

Stanborough



Year 11

Curriculum Maps

Grow and Succeed

High Expectations | Mutual Respect | Quality Learning | Success for All

Curriculum Map

Subject: Art & Design

Year Group: 11

	Autumn Term	Spring Term	Summer Term
Content	Students will complete the final stage of their personal portfolio leading up towards their mock exam in November. This final stage summarises the student's journey as they begin to consider ideas towards an outcome.	On January 1 st , AQA will release an exam paper with 7 themes. Students must choose a theme and create a portfolio of work over a 10 week period. This portfolio follows the same structure as the previous portfolio but on a smaller scale.	The Art exam will take place in May and students will have 10 hours to create an outcome that summarises their exam project.
Key Questions	<p>Assessment objectives (25% each)</p> <p>AO1 – Develop <i>Are students able to develop ideas through investigations, demonstrating critical understanding of contextual sources?</i></p> <p>AO2 – Refine <i>Is there evidence of a wide range of appropriate techniques media and processes?</i></p> <p>AO3 – Record <i>Have primary and secondary sources been used to record ideas and observations? Are these ideas explained clearly through annotation?</i></p> <p>AO4 – Present <i>Are students able to realise intentions and create a personal and meaningful response?</i></p>		
Assessment	Students will be formally marked after each board submission. They will then have the chance to respond to EBI's and make any further refinements to their work. At each progress update, students will have a portfolio review and a current working grade will be given for the boards they have created to date.		

Subject: 3D DESIGN

	Autumn Term	Spring Term	Summer Term
Content	Students will complete the final stage of their personal portfolio leading up towards their mock exam in November. This final stage summarises the student's journey as they begin to consider ideas towards an outcome.	On January 1 st , AQA will release an exam paper with 7 themes. Students must choose a theme and create a portfolio of work over a 10 week period. This portfolio follows the same structure as the previous portfolio but on a smaller scale.	The 3D exam will take place in May and students will have 10 hours to create an outcome that summarises their exam project.
Key Questions	<p>Assessment objectives (25% each)</p> <p>AO1 – Develop <i>Are students able to develop ideas through investigations, demonstrating critical understanding of contextual sources?</i></p> <p>AO2 – Refine <i>Is there evidence of a wide range of appropriate techniques media and processes?</i></p> <p>AO3 – Record <i>Have primary and secondary sources been used to record ideas and observations? Are these ideas explained clearly through annotation?</i></p> <p>AO4 – Present <i>Are students able to realise intentions and create a personal and meaningful response?</i></p>		
Assessment	Students will be formally marked after each board submission. They will then have the chance to respond to EBI's and make any further refinements to their work. At each progress update, students will have a portfolio review and a current working grade will be given for the boards they have created to date.		

Subject: HOSPITALITY & CATERING

	Autumn Term/ Spring Term		Summer Term
	Theory	Practical	Practical/Theory
Content	<p>Refresh: Health & Safety training/certificate: Understand the environment in which hospitality and catering providers operate. Understand how Hospitality and catering providers operate. Understand how Hospitality and catering provision meets health and safety requirements.</p> <p>Sources</p> <ul style="list-style-type: none"> • local hotels • restaurants • food suppliers • event services • hotel management • event organisers • wedding planners • food suppliers • health and safety executive from local industry <p>LAB (Learner Assessed Brief) to be completed under timed conditions</p>	<p>Plan, trial, prepare, cook and serve a three course meal or range of dishes for a target group, or target catering outlet.</p> <p>Complete a portfolio of evidence (LAB) to back up the choice of dishes made with reference to the specific nutritional needs of the target group.</p> <p>Include environmental issues and food safety.</p> <p>The meal/selection must include</p> <ul style="list-style-type: none"> • accompaniments • Excellent presentation skills. <p>The 3 course meal should include:</p> <ul style="list-style-type: none"> • meat/poultry/fish/vegetarian alternatives • eggs and dairy produce • cereals, rice, pasta, or flour fruit and vegetables <p>2.3.1 How to prepare and make dishes: prepare techniques/knives skills/cooking techniques.</p> <p>Building preparation and cooking skills and learning through practice covering elements from 1.4.1 and 1.4.3</p>	<p>Controlled assessment theory:</p> <p>1.1.1 Hospitality and catering providers 1.1.2 Working in the hospitality and catering industry 1.1.3 Working conditions in the hospitality and catering industry 1.1.4 Contributing factors to the success of hospitality and catering provision 1.2.1 The operation of the front and back of house 1.2.2 Customer requirements in hospitality and catering 1.2.3 Hospitality and catering provision to meet specific requirements 1.3.1 Health and safety in hospitality and catering provision 1.3.2 Food Safety</p>
Key Questions	LO1 - Do students know how food providers operate and be able to explain the different hospitality and catering environments		

	<p>LO2 - Can students explain how the hospitality and catering provisions work</p> <p>LO3 - Do students understand the health and safety requirements</p> <p>LO4 To what extent can students explain how food can cause ill health</p>
Assessment	<ul style="list-style-type: none"> • Student feedback given in accordance with the school marking policy. • Written paper will contribute to 40% of the final grade and the LAB will contribute to 60%

Subject: BUSINESS STUDIES

Time Period	Autumn Term	Spring Term	Summer Term
Content	<p>Theme 2: Building a business</p> <ul style="list-style-type: none"> ▪ Topic 2.2 Making marketing decisions ▪ Topic 2.3 Making operational decisions 	<p>Theme 2: Building a business</p> <ul style="list-style-type: none"> ▪ Topic 2.4 Making financial decisions ▪ Topic 2.5 Making human resource decisions ▪ Theme 1 & Theme 2 Revision 	<ul style="list-style-type: none"> ▪ GCSE Business Exams
Skills	<p><u>Some key skills include:</u></p> <ul style="list-style-type: none"> ▪ Analytical ▪ Commercial awareness ▪ Leadership ▪ Organisation ▪ <i>Research</i> ▪ <i>Team working</i> <p><i>Note: There will be a lots of other transferable skills.</i></p>	<p><u>Some key skills include:</u></p> <ul style="list-style-type: none"> ▪ Time management ▪ Organisation ▪ Problem solving ▪ <i>Independent</i> ▪ <i>Motivation</i> ▪ <i>Exam skills</i> <p><i>Note: There will be a lots of other transferable skills.</i></p>	
Key Questions	<ul style="list-style-type: none"> ▪ Explain factors that would influence a business to locate in a different country. ▪ Analyse the performance of a business 	<ul style="list-style-type: none"> ▪ How might a business use the gross profit margin and net profit margin in order to assess its performance? 	

