variety of forms.

Over the autumn term we will be rolling out the SIMS Parent app where you will be able to see homework, attendance, achievement points and other key information.

Attendance: Every day, every lesson, every minute, counts!

The first step on the road to success in school is attending every available day, lesson and minute of learning. **We want all students to have at least 97% attendance**, and not to drop anywhere near 90% (what the DfE defines as Persistently Absent). 90% might sound okay in some situations but it is a real concern when talking about attendance.

90% attendance means $\frac{1}{2}$ a day missed every week, which is 4 full weeks missed over the school year. If this is repeated it equates to half a YEAR off between Y7 and Y11 and **an average drop of one grade across all GCSE subjects**.

To achieve 97% attendance, **students need to miss no more than 5 days** during the year. On average, that's less than one day off per half-term. If a student arrives at school after 8:20, they are late to school. If a student arrives at school after 9:30, they receive an unauthorised absence for the whole morning session. This affects their attendance.

Students who have good attendance *enjoy* school, *learn* and *succeed* more than those who do not.

As a school we do not authorise any term time holidays.

Thank you for supporting your child to have excellent attendance and punctuality.

Learning modes

During lesson time we expect to have classrooms that are free from disruption, providing the conditions where learning can be optimised. To help achieve this we use learning modes in all lessons. Learning modes provide clarity, set expectations, improve climate in the classroom and promote learning for students. Learning modes are consistently used, students are clear at any given point what learning mode they are working in throughout the course of their lessons. There are three different learning modes, as shown below.

		
<u>Individual Focus</u>	<u>Respectful whole class</u>	<u>Learning with others</u>
I work in silence	I speak clearly and politely	I speak clearly and politely
I try my personal best	I am actively listening	I contribute and participate
I am resilient and don't give up easily	I am being fair to others	I am actively listening
I am resourceful	I am thinking about what my teachers and others are saying	I respect others' point of view

Intervention and period 6

Not only in the lead up to the summer exam series, but throughout the year, intervention will be taking place during and after the school day. A variety of subjects will be working with students where teachers believe these students will benefit from intervention in order for them to realise their potential. Parents will be informed if their child is involved in any cycle of intervention throughout the course of the year. In addition to targeted intervention there will be a programme of after school (period 6) intervention in which subject teachers will offer extra tuition to pupils after school, in the past we have found that the students who attended these after school interventions have seen an improvement in their grades.

Year 11 Parent Hour – 05/10/23

We recognise that it is important and beneficial to provide parents with an insight of just how the exam year for their child will work. Therefore, on two occasions throughout the year we have our 'Parent hour'. During these sessions a variety of staff will be speaking to inform you of examination information but more importantly there will be lots of discussion of how you can best support your child as they navigate their way through their GCSE examinations, including lots of free resources!

Independent Study



Microsoft Teams

We have made the decision to use Microsoft Teams as our way of setting work for students who are not in school and sharing materials with. We are also developing our use of this for setting and completing homework. It allows us greater flexibility to make lessons available, add revision resources and link to other tools we may use in school. This is an area we will continue to use and develop as a school over the coming weeks and months so it is important that students, and you as parents, become familiar with how this can help them.

Microsoft Teams is accessed using your child's school email address. All students should know their login details and how to access Teams. A copy of the information shared with students about how to access Teams is available on the school website. Students also have access to all the Microsoft applications including Word, PowerPoint, Excel and others when they login to Office 365 via the school website. It is not possible to create parent accounts on Teams.

Teachers will often upload their lesson materials for every lesson onto Teams. This means that students who are absent can access them but in addition all students can continue to refer to them after the lesson has happened. Lesson materials can take several formats depending upon the subject. .

Where to get help if you need it.

Encourage your child to speak to their class teachers about how they can use Teams to support their learning.

If your child cannot access Teams – please email their tutor in the first instance.

If you have a question about a specific lesson – email the class teacher in the first instance.

Technology can be a challenge at times but if you have any queries get in touch with us so that we can try to address.



Oak National Academy

The Oak National Academy contains lots of free resources for all subjects that can be used beyond the classroom. The link below takes you to a page that provides specific information for families.

www.thenational.academy/parents-and-carers

The lessons often contain video tutorials, quizzes and resources to develop students' understanding.

Oak National Academy resources are also used in our internal remove rooms to ensure that learning can continue if your child is removed from a lesson for any reason. Students are expected to use school provided headphones and log onto the work set by their teachers that will align with what is being studied in class.

Our Learning Resource Centre (LRC) is open every day after school until 3.30pm

Your child can access the LRC after school and at breaks/lunches to do homework, read or use a computer.

Reading at Beckfoot Oakbank

Recent studies show that there is a connection between reading ability and success in all GCSE subjects. Not only this, but reading is important for text comprehension, pleasure in reading in later life, and general knowledge.

Throughout KS4, your child will read with their teacher in their English lessons, but many students will also access reading at other times of the school day.

Our Right to Read programme has been expanded to include intersectional ideas and authors that go beyond the confines of the English curriculum. As a school, we have consulted staff, students, and parents to select texts written by a diverse mix of authors. Our lessons allow students to engage in discussion, reflect upon and deepen their knowledge of thought-provoking topics, and study new vocabulary. As highlighted in our Strategic Vision, we want our school to be “purposeful, celebratory, and inclusive”. This Right to Read programme epitomises this.

Our students will read with their form tutors for 20 minutes four times a week during their tutor time. This allows for students to explore texts outside of the English curriculum that showcase experiences outside of their world.

Reciprocal Reading

Reading comprehension strategies, which focus on your child's understanding of a text, are rated as important for your child's development. Reciprocal reading is a structured approach to teaching strategies (predicting, clarifying, questioning and summarising) that students can use to improve their reading comprehension. Your child will often be guided through this process whenever they read with a teacher. Reciprocal reading is used throughout school regardless of your child's key stage.

Right to Read

Our Right to Read programme has been expanded to include intersectional ideas and authors that go beyond the confines of the English curriculum. As a school, we have consulted staff, students, and parents to select texts written by a diverse mix of authors. Our lessons allow students to engage in discussion, reflect upon and deepen their knowledge of thought-provoking topics, and study new vocabulary. As highlighted in our Strategic Vision, we want our school to be “purposeful, celebratory, and inclusive”. This Right to Read programme epitomises this.



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Year 11-13

Our Year 11 and KS5 students' texts have been selected due to their presentation of the real world. *The 57 Bus* explores crime in America. Dashka Slater's text is a riveting nonfiction book for teens about race, class, gender, crime, and punishment, tells the true story of a teen who was set on fire by another teen while riding a bus in Oakland, California.

Our final book for Year 11 and KS5 is *I Am Malala*. Written by Malala herself, she recounts how she fought for her right to an education and how she was almost killed because of this. She has become a global symbol of peaceful protest and is the youngest ever winner of the Nobel Peace Prize. At Beckfoot Oakbank, we think that *I Am Malala* will make our students believe in the power of one person's voice to inspire change in the world.

How to help your child

1. For lots of reasons, regular reading is one of the best paths to success in all subjects. Some reading is better than no reading! Encourage them to read if they're not reading and, if they are, encourage them to read more challenging novels.
2. Please share your reading with them. If you really enjoyed the book you just read, tell them why. It may not be the right text for them but hearing you talk about books will help them to talk/write about books.
3. Reading and discussing non-fiction regularly is also important for your child. Editorial or opinion articles help your child to think critically and develop their own opinions. It is very easy to find good material online – because it's free, The Guardian (<https://www.theguardian.com/uk>) is a good place to start. Asking them to summarise what they've just read for you would be an excellent thing to do, as would asking them to identify any devices that the writer uses and the effect that they have.

Tutor Time Lessons – Y11

The curriculum

Overview

We believe that the Tutor lesson each day is essential to promote the school ethos whilst developing the personal qualities of the students who attend Beckfoot Oakbank. The objectives of our Tutor lessons is to provide our students each day with a safe and nurturing environment, which develops the necessary values, qualities and attitudes for each of them to lead fulfilled, well balanced, happy and healthy lives. Tutor lesson is also used effectively by tutors to support the pastoral care of pupils. Tutor mentoring and tracking along with attendance/behaviour and uniform checks are activities that are embedded each day in our tutor time activities.



The Tutor lessons for KS4 has a theme for each half term, which underpin and supports our school focus on **Enjoy, Learn, Succeed**.

