



# MALET LAMBERT

TRADITIONAL VALUES • CONTEMPORARY ASPIRATIONS • CREATIVE CURIOSITY



## CURRICULUM GUIDE 2023/24

# Year 11

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# Art & Design

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## GCSE

Component 1 - Portfolio - 60% of GCSE

Component 2 - Externally set task - 40% of GCSE

Continuous assessment is used throughout the year on and within each topic

### Year 11

Autumn	Spring	Summer
Component 1 - Portfolio Continuation of the final assessment piece and completion of portfolio.	Component 2 – Externally set task The externally set task, commences in the January of this term with a preparation period. Students having selected examination questions to respond to choose to spend class time researching, experimenting and refining an individual response over a fixed period of weeks. They then have 10 hours (over 2 days) to complete the final outcome and realise personal intentions.	

### Skills

Students learn a wide range of skills over the two year course. They learn how to use primary sources to produce images from direct observation as well as reproducing 2D secondary source material. Students have a greater opportunity to use a wide range of materials and techniques in a controlled and deliberate manner in order to achieve specific intentions. They become increasingly analytical both in regards to the work of professionals and themselves/their peers. Students also gain independence through following personal choices and developing/ refining work in a personalised and creative way.

### SMSC and British Values

Students look at a wide range of cultural sources and imagery from artists from a variety of movements, perspectives, backgrounds, religions and locations. They look at how cultures interact and influence each other over time and the impact this has on artistic output. This increased awareness of other cultures helps to foster understanding and tolerance. Students look at British Art and its impact on the wider World, they also consider the impact of historical and political developments on the British Art establishment including contemporary art practice.

# Business

## GCSE

This course is assessed by way of two formal written exams at the end of year 11.

### Year 11

Autumn	Spring	Summer
Students study the use of the marketing mix in business. They will examine how each element of the marketing mix is managed and how businesses use the marketing mix to inform the decisions that they make about their products and services. They will also consider the importance of developing an integrated marketing mix that can give a business a competitive advantage in its market	The students will consider the tools that a business can use to support its financial decision-making, including gross profit, net profit and the average rate of return, and the use and limitation of a range of financial information	Exam preparation
Students will focus on how a business operates in order to meet the needs of its customers. They will examine the ways in which a business does this through the design, supply and quality of its products and services, as well as the way in which it manages the sales process.	Students will learn about the decisions that growing businesses must make about organisational structure, recruitment, training and motivation. They will learn about the ways in which these decisions can influence business activity	

### Skills

Students will develop an interest in business and what businesses do. They will need to be able to organise themselves, their time and their work. They will need to be able to work towards and within set deadlines. They will develop the skills needed to present their work in an organised and professional manner. They will need to be able to work both independently and collaboratively on various tasks. They will need to develop good research skills using a variety of sources as well as analyse and evaluate the results of their research. They should be able to gain an understanding of how businesses are structured and how they operate on a

daily basis. They will need to use their analytical skills when looking at the financial side of a business and be able to identify trends within the data as well as explain the causes of these trends.

## SMSC and British Values

Spiritual development within Business involves students being encouraged to explore sexism, racism and discrimination in the workplace through the discussion of employment laws. Students are encouraged to express their own opinion and explore different examples. Students also explore their own feelings and meaning and reflect upon topics such as ethics in business with regards to how business activities impact on employees, customers and the environment. Students are encouraged to explore these concepts and challenge the actions that businesses should take. This also helps to develop student's empathy and compassion skills and allows them to take into consideration other people aims, values, principles and beliefs.

Moral development within Business involves students being required to evaluate, comment upon and discuss various moral issues relating to business practices. They will do this through the use of observations, gathering of information and studying existing businesses in a real life setting to support this. Students are therefore given the opportunity to consider a variety of information relating to real life businesses in order to make valid judgments. Students spend a large proportion of the course investigating the impact of a businesses action upon society and the local community in which they operate. Students also draw upon their own knowledge to distinguish between what is right and wrong. As part of GCSE Business, students have a willingness to express their views on ethical issues relating to employment law and how businesses treat, protect and remunerate their employees

Social development within Business involves students being encouraged to develop their team working skills through collaborative work and research. The students also explore the concept of teams and the roles that individuals have to play and how this can impact a business. Throughout the curriculum, students are given the opportunity to exercise their leadership skills. Students often work collaboratively to understand new concepts and share information researched, thus giving the students responsibility over their work. They regularly evaluate their personal contribution to work completed within group activities and are encouraged to take on different roles and responsibilities within these activities

Cultural development within Business involves students being given the chance to see how the functions of a business operate. Students look at the changes within society and how they may impact on businesses. Students are encouraged to explore the impact of UK businesses centralising processes and call centres overseas from the point of view of the impact both in the UK and in the countries where new jobs are created. Students also have the opportunity to look at how organisations work by visiting businesses to see how they operate on a daily basis. Students also benefit from visits to school by business people, to enhance their knowledge and skills.

Examples of Spiritual, Moral, Social and Cultural Education in Business Studies include:

Pupils looking at the moral issues associated with business promotion and advertising and considering what the “correct” conduct is for a business to undertake

Pupils considering the impact that various businesses both local and national and international will have upon their local areas and communities

Pupils looking at the impact that businesses have upon the different stakeholders who have an interest in the way that a business operates.

Pupils evaluate the impact of trying to meet the needs of different stakeholders, especially where those needs conflict on a daily basis

Pupils investigating business ethics and considering the ethical boundaries in which businesses must operate as well as the social and political pressures that affect the daily operations of businesses

Pupils looking at the issues of unemployment and economic factors relating to businesses, and thinking about how these external factors will have an impact upon society

Pupils considering the costs and benefits to society and the wider community as a result of business decisions

Pupils look at the impact of changes in technology on the levels of employment within different business sectors

Pupils consider the impact of businesses on the environment around them

Pupils study and evaluate the legislation framework that all business most operate within, focusing primarily on the rights and responsibilities of employees in the workplace

# Computer Science

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## GCSE

### Year 11

AUTUMN	SPRING	SUMMER
2.2 Programming Fundamentals	Programming project	Revision
2.3 Producing Robust Programs	2.4 Boolean Logic	
2.5 Programming languages and Integrated Development Environment		

### Skills

- Understand and apply the fundamental principles, including abstraction, decomposition, logic, and algorithms.
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.
- Think creatively, innovatively, analytically, logically and critically.
- Apply mathematical skills relevant to Computer Science.
- Write programs independently to solve a real world problem.

### SMSC and British Values

In KS3 SMSC is addressed through a range of units each year. Each year has a dedicated online safety unit which covers appropriate content to ensure students develop safe practices for using technology and the internet. Through-out a students time in KS3 they will learn about specific computing related legislation, and how technology is changing communities, and society as a whole. There will be opportunities to discuss and working collaboratively in person and using technology to develop socially.

In GCSE Computer Science, SMSC is addressed in the Legal & Ethical unit. Students will learn about, and discuss a wide range of topics surrounding how computers impact society, moral implications of the use of technology, and how technology is changing communities around the world. Topics discussed include: technology's impact on communication, the moral and ethical implications of artificial intelligence, and the technology's impact on community both in the real world and online. Students study computing related legislation including the Copyright, Designs, and Patent Act, The Data Protection Act (2018), and The Computer Misuse Act, and how to use computers legally and responsibly.

