



Strand	Aims and purpose/Intent	Content Summary
<p>English Language & Literature</p>	<p>Then chosen AQA specifications will encourage students to develop skills and knowledge for:</p> <p>Reading:</p> <ul style="list-style-type: none"> ✓ read a wide range of texts, fluently and with good understanding / Read a wide range of classic literature, and make connections across their reading ✓ develop the habit of reading widely and often ✓ read in depth, critically and evaluatively ✓ appreciate the depth and power of the English literary heritage <p>Writing:</p> <ul style="list-style-type: none"> ✓ write about their reading, using Standard English ✓ write effectively and accurately, analytically and coherently, using Standard English appropriately ✓ use knowledge gained from wide reading to inform and improve their own writing ✓ use grammar correctly, punctuate and spell accurately <p>Vocabulary:</p> <ul style="list-style-type: none"> ✓ acquire and apply a wide vocabulary, alongside knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language. ✓ acquire the vocabulary needed to enable students to criticise and analyse what they read. <p>Spoken Language:</p> <ul style="list-style-type: none"> ✓ listen to and understand spoken language, and use spoken Standard English effectively. ✓ discuss and explain their understanding and ideas of their set texts and own wider reading. 	<p>Skills will be revisited and refined across the year, to ensure that best practice in interleaving strategies to aid retrieval and memory are in place.</p> <p>English Language Paper 1 & 2 – Skills & Knowledge</p> <p>Including:</p> <ul style="list-style-type: none"> • Glass, Bricks and Dust • Childhood • The Grand National • Jigs and Reels • Surfing • A Sound of Thunder • Greenwich Fair <p>English Literature Paper 1 & 2 - Skills & Knowledge</p> <ul style="list-style-type: none"> • Macbeth - pupils will explore Shakespeare’s use of Aristotle’s conventions of Greek tragedy in his macabre play. • A Christmas Carol - pupils will explore Dickens’ portrayal of society’s capitalist and misanthropic ideology and its impact on others. • Blood Brothers - pupils will explore society’s laissez-faire attitude towards the life chances of the working class in Liverpool during Thatcherism. • Unseen Poetry • Power and Conflict Poetry

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<p>Mathematics</p>	<p><u>Develop fluency</u> To calculate exactly with fractions, (surds), multiples of π and (rationalising the denominator) Translate situations or procedures into algebraic expressions or formulae then solve and interpret the solution. To recognise and sketch graphs of different functions including cubic and reciprocal functions</p> <p><u>Reason mathematically</u> Set up, solve and interpret the answers in growth and decay problems, including compound interest. Calculate the probability of independent and dependent combined events, including using tree diagrams and know the underlying assumptions. Recognise correlation and know that it does not indicate causation. To interpret the gradient of a straight line as a rate of change</p> <p><u>Solve problems</u> Apply the concepts of congruence and similarity, including the relationships between lengths (areas and volume) in similar figures. To set up, solve simultaneous equations algebraically and graphically. Revisit problem solving using trigonometry and Pythagoras' theorem. To use a probability model to predict outcomes of future experiments.</p>	<p>Topic will include formative and summative assessment: Bold content is Higher tier content only.</p> <p><u>Number:</u> Rationalising the denominator by expanding brackets. Reverse compound interest. Revisit standard form, fractions, HCF, LCM and product of primes.</p> <p><u>Algebra:</u> Revisit solving equations and inequalities in different contexts. Exponential graphs. Changing the subject of an equation. Composite and inverse functions. Solving algebraic fractions. Translations of functions. Completing the square with a coefficient of $x^2 > 1$.</p> <p><u>Ratio, proportion and rate of change:</u> Revisit ratio in different contexts. Find the gradient of a tangent (rate of change). Capture recapture.</p> <p><u>Geometry and measures:</u> Area under a curve, volume and surface area including cones and spheres. Trigonometry, including Sine and Cosine rule, area of segments. Vectors and circle theorems.</p> <p><u>Probability:</u> Revisit probability including Venn diagrams. Using algebra to solve probability problems.</p> <p><u>Statistics:</u> Revisit tables and charts. Stratified sampling. The product rule. Histograms.</p> <p>Develop fluency</p> <ul style="list-style-type: none"> • Continue to consolidate their numerical and mathematical capability from KS3 and extend their understanding of the number system • Extend fluency with expressions and equations from KS3, to include inequalities and quadratic equations.

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		<ul style="list-style-type: none"> • Select and use appropriate calculation strategies to solve increasingly complex problems, including exact calculations involving multiples of π and surds. • Use mathematical language and properties precisely. <p>Reason mathematically</p> <ul style="list-style-type: none"> • Extend ability to identify variables and express relations between variables algebraically and graphically. • Explore what can and cannot be inferred in statistical and probabilistic settings and express their arguments formally. • Assess the validity of an argument and the accuracy of a given way of presenting. <p>Solve problems</p> <ul style="list-style-type: none"> • Develop their use of formal mathematical knowledge to interpret and solve problems including in financial contexts. • Make and use connections between different parts of mathematics to solve problems.

