



THE FOREST ACADEMY

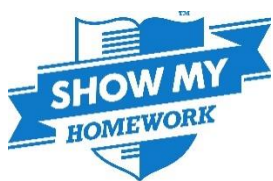
**Year 11
Curriculum Booklet**

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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 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
Autumn <u>Personal Identity</u> 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	<ul style="list-style-type: none"> • Artist research • Annotations • Development of work • Final outcome.
Spring and Summer <u>Exam Preparation</u> Students will be given the opportunity to: <ul style="list-style-type: none"> • Choose from a selection of exam questions. • Develop their work independently. • Explore new artists. • Develop a final outcome. 	<ul style="list-style-type: none"> • Artist research • Annotations • Development of work • Final outcome

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.

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.

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.

Business

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

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

BTEC Technology Award Level 1/2 in Enterprise Y11

TERM	Main assessment task
Autumn 1 Component 2 Choosing ideas for a micro-enterprise A1 Plan for a micro-enterprise A2	<ul style="list-style-type: none"> Choose an idea and produce a plan for a microenterprise idea with a budget of £50.00 Identifying resources, equipment needed and problems or risk associated with the idea chosen.
Autumn 2 Production of presentation B1 Delivery of presentation B2 Review of presentation C1 Submission of Component 2 for internal marking.	<ul style="list-style-type: none"> Present a Business Plan for the micro-enterprise idea to meet specific requirements Design a Power Point presentation of the chosen business Present and record the delivery of the PPT Review the presentation of the micro-enterprise idea to meet specific requirements
Spring 1 Component 3 Targeting and segmenting the market A1 4Ps of the marketing mix A2 Factors influencing the choice of marketing methods A3 Trust, reputation and loyalty A4	<ul style="list-style-type: none"> Students to understand the different types of market sectors Learning about the marketing strategies of the 4 Ps Identifying factors that could influence the marketing
Spring 2 Financial documents B1 Payment methods B2 Revenue and costs B3 Financial statements B4 Profitability and liquidity B5	<ul style="list-style-type: none"> Students will learn about the Profit and Loss documents and the different payment methods. They will calculate the Revenue and Costs of given case studies They will study the difference between profitability and liquidity.
Summer 1 Budgeting C1 Cash flow C2 Suggesting improvements to cash flow problems C3 Break-even point and break-even analysis C4 Sources of business finance C5	<ul style="list-style-type: none"> Financial planning and forecasting Students will learn most effective method of budgeting They will draw the cash flow of a given company They will calculate the break-even point and analyse the results for a particular case study.
Summer 2 <u>Component 3 external exam</u>	<ul style="list-style-type: none"> Practice past papers

Year 11 Course Description

Learners will consider how small and medium-sized enterprises (SMEs) use marketing and finance. They will look at the different elements of the marketing mix in order to be able to identify target markets, make marketing decisions and put forward marketing suggestions for enterprises to use to increase their success in the future. They will analyse financial information in context, complete and use financial documents and financial statements. They

will consider different payment methods. They will investigate profitability and liquidity and its effects on a given enterprise using ratios (the formulae will be provided). They will consider the importance of financial planning and forecasting for an enterprise, make financial decisions and recommend suggestions for improvements. They will develop skills in analysing information and giving advice for a specific purpose, which will support your progression to Level 2 or Level 3 vocational or academic qualifications.

Assessment

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

Note:

For Component 2 there a Pearson-Set Assignment, which will be internally assessed and externally moderated during Spring 2.

Component 3 is externally assessed.

Homework

Homework is set related to topics they are studying, which will incorporate assessment practice.

How Parents Can Help

- Students to complete homework in timed conditions
- Access to a textbook, revision guide and workbook
- Online, YouTube channel <https://www.youtube.com/watch?v=rvdZqui6cP8>
- Fully equipped to lessons

Computer Science

TERM	Main assessment task
Autumn 1 1.4 Network security 1.4.1 Threats to computer systems and networks 1.4.2 Identifying and preventing vulnerabilities	Mock examination (covering content learnt so far) End of topic test
Autumn 2 1.5 Systems software 1.5.1 Operating systems 1.5.2 Utility software	End of topic test
Spring 1 1.6 Ethical, legal, cultural and environmental impacts of digital technology	Mock examination (covering content learnt so far) End of topic test
Spring 2 Component 1: Revision of all topics Component 2: Revision of all topics	Multiple-topic worksheets Multiple-topic tests Past paper exam-style questions
Summer 1 Component 1: Revision of all topics Component 2: Revision of all topics	Multiple-topic worksheets Multiple-topic tests Past paper exam-style questions

Year 11 Course Description

We teach a GCSE Computer Science specification that's as inspiring to teach as it is to learn. This specification recognises the well-established methodologies of computing, alongside the technological advances which make it such a dynamic subject. OCR specification: J277

Assessment

All topics will have an end of topic test along with the TFA scheduled exams. T

Paper 1: J277/01: Computer systems

Written exam: 1 hour 30 minutes

80 marks

50% of GCSE

Paper 2: J277/02: Computational thinking, algorithms and programming

Written exam: 1 hour 30 minutes

80 marks

50% of GCSE

Homework

Students will have regular homework via SMHW. However, they will need to be practicing python programming on a regular basis and constantly revising in the spare time.

