



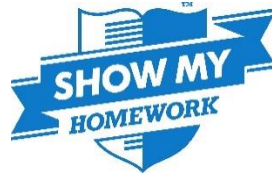
# **THE FOREST ACADEMY**

## **Year 11 Curriculum Booklet**

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Dear Parent / Carer,

This booklet is intended to provide you with information about the subjects your child will be taught this year as part of the Key Stage 4 curriculum. We do hope you will find it useful and that it will help you to become more involved in your child's education. At The Forest Academy we have a broad and balanced curriculum which helps to unlock our students' potential and to support them in achieving excellent outcomes. Our curriculum is rooted in ensuring that our students become successful learners, confident individuals and responsible citizens.



To support partnership with parents, all homework set can be viewed by visiting the “*Show My Homework*” link on the school's website. Parents can then log in using a parental pin (please email [admin@theforestacademy.co.uk](mailto:admin@theforestacademy.co.uk) if you need a copy of this). This keeps parents fully informed of the homework set by teachers and on what date it is to be handed in.

Homework will be set regularly and if you are having any issues checking the homework your child has been set do not hesitate to contact the school. Should you require any further information please do not hesitate to contact us.

# Art

TERM	Main assessment task
<p><i>Autumn 1/2</i> <u>Personal Identity</u></p> <p>Students will be given the opportunity to: Explore their identity through a body of work. Understand how to draw a self-portrait. Explore artists who have looked at portraits. Develop a deeper understanding of colour theory. Develop their work through photography and both manual and digital manipulation of their images. Develop work in to a final outcome</p>	<ul style="list-style-type: none"> <li>• Artist research</li> <li>• Annotations</li> <li>• Development of work</li> <li>• Final outcome.</li> </ul>
<p><i>Spring ½ and Summer 1</i> <u>Exam Preparation</u></p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> <li>• Choose from a selection of exam questions.</li> <li>• Develop their work independently.</li> <li>• Explore new artists.</li> <li>• Develop a final outcome.</li> </ul>	<ul style="list-style-type: none"> <li>• Artist research</li> <li>• Annotations</li> <li>• Development of work</li> <li>• Final outcome</li> </ul>
<p style="text-align: center;"><b>Year 11 Course Description</b></p> <p>The GCSE course covers five terms and work produced during this time will form a portfolio which counts towards the final grade awarded at the end of year 11.</p> <p>The aim of the course is to ensure that a broad and balanced curriculum is taught. Students will be able to develop a higher level of skills and expertise in a range of Art and Design techniques. They will also gain a greater awareness of the visual world and certain aspects of the History of Art. Art and Design is a practical subject and lesson time will be almost exclusively spent in the creation of original art and design work. This will involve a lot of independent research and investigation, including continuous written documentation and analysis of students' own and others' work. The work produced consists of a series of Art projects set by the Art and Design staff. The Artwork will be both two and three-dimensional; students will use a range of materials throughout the course.</p> <p>A selection of work from the five terms will form the basis of the coursework. Unit 2 is an examination or controlled test that requires students to complete preparation work before the examination begins and complete an unaided 10 hour practical exam.</p>	
<p style="text-align: center;"><b>Assessment</b></p> <p>The Examination Board and Syllabus is AQA. The completed coursework units will be marked out of 60 and the final examination work will be marked out of a possible 40 marks. At the end of the course all candidates' work is marked by the art department to receive a final grade, which is checked for fairness and accuracy by a moderator from the examining board.</p>	
<p style="text-align: center;"><b>Homework</b></p> <p>Homework tasks are an essential part of the course and students will be expected to learn to work independently, demonstrating resourcefulness and self-motivation.</p>	
<p style="text-align: center;"><b>How Parents Can Help</b></p>	

- Ensure that their child has adequate and appropriate drawing, colouring materials, e.g. a set of good quality shading pencils, colouring pencils, other materials as per teacher's request.
- Provide their child with access to the internet for research and developing ICT related projects.
- Assist in checking the quality of homework.
- Take students to art galleries during the holidays.

## Business

TERM	Main assessment task
<i>Autumn 1</i> <u>Topic 2.1</u>	Growing the business <ul style="list-style-type: none"> <li>• Identify and analyse methods of business growth.</li> <li>• Explain how and why business aims and objectives change as businesses evolve.</li> <li>• Analyse the impact of globalisation on businesses.</li> <li>• Discuss the impact of ethical and environmental considerations on businesses.</li> </ul>
<i>Autumn 2</i> <u>Topic 2.2</u>	Making marketing decisions <ul style="list-style-type: none"> <li>• Understand and analyse the importance of the design mix.</li> </ul>
<i>Spring 1</i> <u>Topic 2.3</u>	Making operational decisions <ul style="list-style-type: none"> <li>• Understand and explain the purpose of business operations.</li> <li>• Analyse the impact of technology on production.</li> <li>• Analyse and evaluate the important factors of the production process.</li> </ul>
<i>Spring 2</i> <u>Topic 2.4</u>	Making financial decisions <ul style="list-style-type: none"> <li>• Conducting financial calculations and interpreting data.</li> </ul>
<i>Summer 1</i> <u>Topic 2.5</u>	Making human resource decisions <ul style="list-style-type: none"> <li>• Analysing the impact of different organisational structures.</li> </ul>

### **Year 11 Course Description**

This course will introduce students to the dynamic world of Business. Teaching them how entrepreneurs turn ideas into profitable businesses at a local, national and international scale. It will encourage students to become enterprising, think creatively and commercially in order to solve problems and explore what it takes to be a successful business.

### **Assessment**

Assessment will include: Peer assessment in class; Exam questions set for homework; End of unit tests; Mock Exams

### **Homework**

Weekly homework is set related to topics they are studying, which will incorporate exam practice.

### **How Parents Can Help**

- Students to complete homework in timed conditions
- Access to a textbook, revision guide and workbook
- Fully equipped to lessons

# Constructing the Built Environment

TERM	Main assessment task
<p><i>Autumn 1</i> <u>Unit 3: Planning construction projects</u></p> <p>Students complete a detailed scheme of work allowing them to build understanding of the external exam. Upon completion, a revision guidance booklet will be completed.</p>	<p>Autumn TERM - Students preparing for :</p> <ul style="list-style-type: none"> <li>• 120 minute examination</li> <li>• Total of 60 marks</li> <li>• Online assessment</li> <li>• A series of tasks, based on stimulus material and applied contexts</li> <li>• Each task will have an applied problem solving scenario</li> <li>• Each paper will assess all learning outcomes.</li> <li>• Graded Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction.</li> </ul>
<p><i>Autumn 2</i> <u>Exam Testing Unit 3: Planning construction</u></p>	<ul style="list-style-type: none"> <li>• Unit 3: Planning construction projects Mock Exam testing &amp; Reflection</li> </ul>
<p><i>Spring 1</i> <u>Unit 1: Safety and security in construction</u></p> <p>Students complete a detailed scheme of work allowing them to build understanding of the external exam. Upon completion, a revision guidance booklet will be completed.</p>	<p>Spring TERM Students preparing for :</p> <ul style="list-style-type: none"> <li>• 60 minute examination</li> <li>• Total of 60 marks</li> <li>• Online assessment (audio enabled version available on request)</li> <li>• Short and extended answer questions (based on stimulus material and applied contexts)</li> <li>• Each question will have an applied problem solving scenario</li> <li>• Each paper will assess all learning outcomes.</li> <li>• Available in the summer of each year</li> <li>• Graded Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction</li> </ul>
<p><i>Spring 2</i> <u>Exam Testing Unit 1: Safety and security in construction</u></p>	<ul style="list-style-type: none"> <li>• Unit 1: Safety and security in construction Mock Exam testing &amp; Reflection</li> </ul>

## **Year 11 Course Description**

This course has been designed to allow learners to develop the understanding and skills related to a range of job roles in construction. The units provide an overview of technical roles such as bricklayers, carpenters and electricians as well as professional roles such as site inspectors, project managers and architects and how they work together to complete construction projects. Each unit has been designed so that knowledge, skills and understanding are developed through tasks that have many of the characteristics of real work in construction. Each unit has an applied purpose, which acts as a focus for the learning in the unit. This approach is called applied learning and enables learners to learn in such a way that they develop:

- SKILLS REQUIRED FOR INDEPENDENT LEARNING AND DEVELOPMENT
- A RANGE OF GENERIC AND TRANSFERABLE SKILLS
- THE ABILITY TO SOLVE PROBLEMS
- THE SKILLS OF PROJECT-BASED RESEARCH, DEVELOPMENT AND PRESENTATION
- THE FUNDAMENTAL ABILITY TO WORK ALONGSIDE OTHER PROFESSIONALS IN A PROFESSIONAL ENVIRONMENT.