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Science	<p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • To experience different types of scientific enquiry. • To develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them. • To explore the uses and implications of science today and for the future. <p><u>Biology</u></p> <ul style="list-style-type: none"> • To experience how biotic and abiotic factors can determine populations. • To develop curiosity about the natural world. To further develop biological skills through completion of required practical analysis and evaluation. • To explore further how genetic diseases are inherited and to understand the complexity of the genome. <p><u>Chemistry</u></p> <ul style="list-style-type: none"> • To experience further the complex calculations involved in chemical reactions, utilising understanding of the required practical's. • To develop curiosity about the complex measure and precision required to carry out chemical reactions. • To explore the links between organic based reactions, fuels and the natural world. <p><u>Physics</u></p> <ul style="list-style-type: none"> • To experience the use of magnetism in controlling modern day electrical technologies • To develop further maths skills into electrical calculations, calculating forces and measuring waves. • To explore further the complex uses of radioactivity and the dangers/risks involved in its use and the complex control methods involved. 	<p><u>Biology</u></p> <p><u>Homeostasis and response:</u> Previous knowledge of cells, organ systems, disease and bioenergetics from year 10 will be used here to build a deeper understanding of the human body. Students will explore the key term homeostasis and will investigate the different conditions kept constant in the human body such as blood sugar levels, water levels, temperature etc.</p> <p><u>Inheritance, variation and evolution:</u> Students will explore inheritance and DNA, developing an understanding of how characteristics are coded for by genes. Students will begin to understand basic patterns of inheritance and will develop an understanding of some common genetic diseases such as cystic fibrosis.</p> <p><u>Ecology:</u> This unit of work build on learning from KS3 of food chains and webs and ecosystems. There are strong cross-curricular links here with geography. Students will investigate predator-prey relationships and competition as well as developing an understanding of sampling techniques.</p> <p><u>Chemistry</u></p> <p><u>Rates of reaction:</u> Students will combine their understanding of particles, chemical reactions and also numeracy skills to be able to explain factors that affect the rate of a chemical reaction. Students will investigate these factors and will quantify and graph them, determining rate by finding the gradient of a curve.</p> <p><u>Organic chemistry:</u> Build on our understanding of particles and chemical bonding to be able to name simple organic molecules. Discover the process of fractional distillation as a separation technique and consider the environmental implications of crude oil and combustion of its fractions.</p> <p><u>Chemical analysis:</u> Developing a more in depth understanding of mixtures and formulations. Chromatography is used to separate liquids with different masses. Identification of common gases and testing for both positive and negative ions.</p> <p><u>Chemistry of the atmosphere:</u> Discovering how the Earth's atmosphere has evolved from its early form to the atmosphere we have today. Investigating the different Greenhouses gases and the role they play in Global climate change including other types of atmospheric pollutant</p> <p><u>Using Earth's resources:</u> Learning about the Earth's resources and 'Potable' water. Treating waste water and alternative methods of extracting metals. Students will study Life cycle assessments and how products have their carbon footprint assessed.</p> <p><u>Physics</u></p> <p><u>Waves:</u> Students will start to explore energy transfers in the form of waves. Students already have knowledge of simple wave properties and types of wave. The focus at KS4 will shift</p>

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		<p>towards the electromagnetic spectrum, what it is and its uses. Triple science students will go further to begin to describe how different types of lens work.</p> <p><u>Forces</u>: Students will build on their KS3 knowledge and understanding of the basic types of force to begin exploring different forces in greater depth. There is a particular focus on motion and being able to quantify motion and different forms of motion such as acceleration, velocity etc.</p> <p><u>Magnetism and electromagnetism</u>: Students use their understanding of magnetism from KS3 and their more developed knowledge of electricity at KS4 to begin exploring and understanding electromagnets and their potential. Electromagnetic effects are used in a wide variety of devices. Engineers make use of the fact that a magnet moving in a coil can produce movement.</p> <p><u>Space (Triple science only)</u>: Students will explore their understanding of space developing their knowledge from KS3. There is a focus on the lifecycle of stars, circular motion, red shift and big bang theory.</p>

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<p>Religious Education</p>	<p>Year 11 pupils will develop a deeper understanding of units studied through consolidation of learning and revision. Through rigorous assessment, teachers will pinpoint any gaps in learning and ensure that pupils fully understand the different concepts. Within each unit pupils will develop exam technique. This will be done through practising past paper questions, peer and self-assessment and by using the mark schemes and examiner reports.</p> <p>Year 11 pupils will develop an understanding of Judaism as one of the key religious traditions in the UK today through beliefs, teachings and practices.</p> <p>Year 11 pupils will explore at a deeper level, Catholic beliefs about life after death and the impact of how we care for the sick and dying and how we remember those who have died.</p> <p>Year 11 pupils will experience the contrasting beliefs between Jews and Christians and how to explain common teachings on monotheism and God as creator.</p>	<p>Students will explore and examine the following topics from AQA GCSE Religious Studies Syllabus B programme of study:</p> <p>Eschatology: students will consider what Catholics believe about life after death and the implications of these beliefs for how Catholics live their lives today. This will include an exploration of the Paschal candle as an expression of the risen Christ and Michelangelo's <i>Last Judgement</i>, as well as beliefs about life after death, funerals and Catholic views about euthanasia.</p> <p>Judaism - Beliefs: students will study the beliefs and teachings of Judaism focusing on the key concepts of the nature of God, the divine presence (Shekhinah), beliefs about life after death, including judgement and resurrection, and free will. They will explore the nature and role of the Messiah, covenants, mitzvot and such key moral principles as justice, healing the world, sanctity of life, charity and kindness to others.</p> <p>Judaism - Practices: students will explore the importance of synagogue as a place of worship and as the heart of the community; worship in the home and private prayer; the written (Tenakh) and oral (Talmud) law; such rituals as Brit Milah, Bar and Bat Mitzvah, the marriage ceremony and mourning rituals. They will consider dietary laws and examine Jewish festivals, including Sabbath, Rosh Hashanah, Yom Kippur and Pesach.</p> <p>Note: topics will include formal and summative assessment. Students will also focus on revision and exam preparation for the terminal examinations in May.</p>

