



enjoylearnsucceed

Parent Guide to Year 11

2022 -23 Academic Year

# Contents

1. Key People
2. Introduction
3. The school day
4. Attendance: Every day, every lesson, every minute, counts!
5. Expectations
6. Important dates for this year & learning modes
7. Intervention & Parent hour
  - Independent Study – what your child can do
    - a. Microsoft Teams
    - b. Oak National Academy
    - c. Use knowledge organisers
8. Subject Specific Information
9. Careers at Beckfoot Oakbank
10. The school calendar

## **Key people**

My child's tutor is \_\_\_\_\_

Year Team Leader: Willow Stocker

Assistant Year team leader: Nicola Farrar

SLT link: 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](http://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 8.15am.

Breakfast is available in the atrium from 8am.

	Year 11
Arrive	8:15am -8.20am
Tutor Period	8.20am – 8.50am
Period 1	8:50am - 9:50am
Break	9:50am-10:10am
Period 2	10.:10am - 11:10am
Period 3	11:10am - 12:10pm
Lunch	12:10pm-12:40pm
Period 4	12:40pm-1:40pm
Period 5	1:40pm - 2:40pm
Period 6	2.45pm -3.45pm (timetable will be shared)

The tutor period is an essential part of every day and 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.

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.

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

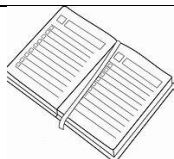

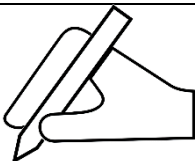

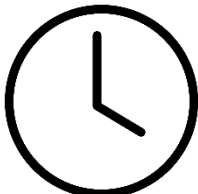
The first step on the road to success in school is attending every available day, lesson and minute of learning. **We want all students to have at least 97% attendance**, and not to drop anywhere near 90% (what the DfE defines as Persistently Absent). 90% might sound okay in some situations but it is 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. **Thank you for supporting your child to have excellent attendance and punctuality.**

### **Expectations**

	Have your planner at all times.
	Have your timetable in your planner.
	Have the correct equipment.
	Wear the correct uniform at all times.
	Attend every day on time for school and every lesson.

## Important dates for Year 11

What	When
Y11 assessment Point 1	12/12/22
GCSE exams	May 2023
Parents' evening & Sixth Form Opening Evening	15/12/22
Sixth Form application deadline	20/12/22
Year 11 Parent hour	13/10/22 & 27/4/22
Mock exams 1	Week beginning 31/10/22
Mock exams 2	Week beginning 20/02/22

## Subjects studied this year

English	5 hours per week	Maths	4 hours per week
Science	5 hours per week	Tutor	2.5 hours per week
PE	2 hours per week		
Options	3 hours each week per option		

## 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.

 <b><u>Individual Focus</u></b> I work in <b>silence</b> I try my <b>personal best</b> I am <b>resilient</b> and don't <b>give up easily</b> I am <b>resourceful</b>	 <b><u>Respectful whole class</u></b> I <b>speak clearly and politely</b> I am <b>actively listening</b> I am being <b>fair</b> to others I am <b>thinking</b> about what my teachers and others are saying	 <b><u>Learning with others</u></b> I <b>speak clearly and politely</b> I <b>contribute and participate</b> I am <b>actively listening</b> I <b>respect</b> others' point of view
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## **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 – 10/10/22 & 26/04/23**

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](https://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.



## 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.



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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

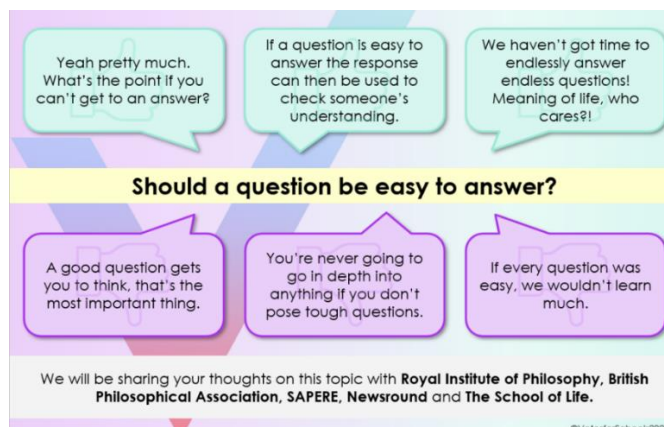
Theme 5: Healthy minds and healthy bodies

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
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- **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.

