THE BEWDLEY SCHOOL

We fly with our own wings

OUR CURRICULUM

The Curriculum by Year Group

YEAR 11

THE CURRICULUM BY YEAR GROUP

YEAR 11

CONTENTS

SUSTAINABILITY - UN GOALS - INTENT, IMPLEMENTATION AND IMPACT

Over the past quarter of a century the Department for Education has asked schools to audit and evaluate a range skills, knowledge and 'competences' which are delivered across many areas of the curriculum. This has included 'hard' key skills like literacy, numeracy and information technology, 'soft' key skills like working with others, problem solving and managing your own performance and a range of other cross curricular skills and dimensions.

Whilst these have largely disappeared from government legislation, they still provide a very useful vehicle for understanding the impact of the whole curriculum in key areas. We currently use this methodology to look at the development of information technology skills through the curriculum, which you can find here. Our other major area of focus is the sustainability of the school, and how our ideas about sustainability are represented in the school curriculum, through the United Nations Sustainable Development Goals.

YEAR 11 - BIOLOGY

INTENDED OUTCOMES

The GCSE Biology Course is designed to develop students' scientific knowledge and conceptual understanding, understand the nature, processes and methods of science through scientific enquiries, learn to apply observational, practical, modelling, enquiry and problem-solving skills and develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

COURSE IMPLEMENTATION

Homeostasis and Response

Students will learn about the process of homeostasis, the human structure and function of the human nervous system, the brain, the eye and control of body temperature (Biology only), the human endocrine system and body glucose control, hormonal coordination in humans, the use of hormones to treat infertility, plant hormones (Biology only). Assessment throughout the course via quizzes, homework tasks, and end of topic tests followed by feedback to students.

Inheritance, Variation and Evolution

Students will learn about genetic inheritance, inherited disorders, sex determination, variation, evolution, selective breeding, genetic engineering, cloning (Biology only), evidence for evolution, fossils, extinction, resistant bacteria and classification of living organisms. Assessment throughout the course via quizzes, homework tasks and end of topic tests followed by feedback to students.

Ecology

Students will learn about adaptions, competition, abiotic factors and biotic factors, the organisation of an ecosystem, how materials are cycled in an ecosystem, decomposition, the impact of environmental change, biodiversity and the effect of human interaction on ecosystems, waste management, land use, deforestation, global warming, maintaining biodiversity, trophic levels in an ecosystem (Biology only) pyramids of biomass (Biology only), transfer of biomass, food production, factors affecting food security and biotechnology (Biology only). Assessment throughout the course via quizzes, homework tasks and end of topic tests followed by feedback to students.

LEARNING IMPACT

Developing knowledge and practical skills across the curriculum will allow students to progress into further studies in Biology with the ability to analyse more complex concepts; a Mock assessment covering the topics learned over the 2 years will allow students to demonstrate their progress.

Students' Working At grades will be produced using an average of the End of Topic assessments, this will also include assessment of practical skills and will be reported to parents based on the whole school assessment calendar for that year.

YEAR 11 - BUSINESS STUDIES

INTENDED OUTCOMES

Teaching content will be focused on enhancing subject knowledge along with exam technique structures being rehearsed frequently preparing students for their end of year examinations.

COURSE IMPLEMENTATION

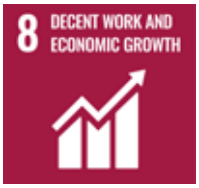
Making Operational Decisions

Pupils will be learning about the importance of a business's day-to-day operational activities and how entrepreneurs can manage this through the sales process, quality control, quality assurance, working with suppliers and differing production methods. Students will receive an end of topic assessment which will be comprised of two elements to tackle both extended questions and also multiple-choice questions.

Making Financial Decisions

Students will be revisiting the mathematical formulae learned back in Year 09 to recap key skills and problem solving methods required to answer these types of questions and also learning the importance of financial data to a firm. Students will receive an end of topic assessment which will be comprised of two elements to tackle both extended questions and also multiple-choice questions.

Making Human Resource Decisions



Pupils will learn about how businesses structurally organise their firm, recruit new employees, effective training methods and differing ways to motivating staff to increase labour productivity. Students will have the opportunity create their own CV and look at application forms for certain jobs during this unit of work. Students will receive an end of topic assessment which will be comprised of two elements to tackle both extended questions and also multiple-choice questions.

LEARNING IMPACT

Students will be enhancing the key skills to be able to complete all types of GCSE exam question step-by-step. Throughout the course of Year 11, students will also be well-rehearsed to exam writing structure techniques that will help their analytical thought processes to be able to argue a point with backed up chains of reasoning. Parents will be able to see their child's progress through assessments being completed on Office 365 Teams Assignments at any time they wish to do so.

YEAR 11 - CHEMISTRY

INTENDED OUTCOMES

The GCSE Chemistry Course is designed to develop students' scientific knowledge and conceptual understanding, understand the nature, processes and methods of science through scientific enquiries, learn to apply observational, practical, modelling, enquiry and problem-solving skills and develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

COURSE IMPLEMENTATION

Quantitative Chemistry
Students will learn about chemical measurements, conservation of mass and the quantitative interpretation of chemical equations, the use of amount of substance, yield and atom economy of chemical reactions (Chemistry only), using concentrations of solutions in mol/dm3 (Chemistry only), use of amount of substance in relation to volumes of gases (Chemistry only). Assessment throughout the course via quizzes, homework tasks and End of topic tests followed by feedback to students.

Energy Changes and The Rate and Extent of Chemical Change
Students will learn about exothermic and endothermic reactions, chemical cells and fuel cells (Chemistry only), collision theory, rate of reaction and the factors which affect rate, reversible reactions and dynamic equilibrium. Assessment throughout the course via quizzes, homework tasks and end of topic tests followed by feedback to students.

Organic Chemistry

Students will about crude oil and its fractions, fractional distillation, the properties of hydrocarbons, cracking and alkenes, the reactions alkenes and alcohols (Chemistry only), synthetic and naturally occurring polymers (Chemistry only). Assessment throughout the course via quizzes, homework tasks and end of topic tests followed by feedback to students.

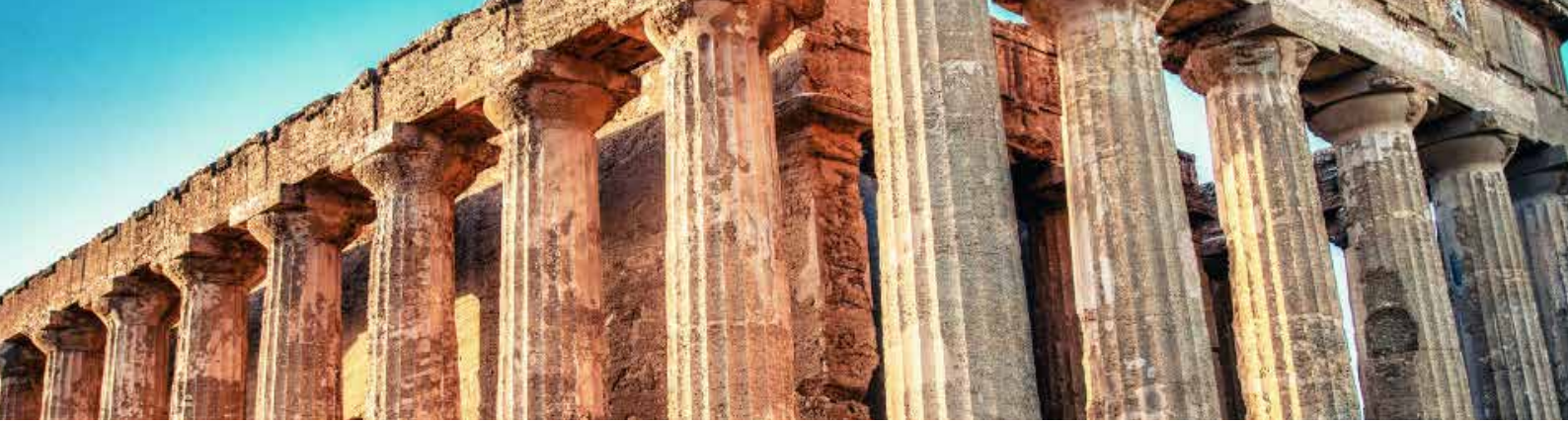
Chemical Analysis

Students will learn hat are pure substances, what are formulations, chromatography, identification of common gases, identification of ions by chemical and spectroscopic means (Chemistry only). Assessment throughout the course via quizzes, homework tasks, end of topic tests followed by feedback to students.

LEARNING IMPACT

Developing knowledge, practical and mathematical skills across the curriculum will allow students to progress into further studies in Chemistry with the ability to analyse more complex mathematical and experimental ideas; a mock assessment covering the topics learned over the 2 years will allow students to demonstrate their progress.