Theme 1: Our Values

Theme 2: Personal safety and responsibility

Theme 3: Global citizenship and sustainability

Theme 4: Positive futures

Theme 5: Healthy minds and healthy bodies

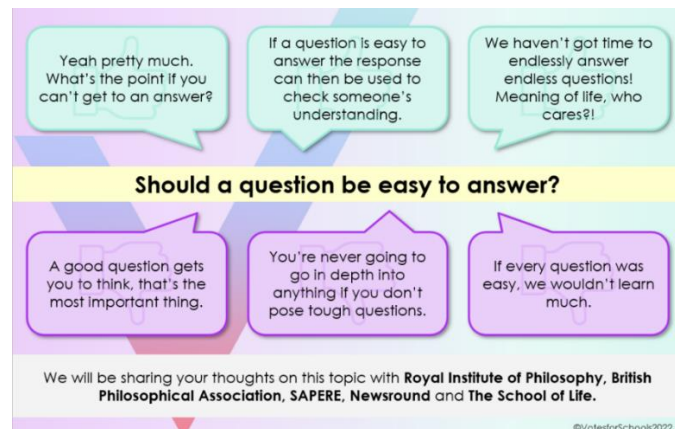
Theme 6: Making change

The themes are embedded into our Tutor lessons, assemblies and oracy activities. There are specific tasks which our students are asked to complete, which reflect events in the world today. The tasks

include a mixture of retrieval, explanatory and reflective tasks which require consideration of spiritual, moral, social and cultural (SMSC) issues. Students are also asked to explore their own beliefs and values, taking into account current, local, national and global issues. The tutoring programme develops our student's awareness of their own well-being, personal safety and their role as a local and global citizen.

The Tutor lessons aims to:

- Build strong relationships with our students.
- Deliver an excellent programme of learning which benefits all
- Positively engage with families and regularly communicate with home as the adult in the school who best knows their child.
- Drive up standards of behaviour, attendance and aspirations to help break the cycle.



The Weekly structure of Tutor time is:

- Assembly
- Future Ready Learners
- Votes for School
- Oracy article on a current affairs news story
- Values and character



How will we assess progress?

*Daily in lessons using recall, starters, mini whiteboards
Teachers/Tutors question and answer sessions*

Home learning

All students are in a Careers Club group on Teams. This enables us to give students directed access to explore information and resources about potential careers, pathways and other educational institutions for the future.

Subject specific websites that may be helpful

To find out more about current affairs:

- The Day (<https://theday.co.uk/?token=o2kcAz70Bprhr47yL1WU>)
- BBC Newsround
- Unifrog
- Votes for School
-

What can you do as a parent to help

- Support your child by underlining the importance of being at school promptly at 8.15am
- Support your child by being organised and packing their school bag the night before
- Support us in teaching your child by ensuring they always have their planner, pens, pencils, rulers, a bag and pencil case to be able to focus all conversations on learning.
- Keep an eye out for the Head's blog on the school website to see all the brilliant personal development activities that go on in school.

Subject: English Language and English Literature

The curriculum for Year 11

Term 1 Overview

LITERATURE

- **Topic:** Romeo and Juliet: Power and Relationships
- **Big Picture:** To explore Shakespeare's presentation of the themes of patriarchy, honour, love, and power.
- **Learning intent:** To evaluate how characters are powerful and powerless.

- **Topic:** *A Christmas Carol* revision
- **Big Picture:** To explain Dickens's perspective on capitalism and socialism.
- **Learning intent:** To explore ideas about social responsibility, compassion and redemption.

LANGUAGE

- **Topic:** Language Paper 2
- **Big Picture:** To identify and explain writers' viewpoints and perspectives
- **Learning intent:** To summarise and synthesise information, analyse writers' methods and explain their effects.

Term 2 Overview

LITERATURE

- **Topic:** Poetry: Power and Conflict
- **Big Picture:** To compare the presentation of power and conflict across the anthology
- **Learning intent:** To contrast how writers present various perspectives of power and conflict across the anthology.

LANGUAGE

- **Topic:** Language Paper 1 revision
- **Big Picture:** To understand the significance of texts as conscious constructs.
- **Learning intent:** To analyse writers' methods and explain their effects.

Term 3 Overview

LANGUAGE

- **Topic:** Language Paper 1 revision
- **Big Picture:** To understand the significance of texts as conscious constructs.
- **Learning intent:** To analyse writers' methods and explain their effects.

- **Topic:** Language Paper 2 revision
- **Big Picture:** To identify and explain writers' viewpoints and perspectives
- **Learning intent:** To summarise and synthesise information, analyse writers' methods and explain their effects.

How will we assess progress?

Common marking points
Formal GCSE assessments
Mock exams

Home learning

Online weekly

Exam question half termly

Work will always be available on TEAMS – either in the format of Oak National Learning or individual class PowerPoints and resources. Students should refer to this if they miss lessons or need to recap learning.

Knowledge Organisers

Issued to students at the start of each topic and uploaded to TEAMS at the start of each topic

Subject specific websites that may be helpful

<https://www.bbc.co.uk/bitesize/subjects/>

Mr Bruff on Youtube

We study the AQA exam board for both English Language and English Literature.

What can you do as a parent to help

Talk to your child about their learning – what they have learnt that is new, what they've struggled with, how they think their learning links to what they already know. Our GCSE Literature texts are all linked to the theme of power so asking how their learning links to power will enable them to explain the links between topics.

Support them to complete their homework – ensure they have appropriate time and space available.

Exam questions should have a timed element:

English Language section A: 1 hour

English Language section B: 45 minutes

English Literature (each topic individually): 50 minutes

Get in touch with their teacher if you have any concerns or queries – they will be happy to work with you to support your child.

Subject MATHS

The curriculum for Year 11

Term 1 Overview

Graphs

- Gradients & lines
- Non-linear graphs
- Using graphs

Algebra

- Expanding and factorising
- Changing the subject
- Functions

Term 2 Overview

Reasoning

- Multiplicative
- Geometric
- Algebraic

Revision and Communication

- Transforming & constructing
- Listing & describing
- Show that ...

Term 3 Overview

Revision

- Bespoke programme for each class based on analysis of mock exams

Examinations

How will we assess progress?

Daily in lessons using recall, starters, mini whiteboards
 Common marking points
 Formal assessments each term
 Mock exams – GCSE papers
 GCSE exams in summer

Home learning

Homework will be set weekly using Sparx Maths (see specific website section below)
 Learning formulae
 Lessons available on Teams
 Supporting work from Oak National Academy available on Teams
 Revision guide will be available during the year

Knowledge Organisers

Knowledge organisers are included as part of the revision guides, which will be referenced in lessons.

Subject specific websites that may be helpful

sparxmaths.com	Website used for Maths homework. There's no special login needed - students log on to Sparx using their usual school Microsoft login. Select the top option (Log in to Sparx using Microsoft) on the student login screen
corbettmaths.com	5-a-day challenges, video examples of topics
onmaths.com	topic questions, mini mocks, predicted papers
BBC bitesize	videos of key topics, sample questions

What can you do as a parent to help

Set challenges (corbettmaths 5-a-day Foundation Plus, Higher)
 Check homework is being completed regularly
 Encourage revision of key topics before mock and actual exams
 Have key formulae displayed at home (e.g. Pythagoras on the fridge!)
 Encourage onmaths.com online practice
 Use revision flashcards to help test knowledge – key vocabulary/formulae/questions

Subject: Science

The curriculum for Year 11

Term 1 Overview

- Biology Topic 7 – Ecology Recap
- Physics Topic 5: P5 Forces Part 1
- Chemistry Topic 6: C6 Rates of Chemical Reactions
- B5 Homeostasis
- P6 Waves

Term 2 Overview

- B6 Inheritance, Variation and Evolution
- C7 Organic Chemistry
- C8 Chemical Analysis
- P5 Forces Part 2

Term 3 Overview

- C9 Chemistry of the Atmosphere
- P7 Magnetism and Electromagnetism
- C10 Using resources
- Revision of Paper 2 content not already tested (C9 C10 P5 and P7)

How will we assess progress?

Daily in lessons using recall, starters, mini whiteboards
Weekly mini tests on spelling and definitions
Common marking points at least once in each topic taught
Formal assessments
End of Topic tests
Mocks in term 1: Full AQA GCSE Paper 1s
Biology Paper 1 (B1 B2 B3 B4);
Chemistry Paper 1 (C1 C2 C3 C4 C5)
Physics Paper 1 (P1 P2 P3 P4)
Mocks in Term 2: AQA GCSE Paper 2s
GCSE Biology Paper 2 (B5 B6 B7);
Modified GCSE Chemistry Paper 2 (C6 C7 C8)
Modified GCSE Physics Paper 2 (P5 part 1 and P6)

Home learning

Weekly:

Online recap of previously taught work.
learning of spelling / definitions of key science terms for current topic
Homework will be uploaded to TEAMS

Termly:

Knowledge Organisers will be uploaded to TEAMS to help pupils to revise current and previous topics using the READ / COVER / WRITE / CHECK strategy
OAK Academy lessons uploaded to TEAMS for the topics being taught term to ensure pupils who miss lesson can catch up at home.
GCSE Pod

Knowledge Organisers

Issued at the start of each topic

Used in lessons to help complete the re-cap of previous work
AQA Flashcards available to buy from student services
AQA GCSE revision guides available to borrow from the library

Subject specific websites that may be helpful

KS4 bitesize <https://www.bbc.co.uk/bitesize> Selecting Secondary Science GCSE to access relevant information. Register with the site and select all resources relevant to your science exam board:
AQA Combined Science Trilogy

Oak National Academy <https://www.thenational.academy>

Seneca learning [Free Homework & Revision for A Level, GCSE, KS3 & KS2 \(senecalearning.com\)](https://www.senecalearning.com)

Cognito revision resources [Cognito \(cognitoedu.org\)](https://www.cognitoedu.org)

CGP revision guides give unique codes access to their resources when books are purchased which can be used to test knowledge.