# Creative iMedia

## Cambridge National Certificate

### Year 11

Autumn	Spring	Summer
<p>Understand the purpose and content of pre-production Learners are taught the purpose of uses of various pre-production documents including mood boards, mind maps, visualisation diagrams, storyboards and scripts</p>	<p>Be able to review pre-production document Learners are taught how to review a pre-production document and how to identify areas for improvement</p>	<p>They will be able to create an interactive multimedia product and will be taught how to source assets to be used in an interactive multimedia product, create and re-purpose assets, set up interaction and playback controls and export the interactive multimedia product in a file format appropriate to client requirements.</p>
<p>Be able to plan pre-production Learners are taught how to interpret client requirements for a digital product, identify timescales, how to conduct and analyse research, how to produce work plans and production schedules. Learners will also be taught the importance of identifying target audiences and legislation regards assets used in the creation of digital product</p>	<p>Understand the uses and properties of interactive multimedia products. Learners will be taught where different interactive multimedia products are used and their purpose, key elements to consider when designing interactive multimedia products, the required hardware, software and peripherals to create and view interactive multimedia products and the type of limitations caused by connections, bandwidth and data transfer when accessing interactive multimedia products</p>	<p>Learners will be taught how to review an interactive multimedia product against a specific brief and identify areas for improvement and further development of an interactive multimedia product</p>
<p>Be able to produce pre-production documents Learners are taught how to create a mood board, mind map, visualisation diagram and storyboard. Learners are also taught how to analyse a script</p>	<p>Learners will be taught how to interpret client requirements for interactive multimedia products. They will understand target audience requirements for interactive multimedia products, produce a work plan for an original interactive multimedia</p>	



and about various file type properties	product and plan the structure and features of an interactive multimedia product	
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## Skills

Creative iMedia will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, working with others and communicating creative concepts effectively. Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products. The Cambridge Nationals in Creative iMedia will also challenge all learners, including high attaining learners, by introducing them to demanding materials and techniques; encouraging independence and creativity and providing task that engage with most taxing aspects of the National Curriculum

## SMSC and British Values

Learners will study spiritual issues developing knowledge and understanding of how creative media has changed the way people interact with technology in their daily lives (including communication, shopping, gaming, entertainment, education and training, social networking etc.).

Learners will study moral issues learning about appropriate uses of software, malicious use of software and the damage it can cause, and the safe and responsible use of ICT used within creative media.

Learners will study ethical issues learning about the ethical implications of the electronic storage and transmission of personal information and how creative media can affect the quality of life experienced by persons with disabilities and the responsibility to meet individuals' access requirements

Learners will study social issues including social issues that can affect users of ICT, including the use and abuse of personal and private data, cyber bullying, etc.

Learners will study legislative issues including the main aspects of legislation relating to creative media: copyright design and patents acts and other legislation as it applies to the use of ICT in creative media, e.g. the computer misuse act and data protection .

Learners will study economic issues including learning about making informed decisions about the choice, implementation, and use of creative media depending upon cost and the efficient management of money and resources.

Learners will study cultural issues helping learners to appreciate that creative media contributes to the development of our culture and to our highly technological future and how learners need to show cultural awareness of their audience when communicating with creative media.

# Design & Technology

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## GCSE

### Course Breakdown:

Non-Exam Assessment Portfolio (Iterative Design Challenge), worth 50%

Externally Set Exam (Principles of Design & Technology), 2 hour paper, worth 50%

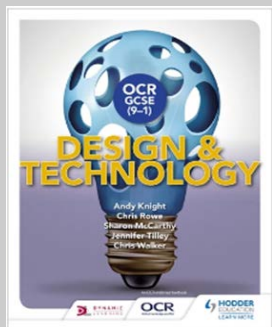
### Year 11

Autumn	Spring	Summer
<p>During the Autumn term pupils will continue their <b>non-exam assessment</b> unit of work, utilising skills in exploration of user and stakeholder requirements, existing product analysis, design communication, CAD designing, production planning, prototype manufacturing, and evaluation.</p> <p>Pupils will continue to develop knowledge and understanding in relation to the <b>Principles in Design &amp; Technology</b> exam unit. Exam skills will be practiced, including answering extended exam questions and applying key knowledge.</p> <p>Pupils will complete a <b>mock exam</b> paper.</p>	<p><b>Completion of non-exam assessment</b> portfolio, including the manufacturer and evaluation of their final prototype. Marks entered to the OCR exam board.</p> <p>Continuation of theory learning and revision, in preparation for the final examination.</p>	<p>All marks submitted to the exam board.</p> <p>Pupils will sit their <b>final 2 hour exam paper</b> in Principles of Design and Technology.</p>

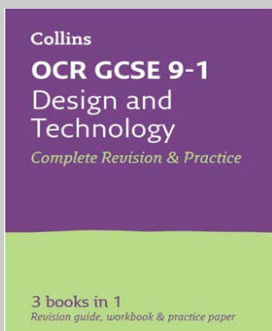
**Useful Information**

## Course Specification:

<https://www.ocr.org.uk/Images/304658-specification-accredited-gcse-design-and-technology-j310.pdf>



OCR Design & Technology Book  
Hodder Education



3 in 1 Revision & Practice Book  
Collins

## BBC Bitesize - OCR D&T:

<https://www.bbc.co.uk/bitesize/examspecs/zdvb2sg>

## Skills

Pupils continue to develop further skills, both practical and design based. The ability to make design choices, appropriately select materials and manufacturing methods and manufacture a final prototype take place within the NEA. Greater understanding of the impacts of Design and Technology in relation to sustainability and life cycle analysis are further developed.

## SMSC and British Values

Pupils studying Design & Technology develop an understanding of the role of the designer and consider the impact of design proposals on primary users, stakeholders and wider society. Renewable and non-renewable materials and their sources are explored, as well as smart, new and emerging materials and new technologies, to look at the suitability and environmental impacts of our design and consumer choices.

Pupils are required to show an understanding of the importance of health and safety in the workshop environment.

# D&T Engineering Design

## OCR Cambridge National

### Course Breakdown:

R038: Externally Assessed Exam, (Principles of Engineering Design) worth 40%

R039: Non-Exam Assessment, (Communicating Designs) worth 30%

R040: Non-Exam Assessment, (Design Evaluation and Modelling) worth 30%

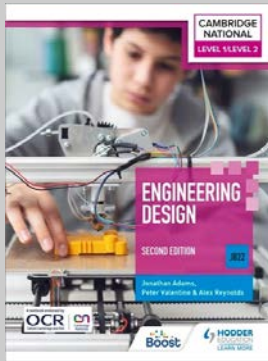
### Year 11

Autumn	Spring	Summer
<p>Pupils will continue their <b>R040</b> unit of work, utilising skills in product analysis, product disassembly, virtual 3D CAD 3D, production planning, prototype production, and evaluation of a prototype. Additionally, this unit has a high emphasis on health and safety and evaluation skills.</p> <p>Pupils will continue to develop knowledge and understanding in relation to the <b>R038</b> exam unit. Exam skills will be practiced, including answering extended exam questions and applying key knowledge.</p> <p>Pupils will sit an <b>R038 mock exam paper</b>.</p>	<p>Continuation of theory learning and revision, in preparation for the final examination.</p> <p>Completion of the <b>R040</b> unit of work and marks submitted to the OCR exam board.</p>	<p>All marks are submitted to the exam board and pupils will sit their final <b>R038</b> written exam paper, which is one hour and fifteen minutes long.</p>
<b>Useful Information</b>		

### Course Specification:

<https://www.ocr.org.uk/Images/610944-specification-cambridge-nationals-engineering-design-j822.pdf>

### Official OCR Course Revision Guide:



Available to purchase from (£26):

- Hodder Education
- Waterstones
- Amazon

### Revision Guide and Workbook:



Available to purchase from (£10.95):

- Amazon

## Skills

Pupils learn to analyse and evaluate existing products, develop and use design briefs and specifications for product development, and learn to reflect critically when evaluating and modifying their own design ideas and proposals in order to make improvements.

Pupils will apply practical skills to produce a prototype in the form of a model and test design ideas to inform further product development. Pupils will build evaluation skills, in order to consider practical solutions and improvements to their prototype design.

## SMSC and British Values

Pupils studying Engineering Design are required to understand the role of the designer and consider the impact of design proposals on society and also identify developments in technologies, social and cultural ideas, fashion trends and economic factors that influence consumer choice and product design.

Pupils will consider the influence of ethical trading and the consumers' role in social and environmentally sustainable design. Students will gain an understanding of the moral and environmental issues associated with design and understand what is meant by the recycling of materials, waste reduction, Fair Trade resources, and life cycle analysis.

## Health and Safety

It is important that pupils also understand that the health and safety of both consumers and the work force is important.

Pupils will gain awareness of safety in terms of function, and will be aware of consumer rights, symbols and legislation, and manufacturing processes.

Pupils will produce risk assessments for practical tasks, in relation to the correct and safe use of tools and equipment.

# D&T Food Preparation and Nutrition

## GCSE

### Year 11

Autumn	Spring	Summer
NEA 1 – Food science investigation (15%)	NEA 2 – Practical investigation (35%)	Revision
Mock written exam (December)	Revision	Written Exam 50%

#### Subject: AQA GCSE Food Preparation and Nutrition

Course breakdown (% of Controlled Assessment & no of exams)

50% written examination (1 hour and 45 minutes)  
 Section A- 20 marks (multiple choice questions)  
 Section B- 80 marks (5 questions of different styles from different sections of the course)

2 Non-Exam assessments  
 35% Food preparation task- 20 hours (Plan, prepare and cook three dishes in 3 hours)  
 15% Food Investigation -10 hours (Research, plan and carry out an investigation into the working characteristics, function and chemical properties of ingredients)

#### Important dates;

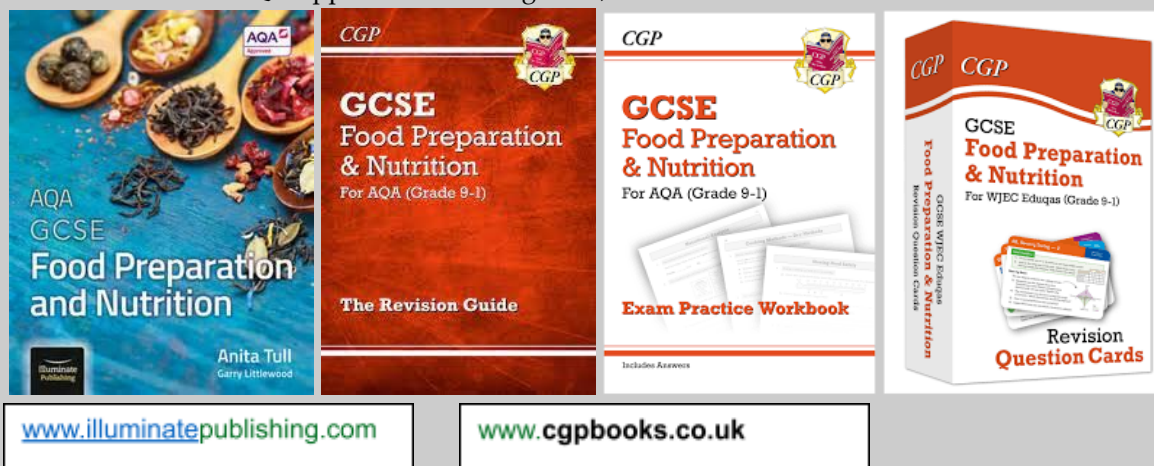
The Non Exam Assessment must be completed and assessed by the class teacher at the beginning of May (Year 11) A sample of students work will be sent to AQA to be moderated.

The 'Food Investigation' task (15%) will be released in September (Year 11)

The 'Food Preparation' task (35%) will be released in November (Year 11)

Recommended revision guides: (where to buy from/ price)

There are 2 official AQA approved revision guides;



Also available to buy at Amazon, Waterstones and WH Smiths. Approx. £20 (illuminate) £5 (CGP)

Recommended websites/ Social Media:

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

[www.Foodfactoflife.org.uk](http://www.Foodfactoflife.org.uk)

[www.nutrition.org.uk](http://www.nutrition.org.uk)

Malet Lambert have purchased a digital revision guide (illuminate publishing) students on the course receive a free login and password to access all revision materials and exam preparation resources.

Specifications and where to find them:

<http://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585>

Practise papers – where to find them:

<http://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585/assessment-resources>

## Skills

Pupils will demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment

- develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes.

## SMSC and British Values

Students studying Food Preparation and Nutrition are required to understand the impact of food choices on society and also identify social and cultural needs, trends and economic factors and developments in technologies- all of which can influence food product design and consumer decisions.



Students should show awareness of dietary needs and environmentally sustainable choices. They should understand the moral and ethical issues associated with food production . Including, waste reduction, Organic farming and Fair Trade.

# D&T Textiles

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## GCSE

### Course Breakdown:

**Component 1** - consisting of a portfolio of coursework, worth 60%

**Component 2** - externally set assignment, worth 40%, culminating in a 10 hour practical exam

### Year 11

Autumn	Spring	Summer
During the Autumn term pupils will produce their final outcome for their second <b>Component 1</b> project. Their portfolio of work for Component 1 is completed.	Pupils will begin <b>Component 2</b> , the externally set assignment. For this unit, pupils will be issued with a selection of design briefs from the exam board in January. From this they will choose one for their starting point. Pupils will then produce work, evidencing each of the assessment objectives, over a preparatory period.	Pupils will complete <b>Component 2</b> by sitting their 10 hour practical exam, using this time to produce their final outcome in response to their selected design brief. This will utilise the skills developed over the course of year 10 and 11.
Useful Information		
<b>Course Specification:</b> <a href="https://filestore.aqa.org.uk/resources/art-and-design/specifications/AOA-ART-GCSE-SP-2016.PDF">https://filestore.aqa.org.uk/resources/art-and-design/specifications/AOA-ART-GCSE-SP-2016.PDF</a>		

## Skills

Pupils continue to develop further skills, both practical and design based. The ability to select and reject ideas, materials and processes is used to refine work and produce creative outcomes. Component 2, (externally set assignment) evidences coverage of all four assessment objectives and allows pupils to build upon the skills and knowledge they have developed over the course of Component 1, in order to realise their design intentions.

## SMSC and British Values

Pupils studying Textiles develop an understanding of the role of the designer and consider the impact of design proposals on society. Work from a variety of cultures, existing designers, and artists are studied, as well as fashion trends, to influence and inspire design work.

Pupils are required to show an understanding of the importance of health and safety in the Textiles workshop.

# Drama

## GCSE

### Year 11

AUTUMN	SPRING	SUMMER
<b>Component 1: Devising Theatre</b>	<b>Component 2: Performing from a Text</b>	<b>Component 3: Interpreting Theatre</b>
During the autumn term of Year 11, GCSE pupils will continue rehearsing their final Component 1 performance, to be performed in November. This will be based on a stimulus specified by the exam board. Pupils will work in small groups to develop a performance in the style of Steven Berkoff, Bertolt Brecht or Frantic Assembly. Alongside this, pupils will write their component 1 portfolio, which records the process of their devised work. They will also analyse their final performance	Pupils will work component 2, in which they will perform two contrasting scenes from a published play text. They will rehearse in groups and perform a polished staging, including costume, lighting and sound. This will be performed to a visiting examiner who will mark pupils ability to interpret a text and realise their artistic intentions	During the summer term of Year 11, GCSE pupils will focus on the Component 3 written examination. They will reread the play Noughts & Crosses and be able to critically respond to it. They will develop their understanding of technical theatre and of working as a theatre designer. They will be able to apply this understanding through written responses.
<b>Component 3 Theory Lessons</b> Throughout the year, pupils will spend 1 lesson per fortnight focusing on the Component 3 written examination. They will read the play Noughts & Crosses and be able to critically respond to it. They will develop their understanding of technical theatre and of working as a theatre designer. They will be able to apply this understanding through written responses.		

## Skills

Pupils will develop skills in Year 11, including the following

- An understanding of the ideology and methodology of established theatre practitioners
- A practical application of devising skills
- The ability to interpret, rehearse and perform an established playtext
- Ability to interpret a set text from the point of view of actor and designer
- The ability to analyse and evaluate live theatre
- Structuring Component 3 responses, using analytical and creative thinking

## SMSC and British Values

In drama, we support pupils to:

- Develop their skills in: collaboration, communication, concentration, confidence and creativity
- Develop their emotional intelligence and empathy skills
- Develop their independence and self-management skills
- Accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the school community and beyond
- Develop their appreciation of and respect for their own and other cultures, through the exploration of drama from different genres and culture

# English Language and English Literature

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## GCSE

### Year 11

Autumn	Spring	Summer
For the first term year 11 will study <i>An Inspector Calls</i> . For this term only they will spend three hours a week on Language paper 2 revision to prepare them for their formal mock exam.	Year 11 pupils will be revising key texts for their Literature exam during this term (The Strange Case of Dr Jekyll and Mr Hyde/ A Christmas Carol, Romeo and Juliet and Poetry cluster/ Unseen Poetry) Pupils will revise the English Language Paper 1 skills for two hours a week.	This term will be dedicated to interleaving of different Literature topics to help prepare pupils for their exams. Pupils will be revising both language papers; teachers will adapt their teaching to suit the needs of the individual class.

### Skills

Pupils will further develop their analytical skills of language/ structure/ characters/ themes and writer's intentions when exploring Literature texts and extracts of fiction and non-fiction for their English Language exam. They will also expand their comparison skills when analysing texts and poems. Pupils will solidify their crafting of language, techniques, tone and structure when writing creatively.

### SMSC and British Values

Both English Language and English Literature encourage students to develop self-esteem, self-knowledge and confidence through empathy with characters and themes. The study of a selection of poetry, several of which are from other cultures, promote self-respect and respect for others as well as showing students how they can contribute to the lives of others.

# Geography

## GCSE

### Year 11

AUTUMN		SPRING	
<b>Unit 1</b> <b>Human Fieldwork</b>  The experience of fieldwork helps students to develop new geographical insights into the two contrasting environments required for this qualification and to apply their geographical knowledge, understanding and skills to these environments. The human environment is the inner city area of York.	<b>Unit 2</b> <b>Ecosystems, biodiversity and management</b>  This is an overview of the distribution and characteristics of global and UK ecosystems and a detailed study of tropical rainforests and deciduous woodlands.	<b>Unit 3</b> <b>Resource management</b>  This topic covers an overview of the global and UK distribution of food, energy and water and one detailed study of either energy resource management or water resource management at different scales.	<b>Unit 4</b> <b>UK Challenges</b>  In this topic, students are required to draw on their knowledge and understanding of the physical and human characteristics of the UK from previous and use their geographical skills, to investigate a contemporary challenge for the UK.

## Skills

Students are required to develop a range of geographical skills, including mathematics and statistics skills, throughout their course of study. These skills may be assessed across any of the examined papers.

- Atlas and map skills
- Graphical skills
- Data and information research skills
- Investigative skills
- Cartographic skills
- Numerical skills
- Statistical skills

## SMSC and British Values

Spiritual development within Geography involves students being encouraged to explore sexism, racism and discrimination through the discussion of development and inequality. Students are encouraged to express their own opinion and explore different examples. Students also explore their own feelings and meaning and reflect upon topics such as ethics in Geography with regards to how governmental or industrial activities impact on residents, employees and the environment. Students are encouraged to explore these concepts and challenge actions that should be taken. This also helps to develop student's empathy and compassion skills and allows them to take into consideration other people aims, values, principles and beliefs.

Moral development within Geography involves students being required to evaluate, comment upon and discuss various moral issues relating to physical processes and human practices. They will do this through the use of observations, gathering of information and studying these processes in a real life setting to support this. Students are therefore given the opportunity to consider a variety of information relating to controversial issues in order to make valid judgments. Students spend a large proportion of the course investigating social, economic and environmental impacts and come up with solutions on how they can be managed sustainably. Students also draw upon their own knowledge to distinguish between what is right and wrong.

Social development within Geography involves students being encouraged to develop their team working skills through collaborative work and research. The students also explore the concept of teams and the roles that individuals have to play and how this can impact the human and physical world. Throughout the curriculum, students are given the opportunity to exercise their leadership skills. Students often work collaboratively to understand new concepts and share information researched, thus giving the students responsibility over their work. They regularly evaluate their personal contribution to work completed within group activities and are encouraged to take on different roles and responsibilities within these activities

Cultural development within Geography involves students being given the chance to look at the changes within society and how they may impact on different cultures. Students are encouraged to explore the impact of migration within the UK and elsewhere in the world and the impact this has on culture.

# History

## GCSE

### Year 11

Autumn	Spring	Summer
<p><b><u>Weimar and Nazi Germany, 1918-39</u></b></p> <p>A modern depth study covering a short time span, investigating the complexity of a historical situation in a country which is not the UK.</p> <p><b>Skills focus:</b> Analysis and evaluation of historical sources and interpretations.</p> <p><b>Part 1: Why did the Weimar Republic fail, 1918-29?</b> Legacy of WWI, 1918-19. Impact of Treaty of Versailles Uprisings from the right &amp; left 1919-23. Hyperinflation 1923 Stresemann &amp; recovery, 1924-29. Cultural changes, 1924-29.</p> <p><b>Part 2: Why were the Nazis able to take power by 1933?</b> Early Nazi Party &amp; the 25 Point Programme, 1920-22. The Munich Putsch 1923 The Lean Years, 1924-29 Impact of the Wall street Crash - growth in support for the Nazis, 1929-32. Hitler to Chancellor, 1933.</p> <p><b>Part 3: How did the Nazis control Germany, 1933-39.</b> Significance of the Reichstag Fire &amp; the Enabling Act 1933 Night of the Long Knives 1934 Police State: SS, Gestapo, concentration camps Propaganda- influencing attitudes. Conformity &amp; Opposition from the Catholic Church</p>	<p><b><u>Part 4: How far did life change in Nazi Germany, 1933-39?</u></b> Nazi policies towards; Women Young people &amp; education Workers and living standards Racial policy Persecution of the minorities - Slavs, 'gypsies', homosexuals and those with disabilities. Persecution of the Jews - boycotts, Nuremberg laws &amp; Kristallnacht</p> <p><b><u>MOCK EXAM : Germany 1918-39</u></b></p> <p><b><u>Early Elizabethan England, 1558-88</u></b></p> <p>The British depth study covers a short time span, investigating the complexity of a historical situation in the UK.</p> <p><b>Skills focus:</b> knowledge and understanding of key features, causation and significance.</p> <p><b>Part 1: Queen, government and religion, 1558-69.</b> Society &amp; government in 1558 Elizabeth's domestic problems - legitimacy; gender; marriage, debt Challenges abroad; French threat; Catholics &amp; Protestants - divisions Religious Settlement Role of Church of England Catholic challenge Puritan Challenge Threat from Mary, Queen of Scots</p> <p><b>Part 2: Challenges to Elizabeth at home and abroad, 1569-88</b> Revolt of the Northern Earls 1569 Catholic plots against Elizabeth;</p>	<p><b><u>Part 3: Elizabethan society in the Age of Exploration, 1558-88</u></b> Education in homes and schools Sports, pastimes and theatre Reasons for increase in poverty Changing attitudes and policies towards the poor Factors promoting exploration The significance of Sir Francis Drake circumnavigating the globe Sir Walter Raleigh &amp; the attempted colonisation of Virginia The failures in Virginia</p> <p><b>Revision and preparation for summer exams.</b></p> <p><b>Paper 1:</b> British Medicine &amp; the British sector of the Western Front 1hr 15mins 30% of final grade</p> <p><b>Paper 2:</b> The American West and Early Elizabethan England 1hr 45mins 40% of final grade</p> <p><b>Paper 3:</b> Weimar &amp; Nazi Germany 1hr 20mins 30% of final grade</p> <p><b>Skills</b></p> <p>AO1: knowledge and understanding.</p> <p>AO2: explain and analyse using second order concepts such as cause, consequence, change, continuity.</p>



<p>Martin Niemoller and protestant opposition Youth opposition</p> <p><b><u>December: Mock exam BRITISH MEDICINE &amp; WWI TRENCHES</u></b></p>	<p>Ridolfi Plot, Throckmorton Plot and Babington Plot Walsingham's spy network Execution of Mary Queen of Scots Political and religious rivalry with Spain The New World &amp; Sir Francis Drake War with Spain in the Netherlands Singeing of the King's beard The Spanish Armada 1588</p>	<p>AO3: Analyse, evaluate and use sources.</p> <p>AO4: Analyse and evaluate interpretations within historical context</p>
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# Mathematics

## GCSE

### Year 11

Autumn	Spring	Summer
<p><b><u>Unit 1: Inequalities</u></b></p> <p>Inequalities on a line</p> <p>Solving inequalities</p> <p>Speed problems</p> <p>Real life graphs</p> <p>Iteration</p> <p>Cubic, reciprocal and exponential graphs</p> <p>Functions of graphs</p> <p>Area under a graph</p> <p>Gradient at the point of a curve</p> <p><b><u>Unit 2: Probability</u></b></p> <p>Basics of Probability</p> <p>Sample Space Diagram</p> <p>Two way Tables</p> <p>Frequency Trees</p> <p>Relative frequency</p> <p>Tree Diagrams</p> <p>Venn Diagrams</p> <p>Independent Events</p> <p>Conditional Probability</p>	<p>During this term each individual group will follow a <b>bespoke revision timetable</b> which will include:</p> <p>Revision of Key topics</p> <p>Opportunities for retrieval and retention</p> <p>Exam practice of various topics</p> <p>Review and feedback of Mock exams</p> <p>Weekly feedback on Homework past papers</p>	<p>During this term as we come closer to exams, each individual group will <b>continue</b> with their <b>bespoke timetables</b> and preparing students to make the best possible progress they can</p>

During the course of the year students will be experience <b>weekly homework past papers</b> which they will receive feedback on to help them make further progress		
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## Skills

Students will become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. They will reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language. Students will be given opportunities to show they can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

## SMSC and British Values

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. Mathematics therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

# MFL - French

## GCSE

### Year 11

The AQA GCSE French specification is divided into three main subject areas, called themes.

**Theme 1: Identity and culture**

**Theme 2: Local, national, international and global areas of interest**

**Theme 3: Current and future study and employment.**

Each Theme is divided into four topics, making a total of twelve topics to study during the course. The exam is divided up according to the four Language Skills: **Listening, Speaking, Reading and Writing**. Each one of these has its own separate exam, in the form of an end-of-course paper.

**Listening: 25%**

**Reading: 25%**

**Speaking: 25%**

**Writing: 25%**

Autumn Term		
Theme 2: Local, national, international and global areas of interest		
Unit	Topics	Grammatical features
Unit 7: Global issues	Discussing environmental problems and their solutions Discussing global issues Discussing inequality and poverty	Making use of social and cultural context when listening Agreeing and disagreeing in a discussion Si clauses + present tense Si clauses+ future tense Verbs of possibility Subjunctive tense
Unit 8: Travel and Tourism	Talking about holiday preferences Describing holidays in detail Talking about visiting French towns and cities	Paraphrasing Adding complexity to written and spoken language Reading for gist Sequencing words Using three-time frames: past, present and future Using the imperfect tense
Theme 3: Current and future study and employment		
Unit	Topics	Grammatical features
Unit 9: My studies	Describing a day in school Describing school life in different countries	Revision of perfect tense Describing physical properties Emphatic pronouns Adverbs of time and place

Unit 10: Life at school and college	Talking about school rules and uniform Talking about your ideal school	Using visual and verbal context in reading Using more than one tense in the same sentence Revision of the conditional tense Time phrases
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Spring Term		
Theme 3: Current and future study and employment		
Unit	Topic areas	Grammatical Structures
Unit 11: Education post 16	Talking about future options Discussing university and apprenticeships	Revision of si clauses Two verb structures Ignoring words that are not needed in the listening exam Listening & reading strategies Being aware of 'false friends' when translating into English
Unit 12: Jobs, career choices and ambitions.	Discussing how to get a job Talking about the advantages and disadvantages of certain jobs.	The passive voice in the present tense Using French idioms Developing confidence with the language when speaking & writing.

## Assessment

Pupils will be assessed throughout the course in all four skill areas: Listening, reading, speaking and writing. These assessments will be from a range of topic areas and will be in the formation of informal tasks such as listening & reading questions, role-plays, photo cards, translations and extended writing opportunities to prepare them for their final terminal examinations.

Pupils will have the opportunities to sit mock examinations in both years 10 and 11 as part of their GCSE French course. Pupils will have discussions with their French teacher to whether they enter their mock and final examinations at either foundation or higher tier. Pupils must choose the same tier for all skills areas.

## Skills in Y11

Pupils on this GCSE course will develop a secure knowledge of how the language works and acquire a resilient attitude to the skills below in order to enhance their competence in language learning allowing them to flourish into young linguistics.

Pupils will acquire the following skills as part of their GCSE French course:

- Reading skills
- Learning new vocabulary
- Writing
- Translation skills
- Building grammar knowledge
- Listening skills
- Dealing with authentic texts

- Speaking skills

## **SMSC and British Values**

- Current views on up to date topic areas that form part of their daily life.
- Attitudes towards others.
- Respect for one another's opinions.
- Religions, customs & traditions.
- Respectful of other French speaking countries and their eating habits.
- An open attitude to global issues and sensitive topics.

# MFL - Spanish

## GCSE

### Year 11

The AQA GCSE Spanish specification is divided into three main subject areas, called themes.

**Theme 1: Identity and culture**

**Theme 2: Local, national, international and global areas of interest**

**Theme 3: Current and future study and employment.**

Each Theme is divided into four topics, making a total of twelve topics to study during the course. The exam is divided up according to the four Language Skills: **Listening, Speaking, Reading and Writing**. Each one of these has its own separate exam, in the form of an end-of-course paper.

**Listening: 25%**

**Reading: 25%**

**Speaking: 25%**

**Writing: 25%**

Autumn Term		
Theme 2: Local, national, international and global areas of interest		
Unit	Topics	Grammatical features
Unit 7: Global issues	Discussing environmental problems and their solutions Discussing global issues Discussing inequality and poverty	Making use of social and cultural context when listening Agreeing and disagreeing in a discussion Si clauses + present tense Si clauses+ future tense Verbs of possibility Subjunctive tense
Unit 8: Travel and Tourism	Talking about holiday preferences Describing holidays in detail Talking about visiting Spanish towns and cities	Paraphrasing Adding complexity to written and spoken language Reading for gist Sequencing words Using three-time frames: past, present and future Using the imperfect tense
Theme 3: Current and future study and employment		
Unit	Topics	Grammatical features
Unit 9: My studies	Describing a day in school Describing school life in different countries	Revision of preterite tense Describing physical properties Emphatic pronouns Adverbs of time and place

Unit 10: Life at school and college	Talking about school rules and uniform Talking about your ideal school	Using visual and verbal context in reading Using more than one tense in the same sentence Revision of the conditional tense Time phrases
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Spring Term		
Theme 3: Current and future study and employment		
Unit	Topic areas	Grammatical Structures
Unit 11: Education post 16	Talking about future options Discussing university and apprenticeships	Revision of si clauses Two verb structures Ignoring words that are not needed in the listening exam Listening & reading strategies Being aware of 'false friends' when translating into English
Unit 12: Jobs, career choices and ambitions.	Discussing how to get a job Talking about the advantages and disadvantages of certain jobs.	The passive voice in the present tense Using Spanish idioms Developing confidence with the language when speaking & writing.

## Assessment

Pupils will be assessed throughout the course in all four skill areas: Listening, reading, speaking and writing. These assessments will be from a range of topic areas and will be in the formation of informal tasks such as listening & reading questions, role-plays, photo cards, translations and extended writing opportunities to prepare them for their final terminal examinations.

Pupils will have the opportunities to sit mock examinations in both years 10 and 11 as part of their GCSE Spanish course. Pupils will have discussions with their Spanish teacher to whether they enter their mock and final examinations at either foundation or higher tier. Pupils must choose the same tier for all skills areas.

## Skills in Y11

Pupils on this GCSE course will develop a secure knowledge of how the language works and acquire a resilient attitude to the skills below in order to enhance their competence in language learning allowing them to flourish into young linguistics.

Pupils will acquire the following skills as part of their GCSE Spanish course:

- Reading skills
- Learning new vocabulary
- Writing
- Translation skills
- Building grammar knowledge
- Listening skills
- Dealing with authentic texts



- Speaking skills

## **SMSC and British Values**

- Current views on up to date topic areas that form part of their daily life.
- Attitudes towards others.
- Respect for one another's opinions.
- Religions, customs & traditions.
- Respectful of other Spanish speaking countries and their eating habits.
- An open attitude to global issues and sensitive topics.

# Music

## GCSE

### Year 11

AUTUMN	SPRING	SUMMER
<p><b>AOS4: Popular Music</b></p> <p>In this unit, pupils will be introduced to popular music techniques and structures. This will include:</p> <ul style="list-style-type: none"><li>• Instrumental and vocal techniques used in popular music</li><li>• Use of music technology such as sampling, sequencing, effects and editing techniques</li><li>• Verse-chorus structure, strophic form, 32 bar song structure, through composition and 12 bar blues structure</li><li>• Bhangra and fusion music</li></ul> <p><b>Work on Exam Board Set Composition</b></p> <p>During this term, the exam board will release the set briefs for composition. Pupils will be required to select one of these set briefs and will start work on composing music to meet the brief</p>	<p><b>Revision of AOS1 and AOS3</b></p> <p>Pupils will revisit and extend learning in relation to AOS1 and AOS3. This will include regular setting of exam-style questions linked to these units, in preparation for the listening and appraising exam.</p> <p>Work on their set composition will also continue</p> <p>Any pupils who have not yet recorded their performance assessments will be required to do so before the end of this term.</p>	<p><b>Revision of AOS2 and AOS4</b></p> <p>Pupils will revisit and extend learning in relation to AOS2 and AOS4. This will include regular setting of exam-style questions linked to these units, in preparation for the listening and appraising exam.</p> <p>Pupils will complete and submit their set composition.</p> <p>Lessons towards the end of this term will focus on exam technique, in preparation for the listening and appraising exam.</p>
<p><b>Throughout Year 11, pupils will continue to work with their instrumental/singing teacher to improve their performance skills on their instrument/voice and prepare for their performance assessment. Performance assessment pieces can be recorded at any time during the Autumn and Spring terms. Pupils must prepare one solo performance of between 2 and 4 minutes in length, and one ensemble performance where they play the supporting/accompanying part, of between 2 and 4 minutes in length. The expected standard of performance is Grade 3 or higher.</b></p>		

## Skills

- Performance techniques on chosen instrument/voice
- Knowledge of music theory to support performance, composition, and musical analysis
- Composition techniques and knowledge of compositional devices and musical structure
- Ability to compose to a set brief
- Exam technique in all areas of study

## SMSC and British Values

In music, we support pupils to:

- Develop their self-knowledge, self-esteem, and self-confidence
- Accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures, through the exploration of music from around the world
- Develop respect for other people

# Personal, Social, Health & Economic Education (PSHE), Relationships and Sex Education (RSE)

From September 2020-2021 PSHE will be a timetabled lesson, delivered once a week at KS3 and once a fortnight at KS4. Lessons will allow students to synthesise what they have learnt across the subjects and develop the skills needed to put this learning into practise outside of, or beyond, school. We will focus on six main topics: identity and equality, relationships and sex education, safety offline and online, careers, health and wellbeing, and contributing to the community. This work will allow students to take ownership of their own identity or decision-making, and empower them to become leaders within the school or their local and national communities.

## Units taught in Year 11

Students in Year 11 have one lesson a fortnight. As such, they focus on three key units. Additional lessons will focus on the themes of Identity and Diversity, the Community, and Health and Wellbeing as and when they are appropriate for the students. For example, there will be a Health and Wellbeing lesson before mock exams that focuses on managing pressure. We will include lessons involving Identity and Diversity to respond to an item or situation locally and nationally where appropriate.

AUTUMN	SPRING	SUMMER
<b><u>Careers</u></b> How does the FE and HE system work and expectations of employers post-16? We facilitate discussions from the post-16 providers across the city and support students with their applications.	<b><u>Relationships and Sex Education</u></b> The signs of healthy and unhealthy relationships, particularly where they are sexual, and the importance of contraception. We also cover the responsibility of parenthood.	<b><u>Health and Wellbeing</u></b> Year 11 lessons in the summer term support students in developing metacognitive habits around revision and managing their mental health to support their work towards exams.

## Main skills developed in Year 11

- Acquisition of information on a range of health issues that are relevant to age, maturity and understanding
- The development of emotional and social skills, including skills for learning, achieving, managing change and looking after health

- The exploration and clarification of values and beliefs, including respect, morality and an understanding of cultural diversity
- Developing a range of personal, listening and thinking skills within a variety of contexts
- Selecting evidence to support views
- Collating information from a range of sources
- Developing relevant and specific vocabulary
- Talking and listening with peers
- Organising views into structured pieces of writing

## **How parents can help to support their child's learning**

- Encourage discussions about local and national issues with your child.
- Encourage your child to think and talk about their options post-16 and what they might like to do in the future
- Talk to your child about your job and career path to show them how many different options there are

# Photography

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## GCSE

Component 1 - Portfolio - 60% of GCSE

Component 2 - Externally set task - 40% of GCSE

Continuous assessment is used throughout the year on and within each topic.

## Year 11

Externally set task - 40% of GCSE

## Skills

Students will produce practical and critical / contextual work in one or more areas (s) including theme based photography such as: portrait, landscape - working from natural or built up environments, still-life - working from natural or manufactured objects, documentary photography - photo-journalism, narrative photography, reportage, fine art photography, experimental imagery, photographic installation, or new media such as computer manipulated photography.

## SMSC and British Values

Students look at a wide range of cultural sources and imagery from artists from a variety of movements, perspectives, backgrounds, religions and locations. They look at how cultures interact and influence each other over time and the impact this has on artistic output. This increased awareness of other cultures helps to foster understanding and tolerance. Students look at British Art and its impact on the wider World, they also consider the impact of historical and political developments on the British Art establishment including contemporary art practice.

# Physical Education

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## *GCSE*

### Year 11

#### Theory topics covered in Year 11

- Factors Affecting Participation
- National Governing Bodies
- Media/Commercialisation
- Sponsorship
- Ethics in Sport
- Drugs in Sport
- Violence in Sport
- Classification of Skills
- Goal Setting
- Mental Preparation
- Guidance/Feedback
- Health, Fitness and Well-being
- Diet and Nutrition

#### Practical Skills developed and assessed during Year 10 & 11

- Football
- Rugby League
- Badminton
- Table Tennis
- Athletics
- Netball

(Pupils can also be assessed in sports / activities that they participate in outside of school if they are on the approved list.

<https://www.ocr.org.uk/Images/234827-gcse-guide-to-non-exam-assessment.pdf>

# Religious Studies

## GCSE

### Skills

The Religious Studies GCSE course will measure how pupils have achieved the following assessment objectives.

**AO1: Demonstrate knowledge and understanding of religion and beliefs including:**

- beliefs, practices and sources of authority
- influence on individuals, communities and societies
- similarities and differences within and/or between religions and beliefs.

**AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence**

### Year 11

Autumn	Spring	Summer
Christian Practices <ul style="list-style-type: none"> <li>- Different form of worship</li> <li>- Significance of prayer</li> <li>- Sacraments</li> <li>-Baptism</li> <li>-Eucharist</li> <li>- Importance of pilgrimage</li> <li>- Significance of Christmas and Easter in Great Britain today</li> </ul>	Theme E: Crime and Punishment <ul style="list-style-type: none"> <li>- Good and evil intentions and actions</li> <li>- Reasons for crime</li> <li>- Role of poverty</li> <li>- Role of mental illness and addiction</li> <li>- Role of greed and hate</li> <li>- Opposition to an unjust law</li> <li>- Aims of punishment</li> <li>- Treatment of criminals - prison</li> <li>- Corporal punishment</li> <li>- Community service</li> <li>- Forgiveness</li> <li>- The death penalty</li> <li>- Ethical arguments</li> </ul>	Revision and exam practice before Exam season begins.
Christian Practices <ul style="list-style-type: none"> <li>- Church in the local community</li> <li>- Mission and evangelism</li> <li>- Role of the worldwide church</li> <li>- Working for reconciliation</li> <li>- Response to persecution</li> <li>- Christian Aid</li> </ul>	Buddhist practices <ul style="list-style-type: none"> <li>- Buddhist places of worship</li> <li>- Meditation</li> <li>- Puja in the home and temple</li> <li>- Festival and Buddhist retreats</li> <li>- Ethical teaching</li> <li>- Karma and rebirth</li> <li>- Karuna and metta</li> <li>- The five moral precepts</li> </ul>	Exams Paper 1: Religions <ul style="list-style-type: none"> <li>- Christianity</li> <li>- Buddhism</li> <li>- 1hr 45mins</li> </ul> Paper 2: Thematic studies <ul style="list-style-type: none"> <li>- Relationships &amp; families</li> </ul>



	- the six perfections in the Mahayanan tradition	<ul style="list-style-type: none"><li>- Religion &amp; life</li><li>- Religion, peace &amp; conflict</li><li>- Religion, crime &amp; punishment</li><li>- 1hr 45mins</li><li>-</li></ul>
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# Science - Combined

## GCSE

### Year 11

Continuous assessment is used throughout the year on and within each topic.

Autumn	Spring	Summer
<b>Inheritance</b> Pupils will learn about selective breeding and genetic engineering. Pupils will then move on to look at the evolution of species and how fossil evidence supports the accepted theory, before studying reasons for extinction	<b>Waves</b> Pupils will study the properties of transverse and longitudinal waves. Pupils will look at the electromagnetic spectrum, properties of the different parts of the spectrum and link this to their uses and potential dangers	<b>Examinations begin Pupils will undertake revision of key content in preparation for their final examinations</b>
<b>Forces</b> Pupils will study a range of calculations involving acceleration, including calculating acceleration from velocity time graphs. Pupils will go on to explain the interactions of forces when an object reaches terminal velocity	<b>Magnetism</b> Pupils will learn about magnetic fields and electromagnets. Pupils will then go onto study both the right hand and left hand rules and the motor effect.	
<b>Chemical Changes</b> Pupils will look at the reactivity series of metals and explain how this links to displacement in a chemical reaction. Pupils will then go on to look at identifying and defining acids and their reactions with metals, bases and alkalis to produce soluble salts.	<b>Quantitative Chemistry</b> Pupils will look at a range of calculations used in chemistry. They will study how to calculate mass in moles and use this to calculate reacting masses and limiting reactants.	
	<b>Chemical analysis</b> Pupils will learn how to test for metal ions, non-metal ions, oxygen, carbon dioxide, chlorine and hydrogen.	
<b>Ecology</b> Pupils will look at communities and the biotic and abiotic factors which affect them. Pupils will study adaptations of animals and plants, especially those living in extreme environments.	<b>Using resources</b> Pupils will carry out life cycle assessments and evaluate whether a process is sustainable. They will also learn how potable water is produced	

## Skills

Pupils will continue to practise their disciplinary knowledge by evaluating methodology, using statistical measures such as the mean, range and uncertainty as well as interpreting and evaluating data. They will continue to use algebra to find unknown quantities and identify when and how to convert units. They will also be introduced to more complex problems such as multistep equations and learn how to interpret unfamiliar graphs and charts. They will study how to present scientific ideas in the form of diagrams such as food chains and webs, genetic cross diagrams, vector diagrams and scale drawings. They will develop their mathematical skills further by using ratios, calculating gradients, using scales and finding the area under a graph. They will develop critical thinking skills by evaluating processes in terms of environmental, economic, ethical and social factors.

## SMSC and British Values

In biology spiritual, moral, social and cultural values are addressed during ethical, environmental and social topics such as the impact of humans on their environment and the effect on other living organisms both locally and globally. Students learn about and debate the impacts of drugs in society and the ethical issues surrounding the use of genetic testing. Students learn which public institutions and laws are involved in the regulation, testing and use of new medicine. How different faiths and communities view the use of contraception and fertility treatments.

Students interact and experience different roles and responsibilities during group discussion tasks and practical investigations. They experience the acceptance of different opinions, ideas and beliefs through debate of economic, community and scientific-related projects. Students use their creativity in scientific modelling and experimental design. Students evaluate their work regularly and have opportunities to reflect on their experiences in biology.

# Science - Biology

## GCSE

### Year 11

Continuous assessment is used throughout the year on and within each topic.

Autumn	Spring	Summer
<b>Inheritance</b> Pupils will study sexual and asexual reproduction and describe the structure of genetic material. Pupils will describe the cell cycle and cell division through mitosis and meiosis. Pupils will then go on to study how sex and particular disorders can be inherited. Pupils will learn how monoclonal antibodies are produced and how they are used.	<b>Ecology</b> Pupils will study biotic and abiotic factors in an ecosystem. They will learn about adaptations, levels of organisation and communities. In addition they will discuss topical issues such as global warming, waste management and deforestation. Finally they will study decomposition in detail.	<b>Examinations begin</b>

### Skills

Pupils will continue to improve their disciplinary knowledge. They will evaluate processes such as waste management in terms of social, economic, environmental and ethical factors. They will discuss advantages and disadvantages of ethical issues such as embryo screening, selective breeding and cloning. They will make predictions based on data, for example to determine the possible effects of changes to an ecosystem or how global warming could progress over time. They will learn how to present scientific information in the form of scientific diagrams such as food chains, food webs and genetic cross diagrams.

### SMSC and British Values

In biology spiritual, moral, social and cultural values are addressed during ethical, environmental and social topics such as the impact of humans on their environment and the effect on other living organisms both locally and globally. Students learn about and debate the impacts of drugs in society and the ethical issues surrounding the use of genetic testing. Students learn which public institutions and laws are involved in the regulation, testing and use of new medicine. How different faiths and communities view the use of contraception and fertility treatments.

Students interact and experience different roles and responsibilities during group discussion tasks and practical investigations. They experience the acceptance of different opinions, ideas and beliefs through debate of economic, community and scientific-related projects. Students use their creativity in scientific modelling and experimental design. Students evaluate their work regularly and have opportunities to reflect on their experiences in biology.

# Science - Chemistry

## GCSE

### Year 11

Continuous assessment is used throughout the year.

Autumn	Spring	Summer
<p><b>Chemical Changes</b></p> <p>Pupils will look at the reactivity series of metals and explain how this links to displacement in a chemical reaction.</p> <p>Pupils will look at identifying and defining acids and their reactions with metals, bases and alkalis to produce soluble salts.</p> <p>Pupils will then look at how electrolysis can be used to separate ionic compounds such as salts</p>	<p><b>Chemical analysis</b></p> <p>Pupils will learn how to test for metal ions, non-metal ions, oxygen, carbon dioxide, chlorine and hydrogen. They will go on to identify chemicals by chemical and spectroscopic means.</p>	<p><b>Examinations begin</b></p>
<p><b>Quantitative Chemistry</b></p> <p>Pupils will study a range of calculations used in chemistry. They will study how to calculate mass in moles and use this to calculate reacting masses and limiting reactants.</p>	<p><b>Using resources</b></p> <p>Pupils will carry out life cycle assessments and evaluate whether a process is sustainable. They will also learn how potable water is produced and study ways to prevent corrosion.</p>	

## Skills

Pupils will continue to improve their disciplinary knowledge by evaluating methodology and analysing results from investigations. They will use a variety of mathematical skills such as ratios, algebra, unit conversions and the use of graphs. Pupils will continue to practise using word and symbol equations to represent reactions and balance them correctly.

## SMSC and British Values

In chemistry spiritual, moral, social and cultural values are addressed during ethical, environmental and social topics such as how limestone quarrying affects local communities and how this could be changed in the future. Students learn about and debate the use of nanotechnology in industry and the use of carbon based fuels and their impact on global climate change. Students learn and discuss issues surrounding the use of oil products and their disposal particularly in the UK and the impact on landfill and oil sources. Students learn which public institutions and laws are used to regulate scientific activities and their efficacy. How different faiths and communities view the use of the earth's resources is also included as part of chemistry 1 topics. The development of alternative fuels in terms of technology, cost, economics and

community impact is debated. On a local level, specifically how the alternative energy market will impact employment and the community in Hull and the consequence will this have on the rest of the UK and fossil fuels usage.

Students interact and experience different roles and responsibilities during group discussion tasks and practical investigations. They experience the acceptance of different opinions, ideas and beliefs through debate of economic, community and scientific-related projects. Students use their creativity in scientific modelling and experimental design. Students evaluate their work regularly and have opportunities to reflect on their experiences in chemistry.

# Science - Physics

## GCSE

### Year 11

Continuous assessment is used throughout the year.

Autumn	Spring	Summer
<p><b>Forces and Motion</b></p> <p>Pupils will study a range of calculations involving acceleration, including calculating this from velocity time graphs.</p> <p>Pupils will go on to explain the interactions of forces when an object reaches terminal velocity. They will also complete various calculations on the subject of pressure</p>	<p><b>Space</b></p> <p>Pupils will study the life cycle of a star, satellites, orbits and objects in our solar system. They will learn about red shift and how it provides evidence for The Big Bang Theory.</p>	<p><b>Examinations begin</b></p>
<p><b>Waves</b></p> <p>Pupils will study the properties of transverse and longitudinal waves. Pupils will look at the electromagnetic spectrum, properties of the different parts of the spectrum and link this to their uses and potential dangers. They will also learn about soundwaves and the structure of the ear.</p>	<p><b>Magnetism</b></p> <p>Pupils will look at magnetic fields and electromagnets. Pupils will then go onto study both the right hand and left hand rules and the motor effect. In addition, pupils will learn about DC motors and generators.</p>	

### Skills

Pupils will continue to build on the key knowledge gained through Years 7-10 and use this to help explain sometimes complex scientific themes with accuracy and precision. Pupils will need to be able to plan a range of scientific investigations, selecting appropriate apparatus and methods and being able to justify these decisions. Pupils will need to be able to represent information in a variety of formats. Pupils will also need to interpret and analyse trends in data, giving scientific explanations for these trends. Pupils will also focus on the impact of science on the world evaluate a range of key scientific issues such as the use of nuclear energy

### SMSC and British Values

In physics spiritual, moral, social and cultural values are addressed during ethical, environmental and social topics such as how generating electricity affects the environment and how this could be changed in the future. Students learn about the use of nuclear fission as a method for generating electricity and the pros and cons relating to this choice. Students learn about the efficiency of electrical appliances and why it is necessary to have devices, which are more efficient. On a

local level, specifically how the alternative energy market will impact employment and the community in Hull and the consequence will this have on the rest of the UK and fossil fuels usage.

Students interact and experience different roles and responsibilities during group discussion tasks and practical investigations. They experience the acceptance of different opinions, ideas and beliefs through debate of economic, community and scientific-related projects. Students use their creativity in scientific modelling and experimental design. Students evaluate their work regularly and have opportunities to reflect on their experiences in physics.



# Sociology

## GCSE

### Year 11

Autumn	Spring	Summer
<p>Pupils will learn - The Sociology of Crime</p> <p>The social construction of concepts of crime and deviance and explanations of crime and deviance.</p> <p>The work of Merton on the cause of crime from a functionalist perspective and Becker from an interactionist perspective.</p> <p>Formal and informal control methods of social control.</p> <p>The work of Hiedensohn on female conformity in male dominated patriarchal societies.</p> <p>Factors affecting criminal and deviant behaviour and ways in which criminal and deviant behaviour have generated public debate.</p> <p>The work of Albert Cohen on delinquent subcultures and Carlen on women, crime and poverty.</p> <p>The usefulness of the main sources of data on crime, the collection of data on crime, the collection of official data on crime, patterns and trends in crime figures and the "dark figure".</p>	<p>Pupils will learn - Social Stratification</p> <p>Different views of the functionalist theory of social stratification.</p> <p>The work of Davis and Moore on social stratification from a functionalist perspective.</p> <p>Different views of socio economic class.</p> <p>The work of Marx and Weber on socio-economic class.</p> <p>Different views on factors affecting life chances.</p> <p>The work of Devine revisiting the idea of the affluent worker.</p> <p>Different interpretations of poverty as a social class.</p> <p>The work of Townsend on relative deprivation and Murray on the underclass.</p> <p>Different forms of power and authority.</p> <p>The work of Weber on power and authority.</p>	<p>Revision</p>

## SMSC and British Values

Sociology provides a platform for students to develop and understanding and invaluable insight into the development of contemporary spiritual, moral, social and culture issues. Throughout the course students will acquire a sense of how society treats its members and be able to assess how SMSC has developed within society.

Sociology promotes students Spiritual Development and understanding by:

- Helping students develop a sense of self knowledge including an awareness and understanding of their own beliefs, values, norms and identity.
- Developing empathy with others and an understanding that humans deal with different situations differently. They will be able to identify their unique potential and explore other people's unique identities.
- Encouraging students to understand their own strengths and areas of improvement through WWW and EBI, students will also be expected to reflect on their own work through self-evaluation and target setting.
- Giving students the opportunity to choose topics that they find interesting and express their own views on the different sociological views we study.
- Respect for other beliefs, emotions and identities will be crucial to success within Sociology.
- Enabling students to explore their own thoughts, ideas and opinions about the topics we cover. Whilst enabling students to relate their ideas with a wider societal context and within society.

- Expecting that Students will develop holistically within the subject and to create synoptic links throughout the topics studied.
- Inspiring students through resources, up to date studies, a variety of teaching styles and opportunity for extra-curricular and cross-curricular activities to take place. Giving students the opportunity to ask life's fundamental questions for example Why do I like certain things? What is right and wrong? What creates our norms and values?

Sociology promotes students' Moral Development and understanding by:

- Developing decision making skills and encouraging students to think about consequences to certain actions. Promoting students' understanding of basic moral principles, norms and values.
- Challenging discrimination on the basis of race, religion, gender, age, sexual orientation, disability and class. Encouraging respect for others and their views.
- Ensuring that students take responsibility for their actions.
- Challenge student assumptions, stereotypes and prejudices.
- Considering the morals and ethical impact of sociological research on the wider community.

Sociology promotes students' Social Development and understanding by:

- Encouraging students to relate positively to one another and work effectively within teams, discussions, class presentations, sharing good practice and problem solving tasks. These tasks develop interpersonal skills and encourage students to work collaboratively. Following the expectations and routines set out within the Malet Lambert behaviour system, teacher's will have high expectations of students to do their best and in return the staff will also ensure that nothing more could be done to aid success within the classroom.
- Creating students to take responsibility for their own learning through extended learning projects, independent task booklets and extended reading tasks.
- Creating a sense of community both within the classroom as a whole with common inclusive values so that everyone is equal no matter what their ethnicity, gender, ability, sexual orientation and religion is. Creating a classroom climate that stimulates excitement and engagement. Celebrating success of good work through written and oral feedback, effort celebration and making progress displays, and the use of examples within lessons.
- Organising extra-curricular activities which support learning
- Discussing the skills and personal qualities needed to be a positive citizen.
- Raising student aspirations within the subject.

Sociology promotes students' Cultural Development and understanding by:

- Discussing different cultural traditions and how definitions of concepts such as Gender are different within different cultures.
- Enabling students to acquire knowledge and insight into the values, influences, norms, beliefs and expectations of their own culture alongside other cultures.
- Giving students an opportunity to appreciate the diversity and richness of other cultures.

Discuss the value of being a global citizen and explore contemporary argues about globalisation and a global culture.

# Sports Studies

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## *Cambridge Nationals*

### Theory topics covered in Year 11

**R187: Increasing awareness of outdoor and adventurous activities** In this unit, pupils will learn how to find out information about what opportunities there are in their local area, as well as nationally in the UK, for all different types of activities. They will learn how you can benefit from and enjoy activities safely by finding out what equipment, clothing, facilities and technology you need, as well as completing planning to help keep them safe.

**R184: Contemporary issues in sport**

In this unit, pupils will learn about a range of topical and contemporary issues in sport, relating to participation levels and barriers, promotion of values and ethical behaviour, the role of high-profile sporting events, the role of national governing bodies and how technology is used within sport. This unit is assessed using a 1 hour 15 minute exam in Year 11.

### Practical Skills developed and assessed during Year 10 & 11

- Football
- Rugby League
- Athletics
- Netball

(Pupils can also be assessed in sports / activities that they participate in outside of school if they are on the approved list.

<https://www.ocr.org.uk/images/234827-gcse-guide-to-non-exam-assessment.pdf>



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