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 the research outside of school, including preparatory notes.

Constructing the Built Environment

TERM	Main assessment task
Autumn 1 <u>Unit 3: Planning construction projects</u> 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.	Autumn TERM - Students preparing for: <ul style="list-style-type: none"> • 120-minute examination • Total of 60 marks • Online assessment • A series of tasks, based on stimulus material and applied contexts • Each task will have an applied problem-solving scenario • Each paper will assess all learning outcomes. • Graded Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction.
Autumn 2 <u>Exam Testing Unit 3: Planning construction</u>	<ul style="list-style-type: none"> • Unit 3: Planning construction projects Mock Exam testing & Reflection
Spring 1 <u>Unit 1: Safety and security in construction</u> 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.	Spring TERM Students preparing for: <ul style="list-style-type: none"> • 60-minute examination • Total of 60 marks • Online assessment (audio enabled version available on request) • Short and extended answer questions (based on stimulus material and applied contexts) • Each question will have an applied problem-solving scenario • Each paper will assess all learning outcomes. • Available in the summer of each year • Graded Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction
Spring 2 <u>Exam Testing Unit 1: Safety and security in construction</u>	<ul style="list-style-type: none"> • Unit 1: Safety and security in construction Mock Exam testing & Reflection

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>

Economics

TERM	Main assessment task
Autumn 1	<ul style="list-style-type: none"> • Introduction to the National Economy – • Interest rates, saving, borrowing, spending and investment • How interest rates affect consumers' decisions to save, borrow or spend • How interest rates affect producers' decisions to save, borrow or spend • Interest Rates application and calculations • UK Government Revenue and Government Expenditure - Numerical Skills , percentages • Indirect and direct taxation • Government income and expenditure • UK government revenue and spending • Progressive and Regressive Taxation • Government Objectives • Economic objectives of the government • Conflicts arising from the pursuit of government objectives • Other government objectives - Moral, ethical and sustainability considerations
Autumn 2	<ul style="list-style-type: none"> • Economic growth • The significance of economic growth to economies • Causes, costs and benefits of economic growth • Government policies to achieve economic growth • Employment and unemployment and how they are measured • Types, causes & consequences of unemployment and government policies to reduce unemployment • Inflation and price stability • What is inflation? - Measures of inflation • Causes & Consequences of inflation • Government policies to manage inflation • Balance of payments • Balance of trade and balance of payments • Balance of payments surpluses & CA deficits • Government policies to influence the balance of payment • Distribution of income • Income and wealth inequality • Causes of income and wealth inequality • Consequences of income and wealth inequality • Government policies to redistribute income and wealth and their consequences
Spring 1	<ul style="list-style-type: none"> • How the government manages the economy • Fiscal policy • The Government budget • What is meant by monetary policy • How monetary policies can be used to achieve the government objective of controlling inflation and to achieve other government economic objectives. • Comparing Fiscal and Monetary Policy • What are Supply Side Policies • The advantages and disadvantages of supply-side policies

	<ul style="list-style-type: none"> • Supply-side policies such as: investment in education and training, lower direct taxes, lower taxes on business profits, trade union reform and privatisation/deregulation • How supply-side policies can be used to help achieve government objectives • Policies to correct positive and negative externalities • Government policies designed to influence positive and negative externalities. • Why countries trade and the importance of international trade to the UK • Benefits of trade to countries • UK's exports and imports • The main types of exports from, and imports to, the UK economy • The consequences of global interdependence to the UK economy. • How exchange rates are determined • The effects of changes in the exchange rate on consumers and producers
Spring 2	<ul style="list-style-type: none"> • Free-trade agreements including the European Union • Main features of globalisation • Benefits and drawbacks of globalisation to producers, workers and consumers in developed countries and less developed countries • Moral, ethical and sustainability considerations • The role of money and financial markets • Functions of money • Definition of money • The role and importance of the financial sector for the economy • The financial sector • The role of the Bank of England • The role of other institutions in the financial sector
Summer 1 <u>Exam skills</u>	<ul style="list-style-type: none"> • Applied Economics • Recap on key themes/ Retrieval tasks /Revision skills /Exam Skills /Past Papers

Year 11 Course Description

Economics department at The Forest Academy aims to provide students with the knowledge and skills to be successful global citizens. Through our sequences of learning experiences, students will continuously work out how the local, national and international economy works and how it can and will change in the future.

The students will be prompted to develop a deep and descriptive conceptual world knowledge that enables them to explain relationships within and between the main economic groups. The students will then utilize that knowledge and be equipped with the tools to think through a range of economic scenarios and propose justified solutions.