What can you do as a parent to help

Encourage and help student learn the spelling and meaning of science keywords.
Help student to access the above useful websites
Ensure if lessons are missed that student uses TEAMS and engages in the uploaded Oak Academy lessons to catch up
Ensure homework completed each week.
Encourage student to revise the relevant material for the mocks
Encourage students to spend at least 2 hours per week doing science home learning

Subject: GCSE History

The curriculum for **Year 11**

Students study the AQA GCSE History specification in Year 10 and 11. The course is split into two papers, one is a British paper and the other is international.

Term 1 Overview

Paper 1: Conflict and Tension in Asia: 1950-1975

Part 1: Conflict in Korea

- The causes of the Korean War: nationalism in Korea; US relations with China; the division of Korea; Kim Il Sung and Syngman Rhee; reasons why the North invaded the South in June 1950; US and the UN responses; USSR's absence from the UN.
- The development of the Korean War: the UN campaign in South and North Korea; Inchon landings and recapture of South Korea; UN forces advance into North Korea; reaction of China and intervention of Chinese troops October 1950; the sacking of MacArthur.
- The end of the Korean War: military stalemate around the 38th Parallel; peace talks and the armistice; impact of the Korean War for Korea, the UN and Sino-American relations.

Part 2: Escalation of the War in Vietnam

- The end of French colonial rule: Dien Bien Phu and its consequences; Geneva Agreement, 1954; civil war in South Vietnam; opposition to Diem; the Vietcong – aims, support, leadership and guerrilla tactics and Ho Chi Minh.
- The US involvement: the Domino Theory; intervention under Eisenhower and Kennedy; Strategic Hamlets programme.
- Johnson's War: the Gulf of Tonkin; the US response to Vietcong tactics; the mass bombing campaign; demands for peace and growing student protests in the USA; My Lai and its public impact; Search and Destroy tactics and impact; the Tet Offensive and its consequences for the war.

Part 3: End of the War in Vietnam

- Nixon's War: Vietnamisation; chemical warfare; bombing campaign of 1970–1972; relations with China; widening of the war into Laos and Cambodia.
- Opposition to war: Kent State University; the importance of the media and TV in influencing public opinion; the context of the Watergate affair.
- The end of the war: the Paris Peace talks; the role of Kissinger; the US withdrawal; fall of Saigon; the price of conflict; problems of Vietnam in 1975.

Term 2 Overview

Paper 2: Elizabethan England

Part 1: Elizabeth's Court and Parliament

- Elizabeth I and her court: background and character of Elizabeth I; court life, including patronage; key ministers.
- The difficulties of a female ruler: relations with Parliament; the problem of marriage and the succession; the strength of Elizabeth's authority at the end of her reign, including Essex's rebellion in 1601.

Part 2: Life in Elizabethan England

- A 'Golden Age': living standards and fashions; growing prosperity and the rise of the gentry; the Elizabethan theatre and its achievements; attitudes to the theatre.
- The poor: reasons for the increase in poverty; attitudes and responses to poverty; the reasons for government action and the seriousness of the problem.
- English sailors: Hawkins and Drake; circumnavigation 1577–1580, voyages and trade; the role of Raleigh.

Part 3: Troubles at Home and Abroad

- Religious matters: the question of religion, English Catholicism and Protestantism; the Northern Rebellion; Elizabeth's excommunication; the missionaries; Catholic plots and the threat to the Elizabethan settlement; the nature and ideas of the Puritans and Puritanism; Elizabeth and her government's responses and policies towards religious matters.
- Mary Queen of Scots: background; Elizabeth and Parliament's treatment of Mary; the challenge posed by Mary; plots; execution and its impact.
- Conflict with Spain: reasons; events; naval warfare, including tactics and technology; the defeat of the Spanish Armada.

Term 3 Overview

Part 4: Historic Environment

- Students will be examined on a specific site in depth. This site will be as specified and will be changed annually. The site will relate to the content of the rest of this depth study. It is intended that study of different historic environments will enrich students' understanding of Elizabethan England. This year it will be Sheffield Manor Lodge.

Revision

- A review of learning from across Key Stage Four to prepare for exams.

How will we assess progress?

- Daily in lessons using recall, starters, mini whiteboards
- Common marking points
- Assessments at the end of each part within each unit of work.
- Mock exams in November and February.

Home learning

- Revision homework sheets and exam questions
- Revision Guides available on Parent Pay.

Knowledge Organisers

- Issued at the start of each topic - You can find them on Teams.

Subject specific websites that may be helpful

[History KS3 / GCSE: Medicine Through Time - BBC Teach](#)

[The Cold War and Vietnam - GCSE History Revision - AQA - BBC Bitesize](#)

[Elizabeth I - GCSE History Revision - AQA - BBC Bitesize](#)

What can you do as a parent to help

- Keep up to date with current affairs and discuss with your child news events all around the world
- Encourage them to go back over content they are unsure of
- Ensure they revise for assessments and exams.

Subject: Geography

The curriculum for **Year 11**

Term 1 Overview

Paper 2 (35% of GCSE) Topic 2: Changing Economic World

- Global development, reasons for uneven development, ways to close the gap
- NEE case study – Nigeria – location and importance, geographical context, changing industries, role of TNCs (Shell), changing relationships, aid, environmental impacts, effects of development on quality of life
- HIC case study – UK – causes of change, post industrial economy, impacts of industry on environment, social and economic changes in rural areas, infrastructure improvements, north-south divide, place of the UK in the wider world

Paper 1 (35% of GCSE) Topic 4: River Landscapes in the UK

- Physical processes – erosion, transportation, deposition
- Formation of landforms – waterfalls and gorges, meanders and oxbow lakes, flood plains and levees
- Hard and soft engineering to prevent flooding
- Flood hydrographs

Term 2 Overview

Paper 1 (35% of GCSE) Topic 5: Coastal Landscapes

- Physical processes – erosion, transportation, deposition
- Formation of landforms – arches, caves, spits
- Hard and soft engineering to prevent erosion

Paper 2 Topic 3: The Challenge of Resource Management

- Food, water and energy are essential for life
- WATER – changing demand, water quality and pollution management, matching supply to demand, water transfer schemes

Term 3 Overview

Finish The Challenge of Resource Management

Paper 3 (30% of GCSE) Topic 1: Issue Evaluation

- Issued with a Pre-Release booklet, will know the topic inside and out and will practise mock exams on the content – as yet it unknown – is released 12 weeks before exam

How will we assess progress?

- Daily in lessons using recall, starters, mini whiteboards
- Microsoft Forms tests fortnightly
- Exam questions with whole class feedback
- Topic tests
- Mock exams

Home learning

- Online fortnightly Microsoft Forms test
- Sheet based homework fortnightly

Knowledge Organisers

- Issued at the start of each topic
- You can find them on Team

Subject specific websites that may be helpful

<https://www.internetgeography.net/aqa-gcse-geography/>

<https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc>

[Curriculum - Curriculum \(continuityoak.org.uk\)](https://www.continuityoak.org.uk)

What can you do as a parent to help

- Keep up to date with current affairs and discuss with your child news events all around the world
- Encourage them to go back over content they are unsure of
- Ensure they complete their weekly quizzes

Subject: Open Minds

The curriculum for Year 11

Term 1 Overview

Open Minds is a blended subject designed to meet the needs of our students; it includes religious and worldviews studies, Citizenship, British Values, Personal Social and Economic education as well as relationships and health education. Open Minds aims to challenge students' thinking and get them ready for life in the modern world, able to identify and manage risks and keep themselves safe.

11.1 What are my future choices?

- The aim of this unit is to explore the career pathways and encourage students to reflect on their future job and training opportunities. Students will reflect on the changing job market and diverse industries. Students will be asked to critically evaluate CVs and will have the opportunity to practise interview skills.

11.2 How do we have healthy sex and relationships?

- The purpose of this unit is to equip students for a happy, healthy and adult future. The provision of SRE is tiered into age-appropriate units, and ensures that students can identify risk, learn how to manage the dangers and where to seek help if needed. Building on previous SRE unit the dangers of bullying, abuse and the power of reciprocal caring/loving relationships to health, wellbeing and happiness.
- Another key aim is to de-stigmatise sexuality, gender identity, and sexual intercourse. Also to understand the damage of pornography and the law around online sexual content.

Term 2 Overview

11.3 How do we become a safe and aware citizen?

- The purpose of this Mental Health and wellbeing unit is to promote in-depth understanding of safety, risk taking and the dangers of substances on the body and wider society. We explore radicalisation and extremism and raise awareness of sexual harassment.

11.4 Values, Rights and Responsibilities

- The aim of this unit to introduce students to personal finance, develop their budgeting skills and the world of money. We will explore other key values such as animal welfare, faith, culture and freedom of expression.

Term 3 Overview

11.5 How can we be healthy and prepared for the future?

- The purpose of this unit is to equip students for a happy, healthy and successful exam season. Students will explore exam preparation techniques such as revision plans, managing their time and the importance of rest and sleep. There will be time set aside for students to practise their revision with the support of a trained teacher who can model successful strategies.