### Assessment

Unit 1 & 3 are external assessed exam units. These exams are 'on-line' Tests, which take place in June of each year. EXAMS are taken at the end of the two-year course and account for 50% of the overall award.

### Homework

Fortnightly home learning tasks which build upon knowledge and understanding of each Exam based units (1 & 3)

Term 1 HW Past papers and Exam questions (Unit 3)

Term 2 HW Past papers and Exam questions (Unit 1)

### How Parents Can Help

- Support with Home learning tasks.
- Check SMHW for information on what is being issued.
- Visit the WJEC website to gain an understanding of coursework structure and what is expected.
- <https://www.eduqas.co.uk/qualifications/constructing-the-built-environment>

## English

TERM	Main assessment task
<i>Autumn 1</i> <u>Macbeth</u>	<ul style="list-style-type: none"><li>• Extract based question</li></ul>
<i>Autumn 2</i> <u>The Strange Case of Dr Jekyll and Mr Hyde and Language Paper 1</u>	<ul style="list-style-type: none"><li>• Extract based question for The Strange Case of Dr Jekyll and Mr Hyde and Language Paper 1</li></ul>
<i>Spring 1</i> <u>AQA Love and Relationship poetry and An Inspector Calls</u>	<ul style="list-style-type: none"><li>• Comparison of two poems</li><li>• Character or theme based question for An Inspector Calls</li></ul>
<i>Spring 2</i> <u>Language Paper 1 and 2</u>	<ul style="list-style-type: none"><li>• Language Paper 1 and Language Paper 2</li></ul>
<i>Summer 1</i> <u>Revision of all exam texts</u>	<ul style="list-style-type: none"><li>• Exam practice questions</li></ul>

### Year 11 Course Description

English is a core subject that all students will study throughout their five years at secondary school. Within English, students develop reading, writing, speaking and listening skills. They learn how to effectively communicate in different settings and for different purposes, as well as exploring literature from different eras, cultures and experiences.

At Key Stage 4 students develop and consolidate the skills needed for GCSE and life beyond school.

These include:

- Reading and interpreting non-fiction and fiction writing.
- Developing writing skills and exploring how to manipulate writing for different purposes.
- Communicating with different people and in different scenarios.

### Assessment

By the end of year 11, it is anticipated that students should be able to demonstrate they can:

- Analyse how language and structure are used in a range of forms and genres.
- Using quotations - included embedded - to support a range of ideas and thoughts.
- Write for a range of purposes, using language for effect and structure for coherency.

These skills will be assessed at the end of each half term and progress will be tracked in exercise books and through interim reports.

#### Homework

It is expected that regular homework will be given to students related to the topic they are studying, or connected to spelling, punctuation and grammar targets. Homework will be given once a week and will include a range of research, writing or reading tasks, spellings tests and quizzes.

#### How Parents Can Help

- Ensure that their child comes equipped to class.
- Provide their child with time at home to practise the skills learnt in class through homework set.
- Encourage and support their child with reading (both fiction and non-fiction) outside of school time.
- Buy the exam text 'Macbeth' by William Shakespeare

## Food

TERM	Main assessment task
<p>For each term, the following topics will be covered under each commodity:  <b>KEY POINTS TO COVER PER COMMODITY:</b>            Provenance; How commodity is grown / reared and processed; Classifications of fruits and vegetables; Nutritional values (Sources, functions, deficiencies, excesses, etc.); Dietary considerations; Food science:            NEA Assessment practice:            Food hygiene and safety;</p>	
<p><b>Autumn 1</b>            NEA Assessment 1 and Assessment</p>	<ul style="list-style-type: none"> <li>• To use several sources of information.</li> <li>• To state hypothesis clearly stated.</li> <li>• To write an expanded plan of action.</li> <li>• To show a clear method which could be followed.</li> <li>• To analyse experiments well.</li> <li>• To produce excellent justification for choice of experimental work/modifications.</li> </ul>
<p><b>Autumn 2</b>            Preparation for NEA Assessment 2</p>	<ul style="list-style-type: none"> <li>• Undertake thorough research from a variety of sources which have been analysed fully and evaluated leading to a clear understanding of the assessment brief.</li> <li>• All the dishes trialled demonstrating mostly high and medium level skills.</li> <li>• Should be able to justify choices of dishes.</li> </ul>



	<ul style="list-style-type: none"> <li>• Should be able to select dishes which show high and medium level skills.</li> <li>• To show logical sequence of work showing dovetailing and accurate timings.</li> <li>• To be able to list equipment used, make good requisitions with quantities and a shopping list.</li> </ul>
<p><i>Spring 1</i> Complete NEA Assessment 2 Research; Recipe trial sessions; Select final 3 dishes; Reasons for choice; Requisitions; Time plan</p>	<ul style="list-style-type: none"> <li>• To be able to do trials based on the NEA 2 brief or tasks.</li> <li>• To justify choices of dishes.</li> <li>• To make good requisitions with quantities and a shopping list.</li> <li>• To produce very good plans of work</li> </ul>
<p><i>Spring 2</i> NEA Assessment 2 Evaluation for NEA Assessment 2. Exam revision based on examination topics for GCSE Food Prep and Nutrition.</p>	<ul style="list-style-type: none"> <li>• To plan, organise, produce and present 3 dishes to meet requirements of the brief.</li> <li>• To make good comments in relation to the time management of the practical session, execution of the skills undertaken, sensory qualities for each dish along with the correct use, realistic ideas on how to improve and evaluation on suitability to the task, flavour, texture, appearance, taste, nutritional values, healthiness.</li> </ul>
<p><i>Summer 1</i> Revision towards written examination based on examination topics for GCSE Food Prep and Nutrition.</p>	<ul style="list-style-type: none"> <li>• Formative assessment, which contributes to learning through providing feedback and indicates what is good about a piece of work and why this is good and how the work could be improved.</li> <li>• Use past questions, notes and revision books for revision, tests and examinations</li> </ul>

#### **Year 11 Course Description**

GCSE in Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life. The specification is designed to create a balance between practical and theoretical knowledge and understanding.

By studying Food Preparation and Nutrition, learners will:

- Demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment.
- Develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of 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, 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.

#### Assessment

Students will be assessed on the development of their skills, knowledge and understanding of a range of topics and the quality and acceptability of food products and designs they make. Each classwork, homework, class test, examination and food product made is individually assessed. These are graded as meeting or not meeting their targets. At the end of year students are given an overall grade based upon the average grade obtained throughout the year.

#### Homework

It is expected that regular homework, which will be given to students, is related to the topics. Homework will be given every other week.

#### How Parents Can Help

- Ensure that their child has the right ingredients for practical lessons.
- Provide your child with an apron, a container and mathematical set for written and design work.
- Assist and monitor to make sure that your child's homework has always been completed.
- Encourage children to do revision at home.