	<p>when you change its marketing mix.</p> <ul style="list-style-type: none"> ▪ Explain the relationship between the design mix and the product lifecycle. 	<ul style="list-style-type: none"> ▪ Explain how a business can use the average rate of return to help make decisions about its future investments. ▪ Past paper exam questions 	
Assessment week and content	<ul style="list-style-type: none"> ▪ Before the end of half term – 2.2 End of topic test on Making marketing decisions ▪ Before the end of term – 2.3 End of Topic test on Making operational decisions 	<ul style="list-style-type: none"> ▪ Paper 2 Mock ▪ Before the end of half term – 2.4 End of topic test on Making financial decisions ▪ Before the end of term – 2.5 End of Topic test on Making human resource decisions 	

Subject: CHILD DEVELOPMENT

Time Period	Autumn Term	Spring Term	Summer Term
Content	<p>RO57 TA2: Antenatal care and preparation for birth</p> <ul style="list-style-type: none"> ▪ RO57 TA3: Postnatal checks, postnatal care and the conditions for development 	<p>RO57 TA4: Childhood illnesses and a child-safe environment</p> <ul style="list-style-type: none"> ▪ Revision of all 4 topic areas 	Revision of all 4 topic areas
Skills	<p>Presentation skills Research skills Evaluating skills Exam skills Revision skills</p>	<p>Presentation skills Research skills Evaluating skills Revision</p>	<p>Research skills Evaluating skills Exam skills Revision skills</p>
Key Questions	<p>What is the purpose and importance of antenatal clinics? What are the screening and diagnostic tests What are the choices available for delivery? What are the developmental needs of children 0-5 years</p>	<p>What are the key signs and symptoms of illness? How can parents and carers meet the needs of an ill child? How can you ensure a child-friendly safe environment?</p>	How do you answer an extended written question?

Assessment week and content	October mock exam RO57: TA1, TA2	End of topic area tests	June external assessed for RO57
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Subject: COMPUTER SCIENCE

Time Period	Autumn Term	Spring Term	Summer Term
Content	<p>1.3 Computer Networks, connections and protocols</p> <ul style="list-style-type: none"> • Networks and topologies • Wired and wireless networks, protocols and layers <p>1.4 Network security</p> <ul style="list-style-type: none"> • Threats to computer systems and networks <p>Identifying and preventing vulnerabilities</p> <p>1.6 Ethical, legal, cultural and environmental</p> <ul style="list-style-type: none"> • Impacts of digital technology on wider society • Legislations relevant to Computer Science 	<p>2.3 Producing robust programs</p> <ul style="list-style-type: none"> • Defensive design • Testing <p>2.5 Programming languages and IDE</p> <ul style="list-style-type: none"> • levels of programming language • The Integrated Development Environment (IDE) <p>Revision and final exam preparation</p>	<p>Revision and final exam preparation</p>
Skills	<p>Students learn how different aspects of computer networks work, from an abstracted view, and apply the concepts learnt to the real world of communication and data transmission.</p> <p>Students demonstrate their awareness of real world network threats and how to prevent such threats.</p>	<p>Student build on their skills by understanding the importance to thoroughly test a program for bugs, errors and loopholes to ensure they are robust.</p> <p>Students will consolidate their learning through a series of practice exams and recall activities.</p>	<p>Students will consolidate their learning through a series of practice exams and recall activities.</p>

	<p>Students learn how to analyse and generate arguments both for and against the use of computer systems in society. They are able to express this in a structured essay style questions.</p>		
Key Questions	<p>What are LANS & WANs? What factors affect the performance of networks? What does client server and peer-to-peer mean? What hardware do you use on a LAN? What is the Internet really? What is a DNS, hosting, the cloud, web server and client mean? What hardware is used in a network? What is a topology? Which is better wired or wireless? What is Ethernet, Wi-Fi and Bluetooth connections and how do they work? Why is cryptography and encryption? What's an IP and MAC address? How do I learn these TCP/IP, HTTP, HTTPS, FTP, POP, IMAP, SMTP, and what are layers?</p> <p>What forms of attack happen to computers and networks? What's malware, phishing, brute force attacks, DoS and Interception & theft? How to prevent attacks.</p> <p>What is an SQL injection, firewalls, password encryption and security?</p>	<p>Why use defensive programming? Use of defensive designs. Testing to make sure it works and debugging, is that normal, boundary, invalid or erroneous? Refine it! Create code which is easy to maintain. Know the purpose of testing and types used for validation.</p> <p>What are the characteristics of languages; high and low-level. What is the purpose of translators, compilers, interpreters? What is Little Man Computer? Tools in an IDE; editors, error diagnostics, run-time environments & translators</p>	
Assessment week and content	<p>1.3 Computer Networks, connections and protocols End of Unit test wb 23/10</p> <p>1.4 Network security End of Unit test wb 13/12</p>	<p>2.3 Producing robust programs End of Unit test wb 12/02</p> <p>2.5 Programming languages and IDEs End of Unit test wb 12/02</p>	<p>Final Exam: Component 1 – Computer Systems Component 2 – Computational thinking, algorithms and programming</p>

Subject: CULTURE, SOCIETY & ETHICS

Time Period	Autumn Term	Spring Term	Summer Term
Content	<p><u>Stress & Wellbeing</u></p> <ul style="list-style-type: none"> • Mental Stress • Anxiety • Mental Health • Mindfulness • Eating Disorders • Self-Harm 	<p><u>Personal Growth & Relationships</u></p> <ul style="list-style-type: none"> • Body positivity and body shaming • Friendships & Bullying • Conflict Management • Self-awareness & self-confidence • Independent living • Privilege 	<p><u>Faith, Culture & Media</u></p> <ul style="list-style-type: none"> • Free Speech • Cultural Appropriation • Culture Wars • Social Justice • Religious Prejudice
Skills	<ul style="list-style-type: none"> • Self-awareness • Reflection • Introspection • Empathy • Resilience • Literacy • Communication & Debating 	<ul style="list-style-type: none"> • Self-awareness • Reflection • Introspection • Empathy • Resilience • Literacy • Communication & Debating 	<ul style="list-style-type: none"> • Self-awareness • Reflection • Introspection • Empathy • Resilience • Literacy • Communication & Debating
Key Questions	<ul style="list-style-type: none"> • What is stress and how to cope? • How can I avoid anxiety and work towards good mental health? • What is mindfulness? • What are some of the real dangers of poor mental health? 	<ul style="list-style-type: none"> • What is body shaming? • How do I maintain good and fulfilling relationships? • What is self-awareness and how can I develop self-confidence? • How can I live independently? 	<ul style="list-style-type: none"> • What are the challenges of free speech? • Is cultural appropriation wrong? • What is social justice? • How have and do religious groups contribute to wider society?
Assessment week and content	There are no assessment in CSE	There are no assessment in CSE	There are no assessment in CSE