How will we assess progress?

Daily in lessons using recall, starters, mini whiteboards

Mini tests half termly

2 assessments across the year

Home learning

Extra-curricular attendance encouraged at all events across school. Homework set half-termly in line with Schemes of Work

Knowledge Organisers

You can find them on Teams and in students' books.

Subject specific websites that may be helpful

- Oak National - <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/citizenship> and also: <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/rshe-pshe>
- BBC Bitesize RE - <https://www.bbc.co.uk/bitesize/subjects/zh3rkqt>
- BBC Bitesize Citizenship - <https://www.bbc.co.uk/bitesize/subjects/zkhgvmx> and also <https://www.bbc.co.uk/bitesize/subjects/zhrd8hv>
- BBC News Religions stories - <https://www.bbc.co.uk/news/topics/cjnw18q4ny3t>

What can you do as a parent to help

Encouraging young people to read / watch the news helps them to understand current affairs and the world around them – discussing and asking questions as they arise is a brilliant way of learning Open Minds outside the classroom and being ready for life in the 21st C.

Reminding students about being equipped and ready to learn each day helps students to be motivated and hard working.

Subject: GCSE Philosophy & Ethics (RS)

The curriculum for Year 11

Term 1 Overview

Religion and life (Theme B)

Students should study religious teachings, and religious, philosophical and ethical arguments, relating to Religion and Life, and their impact and influence in the modern world. They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions: Abortion, Euthanasia and Animal experimentation.

The origins and value of the universe

- The origins of the universe, including the value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder.
- The use and abuse of the environment, including the use of natural resources, pollution.
- The use and abuse of animals, including:

The origins and value of human life

- The origins of life, including the concepts of sanctity of life and the quality of life.



- Abortion, including situations when the mother's life is at risk. Ethical arguments related to abortion, including those based on the sanctity of life and quality of life.
- Euthanasia.
- Beliefs about death and an afterlife, and their impact on beliefs about the value of human life.

Religion, peace and conflict (Theme D)

Students study religious teachings, and religious, philosophical and ethical arguments, relating to peace and conflict, and their impact and influence in the modern world. They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions: Violence, Weapons of mass destruction and Pacifism.



Religion, violence, terrorism and war

- Violence, including violent protest.
- Terrorism.
- Reasons for war, including greed, self-defence and retaliation.
- The just war theory, including the criteria for a just war.
- Holy war.
- Pacifism.



Religion and belief in 21st century conflict

- Religion and belief as a cause of war and violence in the contemporary world.
- Nuclear weapons, including nuclear deterrence.
- The use of weapons of mass destruction.
- Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching.
- Religious responses to the victims of war including the work of one present day religious organisation.

Term 2 Overview

Religion, crime and punishment (Theme E)

Students study religious teachings, and religious, philosophical and ethical arguments, relating to crime and punishment, and their impact and influence in the modern world. They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions: Corporal punishment, the Death penalty and also Forgiveness.



- *Religion, crime and the causes of crime*
- *Religion and punishment*
 - The aims of punishment
 - The treatment of criminals
 - Forgiveness.
 - The death penalty.
 - Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life.

Revision of all GCSE content.

Term 3 Overview

Revision

- Islam beliefs & practices
- Christianity beliefs & practices

Exam practice

- Themes exam practice

Public exams



How will we assess progress?

Daily in lessons using recall, starters, mini whiteboards

Exam practice questions weekly

Mini tests half termly

Formal exam-practice assessments

End of year assessments

Mock exams

Home learning

Home learning is done weekly and supports the work we are doing in class. It is usually a single A4 sheet which is completed and stuck in books.

Copies are always posted on Teams.

Knowledge Organisers

Issued at the start of each topic in the booklet.

You can find them on Teams in our class team.

Subject specific websites that may be helpful

- Oak National - <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/religious-education>
- BBC Bitesize - <https://www.bbc.co.uk/bitesize/examspecs/zigx47h>
- BBC News Religions stories - <https://www.bbc.co.uk/news/topics/cjnw18q4ny3t>
- AQA Exam Board web pages for this qualification - <https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062>
- SenecaLearning.com

What can you do as a parent to help

Encourage and support the revision marathon as young people can get dispirited.

Ask them to share what they are revising and how much they have learned.

Check they are producing something – 1-2hours of Ethics revision per week.

Subject: Spanish

The curriculum for Year 11

Term 1 Overview

Year 11

Free time:

- Discussing what you usually and used to do: free time activities, TV and film, sports
- What's trending
- Who inspires you

Local area:

- Finding your way around a town,
- Regional features,
- Plans for visiting a town,
- A past visit

- Problems in towns,
- Discussing shopping for clothes, gifts, and souvenirs.

Revision for mocks.

Food and celebrations

- Mealtimes and daily routine
- Illnesses and at the pharmacy
- Opinions about food
- Music festivals and comparing different festivals
- Describing a special event

Term 2 Overview

Speaking preparation and practice for Mocks.

Future aspirations:

- Different jobs
- Work experience you have done or would like to do
- Future plans for further education, careers, and life

Making the world a better place:

- Housing
- The environment
- Healthy eating and lifestyles
- Diet-related problems
- Global issues
- International events

Revision, exams skills and mock preparation

Term 3 Overview

- Personalised revision and preparation and practise for final speaking, then listening reading and writing GCSE

How will we assess progress?

Daily in lessons using recall in do now tasks, knowledge checkers and on mini whiteboards.

Common marking tasks

Formal assessments in listening, speaking, reading, translation and writing.

End of year assessments

GCSE style exam questions

Mock exams

Final GCSE exams

Home learning

Homework will be based on the Knowledge organisers issued for every topic.

Homework will be set and monitored online using LanguageNut.

Learning homework and practice exam questions will also be set.

All lessons and knowledge organisers are on Teams.

Knowledge Organisers

There is a Knowledge Organiser for every topic.

These are broken down into Sentence Builders which are issued with every topic.

All these resources will be available on Teams as well as in exercise books.

Subject specific websites that may be helpful

Languagenut

Seneca

BBC Bitesize

What can you do as a parent to help

Encourage students to review the Knowledge Organisers regularly.

Little and often – 15 minutes 4 times a week is better than one long session to learn new language.

Look, cover, say, write, check is effective. Encourage students to use this method to embed knowledge.

Spend some time every week practising learning speaking questions and answers – saying them aloud helps

Subject: **Computer Science**

The curriculum for Year: 11

Term 1 Overview: Programming Techniques

<u>HT1- Programming Techniques</u>	<u>HT2- Robust Programs and IDE</u>
Week 1- Constant and Variables	Week 1- Defensive Design
Week 2- Operators	Week 2- Maintainability of code
Week 3- Programming Constructs	Week 3- Testing
Week 4- Arrays	Week 4- Low Level Languages
Week 5- File Handling	Week 5- High Level Languages
Week 6- Sub programs	Week 6- IDE
Week 7- Databases and SQL	Week 7- Trace tables

Term 2 Overview: System Software and MLE

<u>HT3- System Software and MLE</u>	<u>HT4-Revision</u>
Week 1- System Software	Week 1- 1.1 Revision
Week 2- Application Software	Week 2- 1.2 Revision
Week 3- Moral Issues in Computer science	Week 3-1.3 Revision
Week 4- Legal	Week 4- 1.4 Revision
Week 5- Environmental	Week 5- 1.5 Revision
Week 6- Assessment	Week 6- 1.6 Revision

Term 3 Overview: Revision

<u>HT5- Revision</u>
Week 1- 2.1 Revision
Week 2- 2.2 Revision
Week 3- 2.3 Revision
Week 4- 2.4 Revision
Week 5- 2.5 Revision

How will we assess progress?

Students will be assessed half termly at the end of each topic (Computer Science lessons are 1 hour a week).

In class formative and diagnostic assessment will be ongoing during lesson times.

Home learning

Home learning activities will be given throughout the year at key points of the topics.

Knowledge Organisers

Issued at the start of each topic

You can find them on the school website and via Teams

Subject specific websites that may be helpful

www.teachict.com

What can you do as a parent to help

Encourage your child to engage in any additional tasks given by their CS teacher. Coding is a key part of the CS curriculum therefore your child would benefit from any independent study in their own time. The CS team will always direct students to website/resources to encourage learning outside of the classroom.