## French

TERM	Main assessment task
<p><i>Autumn 1</i>  <u>Future aspirations, study and work 1.</u>            Discussing jobs and work preferences            2. Discussing career choices            3. Talking about plans, hopes and wishes            4. Discussing the importance of languages            5. Applying for jobs            6. Understanding case studies</p>	<ul style="list-style-type: none"> <li>• Assessment for Learning in class to check understanding of content.</li> <li>• Written activities, including homework.</li> <li>• Half-termly Module tests in all four skill areas and evaluation.</li> <li>• Regular exam style questions, sharing the mark schemes with the students.</li> </ul>
<p><i>Autumn 2</i>  <u>International and Global Dimension</u>            1. Talking about what makes you tick            2. Discussing problems facing the world            3. Talking about protecting the environment            4. Discussing ethical shopping            5. Talking about volunteering            6. Discussing big events            7. Giving arguments for and against</p>	<ul style="list-style-type: none"> <li>• Assessment for Learning in class to check understanding of content.</li> <li>• Written activities, including homework.</li> <li>• Half-termly Module tests in all four skill areas and evaluation.</li> <li>• Regular exam style questions, sharing the mark schemes with the students.</li> </ul>
<p><i>Spring 1</i>  <u>Revision and Assessment</u></p>	<ul style="list-style-type: none"> <li>• Assessment for Learning in class to check understanding of content.</li> <li>• Written activities, including homework.</li> <li>• Half-termly Module tests in all four skill areas and evaluation.</li> </ul>

	<ul style="list-style-type: none"> <li>• Regular exam style questions, sharing the mark schemes with the students.</li> </ul>
<p><i>Spring 2</i> <u>Revision and Assessment</u> Particular focus on Speaking practice including review of Role Play, Photo Card and General Conversation.</p>	<ul style="list-style-type: none"> <li>• Assessment for Learning in class to check understanding of content.</li> <li>• Written activities, including homework.</li> <li>• Half-termly Module tests in all four skill areas and evaluation.</li> <li>• Regular exam style questions, sharing the mark schemes with the students.</li> </ul>
<p><i>Summer 1</i> <u>Revision and Assessment</u> Particular focus on Speaking practice including review of Role Play, Photo Card and General Conversation.</p>	<ul style="list-style-type: none"> <li>• Speaking practice: (All parts of exam)</li> <li>• Writing question; Translation; Listening; Reading</li> <li>• GCSE Speaking exam</li> </ul>
<p><b>Year 11 Course Description</b></p> <p>In Year 11, students continue to build on what they know and understand. Pupils will follow the Edexcel Specification course. Students have their own Active Learn account which helps to refine their language skills ready for their GCSE exams. The course prepares students to use the language for practical communication, builds up competence in grammar, structure, fluency and widens their vocabulary. Students are also provided with MFL speaking booklets which contain essential information and which supports their learning throughout this key stage.</p>	
<p><b>Assessment</b></p> <p>Revision/Reinforcement of textbook and GCSE requirements along with grammar practice and End of Module revision and practice questions/practice papers.</p> <p>Following GCSE mock exams time will be spent on going through the 4 exam papers along with mark schemes. Examples of the writing exam questions for both Foundation and Higher papers will be analysed and discussed.</p>	
<p><b>Homework</b></p> <p>Students will be given homework related to the topic they are studying on a regular basis. They will also be given spelling tests and quizzes that will enable them to self-assess their progress. Students will also be given the opportunity to immerse into the cultural, social and language aspects of French via a variety of cultural homework that will be provided to them.</p>	
<p><b>How Parents Can Help</b></p> <ul style="list-style-type: none"> <li>• Encourage your child to revise on a regular basis throughout the year.</li> <li>• Check SMHW to see what homework has been set and ensure that the pupil has completed it.</li> <li>• Buy a French dictionary and look up French websites.</li> <li>• Encourage your child to ask the teacher after the lesson if they have not understood the work.</li> <li>• Show an interest in your child's work and ask them to teach you the words/phrases they have learnt (this will help them practise speaking).</li> <li>• Watch French films with subtitles, listen to French Spanish songs with lyrics.</li> </ul>	

# Geography

TERM	Main assessment task
<u>Autumn 1 Development</u>	Written Assessment - what is the future of our model for continued development in rich and poor countries? Students will use a range of evidence to evaluate whether the “western” model of continued economic growth can be maintained if “sustainable development” is to be successfully implemented around the world.
<u>Autumn 2 Ecosystems and Biodiversity</u>	Case Study - Tropical Rainforests - how can rainforests be used in a sustainable way? (exam questions and presentation). Students will be given a range of assessed questions, designed in conjunction with their extended case studies, investigating the degree to which rainforests can be used as a resource for sustainable development.
<u>Spring 1 Ecosystems and Biodiversity</u>	Case study - Deciduous woodlands - should we create more National Parks, or should people be kept away from our native woodlands? (exam questions and presentation). Students will be given a range of assessed questions, considering how the ecologically-important nature of our national parks can be balanced against the need to provide housing and outdoor space for an expanding population.
<u>Spring 2 UK Challenges (Skills Paper 3)</u>	Decision Making Exercises - using sources to evaluate the causes and effects of a major environmental issue in the U.K. today. Students will tackle a range of questions designed to replicate the decision-making questions they will encounter in Paper 3 of the Geography GCSE examinations.
<u>Summer 1 Revision</u>	Practice exam question and feedback, revision exercises, Key Topic tasks.
<b>Year 11 Course Description</b>	
Pupils will complete their GCSE courses by covering a range of current issues affecting the Geography of the world. They will consider whether natural resources should be exploited or protected, and whether we should promote a system of continued social and economic development. They will also practice their geographical skills and comprehension for the skills component of the course, which is covered in the third examination paper.	
<b>Assessment</b>	
Pupils will complete a range of assessments, with a significant focus on practicing exam questions in the style of the Edexcel board. Pupils will be able to use their performance to track their progress against both their target grades, and also the marking criteria of the exam board being used.	
<b>Homework</b>	
Homework tasks will be set on a weekly basis, and are designed to stretch all pupils’ understanding of the lessons they have covered that week. Exam questions and	

research tasks will be used to build upon the content being covered in lessons, with the aim of promoting rapid progress towards the highest GCSE grades.

#### How Parents Can Help

Parents can encourage their children to take an interest in current affairs that may relate to their Geography topics, using news websites and other sources. They can also ensure that pupils have a full set of equipment for all lessons, including drawing tools and a scientific calculator.

## History

TERM	Main assessment task
<i>Autumn 1</i> <u>Hitler and National Socialism</u>	Source analysis - primary and secondary sources - what do primary sources tell us about the tactics used by Hitler to grow support for the Nazi party? To what extent do modern Historians put the eventual dominance of the Nazi Party down to events outside of Germany?
<i>Autumn 2</i> <u>Nazi Control and Domination</u>	Comparing and Analysing - Germany was one of several European countries at the time that was ruled by a Dictatorship. What did the government do to ensure that this political system maintained control? To what extent did this differ from the control structures seen in Britain and the United States?
<i>Spring 1</i> <u>Life in Nazi Germany</u>	Case Study - Women in Nazi Germany. Discuss the influence of women within the Nazi system. Did they have more or less control than in other countries? How did the Nazi government use propaganda to control and influence the lives of women.
<i>Spring 2</i> <u>Life in Nazi Germany - Persecution</u>	Case Study - Persecution of Minorities. To what extent were ordinary people affected by the persecution of minorities in Nazi Germany? How did the government manipulate the general public through persecution of minorities?
<i>Summer 1</i> <u>Exam Preparation and Revision</u>	Revision and Exam Practice - pupils will complete their revision by undertaking a series of exam questions covering all aspects of their History GCSE. These will be marked and redrafted, using mark schemes and model answers from the exam board.

#### Year 11 Course Description

Pupils who select History as one of their GCSE options will follow the Edexcel (9-1) course. This is a wide-range syllabus, which uses a set of key themes to cover extended periods of the history of the United Kingdom, Europe and the wider world. Students in Year 11 will focus on the development of Germany through the 20th Century, from the end of World War 1, the creation of the Weimar republic, the rise of Nazism and investigation into what life was like in Nazi controlled Germany.

#### Assessment

Pupils will be given formative assessments at the end of each unit they study, allowing them to see how they are progressing against their individual targets. Pupils will use

exam questions for regular practice, to improve their exam skills and help them to prepare for the GCSE exam at the end of Year 11.