Subject: DRAMA

Time Period	Autumn Term	Spring Term	Summer Term
Content	Component 3 40% – Theatre Makers in Practice <ul style="list-style-type: none"> - The Crucible - Live Theatre 	Component 2 – Scripts for Performance 20%	Component 3 - recall and revisit to put it into practice
Skills	<ul style="list-style-type: none"> - Re-call - Revision - Subject terminology - Timing - Comprehension 	<ul style="list-style-type: none"> - Spoken thoughts - Split scene/cross cutting - Using music to enhance a performance - Monologues - Duologues - Gait - Posture - Eye contact - Body language - Tone - Pause - Accent - Pitch - Pace 	<ul style="list-style-type: none"> - Re-call revision - Subject terminology - Timing
Key Questions	What are the themes in the crucible? What is the context in the crucible? What are the key lighting terms? What are they key sound terms? What are they key costume terms? Who is Artaud? Who is Stanislavski? What is catharsis? What is breaking the fourth wall? Who is Brecht?	What is the genre of the performance? What is the style of the performance? What are the playwrights intentions for your performance and why? How successful are you at communicating these intentions?	What are the themes in the crucible? What is the context in the crucible? What are the key lighting terms? What are they key sound terms? What are they key costume terms?

Assessment week and content	Last week before October Half term – MOCK C3 assessment without Live Theatre	Last two weeks before February half term – perform C2	Week before May half term – c3 mock assessment
	Two weeks before Christmas break – Mock c3 assessment with live theatre		Week before end of school – c2 mock assessment

Subject: ENGLISH

Time Period	Autumn Term	Spring Term	Summer Term
Content	<ul style="list-style-type: none"> • An Inspector Calls • Language Paper 1- Reading and Writing • Poetry Revision 	<ul style="list-style-type: none"> • Jekyll and Hyde • Romeo and Juliet • Language Paper 2- Reading and writing • Mock Exam preparation 	<ul style="list-style-type: none"> • Love and Relationships Poetry and unseen Poetry • DIRT mock exams
Skills Literature	<p>Students will demonstrate an ability to</p> <ul style="list-style-type: none"> • Provide a close analysis of dramatic language and techniques • Identify and evaluate structural decisions and their effect on the progression of the narrative • Elaborate on thematic elements by focussing on connecting moments within the text • Identify characters as symbols • Identify text form and evaluate its conventions or subversions of conventions for effect • Use a wider range of vocabulary to speak about writer’s craft and construction • Focus on how historical context have 	<p>Students will demonstrate an ability to:</p> <ul style="list-style-type: none"> • Provide a close analysis of 19th Century language devices • Provide a close analysis of Shakespearean language features and their effect both on modern and Elizabethan audiences • Identify and evaluate the genre and type of text and discuss how adhering or subverting these expectations create intrigue • Focus on how historical and textual context have helped to shape the text • Comment on authors message and intentions, using historical context to support analysis 	<p>Students will demonstrate an ability to:</p> <ul style="list-style-type: none"> • Demonstrate both literal and inferential comprehension of a range of poems • Identify and explain language and structural features of poetry and their effect and impact on different readers • Distinguish between what is stated explicitly and what is implied. Develop an awareness and evaluation of shades of meaning • Explain motivation behind poems, and messages portrayed, using contextual information • Explore alternative meanings and abstract concepts explored within in the poems • Compare meaning, imagery, language,

	<p>helped to inform the messages within the text</p>		<p>emotion and structural choices between two texts</p> <ul style="list-style-type: none"> • Identify common themes to make educated comparisons • Critically evaluate own work and make improvements based on teacher feedback • Redraft key elements of both literature and language mock exams to reflect and progress
<p>Skills Language</p>	<ul style="list-style-type: none"> • Read a range of fiction texts, exploring how established writers use narrative conventions and descriptive techniques to capture the interest of readers • Focus on planning written pieces of work • Developing use of precise vocabulary • Identify and demonstrate form, purpose and audience. • Write a creative text to demonstrate their narrative and descriptive skills in response to a written prompt or visual image. 	<ul style="list-style-type: none"> • Reading and comparing a range of non-fiction texts (eg. articles, reports, essays, travel writing, accounts, sketches, letters, diaries, autobiography and biographical passages) from different time periods, to consider how authors present perspective and/or viewpoint • Explore different ways in which authors influence and persuade readers • Produce a written text to a specified audience, purpose and form in which they give their own perspective on a chosen theme • Use a wider range of vocabulary to speak about language and its effect and apply these techniques to their own writing • Focus on punctuation (commas, ellipsis, semi-colon) and sentence structure (complex sentences, short sentences for effect) 	

<p>Key Questions Literature</p>	<ol style="list-style-type: none"> 1. How does the author’s decisions help to drive the narrative forward? What messages does the author relay through characters and narrative decisions? 2. How does the historical context shape the messages within the text? 3. How are the characters presented and developed throughout the narrative? 4. Does the author achieve their intended effect? 5. In what ways do author’s create engaging texts? 6. How do poets use their experiences to relay a message to their reader? 7. How are poetic devices used to create shades of meaning? 8. How can poems be interpreted to understand both explicit and implicit meanings? 	<ol style="list-style-type: none"> 1. How does the author’s decisions help to drive the narrative forward? 2. How does the historical context shape this text? 3. How are the characters presented and developed throughout the narrative? 4. What is the intended message of the piece and how is this conveyed through characters and situations? 	<ol style="list-style-type: none"> 1. How does the author’s decisions help to establish his/her message? 2. How does the historical and/or bibliographical context shape the messages in this text? 3. How is the theme of love presented in this poem? And how does this poem relate to other poems we have read in the anthology? 4. Does the author achieve their intended effect? If so, ho2? 5. In what ways are these two texts similar or different? 6. What imagery is described in this poem and why? 7. Are there shades of meaning for this poem? If so, what are they? Do they link, somehow, to the contextual background of the author?
<p>Key Questions Language</p>	<ol style="list-style-type: none"> 1. In what ways do author’s create engaging texts? 2. What language devices have been used to effectively engage the reader and show the writer’s craft and construction of ideas? 3. Are they effective in engaging with their reader? Explain. 4. What devices and methods have been used by the author to engage their readers? 5. How can I plan my work effectively to ensure I have made appropriate decisions about audience, form and 	<ol style="list-style-type: none"> 1. What is the author’s viewpoint and perspective about this topic? 2. What techniques and methods have they used to deliver their opinions? 3. Are they effective in delivering their viewpoint and perspective? Explain. 4. How can I plan my work effectively to ensure I have made appropriate decisions about audience, form and structure? 5. How can I use the texts as an exemplar to support me in writing my own piece of writing? 	<p>Poetry</p> <ol style="list-style-type: none"> 1. How does the author present their ideas towards love and relationships? 2. What devices does the author use and what effect do they have on the reader? 3. What are the alternative interpretations to this poem and its meaning? 4. What is a connective and how can you use it to integrate comparisons between texts?