Key Stage 4	Subject: Engineering Design
The curriculum for OCR Cambridge National Level1/2 award in Engineering Design 2022.23	
Term 1 Overview	
Year 11	
R038 – Principles of engineering design Students will be preparing for the external theory assessment in June 2024 (end of year 11)– worth 40% of their overall grade. Exam content covered: <ul style="list-style-type: none"> Design strategies, Iterative design process, Make & evaluate 	
R040 - Design, evaluation and modelling Students will study and produce a unit of work covering the following <ul style="list-style-type: none"> Product evaluation – Product Analysis Product evaluation – Product Disassembly 	
Term 2 Overview	
Year 11	
R038 – Principles of engineering design Students will be preparing for the external theory assessment in June 2024 (end of year 11)– worth 40% of their overall grade. Exam content covered: <ul style="list-style-type: none"> Design strategies, Iterative design process, Make & evaluate 	
R040 – Design, evaluation and modelling Students will study and produce a unit of work covering the following <ul style="list-style-type: none"> CAD Computer Aided Designs 	
Term 3 Overview	
Year 11	
R038 – Principles of engineering design Students will be preparing for the external theory assessment in June 2024 (end of year 11)– worth 40% of their overall grade. Exam content covered: <ul style="list-style-type: none"> Design strategies, Iterative design process, Make & evaluate 	
R040 - Design, evaluation and modelling Students will study and produce a unit of work covering the following <ul style="list-style-type: none"> Physical modelling – Production Planning Physical modelling – Prototype production Physical modelling – Evaluation of a prototype 	

Key Stage 4 – Engineering Design

How will we assess progress?

e.g. Daily in lessons using recall, starters, mini whiteboards
Mini tests weekly
Common marking points
Written and verbal teacher feedback
Directed teacher questioning
Formal assessments
Coursework
End of year assessments

Home learning

Students are expected to complete independent home learning tasks linked to their individual projects every week and should be spending a minimum of 1 hour a week completing Engineering Design home learning.

Knowledge Organisers

You can find them on website / on Teams

Subject specific websites that may be helpful

www.bbc.com/education
WWW.Technologystudent.com

What can you do as a parent to help

Encourage your child to read the specification and to work independently
You can find them on website / on Teams, encourage your child to read the these and use them in their home learning tasks

Key Stage 4	Subject: Hospitality and Catering
The curriculum for WJEC Level 2 Hospitality and Catering 2022.23	
Term 1 Overview	
Year 11	
Unit 1: The hospitality and Catering Industry Students will review and evaluate Unit 1 mock papers set in year 10 – worth 40% of their overall grade 1.1.1 Hospitality and catering providers – commercial/non- commercial/ food services 1.1.2 Working in the hospitality industry – personal attributes/ qualifications and experience 1.1.3 Working conditions – contracts and benefits 1.1.4 Contributing factors to the success of hospitality and catering provision- economy, VAT, media Unit 2 Hospitality and Catering in Action Students will start to prepare for <i>Unit 2 Hospitality and Catering in Action</i> assignment, to complete for submission in June 2024 (end of year 11)– worth 60% of their overall grade. Assignment is a project-based task: The assignment task involves written and practical evidence in answer to a given scenario. Unit 2 Content 2.1.1 1 (a) Analysis of the assignment brief/ Macronutrients and micronutrients / Customer needs Unit 2 Content 2.1.2 1 (b) Cooking methods/nutritional values – linked to customer needs/chosen menu. Unit 2 Content 2.2.1 2 (a) Discuss and analyse factors for choice of menu. Unit 2 Content 2.2.2 2 (b) Production plan of two dishes <u>Mock practical</u> – Make/evaluate 2 chosen dishes for menu. (2.3.3) Demonstrate/Prepare/ Cook/ Present	
Term 2 Overview	
Year 11	
Unit 1: The hospitality and Catering Industry-revision 1.2.1 The operation of the front and back of house – workflow of front of house/ kitchen 1.2.2 Customer requirements in hospitality and catering – customer needs/consumer rights 1.2.3 Hospitality and catering provision to meet specific requirements – nutritional needs/ seasonality 1.3.1 Health and safety – COSHH/ Regulations/ risk assessments 1.3.2 Food safety – HACCP Unit 2 Hospitality and Catering in Action (continued) Practice the two dishes before final practical exam. Unit 2 Content 2.4.1 4(a) - Assess the production of the presented dishes. Unit 2 Content 2.4.2 4(b) Review of performance – evaluate successes <u>Practical Unit 2 exam</u> – make and evaluate 2 dishes. (2.3.3) Demonstrate/Prepare/ Cook/ Present	
Term 3 Overview	
Year 11	
Unit 1: The hospitality and Catering Industry-revision 1.4.1 Food related causes of ill health – allergies/ intolerances/ food poisoning 1.4.2 Symptoms and signs of food- induced ill health. 1.4.3 Preventative control measures of food- induced ill health – cross -contamination. 1.4.4 Environmental health officer (EHO) -understanding the role and responsibilities.	

Key Stage 4 – Hospitality and Catering

How will we assess progress?

e.g. Daily in lessons using recall, starters, mini whiteboards
Mini tests weekly
Common marking points
Written and verbal teacher feedback
Directed teacher questioning
Formal assessments
Coursework
Unit 1 40% of final Grade – written exam
Unit 2 60% of final Grade – Non Exam Assessment (9 hours)
End of year assessments

Home learning

Students are expected to complete independent home learning tasks linked to their individual projects every week and should be spending a minimum of 1 hour a week completing Hospitality and Catering home learning.

Knowledge Organisers

You can find them on website / on Teams.

Subject specific websites that may be helpful

www.bbc.com/education
www.bbcgoodfoodguide.com
www.nutrition.org.uk - British Nutrition Foundation
[The Caterer](#)

Year 11

Anita Tull Alison Plamer - WJEC Vocational Award Hospitality and Catering Level 1 / 2 (Illuminate Publishing Ltd 2018) ISBN 978-1-911208-64-8

Year 10

Anita Tull: Advisor Alison Palmer – WJEC Vocational Award Hospitality and Catering Level 1 / 2 (Technical Award) 2nd Edition (Illuminate Publishing Ltd 2022) ISBN –13-978-1913963309

What can you do as a parent to help

Encourage your child to read and research nutritional recipes linked with nutrition. Practice cooking skills at home to develop competence in skills and timings
Encourage your child to support with managing the family's food budget

Key Stage 4	Subject: Textiles
The curriculum for AQA GCSE Art and Design Textiles 2022.23	
Term 1 Overview	
Year 11	
Coursework Portfolio Personal Project	
<ol style="list-style-type: none"> 1) Make at least subject matter from photographs. 2) Develop the images using a range of materials and techniques appropriate to the imagery and the students' individual artists' work as a stimulus. 3) Develop ideas for a final image based on your studies and material experiments – thumbnail sketches, annotated ideas, large scale designs. 4) Create a final piece which demonstrates a link with the subject matter, the artist studies from last term and effective use of materials. 	
Term 2 Overview	
Year 11	
Externally Set Assignment (Exam Project)	
<ol style="list-style-type: none"> 1) Create a mood board and statement of intent based on a theme set by AQA. 2) For at least two artists relating to the chosen theme create: <ol style="list-style-type: none"> a) Artist analysis, b) Section copy c) Sketchbook presentation. 3) Collect a range of <ol style="list-style-type: none"> a) First hand photographs relating to the theme. b) Second hand photographs relating to the theme (magazines, Internet etc). 4) Make at least four studies from the photographs – drawings and paintings. 5) Develop the images using a range of materials and techniques appropriate to the imagery and with your artists' work as a stimulus. 6) Develop ideas for a final image based on your studies and material experiments – thumbnail sketches, annotated ideas, large scale designs. 7) In formal exam conditions, create a final piece which demonstrates a link with the subject matter, the artist studies from last term and effective use of materials* <p>*The date of the formal exam sessions will be communicated early in Year 11. Although arranged internally, this is a formal exam and student attendance is important.</p>	
Term 3 Overview	
Year 11	
<ol style="list-style-type: none"> 1. Return to any outstanding pieces of coursework and make improvements. 2. Mount and annotate all work. <p>Final Submission: WB 8.5.22</p> <p>All work will be marked internally by 26.5.23</p>	

Key Stage 4 – Textiles

How will we assess progress?

Daily in lessons using recall, starters, mini whiteboards
Mini tests weekly
Common marking points
Written and verbal teacher feedback
Directed teacher questioning
Formal assessments based on individual assessment objective (AO1 research and analysis, AO2 development, AO3 experimentation, AO4 Final outcomes)
Component 1 – Coursework (60%) of overall grade
Component 2 – Exam (40%) of overall grade
End of project assessments
End of year assessments
Teacher assessed and externally moderated by awarding examination board (Year 11)

Home learning

Students are expected to complete independent home learning tasks linked to their individual projects every week and should be spending a minimum of 1 hour a week completing Textiles GCSE home learning.

Knowledge Organisers

Students are issued with a GCSE Textiles handbook at the start of year 10, with key information and guidance they need to be successful. A copy of this can be found and downloaded from teams.

Subject specific websites that may be helpful

www.bbc.com/education

www.pinterest.com

www.hudtextiles.com/eveningschool

[Home - The Knitting & Stitching Show \(theknittingandstitchingshow.com\)](http://Home-TheKnitting&StitchingShow(theknittingandstitchingshow.com))

What can you do as a parent to help

Encourage students to complete all home learning tasks set
You can find them on website / on Teams, encourage your child to read the these and use them in their home learning tasks
Encourage students to continue with their observations and textiles samples at home.
Support students who need to carry out practical activities including photos at home or in other locations.
Encourage students to use the websites above.