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English Language section A: 1 hour

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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: 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

Assessment on Week beginning 31<sup>st</sup> Oct on Full 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)

### Term 2 Overview

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

Year 11 Mock 2 weeks beginning 20<sup>th</sup> Feb  
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)

### 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  
Mocks mid way and at the end of the academic year

### 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

Kerboodle resources are on the website [www.kerboodle.com](http://www.kerboodle.com)

**Username** is your oakbank username which is the same as your email address without the @beckfootoakbank.org

**Institute code** is **dy7**

If you have forgotten your email or do not have one then hit the button that says forgotten email and a way to reset it will be sent to your school email

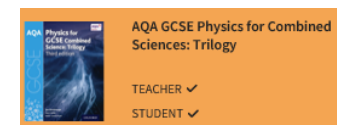
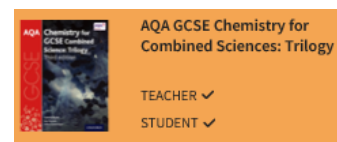
Select this book (see side image) on Kerboodle and then watch the video on how to use it by using this link

[Kerboodle Student: Using Kerboodle - Bing video.](#)

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>



### 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 year 10 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

### 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 complete their weekly quizzes

Subject: Geography

The curriculum for **Year 11**

### **Term 1 Overview**

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

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

### **Term 2 Overview**

Continue Changing Economic World

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>

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/geography>

**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

## 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/zjgx47h>
- 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: French

The curriculum for Year 11

### Term 1 Overview

#### Module 5: Home, town and region

- Where you live and what you can do there
- Describing a town and asking the way
- Describing a region
- Finding out tourist information
- Discussing what you normally do on holiday
- Discussing travel plans, staying in a hotel and ordering in a restaurant
- Describing what you normally do and what you did on holiday
- Discussing holiday disasters

#### Module 6: School life

- Giving opinions about school subjects and facilities
- Discussing your school and comparing it to school in France
- Discussing rules and regulations
- Activities and achievements at school

**Revision, exams skills and mock preparation**

### Term 2 Overview

#### Module 7: Jobs and future plans

- Jobs
- Work preferences and future plans
- Discussing how you earn money
- Work experience

#### Module 8: Towards a better world

- Discussing what's important and what worries you in the world
- Weather and natural disasters
- Protecting the environment
- Ethical shopping
- Volunteering

**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, starters, mini whiteboards  
Homework checkers  
Common marking points  
Formal assessments in listening, speaking, reading, translation and writing  
GCSE style exam questions  
Mock exams  
Final GCSE exams

**Home learning**

Homework will be based on the Knowledge organisers issued for every topic.  
Homework checkers every week  
Online using ActiveLearn – see note below regarding Login  
All lessons and knowledge organisers are on Teams

**Knowledge Organisers**

There is a Knowledge Organiser for every topic  
All of these resources will be available on Teams and paper copies sent home

**Subject specific websites that may be helpful**

ActiveLearn – individual Logins will be issued in the first half term  
Quizlet  
Blooket  
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  
Encourage completion of revision booklets: topic and grammar

Subject: Spanish

The curriculum for Year 11

### **Term 1 Overview**

- Free time activities
- Shopping
- Daily routine
- Mealtimes
- Healthy lifestyle

**Revision, exams skills and mock preparation**

### **Term 2 Overview**

- Food and diet
- Jobs
- Work experience
- Future plans

**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, starters, mini whiteboards  
Homework checkers  
Common marking points  
Formal assessments in listening, speaking, reading, translation and writing  
GCSE style exam questions  
Mock exams  
Final GCSE exams