	structure?		
Assessment week and content	Mock Examinations- October An Inspector Calls Poetry Language Paper 1	Mock Exams February Romeo and Juliet Jekyll and Hyde Language Paper 2	

Subject: FRENCH

Time Period	Autumn Term	Spring Term	Summer Term
Content	Theme 2: Local national, international and global areas of interest Environment, Poverty and Homelessness Travel and Tourism	Theme 3: Current and future study and employment My studies, life at school Jobs, career choices and ambitions	Revision of all 3 Themes Preparation for the speaking exam
Skills	Building up a strong foundation of vocabulary. Learning verbs in three or more tenses. Listening, speaking, reading, writing and translation. Describing photos.	Building up a strong foundation of vocabulary. Learning verbs in three or more tenses. Listening, speaking, reading, writing and translation. Describing photos.	Building up a strong foundation of vocabulary. Learning verbs in three or more tenses. Listening, speaking, reading, writing and translation. Describing photos.
Key Questions	1. Quel est le plus grand problème de l'environnement ? 2. A ton avis quelle est la solution pour ce problème ? 3. Est-ce que tu aimes recycler ? Pourquoi? 4. As-tu utilisé l'autobus ce matin ? Pourquoi? 5. Où vas-tu en vacances normalement?	1. As-tu un petit emploi? 2. Quels sont tes projets pour septembre? 3. Qu'est-ce que tu voudrais faire comme travail à l'avenir? 4. Décris-moi ton collègue. 5. Si tu pouvais, qu'est-ce que tu changerais au collège ?	

Assessment	Oct – GCSE mock speaking Nov – GCSE reading, listening and writing paper	January – GCSE speaking mock	May / June – GCSE EXAMS
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Subject: GEOGRAPHY

Time Period	Autumn Term	Spring Term	Summer Term
Content	<p><u>Human Fieldwork:</u> At the start of the autumn term, pupils will have a refresher on fieldwork techniques before completing fieldwork in an area related to the human component of their exam. Topics covered include:</p> <ul style="list-style-type: none"> • Using environmental quality surveys • Risks in a human fieldwork setting • Primary vs secondary data • Presenting information <p>Once they have completed the refresher preparation modules in the classroom, pupils will complete fieldwork in an urban area in the UK, which may include but is not limited to:</p> <ul style="list-style-type: none"> • Urban Issues and Challenges • Challenge of resource management <p>Upon completion of the visits and data collection, pupils will be required to write up their findings.</p> <p><u>Changing Economic World:</u> Pupils will study the topics including:</p>	<p><u>Resource Management:</u> Pupils will begin their spring term by studying the challenge of resource management, including:</p> <ul style="list-style-type: none"> • Overview of food, water and energy resources in the UK and wider world • Energy security • Sustainable development in the context of energy <p>By the end of the topic pupils will be able to outline the impacts of energy security and insecurity around the world, explain why some strategies for improving energy security are better than others, evaluate the advantages and disadvantages of fossil fuel extraction, and explain the benefits of sustainable energy supply and use.</p> <p><u>Living World:</u> Pupils will complete this short recap topic that builds on the ecosystems topic covered in year 9, including:</p> <ul style="list-style-type: none"> • Overview of ecosystems • Tropical Rainforests • Cold Environments 	<p><u>Issue Evaluation Continued:</u> See spring term for full details.</p> <p><u>Revision and pre-exam warm up:</u> In the lead up to the GCSE exams pupils will spend a large amount of time on revision across the entire specification. In addition to this, pupils will spend a large amount of time on exam technique, including but not limited to:</p> <ul style="list-style-type: none"> • De-coding questions • Planning answers • Using numeracy skills • Meeting assessment objectives • Signposting to the examiner <p>The nature of the content covered during these sessions will be up to the teacher, depending on the strengths and challenges of the geography cohorts in question. Revision sessions will involve past paper questions of varying degrees of challenge.</p>

	<ul style="list-style-type: none"> • Causes and consequences of uneven development around the world • Strategies for closing the development gap • Tourism • TNCs and their links with Nigeria • UK economic change <p>By the end of the topic, pupils will be able to identify the physical and human causes and consequences of uneven development, describe the strengths and weaknesses of different development indicators, evaluate the different strategies for closing the development gap, assess the role of TNCs in NEEs and describe the causes and consequence of economic change.</p>	<p>By the end of the topic pupils will have further consolidated their knowledge on the components that create an ecosystem, identify the key characteristics of tropical and cold environments and evaluate the consequences of development in tropical and cold environments.</p> <p>Issue Evaluation: Pupils will be given access to the pre-release materials at the end of the spring term. The issue evaluation is a synoptic topic and draws on strands of geography from across the specification. Pupils will be asked to:</p> <ul style="list-style-type: none"> • Describe, assess and evaluate information • Practice map skills • Complete a decision making task • Evaluate the strengths and weaknesses of a project <p>It is unclear until mid-March what the nature of the issue evaluation is. However, upon completion of teaching around the materials pupils will be able to identify the key areas of geography needed to complete the issue evaluation section of the question paper and have further developed the skills needed to evaluate a decision made, outlined in the paper.</p>	
<p>Skills</p>	<ul style="list-style-type: none"> • Demonstrate knowledge of locations, places, processes, environments and different scales 	<ul style="list-style-type: none"> • Demonstrate knowledge of locations, places, processes, environments and different scales 	<ul style="list-style-type: none"> • Demonstrate knowledge of locations, places, processes, environments and different scales