At The Forest Academy, opportunities are given throughout KS4 to reinforce and revisit topics studied during the KS3 programmes of study (e.g. The Year 7 English topic of social problems and the Year 9 Geography topic of Economic Development), thus ensuring pupil progress. The department aims to provide students with the knowledge and skills that show and build from their prior KS2 & KS3 knowledge to be confident economists by the end of Year 11.

We want our students to better understand the world of work and help them consider economic elements that will support them in choosing their future career path, whether they decide to continue studying Economics or not, e.g. by studying labour markets (wage differentials), the causes & consequences of unemployment, the benefits of specialisation & globalisation to name but a few.

We encourage students to reflect upon moral, ethical and sustainable issues that arise as a result of economic activities, e.g. inequality, externalities, monopoly power.

Assessment

QUALITY FIRST TEACHING

- Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.
- Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.
- Opportunities for Literacy, Numeracy and Oracy, including a focus on reading ☑ Opportunities to apply key concepts and address misconceptions

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

Homework

Fortnightly 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
- Watch Economics stories on the news and discuss
- Access to a textbook, revision guide and workbook

English

TERM	Main assessment task
Autumn 1 <ul style="list-style-type: none"> September Mock Exam Revision (Language Paper 2) Macbeth 	<ul style="list-style-type: none"> Language Paper 2 Mock Exam
Autumn 2 <ul style="list-style-type: none"> Macbeth January Mock Exam Revision (Language Paper 1) 	<ul style="list-style-type: none"> Macbeth - Character/Theme based Question (In-class Assessment) Language Paper 1 Mock Exam Literature Paper 1 Mock Exam
Spring 1 <ul style="list-style-type: none"> Theme/Character Revision (Literature Set Texts– Macbeth, A Christmas Carol, An Inspector Calls) 	<ul style="list-style-type: none"> In-class timed practice of skills/exam questions.
Spring 2 <ul style="list-style-type: none"> Comparative Theme Study (Love and Relationships) and Unseen Poetry Skills Over and Exam Strategies (Language Paper 1 and 2) 	<ul style="list-style-type: none"> In-class timed practice of skills/exam questions.
Summer 1 <ul style="list-style-type: none"> Student Voice/Recap/Review 	<ul style="list-style-type: none"> In-class timed practice of skills/exam questions.

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 analytically, recognising layers of meaning, tone, and writer's purpose. Interpreting subtle implications.
- Writing with flair, structure, and deliberate effect. Using language precisely to shape meaning and atmosphere.
- Responding flexibly to unseen texts and prompts, applying transferable thinking across genres and forms.
- Writing fluently, with secure control of punctuation, grammar, and vocabulary—even in high-pressure conditions.
- Going beyond surface meaning to explore abstract ideas (e.g., power, guilt, transformation, injustice).
- Offering interpretations that are not just accurate but arguable, subtle, and original.
- Questioning character motivations, narrative bias, authorial choices, and the moral implications of texts.
- Using historical, cultural, political or philosophical context to deepen meaning—not just to tick a box.
- Structuring responses logically and persuasively, using sophisticated vocabulary and precise expression.

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 references – 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 fortnightly and will include a range of research, writing or reading tasks and skills-based training.

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 from ParentPay.**

Food

TERM	Main assessment task
<p>Year 11 Autumn 1 NEA Assessment 1 and Assessment: Teachers must not divulge content of NEA brief/task, Practical must not directly mirror the NEA 1 brief. Recap on key principles of how to conduct NEA; the mark scheme and Assessment 1.</p>	<p>*To show a mature understanding of the task and to interpret information extremely accurately and extensively. *To use several sources of information. * To state hypothesis clearly stated. * To produce good brainstorm / mind mapping. * To write an expanded plan of action. * To show a clear method which could be followed. * To analyse experiments well. * To write a realistic, very detailed and accurate plan. *To produce excellent justification for choice of experimental work/modifications. *To write information which is very well organised and presented in a highly appropriate manner. *To use excellent specialist language, with accurate grammar, punctuation and spelling.</p>
<p>Year 11 Autumn 2 Students should undertake Preparation for NEA Assessment 2 Recap on key principles of how to conduct NEA – ensure learners are familiar with the mark scheme and how to be successful in NEA.</p> <p>Food Nutrition and Health (Recapping)</p>	<p>*Undertake thorough research from variety of sources which has been analysed fully and evaluated leading to a clear understanding of the assessment brief. *All the dishes trialed demonstrating mostly high and medium level skills. *Should be able to justify choices of dishes. *Should be able to select dishes which shows high and medium level skills. *To show logical sequence of work showing dovetailing and accurate timings. *To be able to list equipment used, make good requisition with quantities and shopping list. *To produce very good plan of work. To produce method showing dovetailing and special point. *To use good subject terminologies.</p>
<p>Year 11 Spring 1 Students should carry out NEA Assessment 2 Research; Recipe trial session 1; Recipe trial session 2; Recipe trial session 3; Recipe trial session 4; Recipe trial session 5. Select final 3 dishes, Reasons for choice Requisitions Time plan Section 3 recap: Revision: Food spoilage Section 4: Where food comes from. (Recap)</p>	<p>*To be able to do trials based on the NEA 2 brief or tasks. *To justify choices of dishes. *To make good requisition with quantities and shopping list. * To produce very good plan of work.</p>
<p>Year 11 Spring 2 Students carry out NEA Assessment 2 Practical for NEA Assessment 2 take place 3 hours. Evaluation for NEA Assessment 2. Exam revision based on examination topics for GCSE Food Prep and Nutrition.</p>	<p>*To plan, organise, produce and present 3 dishes to meet requirements of the brief. *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.</p>