Key Stage 4	Subject: Photography
The curriculum for AQA GCSE Art and Design Photography 2022.23	
Term 1 Overview	
Year 11	
Coursework Portfolio Personal Project	
<ol style="list-style-type: none"> 1) Make at least subject matter from photographs. 2) Develop the images using a range of materials and techniques appropriate to the imagery and the students' individual artists' work as a stimulus. 3) Develop ideas for a final image based on your studies and material experiments – thumbnail sketches, annotated ideas, large scale designs. 4) Create a final piece which demonstrates a link with the subject matter, the artist studies from last term and effective use of materials. 	
Term 2 Overview	
Year 11	
Externally Set Assignment (Exam Project)	
<ol style="list-style-type: none"> 1) Create a mood board and statement of intent based on a theme set by AQA. 2) For at least two artists relating to the chosen theme create: <ol style="list-style-type: none"> a) Artist analysis, b) Section copy c) Sketchbook presentation. 3) Collect a range of <ol style="list-style-type: none"> a) First hand photographs relating to the theme. b) Second hand photographs relating to the theme (magazines, Internet etc). 4) Make at least four studies from the photographs – drawings and paintings. 5) Develop the images using a range of materials and techniques appropriate to the imagery and with your artists' work as a stimulus. 6) Develop ideas for a final image based on your studies and material experiments – thumbnail sketches, annotated ideas, large scale designs. 7) In formal exam conditions, create a final piece which demonstrates a link with the subject matter, the artist studies from last term and effective use of materials* <p>*The date of the formal exam sessions will be communicated early in Year 11. Although arranged internally, this is a formal exam and student attendance is important.</p>	
Term 3 Overview	
Year 11	
<ol style="list-style-type: none"> 1. Return to any outstanding pieces of coursework and make improvements. 2. Mount and annotate all work. <p>Final Submission: WB 8.5.22</p> <p>All work will be marked internally by 26.5.22</p>	

Key Stage 4 – Photography

How will we assess progress?

Daily in lessons using recall, starters, mini whiteboards
Mini tests weekly
Common marking points
Written and verbal teacher feedback
Directed teacher questioning
Formal assessments based on individual assessment objective (AO1 research and analysis, AO2 development, AO3 experimentation, AO4 Final outcomes)
Component 1 – Coursework (60%) of overall grade
Component 2 – Exam (40%) of overall grade
End of project assessments
End of year assessments
Teacher assessed and externally moderated by awarding examination board (Year 11)

Home learning

Students are expected to complete independent home learning tasks linked to their individual projects every week and should be spending a minimum of 1 hour a week completing Textiles GCSE home learning.

Knowledge Organisers

Students are issued with a GCSE Textiles handbook at the start of year 10, with key information and guidance they need to be successful. A copy of this can be found and downloaded from teams.

Subject specific websites that may be helpful

www.bbc.com/education
www.pinterest.com
www.fineartamerica.com

What can you do as a parent to help

Encourage students to complete all home learning tasks set
You can find them on website / on Teams, encourage your child to read the these and use them in their home learning tasks
Support students who need to carry out practical activities including photos at home or in other locations.
Encourage students to use the websites above.

Subject: Cambridge Nationals Creative Media

The curriculum for Year 11 (3 hours a week)

Term 1 Overview

Unit R085

Half term 1: Pre Planning & Controlled Assessment for Activity 1

Introduction to the course

Folder & File structure

Evaluating websites

Understanding & developing the knowledge of devices used to access the internet

Internet Connections (advantages & disadvantages)

Half term 2: Pre Planning & Controlled Assessment for Activity 2

Understanding Client requirements

Understanding planning documents such as: mood boards, mind maps, visualisation diagrams, site maps)

Develop skills to use a time plan to plan a given scenario

Understand legislation such as copyright law, computer misuse act & health & safety in the workplace.

Term 2 Overview

Unit R085

Half term 3: Create a website – Controlled Assessment for Activity 3

Learn software – Adobe Dreamweaver (Web authoring software)

Create a website for a given brief

Develop skills to create an animation

Develop skills to create a movie

Develop skills to build a multimedia interactive website.

Half term 4: Review – Controlled Assessment for Activity 4

Learn how to write a comprehensive report.

Write a comprehensive report for the website

Test & evaluate the functionality of the website

Term 3 Overview

Unit R081

Half term 5: Resit for external exam in June (term 6)

Revision activities

Mock papers

How will we assess progress?

General feedback on each activity for R085

Do Now activates based on previous weeks learning

Mock scenarios prior to completing controlled assessment tasks.

Mock exams

Home learning

Revision material on SIMS

Exam questions provided by the teacher as additional revision

Some controlled assessment tasks can be completed at home (teacher will advise)

Knowledge Organisers

Issued at the start of unit unit (2 units)

You can find them on Teams

Subject specific websites that may be helpful

Revision subscription

Revision text book provided to every student

What can you do as a parent to help

Remind your child to log on the eRevision to complete all tasks fully.

Complete the mini tasks in the revision guide provided.

Subject: **Health and Social Care** BTEC

The curriculum for Year 11

Term 1 Overview

Component 2: Health and Social Care Services and Values

Internal, externally moderated unit (30% of overall grade)

- Learning outcome B: Understand the skills, attributes and values required to give care
 - Skills and attributes in health and social care
 - Values in health and social care

Component 3: Health and Wellbeing – *delivered from October*

Exam unit (40% of overall grade)

Content of lessons will focus on:

- Learning Aim A: Factors affecting health and wellbeing

Term 2 Overview

Component 3: Health and Wellbeing

Exam unit (40% of overall grade)

Content of lessons will focus on:

- Learning Aim A: Factors affecting health and wellbeing
- Learning Aim B: Interpreting health indicators
 - Physiological indicators
 - Lifestyle indicators

Term 3 Overview

Component 3: Health and Wellbeing

Exam unit (40% of overall grade)

Content of lessons will focus on:

- Learning Aim B: Interpreting health indicators
 - Lifestyle indicators
- Learning Aim C: Person Centred Approach/ Recommendations
- Learning Aim C: Barriers and Obstacles

How will we assess progress?

- Each lesson using recall-based starters and mini whiteboards
- Common marking points for exam-based unit/ End of topic assessments
- Formal assessment of Component 3 (Feb and May)
- Coursework assessed following each learning aim as per exam board guidance.
- Mock exams

Home learning

- Coursework unit – research tasks/ completion of coursework preparation – these will be set as needed/ ongoing
- Exam based unit - Online weekly – homework booklet
- All lessons will be uploaded to Teams to allow students to work on coursework in their own time/ revise exam content/ catch-up on missed lessons

Knowledge Organisers

- Issued at the start of each learning aim (topic)
- You can find them on Teams

Subject specific websites that may be helpful

[BTEC Nationals | Health and Social Care \(2016\) | Pearson qualifications](#) – exam board website for access to past papers

What can you do as a parent to help

- Please encourage you child to work on coursework or exam revision in their own time.

Subject: BTEC Level 2 Tech Award in Travel and Tourism

The curriculum for Year 11

Term 1 Overview

Component 2- Customer Needs in Travel and Tourism

Learning Aim A- How organisations identify travel and tourism trends

Types of market research, How travel and tourism organisations use research to identify customer needs and Travel and tourism trends.

In this component they will investigate how market research is used by T&T organisations to identify trends such as types of holidays taken, when and where. It also focusses on how organisation in the travel and tourism industry respond to this research and how they use it to meet the needs of customers and adapt or introduce new products, services and destinations.

Component 2B- Customer Needs in Travel and Tourism

Learning Aim B: Recognise how the needs and preferences of travel and tourism customers are met

Customer needs, preferences and considerations

Students will learn about the different needs, preferences and considerations of customers in relation to holidays and other travel and tourism products and services. They will also investigate how the needs and preferences of different types of customers are met by travel and tourism organisations.

Assessment of Component 2 for both learning aims (A and B) will take place from early October to the beginning of December when results are submitted to Pearson prior to external moderation of grades.

Pearson Set Task (PSA) Based Assignment: Issued by Pearson and marked Internally and externally moderated.

Released by Pearson in Sept: Students have a designated time of 4 hours) to prepare notes for a write up of the Set Task in exam conditions. (Between 6-10 hours in total to write answer)

Term 2 Overview

Externally Examined Component (May 2024)

Component 3: Influences on Global Travel: Learning Aim A: Factors that affect travel and tourism:

Students will learn about the positive and negative influences of different factors on global travel and tourism, and how these factors can affect global tourist destinations and travel and tourism organisations. Students will also learn about the types of organisation that may respond to different factors and the ways in which they may respond.

Component 3: Influences on Global Travel: Learning Aim B: Impact of Travel and Tourism and Sustainability

Social impact of tourism, Economic impact of tourism and Environmental impact of tourism

Students will focus on the positive and negative impacts of tourism and visitor activities on global destinations. They will know that sustainable tourism includes low-impact tourism to protect the natural, cultural and heritage environments for future generations. They will understand how governments and T&T organisations can achieve sustainable tourism while meeting the needs of present generations.