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Geography	<p><u>Locational Knowledge</u> To experience...different climates, cultures, demographics and geomorphology. To develop...develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts. To explore...a wider range of locations on a global scale with a broadening and deepening understanding of locational contexts, including greater awareness of the importance of scale and the concept of global</p> <p><u>Processes</u> To experience...a variety of physical and human geographical features of the world. For example, coastal morphology. To develop... an understanding of the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts. To explore... how processes bring about spatial variation and change over time as well as multivariate nature of 'human-physical' relationships and interactions</p> <p><u>Geographical Skills</u> To experience... increased involvement in planning and undertaking independent enquiry in which skills and knowledge are applied to investigate geographical questions. To develop...develop and extend their competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence. To explore...a range of sources used to interpret geographical information including maps, diagram, photographs, statistical analysis etc.</p>	<p>Topics will include formal and summative assessment</p> <p>The Living World – Students will study ecosystems on a local and global scale. Starting with a local pond ecosystem and leading up to global biomes. Students will then investigate the tropical rainforest ecosystem, the characteristics of plants and animals, adaptations, the threats faced by the world’s rainforests such as deforestation and the solutions to these threats. Students will also look at life in a cold environment. Specifically looking at life in Svalbard, Norway. How people, plants and animals adapt to the harsh conditions and how the area has developed over time. Students will look at the threats to this region and how the areas can be managed to reduce the impacts on the landscape.</p> <p>The changing economic world – Students will focus on the issues around development. How is it measured, how developed are different regions of the world etc. Students will investigate different ways in which we can reduce the development gap. Students will study one country (Nigeria, NEE) and how it has achieved sustained development over recent years. Students will look at the importance of this country locally, regionally and internationally. They will investigate the economic, social and political development in Nigeria. Students will also study the economic development in the UK. How has the UK developed through history from a country reliant on primary industry to a country now predominantly focused on the tertiary sector. Students will look at the north south divide and evaluate a range of strategies being used to reduce this divide.</p> <p>The challenge of resource management – Students will study the challenges of food, water and energy in the UK. How patterns of consumption have changed over time and the impact of population growth on reliability of resources. Students will study the issues of energy deficit and surplus in areas of the world. They will evaluate the pros and cons of various renewable and non-renewable sources of energy.</p> <p>Issue Evaluation & Fieldwork Students will be expected to: 1. apply knowledge and understanding to interpret, analyse and evaluate information and issues related to geographical enquiry 2. Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings in relation to geographical enquiry.</p>

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Travel & Tourism Tech Award	<p>To experience...different destinations, climates, cultures, demographics and tourism businesses etc.</p> <p>To develop...develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts.</p> <p>To explore...a wider range of locations on a global scale with a broadening and deepening understanding of locational contexts, including greater awareness of the importance of scale and the concept of global in the context of travel and tourism.</p>	<p>Component 3: Customer needs in travel and tourism</p> <p>Learners will investigate how organisations use market research to identify travel and tourism trends, and customer needs and preferences. They will apply their understanding by selecting products and services, and planning a holiday to meet customer needs and preferences.</p> <p>Topics covered in this component are:</p> <ul style="list-style-type: none"> - Types of market research - How tourist organisations identify customer needs. - Customer trends and preferences - Products and services -

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<p>History</p>	<p>To know and understand This year sees pupils explore a period study, a wider world depth study and a British study. The period study of USA 1920-73 enables pupils to explore and gain knowledge of over a half century of American History in order to help develop an understanding and reach substantiated judgements on opportunity and inequality in American society.</p> <p>The period study of conflict in Asia enables pupils to explore the history of this region in a Cold War context, firstly developing an understanding of how and why conflict escalated here at this time and secondly why it was so difficult to end.</p> <p>The British depth study of Queen Elizabeth 1568-1603 enables pupils to explore the major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies.</p> <p>To gain and deploy historically grounded abstract terms and concepts</p> <p>Terms such as socialist, communist, nationalist, guerrilla, red scare, capitalism, cold war, McCarthyism, left wing and right wing are explored. The historical concepts of change and continuity, cause and consequence, similarity, difference and significance are all explored and used to make connections, draw contrasts, analyse trends, frame historically valid questions and develop structured accounts, narratives and analyses.</p> <p>Pupils will experience the methods of historical enquiry, explore how evidence is used to make historical claims and to</p>	<p>Topics:</p> <p>Conflict and Tension in Asia, 1950-1975:</p> <ul style="list-style-type: none"> • How did Korea come to be a divided country after World War Two? What were the causes, events and consequences of the Korean War? • How did Vietnam become an independent but divided country in 1954? How and why did US involvement gradually increase in Vietnam after 1954? Who were the Vietcong and why were their guerrilla tactics so effective? How did the US respond to guerrilla tactics? • How was conflict in Vietnam eventually ended? Who was Richard Nixon and what role did he have to play in bringing the conflict to an end? What domestic opposition did the US face and how did this help bring the conflict to an end? What was the price of the conflict? • How did Vietnam become an independent but divided country in 1954? How and why did US involvement gradually increase in Vietnam after 1954? Who were the Vietcong and why were their guerrilla tactics so effective? How did the US respond to guerrilla tactics? • How was conflict in Vietnam eventually ended? Who was Richard Nixon and what role did he have to play in bringing the conflict to an end? What domestic opposition did the US face and how did this help bring the conflict to an end? What was the price of the conflict? <p>America, 1920–1973: Opportunity and inequality American people and the 'Boom'</p> <ul style="list-style-type: none"> • The 'Boom', social and cultural developments and a 'divided society'. <p>Bust – Americans' experiences of the Depression and New Deal</p> <ul style="list-style-type: none"> • American society during the Depression, the effectiveness of the New Deal on different groups in society and the impact of the Second World War. <p>Post-war America</p> <ul style="list-style-type: none"> • Post-war American society and economy, racial tension and developments in the Civil Rights campaigns and 'America and the 'Great Society' <p>Elizabethan England, c1568–1603 Elizabeth's court and Parliament</p> <ul style="list-style-type: none"> • Elizabeth's court and the difficulties of a female ruler.