	<ul style="list-style-type: none"> • Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes • Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements • Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings 	<ul style="list-style-type: none"> • Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes • Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements • Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings 	<ul style="list-style-type: none"> • Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes • Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements • Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings
<p>Key Questions</p>	<p><u>Human Fieldwork:</u></p> <ul style="list-style-type: none"> • What does a geographical enquiry look like? • How do we turn a question into a hypothesis? • What are the best ways to collect data? • How should we present our data? • What conclusions can we draw from our investigation and how do they apply to what we know about human and physical geography? <p><u>Changing Economic World:</u></p> <ul style="list-style-type: none"> • How do people’s quality of life compare around the world? • What are the human and physical factors that influences people’s quality of life? • How do we measure development? • How can we reduce the development gap? 	<p><u>Resource Management:</u></p> <ul style="list-style-type: none"> • What are the issues around resource management around the world? • Where has energy security and where has energy insecurity? • How effective are fossil fuels at generating energy security? • What are the options and what are their strengths and weaknesses for improving energy security? <p><u>Issue evaluation:</u></p> <ul style="list-style-type: none"> • What is the physical geography of the area? • How is the physical geography connected to the human geography? • What are the strengths and weaknesses of the decisions taken? 	<p><u>Issue Evaluation Continued:</u></p> <ul style="list-style-type: none"> • See spring term plan <p><u>Pre-exam warm-up:</u></p> <ul style="list-style-type: none"> • What acronyms help us remember what to do in geography? • How do you interpret graphs? • What is the best way to tackle 4, 6 and 9 mark questions? • How can I incorporate case studies? • What are the revision techniques that help us to revise?

	<ul style="list-style-type: none"> How has the UK economy changed over time? 		
Assessment week and content	<p>Assessment: Formal assessment: Take place within the 4 weeks leading up to the Christmas break and/or in line with the year 11 mock calendar.</p> <p>Content: GCSE questions based on:</p> <ul style="list-style-type: none"> Human and Physical Fieldwork Changing Economic World <p>Informal assessment: Practice exam questions and other mini recall tests will take place throughout the year in line with marking policy expectations.</p>	<p>Assessment: Formal assessment: Take place within the 4 weeks leading up to the Easter break and/or in line with the year 10 mock calendar.</p> <p>Content: GCSE questions based on:</p> <ul style="list-style-type: none"> Paper 1: Natural Hazards, Living World, Coasts and Glaciation Paper 2: Urban Issues and Challenges, Changing Economic World, Resource Management <p>Informal assessment: Practice exam questions and other mini recall tests will take place throughout the year in line with marking policy expectations.</p>	<p>Assessment: Formal assessment: Take place within the 4 weeks leading up to the summer break and/or in line with the year 11 mock/actual GCSE calendar.</p> <p>Content: GCSE questions based on:</p> <ul style="list-style-type: none"> Issue evaluation Paper 1, 2 and 3 content <p>Informal assessment: Practice exam questions and other mini recall tests will take place in the lead up to exams to ensure students are as best prepared as they can be.</p>

Subject HISTORY

Time Period	Autumn Term	Spring Term	Summer Term
Content	<p>Thematic Study: Crime and Punishment in Britain, c1000-present (complete remaining topics from Year 10)</p> <ul style="list-style-type: none"> c1000–c1500 Medieval England c1500–c1700 Early Modern England c1700–1900 18th and 19th Century Britain 1900–Present Modern Britain <p>The historic environment: Whitechapel, c1870–c.1900: Crime, policing and the inner city</p>	<p>Course Re-cap and Exam Skills Each unit revises material previously studied with a focus on Exam Skills.</p> <p>Modern Depth Study: Weimar and Nazi Germany, 1918–39</p> <ul style="list-style-type: none"> The Weimar Republic 1918–29 Hitler’s rise to power, 1919–33 Nazi control and dictatorship, 1933–39 Life in Nazi Germany, 1933–39 	<p>Course Re-cap and Exam Skills Each unit revises material previously studied with a focus on Exam Skills.</p> <p>British Depth Study: Anglo-Saxon and Norman England, c1060–88</p> <ul style="list-style-type: none"> Anglo-Saxon England and the Norman Conquest, 1060–66 William I in power: securing the kingdom, 1066–87 Norman England, 1066–88 <p>Period Study: Superpower relations and the Cold War, 1941–91</p> <ul style="list-style-type: none"> The origins of the Cold War, 1941–58

			- Cold War crises, 1958–70 - The end of the Cold War, 1970–91
Skills/History concepts	- Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. - Explain and analyse historical events and periods studied using second order historical concepts (causation, consequence, similarity, difference, change, continuity and significance). - Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. - Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.	Build on skills from the Autumn Term.	Build on skills from the Autumn and Spring Terms.
Assessment and content	Assessment on Whitechapel November Mock: Paper 1 – Crime and Punishment.	Full Paper 3	Full Paper 2

Subject: MATHS – FOUNDATION

Time Period	Autumn Term		Spring Term	Summer Term
Content	<ul style="list-style-type: none"> • Percentages and simple interest • Fractions/decimals/percentages • Basic numbers: primes, HCF and LCM • Laws of indices • Standard form • Ratio and proportion • Angles • Averages from table • Probability and Venn diagram • Volume and surface area of prisms • Bearings • Pythagoras's theorem and Trigonometry • Linear equations 	<ul style="list-style-type: none"> • Transformations • Straight line graphs • Quadratic graphs • Linear sequences • Vectors 	<p>Revision of key topics/content. Revision will be carried out on topics highlighted as weaker areas in mock exams and homework, along with reinforcement of key skills and key formulae required to solve exam style questions successfully. The more detailed sequence of topics will be updated in the second half of the Autumn term. This will be shared with the students.</p>	<p>Revision of key topics/content. Revision will be carried out on topics highlighted as weaker areas in mock exams and homework, along with reinforcement of key skills and key formulae required to solve exam style questions successfully. The more detailed sequence of topics will be updated in the second half of the spring term. This will be shared with the students.</p>

<p style="text-align: center;">Skills</p>	<p>Number perform the four operations with fractions and mixed numbers, calculate a fraction of an amount, work with percentages (percentage of an amount, reverse percentages, percentage change and simple interest, etc) convert between fractions, decimals and percentages, know and use laws of indices/powers.</p> <p>Ratio, proportion and rates of change Solve problems on inverse proportion, problems related to recipes, currency exchange and 'value for money', use the unitary method to solve problems on ratio and proportion, share an amount in a ratio Work with large and small numbers using standard form.</p> <p>Algebra solve linear equations (incl ones with brackets and unknown on both sides), derive expressions and equations using given information, draw linear and quadratic graphs using a table of values, identify the roots and turning point of a quadratic graph, work with linear sequences</p> <p>Geometry and Measures work out the volume of prisms, work out the surface area of prisms and non prisms solve problems in right-angled triangles using Pythagoras's theorem and Trigonometry calculate and measure bearings, describe transformations, use the Vector notation and calculate the column vectors.</p>		
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	<p>Statistics and probability Calculate probabilities using probability trees and Venn diagram. represent and interpret data using various of statistical diagrams</p>		
<p>Assessment week and content</p>	<p>Mock exam 1 Exam window starting the 18th of November 2024 Students will be assessed using past exam papers (1 x non-calculator and 1 x calculator) Students should be prepared to answer questions from the whole of the GCSE maths specification The INCLASS mocks (approximately 1x a month) will be incorporated in the lessons starting after the November Mock.</p>	<p>Mock exam 2 Exam window starting the 24th of February 2025 Students will be assessed using past exam papers – full set (1 x non-calculator and 1 x calculator) Students should be prepared to answer questions from the whole of the GCSE maths specification The INCLASS mocks will be incorporated in the lessons (approximately 1x a month). Walking Talking Mocks sessions led by the Class teachers.</p>	<p>Final GCSE (public exams start 5th of May 2025) Students will sit three 90 minutes papers 1x Non-calculator 2x Calculator The INCLASS mocks will be incorporated in the lessons (approximately 1x a month). Walking Talking Mocks sessions led by the Class teachers.</p>

Subject: MATHS – HIGHER

Time Period	Autumn Term		Spring Term	Summer Term
Content	<ul style="list-style-type: none"> Algebraic fractions including Quadratic formula Completing the square and sketching quadratic graphs Graphs transformations +Trig graphs Linear and quadratic inequalities Fractional and negative indices Velocity-time graph Similarity and congruency 	<ul style="list-style-type: none"> Similarity (area and volume) Sequences including Geometric progression Probability tree and Venn diagrams Histograms and CF graphs 	<p>Revision of key topics/content. Revision will be carried out on topics highlighted as weaker areas in mock exams and homework, along with reinforcement of key skills and key formulae required to solve exam style questions successfully. The more detailed sequence of topics will be updated in the second half of the Autumn term. This will be shared with the students.</p>	<p>Revision of key topics/content. Revision will be carried out on topics highlighted as weaker areas in mock exams and homework, along with reinforcement of key skills and key formulae required to solve exam style questions successfully. The more detailed sequence of topics will be updated in the second half of the spring term. This will be shared with the students.</p>

<p>Skills</p>	<p>Number simplify expressions involving fractional and negative indices,</p> <p>Algebra Manipulating algebraic fractions, solve quadratics using the Quadratic formula, completing the square and sketching the graphs. Solve linear, quadratic and Geometric sequences problems in particular. solve linear and quadratic inequalities</p> <p>Geometry and Measures Sketching linear and non-linear graphs and performing their transformations. Calculate distance and acceleration using Velocity-time graphs. Solve problems involved with the similarity (in 2D and 3d) and congruency.</p> <p>Probability and Statistics solve complex/unstructured problems (independent and dependent events) using tree diagrams and Venn diagrams, apply AND and OR rules while solving complex/unstructured problems related to probability. Draw Histograms and Cumulative frequency graphs and interpret these graphs.</p>		
<p>Assessment week and content</p>	<p>Mock exam 1 Exam window starting the 18th of November 2024 Students will be assessed using past exam papers (1 x non-calculator and 1 x calculator) Students should be prepared to answer questions from the whole of the GCSE maths specification The INCLASS mocks (approximately 1x a month) will be incorporated in the lessons starting after the November Mock.</p>	<p>Mock exam 2 Exam window starting the 24th of February 2025 Students will be assessed using past exam papers – full set (1 x non-calculator and 1 x calculator) Students should be prepared to answer questions from the whole of the GCSE maths specification The INCLASS mocks will be incorporated in the lessons (approximately 1x a month). Walking Talking Mocks sessions led by the Class teachers.</p>	<p>Final GCSE (public exams start 5th of May 2025) Students will sit three 90 minutes papers 1x Non-calculator 2x Calculator</p> <p>The INCLASS mocks will be incorporated in the lessons (approximately 1x a month). Walking Talking Mocks sessions led by the Class teachers.</p>

Subject: MUSIC

Time Period	Autumn Term 1			Autumn Term 1 & 2	Autumn 2
Content	<p>COURSEWORK: Solo Performance complete Perform and record a solo piece with musical score. Can be performed with any music teacher (inside of outside of school)</p>	<p>COURSEWORK: Composition 1 complete Composition 1 should be close to completion by end of first half term. Piece must be complete with either score or annotated screen grabs if DAW.</p>	<p>Film Music <i>AOS 3: Music for Film</i> Listening to and analysing Film Music Revising the conventions of Film Music Short composition ideas to fit different Musical Styles</p>	<p>Revision In preparation for November mock exam. Revision of Rhythms of the World, Concerto Through Time and Film/Video Game Music. Exam style questions in class.</p>	<p>EXAM: Year 11 November Music Exam Full past paper.</p>
Skills	<ul style="list-style-type: none"> • Performance using accurate pitch and rhythm • Performance using expression • Performance displaying technical control 	<ul style="list-style-type: none"> • Compose a free composition using the skills built up in Year 10. • Using your theoretical knowledge, ensure you include relevant elements of music and markings, articulation, instrument specific information etc. • Consider focusing on own instrument. 	<ul style="list-style-type: none"> • Analysing Music using Musical Language • Matching mood to compositional techniques 	<ul style="list-style-type: none"> • Independent Revision • Analysis • Listening Skills • Writing notation / aural dictation. 	<ul style="list-style-type: none"> • Be able to answer listening, analysis and theory questions in a formal exam setting
Key Questions	What grade of performance are you working at?	What grade of composition are you working at?	How can I describe this Music using Musical language?	Have I consulted my notes and revision guide? Have I listened to examples found online?	Can you describe Music using Musical Language? Can you identify changes in Music?

Can you play the piece accurately?	Is your score or annotated screenshots accurate?	What are the conventions of film and video game music?	Have I practiced questions on sites such as Musictheory.net?	Can you identify instruments?
Can you play the piece with expression?	Does your piece make sense structurally?			Can you use music theory accurately?
Have you included all the performance markings on the score including articulation and dynamics?	Have you included a time and key signature? Have you given your composition a title?			

Assessment week and content	Performance Assessment - <i>Set as homework at the end of Year 10.</i> Perform a solo piece of your choosing - <i>Lesson 1 or 2 in the first week back</i>	Performance Assessment - <i>Set as homework at the end of Year 10.</i> Perform a solo piece of your choosing - <i>Lesson 1 or 2 in the first week back</i> COURSEWORK SUBMISSION: end of Autumn 1	Listening Assessment - Exam style questions <i>Week 6 of Autumn 1</i>	Composition Coursework - Submission for final Feedback COURSEWORK SUBMISSION: BY FEBRUARY HALF TERM	Formal Year 11 Music Exam - Covering all vocabulary - Covering all Music theory learnt - Extended writing question worth 9 marks <i>In Exam Week (TBC)</i>
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Time Period	Spring Term 1			
<p>Content</p>	<p>REVISION: <i>Concerto Through Time / Film + Video Game</i></p> <p>Baroque, Classical, Romantic concertos and the associated instruments, compositional techniques and composers.</p>	<p>COURSEWORK: Composition TWO Component 2 Compose Coursework piece No 2 to a brief set by the exam board</p> <ul style="list-style-type: none"> • Conventions of the brief set • Complete Composition score/annotations and brief description. 	<p>COURSEWORK Performance TWO Component 1</p> <ul style="list-style-type: none"> • Perform a second piece of for coursework – this must be ensemble – performed with a minimum of 1 other person in a role which is equal to yours. E.G a piano duet rather than a Piano used as an accompanying instrument. 	<p>EXAM: Year 11 Spring Music Exam AOS 1-4</p> <p>Listening to and analysing Music of all genres</p> <ul style="list-style-type: none"> • Music Theory • Extended Writing • Rhythms of the World • Concerto Through Time • Film/Video Game Music • Conventions of Pop
<p>Skills</p>	<ul style="list-style-type: none"> • Analysing Music using Musical Language • Show contrast through music • Show understanding of forms and devices 	<ul style="list-style-type: none"> • Use composition skills to complete a composition to fit the brief • Be able to write about the compositional choices made 	<ul style="list-style-type: none"> • Performance using accurate pitch and rhythm • Performance using expression • Performance displaying technical control 	<ul style="list-style-type: none"> • Be able to answer listening, analysis and theory questions in a formal exam setting <p>Skills</p> <ul style="list-style-type: none"> • Analysing Music using Musical Language • Show contrast through music • Show understanding of forms and devices

Key Questions	<p>What are compositional devices used in Film and Video games? What do they mean? What is the purpose? How are elements of music used?</p> <p>How can I describe this Music using Musical language?</p>	<p>What are the conventions of the style given in my brief?</p> <p>How well does my composition meet the brief?</p> <p>How well does my composition meet the assessment criteria?</p> <p>How can I improve my composition?</p>	<p>What grade of performance are you working at?</p> <p>Can you play the piece accurately?</p> <p>Can you play the piece with expression?</p> <p>Have you included all the performance markings on the score including articulation and dynamics?</p>	<p>Can you describe Music using Musical Language?</p> <p>Can you identify changes in Music?</p> <p>Can you identify instruments?</p> <p>Can you use music theory accurately?</p>
Assessment week and content	Listening Assessment - Exam style questions	COURSEWORK SUBMISSION: BY FEBRUARY HALF TERM	COURSEWORK SUBMISSION: BY FEBURARY HALF TERM	Formal Year 11 Music Exam <ul style="list-style-type: none"> - Covering all vocabulary - Covering all Music theory learnt - Extended writing

Time Period	Spring Term 2	Summer Term 1
Content	<p>REVISION and Improvements</p> <ul style="list-style-type: none"> • Exam listening questions • Revision games • Focus on Sound • Individually tailored work for each student to improve coursework. This could include working on all or any of the following: <ul style="list-style-type: none"> ○ Performance 1/ Performance 2 	<p>REVISION</p> <ul style="list-style-type: none"> • Exam listening questions • Revision games • Music Theory.net • Revision guides

	<ul style="list-style-type: none"> ○ Composition 1/ Composition 2/ Composition Scores ○ Listening skills/Theory knowledge ○ A-level Extension work 	
Skills	<ul style="list-style-type: none"> • Working independently • Listening skills for revision • Responding to feedback 	<ul style="list-style-type: none"> • Working independently • Listening skills for revision • Responding to feedback
Key Questions	<p>What areas do I need to improve?</p> <p>Where do my strengths lie?</p>	<p>What areas do I need to improve?</p> <p>Where do my strengths lie?</p>
Assessment week and content	<p>Listening Assessment</p> <ul style="list-style-type: none"> - Exam style questions most lessons 	<p>COURSEWORK MARKS RETURNED TO STUDENTS: <i>First/Second week of April</i></p> <p>FINAL LISTENING EXAM: Usually <i>First week of June</i></p>

Subject: PE

Time Period	Autumn Term	Spring Term
Content	<p>You will study a variety of activities within the following categories:</p> <ul style="list-style-type: none"> • Individual activities/games • Team activities/games • Aesthetic activities • Fitness 	<p>You will study a variety of activities within the following categories:</p> <ul style="list-style-type: none"> • Individual activities/games • Team activities/games • Aesthetic activities • Fitness • Striking & Fielding
Skills	<ul style="list-style-type: none"> • Fundamental Motor Skills 	<ul style="list-style-type: none"> • Fundamental Motor Skills

(Practical)	<ul style="list-style-type: none"> • Techniques • Tactics 	<ul style="list-style-type: none"> • Techniques • Tactics
Key Questions (Concept)	Am I able to use physical activity as a tool to manage my stress?	Am I aware of the long-term impact physical activity has on my well-being?
Assessment week and content	Continuous throughout the term, end of activity/concept assessment.	Continuous throughout the term, end of activity/concept assessment.

Subject: PSYCHOLOGY

Time Period	Autumn Term	Spring Term	Summer Term
Content	Language, thought and communication Brain and Neuropsychology	Psychological problems Revision	Revision and exams
Skills	A01 – Knowledge A02 – Application A03 - Evaluation	A01 – Knowledge A02 – Application A03 - Evaluation	A01 – Knowledge A02 – Application A03 - Evaluation
Key Questions	<ul style="list-style-type: none"> • What are cultural differences regarding non-verbal behaviour? • What evolutionary explanations are there for non-verbal behaviour? • What is the nervous system and what does it do? • What is neuropsychology and why is it relevant today? • How can the brain repair itself after 	What information do I need to include in an extended response/how can I plan effectively for an extended response? How do I structure an extended response? How can I check that I have met the assessment objectives in the question?	What revision strategies are you using and are these effective? How do you know? How confident do you feel with the content covered on the course? How confident do you feel with the key skills required on the course/are you able to demonstrate all three assessment objectives? Can you apply your knowledge to exam-style questions in timed conditions?

	damage?		Do you feel prepared for the exams?
Assessment week and content	<p>Mock exams October will cover elements of unit 1 and unit 2 content.</p> <p>Before end of term: end of unit tests for Language, thought and communication and Brain and Neuropsychology</p> <p>These will assess all three skills: A01, A02 and A03. Students must revise the whole topic in preparation for assessment.</p>	<p>Mock exams January/ February will cover elements of unit 1 and unit 2 content.</p> <p>These will assess all three skills: A01, A02 and A03. Students must revise the whole topic in preparation for assessment.</p>	Final exams – tbc

Subject: SCIENCE

Time Period	Autumn Term	Spring Term	Summer Term
Content	Paper 1 revision for Mocks Inheritance Classification and evolution Atmosphere and Hydrocarbons Waves and EM Waves Magnets and motors	Ecology Biodiversity and Ecosystems Sustainability Revision	Exam revision time
Skills	Analyse secondary data. Predicting, making inferences and describing relationships Use of scientific terms Organisation of ideas and information Identifying main ideas, events and supporting details Application of working scientifically	Analyse secondary data. Predicting, making inferences and describing relationships Use of scientific terms Organisation of ideas and information Identifying main ideas, events and supporting details Application of working scientifically	Analyse secondary data. Predicting, making inferences and describing relationships Use of scientific terms Organisation of ideas and information Identifying main ideas, events and supporting details Application of working scientifically
Key Questions	What is variation? How do our genes control our phenotype?	Why is the nature of cycling in nature so important?	

	<p>What is genetic engineering? Is genetic engineering ethical? What are inherited disorders and how can we predict the likelihood of them occurring? What were the ideas of Darwin, Lamarck, and Wallace? Why do we not have a complete fossil record? Why a species might become extinct? How does antibiotic resistance develop in bacteria? What are the ways to avoid antibiotic resistance developing? How is human activity affecting the Earth's Atmosphere? How are we seeking to make sustainable use of the Earth's limited resources? What is the motor effect? What is an electric current? How do series and parallel circuits differ?</p>	<p>What is global warming and why does it matter? How can we make food production more efficient? How is human activity affecting the Earth's Atmosphere?</p>	
<p>Assessment week and content</p>	<p>Acids and neutralisation W/C 3rd October Inheritance W/C 2nd October Motion W/C 12th December Paper 1 mocks W/C 17th October W/C 31st October</p>	<p>Ecology W/C 15th January Hydrocarbons W/C 15th January Paper 2 mocks W/C 29th January Ecosystems W/C 19th February Motors W/C 22nd January</p>	

Subject: SPANISH

Time Period	Autumn Term	Spring Term	Summer Term
Content	Theme 2: Local national, international and global areas of interest The Environment, Poverty and Homelessness Travel and Tourism	Theme 3: Current and future study and employment My studies, life at school Jobs, career choices and ambitions	Revision of all 3 Themes Preparation for the speaking exam
Skills	Building up a strong foundation of vocabulary. Learning verbs in three or more tenses. Listening, speaking, reading, writing and translation. Describing photos.	Building up a strong foundation of vocabulary. Learning verbs in three or more tenses. Listening, speaking, reading, writing and translation. Describing photos.	Building up a strong foundation of vocabulary. Learning verbs in three or more tenses. Listening, speaking, reading, writing and translation. Describing photos.
Key Questions	<ol style="list-style-type: none"> 1. ¿Qué haces para ayudar al medio ambiente? 2. ¿Qué piensas de la situación de los sintecho? 3. ¿Adónde fuiste de vacaciones el año pasado? 4. ¿Adónde te gustaría ir en el futuro? 5. ¿Cómo serían tus vacaciones ideales? 	<ol style="list-style-type: none"> 1. ¿Cómo es tu colegio? 2. Llevas uniforme? 3. ¿Tienes un empleo el sábado? 4. ¿Cómo sería tu trabajo ideal? 5. ¿Te gustaría ir a la Universidad o trabajar? 	
Assessment week and content	November – GCSE reading paper, listening paper and writing paper	GCSE listening paper GCSE speaking exam GCSE writing exam	May / June – GCSE EXAMS

Subject: RSHE

Time Period	Autumn Term	Spring Term	Summer Term
<p>RSHE Life Skills Content (Tutor Time)</p>	<p style="text-align: center;"><u>Memory and Revision</u></p> <ul style="list-style-type: none"> • Prepare for success: Your working environment • What is encoding? • What are cues and how do they trigger memory • Pomodoro method • The dos and don'ts of last minute revision • How to relieve stress when in an exam <p style="text-align: center;"><u>Our Community- Plastic world</u></p> <ul style="list-style-type: none"> • Launch of UniFrog with head of careers ES and SLT link ZA • 	<p style="text-align: center;"><u>Careers Research</u></p> <ul style="list-style-type: none"> • Career options using a series of online tests • Research universities, colleges and apprenticeships • How to apply for jobs • Writing personal statements and letters of intent <p style="text-align: center;"><u>Managing a budget</u></p>	<p style="text-align: center;"><u>Revision and exam focus</u></p> <ul style="list-style-type: none"> • Each week, students will be given a task to do for a core subject
<p>RSHE Content covered in curriculum subjects</p>	<p style="text-align: center;"><u>CSE</u></p> <p><u>Drugs and Alcohol</u> Students will investigate the use of alcohol and drugs in modern Britain. They will look at the law and the possible dangers of these substances.</p> <p><u>Science</u> Inherited disorders, IVF, abortion and the ethics of embryo screening</p>	<p style="text-align: center;"><u>CSE</u></p> <p><u>Stress and Wellbeing</u> Students discuss key issues related to stress and Wellbeing. Stress, anxiety, mental health, mindfulness, self-harm.</p>	<p style="text-align: center;"><u>CSE</u></p> <p><u>Stress and Wellbeing before the exams</u> To help students to prepare for the exams in the summer with the most positive mindset.</p>