#### Homework

Homework tasks will be set on a weekly basis, and are designed to stretch all pupils' understanding of the lessons they have covered that week. This may include revision tasks, research tasks for use in lessons, of exam questions, which will be marked and then redrafted in subsequent lesson time.

#### How Parents Can Help

Parents can check that their child has a full set of equipment for each lesson, and that they are completing all of their homework assignments. Pupils should be supported to stay on top of any homework tasks, and should be encouraged to prepare for any examinations by revising in a timely and structured manner, using any revision materials or timetable given to them by their teacher.

## ICT

TERM	Main assessment task
<p><i>Autumn 1</i>  <u>Creating a multipage website</u>            • Students will be able to create a multipage website, understand the purpose of websites, devices used to access the Internet and Internet connections. They will understand the importance of target audience, create a work plan, sitemap, moodboards and visualisation diagrams.</p>	<ul style="list-style-type: none"> <li>• R085 - submission of LO1 and LO2</li> </ul>
<p><i>Autumn 2</i>  <u>Creating a multipage website</u>            • Students will be able to create a multipage website, understand the purpose of websites, devices used to access the Internet and Internet connections. They will understand the importance of target audience, create a work plan, sitemap, moodboards and visualisation diagrams.</p>	<ul style="list-style-type: none"> <li>• R085 - submission of LO3 and LO4 and completion of the unit</li> </ul>
<p><i>Spring 1</i>  <u>Story telling with a comic strip</u>            • Students will understand comic strips and their creation, be able to plan and produce a multipage comic strip and review this. They will be able to use various tools in Publisher and draw boxes to create comic strips. Visualisation diagrams and mood boards will need to be created.</p>	<ul style="list-style-type: none"> <li>• R084 - submission of LO1 and LO2</li> </ul>
<p><i>Spring 2</i>  <u>Story telling with a comic strip</u>            Students will understand comic strips and their creation, be able to plan and produce a multipage comic strip and review this. They will be able to use various tools in Publisher and draw boxes to create comic</p>	<ul style="list-style-type: none"> <li>• Submission of LO3 and LO4</li> </ul>

strips. Visualisation diagrams and mood boards will need to be created.	
<i>Summer 1</i> <u>Coursework completion</u>	<ul style="list-style-type: none"> <li>• Completion of any coursework for R084 for submission.</li> </ul>
<b>Year 11 Course Description</b>	
OCR Cambridge Nationals Creative iMedia offers a very engaging course and will provide knowledge in a number of key areas in this field from pre-production skills to digital animation and have a motivating, hands-on approach to both teaching and learning. Cambridge Nationals deliver skills across the whole range of learning styles and abilities, effectively engaging and inspiring all students to achieve great things. Grades awarded are Pass, Merit, Distinction or Distinction*.	
<b>Assessment</b>	
R085 - Creating a multipage website, which is coursework which will be assessed and students will need to cover: Understanding the properties and features of a multipage website Be able to plan a multipage website to a client brief Be able to create a multipage website using multimedia components Be able to review the final website against the client brief	
R084 - Story telling with a comic strip, being the final unit of coursework and students will need to cover the following aspects: Understand comic strips and their creation Be able to plan a multipage comic strip Be able to produce and review a multipage comic strip	
<b>Homework</b>	
Coursework tasks themselves must be carried out in school, but students will have the opportunity to make notes in preparation.	
<b>How Parents Can Help</b>	
<ul style="list-style-type: none"> <li>• Ensure that their child comes equipped to class</li> <li>• Provide their child with time at home to practise the skills learnt in class through homework set</li> <li>• Encourage and support their child with the research outside of school, including preparatory notes.</li> </ul>	

## Maths

TERM	Main assessment task
<i>Autumn 1</i> <u>Unit 14</u> <ul style="list-style-type: none"> <li>• Multiplicative reasoning</li> </ul> a) Compound Measures b) Growth and Decay <u>Unit 15</u> <ul style="list-style-type: none"> <li>• Plans and elevations</li> <li>• Constructions, loci and bearings</li> </ul>	<ul style="list-style-type: none"> <li>• End of Units test for all units</li> <li>• Books marked on a regular basis with feedback</li> <li>• Homework is set and marked weekly</li> <li>• GCSE Mock Exam covering all material studied</li> </ul>
<i>Autumn 2</i> <u>Unit 16</u> <ul style="list-style-type: none"> <li>• Quadratic equations: expanding and factorising</li> <li>• Quadratic equations: graphs</li> </ul> <u>Unit 17</u>	<ul style="list-style-type: none"> <li>• End of Units test for all units</li> <li>• Books marked on a regular basis with feedback</li> </ul>

<ul style="list-style-type: none"> <li>• Circles, cylinders, cones and spheres</li> <li>• Fractions and reciprocals</li> <li>• Indices and standard form</li> </ul>	<ul style="list-style-type: none"> <li>• Homework is set and marked weekly</li> <li>• GCSE Mock Exam covering all material studied</li> </ul>
<p><i>Spring 1</i> <u>Unit 18</u></p> <ul style="list-style-type: none"> <li>• Similarity and congruence in 2D</li> <li>• Vectors</li> </ul> <p><u>Unit 19</u></p> <ul style="list-style-type: none"> <li>• Rearranging equations, graphs of cubic and reciprocal functions and simultaneous equations</li> </ul>	<ul style="list-style-type: none"> <li>• End of Units test for all units</li> <li>• Books marked on a regular basis with feedback</li> <li>• Homework is set and marked weekly</li> <li>• GCSE Mock Exam covering all material studied</li> </ul>
<p><i>Spring 2</i> <u>Revision of Units 1-20</u></p> <ul style="list-style-type: none"> <li>• Teacher will use unit tests and Mock Grades to identify areas of weakness</li> </ul>	<ul style="list-style-type: none"> <li>• End of Units test for all units</li> <li>• Books marked on a regular basis with feedback</li> <li>• Homework is set and marked weekly</li> <li>• GCSE Mock Exam covering all material studied</li> </ul>
<p><i>Summer 1</i> <u>Revision of Units 1-20</u></p> <ul style="list-style-type: none"> <li>• Teacher will use unit tests and Mock Grades to identify areas of weakness</li> </ul>	<ul style="list-style-type: none"> <li>• End of Units test for all units</li> <li>• Books marked on a regular basis with feedback</li> <li>• Homework is set and marked weekly</li> <li>• GCSE Mock Exam covering all material studied</li> </ul>
<p><b>Year 11 Course Description</b></p> <p>Mathematics in Year 11 follows the Edexcel GCSE SOW with sets 1-2 preparing for the Higher exam and Sets 3- 5 preparing for the Foundation exam. Each class at The Forest Academy benefits from a curriculum taught using a wide range of resources supported by a number of course textbooks targeted at a range of abilities. In line with the national changes, the students will be carrying out some “Challenge tasks” throughout the year to allow them to demonstrate their ability to use and apply their mathematical thinking skills.</p>	
<p><b>Assessment</b></p> <p>The year 11 students are assessed after every unit. The units are monitored and averaged to give a ‘working at’ grade throughout the year and they will also be used to help generate a predicted grade for each student. Class work and homework are monitored frequently. It is essential for each student to arrive to lessons fully prepared and equipped with Mathematical equipment, including a scientific calculator which can be bought from the Maths Department for £8.</p>	
<p><b>Homework</b></p> <p>Homework is set at least once a week and should last for approximately 1 hour. All homework will be set on the website HegartyMaths.com. This website provides instructional videos that help students if they are unsure with the content. The homework set on Hegarty will cover topics from year 11 to allow students to refresh content they may not have seen recently. The class teacher will also always record the homework set on Show My Homework.</p>	
<p><b>How Parents Can Help</b></p>	



GCSE Revision Maths revision books can be bought from the Maths Department for £2.50 to help support students through their Maths lessons. The Khan Academy (free login, but does require registration at [www.khanacademy.org](http://www.khanacademy.org))  
Nrich (web resources for stretching and provoking thought at [www.nrich.maths.org](http://www.nrich.maths.org))