	<p>develop historical perspectives by placing developing knowledge into different contexts.</p> <p>Pupils gain knowledge, demonstrate understanding and reach judgements on the utility of sources and significance of events taking into account the concepts of social, political, economic, religious, and military history within short and long term timescales.</p>	<p>Life in Elizabethan times</p> <ul style="list-style-type: none"> • A 'Golden Age', the poor and English sailors. <p>Troubles at home and abroad</p> <ul style="list-style-type: none"> • Religious matters, Mary Queen of Scots and conflict with Spain. <p>Historic Environment</p> <ul style="list-style-type: none"> • Sheffield Manor Lodge

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MFL	<p data-bbox="398 140 981 167">Linguistic competence & cultural understanding</p> <ul data-bbox="450 213 1249 1043" style="list-style-type: none"> <li data-bbox="450 213 1249 316">• develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy <li data-bbox="450 323 1249 426">• express and develop thoughts and ideas spontaneously and fluently listen to and understand clearly articulated, standard speech at near normal speed <li data-bbox="450 434 1249 536">• deepen their knowledge about how language works and enrich their vocabulary to increase their independent use and understanding of extended language in a range of contexts <li data-bbox="450 544 1249 678">• acquire new knowledge, skills and ways of thinking through the ability to understand and respond to authentic spoken and written material, adapted and abridged, as appropriate, including literary texts <li data-bbox="450 686 1249 900">• develop awareness and understanding of the culture and identity of the countries and communities where Spanish is spoken make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge <li data-bbox="450 908 1249 1010">• develop language learning skills both for immediate use and prepare them for further language study in school, higher education or employment <li data-bbox="450 1018 1249 1043">• develop language strategies, including repair strategies. 	<p data-bbox="1288 140 1368 167">Topics:</p> <p data-bbox="1288 175 1473 202">Las vacaciones: talking about holiday preferences using different tenses; using gustar and similar verbs to about the preferences of others; using the imperfect tense to talk about holiday accommodation and problems; describing a disastrous holiday using a range of tenses.</p> <p data-bbox="1288 357 1435 384">¡A trabajar! give increasingly complex descriptions and opinions about jobs and responsibilities; use the past tenses to talk about work experience; describing part time jobs and ways of earning money; using the conditional and future tenses to talk about ideal jobs, hopes and aspirations.</p> <p data-bbox="1288 571 1480 598">Mis ratos libres: using infinitival structures to talk about free time activities; using the verb soler to talk about wat you tend to do to relax; expressing opinions about reading and cinema; talking about sporting heroes and role models; making arrangements to go out.</p> <p data-bbox="1288 753 1570 780">La tecnología moderna: talking about the role of modern technology in the lives of young people; talking about the advantages and disadvantages of social media.</p> <p data-bbox="1288 900 1442 927">La vida sana: talking about lifestyles and using the conditional and future tenses to say how you would/will improve your diet; understanding and expressing ideas about problems facing young people, including smoking, drinking alcohol, and the use of drugs.</p> <p data-bbox="1288 1082 1525 1109">El medio ambiente: understanding and expressing opinions about local, national and global issues such as homelessness, unemployment, and climate change; using a range of tenses to talk about recycling and other strategies for protecting the environment.</p>

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Computer Science	<p>Computer Science will encourage pupils to:</p> <ul style="list-style-type: none"> • Understand and apply the fundamental principles and concepts of Computer Science including abstraction, decomposition, logic, algorithms, and data representation • Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs • Think creatively, innovatively, analytically, logically and critically • Understand the components that make up digital systems, and how they communicate with one another and with other systems • Understand the impacts of digital technology to the individual and to wider society • Apply mathematical skills relevant to computer science 	<p>Topics will include formal and summative assessment</p> <p>Computer systems</p> <ul style="list-style-type: none"> • Systems Architecture • Memory • Storage • Wired and wireless networks • Network topologies, protocols and layers • System security • System software • Ethical, legal, cultural and environmental concerns <p>Computational thinking, algorithms and programming</p> <ul style="list-style-type: none"> • Algorithms • Programming techniques • Producing robust programs • Computational logic • Translators and facilities of languages • Data representation
Information Technology	<p>Information Technology will give pupils the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:</p> <ul style="list-style-type: none"> • development of key skills that prove their aptitude in digital information technology, such as project planning, designing and creating user interfaces, creating dashboards to present and interpret data • process that underpins effective ways of working in digital information technology, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct 	<p>Collecting, Presenting and Interpreting Data</p> <p>Pupils will understand the characteristics of data and information and how they help organisations in decision making. They will use data manipulation methods to create a dashboard to present and draw conclusions from information. In order to make decisions, organisations collect vast amounts of data from a range of different sources. They need to use appropriate data-collection methods to ensure that the data is of sufficient quality to enable decision making. Data must then be converted into information to allow it to become useful.</p> <p>In this component, pupils will learn the different data manipulation tools that can be used to change the way that data is presented. They will provide clear summaries of the data and present them in a dashboard that will allow organisations to make effective decisions. Even when data has been converted into information, it will not provide any conclusions on its own. It is up to the data user to be able to look at the information and draw conclusions, so how the information is presented is key to ensuring that effective and accurate decisions are made.</p>