**Home learning**

Homework will be based on the Knowledge organisers issued for every topic.  
Homework checkers every week  
Online using ActiveLearn – see note below regarding Login  
All lessons and knowledge organisers are on Teams

**Knowledge Organisers**

There is a Knowledge Organiser for every topic  
All of these resources will be available on Teams and paper copies sent home

**Subject specific websites that may be helpful**

ActiveLearn – individual Logins will be issued in the first half term  
Quizlet  
Blooket  
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  
Encourage completion of revision booklets: topic and grammar

Subject: **Computer Science**

The curriculum for Year: 11

**Term 1 Overview: Programming Techniques**

<b><u>HT1- Programming Techniques</u></b>	<b><u>HT2- Robust Programs and IDE</u></b>
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**

<b><u>HT3- System Software and MLE</u></b>	<b><u>HT4-Revision</u></b>
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**

<b><u>HT5- Revision</u></b>
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](http://www.teachict.com)

[www.csunplugged](http://www.csunplugged)

[www.bbcbitesize.com](http://www.bbcbitesize.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 10 – new specification J822		Year 11	
<b>R039 – Communicating designs</b> Students will be completing this coursework unit which is worth 30% of their overall grade. Tasks include: <ul style="list-style-type: none"><li>Manual production of freehand sketches</li><li>Manual production of engineering drawings</li><li>Use of computer aided design</li></ul> <b>R038 – Principles of engineering design</b> 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"><li>Design strategies, Iterative design process, Make &amp; evaluate</li></ul>		<b>R107 – Developing and presenting engineering designs.</b> Students will be completing this coursework unit which is worth 30% of their overall grade. Tasks include: <ul style="list-style-type: none"><li>2D &amp; 3D speaker design ideas</li><li>Rendering techniques</li><li>Engineering drawings – orthographic &amp; exploded</li><li>Parts &amp; Tolerances.</li><li>Computer aided design – sketch up &amp; 2D design</li></ul> <b>R105 - Design briefs, design specifications and user requirements</b> Students will be preparing for the external theory assessment in June – worth 30% of their overall grade. Exam content covered: The design cycle, Materials & properties, Inclusive design & user needs, Ergonomics & anthropometric data, Production methods, Responsible design, Design for manufacture assembly <b>R108 – 3D design realisation</b> Students will start the last unit of coursework – worth 30% of their overall grade. Tasks include: <ul style="list-style-type: none"><li>Design specification</li><li>Risk assessment</li><li>Quality assurance &amp; quality control</li></ul>	
Term 2 Overview			
Year 10		Year 11	
<b>Unit R039 submitted for first marking in JAN</b> <b>R038 – Principles of engineering design</b> 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"><li>Engineering design specifications</li><li>Manufacturing considerations</li><li>Influences on engineering product design</li></ul> <b>R039 – Communicating designs – students work will be returned &amp; improved for second submission in June 2023</b> Students will be improving this coursework unit which is worth 30% of their overall grade. Tasks include: <ul style="list-style-type: none"><li>Manual production of freehand sketches</li><li>Manual production of engineering drawings</li><li>Use of computer aided design</li></ul>		<b>R108 - 3D design realisation</b> Students will continue the last unit of coursework – worth 30% of their overall grade. Tasks include: <ul style="list-style-type: none"><li>Manufacture of prototype</li><li>Computer aided manufacture</li><li>Evaluation against specification</li></ul> <b>R105 - Design briefs, design specifications and user requirements</b> Students will be preparing for the external theory assessment in June – worth 30% of their overall grade. Exam content covered: Tolerances, Engineering drawings, Standard components & stock forms, Life cycle analysis, Design briefs & specifications, Health & safety in the workplace, Legislation, New & emerging technologies	
Term 3 Overview			
Year 10		Year 11	
<b>R039 – Communicating designs – students work will be r improving for second submission in June 2023</b> Students will be improving this coursework unit which is worth 30% of their overall grade. Tasks include: <ul style="list-style-type: none"><li>Manual production of freehand sketches</li><li>Manual production of engineering drawings</li><li>Use of computer aided design</li></ul> <b>R038 – Principles of engineering design</b> 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"><li>Types of drawings used in engineering, Working drawings, Using CAD software, Methods of evaluating designs, Modelling methods, Methods of evaluating design outcomes</li></ul> <b>Final submission of R039 June 2023</b>		<b>R105 - Design briefs, design specifications and user requirements</b> Students will be preparing for the external theory assessment in June – worth 30% of their overall grade. <ul style="list-style-type: none"><li>Revision of all theory topics covered so far over both years 10&amp;11.</li></ul>	

## 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](http://www.bbc.com/education)  
[WWW.Technologystudent.com](http://WWW.Technologystudent.com)  
[www.D&Tonline.com](http://www.D&Tonline.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



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 3: Health and Wellbeing** – *delivered September to December*

Exam unit (40% of overall grade)

Content of lessons will focus on:

- Factors affecting health and wellbeing
- Interpreting health indicators
  - Physiological indicators
  - Lifestyle indicators
- Health and wellbeing improvement plans
- Obstacles to implementing plans

### **Term 2 Overview**

#### **Component 3: Health and Wellbeing** - *delivered January*

Exam unit (40% of overall grade)

Content of lessons will focus on application of knowledge in Term 1 to exam style questions in preparation for the exam in February.

#### **Component 2: Health and Social Care Services and Values** – *delivered February onwards*

Coursework unit (30% of overall grade)

Content of lesson will focus on:

- Learning aim A: Understand the different types of health and social care services and barriers to accessing them – *Revisited from end of Y10 to check completion/ improve*
  - Health and social care services
  - Barriers to accessing services
- Learning aim B: Demonstrate care values and review own practice
  - Care values knowledge
  - Care values application

### **Term 3 Overview**

#### **Component 2: Health and Social Care Services and Values**

Coursework unit (30% of overall grade)

Content of lesson will focus on:

- Learning aim B: Demonstrate care values and review own practice
  - Care values application
  - Reviewing own application of care values

**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 – these will be set as needed/ ongoing
- Exam based unit - Online weekly
- 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

#### Externally Examined Component (Feb 223)

**Component 2: Influences on Global Travel: Learning Aim A: Factors that affect travel and tourism: (Has been taught in Year 10 Term 3:**

#### **Component 2: Influences on Global Travel: Learning Aim B: Impact of Travel and Tourism and Sustainability**

Social impact of tourism

Economic impact of tourism

Environmental impact of tourism

Students will focus on the positive and negative impacts of tourism and visitor activities on global destinations. They will also look at the impact of tourism socially, environmentally, and economically and gain an understanding of how global destinations minimise the negative impacts and maximise the positive impacts to achieve sustainable tourism. 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 2: Influences on Global Travel Learning Aim C- Destination management**

Tourism development

The role of local and national governments in destination management

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 2 Overview

#### **Component 3- Customer Needs in Travel and Tourism (Internally Assessed Component-Coursework)**

##### **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

Travel and tourism trends

Customer needs, preferences and considerations

**Assignment Learning aim A: Investigate how organisations identify travel and tourism trends** -Explain how different factors affect travel and tourism organisations-Assess the potential impacts of tourism on destinations  
Learning Aim A to be taught, then assignment to follow to allow for ease of attainment and completion of their assignments.

Students will look at the different types of customers and their needs, such as wanting a holiday at a certain time of year or within a certain budget and individual preferences for holidays such as beach, adventure etc.

They will also focus on customers considerations such as safety and security. 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.

### Term 3 Overview

#### Component 3. Explore how to meet the needs and references of travel and tourism customers (Internally Assessed Component-Coursework)

Providing travel and tourism products and services to meet different customers' needs and preferences  
Planning a holiday to meet customer needs and preferences

#### Assignment Learning aim B: Explore how to meet the needs and references of travel and tourism customers

Consider how selected products or services meet customer needs and preferences of customers in given scenarios, with valid examples, assess customer needs and preferences to select appropriate products and services and produce a holiday plan.