SECTION 5 Revision: Factors affecting food choices.

Year 11 Summer 1

Revision towards written examination based on examination topics for GCSE Food Prep and Nutrition.

Practical

Practical cooking: Trial 1 dish making (based on NEA 1 brief).

Practical cooking: NEA 2 trial dishes 1.

Practical cooking: NEA 2 trial dishes 2.

Practical cooking: NEA 2 trial dishes 3.

Practical cooking: NEA 2 trial dishes 4.

Practical cooking: NEA 2 trial dishes 5.

Practical cooking: NEA 2 trial dishes 6.

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.

Use past questions, notes and revision books for revision, tests and examinations.

*Choosing equipment appropriate to each task. *To weigh and measure ingredients accurately. *To work independently in an extremely competent and confident manner. *To follow the order of work correctly. *To use the right cooking methods. *To demonstrate good knowledge in relation to cooking times and being able to make adjustments in practice as required.

*To show good knowledge in relation to seasoning.

*To present the present dishes in attractive manner with skillful garnishes. *To produce accurate portion control in all dishes.

*Health and safety rules should be thoroughly practiced.

*To work independently without support and use range of high and medium level cooking skills. *To show high standard of competence.

YEAR 11 KS4 GCSE FOOD PREPARATION AND NUTRITION

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. For example, if homework is given in week 1, will be collected in week 2 and marked in accordance to school policy.

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 revisions at home.

Past papers links

[file:///N:/My%20Settings/Downloads/C560UA0-1-140618%20\(31\).pdf](file:///N:/My%20Settings/Downloads/C560UA0-1-140618%20(31).pdf)

[file:///N:/My%20Settings/Downloads/C560UA0-1-100619%20\(20\).pdf](file:///N:/My%20Settings/Downloads/C560UA0-1-100619%20(20).pdf)

[file:///N:/My%20Settings/Downloads/C560UA0-1-171120%20\(13\).pdf](file:///N:/My%20Settings/Downloads/C560UA0-1-171120%20(13).pdf)

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[file:///N:/My%20Settings/Downloads/C560UA0-1-200622%20\(21\).pdf](file:///N:/My%20Settings/Downloads/C560UA0-1-200622%20(21).pdf)

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[file:///N:/My%20Settings/Downloads/C560UA0-1-190624%20\(3\).pdf](file:///N:/My%20Settings/Downloads/C560UA0-1-190624%20(3).pdf)

<file:///N:/My%20Settings/Downloads/C560UA0-1-170625.pdf>

French

TERM	Main assessment task
<p>Autumn 1 <u>Theme: My neighbourhood</u> Unit 1: Talking about geography and the climate, using comparatives and superlatives, learning about francophone countries. Unit 2: Talking about environmental problems, understanding the present tense of the passive voice, pronouncing the open 'o' Unit 3: discussing how we can work together to protect the environment, using the nous form imperative, expressing opinions in a variety of ways. Unit 4: Talking about day to day actions to protect the environment, using en + the present participle, understanding when to use the imperfect and perfect tense. Unit 5: Discussing new technologies, using être en train de and venir de, identifying correct statements about a text</p>	<ul style="list-style-type: none"> • Teacher feedback in class and in books • Peer and self-assessment • Results from homework • Mid-term learning assessment • Y11 mocks 1
<p>Autumn 2 <u>Theme: My personal world, my neighbourhood</u> Unit 1: Describing your town/village, using the pronoun y, translating phrases with depuis Unit 2: Asking for and understanding directions, using à and de with the definite article, transcribing unfamiliar words Unit 3: Talking about shopping for clothes, using de to indicate possession, practising shopping role plays Unit 4: Describing your ideal home, using si clauses, working out the meaning of unfamiliar words Unit 5: Talking about visiting another town or city, translating questions in different tenses, spotting different tenses from verb endings</p>	<ul style="list-style-type: none"> • Teacher feedback in class and in books • Peer and self-assessment • Results from homework • Mid-term learning assessment • Half-termly assessments in 2 out of 4 skills. • Reading and speaking assessment
<p>Spring 1 <u>Revision and Assessment</u></p>	<ul style="list-style-type: none"> • Assessment for Learning in class to check understanding of content. • Written activities, including homework. • Y11 mocks 2
<p>Spring 2 <u>Theme: Studying and my future</u> Unit 1: Talking about future plans and hopes, using après avoir + a past participle, expressing future plans using a range of structures Unit 2: Talking about travelling and earning money, using verbs that take être in the perfect tense, buying tickets at a station Unit 3: Talking about possible future career paths, using infinitives as nouns, looking up words for possible future jobs</p>	<ul style="list-style-type: none"> • Assessment for Learning in class to check understanding of content. • Written activities, including homework. • Half-termly Module tests in all four skill areas and evaluation. • Regular exam style questions, sharing the mark schemes with the students.