	<ul style="list-style-type: none"> attitudes that are considered most important in digital information technology, including personal management and communication knowledge that underpins effective use of skills, process and attitudes in the sector such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues. 	<p>In this component, pupils will also learn the different presentation features that can be used to ensure that information is understood clearly in an objective way so that it is not misinterpreted.</p> <p>This component will build on both Key Stage 3, where pupils have learned about how to create programs and the units covered in Y10, in particular, pupils' understanding of how to represent information in different ways to give it more meaning.</p>
<p>iMedia</p>	<p>iMedia will give pupils the opportunity to:</p> <ul style="list-style-type: none"> develop the application of creative media skills through their practical use. develop essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave education, contributing to their personal development and future economic well-being. encourage independence, creativity and awareness of the digital media sector. equip themselves with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. use all of the above to create fit-for-purpose creative media products. 	<p>This units covered this year build on both units completed in Y10 and they will be able to apply the skills, knowledge and understanding gained in those units.</p> <p>Create Interactive Multimedia Products</p> <p>Interactive multimedia products are used widely in everyday life and the creative and digital media sector. They are used in computer games, mobile phone applications, presentations and many other areas.</p> <p>This unit will enable pupils to understand the basics of interactive multimedia products for the creative and digital media sector. They will learn where and why interactive multimedia is used and what features are needed for a given purpose. It will enable them to interpret a client brief, and to use time frames, deadlines and preparation techniques as part of the planning and creation process when creating an interactive multimedia product.</p> <p>On completion of this unit, learners will understand the purpose and properties of interactive multimedia products, be able to plan and create an interactive multimedia product to a client's requirements and review it, identifying areas for improvement.</p> <p>Creating a Digital Sound Sequence</p> <p>Gaming technologies, mobile phones and multimedia websites all use digital sound sequences to enhance and inform their content.</p> <p>This unit will enable them to understand where digital sound sequences are used in the media industry such as radio, film, web applications or computer gaming.</p> <p>Pupils will also learn how these technologies are developed to reach an identified target audience. On completion of this unit, pupils will understand the purpose of digital audio products and where they are used. They will be able to plan a digital sound sequence, create and edit a digital sound sequence and review the final sound sequence against a specific brief.</p>

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<p>Business</p>	<p>The business world is a fast changing environment, this exciting course has been designed to prepare individuals for employment, further education and/or career development opportunities.</p> <p>The course aims to develop students as effective and independent learners and as critical and reflective thinkers with enquiring minds. It also allows students to apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Develop a practical appreciation of what “being in business” entails • Develop the understanding and competency needed when considering entering the world of work • Know and understand business concepts • Develop as enterprising individuals with the ability to think commercially and creatively • Develop as effective and independent students, and as critical and reflective thinkers with enquiring minds <p>Investigate and analyse real business opportunities</p>	<p><u>Summary of course:</u></p> <p>Theme 2: Building a Business- Written examination: 1 hour and 30 minutes (90 marks)</p> <p>50% of the qualification</p> <p>Content overview- Theme 2 comprises five topic areas.</p> <p><u>Topic 2.1</u> Growing the business – students are introduced to methods of growth and how and why business aims and objectives change as businesses evolve. The impact of globalisation and the ethical and environmental questions facing businesses are explored.</p> <p><u>Topic 2.2</u> Making marketing decisions – students will explore how each element of the marketing mix is managed and used to inform and make business decisions in a competitive marketplace.</p> <p><u>Topic 2.3</u> Making operational decisions – this topic focuses on meeting customer needs through the design, supply, quality and sales decisions a business makes.</p> <p><u>Topic 2.4</u> Making financial decisions – students will explore the tools a business has to support financial decision making, including ratio analysis and the use and limitation of a range of financial information.</p> <p><u>Topic 2.5</u> Making human resource decisions – growing a business means that decisions relating to organisational structure, recruitment, training and motivation need to be made to influence business activity. These aspects are considered in this final topic.</p>

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<p style="text-align: center;">Art</p>	<p>To experience</p> <ul style="list-style-type: none"> • In the first term students will complete and extend their CWK projects, drawing on and developing skills and understanding covered so far. • They will be introduced to the exam (practical) and produce 8 weeks of exam prep leading to a final 10 hr exam • All work will then be selected and mounted by the student; high end outcomes produced. <p>To explore</p> <p>How to ensure that all coursework meets the Los of the exam board, is personal, skilled, creative, shows a breadth of materials and techniques</p> <ul style="list-style-type: none"> • How to respond to the exam brief covering all 4 Los • Select present work to maximise marks awarded 	<p>Exploring Ideas</p> <ul style="list-style-type: none"> • Exam prep research and development • Sketches, maquettes, thumbnail sketches, work plans, visualisation diagrams, mood boards, story boards. <p>Range of techniques and media and using different materials</p> <ul style="list-style-type: none"> • Ensure a wide range of materials/ processes and techniques have been used in both exam and CWK <p>Analyse and evaluate</p> <ul style="list-style-type: none"> • Review and improve and annotate all CWK. • Annotate prep work • Individual review tasks • Finish and mount/ present all coursework and exam <p>History of art, craft, design and architecture</p> <ul style="list-style-type: none"> • Review and improve African masks • Annotate African masks project • Review and improve observational drawing • Annotate observational drawing project • Start exam prep • Exam artist and designer research and influence