Component 3: Influences on Global Travel Learning Aim C- Destination management

Tourism development. The role of local and national governments in destination management and the importance of partnerships in destination management

Students will look at the appeal and characteristics of some global destinations and how they change over time such as transport links, traditional lifestyles of local cultures etc. They will understand that increased numbers of

visitors and the development of visitor's facilities, amenities and infrastructure may influence destinations negatively or positively through Butler's Tourist Area Life Cycle (TALC) model.

They will understand the important role of the governments in developing and encouraging tourism as well as destination management and how partnerships of organisations can ensure destinations are managed effectively for the benefit of visitors, local communities and environments for the future, as well as the advantages and disadvantages of partnership working.

Term 3 Overview

Component 3: Influences on Global Travel Learning Aim C- Destination management

Formal External Assessment in May 2024 of Component 3

Students will an external assessment in May 2024. Students will answer a number of short- and long-answer questions that will assess learners' understanding of factors influencing tourism in global destinations, the impact of tourism on global destinations, sustainability and destination management.

The exam worth 60 marks will be completed under supervised conditions. The supervised assessment period is 2 hours timetabled by Pearson.

How will we assess progress?

Daily in lessons using recall, starters, mini whiteboards

Common marking points of exam style questions

Mock exam for Component 3: Influences on Global Travel

Home learning

Set every week

Subject lessons uploaded to Teams

Knowledge Organisers

Issued at the start of each topic for Component 2 (Internally assessed and) Component 3 (Exam Unit) You can find them on Teams.

Subject specific websites that may be helpful

N/A

What can you do as a parent to help

Encourage your child to read the Travel supplements form the Sunday Newspapers such as The Sunday Times or The Sunday Telegraph.

There is also plenty of free access articles about travel on Conde Nast Traveller Magazine- [CN Traveller - The website of Condé Nast Traveller Magazine | CN Traveller](#)

Watch travel documentaries Channel 5 – Cruising with Jane McDonald, ITV- Japan with Joanna Lumley, Netflix- Down to Earth with Zac Efron

Read any books about travel by Paul Theroux

Subject: Enterprise - BTEC

The curriculum for Year 11

Term 1 Overview

Component 3 – Promotion and Finance for Enterprise

- A Promotion
 - E.g. advertising methods / promotion etc
- B Financial Records
 - E.g. personal finance, methods of payment, financial documents
- C Financial planning and forecasting
 - E.g. cash flow forecasts and break even analysis

Term 2 Overview

Component 3 – Promotion and Finance for Enterprise

- C Financial planning and forecasting
 - E.g. cash flow forecasts and break even analysis
- Revision

Component 2 - Planning for and Pitching an Enterprise Activity

- A: Explore ideas and plan for a micro-enterprise activity
- B: Pitch a micro-enterprise activity

Term 3 Overview

Potential Component 3 – Resit Exams

Component 2 - Planning for and Pitching an Enterprise Activity

- B: Pitch a micro-enterprise activity
- C: Review own pitch for a micro-enterprise activity

How will we assess progress?

- Each lesson using recall-based starters with discussions and Q&A, exam questions to be completed every week
- Common marking points for exam-based unit/ end of topic assessments
- Coursework
- Mock exams

Home learning

- Set weekly
- Exam based question(s)
- Coursework
- Lessons, textbooks and resources uploaded to Teams

Knowledge Organisers

- Issued at the start of each topic where appropriate

- Available on Teams

Subject specific websites that may be helpful

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/enterprise.html> – this website contains specifications and exam material

https://www.youtube.com/playlist?list=PLtrqYmKnP1xtgMLjqhCA4jerq_XjY21vm – Excellent, subject specific, exam content videos

What can you do as a parent to help

Please encourage your child to attend all lessons, be proactive in learning the subject within and outside of lessons.

Subject: **Art**

The curriculum for Year 11 Art and Design GCSE

Term 1 Overview

Coursework Portfolio Personal Project

- 1) **Make at least four drawings/paintings of subject matter from photographs.**
- 2) Develop the images using a range of materials and techniques appropriate to the imagery and the students' individual artists' work as a stimulus.
- 3) **Develop ideas for a final image based on your studies and material experiments – thumbnail sketches, annotated ideas, large scale designs.**
- 4) **Create a final piece which demonstrates a link with the subject matter, the artist studies from last term and effective use of materials.**

Note: Bold type denotes formally assessed work and common marking point.

Term 2 Overview

Externally Set Assignment (Exam Project)

- 1) **Create a mood board and statement of intent based on a theme set by AQA.**
- 2) For at least two artists relating to the chosen theme create:
 - a) Artist analysis,
 - b) Section copy
 - c) Sketchbook presentation.
- 3) **Collect a range of**
 - a) **First hand photographs relating to the theme.**
 - b) **Second hand photographs relating to the theme (magazines, Internet etc).**
- 4) **Make at least four studies from the photographs – drawings and paintings.**
- 5) Develop the images using a range of materials and techniques appropriate to the imagery and with your artists' work as a stimulus.
- 6) **Develop ideas for a final image based on your studies and material experiments – thumbnail sketches, annotated ideas, large scale designs.**
- 7) **In formal exam conditions, create a final piece which demonstrates a link with the subject matter, the artist studies from last term and effective use of materials***

**The date of the formal exam sessions will be communicated early in Year 11. Although arranged internally, this is a formal exam and student attendance is important.*

Note: Bold type denotes formally assessed work and common marking point.

Term 3 Overview

1. Return to any outstanding pieces of coursework and make improvements.
2. Mount and annotate all work.

Final Submission: WB 8.5.22

All work will be marked internally by 26.5.22

How will we assess progress?

- Daily in lessons using recall, starters, mini whiteboards.
- Common marking points. **Bold type denotes formally assessed work and common marking points.**
- Formal assessments. **Bold type denotes formally assessed work and common marking points.**
- Formal testing points (See the overview for Y11 exams).
- Assessment objectives for coursework throughout the year.
- End of year assessments.

Home learning

- Weekly for each teacher.
- Please also note that students at this level will be expected to take class work home to continue working on as all work from the start of the course forms part of the final AQA assessment.
- Class work is uploaded to Teams weekly.
- Oak National Academy work is uploaded to Teams termly.
- Home learning is uploaded to Teams at the appropriate point.

Knowledge Organisers

- Issued at the start of each topic - these are kept in student sketchbooks/folders.
- You can find them on website / on Teams.

Subject specific websites that may be helpful

<https://en.wikipedia.org/>
<https://www.dailypaintworks.com>
<https://www.nationalgallery.org.uk/>
<https://www.saatchiart.com/>
<https://www.highheeledart.com>

What can you do as a parent to help

- Two different sets of materials are available to buy through the school (using ParentPay) at educational provider prices to help with completion of work at home:
 - 1) A basic set of equipment with folder, tonal pencils, watercolour paints and brushes, and pencil crayons.
 - 2) A more comprehensive set with folder, watercolour paints and brushes, gouache paints, artist quality tonal pencils and pencil crayons.
- Support your child by encouraging them to view the websites above to help with homework.
- Encourage your child to stay to a Period 6 Art session each week.
- Check class/home learning tasks on Teams and check that your child has completed the homework.
- Encourage your child to use the many ICT facilities around school to research and print pieces where required at breaks, lunch and after school if they do not have facilities at home.
- Please note: Art homework should not be uploaded to Teams unless specifically asked for. It should be a hard copy/print to be put into the sketchbook.
- When the exam dates/ times have been issued, please try to avoid making appointments etc that will clash with the timings of the exam sessions.

Subject: BTEC SPORT Tech Award 2022

The curriculum for Year - 11

Term 1 Overview

Component 2: Taking part and improving other participants sporting performance.

Planning and drills and conditioned practices to develop participants' sporting skills.

Drills that can be used to improve specific techniques in different sports.

- ❖ unopposed stationary drills
- ❖ drills with the introduction of travel
- ❖ drills with passive opposition
- ❖ drills with active opposition.

Conditioned practices – using rule changes to focus on a specific skill.

Demonstrations of the technique –

- ❖ use of self or peer.
- ❖ Positioning to ensure all participants can see.

Teaching points - providing key teaching points to highlight correct and safe way to perform technique.

Use of short sentences or key points.

- ❖ providing key teaching points to highlight correct and safe way to perform technique
- ❖ use of short sentences or key points.

Drills to improve sporting performance.

Organisation and demonstration of drills and conditioned practices to participants.

- ❖ space – areas used
- ❖ equipment
- ❖ organisation of participants, e.g., in working pairs or groups
- ❖ timing
- ❖ demonstrations
- ❖ positioning.

Supporting participants taking part in practical drills and conditioned practices.

- ❖ observing participants
- ❖ providing instructions
- ❖ providing teaching points
- ❖ providing feedback to participants

Term 2 Overview

Component 3: Developing fitness to improve other participants performance in sport and physical activity.

Explore the importance of fitness for sports performance.

A1. The importance of fitness for successful participation in sport.