Unit 4: Talking about different jobs, using verbs followed by à/de, translating more complex structures	
Summer 1 <u>Revision and Assessment</u> Particular focus on Speaking practice including review of Role Play, Reading out loud, Photo Card and General Conversation.	<ul style="list-style-type: none"> • Speaking practice: (All parts of exam) • Writing question; Translation; Listening; Reading • GCSE Speaking exam
<p style="text-align: center;">Year 11 Course Description</p> <p>Exam board; Pearsons Edexcel.</p> <p>In Year 11, students continue to build on what they know and understand. Pupils will follow the Edexcel Specification course. 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 style="text-align: center;">Assessment</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 style="text-align: center;">Homework</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 style="text-align: center;">How Parents Can Help</p> <ul style="list-style-type: none"> • Encourage your child to revise on a regular basis throughout the year. • Check SMHW to see what homework has been set and ensure that the pupil has completed it. • Buy a French dictionary and look up French websites. • 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 the words/phrases they have learnt (this will help them practise speaking). • Watch French films with subtitles, listen to French Spanish songs with lyrics. 	

Geography

TERM	Main assessment task
Autumn 1 <u>River Landscapes – Paper 1</u> <u>River fieldwork – Paper 3</u>	Written assessment – a range of past exam questions sat under timed conditions in order to replicate the summer exams at the end of Year 11. Knowledge of river systems, their characteristics and influences will be covered.
Autumn 2 <u>Ecosystems and Biodiversity – Paper 1</u>	Written assessment – a range of past exam questions sat under timed conditions in order to replicate the summer exams at the end of Year 11. Knowledge of global ecosystems and biomes and how they are made. A focus on the Tropical Rainforest and Deciduous Woodlands will be covered.
Spring 1 <u>UK Challenges – Paper 3</u>	Written assessment – a range of past exam questions sat under timed conditions in order to replicate the summer exams at the end of Year 11. Knowledge of the entire specification with direct links to the UK and the interconnections between topics will be covered
Spring 2 <u>Fieldwork: River Landscape and Urban – Paper 3</u> <u>Revision</u>	Written assessment – a range of past exam questions sat under timed conditions in order to replicate the summer exams at the end of Year 11. Knowledge of different data types, sampling techniques and recap of trips will be covered
Summer 1 <u>Revision</u>	Practice exam question and feedback, revision exercises, Key Topic tasks.

Year 11 Course Description

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.

Assessment

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.

Homework

Homework tasks 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
Autumn 1 <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?
Autumn 2 <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?
Spring 1 <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.
Spring 2 <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?
Summer 1 <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 (Creative Media)

TERM	Main assessment task
Autumn 1 <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.	<ul style="list-style-type: none"> R085 – submission of LO1 and LO2
Autumn 2 <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.	R085 – submission of LO3 and LO4 and completion of the unit
Spring 1 <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.	<ul style="list-style-type: none"> R084 – submission of LO1 and LO2
Spring 2 <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.	<ul style="list-style-type: none"> Submission of LO3 and LO4
Summer 1 <u>Coursework completion</u>	<ul style="list-style-type: none"> Completion of any coursework for R084 for submission.
Summer 1 <u>Coursework completion</u>	<ul style="list-style-type: none"> Completion of any coursework for R084 for submission.

Year 11 Course Description

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*.

Assessment

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

Homework

Coursework tasks themselves must be carried out in school, but students will have the opportunity to make notes in preparation.

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 the research outside of school, including preparatory notes.