### How will we assess progress?

*Daily in lessons using recall, starters, mini whiteboards*

*Common marking points of exam style questions*

*Mock exam for Component 2: Influences on Global Travel*

*Formal External Assessment in February 2023 of Component 2*

*Coursework assessment for both assignment for Component 3: Customer Needs in Travel and Tourism*

### Home learning

*Set every fortnight-*

*Subject lessons uploaded to Teams*

### Knowledge Organisers

*Issued at the start of each topic for Component 2 (Exam Unit)*

*Knowledge organisers not applicable for coursework unit but assignment structure documents provided in lesson to guide students in the writing of their assignments. 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 from 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=PLtrqYmKnP1xtgMLjqhCA4jerg\\_XjY21vm](https://www.youtube.com/playlist?list=PLtrqYmKnP1xtgMLjqhCA4jerg_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://fineartamerica.com/profiles/>  
<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 Tech award in sport

The curriculum for Year 11

### **Term 1 Overview**

Finish Component 1: Understand the Body and the Supporting Technology for Sport and Activity

Learning aim C: Understand the use of technology for sport and activity

C1 Different types of technology in sport and activity

C2 The benefits of technology on improving body systems for sport and activity

C3 Limitations of technology to sport and activity

### **Term 2 Overview**

Start Component 3: Applying the Principles of Sport and Activity

Learning aim A: Understand the fundamentals of sport and activity leadership

A1 Attributes of a leader

A2 The benefits of participation in sport and activity sessions

Learning aim B: Planning sessions for target groups

B1 Target groups

B2 Types of sessions

B3 Session plan

### **Term 3 Overview**

Learning aim C: Delivering and reviewing sessions for target groups

C1 Methods of delivery/success

C2 Methods of reviewing

**How will we assess progress?**

*e.g. Daily in lessons using recall, starters, mini whiteboards*

*Mini tests weekly*

*Formal assessments*

*Coursework*

*End of year assessments*

*Mock exams (if they are resitting the exam)*

**Home learning**

*Coursework weekly*

*Revision (if resitting)*

**Knowledge Organisers**

*Issued at the start of each topic*

*Issued each half term*

*You can find them on website / on Teams ...*

**Subject specific websites that may be helpful**

Bitesize

**What can you do as a parent to help**

Make sure they are completing home learning

Communicate with teacher

### 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  
Tasks in lesson  
Coursework

**Home learning**

Catchup on tasks  
Mock tests  
Revision

**Lessons uploaded on to teams for absent students to revisit.**

**Knowledge Organisers**

Issued at the start of each topic  
Issued each half term

**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  
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](http://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

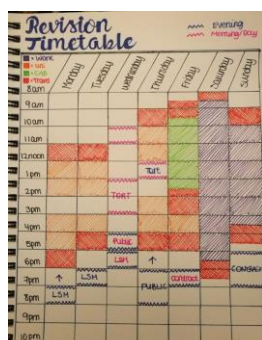
Useful websites: [www.healthcareers.nhs.uk](http://www.healthcareers.nhs.uk) , [www.gohigherwestyorks.ac.uk](http://www.gohigherwestyorks.ac.uk) , <http://icould.com/explore>  
<http://amazingapprenticeships.com/> , <http://ccskills.org.uk/careers> , <http://jobs.carnival.com/>

## 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

## The 2022-23 School Year

Aug 2022							Sep 2022							Oct 2022							Nov 2022						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	2	3	4	5	6	7			1	2	3	4							1	2		1	2	3	4	5	6
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30	28	29	30				
														31													

Dec 2022							Jan 2023							Feb 2023							Mar 2023						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
			1	2	3	4							1			1	2	3	4	5			1	2	3	4	5
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12	6	7	8	9	10	11	12
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19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26	20	21	22	23	24	25	26
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28						27	28	29	30	31		
							30	31																			

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

Key			
<span style="background-color: #e6f2ff;"> </span>	Bank Holiday	<span style="background-color: #e6ffe6;"> </span>	Occasional Day
<span style="background-color: #fff2cc;"> </span>	Training Day	<span style="background-color: #ccffcc;"> </span>	Statutory