Types of sports requiring specific components of fitness:

- ❖ Aerobic endurance
- ❖ Muscular endurance
- ❖ Muscular speed
- ❖ Speed
- ❖ Flexibility
- ❖ Body composition
- ❖ Power
- ❖ Agility
- ❖ Reaction time
- ❖ Balance
- ❖ Co-ordination

A2. Fitness training principles

The basic principles of training frequency, intensity, time, and type (FITT):

Additional principles of training:

A3. Exercise intensity and how it can be determined.

Intensity:

Target zones:

The Borg (6–20) Rating of Perceived Exertion (RPE) Scale

The relationship between RPE and heart rate where: $RPE \times 10 = HR$ (bpm).

Calculate 1RM for strength and 15RM for muscular endurance.

Technology to measure exercise intensity

Mock Exam – A content

B1. Importance of fitness testing and requirements for administration of each fitness test.

Reasons for fitness testing

Pre-test procedures: o calibration of equipment

Knowledge of published standard test methods and equipment.

Accurate measurement and recording of test results.

Basic processing of test results for interpretation (using published data tables).

Ability to safely select appropriate test(s) for given purposes, situations and/or participants.

Reliability of test:

Validity of results.

Practicality

B2 Fitness test methods for components of physical fitness

Aerobic endurance

Muscular endurance:

Flexibility:

Speed:

Muscular strength:

Body composition:

B3. Fitness test methods for components of skill-related fitness

Agility:

Balance:

Coordination:

Power:

Reaction time:

B4. Interpretation of fitness test results

- ❖ Comparison to normative published data.
- ❖ Analyse and evaluate test results.
- ❖ Recommendations for improvements to fitness performer based on test results

Mock Exam – A, B content

Term 3 Overview

C. Investigate different fitness training methods

C1 Requirements for each of the following fitness training methods

- ❖ Warm-up prior to taking part in the fitness training method – pulse raiser, mobility and stretch; reduce the risk of injury, prepare the body for exercise.
- ❖ Cool down after taking part in the fitness training method – gradually lower pulse and breathing rate to resting levels; remove lactic acid; stretch to help return muscles to pre-exercise length.
- ❖ Linking each fitness training method to the associated component of fitness.
- ❖ Application of the basic (FITT) and additional principles of training to each fitness training method.
- ❖ Application of appropriate training intensities to fitness training methods.

C2 Fitness training methods for physical components of fitness

Aerobic endurance:

Flexibility:

Muscular endurance:

Muscular strength training:

Speed:

C3. Fitness training methods for skill-related components of fitness

- ❖ Agility
- ❖ Power
- ❖ Balance
- ❖ Coordination
- ❖ Reaction time

C4. Additional requirements for each of the fitness training methods

- ❖ Advantages and Disadvantages

C5. Provision for taking part in fitness training methods

- ❖ Public provision
- ❖ Private provision
- ❖ Voluntary provision

C6. The effects of long-term fitness training on the body systems.

Aerobic endurance training:

Flexibility training:

Muscular endurance training:

Muscular strength and power training:

Speed training:

Mock Exam – A, B, C content

D. Investigate fitness programming to improve fitness and sports performance

D1. Personal information to aid training fitness programme design.

- ❖ Aims
- ❖ Objectives
- ❖ Lifestyle and physical activity history.
- ❖ Attitudes, the mind and personal motivation for training.

D2 Fitness programme design

- ❖ Use personal information to aid training programme design.
- ❖ Selection of appropriate training method/activity for improving/maintaining the selected components of physical and/or skill-related fitness.
- ❖ Application of the FITT principles and additional principles of training.

D3 Motivational techniques for fitness programming

Definition of motivation

Types of motivation

Principles of setting goals to increase and direct motivation.

Personal goals – specific, measurable, achievable, realistic, time-related, exciting, recorded (SMARTER):

Influence of goal setting on motivation:

Benefits of motivation on the sports performer

Mock Exam – A, B,C and D content.

How will we assess progress?

Daily in lessons using recap and recall
Do-Now starters
Mock PSA's
Practice tests and questions
Tasks in lesson
Coursework

Home learning

Catchup on tasks
Mock tests
Revision

Lessons uploaded on to teams to revisit.

Knowledge Organisers

Issued at the start of the year

Found on teams

Subject specific websites that may be helpful

BBC Bitesize
Brain Mac

What can you do as a parent to help

Ensure home learning is being completed
Open communication with teacher
Encourage attendance of intervention when necessary
Letter sent home to parents to highlight exam dates.

Yr11: Careers information at Beckfoot Oakbank

[Beckfoot Oakbank School - Future Ready](#)

Students in Year 11 have plenty of opportunities to engage with career and future ready activities during tutor time, and through a variety of carefully planned assemblies and tailored Opens Minds classes to ensure all students in Year 11 understand the transition into Post 16 and Higher Education. All students have an opportunity to attend a Post 16 Taster morning and apprenticeship and career fair

Students can also attend Careers Club every Tuesday where the focus is on ensuring students can explore a variety of career pathways, with the main focus being on Level 3 courses, academic pathways and job application processes, and CV writing

As well as signposting around school, students have access to an independent Careers Advisor, as well as a bespoke Year 11 Teams page which is regularly updated with career related opportunities.



Unifrog is a one-stop-shop for students across KS3, KS4 and KS5 where they can easily explore their interests, then find and successfully apply for their next best step after school.

Unifrog brings into one place every undergraduate university course, apprenticeship, and college course in the UK as well as other opportunities such as School Leaver programmes and MOOCs. Students can also write their personal statements and create CVs with Unifrog guiding them along the way.

Unifrog- How to log on:

1. All students have received a welcome email from Unifrog
2. If they haven't already, they need to follow the link on the email to register for a Unifrog account
3. For further visits type in www.unifrog.org
4. Enter username and password
5. EXPLORE!

[home - icould](#)



OAK Year 11 Career Club and Bulletin...

What is Oak Year 11 Career Club and Bulletin page?

This is a bespoke way we are using to communicate with Year 11 the types of career opportunities there are. We try to ensure we share a range of different career routes and online opportunities for students to engage with – take a look and see what we are sharing

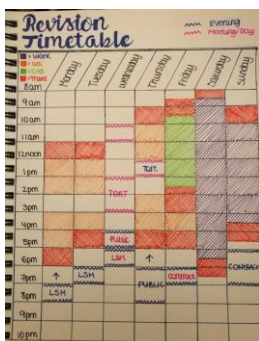
Useful websites: www.healthcareers.nhs.uk , www.gohigherwestyorks.ac.uk , <http://icould.com/explore>
<http://amazingapprenticeships.com/> , <http://ccskills.org.uk/careers> , <http://jobs.carnival.com/>

How to support learning

By doing home learning, your child will learn how to read and follow directions independently, manage and budget their time, complete their work neatly and to the best of their ability. It also helps them develop a sense of responsibility, pride in their work, and a work ethic that will benefit them well beyond their school years.

1. **Decide on the workspace:** Somewhere comfortable, quiet and accessible to you so you can provide encouragement and help. Some like the kitchen or dining room table while others prefer their room – but check in periodically and review their work when it's completed if this is the case.
2. **Setting up for success:** Make sure it is well lit, comfortable, stocked-up with school supplies, quiet and free from distractions.
3. **Supporting them:** Help them interpret instructions, and review completed work. Resist the urge to provide the right answers just to get it done! They'll grow in confidence if you help them develop the problem-solving skills they'll need to get through the task.
4. **Make it routine:** Be clear that schoolwork is a priority with ground rules like using the workspace and agreeing a regular time to get it done. Make it clear that there's no TV, phone calls, video game- playing, etc., until it's done and checked.
5. **Empower them:** Some might want to tackle the harder tasks first, while others prefer to get the easier tasks over with. By helping them create a strategy when they're young, they'll do it independently later. Allow short breaks if needed, then guide them back to it with fresh focus and energy.
6. **Instil organisation skills:** Encourage your child to use their Learning Planner, Microsoft Teams, a calendar or reminders on their phone to help get organised.
7. **Make links to the "real world":** Talk about how meeting deadlines is important in the world of work, or how their learning history relates to today's news.
8. **Seek help if required:** Encourage them to ask an adult for help or email their teacher together. Contact their Head of Year if you have ongoing concerns or would like them to attend Homework Hub sessions after school. The LRC is another excellent facility to support your child's learning beyond the school day. It is open Monday to Friday from 8:00am – 3:30pm. We are always open to your suggestions for workshops which support your child's progress.
9. **Praise them:** Recognise and reward their concentration, resilience and effort.
10. **Be a role model:** Whilst they work, do some reading, write letters, lists or emails. By showing that learning remains important and fun once school is over, you'll help them understand that building knowledge is something to enjoy throughout life.

How I revise for my exams



1. Create a revision plan/timetable
2. Work in 30-45 minute slots
3. Use a variety of techniques
4. Use past exam papers

Dates for 2023-24

Download the 2023-24 Holiday Calendar [here](#) School Holiday Calendar 2023 -24 >

Aug 2023						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Sep 2023						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Oct 2023						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Nov 2023						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Dec 2023						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Jan 2024						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Feb 2024						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

Mar 2024						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Apr 2024						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2024						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Jun 2024						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Jul 2024						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Key						
Bank Holiday	Occasional Day	Training Day	Statutory			