Maths

TERM	Main assessment task
Autumn 1 Foundation <u>Unit 1</u> <ul style="list-style-type: none"> Similarity and congruence <u>Unit 2</u> <ul style="list-style-type: none"> Vectors Higher <u>Unit 1</u> <ul style="list-style-type: none"> Vectors Geometric vector problems <u>Unit 2</u> <ul style="list-style-type: none"> Reciprocal and exponential graphs 	<ul style="list-style-type: none"> 3 sets of mock exams throughout the year Exam questions given regularly Practice exam papers given weekly as homework
Autumn 2 Foundation <u>Unit 3</u> <ul style="list-style-type: none"> Rearranging equations Cubic and reciprocal graphs Simultaneous equations Higher <u>Unit 3</u> <ul style="list-style-type: none"> Direct and inverse proportion 	<ul style="list-style-type: none"> 3 sets of mock exams throughout the year Exam questions given regularly Practice exam papers given weekly as homework
Spring 1 <u>Revision</u> <ul style="list-style-type: none"> Teacher will use previous assessments (including mock exam results and Question Level Analysis to identify areas of weakness) 	<ul style="list-style-type: none"> 3 sets of mock exams throughout the year Exam questions given regularly Practice exam papers given weekly as homework
Spring 2 <u>Revision</u> <ul style="list-style-type: none"> Teacher will use previous assessments (including mock exam results and Question Level Analysis to identify areas of weakness) 	<ul style="list-style-type: none"> 3 sets of mock exams throughout the year Exam questions given regularly Practice exam papers given weekly as homework
Summer 1 <u>Revision</u> <ul style="list-style-type: none"> Teacher will use previous assessments (including mock exam results and Question Level Analysis to identify areas of weakness) 	<ul style="list-style-type: none"> 3 sets of mock exams throughout the year Exam questions given regularly Practice exam papers given weekly as homework

Year 11 Course Description

Mathematics in Year 11 follows the Edexcel GCSE SOW with sets 1-3 preparing for the Higher exam and Sets 4- 7 preparing for the Foundation exam. Each class at The Forest Academy benefits from a curriculum taught using a wide range of resources.

Assessment

Mock exams will be held throughout the year to help give the students knowledge of their strengths and weaknesses in maths to help target their revision, leading to their GCSE exam in the summer. 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 £5.

Homework

Homework is set at least once a week and should last for approximately 1 hour. We will be setting students practice papers each week to help prepare them for their GCSE exam at the end of the year. The class teacher will also always record the homework set on Satchek:One

How Parents Can Help

Provide support for their child through past papers, and giving time for them to work through the papers and their own revision. Some students will be invited to attend interventions throughout the year, support from parents on attendance to this can greatly help.

Media

TERM	Main assessment task
Autumn 1 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 & Planning - Draft of initial ideas, pitch concept, treatment.	<ul style="list-style-type: none"> • Submit Statement of Aims/Homework
Autumn 2 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;	<ul style="list-style-type: none"> • Submit Statement of Aims • Revision of all topics • Exam practice • Teacher review of full draft/rough cut
Spring 1 Component 3 Production Re-shoot/re-drafting as necessary. Final editing/design/polish.	<ul style="list-style-type: none"> • Revision of all topics/exam practice • Teacher review
Spring 2 Component 3 Production re-shoot/re-drafting as necessary. Final editing/design/polish.	<ul style="list-style-type: none"> • Teacher review • Revision of all topics
Summer 1 Production re-shoot/re-drafting as necessary. Final editing/design/polish Exam practice	<ul style="list-style-type: none"> • Exam revision • Practice exam questions

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.

Music

TERM	Main assessment task
<p>Autumn Term</p> <p>Analysis, ensemble performance and composition 2 brief</p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> Analyse and exam music in depth, considering the historical context and music theory Develop their ensemble performance skills Explore the foundations of composition in preparation for their 'brief composition'. Learn advanced music theory 	<ul style="list-style-type: none"> Performance Composition Listening and Appraising
<p>Spring Term</p> <p>Coursework due. Both performances/compositions to be completed</p> <p>Exam practice in the following areas: Set Works Dictation Unfamiliar listening</p>	<ul style="list-style-type: none"> Performance Composition Listening and Appraising
<p>Summer Term</p> <p>Exam Practice</p> <p>Exam practice in the following areas: Set Works Dictation Unfamiliar listening</p>	<ul style="list-style-type: none"> Performance Composition Listening and Appraising

Year 11 Course Description

The GCSE course covers 3 main areas: Performing, composition and listening/appraising.

Students will study a range of set works and explore the historical context in which these works were composed and examine the music theory behind these pieces.

Students will also produce 2 performance – one solo performance and one ensemble performance. They will also develop their composition skills using music technology by composing both a free composition in a style of their choice, as well as a composition from a given brief.

Assessment

The examination board is Edexcel and each area is awarded the following marks:

Performing (30%) out of 60

Composing (30%) out of 60

Listening and Appraising (40%) out of 80

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

- Practice outside of classroom lessons is essential in order for you child to progress. If this isn't possible at home, please support us by encouraging your child to practice after school in the Music department.
- 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 musical performances during the holidays.