## Media

TERM	Main assessment task
<p><i>Autumn 1</i> Component 3 overview of previous year Introduction to briefs, initial ideas/research Induction to practical work Research - analyse similar products, target audience, secondary research. Refresher training on equipment/software Research &amp; Planning - Draft of initial ideas, pitch concept, treatment.</p>	<ul style="list-style-type: none"> <li>• Submit Statement of Aims/Homework</li> </ul>
<p><i>Autumn 2</i> Component 3 Planning - storyboarding, scripting, layout designs etc. Planning - shooting schedule, planning of resources, cast, crew etc Production - filming, photographing constructing layout, copywriting etc. Production - editing/constructing design;</p>	<ul style="list-style-type: none"> <li>• Submit Statement of Aims</li> <li>• Revision of all topics</li> <li>• Exam practice</li> <li>• Teacher review of full draft/rough cut</li> </ul>
<p><i>Spring 1</i> Component 3 Production Re-shoot/re-drafting as necessary. Final editing/design/polish.</p>	<ul style="list-style-type: none"> <li>• Revision of all topics/exam practice</li> <li>• Teacher review</li> </ul>
<p><i>Spring 2</i> Component 3 Production re-shoot/re-drafting as necessary. Final editing/design/polish.</p>	<ul style="list-style-type: none"> <li>• Teacher review</li> <li>• Revision of all topics</li> </ul>
<p><i>Summer 1</i> Production re-shoot/re-drafting as necessary. Final editing/design/polish Exam practice</p>	<ul style="list-style-type: none"> <li>• Exam revision</li> <li>• Practice exam questions</li> </ul>

### **Year 11 Course Description**

Media is a 2 year GCSE course that students choose. Media students develop script writing, camera, sound recording, and editing skills as well as reinforcing their reading, writing, speaking and listening skills. They learn how to communicate in different formats such as music video and documentary as well as exploring media (such as music videos, documentaries, gaming, newspapers) from different eras, cultures and experiences.

At Key Stage 4 students develop and consolidate the skills needed for GCSE and life beyond school.

These include:

- Developing greater understanding for media and emerging technologies
- Developing practical skills and exploring how to manipulate media for different purposes and to develop possible revenue streams

- Communicating with different people and in different scenarios.

#### Assessment

By the end of year 11, it is anticipated that students should be able to demonstrate they can:

- Analyse how media is manipulated for target audiences and how media is used in a range of genres and contexts
- Develop practical media skills to enable the learner to create their own content and distribute content to specific target audiences,
- Develop their production skills across all spheres of production: Pre-Production, production and Post Production

These skills will be assessed at the end of each half term and progress will be tracked in exercise books and through Show My Homework.

#### Homework

It is expected that regular homework will be given to students related to the topic they are studying, or connected to the topics being delivered based upon the review guides which each student will have a copy of. Homework will be given once week and will include a range of research on media topics, whilst reinforcing their writing and reading.

#### How Parents Can Help

- Ensure that their child comes equipped to class.
- Provide their child with time at home to practise the skills learnt in class through homework set.
- Encourage and support their child with watching the set TV programmes, and videos.

## PE (BTEC)

TERM	Main assessment task
<i>Autumn 1</i> <u>Unit 1 - Fitness for the Sports Performer</u>	<ul style="list-style-type: none"> <li>• Students are questioned to check their understanding, and observed during competitive situations to check the extent to which they are demonstrating the core skills and using their knowledge and understanding. Students complete coursework tasks in line with the specification.</li> </ul>
<i>Autumn 2</i> <u>Unit 1 - Fitness for the Sports Performer</u>	<ul style="list-style-type: none"> <li>• Students are questioned to check their understanding, and observed during competitive situations to check the extent to which they are demonstrating the core skills and using their knowledge and understanding. Students complete coursework tasks in line with the specification.</li> </ul>
<i>Spring 1</i> <u>Unit 1 - Fitness for the Sports Performer</u>	<ul style="list-style-type: none"> <li>• Students are questioned to check their understanding, and observed during competitive situations to check the extent to which they are demonstrating the core skills and using their knowledge and understanding. Students complete</li> </ul>

	coursework tasks in line with the specification.
<i>Spring 2</i> <u>Unit 5 - The Sports Performer in Action</u>	<ul style="list-style-type: none"> <li>Students are questioned to check their understanding, and observed during competitive situations to check the extent to which they are demonstrating the core skills and using their knowledge and understanding. Students complete coursework tasks in line with the specification.</li> </ul>
<i>Summer 1</i> <u>Unit 5 - The Sports Performer in Action</u>	<ul style="list-style-type: none"> <li>Students are questioned to check their understanding, and observed during competitive situations to check the extent to which they are demonstrating the core skills and using their knowledge and understanding. Students complete coursework tasks in line with the specification.</li> </ul>
<b>Year 11 Course Description</b>	
<p>This course provides an engaging and relevant introduction to the world of sport. It incorporates important aspects of the industry, such as fitness testing and training for sport and exercise, the psychology of sport, practical sports performance and sports leadership. It enables students to develop and apply their knowledge, while also developing a range of relevant practical, communication and technical skills.</p> <p>Unit 1:  A know about the components of fitness and the principles of training  B explore different fitness training methods  C investigate fitness testing to determine fitness levels.</p> <p>Unit 5:  A know about the short-term responses and long-term adaptations of the body systems to exercise  B know about the different energy systems used during sports performance.</p>	
<b>Assessment</b>	
<p>Students will carry out tasks/assignments throughout the course. The teacher will mark these, and students will receive feedback as to how they are getting on. The assessment for Unit 5: The Sports Performer in Action is coursework based on demonstrating knowledge and understanding of how the body works and how it adapts to exercise.</p> <p>The assessment for Unit 1: Fitness for Sport and Exercise is an onscreen test which is marked by Pearson.</p>	
<b>Homework</b>	
Assignments for coursework units and application of knowledge task for unit 1	
<b>How Parents Can Help</b>	
Encourage use of command words when completing assignment tasks and to watch sports they are studying to further their knowledge of the big picture.	

## PE (Core)

TERM	Main assessment task
<i>Autumn 1</i> <u>Badminton/Football / Rounders / Netball</u>	<ul style="list-style-type: none"> <li>Students are questioned to check their understanding, and observed during competitive situations to check the extent to which they are demonstrating the core skills and using their knowledge and understanding</li> </ul>
<i>Autumn 2</i> <u>Badminton/Football / Rounders / Netball</u>	<ul style="list-style-type: none"> <li>Students are questioned to check their understanding, and observed during competitive situations to check the extent to which they are demonstrating the core skills and using their knowledge and understanding</li> </ul>
<i>Spring 1</i> <u>Basketball / Handball / Table Tennis / Health related Fitness</u>	<ul style="list-style-type: none"> <li>Students are questioned to check their understanding, and observed during competitive situations to check the extent to which they are demonstrating the core skills and using their knowledge and understanding</li> </ul>
<i>Spring 2</i> <u>Basketball / Handball / Table Tennis / Health related Fitness</u>	<ul style="list-style-type: none"> <li>Students are questioned to check their understanding, and observed during competitive situations to check the extent to which they are demonstrating the core skills and using their knowledge and understanding</li> </ul>
<i>Summer 1</i> <u>Athletics</u>	<ul style="list-style-type: none"> <li>Students are questioned to check their understanding, and observed during competitive situations to check the extent to which they are demonstrating the core skills and using their knowledge and understanding</li> </ul>

### **Year 11 Course Description**

Students in year 11 take ownership of their own learning as they are given the choice to choose their own focus and learning objectives depending on a critical analysis of the team's performance. With the teacher's advice and guidance students lead sessions and analyse on a regular basis to revise their focus/objectives and change accordingly. This leadership focus develops lifelong skills such as communication, teamwork, mutual respect and sportsmanship. Students that demonstrate exceptional leadership skills are selected to assist with primary events and competitions.

Within the Health Related Fitness unit students are given autonomy over the choice of their fitness focus depending on their goals and access to facilities outside of school - we hope this encourages lifelong participation in sport and fitness.