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Drama GCSE	<ul style="list-style-type: none"> • To develop the application of performance skills and techniques in their chosen discipline of acting • To develop the independent planning and rehearsing of material. • To explore interpretation skills and apply these to a set text • To respond to the demands of an external exam and stimulus • To work alongside professional actors and practitioners in workshops and auditions. • To develop their communication, personal and leadership skills. • To evaluate process and performance justifying creative choices and exploring the impact/success of intended dramatic effect. 	<p>Year 11 continues with the final two GCSE components. Both are mandatory and externally assessed.</p> <p>Component 3 – Texts in practice</p> <p>Pupils will explore how to contribute to text-based drama in a live theatre context for an audience. They will draw on and demonstrate their understanding of performance styles, skills and techniques.</p> <p>They will develop their ability to</p> <ul style="list-style-type: none"> • Interpret texts • Create and communicate meaning • Realise artistic intention in text-based drama. <p>This unit is assessed through a live practical performance and marked externally by a visiting examiner</p> <p>Component 1- Understanding Drama</p> <p>Pupils will learn how to analyse and evaluate the work of live theatre makers. They will study the play Blood Brothers focussing on:</p> <ul style="list-style-type: none"> • Characteristics of performance • Social cultural and historical contexts. • Interpretation and meaning • Roles and responsibilities of theatre makers. <p>They will also review a live theatre performance focussing on</p> <ul style="list-style-type: none"> • Plot and characters • Style and genre • Theatrical context <p>This is an external exam lasting 1hr 45 mins and is marked externally.</p>

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Music	<p><u>Performance</u> To experience performing solo and within an ensemble on a variety of instruments including voice. Recording of both solo and ensemble performances to be submitted All key stage 4 students will have the opportunity to engage with peripatetic musicians and to benefit from their experience. To develop musical skills such as instrumental technique, articulation, tuning, expressive use of dynamics and ensemble skills. Investigate and revisit all GCSE topics via performance. The opportunity to engage with extra curricula music, instrumental lessons, choir and band.</p> <p><u>Listening</u> To experience music from a variety of cultures and genres including concertos, world music, pop music. Explore the way musical elements inter-relate and combine to produce specific effects and atmospheres. To develop an understanding of key terms and theory including technical vocabulary relating to specific genres such as instruments, rhythm patterns and scales as well as theory and vocabulary relating to the elements of music. To explore musical traditions and techniques from a variety of cultures. To investigate the role of music within different societies such as Africa and the Caribbean. To explore how music has changed over time, for example the development of the orchestra from the Baroque period through to the Romantic period, or the development of Pop from rock ‘n’ roll through to current singer songwriters</p> <p><u>Composing</u> To experience different types of musical composition using a wide variety of techniques and starting points. To develop their sense of harmony and melody and to explore the use of instrumentations and arrangement. To explore the use of technology and its use within composition. To develop their knowledge of theory and notation through the practical application of the same to composition project. To develop and explore their own creativity in response to specific briefs and composition projects. To explore how atmospheres are created through manipulating musical elements. This will result in the submission of two portfolios – one free choice and one given brief compositions.</p>	<p><i>Integrated Portfolio</i> All students in Year 11 will submit one composition and one performance in this portfolio. The performance must be 2 minutes in length and will be marked on the learners technical control, fluency, expression, interpretation and difficulty. Students are free to choose which genre you compose in for the composition submission. You must display high stylish and music piece with clear intentions.</p> <p><i>Practical Component</i> Similar to the integrated portfolio, year 11 must submit one composition and one performance. The performance submission must be an ensemble performance and must be at least one minute and thirty seconds in length. For the student's composition submission, the students must respond to a set brief. The set briefs will provide a choice of eight stimuli to enable learners to specialise in an area of composition that is relevant to their personal skills and interests. It is expected that the stimulus will be used as the starting point from which the learner creates a composition that develops and extends the given stimulus, rather than simply repeating the same material for the duration of the piece.</p> <p><i>Listening Skills & Assessment</i> Learners will study five Areas of Study. Through the investigation and in-depth study of the large variety of music contained in the five Areas of Study set for GCSE (9–1) in Music, learners will further develop their knowledge and understanding of the musical elements, musical contexts and musical language. Across the Areas of Study, learners will study music from the past and present, from the western tradition and other world cultures. The Areas of Study also provide opportunities for learners to further their understanding of musical styles of their own choosing.</p>

Strand	Aims and purpose/Intent	Content Summary
<p>3D DT</p>	<p>To experience</p> <ul style="list-style-type: none"> • The completion of the NEA for the component 1 portfolio to maximise outcomes across all 4 LOs • Undertake mock exemplar assignments • Final preparation for component 2 by responding to externally set practical assignment. <p>To develop</p> <p>A full and comprehensive body of work that fully represents their study of three-dimensional design through the production of a portfolio.</p> <p>A greater understanding of their strengths and skills when working in a variety of materials and medium.</p> <p>To explore</p> <p>How to ensure that NEA meets the LOs of the exam board, how to present portfolio and evidence development.</p> <p>How to gather a collection of materials and media in readiness to realise their personal intentions when responding to an externally set assignment.</p>	<p><u>Component 1: NEA Portfolio</u></p> <ul style="list-style-type: none"> • Concentrating mainly in the areas of architecture and product design pupils will continue to develop their portfolio. • Card and paper manipulation skills developed to produce a range of architectural maquettes when realising personal intentions of pavilions. • Explore and use found materials when developing architectural structures. • Skills will develop in straight line design when working with wood to produce De Stijl inspired structures. Including joining marking out and cutting of halving joints • Metal work skills including soldering when working with copper coated steel to respond to a brief for fluid line seating. • Investigations will come to completion, and pupils will develop their annotation and drawing skills when mounting and presenting the work produced for their portfolio. • Practical skills will be developed in an individual and differentiated manner, as pupils will be working in their own preferred media and materials and techniques. <p><u>Component 2: Externally set assignment</u></p> <ul style="list-style-type: none"> • When responding to component 2 pupils will use their time to develop the bank of resources media and materials in preparation for the 10-hour practical exam. • Students will choose from knowledge and understanding of materials, processes and influences gained across all years to inform choices in their exam prep and actual exam