PE

TERM	Main assessment task
Autumn 1 <u>Exercise Physiology</u>	Students Will cover a variety of topics that look at the health and well-being of an athlete. This will include understanding how fitness components link to sporting performance. Students will complete an end of unit test that will be a mixture of multiple choice and extended answer questions. This makes up 60% of their overall grade.
Autumn 2 <u>Exercise Physiology and movement analysis</u>	
Spring 1 <u>Movement analysis and health, training and exercise</u>	
Spring 2 <u>Social Cultural issues within sport</u>	Students will be learning new topics such as movement analysis and looking into a biomechanical approach to physical P.E. they will be using previous knowledge to try and link together key exam answers, whilst still participating in regular practical activity. They will also be engaged in practical performance across a range of sports including: basketball, football, netball, badminton etc. Students will be graded across 3 sports. One of the sports will have to be an individual sport. This makes up 30% of their overall grade
Summer 1 <u>Exam revision</u>	
Summer 2	

Year 11 Course Description

This course provides an engaging and relevant introduction to the world of sport. It incorporates important aspects of the industry, such as movement analysis, Body systems, the short- and long-term effects of exercise and the social issues surrounding sporting performance.

Assessment

Students will have a range of end of topic test exams, Mock exams and the real GCSE examination. This is one exam paper. They will also be assessed through a practical moderation and through a coursework sampling process.

Homework

Assignments for coursework units and application of knowledge task for unit 1

How Parents Can Help

Encourage use of command words when completing assignment tasks and to watch sports they are studying to further their knowledge of the big picture. Ensure students are using the correct exam board (eduqas) when revising on BBC bitesize. Asking students to consistently review revision materials on the Microsoft teams folder.

PE (Core)

TERM	Main assessment task
Autumn 1 <u>Football / Basketball / Netball/ Handball/ Table Tennis</u>	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
Autumn 2 <u>Basketball / Netball/ Handball / Rugby / Football/ Table Tennis</u>	
Spring 1 <u>Badminton / Health related Fitness / Rugby/ Netball/ Football/ Basketball/Handball</u>	
Spring 2 <u>Badminton / Health related Fitness / Rugby/ Netball/ Football/ Basketball/Handball</u>	
Summer 1 <u>Athletics</u>	

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

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>Autumn 1 <u>A Study of Christian Beliefs</u> Students will be given the opportunity to:</p> <ul style="list-style-type: none"> • Explore the diversity that exists within Christianity • Understand core Christian beliefs including The Trinity, Creation, Incarnation and Resurrection • Explore the final days of Jesus' life • Evaluate whether an omnipotent and omnibenevolent God would allow suffering. 	<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>Autumn 2 <u>Philosophy of Religion</u> Students will be given the opportunity to:</p> <ul style="list-style-type: none"> • Evaluate whether revelations, religious experiences, miracles and visions prove the existence of God • Understand the nature of prayer within Christianity and the different types of prayer • Evaluate and assess whether children should have a religious upbringing • Discuss philosophical arguments that aim to prove the existence of God 	
<p>Spring 1 <u>Living the Christian Life</u> Students will be given the opportunity to:</p> <ul style="list-style-type: none"> • Explore the nature of Christian worship and prayer • Understand the significance and importance of pilgrimage • Explore Christian celebrations and evaluate which, if any, is more important than another • Understand and evaluate the role of the local and worldwide Church 	<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> <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>Spring 2 <u>Equality & Social Justice</u> Students will be given the opportunity to:</p> <ul style="list-style-type: none"> • Engage in discussions surrounding human rights and whether all Christians should support them • 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. 	

Summer 1**Revision & Exam Practice**

Students will be given the opportunity to:

- Focus on revising the content learnt throughout the year
- Make detailed revision notes and complete revision cards
- Practice exam questions

Year 11 Course Description

Religious Studies GCSE 'A Study of Christianity in context to Philosophy and Social Justice' Exam Board: Edexcel
Unit Code: 1RBO 3B – Christianity, Philosophy & Social Justice

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.

At Key Stage 4, Year 11 students are taught to:

- Explore their own beliefs and provide justified arguments to support them, using logical chains of reasoning
- Engage in debate about the relevance of religion in guiding moral behaviour in the 21st century
- 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.

Assessment

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

- Identify and explain relevant key terms for each topic studied.
- Be confident in answering each question type; a), b), c) and d).
- 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
Autumn Term 1 <u>Units completed</u> <ul style="list-style-type: none"> Unit B6 : Global Challenges Extensive revisions lessons B1 – B3 Extensive revisions lessons C1 – C3 Extensive revisions lessons P1 – P3 	<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. <u>Deep marking Tasks</u> Assesses key skills and knowledge, completed approximately fortnightly.
Autumn Term 2 <u>Units completed</u> <ul style="list-style-type: none"> Revision Practical units (B7,C7 and P7) Mock exams paper 1(Biology, Chemistry and Physics) 	<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. <u>Deep marking Tasks</u> Assesses key skills and knowledge, completed approximately fortnightly.
Spring Term 1 <u>Units completed</u> <ul style="list-style-type: none"> Unit C6 : Global Challenges Unit P6 : Global Challenges 	<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. <u>Deep marking Tasks</u> Assesses key skills and knowledge, completed approximately fortnightly.
Spring Term 2 Units completed Mock exams paper 2 (Biology, Chemistry and Physics)	<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. <u>Deep marking Task</u> Assesses key skills and knowledge, completed approximately fortnightly.
Summer Term 1 Revision	Exam practice / Complete past papers

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
Autumn 1 <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.	<ul style="list-style-type: none"> • Key words test • 1,2,3 and 4 marker exam questions • Mid way test
Autumn 2 <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.	<ul style="list-style-type: none"> • Several 12 marker questions under examined conditions. For example "Discuss how far sociologists would agree with Functionalists that crime strengthens solidarity and reaffirms values?" • -End of unit test consisting of 1,2,3,4 and 12 marker questions.
Spring 1 <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.	<ul style="list-style-type: none"> • 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?" • Key words test • Mid way test
Spring 2 <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.	<ul style="list-style-type: none"> • 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) • Key words test • End of unit test consisting of 1,2,3,4 and 12 marker questions. • Class presentations on all topics taught in the Social stratification unit.
Summer 1 <u>Revision and exam practice</u>	<ul style="list-style-type: none"> • Mock exam based on past exam papers

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>Autumn 1 <u>My neighbourhood</u> Unit 1 Medellín, ciudad inteligente, describing cities, using the perfect tense, using prepositions of place for directions. Year 11 mocks 1 Unit 2 Medellín ahora y antes, describing how a city or town has changed, using demonstrative adjectives for descriptions, comparing now and then in the imperfect tense. Unit 3 A comprar, describing shopping preferences, revising direct object pronouns, practising key sounds. Unit 4 ¿Dónde prefieres vivir? Giving preferences about where you live, using the present subjunctive with cuando, revising comparisons. Unit 5 Un intercambio cultural, talking about your area, using a variety of verb tenses, finding different ways to describe future plans.</p>	<ul style="list-style-type: none"> • Teacher feedback in class and in books • Peer and self-assessment • Results from homework • Y11 mocks 1
<p>Autumn 2 Un mundo mejor para todos My neighbourhood Unit 1 Actúa ya, talking about how you help in your community, using the imperative, using falta, hace falta, vale la pena basta Unit 2 El planeta en peligro, talking about climate change, using the passive, using the imperfect continuous tense. Unit 3 Protegemos el planeta, talking about actions to help the environment, avoiding the passive, practising negatives. Unit 4 Nuestro mundo, nuestra responsabilidad, talking about solutions, using the present subjunctive to give opinions, translating more complex texts. Unit 5 El futuro está en nuestras manos, developing effective comprehension skills, using (no) se debería + infinitive, understanding multiple tenses.</p>	<ul style="list-style-type: none"> • Teacher feedback in class and in books • Peer and self-assessment • Results from homework • Mid-term learning assessment • Half-termly assessments in 2 out of 4 skills. • Reading and speaking assessment

<p>Spring 1 Revision for y11 mocks 2 El futuro te espera, studying and my future. Unit 1, Sueños y esperanzas, talking about your plans for the future, using <i>seguir/continuar</i> + present participle, transcribing unfamiliar words. Unit 2 A trabajar, talking about getting a job, using possessive pronouns, using prepositions followed by the infinitive. Unit 3 Un trabajo para todos, talking about future career intentions, using masculine and feminine <i>nous</i> for jobs, using and understanding the suffix <i>-diad/idad</i></p>	<ul style="list-style-type: none"> • Assessment for Learning in class to check understanding of content. • Written activities, including homework. • Y11 mocks 2
<p>Spring 2 Continuing module 8 Unit 4 las lenguas te abren las puertas, talking about the importance of learning languages, using modal verbs, using different verb forms, Unit 5 El trabajo antes, ahora... y mañana, talking about the world of work, understanding more complex texts, listening for percentages. Unit 6 El futuro sin limites, talking about the impact of artificial intelligence, using <i>para que</i> + present subjunctive, working out the infinitive of a conjugated verb. Writing and learning all answers for the speaking exam that have not been covered.</p>	<ul style="list-style-type: none"> • Assessment for Learning in class to check understanding of content. • Written activities, including homework. • Half-termly Module tests in all four skill areas and evaluation. • Regular exam style questions, sharing the mark schemes with the students.
<p>Summer 1 Revision and Assessment Speaking exams Revision for writing, listening and reading exams.</p>	<ul style="list-style-type: none"> • Speaking practice: (All parts of exam) • Writing question; Translation; Listening; Reading • GCSE Speaking exam
<p style="text-align: center;">Year 11 Course Description</p> <p>Exam board; Pearsons Edexcel.</p> <p>In Year 11, students continue to build on what they know and understand. Pupils will follow the Edexcel Specification course. 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 style="text-align: center;">Assessment</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 style="text-align: center;">Homework</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.

How Parents Can Help

- Encourage your child to revise on a regular basis throughout the year.
- Check SMHW to see what homework has been set and ensure that the pupil has completed it.
- Buy a Spanish dictionary and look up Spanish websites.
- 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 the words/phrases they have learnt (this will help them practise speaking).
- Watch Spanish films with subtitles, listen to Spanish songs with lyrics.

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.