### **Assessment**

How well students are able to lead sessions and their impact on the overall success of their teams. Students are assessed on knowledge and understanding of the effects of exercise on the body systems through demonstration and can recognise the importance of a healthy active lifestyle.

### Homework

Research the skills and tactics used by successful athletes.

### How Parents Can Help

Encourage them to join a sports club either in school or out of school and become a young leader in a sport they enjoy.

## Photography

TERM	Main assessment task
<p><i>Autumn 1/2</i> <u>Independent project</u> <u>(Component 1)</u> This Project will be independently determined, following and building upon skills and knowledge from Unit 1. Students will be given the opportunity to: Explore artists who have explored movement through photography. Experiment with digital manipulations Develop work in to a final outcome.</p>	<ul style="list-style-type: none"><li>• Students will select one genre to explore and develop through a sustained project, culminating in the production of a final piece.</li></ul>
<p><i>Spring 1/2 and Summer 1</i> <u>Exam Preparation</u> This project will be determined by an externally set exam paper. Students will be given the opportunity to: Choose from a selection of exam questions. Develop their work independently. Explore new artists. Develop a final outcome.</p>	<p>Students will carry out an exploration of the topic through a project book, culminating in a 10 hour exam in which they will create a final piece for the project.</p> <ul style="list-style-type: none"><li>• Artist research</li><li>• Annotations</li><li>• Development of work</li><li>• Final outcome</li></ul>

### Year 11 Course Description

The GCSE course covers five terms and work produced during this time will form a portfolio which counts towards the final grade awarded at the end of year 11.

Our approach to photography is creative. Students will learn several processes and techniques but the main aim of the course is to help them to look harder and better at the world around them so that they can create images that reveal those worlds in new ways.

Photography has a wonderful ability to surprise, delight and challenge the viewer. The camera sees things that our eyes cannot see.

The ability to handle materials, techniques and processes effectively and safely underpins all the Assessment Objectives. It is important in enabling candidates to develop a personal language, to express ideas and link their intentions to outcomes in a confident and assured manner.

Students will be expected to demonstrate:

- The ability to explore formal elements of visual language; line, form, colour, tone, pattern, texture
- Different ways of working with a camera.

- the ability to respond to an issue, theme, concept or idea, or working to a design brief showing in their work the use of viewpoint, composition, focus control, depth of field, movement and narrative
- using appropriate techniques, technologies and equipment
- showing an understanding of the developing, printing, manipulation and production qualities of still and moving images

A selection of work from the five terms will form the basis of the coursework. Unit 2 is an examination or controlled test that requires students to complete preparation work before the examination begins and complete an unaided 10 hour practical exam.

#### Assessment

The Examination Board and Syllabus is AQA. The completed coursework units will be marked out of 60 and the final examination work will be marked out of a possible 40 marks. At the end of the course all candidates' work is marked by the art department to receive a final grade, which is checked for fairness and accuracy by a moderator from the examining board.

#### Homework

Homework tasks are an essential part of the course and students will be expected to learn to work independently, demonstrating resourcefulness and self-motivation.

#### How Parents Can Help

- Ensure that their child has adequate and appropriate drawing, colouring materials, e.g. a set of good quality shading pencils, colouring pencils, other materials as per teacher's request.
- Provide their child with access to the internet for research and developing ICT related projects.
- Assist in checking the quality of homework.
- Take students to art galleries during the holidays.

## Religious Studies

TERM	Main assessment task
<p><i>Autumn 1</i>  <u>A Study of Christian Beliefs</u>            Students will be given the opportunity to:</p> <ul style="list-style-type: none"> <li>• Explore the diversity that exists within Christianity</li> <li>• Understand core Christian beliefs including The Trinity, Creation, Incarnation and Resurrection</li> <li>• Explore the final days of Jesus' life</li> <li>• Evaluate whether an omnipotent and omnibenevolent God would allow suffering.</li> </ul>	<p>All pupils are assessed formally both mid-way through a unit and at the end of the unit. There are four units studied for the Islam exam, thus eight formal assessments will be taking place in the classroom.</p> <p>In addition to this, all students are given various exam questions to complete throughout the study of a unit. The exam questions range from three-mark knowledge based questions to twelve-mark evaluation and analysis questions.</p>
<p><i>Autumn 2</i>  <u>Philosophy of Religion</u>            Students will be given the opportunity to:</p> <ul style="list-style-type: none"> <li>• Evaluate whether revelations, religious experiences, miracles and visions prove the existence of God</li> <li>• Understand the nature of prayer within Christianity and the different types of prayer</li> <li>• Evaluate and assess whether children should have a religious upbringing</li> </ul>	<p>Each mid topic and end of unit assessment will be split into four parts, a,b,c and d, assessing both A01 skills which focus on, knowledge and understanding as well as A02 skills which focus on analysing and evaluating aspects of religious and belief.</p>

<ul style="list-style-type: none"> <li>•Discuss philosophical arguments that aim to prove the existence of God</li> </ul>	<p>All students will also be assessed on their ability to use sources of wisdom and authority in their exam responses.</p> <p>The exam structure has been identified below;</p> <p>A) Outline or State three... (3 marks)          B) Explain/ Describe two... (4 marks)          C) Explain two... (5 marks)          Students will be expected to refer to SOWA for (c) responses.          D) 'Life after death doesn't exist'(12 marks)</p>
<p><i>Spring 1</i>  <u>Living the Christian Life</u>          Students will be given the opportunity to:</p> <ul style="list-style-type: none"> <li>•Explore the nature of Christian worship and prayer</li> <li>•Understand the significance and importance of pilgrimage</li> <li>•Explore Christian celebrations and evaluate which, if any, is more important than another</li> <li>•Understand and evaluate the role of the local and worldwide Church</li> </ul>	
<p><i>Spring 2</i>  <u>Equality &amp; Social Justice</u>          Students will be given the opportunity to:</p> <ul style="list-style-type: none"> <li>•Engage in discussions surrounding human rights and whether all Christians should support them</li> <li>•Discuss Christian teachings and responses to the nature of religious freedom as well as focus on the benefits and issues raised for Christians living in a multi- faith society.</li> </ul>	
<p><i>Summer 1</i>  <u>Revision &amp; Exam Practice</u>          Students will be given the opportunity to:</p> <ul style="list-style-type: none"> <li>•Focus on revising the content learnt throughout the year</li> <li>•Make detailed revision notes and complete revision cards</li> <li>•Practice exam questions</li> </ul>	
<p style="text-align: center;"><b>Year 11 Course Description</b></p> <p>Religious Studies GCSE 'A Study of Christianity in context to Philosophy and Social Justice' Exam Board: Edexcel          Unit Code: 1RBO 3B - Christianity, Philosophy &amp; Social Justice</p> <p>GCSE Religious Studies provides the opportunity to study a truly fascinating subject. Students will be given an opportunity to debate big moral issues, understand and analyse a diverse range of opinions, as well as think for themselves about the meaning of life.</p> <p>At Key Stage 4, Year 11 students are taught to:</p> <ul style="list-style-type: none"> <li>•Explore their own beliefs and provide justified arguments to support them, using logical chains of reasoning</li> <li>•Engage in debate about the relevance of religion in guiding moral behaviour in the 21st century</li> <li>•Focus on written communication through essay writing using a structured format and using religious studies literacy place mats to enhance the use to religious terminology in written responses.</li> </ul>	
<p style="text-align: center;"><b>Assessment</b></p> <p>By the end of the year it is anticipated that students should be able to demonstrate they can:</p> <ul style="list-style-type: none"> <li>• Identify and explain relevant key terms for each topic studied.</li> <li>• Be confident in answering each question type; a), b), c) and d).</li> </ul>	

- Identify the expectations for each question type and how best to answer it
- Assertively use sources of wisdom and authority to justify religious arguments as well as challenge claims

#### Homework

It is expected that regular homework will be given at least once a week.

Homework will range from either researching a topic we will be studying, creating revision material for the GCSE exams, creating a presentation to deliver or completing exam questions.

#### How Parents Can Help

- Provide your child with access to the internet for research and developing ICT related projects
- Assist in checking the quality of the finished work.
- Discussing current affairs with your child to ensure they have thought about their opinion on the matter and can provide justified reasons
- Ensure that your child comes equipped to class
- Download past exam papers from the course provider's site
- Checking SMHW and remind your child of any work that needs to be completed.

## Science

TERM	Main assessment task
<p><i>Autumn Term 1</i> <u>Units completed</u></p> <ul style="list-style-type: none"> <li>• Unit B6 : Global Challenges</li> <li>• Extensive revisions lessons B1 - B3</li> <li>• Extensive revisions lessons C1 - C3</li> <li>• Extensive revisions lessons P1 - P3</li> </ul>	<p><u>End of Unit Test</u> Completed at the end each unit. Consists of 30 mark test papers. Class teacher will schedule unit tests at the end of each teaching unit.</p> <p><u>Deep marking Tasks</u></p> <ul style="list-style-type: none"> <li>• Assesses key skills and knowledge, completed approximately fortnightly.</li> </ul>
<p><i>Autumn Term 2</i> <u>Units completed</u></p> <ul style="list-style-type: none"> <li>• Revision Practical units (B7,C7 and P7)</li> <li>• Mock exams paper 1(Biology, Chemistry and Physics)</li> </ul>	<p><u>End of Unit Test</u> Completed at the end each unit. Consists of 30 mark test papers. Class teacher will schedule unit tests at the end of each teaching unit.</p> <p><u>Deep marking Tasks</u></p> <ul style="list-style-type: none"> <li>• Assesses key skills and knowledge, completed approximately fortnightly.</li> </ul>
<p><i>Spring Term 1</i> <u>Units completed</u></p> <ul style="list-style-type: none"> <li>• Unit C6 : Global Challenges</li> <li>• Unit P6 : Global Challenges</li> </ul>	<p><u>End of Unit Test</u> Completed at the end each unit. Consists of 30 mark test papers. Class teacher will schedule unit tests at the end of each teaching unit.</p> <p><u>Deep marking Tasks</u> Assesses key skills and knowledge, completed approximately fortnightly.</p>
<p><i>Spring Term 2</i> <u>Units completed</u> Mock exams paper 2 (Biology, Chemistry and Physics)</p>	<p><u>End of Unit Test</u> Completed at the end each unit. Consists of 30 mark test papers. Class teacher will schedule unit tests at the end of each teaching unit.</p> <p><u>Deep marking Tasks</u></p>



	<ul style="list-style-type: none"> <li>Assesses key skills and knowledge, completed approximately fortnightly.</li> </ul>
Summer Term 1 Revision	<ul style="list-style-type: none"> <li>Exam practice / Complete past papers</li> </ul>

### Year 11 Course Description

Year 11 study OCR Combined Science - Gateway Science Suite - Combined Science A (9-1) - J250

This course provides the foundation for understanding the material world. Students are introduced to various key concepts in Biology, Chemistry and Physics, and develop their understanding of how these ideas can help describe diverse and complex natural phenomena.

Students will complete:

- 6 units of Biology,
- 6 units of Chemistry
- 6 units of Physics
- 3 practical skills units (PAG)

#### Assessment

Students will complete unit tests to demonstrate their understanding of the concepts covered in each unit. Students will also complete a Mock exam.

#### Homework

Homework will be set once a week on SMHW to reinforce the learning done during the lesson or to prepare for topics that they are scheduled to be studied. This may include research tasks, exam questions or extended writing tasks.

#### How Parents Can Help

- Check SMHW to see what homework has been set and ensure that the student has completed it.
- Encourage your child to use the BBC Bitesize website to complete homework and revise regularly.
- Encourage your child to attend homework club.
- Encourage your child to ask the teacher after the lesson if they have not understood the work.
- Show an interest in your child's work and ask them to teach you what they have learnt.

# Sociology

TERM	Main assessment task
<p><i>Autumn 1</i>  <u>Crime and Deviance Unit</u>            Students learn the difference between crime and deviance and the role of the criminal justice system from a theoretical perspective.</p>	<ul style="list-style-type: none"> <li>• Key words test</li> <li>• 1,2,3 and 4 marker exam questions</li> <li>• Mid way test</li> </ul>
<p><i>Autumn 2</i>  <u>Crime and Deviance Unit</u>            Students learn class, gender and ethnic differences in crime and deviance, methods of punishment and institutional racism within the criminal justice system using real life case studies.</p>	<ul style="list-style-type: none"> <li>• Several 12 marker questions under examined conditions. For example "Discuss how far sociologists would agree with Functionalists that crime strengthens solidarity and reaffirms values?"</li> <li>• -End of unit test consisting of 1,2,3,4 and 12 marker questions.</li> </ul>
<p><i>Spring 1</i>  <u>Social Stratification Unit</u>            Students learn the life chances of different social groups in society including age, class, gender and ethnicity. They are taught how to measure class and power in society.</p>	<ul style="list-style-type: none"> <li>• Several 12 marker questions under examined conditions. For example "Discuss how far sociologists would argue that gender is still the most important cause of inequality in Britain today?"</li> <li>• Key words test</li> <li>• Mid way test</li> </ul>
<p><i>Spring 2</i>  <u>Social stratification Unit</u>            Students learn the difference between absolute and relative poverty, how to measure it and ways to overcome it. Students apply their knowledge to exam questions.</p>	<ul style="list-style-type: none"> <li>• Several 12 marker questions under examined conditions. For example "Discuss how far sociologists would agree that the poor are largely responsible for their own situation? (12 marks)</li> <li>• Key words test</li> <li>• End of unit test consisting of 1,2,3,4 and 12 marker questions.</li> <li>• Class presentations on all topics taught in the Social stratification unit.</li> </ul>
<p><i>Summer 1</i>  <u>Revision and exam practice</u></p>	<ul style="list-style-type: none"> <li>• Mock exam based on past exam papers</li> </ul>

## **Year 11 Course Description**

Sociology is a GCSE course that students opt for in year 10. Students learn about how individuals shape and are shaped by institutions around us (such as the education system and the family). Sociology teaches students about the life chances of different social groups including class, gender and ethnicity. The course aims to develop students' communicational and social skills through sociological debates.

## **Assessment**

By the end of year 11, it is anticipated that students should be able to demonstrate they can:

- Define key sociological terms using current examples.
- Memorise quotations from sociologists, explain theoretical studies and apply them to exam questions.

- Write essays in a structured and coherent manner with clear use of evaluation and application.

#### Homework

It is expected that regular homework will be given to students related to the topic they are studying. Homework will be given once a week and will include research tasks, completion of mini exam questions and 12 marker essay questions. Students are also expected to create revision cards throughout the course for each unit taught and complete revision booklets.

#### How Parents Can Help

- Ensure that their child comes equipped to class including bringing their folders to each lesson.
- Provide their child with time at home to practise the skills learnt in class through homework set.
- Access the AQA website to download past exam papers and mark schemes to test your child.

## Spanish

TERM	Main assessment task
<p><i>Autumn 1</i> <u>Travel and Tourism</u></p> <ul style="list-style-type: none"> <li>• consolidation of preterite and imperfect tenses words, expressions and phrases</li> <li>• antes de/después de haber etc/mientras/desde hace/acabar de developing greater complexity in spoken and written accounts of past events or experiences</li> <li>• weather expressions with hacer</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher feedback in class and in books</li> <li>• Peer and self-assessment</li> <li>• Results from homework</li> <li>• Half-termly assessments in 3 out of 4 skills.</li> <li>• Writing and speaking assessments on alternate terms. Regular exam style questions using exam mark schemes which will be shared with the students.</li> </ul>
<p><i>Autumn 2</i> <u>Global Issues / The Environment / Charity / Voluntary Work</u></p> <ul style="list-style-type: none"> <li>• modal verbs linked to behaviours (must do/can do/should do/could do etc)</li> <li>• past tense for effects of behaviours on environment</li> <li>• si sentences revised for outlining consequences of actions</li> <li>• pluperfect tense perspective</li> </ul> <p>Global issues / Poverty/ Homelessness</p> <ul style="list-style-type: none"> <li>• si fuera...</li> <li>• si tuviera que... with conditional completions</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher feedback in class and in books</li> <li>• Peer and self-assessment</li> <li>• Results from homework</li> <li>• Half-termly assessments in 3 out of 4 skills.</li> <li>• Writing and speaking assessments on alternate terms. Regular exam style questions using exam mark schemes which will be shared with the students.</li> </ul>
<p><i>Spring 1</i> <u>Revision and Assessment</u></p>	<ul style="list-style-type: none"> <li>• Teacher feedback in class and in books</li> <li>• Peer and self-assessment</li> <li>• Results from homework</li> <li>• Half-termly assessments in 3 out of 4 skills.</li> </ul>

	<ul style="list-style-type: none"> <li>• Writing and speaking assessments on alternate terms. Regular exam style questions using exam mark schemes which will be shared with the students.</li> </ul>
<p><i>Spring 2</i> <u>Revision and Assessment</u> Particular focus on Speaking practice including review of Role Play, Photo Card and General Conversation.</p>	<ul style="list-style-type: none"> <li>• Assessment for Learning in class to check understanding of content.</li> <li>• Written activities, including homework.</li> <li>• Half-termly Module tests in all four skill areas and evaluation.</li> <li>• Regular exam style questions, sharing the mark schemes with the students.</li> </ul>
<p><i>Summer 1</i> <u>Revision and Assessment</u> Particular focus on Speaking practice including review of Role Play, Photo Card and General Conversation.</p>	<ul style="list-style-type: none"> <li>• Speaking practice: (All parts of exam)</li> <li>• Writing question; Translation; Listening; Reading</li> <li>• GCSE Speaking exam</li> </ul>
<p><b>Year 11 Course Description</b></p>	
<p>Exam board; Eduqas (WJEC)</p> <p>Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. Students will continue learning about the following topics using a variety of skills and activities.</p> <p>In Year 11 students follow a scheme of work based on Viva for EDEXCEL GCSE Spanish 9-1 with a focus on preparation for GCSE study. Topics covered include Future Aspirations, Study and Work and International and Global Dimensions</p>	
<p><b>Assessment</b></p>	
<p>At the end of each module, Viva has a formal summative assessment. Students will be assessed in the 4 skills; listening, reading, writing and speaking skills. Translation and extended writing tasks are incorporated where students will receive detailed feedback once they have completed these. Self-assessment and peer-assessment is implemented through different activities such as tests, grammar exercises and some reading and listening tasks.</p>	
<p><b>Homework</b></p>	
<p>Students will be given homework related to the topic they are studying on a regular basis. They will also be given spelling tests and quizzes that will enable them to self-assess their progress. Students will also be given the opportunity to immerse into the cultural, social and language aspects of Spanish via a variety of cultural homework that will be provided to them.</p>	
<p><b>How Parents Can Help</b></p>	
<ul style="list-style-type: none"> <li>• Encourage your child to revise on a regular basis throughout the year.</li> <li>• Check SMHW to see what homework has been set and ensure that the pupil has completed it.</li> <li>• Buy a Spanish dictionary and look up Spanish websites.</li> <li>• Encourage your child to ask the teacher after the lesson if they have not understood the work.</li> <li>• Show an interest in your child's work and ask them to teach you the words/phrases they have learnt (this will help them practise speaking).</li> <li>• Watch Spanish films with subtitles, listen to Spanish songs with lyrics.</li> </ul>	

# Textiles

TERM	Main assessment task
<p><i>Autumn 1</i>  <u>Component 2 - Surface decorated Project</u>            Students will be able to expand their research and experimentation into their own design and create their own final product.            This project students will be able to explore: -</p> <ul style="list-style-type: none"> <li>•Designing</li> <li>•Measuring and cutting accurately</li> <li>•Materials, techniques and processes experimentation</li> </ul>	<p>Half term quiz: -</p> <ul style="list-style-type: none"> <li>• Testing the students understanding.</li> </ul>
<p><i>Autumn 2</i>  <u>Component 2 - Surface decorated Project</u>            Students explore textiles techniques and process and apply their knowledge to fit the set brief.            This project they will explore: -</p> <ul style="list-style-type: none"> <li>•Surface decorative techniques</li> <li>•Manufacturing a toile</li> <li>•Modification</li> </ul>	<p>Mock exam: Test to see what students have understood and what they may need recapped in the next project.</p>
<p><i>Spring 1</i>  <u>Component 3 - Surface decorated Project</u>            Students explore textiles techniques and process and apply their knowledge to fit the set brief.            This project they will explore: -</p> <ul style="list-style-type: none"> <li>•Surface decorative techniques</li> <li>•Manufacturing a toile</li> <li>•Modification</li> </ul>	<p>Half term quiz: -            Testing the students understanding.</p>
<p><i>Spring 2</i>  <u>Component 3 - Surface decorated Project</u>            Students will be able to expand their research and experimentation into their own design and create their own final product.            This project students will be able to explore: -</p> <ul style="list-style-type: none"> <li>•Develop their own digital portfolio</li> <li>•Evaluation</li> </ul>	<p>Mock exam: -            Test to see what students have understood and what they may need recapped in the next project.</p>
<p><i>Summer 1</i>  <u>Exam - Responding to a client's brief</u>            Students explore textiles techniques and process and apply their knowledge to fit the set brief for the exam unit.            This project they will explore: -</p> <ul style="list-style-type: none"> <li>•Surface decorative techniques</li> <li>•Manufacturing a toile</li> <li>•Modification</li> </ul>	<p>Half term quiz: -            Testing the students understanding.</p>

**Year 11 Course Description**

Art and Design Practice - Textiles gives students the opportunity to investigate, explore textiles techniques and analyse how well familiar products work and who they are really aimed at. Students learn how to solve practical problems skilfully, creatively and with imagination.
<b>Assessment</b>
Will be set every half term with a short quiz or a Mock exam at the end of a unit test to check the students understanding and learning throughout the unit. The assessment grades will go towards data input.
<b>Homework</b>
Homework will be given once every other week. All students will have access to the Show My Homework app on which all homework given will be uploaded for parents and students to see.
<b>How Parents Can Help</b>
<ul style="list-style-type: none"> <li>• Ensure their child has the right equipment - pen, pencil, rubber, ruler, sharpener for every lesson</li> <li>• Assist and monitor homework to make sure their have completed it to the best of their ability.</li> <li>• Encourage their child to take part in extracurricular opportunities</li> </ul>

## INCLUSION

The Inclusion department is comprised of the English as an Additional Language (EAL) department and the Special Educational Needs and Disabilities department (SEND).

### **Special Educational Needs and Disabilities (SEND)**

The SEN department supports students who have a variety of Special Educational Needs (SEN) and students who have gaps in their learning that have become barriers stopping them from making expected progress. The SEN team supports students while in class and through withdrawal for specific interventions. Teaching Assistants who support in a class will support all students in that class contributing to the progress of the whole group.

When students are withdrawn they are taught in groups with low pupil to staff ratios allowing students to make accelerated progress. The amount of time that students are withdrawn for depends on the needs of the students.

Withdrawal lessons support students in developing literacy skills, numeracy skills, communication skills, strategies for managing specific learning difficulties and social skills. In addition the school works with a variety of outside agencies who provide specialist support to students and offer advice and guidance to staff in supporting student with specific learning needs.

### **English as an Additional Language department (EAL)**

For students who are new to English we offer a short term intensive program. This equips students with enough English and other skills to get started in lessons. We work with other teachers to prepare materials to help the students access the curriculum.

Ongoing support is provided throughout Key Stage 3 (year 7-9) through withdrawal groups which are small groups taught by an experienced EAL teacher.

Lunchtime club provides an opportunity for students to get help with homework and use bilingual resources. Parental engagement (including providing translators) and celebration of different cultures is also supported through the work of the EAL department.

For further information including the school's SEN offer and report on SEN please see the school's website.