Subject	Aims and purpose/intent	Content Summary
Hospitality and Catering	<p>To experience</p> <ul style="list-style-type: none"> • Good food & personal hygiene • Professional & complicated techniques in food presentation • Working with & tasting foods suited to specific dietary requirements <p>To develop</p> <ul style="list-style-type: none"> • Confidence to execute a range of cooking methods & cooking skills with precision, independence & professionalism when making both savoury & sweet dishes • Technical knife skills to ensure safe preparation of a food product • Awareness of the importance in the prevention of food poisoning • Ability to follow basic food safety & health & safety legislation • Knowledge of the range of factors that can & do affect the Hospitality & Catering sector • Understanding of the importance of meeting customers' needs, following customers trends & adhering to customers rights <p>To explore</p> <ul style="list-style-type: none"> • Decorative & technical techniques when presenting a food product • Correct methods to conduct cooking methods such as boiling, baking & frying • Methods & techniques to execute cooking skills at a high level with complex accompaniments or garnishes 	<p><u>Practical Content</u></p> <p>How to prepare & make dishes – Pupils will be able to identify types of skill levels when selecting dishes to produce. They will gain knowledge on how some dishes require more complex skills & be able to demonstrate a range of food preparation & cooking techniques. This will include preparation techniques such as laminating; piping; dehydrating; marinating; etc. This will also include knife techniques such as deboning; spatchcock; filleting; etc & cooking techniques such as caramelising; baking; tempering; etc.</p> <p>Presentation techniques – Pupils will understand the importance of using appropriate presentation techniques during the production of dishes. These presentation techniques will include garnish; decoration; portion control; etc.</p> <p>Food safety practices – Pupils will be able to demonstrate how to work safely, follow correct personal & food safety & hygiene practices & procedures in relation to the preparation & cooking of food & use of equipment & facilities.</p> <p><u>Theory Content</u></p> <p>Understand the importance of nutrition when planning menus – Pupils will be able to describe the functions of a range of nutrients on the human body such as protein, fats & carbohydrates. They will also gain knowledge to be able to compare the nutritional needs of two specific groups. This will entail them to investigate how nutritional requirements may differ depending on age, gender, special diets, etc. Pupils will look into the characteristics of unsatisfactory nutritional intake, focusing on the visible & non-visible signs. They will also investigate how cooking methods can impact the nutritional value of our food.</p> <p>Understand menu planning – Pupils will be able to explain factors to consider when planning dishes for a menu, looking into how the time of year, customer budget, skills of staff, etc can influence menu choices. They will also be able to explain how dishes on a menu address environmental issues such as conservation of water & energy, reduce, reuse, recycle, sustainability, etc. Additionally, pupils will learn how to explain how dishes meet customer's needs & they will be able to produce their own plan of production to create a two-course meal within an allocated time.</p>

Strand	Aims and purpose/Intent	Content Summary
Physical Education	<p>To Experience</p> <ul style="list-style-type: none"> • Performing in a range of sports and activities. • Competition in inter and intra school competitions <p>To Develop</p> <ul style="list-style-type: none"> • A variety of advanced tactics and strategies to beat their opponents in both individual and team activities • Their skills to analyse and evaluate their performance and how they can improve their skill and match performance compared to previous performances <p>To Explore</p> <ul style="list-style-type: none"> • New activities in a range of environments that present challenges both physical and intellectual <p>To Understand</p> <ul style="list-style-type: none"> • The anatomy, physiology and socio-cultural influences in sport 	<p>Year 11 pupils will build upon the tactics and strategies to overcome opponents in team and individual games that was taught in year 10</p> <p>There will be opportunities to further develop students leadership skills in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems.</p> <p>Pupils will continue to evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best</p> <p>Throughout the year, pupils will continue to take part regularly in competitive sports during lessons and after school.</p> <p>Pupils will be develop their knowledge on the short term and long-term effects of exercise on the body system. Understand the components of a balanced diet and understand the effect of diet and hydration on energy use in physical activity.</p> <p>These skills will be taught through a range of activities:</p> <p>Football, Fitness, Badminton, Athletics, Handball, Cricket and Basketball</p>

Strand	Aims and purpose/Intent	Content Summary
Health and Social Care	<p>To experience...</p> <p>Talks from professionals working within health and social care</p> <p>The principles behind providing quality care and support in a health and social care setting</p> <p>To develop....</p> <p>A knowledge base for working with people in every stage of their lives, and they need to know how their own experiences relate to health and wellbeing</p> <p>An understanding of the importance of multi-agency working in providing a package of care and support that focuses on the needs of the individual</p> <p>Assessment skills needed for degree level</p> <p>The ability to research actively and methodically</p> <p>To explore...</p> <p>Skills and personal attributes required for developing relationships with individuals</p> <p>The range of roles and general responsibilities of people who work in health and social care settings.</p> <p>The ways in which health and social care services are provided and about the barriers that can prevent people from getting the services they need</p>	<p>Human Lifespan development</p> <p>Human growth and development through the lifestages Factors affecting human growth and development Effects of ageing</p> <p>Meeting Individual Care and Support Needs</p> <p>Examine principles, values and skills which underpin meeting the care and support needs of individuals Examine the ethical issues involved when providing care and support to meet individual needs Investigate the principles behind enabling individuals with care and support needs to overcome challenges Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs</p> <p>Working in Health and Social Care</p> <p>The roles and responsibilities of people who work in the health and social care sector The roles of organisations in the health and social care sector Working with people with specific needs in the health and social care sector</p> <p>Supporting Individuals with Additional Needs</p> <p>Examine reasons why individuals may experience additional needs Examine how to overcome the challenges to daily living faced by people with additional needs Investigate current practice with respect to provision for individuals with additional needs</p>