Students' Working At grades will be produced using an average of the End of Topic assessments, this will also include assessment of practical skills and will be reported to parents based on the whole school assessment calendar for that year.



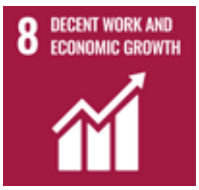
YEAR 11 - CLASSICAL CIVILISATION

INTENDED OUTCOMES

Year 11 will focus on a comprehensive study of War and Warfare in Classical antiquity, looking at the different societies of Athens, Sparta and Rome and how four different authors from across this time period reflect each civilisation's culture of warfare. Skills refined during Year 11 Classics will build upon previous skills of source analysis and interpretation, with increased emphasis on forming comparative links between literary sources, and forming more cohesive critical arguments using a greater breadth of Classical evidence.

COURSE IMPLEMENTATION

Athens at War in 5th Century BCE



This module will look at the recruitment, payment, structure and organisation of the Athenian army and navy, as well as the equipment, tactics and formations used in battle on land and sea. Students will be assessed using a terminology and key individuals test, followed later by a closed-book visual source analysis test on Athens at War, using the battle of Salamis as a case study.

Rome at War in the Imperial Period

This module centres around a chronological study of the geo-politics which led to two major military campaigns in the 1st and 2nd Century CE, with an understanding of how the structure and organisation of the Imperial legion/fortress and the recruitment, payment and training of legionary and auxiliary soldiers allowed them to claim such victories. Students will be assessed using a closed-book visual source analysis test on Rome at War in the Imperial Period, focusing on both the battle of Actium and Trajan's Campaigns against the Dacians as case studies.

Homer
This module will look at the portrayal of the heroic concepts of warfare in the age of epic poetry, such as xenia, kleos and time, but also the horrors of warfare and the presentation of pathos in books 5, 6, 22 and 24 of Homer's Iliad. Students will be assessed using a series of small-scale comprehension questions, followed later by an open-book literary source analysis test on select passages from the prescribed books of Homer's Iliad.

Tyrtaeus and Horace
Students will study the presentation of warfare and significance of key Roman values, such as pietas, bravery and loyalty in Horace's Dulce et decorum est from Book 3, Poem 2 of Odes, as well as the Spartan idealisation of warfare in Tyrtaeus' 'Fallen Warrior' poem. Students will be assessed using a closed-book literary source analysis test on the entire prescribed work of Tyrtaeus and Horace, with a comparative literature assessment section on select passages from Homer's Iliad.

Virgil

This module will centre around a study of Book 2 of Virgil's Aeneid, focusing on literary context, characterisation, themes and the concept of heroes and warfare in Rome under the imperial influence of Augustus. Students will be assessed using a series of small-scale comprehension questions, followed later by an open-book literary source analysis test with comparative questions to select passages from the prescribed books of Homer's Iliad, as Virgil took great inspiration from the epic world of the hero.

LEARNING IMPACT

Students will be assessed using a series of small-scale comprehension questions, followed later by an open-book literary source analysis test with comparative questions to select passages from the prescribed books of Homer's Iliad, as Virgil took great inspiration from the epic world of the hero.

YEAR 11 - COMPUTER SCIENCE

INTENDED OUTCOMES

Focus will shift from the previous year and go further into programming and the key underlying principles of programming, theory will continue with extra topics, however, those topics will primarily be centered around the key aspects to programming and becoming robust problem solvers.

COURSE IMPLEMENTATION

Algorithms

Students will look at specific algorithms and discover the best ways to search and sort data in a real-world scenario, there will also be a focus on discovering best practices when writing flow charts and pseudocode. Students will have weekly challenges that embed knowledge from taught sessions in the form of workbook theory challenges and will have weekly verbal feedback and complete regular multiple-choice quizzes.

Programming fundamentals

This unit primarily looks at the underpinning concepts of programming, learning how to structure code appropriately to ensure it works as efficiently as possible from the outset. Students will have weekly challenges that embed knowledge from taught sessions in the form of workbook theory challenges and will have weekly verbal feedback and complete regular multiple-choice quizzes.

Producing robust programs

Continuity from the previous unit will be at the heart of making sure students can produce robust programs to real world problems, ensuring code that is well written by providing validation, penetration testing and proper use of commenting to cover just a few of the skills developed. Students will have weekly challenges that embed knowledge from taught sessions in the form of workbook theory challenges and will have weekly verbal feedback and complete regular multiple-choice quizzes.

Boolean logic
Students will look at applying logic to solve problems, delving into Boolean logic and specific logic gates, taking a look at combining these gates for the best ways to solve problems and considerations engineers much take when constructing circuitry. Students will have weekly challenges that embed knowledge from taught sessions in the form of workbook theory challenges and will have weekly verbal feedback and complete regular multiple-choice quizzes.

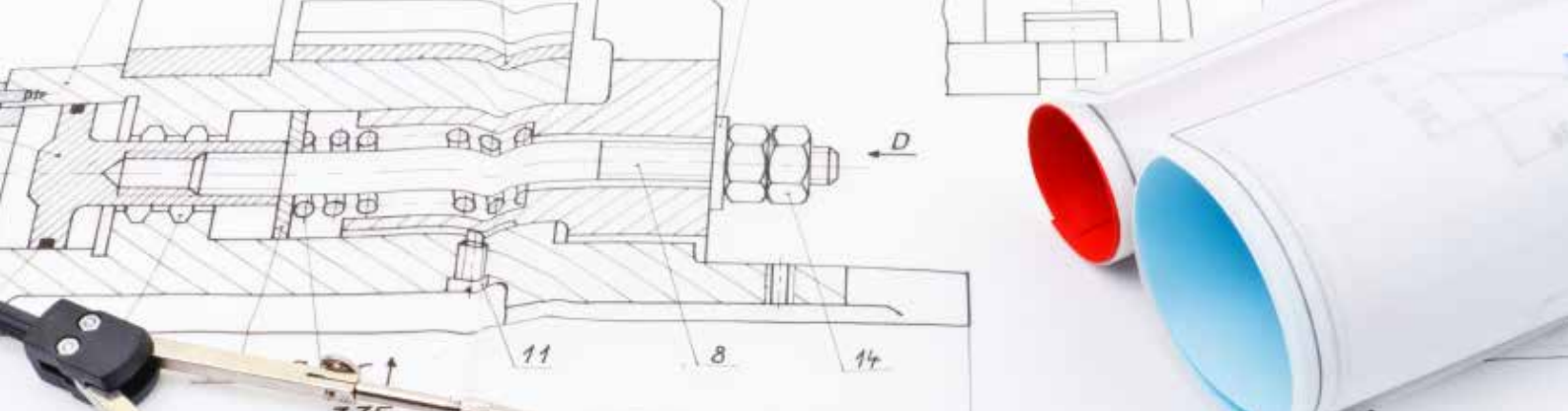
Programming languages and IDEs
Students are well taught about high level languages like Python, this unit dives into different programming languages and looks at low level languages and machines code, comparisons are made to high level languages and the use of an integrated development environment to make writing source code as easy and useful as possible. Students will have weekly challenges that embed knowledge from taught sessions in the form of workbook theory challenges and will have weekly verbal feedback and complete regular multiple-choice quizzes.

Python Programming
The majority of theory lessons shift this year, they will be designed to develop students programming ability from Year 10 and take their programming to a new levels in regards to ensuring that code is well written, thoughtful and well presented for collaboration with other students. Students will have weekly challenges that embed knowledge from taught sessions in the form of workbook theory challenges and will have weekly verbal feedback and complete regular multiple-choice quizzes.

LEARNING IMPACT

All Computing theory will consolidate topics from the previous four years and seek to engage students in more complex ideas centered around specific algorithms, programing and its core principles, how best to ensure code is well written, using logic gates to plan circuitry and different programming languages and the environment they are written in. This is developed over time and adds knowledge weekly. This is teacher marked with individual written feedback provided.

Parents will be informed through the use of a mix of school reports, parents evenings and intervention from the classroom teacher as needed.



YEAR 11 - DESIGN AND TECHNOLOGY

INTENDED OUTCOMES

GCSE NEA: Students will use previously established knowledge and skills to complete an exploration into a contextual challenge.

GCSE THEORY – Students will continue to enhance their knowledge and understanding of how products are designed and made both commercially and for prototype development.

COURSE IMPLEMENTATION

GCSE NEA

Students will complete a portfolio of work as they explore and pursue a contextual challenge. In line with the AQA specification, students must research, design, develop and manufacture a working prototype for a design problem that they have identified. Students will be assessed at the end of the unit once they have submitted their entire NEA portfolio. This will be assessed using the GCSE Specification outlined from AQA.

GCSE Theory

Students will be taught the GCSE specification content during single lessons throughout the academic year. They will have to explore and understand a variety of specialised commercial manufacturing processes, sustainability issues, ethical and moral design implications and much more. Students will be assessed at two points, formally, through the year using trial examinations along with many past exam questions during lesson time. They will also receive regular feedback through formative feedback after lesson assessments.

LEARNING IMPACT

The NEA will not be marked until the end of Year 11 to allow students to keep adding to their work after receiving generic oral feedback as appropriate, and in line with JCQ guidelines for all subjects with an NEA. Students will be assessed via a written 2-hour examination at the end of year 11 and combined with the NEA mark to give an overall grade. Apart from end of year NEA and end of year examination, assessments will be reported to parent/carers through the relevant data drop and Parents' Evenings, with half-termly communication of end-of-unit assessment data for students who are under-performing.

YEAR 11 - DRAMA

INTENDED OUTCOMES

Component 2 – Performance From Text – Students will be able to understand the context behind their chosen play text, developing their existing knowledge of performance skills and design in order the stage and perform their chosen play extracts.

Component 3 – Theatre Makers in Practice (DNA) – Students will complete their scene by scene exploration of the play DNA and begin to deepen their understanding of the role of performer, director, designer and the performance and design skills required as well as understanding how to effectively communicate this understanding through exam questions.

Component 3 – Theatre Makers in Practice (Live Theatre) – Students will watch a live theatre performance and develop notes to take into their written exam, analysing and evaluating how performance and design skills have been used in that performance for varying purposes as well as understanding how to effectively communicate this understanding through exam questions.

COURSE IMPLEMENTATION

Component 2 – Performance from Text
Students will learn their play extracts and work to stage these extracts considering character, performance skills and context of the play as well as considering and writing the dramatic intentions of the performances before performing for an examine either live or recorded. This will be assessed by the exam board (20% of final GCSE grade).

Component 3 – Theatre Makers in Practice (DNA)

Students will work both practically and theoretically to explore the remaining scenes of DNA, developing their existing knowledge of performance and design skills and exam technique through practice questions, class discussion and practical workshopping of key scenes. This will worth 45 marks of the written 1 hour 45 exam (worth 40% of the final GCSE grade.)

Component 3 – Theatre Makers in practice (Live Theatre)

Students will watch a live theatre performance and explore how the performer, director and designers have used performance and design elements for a variety of effects, creating 500 words of notes to take into the exam and developing their ability to write analytical and evaluative exam answers. This will be worth 15 marks of written 1 hour 45 exam (worth 40% of the final GCSE grade).

LEARNING IMPACT

This will be assessed thorough a balance of practical and exam based assessment. This will be fed back to parents via written reports, data and parent's evenings.

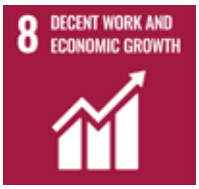
YEAR 11 - ECONOMICS

INTENDED OUTCOMES

Students will be learning the differing ways that government alter economical policies and how this affects certain groups and also learning how macroeconomics affects global trade and worldwide economy. The skills required by students will be progressing upon what they have learned in previous years to enhance exam writing techniques by showing full evaluation and including chains of reasoning to explain how certain economical policies can affect differing economic groups.

COURSE IMPLEMENTATION

Fiscal Policy



Students will learn about how the government uses taxation and spending to improve economical growth and sustainability to fully evaluate how this impacts different economic al groups. Students will have the opportunity to answer an extended six-mark question on how progressive taxes can help redistribute wealth and income as well as a series of multiple-choice questions based on the topic of the fiscal policy.

Monetary Policy

Pupils will be engaging with how the central bank manipulates the interest rates to influence how much money is in a country's economy and evaluating how this affects consumers saving and borrowing. There will be a six-mark question for them to complete evaluating the effects of a rise in interest rates on consumer spending and saving as well as a series of multiple-choice questions on the topic of the monetary policy.

Supply-side Policy

The students will be exploring the range of differing policies that the government introduce to try and increase aggregate supply through increasing the quality of production and efficiency for the economy and evaluating how this impacts differing economic groups. The pupils will have an opportunity to tackle a six-mark question on evaluating how supply-side policies help tackle inflation and increasing employment along with a series of multiple-choice questions on the topic of the supply-side policies.

Limitations of Markets

Students will be able to explain government policies to correct positive and negative externalities, including taxation and subsidies, state provision, legislation and regulation and information provision. Pupils will be given the opportunity to answer a six-mark question evaluating the effectiveness of a tax on alcohol to limit negative externalities along with a series of multiple-choice questions on the topic of limitations of markets.

Importance of International Trade

The pupils will be able to explain why countries import and export goods and services and the benefits of this for consumers and producers whilst also learning to explain the implications of free trade agreements including the European Union to the British economy. Students will be given an opportunity to answer a series of multiple=choice questions and two-mark questions on the topic of the importance of international trade.

Balance of Payments

The pupils will explain the meaning of a balanced current account, a current account surplus and current account deficit whilst also analysing recent and historical data on exports and imports from the UK. The students will have an opportunity to answer a six-mark question on evaluating whether a fall in the value of the pound to the euro exchange rate might affect the UK's current account on the balance of payments along with a series of multiple-choice questions on the topic of the balance of payments.

Exchange Rates

The students will be learning how to draw and analyse how exchange rates are determined through the interaction of supply and demand as well as being able to mathematically calculate currency conversion and how this impacts differing economic groups of consumers and producers. The students will have the opportunity to tackle a six-mark question on evaluating whether a fall in the exchange rate for UK producers is actually beneficial and also the chance to answer a series of multiple-choice questions on the topic of exchange rates.

Globalisation

The pupils will be evaluating the costs and benefits of globalisation to producers, workers and consumers in developed countries, including the impact on economic, social and

environmental sustainability. The students will have an opportunity to answer a six-mark question on evaluating whether or not the benefits of globalisation are greater than the costs for UK consumers whilst also answering a series of multiple-choice questions on the topic of globalisation.

LEARNING IMPACT

Students will be encompassing the knowledge of how the government intervenes with the economy and the policies that they introduce to help improve economic growth and building relationships with other countries to help improve exchange rates and globalisation. The pupils will be enhancing their extended writing skills by progressing their chains of reasoning and evaluation skills as well as improving their mathematical problem-solving skills through exchange rate calculations and production formulae needed by firms. Parents will be able to see how their child is progressing by accessing Office 365 Teams Assignments where they will see their assessments scores and feedback by teacher.

YEAR 11 - ENGLISH LANGUAGE

INTENDED OUTCOMES

Building upon initial skills for the appreciation of fiction and non-fiction texts, which were introduced lower down the school, pupils refine their analysis of fiction and non-fiction texts and craft their writing, making informed choices, to meet the requirements of both papers examined in English Language at GCSE.

COURSE IMPLEMENTATION

Synthesis and Comparison – Reading

Pupils learn to select and synthesise evidence taken from different texts; they are guided to make inference, through complex comparison of texts around a writer's particular perspective; students will receive some exposure to 19th Century texts in order to support their understanding of Paper 2 sources. Class based assessment using extract-based exam-style questions will allow pupils to develop strategies to synthesise information, and analyse the perspective expressed by a writer; later in the year an entire AQA English Language Paper 2 is offered as a core element of Year 11 trial exams.

Non-Fiction Writing
Dovetailing with the reading elements of the curriculum, written work is stimulated by a range of texts and pupils are encouraged to write creatively, using a range of appropriate planning tools to develop an understanding of the different modes of communication at work in letters, leaflets and essays. Formative writing opportunities are given throughout the remainder of the course to help pupils improve writing technique, specifically with a focus on the development of non-fictional texts; in the trial exam, non-fiction writing forms approximately half the marks of Paper 2.

Tailored and Targeted Revision
Teachers will inform their teaching by using the data that has been supplied by pupils sitting trial exams, and through taking part in class-based assessments, to sculpt bespoke revision for

their learners which will circle back to core skills covered throughout the course. Class-based assessments throughout the year allow pupils formative feedback on individual elements of

LEARNING IMPACT

Through formative assessment, introduced at salient points in line with the consideration of different texts, skills are assessed and personalised feedback is given to improve individual student attainment. Assessment data is reported regularly throughout the year, with formative comments in an annual report which summaries achievement and gives a clear target for development being provided by the end of Year 11.

YEAR 11 - ENGLISH LITERATURE

INTENDED OUTCOMES

Focus on refining written analysis in order to compose articulate exam-style responses for English Literature at GCSE; pupils continue to explore their Shakespeare text, poetry anthology and are introduced to a 19th Century Classic, to be studied in line with the AQA exam syllabus.

COURSE IMPLEMENTATION

Shakespeare Text
Students continue to deepen their analytical skills by considering how to approach questions which are based around analysis of key extracts from the Shakespeare play that they began the study of in Year 10. Class based assessment using a given extract-based exam-style question. Later in the year the Shakespeare section is offered in the second trial exam period.

Poetry Anthology
Critical analysis and comparative skills continue to develop as pupils engage with the remaining poems in the anthology of poetry chosen by the examination board. Class-based assessment opportunities may be given. The Poetry Anthology section is offered on the first trial exam paper; in contrast to the assessment of this unit in Year 10, only one poem is given in the exam, and pupils are expected to compare with another from memory.

19th Century Text

Pupils refine their written practice, building upon core skills introduced in Year 10, in conjunction with the study of their final text in line with the syllabus: students learn to craft writing in order to respond to a given task, and text excerpt taken from a 19th Century novel. There may be opportunities for class-based assessment, using a given extract-based exam-style question. Later in the year the 19th Century section is offered in the second trial exam period.

Unseen Poetry

Pupils continue to develop skills to explore 'unseen' poetry through engagement with new poems in their poetry cluster, and through explicit teaching of the unseen poetry section, in preparation for final exams. In class assessment opportunities towards the end of Year 11.

LEARNING IMPACT

Through formative assessment, given at salient points in line with the introduction of different texts, skills are assessed and personalised feedback is given to improve individual student attainment. Assessment data is reported regularly throughout the year, with formative comments in an annual report, which summaries achievement and gives a clear target for development, being provided by the end of Year 11.

YEAR 11 - FINE ART

INTENDED OUTCOMES

In Year 11 students work on a series of assignments consolidating their personal portfolios and complete an externally set assignment, set by the exam board.

Students consolidate and apply their learning:

- Observational drawing skills, developing their understanding of tone, line and form and how to improve accuracy.
- How to research and analyse the work of artists and context, visually and in written form, in order to inform ideas.
- How to experiment with ideas and variety of media and techniques in the pursuit of designing exciting and meaningful pieces of art work.
- How to apply their knowledge and skills to create personal, meaningful and independent final pieces.

COURSE IMPLEMENTATION

Personal Portfolio: Contextual Research
Students complete their independent artist research and explore the context of their chosen themes, carrying out research into their chosen foci considering, where appropriate, debate, scientific, historical, cultural & social investigation, consolidating intended meanings for own artwork and presenting this creatively in portfolios. Assessments are based on the quality and presentation of their research and their independent application of the key skills taught; assessments are made against the exam boards 4 assessment objectives across the whole of students' personal portfolios.

Personal Portfolio: Observational Drawing
Students develop and enhance their observational drawing skills, whilst ensuring, based on research and initial concepts, that they have records of the most appropriate imagery to inform their ideas. Assessments are based on the development and refinement of drawing pages in the students' portfolios and their independent application of the key skills taught; assessments are made against the exam boards 4 assessment objectives across the whole of students' personal portfolios.

Personal Portfolio: Experimentation and Design
Students apply their knowledge and understanding of composition and visual language, media and techniques, to create a series of design ideas, experiments and refinements

conveying their meaning and intentions, whilst making connections to their research. Assessments are on based the quality of the design work presented in students' portfolios and their independent application of the key skills taught; assessments are made against the exam boards 4 assessment objectives across the whole of students' personal portfolios.

Personal Portfolio: Final Personal Response
Students develop a personal and meaningful final outcome, consolidating the projects learning with the creation of a final piece that realises their intentions, demonstrates understanding of visual language and the application of formal elements, based on their independent themes. Assessments are made against the exam boards 4 assessment objectives across student's entire portfolio of work and the quality of their final piece.

ESA: Externally Set Assignment
Students will develop a second portfolio of work based on a broad thematic starting point set by the exam board; they will choose a focus, carry out contextual research, make records of observations in the form of photographs and drawings, experiment with media and ideas in order to create focused and informed design ideas; producing their final piece in a 10-hour exam. Assessments are made against the exam boards 4 assessment objectives, internally moderated and standardised and externally moderated.

LEARNING IMPACT

The development of knowledge and skills across the year 11 curriculum allows students to consolidate detailed personal portfolios, enhancing their confidence and ability to communicate and realise their own ideas in a range of media, whilst focusing on quality outcomes and fostering the independence needed to successfully complete their externally set assignment.

Final assessments for each project are made against the exam boards 4 assessment objectives, internally moderated and standardised and externally moderated.

Students' achievements and progress against the exam board assessment objectives, will be corresponded to parents through termly data and yearly written reports.

YEAR 11 - FRENCH

INTENDED OUTCOMES

In Year 11 French, students complete the new GCSE course and consolidate their ability to understand and respond to written and spoken language around GCSE themes: “Environment”, “My world”, “Future plans”.

They continue to build-up on their knowledge of previously acquired vocabulary, grammar and phonics, and explore the more advanced aspects of the subject which will help them master the skills necessary to succeed at GCSE.

COURSE IMPLEMENTATION

Module 6 “Environment”

Students learn to use numerical data and other sources to support their ideas. They learn to use complex structures in 3 time frames in order to discuss geography and climate, environmental problems, how we can work together, what we can do on a day-to-day basis and new technologies. Students have to learn between 10-20 words from the GCSE vocab list every week and they are tested on these in class every week. They also get a GCSE-specific homework task such as listening, reading or writing, to prepare them effectively.
By the end of the module “Environment”, students have been assessed in listening, reading and writing (80-90 words or 130-150 words tasks).

Module 7 “My world”

Students continue to learn how to manipulate new complex structures and grammar points when discussing where they live, shopping, their ideal home and a recent visit in a city. They practise role play and translation skills within these contexts. Students have to learn between 10-20 words from the GCSE vocab list every week and they are tested on these in class every week. They also get a GCSE-specific homework task such as listening, reading or writing, to prepare them effectively. By the end of the module "My world", students have been sitting a trial examination in all four skills. Only role play, reading aloud and picture-based tasks are included in the speaking component. Only a shorter conversation is also included.

Module 8 "Future plans"
Students consolidate their use of the future tenses and complex structures to discuss their summer plans, future plans and hopes, travelling and earning money, future careers and jobs. They aim to master all the skills acquired and apply them in GCSE productive tasks (writing and speaking). Students have to learn between 10-20 words from the GCSE vocab list every week and they are tested on these in class every week. They also get a GCSE-specific homework task such as listening, reading or writing, to prepare them effectively.
By the end of the module about "Future plans", students have been sitting a final speaking trial examination, where they complete a whole speaking paper.

LEARNING IMPACT

In each assessment, students develop their ability to cope with GCSE-type tasks in all 4 skills (Listening, Reading, Writing and Speaking).

Once completed, assessments results are shared with students and recorded by teachers. Students are responsible for sharing their results and assessment papers with parents/carers. Assessments and mock results are also shared with parents/carers in termly reports. Our outstanding students receive a certificate to take home, to celebrate their achievement and/or progress

YEAR 11 - GEOGRAPHY

INTENDED OUTCOMES

Students Follow the OCR Geography A Specification.

COURSE IMPLEMENTATION

OCR Geography A – Ecosystems of the Planet

Abiotic and biotic factors, Interdependance, Global distributions of Polar regions, Coral Reefs, Grasslands, Temperate Forests, Tropical Rainforests and Hot Deserts. Overview of the planets and animals within the different biomes, Location of the Worlds major tropical Rainforests, Location of the worlds coral reefs. Water Cycle, Nutrient Cycle. In depth Case Studies on The Peruvian Amazon and the Menjangan Coral Reef. Verbal responses assessed, Monitoring of classwork. Monitoring of end of unit assessments in the guidelines of OCR.

OCR Geography A – Paper 3 Fieldwork – Physical Study
A piece of Fieldwork will be completed, analysed, evaluated and concluded for preparation for Paper 3. Verbal responses assessed, Monitoring of classwork. Monitoring of end of unit assessments in the guidelines of OCR.

OCR Geography A – People of the Planet

Social, Economic and Environmental definitions for development including sustainable development. Development indicators, Patters of Development in Advanced Countries (ACs) Emerging Developing Countries (EDCs) and Low Income Developing countries (LIDCs). Reasons for uneven development, Role of aid in development.Colonisation of countries and its impact. In depth CASE STUDY: Ethiopia. In depth CASE STUDY: Istanbul. Verbal responses

assessed, Monitoring of classwork. Monitoring of end of unit assessments in the guidelines of OCR

OCR Geography A – Environmental Challenges of the Planet

Climate change and extreme weather conditions cause many threats to both peoploe and the environment. Investigation into the global circulation of the atmosphere and how this contributes to extreme weather. Verbal responses assessed, Monitoring of classwork. Monitoring of end of unit assessments in the guidelines of OCR.

LEARNING IMPACT

Students will have have an End of Unit assessment. This will reflect the Knowledge or the topic and Knowledge Organiser asked questions. As well as through in class quizzes and assessment for learning.

YEAR 11 - HISTORY

INTENDED OUTCOMES

Students will continue gaining knowledge and skills following the exam board OCR Explaining the modern world A: International relations and the The USA 1945-1974.

COURSE IMPLEMENTATION

OCR Explaining the modern world A: International Relations: the changing international order 1918-1975

Second order historical concepts such as change, cause and consequence to help explain conflict and co-operation 1918-1939, The cold War in Europe 1945-1961: Rising tensions, Cold war confrontations and conflict 1954-1975, students will also learn how to analyse and evaluate historical interpretations. Review of student's work, hinge questions, quizzing, homework and online quizzes created by the history dept.

OCR Explaining the modern world A: Depth study: The USA 1945 – 1975

GCSE depth study focuses on the relationship between the people and the state in the USA from 1945-1974, including the Red scare and the Civil Rights movement. Review of student's work, hinge questions, quizzing, homeworks and online quizzes created by the history dept.

LEARNING IMPACT

Assessments will focus on knowledge, understanding, explanation and analysis, through exam board questions, trial exams and specific department made online quizzes.

Reports Will Reflect How Well Students Can Recall And Apply Knowledge, Analyse Ideas And Sources And Make Substantiated Judgements About Conflicts Studied For Ocr Paper 1 International Relations And The Usa 1945-1975.

YEAR 11 - HOSPITALITY AND CATERING

INTENDED OUTCOMES

Students will follow the WJEC specification covering theory knowledge on the 'Hospitality and Catering industry' and controlled assessment planning for 'Hospitality and Catering in Action'.

They will continue to extend knowledge and improve practical skills to include more complex techniques in readiness for their practical coursework assessment.

COURSE IMPLEMENTATION

The operations at the front and back of house in a food establishment
Gaining an awareness of the workflow and equipment in the kitchen, cleaning schedules, documentation, administration, stock control and dress codes for a hotel. End of module test, ongoing homework.

Customer requirements and changing provision in the Hospitality and Catering industry

Looking at consumer needs and rights, disabilities, equality and changes due to customer expectations and regional demographics. End of module test, ongoing homework.

Health and Safety

Improving awareness for safety in the workplace to include various legislations such as COSHH, PPER, RIDDOR to include use of documentation, risk assessments and training. Completion of example risk assessments, peer and teacher assessed.

Coursework – Live Task
Exam board set 12-hour coursework task to include planning, practical and reviews under

controlled conditions. Teacher assessed and submitted to exam board.

Revision Topics
Ongoing revision tasks and exam style questions and papers set throughout the year with a greater focus in the spring term. Ongoing student and teacher marking and reviewing.

Practical Food Work
Students to complete a range of higher skill tasks in preparation for their coursework task, usually student chosen and reviewed after each practical for improvements. Reviewed by both student and teacher as an aid for choosing higher level and more complex dishes and tasks for their upcoming coursework exam.

LEARNING IMPACT

End of module tests will ensure that subject knowledge becomes fully embedded by students enabling them to continue to compete a variety of planning and practical tasks showing progression in both theory and practical aspects of the subject.

Work completed throughout the year will be placed on a database which will average marks to provide clear information to parents showing how the student is progressing throughout the year, controlled assessment is not given feedback as this is part of the exam board regulations.

YEAR 11 - iMEDIA

INTENDED OUTCOMES

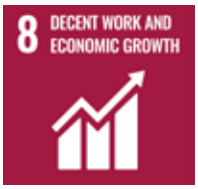
Students will develop their creativity by producing a graphic based on a pre-written brie provided by the exam board as well and gain an insight and deeper understand of how the media industries works not only internally, but also for their targeted demographics.

COURSE IMPLEMENTATION

R094 Visual identity and digital graphics

Students will plan and create a graphic based on a brief, where they carefully considered audiences expectations and requirements before putting these into practice. Students will be assessed verbally as per examination boards guidelines, whilst gaining feedback from peers, with their final submission at Christmas ready for submission.

R093 Creative iMedia in the media industry



Students will continue to study the different production stages within the media industry and how each impact on media products, roles and overall decision making to ensure products are a success. Students will undertake regular Socratvie quizzes based on their learning with a real-world context, alongside their exercise books being marked following the school's marking policy and regular links to exam style questions.

LEARNING IMPACT

For the students externally assessed unit, peer assessment will support the development of each child, as per examination board guidelines, whilst their examination, students will be assessed a variety of methods, including Scoratvie quizzes, exercise book marking and practice papers.

Parents will be informed through the use of a mix of school reports, parents' evenings and intervention from the classroom teacher as needed.

YEAR 11 - LATIN

INTENDED OUTCOMES

Students read their first original Latin texts, studying extracts from a variety of authors with a focus on the theme of Love & Marriage. This allows students the opportunity to become acquainted with different styles of writing and different outlooks and opinions. Students develop close literary analysis skills and also the broader analysis skills that allow them to use literary texts as sources through which they can deepen their understanding of the ancient world.

Translations per extract are guided from English and then memorised.

COURSE IMPLEMENTATION

Introduction to component 2 with picture sources
Rituals at Roman wedding. Various forms of Roman marriage. Attitudes to Roman women with translated extracts from Plutarch and Catullus. Analysis and appreciation of picture sources. Knowledge test on what is to be expected and the fundamentals of love and marriage in the Roman world.

Epitaph to Claudia
- Interpretation of Latin phrases and their significance in praising Claudia.
- Discussion on the role of women, motherhood, and societal expectations.
- Comparison of epitaph with modern gender representations and family values.

Quizlet on the epitaph with quote practice. Ongoing but reshuffled vocabulary tests from Eduqas spec to retrieve and revisit Module 1

Pliny's Letters 6.24. Faithful unto Death
- How a wife's fidelity was highly valued, as demonstrated by the woman's actions in the letter.
- Appreciation of a woman's courage and loyalty, highlighting the positive qualities assigned to married women in Roman society.
- Analysis of the moral from the events, that remarkable deeds by ordinary people often go unnoticed unless involving well-known individuals.
- Discuss and challenge the Roman perspective on loyalty, courage, and the portrayal of the wife's actions in the text.

Mock exam, past paper adapted for purpose.

Pliny's Letters 4.19. To Calpurnia Hispulla

- How Pliny praises Hispulla for her dutiful care of her niece, Calpurnia, after the death of her father.
- How he highlights Calpurnia's virtues and worthiness, intellect and fidelity.
- How he highlights harmony in marriage

Quizlet with flashcards on quotes. Ongoing but reshuffled vocabulary tests from Eduqas spec to retrieve and revisit Module 1. Translation from memory.

Martial's Epigrams 1.62. The Power of Love

- Themes of how love can cause pain, pleasure, frustration.
- Appreciation of satire.
- Examining the complex and contradictory nature of love.
- How Martial's work reflects broader social and personal dynamics of the time.
- How human nature is still the same today.

Quizlet on the epigram for background quotes and literary devices. Ongoing but reshuffled vocabulary tests from Eduqas spec to retrieve and revisit Module 1. Translation from memory.

Catullus. Poem

- Fleeting nature of life (ethos of Carpe Diem)
- Defiance of social norms.
- Intensity of love
- Catullus' mastery in capturing the aforementioned using various literary devices.

Quizlet on the poem for background, quotes and use of alliteration, for example. Ongoing but reshuffled vocabulary tests from Eduqas spec to retrieve and revisit Module 1. Translation from memory.

Seneca. Changing Morals (De Beneficiis 3.16)

- Giving and receiving benefits.
- Stoicism, gratitude and humility.
- Rhetorical devices.

Quizlet on De Beneficiis for background, thematics and quotes. Translation from memory.

Catullus. Poem 8. Horace – Finished with Love (Odes 3.26)

- Love, loss, self-respect and resilience.
- Impermanence and internal conflict.
- Literary devices: repetition, metaphor and simile, juxtaposition, irony, pathos, imagery, personification, symbolism, tone.
- Abandonment. Victory and defeat.

Past paper practice, focus on Component 2.

Ovid. Advice to a rejected Lover. (Ars Amatoria 1.469-478). Cicero. A Family Matter. (Ad Atticum 5.1) Catullus. Poem 70

- Practical strategies to get over a lost love.
- Stoicism and reason.
- Complex sentences with subordinate clauses. Rhetoric.
- Turbulent political landscapes providing background
- Family dynamics

- Double meanings and irony.

Past Paper practice.

Martial. Epigrams 12.46. Catullus. Poem 85
- Analysis of Martial's wit and satirical devices (distichon / antithesis / irony / parallelism.
- Martial's conveying of social commentary.
- Elegiac couplets. Paradox
- Pain, desire, passion. The universal struggle within romantic relationships.

GCSE Examination.

LEARNING IMPACT

Continual translation of authentic texts. Actual GCSE in June, results shared with students in August.

YEAR 11 - MATHEMATICS

INTENDED OUTCOMES

During Year 11, Set 1 and 2 students complete the GCSE course for the Higher Tier and then revise using past paper questions before moving into past paper practice to ensure the necessary skills of method selection are developed. Set 3 and 4 students will revise the GCSE content through a revision lesson and then practice on past paper questions.

SET 1 COURSE IMPLEMENTATION

Autumn 1
During this term students will cover the GCSE Higher Tier content on Inequalities both linear and quadratic, Simultaneous Equations and Equation of a Circle. Assessment will be via continual assessment of classwork and homework and includes more formal tests.

Autumn 2
During this term students will cover the GCSE Higher Tier content on Circle Theorems, Iteration and Advanced Quadratics. Assessment will be via continual assessment of classwork and homework.

Spring 1
During this term students will complete their GCSE course by studying Algebraic Fractions, Sketching Graphs, Transforming Functions, Gradients and Area under a Curve, Vectors and the Sine and Cosine Rules. Assessment will be via continual assessment of classwork and homework and includes a more formal test.

Spring 2
During the Spring Term students will revise the GCSE Higher Tier content using past paper questions. Assessment will be via continual assessment of classwork and homework.

Past Papers
For the rest of the course, students will complete past papers to encourage method selection as well as gaining the necessary examination techniques required to get a good grade at GCSE. Assessment will be the completion of past papers, including the marking of these so that students become familiar with the requirements of the examination board as to the amount of detail required for each answer.

SET 2 COURSE IMPLEMENTATION

Autumn 1
During this term students will cover the GCSE Higher Tier content on Simultaneous Equations, Sketching Graphs, Vectors, Iteration and Equation of a Circle. Assessment will be via continual assessment of classwork and homework and includes a more formal test.

Autumn 2
During this term students will complete their GCSE course by studying Circle Theorems and Advanced Quadratics which develops the material covered in previous years. Assessment will be via continual assessment of classwork and homework.

Spring
During the Spring Term students will revise the GCSE Higher Tier content using past paper questions. Assessment will be via continual assessment of classwork and homework.

Past Papers
For the rest of the course, students will complete past papers to encourage method selection as well as gaining the necessary examination techniques required to gain a good grade at GCSE. Assessment will be the completion of past papers, including the marking of these so that students become familiar with the requirements of the examination board as to the amount of detail required for each answer.

SET 3 AND 4 COURSE IMPLEMENTATION

Autumn Term 1
Students will revise Number, Probability, Ratio, Measures and Rounding and Estimation using past examination questions. Assessment will be via continual assessment of classwork and homework.

Autumn Term 2
Students will revise Perimeter, Area and Volume, Proportion and Algebra using past examination questions. Assessment will be via continual assessment of classwork and homework.

Spring Term 1
Students will revise Percentages, Angles and Statistical Diagrams using past examination questions. Assessment will be via continual assessment of classwork and homework.

Spring Term 2
Students will revise Graphs, Bearings, Averages, Transformations, Standard Form, Inequalities, Vectors, Pythagoras' Theorem, Equations, Trigonometry and Simultaneous Equations using past examination questions. Assessment will be via continual assessment of classwork and homework.

Past Papers
For the rest of the course, students will complete past papers to encourage method selection as well as gaining the necessary examination techniques required to gain a good grade at GCSE. Assessment will be the completion of past papers, including the marking of these so that students become familiar with the requirements of the examination board as to the amount of detail required for each answer.

LEARNING IMPACT

During the first three lessons in September, students will be required to sit a full GCSE examination which will be marked and returned to students with a grade; trial examinations in both November and March will also be marked and returned to students.

YEAR 11 - MUSIC

INTENDED OUTCOMES

In their final year of music, pupils will complete two controlled assessments, one of which is externally marked by the exam board. Pupils will first review their skill development from Year 10 and plan their approach to component 2, in which they plan and document the development of two specific skills and produce two musical outcomes. They will then gain knowledge around working to a brief, developing the skills required to create remixes/cover versions of popular songs into different genres for their external assessments.

COURSE IMPLEMENTATION

BTEC C2 Controlled Assessment
Task 1 (15 Supervised Hours): Pupils will plan and show focused skill development across two musical outcomes (approx. 2-4 minutes in length) in two of the following three areas:

- Performance e.g. mastery of a technical exercise
- Composition e.g. chord progressions and harmonic rhythm
- Production e.g. automating plugin parameters, gain staging

Pupils must show evidence of planning, managing and documenting their progress e.g. video/audio recordings, written development logs. Pupil work will be completed under controlled assessment conditions and assessed against the BTEC course's marking criteria.

BTEC C3 Responding to a Music Brief
They will focus on a particular area of the music sector that excites and appeals to them and respond to a music brief as a composer, performer or producer.

Pupil will begin by exploring the brief and investigating possible responses and ideas to meet the demands of the brief. Using relevant resources, skills and techniques they will then develop and refine musical material before presenting a final response. They will develop and present an original creation based on a piece from a given list and a style from a choice of four. To be assessed through recorded individual or group performances or production using music technology, and a written review of learning.

BTEC C3 External Assessment
Activity 1 (4 hours prep, 2 supervised hours): pupils must devise a proposed response to the music brief, outlining aims and consideration of musical elements, key features and techniques/skills development (PDF).
Activity 2 (16 supervised hours): pupils must either create/produce OR create/perform a new version of a well-known piece in a different style and document the process using notes

and screenshots/images, highlighting strengths and areas for development (mp3/mp4 and PDF).

Activity 3 (1 supervised hour): pupils write a commentary of their product, discussing development of ideas, use of musical elements/techniques, highlighting strengths and areas for development (PDF).

Pupil work will be completed under controlled assessment conditions and assessed by Pearson against the BTEC course's marking criteria.

Personal Development

Pupils will have the opportunity to choose a personal music project to work on during the summer term after their external assessments are completed. This is a non assessed unit.

LEARNING IMPACT

Pupils will engage in a variety of practical (performance, composition and production) and written assessments which are reported on in line with the school reporting calendar – the grade given will show their outcome from Component 2 which equates to 40% of their overall course, and their predicted overall grade for the course.

YEAR 11 - PHYSICAL EDUCATION

INTENDED OUTCOMES

All students will continue to be encouraged to tackle complex and demanding physical activities and get involved in a range of activities that develop personal fitness and promote an active, healthy lifestyle with increased independence and choice via a chosen pathway of recreational or competitive activity.

GCSE PE Students will continue to develop their knowledge of the GCSE PE course and study further topics such as Socio-Cultural influences and wellbeing in physical activity, sport psychology and the influence of diet on performance; as well as being given the opportunity to further improve exam technique, complete their analysis of performance task and continue to improve their practical ability.

PE COURSE IMPLEMENTATION

Classification of skills

Students will learn to classify skills, outline and explain types of goals that can be set to motivate athletes, information processing, guidance and feedback, mental preparation for performance and motivation. Students will be assessed on their knowledge using end of topic tests which use a variety of topic specific exam questions from previous years.

Goal Setting

Students will understand the difference between performance and outcome goals, the definition of a SMART targets and how they can use them in a sporting setting to improve motivation. Students will be assessed on their knowledge using end of topic tests which use a variety of topic specific exam questions from previous years.

Information processing

Students will learn to understand the basic model of information processing, the stages that are involved and be able to give specific examples related to a sporting context. Students will be assessed on their knowledge using end of topic tests which use a variety of topic specific exam questions from previous years.

Guidance and Feedback
Students will learn each type of guidance and feedback, the definition of each, which level of performer will use each stage and how a coach can manipulate practice using these guidance and feedback types to improve upon performance. Students will be assessed on their knowledge using end of topic tests which use a variety of topic specific exam questions from previous years.

Mental preparation for performance

Students will learn about the 'inverted U' theory and be able to apply it in a variety of sporting situations, stress management techniques, types of aggression, personality types and how they affect performance and motivation. Students will be assessed on their knowledge using end of topic tests which use a variety of topic specific exam questions from previous years.

Engagement patterns of different social groups

Students will learn about the engagement patterns of different groups of people and factors affecting participation. Students will be assessed on their knowledge using end of topic tests which use a variety of topic specific exam questions from previous years.

Commercialisation of physical activity and sport
Students will learn about the commercialisation of sport, the golden triangle, sponsorship and technology and their impact on sport. Students will be assessed on their knowledge using end of topic tests which use a variety of topic specific exam questions from previous years.

Ethical and socio-cultural issues in physical activity and sport
Students will learn about performers' conduct, drugs in sport, blood doping, performance enhancers and hooliganism. Students will be assessed on their knowledge using end of topic tests which use a variety of topic specific exam questions from previous years.

Physical, emotional and social health, fitness and well-being
Students will be able to link global participation with health, wellbeing and fitness. Students will be assessed on their knowledge using end of topic tests which use a variety of topic specific exam questions from previous years.

Consequences of a sedentary lifestyle

Students will understand the consequences of having a sedentary lifestyle, obesity and body

types. Students will be assessed on their knowledge using end of topic tests which use a variety of topic specific exam questions from previous years.

Energy use, diet, nutrition and hydration

Students will understand the components of a balanced diet, energy usage, nutrition and the role of each component of the eatwell plate. Students will be assessed on their knowledge using end of topic tests which use a variety of topic specific exam questions from previous years.

CORE PE COURSE IMPLEMENTATION

Invasion games

Knowledge, skills and understanding will be applied to full context games according to activity interest of groups from a selection of games including basketball, football, benchball and handball. Students will be assessed on their engagement in lessons rather their standard of performance, including working to the best of their abilities, working constrictively with their peers, consistent effort and behavioural standards.

Net games

Again, knowledge, skills and understanding will be applied to full context games according to activity interest from a selection of games including volleyball, badminton, table tennis and tennis. Students will be assessed on their engagement in lessons rather their standard of performance, including working to the best of their abilities, working constrictively with their peers, consistent effort and behavioural standards.

Gymnastics

The focus in trampolining is on developing confidence when performing and coaching skills in isolation with accuracy and precision and performing combinations of greater complexity on

the trampoline that can be used in sequence work.
Students will be assessed on their engagement in lessons rather their standard of performance, including working to the best of their abilities, working constrictively with their peers, consistent effort and behavioural standards.

Outdoor and Adventurous Activities

Problem solving as a team to build trust, relationships, cooperation and collaboration to achieve a shared goal will be the focus through a variety of team building activities. Students will be assessed on their engagement in lessons rather their standard of performance, including working to the best of their abilities, working constrictively with their peers, consistent effort and behavioural standards.

Health, fitness and wellbeing

Activities with a fitness theme to involve student participation in activities designed to increase their physical, social and mental wellbeing will include bootcamp (addressing physical and mental strength and determination), step and boxercise (where students follow and plan routines), and yoga and walking where mindfulness and relaxation are honed. Students will be assessed on their engagement in lessons rather their standard of performance, including working to the best of their abilities, working constrictively with their peers, consistent effort and behavioural standards.

Athletics

Faster, higher, stronger is the theme to be explored through development of techniques in athletic activities in running, jumping and throwing events of their choice. Students will be assessed on their engagement in lessons rather their standard of performance, including working to the best of their abilities, working constrictively with their peers, consistent effort and behavioural standards.

Free choice

Students will select their preferred physical activities to follow – these may be completely new activities or firm favourites according to group preference. Students will be assessed on their engagement in lessons rather their standard of performance, including working to the best of their abilities, working constrictively with their peers, consistent effort and behavioural standards.

Striking and fielding games

Again, knowledge, skills and understanding will be applied to full context games according to activity interest from a selection of games including golf, cricket, rounders and softball. Students will be assessed on their engagement in lessons rather their standard of performance, including working to the best of their abilities, working constrictively with their peers, consistent effort and behavioural standards.

LEARNING IMPACT

All students will be assessed on their engagement in lessons rather their standard of performance, including working to the best of their abilities, working constrictively with their peers, consistent effort and behavioural standards.

GCSE PE students will Students will be assessed on their knowledge using end of topic tests which use a variety of topic specific exam questions from previous years.

YEAR 11 - PHYSICS

INTENDED OUTCOMES

The Physics GCSE Course is designed to develop students' scientific knowledge and conceptual understanding, understand the nature, processes and methods of science through scientific enquiries, learn to apply observational, practical, modelling, enquiry and problem-solving skills and develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

COURSE IMPLEMENTATION

Forces
Students will learn about scalar and vector quantities, contact and noncontact forces, gravity, resultant forces, forces and elasticity, work done and energy transfer, moments, levers and gears, pressure in a fluid, atmospheric pressure, forces and motion, describing motion along a line, distance and displacement, speed, velocity, the distance-time relationship, acceleration and Newton's Laws of motion, forces and braking, stopping distances and reaction time, f actors affecting braking distance, momentum and conservation of momentum (Physics only). Assessment throughout the course via quizzes, homework tasks and end of topic tests followed by feedback to students.

Waves

Students will learn about the properties of waves, transverse and longitudinal, reflection of waves, sound waves, types of electromagnetic waves, properties of electromagnetic waves, uses and applications of electromagnetic waves, lenses, visible light, black body radiation, emission and absorption of infrared radiation. Assessment throughout the course via quizzes, homework tasks and end of topic tests followed by feedback to students.

Magnetism and Electromagnetism
Students will learn about permanent and induced magnetism, magnetic forces and fields, poles of a magnet, electromagnetism, induced potential, transformers and the National Grid, lowed by feedback to students.

LEARNING IMPACT

Developing knowledge, practical and mathematical skills across the curriculum will allow students to progress into further studies in Physics with the ability to analyse more complex mathematical and experimental ideas; a Mock assessment covering the topics learned over the 2 years will allow students to demonstrate their progress.

Students' Working At grades will be produced using an average of the End of Topic assessments, this will also include assessment of practical skills and will be reported to parents based on the whole school assessment calendar for that year.

YEAR 11 - PSYCHOLOGY

INTENDED OUTCOMES

Students will explore the world of language, thought and communication after which they will venture into the world of neuropsychology and psychological problems.

COURSE IMPLEMENTATION

Language, thought and communication
This topic enables students to gain insight into how language influences our perception of the world. Students learn about a variety of types of non-verbal communication in order to assess whether learned or innate behaviours. There will in-class formative assessments which will equip students for their summative end of topic assessments.

Brain & Neuropsychology

This topic explores biological processes that impact behaviour. In this topic students will look the basic structure of the nervous system as well as how different areas of the brain influence behaviours such as language production. Students will complete examination style questions in lessons which will equip them will the necessary skills for an end of topic test.

Psychological Problems

This topic explores mental health conditions such as depression and addiction. Students will attempt to understand the causes of such conditions and how they can be treated. Assessment will come in form examination style questions in lessons which will lead to an end of topic assessment.

LEARNING IMPACT

Key knowledge will be monitored through the use of half-term assessments. This will be accompanied by low stake quizzing within lessons and assigned homework that will develop exam skills.

This will be reported to parents by following school data drop policy and calendar.

YEAR 11 - RELIGIOUS EDUCATION

INTENDED OUTCOMES

Students will deepen their understanding of Christianity and Islam by looking into the practices, worship and festivals in both religions, in addition to exploring the theme of religion, human rights and social justice.

COURSE IMPLEMENTATION

Christianity: practices
Students will learn about different forms of worship and their significance, and about the role and importance of pilgrimage and celebrations, in addition to exploring the role of the church in the local and worldwide community. There will in-class assessments which will equip students for their end of topic assessments.

Islam: practices
Students will learn about the five pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam, and deepen their understanding of the significance of prayer and Shahadah in Islam, in addition to exploring the duties of a Muslim and the key festivals in Islam. There will in-class assessments which will equip students for their end of topic assessments.

Theme F: Religion, human rights and social justice
Students will explore contrasting religious, philosophical and ethical arguments on status of women in religion, treatment of homosexuals within religion, the uses of wealth, and freedom of religious expression. There will in-class assessments which will equip students for their end of topic assessments.

LEARNING IMPACT

Key knowledge will be monitored through the use of knowledge tests and end of topic exams. This will be accompanied by low stake quizzing and purple pen marking assignments within lessons, in addition to assigned homework that will develop exam skills.

YEAR 11 - SOCIOLOGY

INTENDED OUTCOMES

Students will finally consider how and why the world is the way it is, which means all previously learnt knowledge is needed to do this appropriately.

COURSE IMPLEMENTATION

Social Stratification

Students will explore how the world works by discovering how our society is 'spilt up', why certain groups experience life differently to others with reference to issues such as gender, class, ethnicity and soc-economic status. Mini knowledge quizzes and writing tasks that lead to an end of unit assessment.

Revision
Here examination skills will be practiced all while consolidating key content to ensure that every student is 'exam ready.' Consistent assessment via teacher, peer and self marking as the activities will vary to suit the needs and revision requirements of the class.

LEARNING IMPACT

Much of the assessment for this year will be around confidence building to ensure they are able to correctly recall key knowledge and coherently answer examination questions. This will be via in class 'flashback tests', revision tasks and writing activities that will be teacher marked.

YEAR 11 - SPANISH

INTENDED OUTCOMES

In Year 11 Spanish, students complete the new GCSE course and consolidate their ability to understand and respond to written and spoken language around GCSE themes: "My neighbourhood / environment", "My world", "Studying and my future – work". They continue to build-up on their knowledge of previously acquired vocabulary, grammar and phonics, and explore the more advanced aspects of the subject which will help them master the skills necessary to succeed at GCSE.

COURSE IMPLEMENTATION

Module 6 "My neighbourhood / environment"

Students continue to learn how to manipulate new complex structures and grammar points when discussing where they live, shopping, their ideal home and a recent visit in a city. They practise extended written passages and translation skills within these contexts. Students have to learn between 10-20 words from the GCSE vocab list every week and they are tested on these in class every week. They also get a GCSE-specific homework task such as listening, reading or writing, to prepare them effectively.

By the end of the module "My neighbourhood / Town – Region", students have sat a second trial examination in all 4 skills. Only role play, reading aloud and picture-based tasks are included in the speaking component. Only a shorter conversation is also included.

Module 7 "My neighbourhood / Environment"

Students learn to discuss geography and climate, environmental problems, how we can work together, what we can do on a day-to-day basis. Students learn to support their ideas with figures and data and they discuss solutions for a range of world issues. They practise taking part in the GCSE conversation in Spanish. Students have to learn between 10-20 words from the GCSE vocab list every week and they are tested on these in class every week. They also get a GCSE-specific homework task such as listening, reading or writing, to prepare them effectively.

By the end of the module "My neighbourhood / environment", students have been assessed in Listening and Reading skills.

Module 8 "Studying and the future – Work"
Students consolidate their use of the future tenses and complex structures to discuss their summer plans, future plans and hopes, travelling and earning money, future careers and jobs. They aim to master all the skills acquired and apply them in GCSE productive tasks (writing and speaking). Students have to learn between 10-20 words from the GCSE vocab list every week and they are tested on these in class every week. They also get a GCSE-specific homework task such as listening, reading or writing, to prepare them effectively.

By the end of the module about "Studying and the future – Work", students have completed their final trial speaking examination, with all tasks included.

LEARNING IMPACT

In each assessment, students develop their ability to cope with GCSE-type tasks in all 4 skills (Listening, Reading, Writing and Speaking).

Once completed, assessments results are shared with students and recorded by teachers. Students are responsible for sharing their results and assessment papers with parents/carers. Assessments results are also shared with parents/carers in termly reports. Our outstanding students receive a certificate to take home, to celebrate their achievement and/or progress.

YEAR 11 - TEXTILE DESIGN

INTENDED OUTCOMES

In Year 11 students work on a series of assignments consolidating their personal portfolios and complete an externally set assignment, set by the exam board.
Students consolidate and apply their learning:

- Observational drawing skills, developing their understanding of tone, line and form and how to improve accuracy.
- How to research and analyse the work of artists and context, visually and in written form, in order to inform ideas.
- How to experiment with ideas and variety of textile media and techniques in the pursuit of designing exciting and meaningful pieces of art work.
- How to apply their knowledge and skills to create personal, meaningful and independent final pieces.

COURSE IMPLEMENTATION

Personal Portfolio: Contextual Research
Students complete their independent artist research, applying their knowledge of textile techniques and processes to create work in the style of each artist chosen; and explore the context of their chosen themes, carrying out research into their chosen foci considering, where appropriate, debate, scientific, historical, cultural & social investigation, consolidating intended meanings for own artwork. Assessments are based on the quality and presentation of their research and their independent application of the key skills taught; assessments are made against the exam boards 4 assessment objectives across the whole of students' personal portfolios.

Personal Portfolio: Observational Drawing
Students develop and enhance their observational drawing skills, whilst ensuring, based on research and initial concepts, that they have records of the most appropriate imagery to inform their ideas. Assessments are based on the development and refinement of drawing pages in the students' portfolios and their independent application of the key skills taught; assessments are made against the exam boards 4 assessment objectives across the whole of students' personal portfolios.

Personal Portfolio: Experimentation and Design
Students apply their knowledge and understanding of composition and visual language, textile media and techniques, to create a series of design ideas, experiments and refinements

conveying their meaning and intentions, whilst making connections to their research. Assessments are on based the quality of the design work presented in students' portfolios and their independent application of the key skills taught; assessments are made against the exam boards 4 assessment objectives across the whole of students' personal portfolios.

Personal Portfolio: Final Personal Response
Students develop a personal and meaningful final outcome, consolidating the projects learning with the creation of a final piece that realises their intentions, demonstrates understanding of visual language and the application of formal elements, based on their independent themes. Assessments are made against the exam boards 4 assessment objectives across student's entire portfolio of work and the quality of their final piece.

ESA: Externally Set Assignment
Students will develop a second portfolio of work based on a broad thematic starting point set by the exam board; they will choose a focus, carry out contextual research, make records of observations in the form of photographs and drawings, experiment with textile media and ideas in order to create focused and informed design ideas; producing their final piece in a 10-hour exam. Assessments are made against the exam boards 4 assessment objectives, internally moderated and standardised and externally moderated.

LEARNING IMPACT

The development of knowledge and skills across the Year 11 curriculum allows students to consolidate detailed personal portfolios, enhancing their confidence and ability to communicate and realise their own ideas in a range of media, whilst focusing on quality outcomes and fostering the independence needed to successfully complete their externally set assignment.

Final assessments for each project are made against the exam boards 4 assessment objectives, internally moderated and standardised and externally moderated.

Students' achievements and progress against the exam board assessment objectives, will be corresponded to parents through termly data and yearly written reports.

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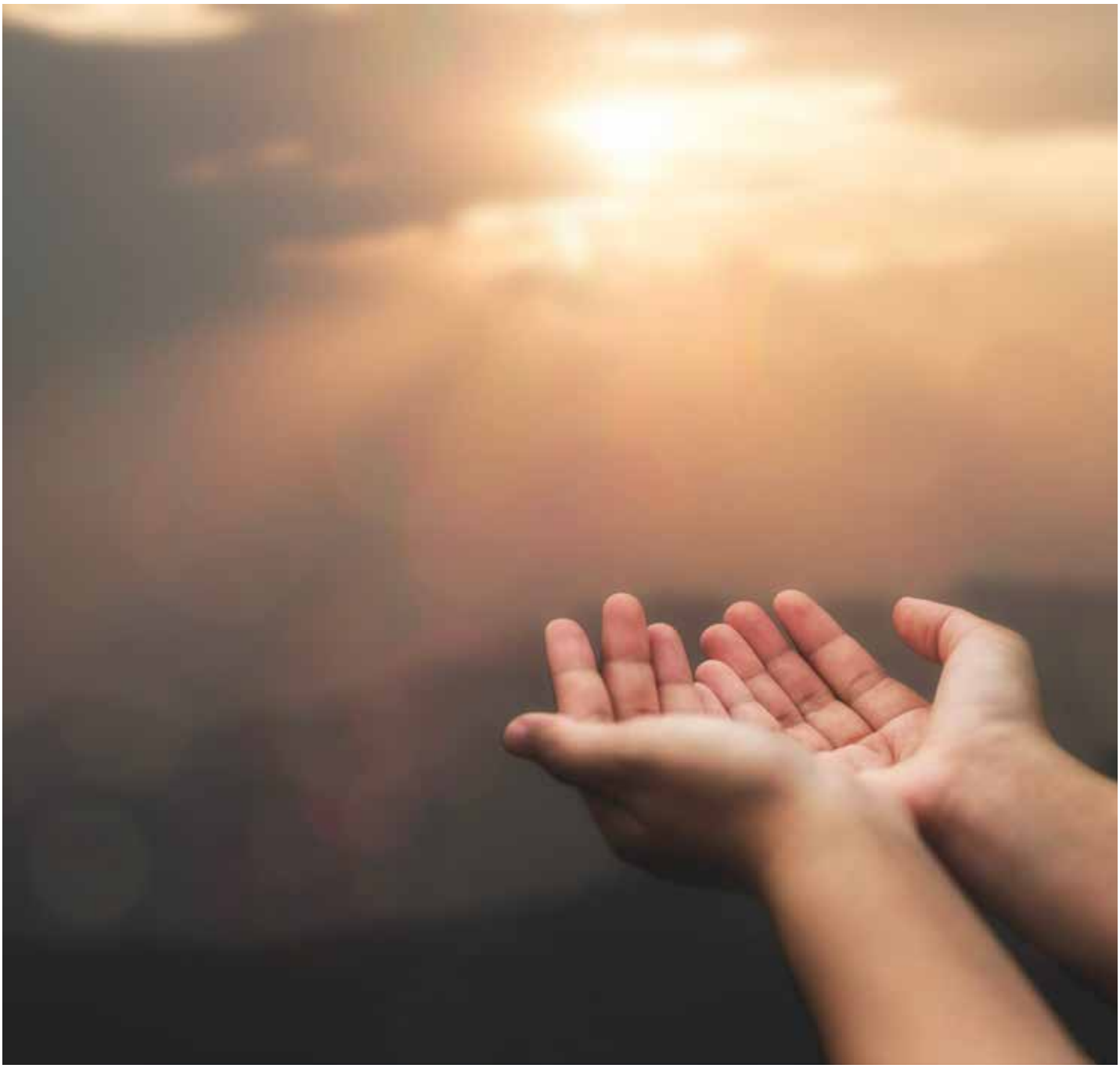

THE BEWDLEY SCHOOL
We fly with our own wings

THE BEWDLEY SCHOOL FOUNDATION
Alis volamus propriis