	<p>The business world is a fast changing environment, this exciting course has been designed to prepare individuals for employment, further education and/or career development opportunities. The course aims to develop students as effective and independent learners and as critical and reflective thinkers with enquiring minds. It also allows students to apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Develop a practical appreciation of what “being in business” entails • Develop the understanding and competency needed when considering entering the world of work • Know and understand business concepts • Develop as enterprising individuals with the ability to think commercially and creatively • Develop as effective and independent students, and as critical and reflective thinkers with enquiring minds <p>Investigate and analyse real business opportunities</p>	<p><u>Summary of course: (COVID UPDATE)</u> Cambridge Nationals- Enterprise and Marketing course <u>Section 1- R064- Enterprise and Marketing (September-December)</u> <i>90 mark written examination 1 hour 30 minutes- Worth 50% of overall grade</i></p> <ul style="list-style-type: none"> • L01_ Understanding how to target a market • L02 Understand what makes a product or service financially viable • L03 Understand Product Development • L04_ Understand how to attract and retain customers <p><u>Section 2- R065- Design a Business Proposal (December-May)</u> <i>Coursework- Worth 25% of overall grade</i></p> <ul style="list-style-type: none"> • L01_ Be able to identify the customer profile for a business challenge • L02_ Be able to complete market research to aid decisions relating to a business challenge • L03_ Develop a Design Proposal for a business challenge • L04_ Be able to review whether a business proposal is viable
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Developing Leadership

Subject	Aims and purpose/Intent	Content Summary
Careers	<p>To understand what the opportunities available to them post 16. Learning about BTECS, A levels and Applied subject as well as apprenticeships. Gatsby (1,3, 5, 7, 8)</p> <p>To develop their memory journey and test strategies to improve their memory to support in their examinations.</p> <p>To explore the changes ahead and ways of developing coping strategies in preparation for leaving secondary school, or moving into higher education. Picking the best A-Level options that suit their career paths. Gatsby (1 , 3, 7 & 8)</p>	<p>Assembly / Workshop Post 16- choices BTECS, A level choices, Introduction to apprenticeships and their rights as an apprentice.</p> <p>Revision styles The memory journey activity (session) Being mindful and breathing techniques.</p> <p>Assembly – coping with changes Leaving secondary schools</p> <p>Unifrog Careers profiles How to pick post 16 options Open evening for sixth form School Prospective Personal statement and CV completion</p>
Charity and Service	<p>To understand servant leadership and the moral imperative to serve and share</p> <p>To develop an attitude of gratitude and a commitment to service and charity</p> <p>To explore/experience serving others in settings in and out of school and promoting a better and more just society through service and charity</p>	<ul style="list-style-type: none"> • Charity events – including raising money for CAFOD, The Royal British Legion, the Christmas food hamper appeal • Supporting Claire House (Year group charity) • Collections for the Nugent Food bank markets • Assemblies and workshops from outside speakers • Faith in Action award scheme, involving voluntary hours both in and out of the school setting
Spiritual Formation	<p>To understand more about their own spiritual tradition and that of others, to understand the spiritual roots of the school and its founder</p> <p>To develop as critical thinkers as they reflect on their place in the world. Philosophical questions of human existence and Christian answers to the questions.</p> <p>To explore/experience the sources and interpretations for our knowledge of the past</p>	<ul style="list-style-type: none"> • Chapel – provision for reflection for pupils, time spent in curriculum and non-curriculum time in the chapel • Collective Worship – daily, based on a theme for the week which challenges • Community Advent service • Lent services • Weekly Mass (Wednesday) and involvement of local clergy • Opportunity to be part of the Archdiocesan pilgrimage to Lourdes • Faith in Action award scheme reflection points – looking at scripture, writings of the Church and reflecting upon how faith and action work together in their lives

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<p>PSHE</p>	<p>We firmly believe that a meaningful PSHE curriculum is the key to students becoming confident, tolerant and well-rounded adults. Our intention is that, when students progress through their journey at Cardinal Heenan, they do so with the knowledge, understanding and emotions to be able to play an active role in today's society.</p> <p>To understand:</p> <ul style="list-style-type: none"> • the importance of having high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. • how to keep themselves and others safe and healthy in all its form. • democracy, government and law. • their place in society as responsible citizens. <p>To develop</p> <ul style="list-style-type: none"> • a confidence in sharing their own thoughts and opinions with others. • skills and attributes to keep themselves healthy and safe. • an attitude of a responsible global citizen. • tolerance of others' beliefs, religions and life choices. To build positive, respectful relationships with other people. <p>To explore:</p> <ul style="list-style-type: none"> • a range of real-life situations and apply their skills and attributes to help navigate themselves through modern life. From exposure to a range of global issues and problems, students can build up tolerance and a sense of responsibility of being a global citizen. From engagement with a variety of interactive and discussion-based resources, students can understand the different lifestyles that people may live and be respectful and tolerant towards those leading different lives to themselves. 	<p>Building for the future</p> <ul style="list-style-type: none"> • Self-efficacy, stress management, and future opportunities <p>Next steps</p> <ul style="list-style-type: none"> • Application processes, and skills for further education, employment and career progression • CV writing <p>Communication in relationships</p> <ul style="list-style-type: none"> • RSE Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse <p>Independence</p> <ul style="list-style-type: none"> • Responsible health choices, and safety in independent contexts <p>Families</p> <ul style="list-style-type: none"> • Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships