



Year 11

Curriculum Journey

2021 – 2022

Contents:

Art

Business Studies GCSE

Business Studies Vocational

Classics

Computer Science

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Subject: GCSE ART**Theme:- Portraiture / Still Life / Terminal Exam****Year group: 11****Exam Board: AQA****40% Terminal exam****60% Portfolio****Content****Department Assessment(s)****Autumn Term 1**

Reviewing, refining and modifying the work of the previous two projects.
Recording observations
Analysing the work of other art, crafts and design people
Experimenting with materials and processes
Making connections in the work

Sketchbook work and final outcomes X2

Autumn Term 2

Students who are on track will undertake a satellite project
Analysis and comparisons of practitioners that connect with work
Recording observations
Experimentation
Devising and developing ideas

Sketchbook work and experiments

Spring Term 1

Exam paper is given to students
Research
Analysis of artists and responses to work
Experimentation
Recording observations and processes

Sketchbook work

Spring Term 2

Devising and developing ideas
Refining and modifying

Sketchbook work

Summer Term 1

Planning
Experimentation

Exam
Sketchbook
Final outcomes

Summer Term 2

Students work on improving their portfolio work until moderation is complete

Student Portfolio work and terminal exam marking
Sketchbooks and final outcomes
X3

<p>Homework</p>	<p>Substantial pieces of Homework is set once a week in Key Stage 4, sometimes there will be two smaller pieces to complete such as preparing tasks, writing or research for the following lesson.</p> <p>It will be a task to prepare for a lesson or to develop and hone skills taught in class</p>
<p>Subject / Department Key Terms</p>	<p>Research, Connect, Analyse, Describe, Explore</p> <p>Experiment, Demonstrate, Develop, Connect</p> <p>Plan, Design , Refine, Modify, Explain</p> <p>Produce</p>
<p>Recommended Reading / Viewing</p>	<p>Understanding Art...Isms by Stephen Little</p> <p>Tate.org – Art gallery website</p> <p>V&A Museum</p> <p>William Morris gallery</p> <p>AQA Art and Design Student Handbook</p> <p>Use of the Kelmscott School Art Handbook</p>
<p>How can technology help in this subject?</p>	<p>Technology can support research and knowledge when looking at works of art as well as aid the production of art such as the use of Photo Shop, ,CAD and Laser cutter where appropriate. Students are at times encouraged to use their phones to take photos, and draw from images where they need to enlarge areas for drawing.</p>
<p>Personal Equipment needed to support home learning</p>	<p>2B pencil, an eraser, a sharpener, coloured pencils, paint set (water based), gel pens, glue, needle, thread, embroidery hoop</p>
<p>Skills required to succeed in this subject...</p>	<p>Creating and developing ideas</p> <p>Drawing Practice</p> <p>An interest in the Arts, popular culture and Film</p> <p>An interest in nature, current news and the world in general can inform ideas</p>
<p>Vision for this subject...</p>	<p>Students invest their time and energy to genuinely resolve questions, themes and problems in a creative and inquisitive manner. This should always be completed to the best of their ability.</p>

Year group: 11 Business Studies GCSE		Exam Board: Edexcel
	Content	Department Assessment(s)
Autumn Term 1	Topic 2.1 Growing the business Topic 2.2 Making marketing decisions	2.1 - 2.2 End of Topic Test
Autumn Term 2	Topic 2.3 Making operational decisions	2.3 End of Topic Test
Spring Term 1	Topic 2.4 Making Financial decisions	2.4 End of Topic Test
Spring Term 2	Topic 2.5 Making human resource decisions	2.5 End of Topic Test
Summer Term 1	Exam technique lesson higher mark questions	Paper 2 Building a business
Summer Term 2	Paper 1 & Paper 2 revision	External GCSE Exams
Homework	Homework is set once a week in Key Stage 4, this is in the form of short answers questions as well as longer 6/9/12 mark questions. Revision tasks are also set on Seneca learning online as well as materials being uploaded on to google classroom.	
Subject / Department Key Terms	Point, Evidence, Explain and Link (PEEL) Business calculation: Gross profit margin (GPM) Net profit margin (NPM) Average rate of return (ARR)	

<p>Recommended Reading / Viewing</p>	<p>Second edition Business Ian Marcouse GCSE BITESIZE: Business GCSE Edexcel YouTube: Bizzwizard, Two teachers Seneca Learning: GCSE Edexcel business studies</p>
<p>How can technology help in this subject?</p>	<p>Technology can support student with retaining information it allows them to understand concepts visually and on a more practical level.</p>
<p>Skills required to succeed in this subject...</p>	<p>Notes taking Personal research Practicing exam technique and answering long exam Practical projects</p>
<p>Vision for this subject...</p>	<p>Business studies should allow students to be creative whilst learning the fundamentals of opening and running a business.</p>

Subject: Vocational Business (Cambridge Nationals)

Year group: 11		Exam Board: OCR
	Content	Department Assessment
Autumn Term 1	<p>R064 LO1-LO6 Practice and Retrieval</p> <p>R065 Task 5 - Financial Viability Tasks 1&2 - Responding to feedback and making improvements</p>	R065 Tasks 1, 2 and 5
Autumn Term 2	<p>R064 LO1-LO6 Practice and Retrieval</p> <p>R065 Task 5 - Financial Viability Tasks 3 & 4 - Responding to feedback and making improvements SUBMIT R065 assessment to exam board.</p>	<p>R065 Tasks 3, 4 and 5</p> <p>R064 Practice Exam R064 Autumn Exam</p>
Spring Term 1	<p>R064 R064 first attempt in external assessment.</p> <p>R066 Task 1 - Develop a brand identity and promotional plan to target your customer profile Task 2 - Develop a pitch for your proposal Task 3 - Pitch your business proposal to an audience</p>	<p>R064 External Assessment</p> <p>R066 Tasks 1, 2 and 3</p>
Spring Term 2	<p>R066 Task 4 - Develop a proposal for a business challenge Implementing teacher feedback and making improvements to R066.</p> <p>R064 LO1-LO6 Practice and Retrieval</p>	R066 Tasks 1, 2, 3 and 4
Summer Term 1	<p>R066 Submit R066 internal assessment to exam board</p> <p>R064 LO1-LO6 Practice and Retrieval Second attempt in external assessment</p>	<p>R064 Practice Paper</p> <p>R066 - Completion of tasks 1-4</p>
Summer Term 2	Exam revision	Final GCSE Exam

<p>Homework</p>	<p>Revision for end of topic tests. Case studies Completion of R065 and R066 coursework tasks Homework is set in the form of short/medium answer questions as well as longer 8 mark questions. Case studies are also provided to develop students' comprehension and analysis skills. Revision tasks are also set for end of topics tests and students are allowed to continue/complete their R065 coursework from home.</p>
<p>Subject / Department Key Terms</p>	<p><i>A list of keywords are provided for each student in Google Classroom and on paper.</i></p>
<p>Recommended Reading / Viewing</p>	<p>Cambridge National Level 1/2 Enterprise and Marketing by Tess Bayley My Revision Notes: Cambridge National Level 1/2 Enterprise and Marketing YouTube MissChambersICT R064 Video Playlist, YouTube Time2Resources Enterprise and Marketing Playlist, YouTube MrWeir OCR Level 2 Enterprise and Marketing Playlists, BBC Bitesize Business</p>
<p>How can technology help in this subject?</p>	<p>World Wide Web - researching and investigating Word processing - typing up theory and work based tasks Survey applications - to collect and help in the analysis of market research for task 2</p>
<p>Skills required to succeed in this subject...</p>	<p>Notes taking Personal research Debating Comprehension for case studies Practicing exam questions & using mark schemes to self-assess answers</p>
<p>Vision for this subject...</p>	<p>Students will: Know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society. Apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts. Develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems. Develop as effective and independent students, and as critical and reflective thinkers with enquiring minds. Use an enquiring, critical approach to make informed judgements Investigate and analyse real business opportunities and issues to construct well argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business. Develop and apply quantitative skills relevant to business, including using and interpreting data</p>

Subject: Classics

Year group: Year 11

Exam Board: OCR

	Content	Department Assessment
Autumn Term 1	Class Civ: The Homeric World Latin and Greek: Recap Chapter 10 in Taylor's textbook: indirect statement; result clauses with infinitive; verbs with alpha contraction; irregular comparatives and superlatives; compound verbs; direct and indirect questions; prepositions.	Class Civ: written assessment Latin and Greek: written assessment and translation exercises.
Autumn Term 2	Class Civ: The Homeric World Latin and Greek: Begin Chapter 11 in Taylor's textbook: present and aorist subjunctive; conditional sentences; present, aorist and future optative; tense and aspect in the aorist; translation exercises.	Class Civ: written assessment Latin and Greek: written assessment and translation exercises.
Spring Term 1	Class Civ: Myth and Religion Latin and Greek: Begin Chapter 12 in Taylor's textbook: present and aorist subjunctive; conditional sentences; present, aorist and future optative; tense and aspect in the aorist; translation exercises.	Class Civ: written assessment Latin and Greek: written assessment and translation exercises.
Spring Term 2	Class Civ: Myth and Religion Latin and Greek: Recap Chapter 12 in Taylor's textbook: present and aorist subjunctive; conditional sentences; present, aorist and future optative; tense and aspect in the aorist; translation exercises.	Class Civ: written assessment Latin and Greek: written assessment and translation exercises.
Summer Term 1	Class Civ: Myth and Religion/ The Homeric World Latin and Greek: GCSE revision and recap Book 2 of Taylor's textbook.	Class Civ: written assessment Latin and Greek: written assessment and translation exercises.
Summer Term 2	Class Civ: Myth and Religion/The Homeric World Latin and Greek: GCSE revision and recap Book 2 of Taylor's textbook.	Class Civ: written assessment Latin and Greek: written assessment and translation exercises.

Homework	Homework is set fortnightly via google classroom - assignments include recapping and revising activities in class; research tasks and presentations; translation exercises and learning vocabulary.
Subject / Department Key Terms	<p><i>PEGG - (Posture, Expression, Gaze and Gesture)</i></p> <p><i>PARIS - (Physical appearance, Actions, Relations, Inner Thoughts and Speech)</i></p>
Recommended Reading / Viewing	<p>Homer's <i>Iliad</i> and/ or <i>Odyssey</i> <i>Virgil's Aeneid, Euripides</i> <i>Medea and Ovid</i> <i>Natalie Hayes, Pandora's Jar, A Thousand Ships and The Children of Jocasta</i> <i>Bettany Hughes, Venus and Aphrodite and Helen on Troy</i> <i>Antigone by Sophocles</i> <i>The Bacchae by Euripides</i></p>
How can technology help in this subject?	Google Classroom is used regularly to communicate with pupils and set assignments; the use of mobile phones to take part in interactive 'games' (i.e. Booklet, Quizlet)
Skills required to succeed in this subject...	<p>Analytical skills - analysing visual and literary materials Note taking, revision strategies to learn key information Critical thinking and evaluation.</p> <p>Ability to understand exam question requirements and how to answer a variety of questions.</p> <p>Know and understand aspects of plot, characterisation, events and settings Apply their knowledge of the cultural contexts in which the texts were produced, to inform their judgements about them</p> <p>Use the texts to develop an understanding of the social, historical and cultural context of the classical world</p> <p>Know and understand the possible responses of different audiences</p>
Vision for this subject...	Classics lessons at Key Stage 4 should be intellectually stimulating and enjoyable for pupils due to a love of mythology of the ancient world, and so this should form a central part of the lessons. Pupils should explore a range of literature and myths from both the Greek and Roman world.

Subject: Computer Science

Year group: 11

Exam Board: OCR

	Content	Department Assessment
Autumn Term 1	<p>Recap on 1.4 Network Security and 1.5 Systems Software</p> <p>1.6 – Ethical, legal, cultural and environmental impacts of digital technology</p> <ul style="list-style-type: none"> • Impacts of digital technology on wider society • Legislation relevant to Computer Science <p>2.4 Boolean Logic Autumn Mock Revision</p>	<p>1.4 & 1.5 end of topic test</p> <p>1.6 extended writing questions/answers in lessons</p> <p>2.4 end of topic test</p>
Autumn Term 2	<p>Autumn Mock Revision</p> <p>2.3 – Producing robust programs</p> <ul style="list-style-type: none"> • Defensive Design • Testing <p>2.5 – Programming languages and Integrated Development Environments</p> <ul style="list-style-type: none"> • Languages • The Integrated Development Environments 	<p>Autumn Mock</p> <p>2.3 end of topic test</p> <p>2.5 end of topic test</p>
Spring Term 1	<p>2.2 Programming Techniques - Part B</p> <ul style="list-style-type: none"> • Additional Programming Techniques <p>Theory revision Practical Programming Skills</p>	<p>2.2 Part B end of topic test</p> <p>OCR exam practice questions</p>
Spring Term 2	<p>Theory revision Practical Programming Skills</p>	<p>OCR exam practice questions</p>
Summer Term 1	<p>Theory revision Practical Programming Skills</p>	<p>OCR exam practice questions</p>

<p>Homework</p>	<p>6 practice questions a week Algorithm Practice workbook Grade Booster Pack Students will be instructed when to copy the notes from CraignDave YouTube videos as preparation for their next lesson. Revision for end of topic tests</p>
<p>Subject / Department KeyTerms</p>	<p><i>for example PEE (Point.Evidence.Explain)</i> <i>WISE (Write.identify.Substitute.Ensure)</i> <i>BUKS (Box.Underline.Knowledge.Structure)</i></p>
<p>Recommended Reading / Viewing</p>	<p>CGP GCSE Computer Science OCR Complete Revision & Practice (this can be purchased from school at a discounted rate compared to RRP) My Revision Notes: OCR GCSE (9-1) Computer Science, Third Edition YouTube CraignDave GCSE J277 Video Playlists YouTube MrBrownCS GCSE J277 Computer Science Video Playlists BBC Bitesize GCSE OCR Computer Science</p>
<p>How can technology help in this subject?</p>	<p>World Wide Web - researching and investigating Python Programming 101computing.net Google Classroom</p>
<p>Skills required to succeed in this subject...</p>	<p>Analysing problems in computational terms. The ability to think creatively, innovatively, analytically, logically and critically. Good literacy and numeracy skills Programming Practicing exam questions & using mark schemes to self-assess answers</p>
<p>Vision for this subject...</p>	<p>Computer Science lessons should enable KS4 students to work towards being competent and independent coders with secure digital literacy skills, develop the ability to think computationally when tackling problems, apply the core Computer Science principles, identify and use the programming constructs of sequence, selection and iteration in a range of programming language be discerning researchers, creators and refiners of digital artefacts in the production of their work, be advanced digitally literate users of IT, debate the ethical, legal, cultural and environmental impact of the use of computers and prepare them for KS5 Computer Science & IT courses.</p>

Subject: Creative Digital Art

Theme:- Juxtaposition / Animation / Terminal Exam

Year group: 11		Exam Board: AQA 40% Terminal exam 60% Portfolio
	Content	Department Assessment(s)
Autumn Term 1	Reviewing, refining and modifying the work of the previous two projects. Recording observations Analysing the work of other art, crafts and design people Experimenting with materials and processes Making connections in the work	Sketchbook work and final outcomes X2
Autumn Term 2	Students who are on track will undertake a satellite project Analysis and comparisons of practitioners that connect with work Recording observations Experimentation Devising and developing ideas	Sketchbook work and experiments
Spring Term 1	Exam paper is given to students Research Analysis of artists and responses to work Experimentation Recording observations and processes	Sketchbook work
Spring Term 2	Devising and developing ideas Refining and modifying	Sketchbook work
Summer Term 1	Planning	Exam Sketchbook Final outcomes
Summer Term 2	Students work on improving their portfolio work until moderation is complete	Student Portfolio work and terminal exam marking Sketchbooks and final outcomes

<p>Homework</p>	<p>Substantial pieces of Homework is set once a week in Key Stage 4, sometimes there will be two smaller pieces to complete such as preparing tasks, writing or research for the following lesson.</p> <p>It will be a task to prepare for a lesson or to develop and hone skills taught in class</p>
<p>Subject / Department Key Terms</p>	<p>Research, Connect, Analyse, Describe, Explore</p> <p>Experiment, Demonstrate, Develop, Connect</p> <p>Plan, Design , Refine, Modify, Explain</p> <p>Produce</p>
<p>Recommended Reading / Viewing</p>	<p>Understanding Art...Isms by Stephen Little</p> <p>Tate.org – Art gallery website</p> <p>V&A Museum</p> <p>William Morris gallery</p> <p>AQA Art and Design Student Handbook</p> <p>Use of the Kelmscott School Art Handbook</p>
<p>How can technology help in this subject?</p>	<p>Technology can support research and knowledge when looking at works of art as well as aid the production of art such as the use of Photo Shop, CAD and Laser cutter where appropriate. Students are at times encouraged to use their phones to take photos, and draw from images where they need to enlarge areas for drawing.</p>
<p>Personal Equipment needed to support home learning</p>	<p>2B pencil, an eraser, a sharpener, coloured pencils, paint set (water based), gel pens, glue, needle, thread, embroidery hoop</p>
<p>Skills required to succeed in this subject...</p>	<p>Creating and developing ideas</p> <p>Drawing Practice</p> <p>An interest in the Arts, popular culture and Film</p> <p>An interest in nature, current news and the world in general can inform ideas</p>
<p>Vision for this subject...</p>	<p>Students invest their time and energy to genuinely resolve questions, themes and problems in a creative and inquisitive manner. This should always be completed to the best of their ability.</p>

Subject: GCSE Design and Technology

Year group: 11		Exam Board: Pearsons (Edexcel)
	Content	Department Assessment
Autumn Term 1	<p>Initial research and investigation analysis Design brief and specification Methods of developing ideas. Drawing Techniques Generating design ideas – circuits, systems blocks; including Testing and evaluation. Looking at Mocks-ups and Models Design Development, Mock-ups and Models. Circuits and system blocks; Testing and evaluation. Materials and their properties. Looking at detailing of the solution and producing production drawings - CAD Production of Orthographic Drawings / Production drawing and cutting list Mock exam revision</p>	<p>Coursework monitoring throughout. Providing generic feedback as/per the qualification requirements.</p>
Autumn Term 2	<p>Mock exam revision Y11 AUTUMN EXAMS Production of Working Drawings and cutting list Developing a Manufacturing Specification / Developing Gantt Chart for Planning Production planning Assembly of Materials.</p>	<p>Nov Mock exam Coursework monitoring throughout. Providing generic feedback as/per the qualification requirements.</p>
Spring Term 1	Production	<p>Coursework monitoring throughout. Providing generic feedback as/per the qualification requirements.</p>
Spring Term 2	<p>Production Exam Revision Final CW Marks Given</p>	Final Hand in (completed CW folder with final Testing and evaluation)

Summer Term 1	Exam Revision Final Exam.	
Homework	Homework will be the reworking of specific pieces of coursework as directed by the teacher.	
Subject / Department KeyTerms	PEE (Point.Evidence.Explain); WISE (Write.identify.Substitute.Ensure) 123, FLE(Fulcrum, Load, Effort); Iterations; SCAMPER(Substitute, combine, adapt, modify, put to other uses, eliminate, rearrange): ACCESSFM –aesthetics, cost, client, ergonomics, safety, sustainability, function, materials;	
Recommended Reading / Viewing	My Revision Notes: AQA GCSE (9-1) Engineering Student eTextbook; Paul Anderson, David Hills-Taylor; ISBN: 9781398315297; AQA GCSE (9-1) Engineering Paperback – 29 Mar. 2018; Paul Anderson (Author), David Hills-Taylor (Author), Mark Griffiths (Contributor)	
How can technology help in this subject?	Internet: -Investigating and researching iterations CAD – Designing and simulating: circuits; mechanisms and products CAM- for programming CNC machinery to produce products.	
Skills required to succeed in this subject...	Problem solving skills; Good English, Mathematical, Coding, investigative, CAD Draughting skills.	
Vision for this subject...	Students will develop their understanding of engineering and go on to study an engineering related course at college or/and at university. It is envisaging that students who would prefer to learn by doing, through an engineering apprenticeship scheme, would be the candidate of choice for potential employers. This would be because they will have developed level 2 engineering skills and knowledge required by such companies as LUL, network rail and various motor vehicle dealerships etc.	

Year group: Drama Year 11		Exam Board: Eduqas
	Content	Department Assessment
Autumn Term 1	<p><u>Component 3</u></p> <p>Focus on Live Theatre Review. Critical analysis skills. Forming opinion. Responding to possible set questions.</p>	<p>A03 - Demonstrate knowledge and understanding of how drama and theatre is developed and performed</p> <p>A04 - Analyse and evaluate their own work and the work of others.</p>
Autumn Term 2	<p><u>Component 1</u> <u>Devising Theatre</u></p> <p>Students will use examining board materials to research and devise a performance meeting the assessment criteria. Acting and design options available. Students will complete a portfolio of supporting of evidence and a controlled assessment evaluation.</p>	<p>A01- Create and develop ideas to communicate meaning for theatrical performance</p> <p>A02 - Apply theatrical skills to realise artistic intentions in live performance</p> <p>A04 - Analyse and evaluate their own work and the work of English Yr 10 half-term. Power points and work can be found on Google Classroom.</p>
Spring Term 1	<p><u>Component 1</u> <u>Devising Theatre</u></p> <p>Students will use examining board materials to research and devise a performance meeting the assessment criteria. Students will complete a portfolio of supporting of evidence and a controlled assessment evaluation.</p>	<p>A01- Create and develop ideas to communicate meaning for theatrical performance</p> <p>A02 - Apply theatrical skills to realise artistic intentions in live performance</p> <p>A04 - Analyse and evaluate their own work</p>
Spring Term 2	<p><u>Component 2</u></p> <p>Students will be working in small groups working on a scripted performance. Students will develop the technique of line learning.</p> <p>Students will explore page to stage techniques.</p> <p>Students will develop rehearsal techniques to support them during rehearsal of their scripted piece.</p> <p>Naturalistic performance work.</p> <p>Confidence in role.</p> <p>Students will perform or offer design elements to a visiting examiner.</p>	<p>A01- Create and develop ideas to communicate meaning for theatrical performance</p> <p>A02 - Apply theatrical skills to realise artistic intentions in live performance</p> <p>A04 - Analyse and evaluate their own work</p>

Summer Term 1	<p><u>Component 3</u></p> <p>Revision of set text DNA, interpreting the text. Students will use support materials and practical notes written during year 10. Practice exam questions will be given. Revision of live theatre production, analyzing live theatre including stage craft elements.</p>	<p>AO3 - Demonstrate knowledge and understanding of how drama and theatre is developed and performed</p> <p>AO4 - Analyse and evaluate their own work and the work of others.</p>
Summer Term 2	<p><u>Component 3- Interpreting Theatre</u></p> <p>Students will practice exam questions on the set text and live theatre production in preparation for the Written paper.</p>	<p>AO3 - Demonstrate knowledge and understanding of how drama and theatre is developed and performed</p> <p>AO4 - Analyse and evaluate their own work and the work of others.</p>
Homework	<p>Students will have access to independent study and specific homework tasks which will be updated after every drama lesson. There is an expectation that students are also using further resources such as GCSE Bitesize online and are communicating with their group and researching themes for practical projects.</p>	
Subject / Department KeyTerms	<p>Protagonist, Antagonist, conscientious objector, ensemble acting, End on staging, in- the -round, traverse, naturalistic, non- naturalistic, soundscape, symbolism, minimalist, intensity, interactive, floods, fresnal</p>	
Recommended Reading / Viewing	<p>https://www.bbc.co.uk/bitesize/subjects/zbckjxs</p>	
How can technology help in this subject?	<p>Each class has their own google classroom where they can access all resources and homework which compliments the practical drama lessons.</p> <p>Stage lighting, sound and example video clips/online theatre enhances the theatrical experience and helps students to understand key terms and techniques</p>	
Skills required to succeed in this subject...	<p>Self-Confidence, group Confidence improvisation, characterisation, Social Skill, evaluation of self and peers,</p> <p>Voice projection, script Work, line Learning ,communication, mime Skills, acting skills, pronunciation, collaboration, use of stage, evaluation, analysis, interpretation.</p>	
Vision for this subject...	<p>Students will have developed skills and techniques that will prepare them for further study in the subject area and in a further career in the theatre industry and many other careers and industries.</p>	

Subject: Economics

Year group: 11

**Exam Board:
OCR**

Content

Department Assessment(s)

**Autumn
Term 1**

Topic 3.1 Economic growth Topic 3.2 low unemployment

3.1 - 3.2 End of
Topic Test

**Autumn
Term 2**

Topic 3.3 Fair distribution of income Topic 3.4 price
stability

3.3 - 3.4 End of
Topic Test

**Spring
Term 1**

Topic 3.5 Fiscal policy Topic 3.6 Monetary policy Topic 3.7
supply side policies

3.5 - 3.7 End of
Topic Test

**Spring
Term 2**

Topic 3.8 Limitations of markets Topic 4.1 Importance of
international trade

3.8 - 4.1 End of
Topic Test

**Summer
Term 1**

Topic 4.2 Balance of payments Topic 4.3 Exchange Topic
4.4 Globalisation

4.2 - 4.4 End of
Topic Test

**Summer
Term 2**

Revision on topics 3.1-4.4

Economics paper 1
Introduction to
Economics

Homework

Homework is set once a week in Key Stage 4, this is in the form of short answers questions as well as longer 6/9/12 mark questions. Revision tasks are also set on Seneca learning online as well as materials being uploaded on to google classroom.

Subject / Department Key Terms	Point, Evidence, Explain and Link (PEEL) Supply and demand Diagrams Price elasticity of supply (PES)
Recommended Reading / Viewing	OCR Economics Christopher Bancroft Revision guide: My revision notes OCR GCSE 9-1 GCSE BITESIZE: Economics YouTube: Crash course economics Seneca Learning: A level Economics (Selected topics)
How can technology help in this subject?	Technology can support student with retaining information it allows them to understand concepts visually and on a more practical level.
Skills required to succeed in this subject...	Notes taking Personal research Practicing exam technique and answering long exam questions Debating Comprehension for case studies
Vision for this subject...	Economics should allow student to see how money flows around the world it should also be a place to learn about economy and how it can affect them personally.

Subject: GCSE Engineering

Year group: 11

Exam Board: AQA

Content

Department Assessment

Autumn Term 1

NEA problem description & analysis and specification.
 Methods of developing ideas. Drawing Techniques
 Generating design ideas – circuits, systems blocks; including Testing and evaluation.
Looking at Mocks-ups and Models Design Development, Mock-ups and Models. Circuits and system blocks; Testing and evaluation.
 Materials and their properties.
 Looking at detailing of the solution and producing production drawings - CAD
 Production of Orthographic Drawings / Production drawing and cutting list
 Revision-Manufacturing techniques

Coursework monitoring throughout.
 Providing generic feedback as/per the qualification requirements.

Autumn Term 2

Revision-Manufacturing, Measuring and comparator tools/ mechanical systems/structures
 Revision-Electronic Systems
 Y11 AUTUMN EXAMS
 Production of Orthographic Drawings / Production drawing and cutting list
 Developing a Manufacturing Specification / Developing Gantt Chart for Planning
 Production planning
 Assembly of Materials.

November Mock exam
 Coursework monitoring throughout.
 Providing generic feedback as/per the qualification requirements.

Spring Term 1

Production
 Suggested production methods (alternative methods to manufacture), processes and techniques for making the final outcome
 Final Hand in (completed CW folder with final Testing and evaluation)

Coursework monitoring throughout.
 Providing generic feedback as/per the qualification requirements

Spring Term 2

Exam Revision
 Final Coursework Marks Given

Summer Term 1

Exam Revision
 Final Exam

<p>Homework</p>	<p>Homework will be the reworking of specific pieces of coursework as directed by the teacher.</p>
<p>Subject / Department KeyTerms</p>	<p>PEE (Point.Evidence.Explain); WISE (Write.identify.Substitute.Ensure) 123, FLE(Fulcrum, Load, Effort); Iterations; SCAMPER(Substitute, combine, adapt, modify, put to other uses, eliminate, rearrange)</p>
<p>Recommended Reading / Viewing</p>	<p>My Revision Notes: AQA GCSE (9-1) Engineering Student eTextbook; Paul Anderson, David Hills-Taylor; ISBN: 9781398315297;</p> <p>AQA GCSE (9-1) Engineering Paperback – 29 Mar. 2018; Paul Anderson (Author), David Hills-Taylor (Author), Mark Griffiths (Contributor)</p>
<p>How can technology help in this subject?</p>	<p>Internet: -Investigating and researching iterations</p> <p>CAD – Designing and simulating: circuits; mechanisms and products</p> <p>CAM- for programming CNC machinery to produce products.</p>
<p>Skills required to succeed in this subject...</p>	<p>Problem solving skills; Good English, Mathematical, Coding, investigative, CAD Draughting skills.</p>
<p>Vision for this subject...</p>	<p>Pupils will develop their understanding of engineering and go on to study a level 3 engineering or product design course, leading to a career in engineering or designing.</p> <p>This course will provide pupils with skills valued by engineering employers and so it will help pupils towards attaining an engineering, or an allied field, apprenticeship.</p>

Subject: English		
Year group: 11		Exam Board: AQA
	Content	Department Assessment(s)
Autumn Term 1	Poetry Revision	Literature: Reading Assessment
Autumn Term 2	Language Paper 2	Language: Speaking and Listening Assessment
Spring Term 1	An Inspector Calls Revision	Literature: Reading Assessment
Spring Term 2	Language Paper 1	Language: Reading and Writing Assessment
Summer Term 1	Macbeth Revision	Literature: Reading Assessment
Summer Term 2	The Strange Case of Dr. Jekyll and Mr. Hyde Revision	Literature: Reading Assessment plus GCSE Examinations for all topics
Homework	Homework is set once a week in Key Stage 4, this is in the form research, drafting, brainstorming, reading, planning or any other task that the teacher feels facilitates future learning and reinforces what has been previously learnt. Students will also be expected to produce their own revision guides based on what they learn in their lessons.	

<p>Subject / Department Key Terms</p>	<p>There are a range of key terms that are learnt throughout the year that deal with how to analyse writing. These terms will be constantly used throughout all of the SOW to ensure that prior knowledge is being applied and built on.</p>
<p>Recommended Reading / Viewing</p>	<p>Youtube will have lots of videos that specifically address the set texts and exam techniques.</p>
<p>How can technology help in this subject?</p>	<p>Technology can be used to give students visual stimuli for homework as well as access to videos and recordings that are relevant to the topics. Google classroom is used to share homework and class models for revision purposes.</p>
<p>Skills required to succeed in this subject...</p>	<p>Note taking/creation of flash cards/mind maps Practicing exam questions & using mark schemes to self-assess answers Knowledge, understanding and analytical thinking Ability to understand exam question requirements and how to answer a variety of questions posed about a variety of texts</p>
<p>Vision for this subject...</p>	<p>English lessons should stimulate curiosity, interest and enjoyment and encourage a safe place for students to experiment and develop their writing and critical evaluation skills.</p>

Food and Nutrition		
Year group: 11		Exam Board: WJEC Eduqas
	Content	Department Assessment
Autumn Term 1	<p><u>SUGAR IN SPONGE CAKES INVESTIGATION</u> Research, Hypothesis, Plan, Conduct Experiment, Analyse Data, Conclusion.</p> <p>Theory REVISION PRACTICE QUESTIONS AND FLASH CARDS: Food Commodities Diet & Good Health</p>	<p>Teacher Assessed Coursework Portfolio Fair Testing Record and Analysis of Data Self-assessed/Peer Assessed Teacher Assessed Regular Assessment Test Assessment 1: Component 2 15% GCSE 8 hours Coursework inc. 1.5 hour Practical</p>
Autumn Term 2	<p>Theory REVISION PRACTICE QUESTIONS AND FLASH CARDS: Balanced Diet Science of Food DMA Project Research, Plan, trial dishes, Manufacture, Evaluate. DMA Research: Research/Mindmap Questionnaire/Results Analysis Sensory Analysis Testing Menu Ideas Trial Dish Evaluation</p>	<p>Self-assessed/Peer Assessed Regular Assessment Test Preparation Process Equipment & Skills Cooking Process Product Outcome Assessment 2: Component 2 35% GCSE 12 hours Coursework inc. 3 hour Practical</p>
Spring Term 1	<p>DMA Planning: Final Menu & Justification Food Requisitions Production Plan Production Plan Finish and preparing <u>Practical Exam 3 hour</u> Theory Booklet: Why recipes do not succeed. Food Spoilage Food Provenance Sustainability & Food Security</p>	<p>Formal FPT Teacher Assessment Preparation Process Equipment & Skills Cooking Process H & S Product Outcome</p> <p>Self-Assessment Teacher Assessment</p>
Spring Term 2	<p>Evaluation of Exam DMA Completion: Nutritional Tables Costing Evaluation Conclusion Appendices Theory REVISION PRACTICE QUESTIONS AND FLASH CARDS: Food Manufacturing Primary/Secondary Processing Technological Development</p>	<p><i>Teacher Assessment</i></p> <p>Self-Assessment</p> <p>Regular Assessment Test</p>

<p>Homework</p>	<p>Aims to link real life scenarios and cooking environment with class experiences. E.g. comparison of equipment, grocery shopping, healthy eating, (Eatwell Plate), food preparation and storage, food safety etc.</p> <p>Build independent research skills about global food and knowledge of industrial practices</p> <p>Practise Exam Questions/Past Papers/Revision Guide</p> <p>Flash Cards Development for Revision</p>
<p>Subject / Department KeyTerms</p>	<p>Examination Command Words</p> <p>Topic Key Terms and Definitions</p> <p>Equipment and Skills Terms</p>
<p>Recommended Reading / Viewing</p>	<p>Change 4 life http://www.nhs.uk/Change4Life/Pages/be-more-active.aspx</p> <p>BBC Food recipes http://www.bbc.co.uk/food/</p> <p>BBC Bitesize Food Technology http://www.bbc.co.uk/schools/gcsebitesize/design/foodtech/</p> <p>https://www.youtube.com/watch?v=227cldg0lxk</p> <p>UK Food Banks See Spike in Demand As More Families Affected by Pandemic https://www.youtube.com/watch?v=xJfgXtXeYas</p> <p>Fix Pension Poverty 1.5 million older Australians rely solely on the Age Pension. Almost a third of them are living in poverty. https://www.youtube.com/watch?v=aMV3g4ME6-w</p> <p>One Week Of ONLY Seasonal And Local Food Challenge STREETFOOD: https://www.youtube.com/watch?v=stKQNTc16zc https://www.youtube.com/watch?v=lZGnEC8y158 https://www.youtube.com/watch?v=GOaVYjQ9jFo</p> <p>GCSE FOOD PREPARATION & NUTRITION WJEC Exam Practice Workbook</p>
<p>How can technology help in this subject?</p>	<p>ICT access for research</p> <p>Laptops</p>
<p>Skills required to succeed in this subject...</p>	<p>Numeracy - weighing and measuring, recipe adaptation</p> <p>Literacy - portfolio, key literacy, annotation, evaluation, written response in exam</p> <p>Design skills -illustration</p> <p>Practical Food Preparation skills</p> <p>Research skills</p> <p>Data analysis and presentation skills</p> <p>Reflective Evaluation Skills</p>
<p>Vision for this subject...</p>	<p>To enable pupils to cook proficiently, selecting appropriate tools and equipment and cooking methods.</p> <p>To be able to read and follow a recipe accurately to produce successful outcomes.</p> <p>To be able to share cooking practises in the home environment and develop skills through further learning at home.</p> <p>To broaden the healthy eating concept and encourage exploration of global cuisine/special diets.</p>

Subject: French		
Year group: Year 11		Exam Board: AQA
	Content	Department Assessment
Autumn Term 1	<p>Module 7: Bon Travail: The world of work and career choices</p> <ul style="list-style-type: none"> • My future career: Quelle orientation t'attire? (discussing career choices, expressing preferences and comparing careers). • My hopes and wishes for the future: Il faut que je fasse ça ! (talking about plans, hopes and wishes, introducing the subjunctive mood) • Applying for jobs: Je voudrais postuler: (using the direct object pronoun in the perfect tense). • Work experience: Mon boulot dans le tourisme (discussing work skills, work experiences through case studies) 	Writing, listening and reading assessments.
Autumn Term 2	<p>Module 8: Un oeil sur le monde: An eye on the world</p> <ul style="list-style-type: none"> • Our planet: Notre planète (discussing problems facing the world, making connections between word types) • Protecting the environment: Protéger l'environnement (talking about environmental issues and solutions, using the modal verbs pouvoir and devoir in the conditional). • Working around the world (discussing ethical shopping, using the passive). • Working as a volunteer: Je suis solidaire: (talking about volunteering and using the indirect object pronoun). • Big events: Les grands événements (discussing big events, giving arguments for and against). 	Mock examinations in Listening, Reading and Writing. Mock speaking exams including role play, picture description and general conversation. (December)
Spring Term 1	<p>Revision on modules 1,2,3 Me, my family and relationships My leisure My routine, celebrations and special days</p>	Writing, listening and reading assessments. Mock speaking exams including role play, picture description and general conversation. (End of February- March)
Spring Term 2	<p>Revision on modules 4,5,6 Living in town, living in the countryside Holiday At school</p>	

Homework	Year 11 will receive homework each week in line with the school home learning policy. Homework will be used to reinforce the learning in the classroom and will come in a number of formats, for example, increasing reading and comprehension skills, translation, learning vocabulary and grammar or it may include flipped learning which learning content for a future lesson which increases learning and productivity.
Subject / Department Key Terms	Use of target language in classrooms.
Recommended Reading / Viewing	Mot a mot by Paul Humberstone Collins AQA GCSE 9-1 French with Audio access (ebook included)
How can technology help in this subject?	Using language learning sites will support in class learning and will boost vocabulary learning and comprehension. The languages department recommends the following sites: www.linguascope.com – see the teacher for the log in www.languagesonline.org.uk
Skills required to succeed in this subject...	Students will use all four skills of Speaking, Listening, Reading and Writing. In addition to this, students will have to be independent in learning vocabulary and grammar outside of the lesson. Students are also encouraged to watch French movies and series in French.
Vision for this subject...	To engender curiosity about another country and its culture. To develop listening, speaking and memorization skills which can be transferred to other subjects. To develop reading, including literary texts, in a different language. To help our students become independent learners while learning another language.

Subject: Geography

Year group: 11

**Exam Board: OCR
syllabus B**

Content

Department Assessment

**Autumn
Term 1**

Distinctive landscapes

End of unit test

**Autumn
Term 2**

Distinctive landscapes
(continued)
Resource reliance

End of unit test
Year 11 first mock

**Spring
Term 1**

Resource reliance (continued)
Global hazards

End of unit test

**Spring
Term 2**

Global hazards continued)
UK in the 21st century

End of unit test
Year 11 second mock

**Summer
Term 1**

Final revision

Past exam questions and a further
review of mock exams
Individual revision focused around
exam questions

Homework

Set to improve knowledge and skills linked to results in tests and exams.

**Subject / Department
Key Terms**

There are specific key terms for each unit of work

<p>Recommended Reading / Viewing</p>	<p>After the Quake by Haruki Murakami</p>
<p>How can technology help in this subject?</p>	<p>Revision websites, wider reading for MAP</p>
<p>Skills required to succeed in this subject...</p>	<p>Perseverance and interest</p>
<p>Vision for this subject...</p>	<p>To give students the start of a lifelong awareness and appreciation of how the world works.</p>

Subject: History

Year group: 11

Pearson + OCR

Content

Department Assessment(s)

**Autumn
Term 1**

MH - Mao's China
AH: Persia and
Alexander the Great

Exam

**Autumn
Term 2**

MH - Mao's China
AH: Persia and
Alexander the Great

Exam

**Spring
Term 1**

MH - Elizabeth
AH: Persia and
Alexander the Great

Exam

**Spring
Term 2**

MH - Elizabeth
AH: Persia and
Alexander the Great

Exam

**Summer
Term 1**

Revision

Exam

Homework

Homework is set in Google Classroom for students to complete at home or within school at break and lunch times. Homework is set on a weekly basis and are normally exam question practice.

Subject / Department Key Terms

Students will explore a range of different key terms during their journey in year 11 history where they will be reminded of these key terms during formative and summative assessments.

Key term lists are shared with students at the start of each unit and are used frequently throughout.

<p>Recommended Reading / Viewing</p>	<p>BBC Bitesize Seneca Learning Numerous youtube clips</p>
<p>How can technology help in this subject?</p>	<p>Revision activities Assessment activities</p>
<p>Skills required to succeed in this subject...</p>	<p>Knowledge, understanding and analytical thinking Ability to understand exam question requirements and how to answer a variety of questions.</p>
<p>Vision for this subject...</p>	<p>History lessons should enable students at KS4 to develop critical thinking abilities as well as solve problems by using evidence and examples to back up their thinking. We aim to be inclusive to all abilities allowing all to thrive and challenge themselves.</p>

Subject – Literacy

Year group: 11		Exam Board: N/A
	Content	Department Assessment
Autumn Term 1	Tutor reading programme reading for approx 15 minutes four mornings per week.	Staff ask explicit, detailed questions about the content of the text.
Autumn Term 2	Tutor reading programme reading for approx 15 minutes four mornings per week.	Debating
Spring Term 1	Tutor reading programme reading for approx 15 minutes four mornings per week. Command words	Focussed listening
Spring Term 2	Tutor reading programme reading for approx 15 minutes four mornings per week. Command words	Q&A about the text
Summer Term 2	Exams	N/A
Summer Term 2	Exams	N/A

Homework	To read daily for approx 15 - 20 minutes this should amount to on average 150 pages in a students reading book per week.
Subject / Department KeyTerms	<p>-Students use a dictionary to investigate the definition or spelling of complicated words from the text. Students use a thesaurus to investigate words in groups of synonyms and related concepts.</p> <p>-EAL students using language specific dictionaries.</p>
Recommended Reading / Viewing	<p>Oxford owls free audio books www.oxfordowls.co.uk Kelmscott online library of free audio books Free audio books https://librivox.org/ Amazon audio books for kids (free) Good reads (recommendations of book titles) https://www.goodreads.com/ Literacy trust https://literacytrust.org.uk/ Guardian newspaper books department https://www.theguardian.com/books</p>
How can technology help in this subject?	<p>Gives students a wider choice of books to read.</p> <p>Enables students to find out about issues related to literacy.</p>
Skills required to succeed in this subject...	<p>Numeracy - processing information, solving problems, understanding and explaining solutions and making decisions based on logical thinking and reasoning.</p> <p>Literacy - reading, evaluating, annotation, research skills, data analysis and presentation skills</p>
Vision for this subject...	<p>-To work with parents to emphasize the importance of reading. Research shows that the home environment and parental attitudes to books and reading are key in determining children’s attitudes. Young people are more likely to enjoy reading at home when books and reading are valued.</p> <p>-To have a more ethnically diverse range of books which reflect the students in our school community</p> <p>-To give students the skills and tools to improve their reading ages and foster a culture of reading for enjoyment at Kelmscott school.</p>

Subject: Mathematics		
Year group: 11 Foundation		KS4 Exam Board: OCR
	Content	Department Assessment(s)
Autumn Term 1	Indices and Standard form Direct & inverse proportion Compound measures Exact calculations	OCR check in tests: 3.01, 3.02, 5.02, 10.01, 3.03
Autumn Term 2	Real life graphs Arc length/Sector area Scatter graphs	OCR check in tests: 7.04, 10.02-10.04, 12.03 Autumn mock exams (1 or 2 papers)
Spring Term 1	Geometric constructions and calculations Congruent and similar Vectors Polynomial functions and functions	OCR check in tests: 8.01, 8.02 9.02, 9.04, 9.03 7.01, 6.05 Spring mock exam (1 paper)
Spring Term 2	Geometric review	OCR check in tests: 8.03-8.05 10.02, 10.03, 10.05 Exam paper practice
Homework	Homework is generally set weekly at Key Stage 4 in a variety of different formats: Hegarty Maths video quizzes, worksheets, revision guide exercises and exam style questions.	
Subject / Department Key Terms	BIDMAS (Brackets, Indices, division, multiplication, addition, subtraction) RUCSAC (Read, underline, calculate, solve, answer, check) FOIL (First, Outer, Inner, Last) SOH CAH TOA (Trigonometric ratios) CAST rule (Trigonometric values)	

<p>Recommended Reading / Viewing</p>	<ul style="list-style-type: none"> • BBC Bitesize Maths • Corbettmaths • Hegartymaths • Mathsgoodies • Mathsgenie • Mathsmadeeasy
<p>How can technology help in this subject?</p>	<p>Technology can support and enhance students' understanding of Mathematical ideas and can engage students in more active mathematical practices including experimentation, applying mathematical reasoning through investigations and problem solving. This can help broaden and deepen their understanding of mathematical concepts.</p>
<p>Skills required to succeed in this subject...</p>	<p>Consistent independent learning to consolidate classroom learning and retrieval practice.</p> <p>Organising learning – Note taking, summarise key formulae and concepts, creating worked examples.</p> <p>Resilience</p> <p>Exam paper practice –In order to familiarise oneself with exam style questioning.</p>
<p>Vision for this subject...</p>	<p>To develop students that are confident and secure in their mathematical knowledge. Students should view mathematics as a connected body of ideas and be able to apply their mathematics to solve problems in both familiar and unfamiliar contexts. We want students to be able to apply their knowledge in the real world.</p>

Subject: Mathematics

Year group: 11 Higher

KS4 Exam Board: OCR

Content

Department Assessment(s)

**Autumn
Term 1**

Circle theorems
Gradient of straight line/tangents
Rates of change, Real-life graphs,
Areas under graphs
Trigonometric functions
Equation of a circle
Polynomial functions

OCR check in tests:
8.05, 7.04, 7.01, 7.02, 6.05

**Autumn
Term 2**

Functions, translations and
reflection of graphs
Graphs and equations of functions
Area of triangle, sine and cosine
rule

OCR check in tests:
10.03, 10.05
Autumn mock exam (1 or 2 papers)

**Spring
Term 1**

Vectors
Construction & Loci
Congruence & similarity
Algebraic proof and iteration

OCR check in tests:
Spring mock (1 paper)

**Spring
Term 2**

Exam revision

Exam paper practice

Homework

Homework is generally set weekly at Key Stage 4 in a variety of different formats: Hegarty Maths video quizzes, worksheets, revision guide exercises and exam style questions.

**Subject /
Department Key
Terms**

BIDMAS (Brackets, Indices, division, multiplication, addition, subtraction)
RUCSAC (Read, underline, calculate, solve, answer, check)
FOIL (First, Outer, Inner, Last)
SOH CAH TOA (Trigonometric ratios)
CAST rule (Trigonometric values)

<p>Recommended Reading / Viewing</p>	<ul style="list-style-type: none"> • BBC Bitesize Maths • Corbettmaths • Hegartymaths • Mathsgoodies • Mathsgenie • Mathsmadeeasy
<p>How can technology help in this subject?</p>	<p>Technology can support and enhance students' understanding of Mathematical ideas and can engage students in more active mathematical practices including experimentation, applying mathematical reasoning through investigations and problem solving. This can help broaden and deepen their understanding of mathematical ideas.</p>
<p>Skills required to succeed in this subject...</p>	<p>Consistent independent learning to consolidate classroom learning and retrieval practice.</p> <p>Organising learning – Note taking, summarise key formulae and concepts, creating worked examples.</p> <p>Resilience.</p> <p>Exam paper practice –In order to familiarise oneself with exam style questioning.</p>
<p>Vision for this subject...</p>	<p>To develop students that are confident and secure in their mathematical knowledge. Students should view mathematics as a connected body of ideas and be able to apply their mathematics to solve problems in both familiar and unfamiliar contexts. We want students to be able to apply their knowledge in the real world.</p>

Subject: Music

Year group: Year 11

Exam Board: Edexcel

	Content	Department Assessment
Autumn Term 1	Composition 3 Listening and appraising	Focus on Sound check in test Homework
Autumn Term 2	Solo performance 3 Listening and appraising	Focus on Sound check in test Homework Autumn Mock Paper
Spring Term 1	Composition 4 Listening and appraising	Focus on Sound check in test Homework Spring mock test
Spring Term 2	Ensemble performance 2 Listening and appraising	Focus on Sound check in test Homework Spring performance assessment
Summer Term 1	Revision Listening and appraising	Focus on Sound check in test Homework Exam practice paper
Summer Term 2	Conclusion of GCSE examinations	
Homework	Homework is set every week, and comprises a mix of written, listening and composing tasks. It is also recommended that students practice on their own three times per week, spending at least 30 minutes practising at a time.	

Subject / Department KeyTerms	<p><i>Sound (overtone, timbre, pitch, amplitude, duration), Melody.</i></p> <p><i>Harmony. Rhythm.</i></p> <p><i>Texture. Structure/form.</i></p> <p><i>Expression (dynamics, tempo, articulation)</i></p>
Recommended Reading / Viewing	<p>BBC Bitesize KS4</p> <p>Edexcel GCSE Music Study Guide</p> <p>Edexcel GCSE Music Revision Guide</p> <p>Focus on sound</p>
How can technology help in this subject?	<p>Music technology is used extensively at KS4, where students must compose and create pieces of music. Students must also be able to analyse works of music, therefore listening to set works is necessary. Students also use the app focus on sound to study, which contains all analysis, set works, and music theory. These apps and technology help with knowledge retention and musical analysis.</p>
Skills required to succeed in this subject...	<p>Perform pieces with fluency and sensitivity</p> <p>Compose using a range of musical elements, creating musical ideas with appeal and development</p> <p>Demonstrate, through aural identification, some knowledge of musical elements, contexts and language</p> <p>Evaluate music and use of musical terminology</p>
Vision for this subject...	<p>GCSE Music is for students who enjoy playing, listening to and composing their own music, and would like to expand their knowledge of all genres of music. At KS4 students follow the Edexcel syllabus. The syllabus looks at composition and listening through four areas of study: Instrumental music 1700-1820, Vocal music, Music for stage and screen and Fusions.</p>

Subject: Photography - Natural Forms / Still life / Terminal Exam

Year group: 11

Exam Board: AQA

	Content	Department Assessment(s)
Autumn Term 1	Creating a campaign. Design brief. Artist research. Thumbnail designs. Recording ideas, observations and insights relevant to intentions as work progresses.	Sketchbook
Autumn Term 2	Presenting a personal and meaningful outcome that realises intentions and demonstrates understanding of visual language.	Mock Exam
Spring Term 1	Exam Initial Research, mind-mapping, statement of intent, artist research, observational drawing. Photo-shoot planning.	Sketch book
Spring Term 2	Exam Image manipulation and editing. Annotation. Experimentation. Planning, recording ideas, observations and insights. Thumbnail designs.	Sketch book
Summer Term 1	Exam Presenting a personal and meaningful outcome that realises intentions and demonstrates understanding of visual language.	Department Moderation of coursework and exam sketchbooks
Summer Term 2	Students work until moderation is completed.	Sketch book

<p>Homework</p>	<p>Homework is set once a week in Key Stage 4. Homework's include artist research and analysis, planning for photo-shoots, annotating contact sheets, artist transcriptions, developing and improving pieces of work.</p>
<p>Subject / Department Key Terms</p>	<p>Canon terms – Aperture, Shutter Speed, ISO, lens mount, shutter button, viewfinder, mode dial, focus ring, zoom ring, quick control, card slot, battery compartment.</p> <p>Photo shoot Planning – concepts, lighting, gel lights, equipment, composition, angle, models/objects, tripod, contact sheets, annotation.</p> <p>Key vocabulary – Still life, macro photography, rule of thirds, proximity, contrast, point of view, depth of field, form, Portraiture, abstract, digital, balance, mixed-media, perspective, proportion, repetition, symbolise, symmetry, transcription, contrast, texture, tone, value.</p>
<p>Recommended Reading / Viewing</p>	<p>Snapshot.canon-asia.com – Knowing the different parts of the canon camera. Photography Magazines / Books – Aesthetica, National Geographic, Outdoor Photographer, Adobe photoshop manual Websites http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206 https://www.behance.net https://www.1854.photography <u>Pinterest</u> Public Galleries and collections https://www.tate.org.uk/visit/tate-modern https://www.kew.org/ https://thephotographersgallery.org.uk https://www.vam.ac.uk/collections/photographs</p>
<p>How can technology help in this subject?</p>	<p>The art / Photography course enables students to use technology creatively. This includes working with digital imaging and light sensitive materials.</p>
<p>Skills required to succeed in this subject...</p>	<p>Competent at using the DSLR camera and digital software (photoshop, InDesign, illustrator). Critical analysis / Self-Reflection. Good subject knowledge, using correct vocabulary. Ability to use appropriate media and materials. Ability to present a personal, informed and meaningful response, from initial research through to a final piece.</p>
<p>Vision for this subject...</p>	<p>Photography lessons should engage students in lens-based art, which encourages them to be imaginative, technical and reflective thinkers. It should encourage the development of transferable skills such as critical and analytical thinking as well as creative problem solving.</p>

Subject: Physical Education GCSE

Year group: Year 11

**Exam Board:
AQA**

Content

Department Assessment

**Autumn
Term 1**

- Paper 1: Unit 3: **Physical Training**
- The components of fitness, benefits for sports & how fitness is measured & improved.
 - The principles of training and their application to personal exercise/training programmes.

On-going throughout lessons.
Mini recall tests.
End of Unit tests.

**Autumn
Term 2**

- Paper 2:
Unit 3: **Health, Fitness & Well-being**
- The consequences of a sedentary life-style.
 - Energy use, diet, nutrition & hydration.

Practical assessment following AQA marking criteria.

Coursework:

Performance Analysis assessment:

(Analysis & Evaluation)

(Practical lessons will also take place)

**Spring
Term 1**

- Paper 1: Unit 3: **Physical Training**
- How to optimise training & prevent injury.
 - Effective use of warm-up and cool-down.

On-going throughout lessons.
Mini recall tests.
End of Unit tests.

Paper 1 & 2: Unit 4: **Use of Data**

**Spring
Term 2**

Coursework:
**Performance Analysis assessment
(Analysis & Evaluation)**

Practical assessment following AQA marking criteria.

(Practical lessons will also take place)

**Summer
Term 1**

Paper 1 & Paper 2:
All units/topics revised and exam techniques practiced

On-going throughout lessons.
Mini recall tests.
End of Unit tests.

**Summer
Term 2**

Practical assessment following AQA marking criteria.

Moderation Day with external AQA examiners.

Homework	<p>HW will be set according to tasks covered in lessons.</p> <p>Most homework time will be given for re-capping and revising the theory work covered in lessons.</p> <p>Preparation and planning of 'Analysis & Evaluation of Performance' coursework will be set from the Autumn term.</p>
Subject / Department Key Terms	<p><i>Key words given and explained during lessons.</i></p> <p><i>Specific terminology for different topics covered will be required to be learnt and understood and this will continue to be re-visited in lessons: e.g. Names of fitness components, bones, muscles, basic information processing, etc.</i></p>
Recommended Reading / Viewing	<p>Watch as many different sports on TV.</p> <p>Encourage to watch major sporting events; e.g. FIFA World Cup; Wimbledon Tennis; London Marathon; Olympics & Paralympics etc.</p> <p>Watch documentaries on issues/topics covered in the AQA specification.</p> <p>'BBC Bitesize' revision and AQA revision booklets.</p>
How can technology help in this subject?	<p>Not applicable within practical lessons as we do not have access in the different teaching areas. In the classroom:</p> <ul style="list-style-type: none"> • Analysis of movement & performance. • Slow motion clips of sporting actions. • You tube clips on topics covered. • Recording practical session for self-analysis and evaluation.
Skills required to succeed in this subject...	<ul style="list-style-type: none"> • Confidence; team work; communication; positive attitude; decision making; • Various practical skills for different activities. • Exam writing techniques.
Vision for this subject...	<p>For every student to improve skills & tactical awareness and also their confidence and enjoyment of various activities so that they are more willing and motivated to maintain fitness and well-being outside of school through exercise.</p> <p>To enable students to have the opportunity of future careers in sport.</p>

Subject: Religion and Cultural Studies

Year group: 11

Peace and conflict through Islam

Exam Board: Edexcel

	Content	Department Assessment
Autumn Term 1	Unit of learning: Muslim Beliefs The six beliefs of Islam The five roots in Shi'a Islam The nature of Allah <i>Risalah</i> (prophets) Muslim holy books <i>Malaikah</i> (angels) <i>Al-Qadr</i> (fate) <i>Akirah</i> (Muslim beliefs about life after death)	Assessed Work: Exam style questions linked to sample papers. End of unit test.
Autumn Term 2	Unit of learning: Crime and Punishment Justice and Crime Muslim attitudes to good, evil and suffering Attitudes to punishment The aims of punishment Forgiveness Treatment of criminals The death penalty	Assessed Work: Exam style questions linked to sample papers. End of unit test. Year 11 Autumn Exam (1 hour 45 minutes)
Spring Term 1	Unit of learning: Living the Muslim life The Ten Obligatory Acts Shahadah Salah Sawm Zakah and Khums Hajj Jihad Celebrations and commemorations	Assessed Work: Exam style questions linked to sample papers. End of unit test. <i>Homework will be set every two weeks relevant to the topic being taught</i>
Spring Term 2	Unit of learning: Peace and Conflict Muslim attitudes towards peace The role of Muslims in peace-making Attitudes to conflict Pacifism Just War theory Holy War Weapons of mass destruction Issues surrounding conflict	Assessed Work: Exam style questions linked to sample papers. <i>Homework will be set every two weeks relevant to the topic being taught</i> Year 11 Mock Exam (1 hour 45 minutes)

<p>Summer Term 1</p>	<p>Revision and Exam Preparation</p>	<p><u>Final GCSE Examination</u></p> <p>Paper 1: Religion and Ethics through Christianity (1 hour 45 minutes)</p> <p>Paper 2: Religion, Peace and conflict through Islam (1 hour 45 minutes)</p>
<p>Homework</p>	<p>Homework is set once a fortnight at Key Stage 4, this could range from exam practice, extended writing, posters, informative leaflets researching a particular topic in preparation for the next lesson and anything else that helps to solidify learning and prepares them for their next lesson.</p>	
<p>Subject / Department Key Terms</p>	<p><i>There are a range of key terms that are learnt throughout the year that deal with how to analyse writing. These terms will be constantly used throughout all of the SOW to ensure that prior knowledge is being applied and built on. for example, PE (Point. Explain) PEE (Point. Evidence. Explain)</i></p>	
<p>Recommended Reading / Viewing</p>	<p><i>Books</i></p> <p>Natives – Akala</p> <p>I am Malala – Malala</p> <p>A Thousand Splendid Suns – Khaled Hosseini</p> <p><i>Films</i></p> <p>Million Dollar Baby</p> <p>Dead Man Walking</p>	
<p>How can technology help in this subject?</p>	<p>Students can use technology to access homework, class work and revision materials from google classroom and other websites like BBC bite size. The use of the media can provide added audio and visual stimuli to complement and concretize what is being taught.</p>	
<p>Skills required to succeed in this subject...</p>	<p><i>Skills - Students are expected to master the following skills by the end of each term this will continue throughout Key stage 3</i></p> <p>Autumn - Identify and Describe</p> <p>Spring - Compare</p> <p>Summer – Explain and Analyse</p>	

Vision for this subject...	<p>Our vision for RCS is to provide students with a well-rounded and strong appreciation for all religions and cultures expressed within the U.K. and the wider world. We aim to ensure that our students are aware of their own beliefs/faiths/customs/cultures/laws and practices and those of the global community.</p> <p>Students will be given the opportunity to 'learn about' and 'learn from' the main religions of the world and the connection that religion has to culture within the U.K and the wider world. They will also be able to analyse the role that faith and culture plays in nurturing good citizens.</p>
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Subject: Combined Science		
Year group: 11		Exam Board: AQA
	Content	Department Assessment(s)
Autumn Term 1	B10 The human nervous system, B11 Hormonal coordination, B13 Reproduction, B14 Variation and evolution, B15 Genetics and evolution, B16 Adaptations, interdependence and competition	B10 – B14 End of Topic Test
Autumn Term 2	B17 Organising an ecosystem, B18 Biodiversity and ecosystems, C8 Rates and equilibrium, C9 Crude oil and fuels, C12 Chemical analysis	Biology Paper 1 Biology Paper 2 C8 – C9 End of Topic Test
Spring Term 1	B17 Organising an ecosystem, B18 Biodiversity and ecosystems, C8 Rates and equilibrium, C9 Crude oil and fuels, C12 Chemical analysis	Chemistry Paper 1 Chemistry Paper 2
Spring Term 2	P10 Forces and motion, P12 Wave properties, P13 Electromagnetic waves and P15 Electromagnetism	P8 – P9 End of Topic Test
Summer Term 1	Exam skill lessons, Biology Paper 1 Revision, Chemistry Paper 1 Revision and Physics Paper 1 Revision	Physics Paper 1 Physics Paper 2
Summer Term 2	Biology Paper 2 Revision, Chemistry Paper 2 Revision and Physics Paper 2 Revision	External GCSE Exams

<p>Homework</p>	<p>Homework is set once a week in Key Stage 4, this is in the form of 6-mark assessment questions, badger tasks, short answer exam questions and/or long answer exam questions, practical questions, experimental writeups, worksheets or AQA Kerboodle science questions.</p>
<p>Subject / Department Key Terms</p>	<p>Read, Decode, Plan and Answer (RDPA) Box, underline, knowledge and structure (BUKS) Write the equation, Identify the value, substitute, ensure you have units (WISE) When interpreting graphs, General trend, specific trend and example (GSE) Point, Evidence, Explain and Link (PEEL)</p>
<p>Recommended Reading / Viewing</p>	<p>Biology: A modern introduction by B S Beckett From Crude Oil to Fast Food by Ian Graham The Earth's Resources by Steve Parker Physics of the Impossible by Michio Kaku BBC Bitesize Youtube: Cognito Education, Kay Science & myGCSE Science Focus e learning Twig-World</p>
<p>How can technology help in this subject?</p>	<p>Technology can support students to visually see concepts in science and practical work. The viewing of recommended videos is highly encouraged after lessons and this will allow students to consolidate their learning.</p>
<p>Skills required to succeed in this subject...</p>	<p>Research Note taking/creation of flash cards/mind maps Practicing exam questions & using mark schemes to self-assess answers Practical skills in lessons (Required Practical Activities)</p>
<p>Vision for this subject...</p>	<p>Science lessons should stimulate curiosity, interest and enjoyment and encourage safe practice in line with health and safety regulation.</p>

Subject: Separate Science (Biology, Chemistry & Physics)		
Year group: 11		Exam Board: AQA
	Content	Department Assessment(s)
Autumn Term 1	B14 Variation and evolution, B15 Genetics and evolution, B16 Adaptations, interdependence and competition, C8 Rates and equilibrium, C9 Crude oil and fuels, C10 Organic reactions, C11 Polymers, C12 Chemical analysis and C13 The Earth's atmosphere	B12 – B14 End of Topic Test C8 – C9 End of Topic Test
Autumn Term 2	B17 Organising an ecosystem, B18 Biodiversity and ecosystems, C14 The Earth's resources, C15 Using our resources and P8 Forces in balance	B10 – B16 End of Topic Test C10 – C13 End of Topic Test C8 – C13 End of Topic Test
Spring Term 1	B10 The Human nervous system, B11 Hormonal coordination, B12 Homeostasis, B13 Reproduction, P9 Motion and P10 Forces and motion	B10 – B16 End of Topic Test Biology Paper 2 Chemistry Paper 2 P8 – P10 End of Topic Test
Spring Term 2	Biology Paper 1 Revision, P11 Force and pressure, P12 Wave properties, P13 Electromagnetic waves, P14 Light, P15 Electromagnetism	Biology Paper 1 P11 – P15 Assessment
Summer Term 1	Exam skill lessons, P16 Space, Biology Paper 1 Revision, Chemistry Paper 1 Revision and Physics Paper 1 Revision	Chemistry Paper 1 Physics Paper 1 Physics Paper 2
Summer Term 2	Biology Paper 2 Revision, Chemistry Paper 2 Revision and Physics Paper 2 Revision	External GCSE Exams

Homework	Homework is set once a week in Key Stage 4, this is in the form of 6-mark assessment questions, badger tasks, short answer exam questions and/or long answer exam questions, practical questions, experimental writeups, worksheets or AQA Kerboodle science questions.
Subject / Department Key Terms	<p>Read, Decode, Plan and Answer (RDPA) Box, underline, knowledge and structure (BUKS) Write the equation, Identify the value, substitute, ensure you have units (WISE) When interpreting graphs, General trend, specific trend and example (GSE) Point, Evidence, Explain and Link (PEEL)</p>
Recommended Reading / Viewing	<p>Biology: A modern introduction by B S Beckett "Seven Brief Lessons on Physics" by Carlo Rovelli From Crude Oil to Fast Food by Ian Graham The Earth's Resources by Steve Parker BBC Bitesize Youtube: Cognito Education, Kay Science & myGCSE Science Focus e learning Twig-World</p>
How can technology help in this subject?	Technology can support students to visually see concepts in science and practical work. The viewing of recommended videos is highly encouraged after lessons and this will allow students to consolidate their learning.
Skills required to succeed in this subject...	<p>Research Note taking/creation of flash cards/mind maps Practicing exam questions & using mark schemes to self-assess answers Practical skills in lessons (Required Practical Activities)</p>
Vision for this subject...	Science lessons should stimulate curiosity, interest and enjoyment and encourage safe practice in line with health and safety regulation.

Subject Spanish		
Year group: 11	Exam board:Edexcel Pearson	
	Content	Department Assessment(s)
Autumn Term 1	Identity and culture Typical foods in the Hispanophone world Festivals in the Hispanophone world Describing a special day Ordering in a restaurant Illness and injury	Mock GCSE November
Autumn Term 2	Future aspirations and work Jobs and Professions Earning money Work experience importance of learning languages Applying for a job Discussing gap years Plans for the future	
Spring Term 1	International and global dimension The Environment Healthy Lifestyles Global Issues & Community Action	
Spring Term 2	Major sporting events advantages and disadvantages Natural disasters Revision of previous modules	Mock GCSE exams March
Summer Term 1	Exam practice Oral exam practice Translation practice	
Homework	Vocabulary learning/ reading comprehensions/translations and extended writing exercises. Grammar reinforcement	

Subject / Department Key Terms	Classroom instructions in Spanish – Escuchar / Repetir / Leer / Escribir / Hablar Use of Target Language in the classroom
Recommended Reading / Viewing	Podcast Coffee Break Spanish Twitter Ingles al dia Spanish Films/series on Netflix
How can technology help in this subject?	Websites: www.linguascope.com www.languagesonline.or.uk www.memrize.com www.kahoot.com www.quizlet.com www.spanishdict.com
Skills required to succeed in this subject...	Students will use all four skills of Speaking Listening Reading Writing. Students will have to show autonomy in their learning of grammar and vocabulary outside the classroom. Student should watch Spanish films and series in Spanish
Vision for this subject...	To engender curiosity about another country and its culture. To develop listening, speaking and memorisation skills which can be transferred to other subjects. To develop student’s communication, organization skills as well as their intercultural awareness, through the use of cultural resources. To develop reading, including literary texts, in a different language. To help our students become independent learners while learning another language. To produce students who are confident in speaking and writing in Spanish and who can understand both spoken and written Spanish. Students should also have developed a knowledge of Hispanic culture

Subject: GCSE ART- Creative Textiles

Theme:- Natural Forms / Fantasy and Folklore / Terminal Exam

Year group: 11		Exam Board: AQA 40% Terminal exam 60% Portfolio
	Content	Department Assessment(s)
Autumn Term 1	Reviewing, refining and modifying the work of the previous two projects. Recording observations Analysing the work of other art, crafts and design people Experimenting with materials and processes Making connections in the work	Sketchbook work and final outcomes X2
Autumn Term 2	Students who are on track will undertake a satellite project Analysis and comparisons of practitioners that connect with work Recording observations Experimentation Devising and developing ideas	Sketchbook work and experiments
Spring Term 1	Exam paper is given to students Research Analysis of artists and responses to work Experimentation	Sketchbook work
Spring Term 2	Devising and developing ideas Refining and modifying	Sketchbook work
Summer Term 1	Planning	Exam Sketchbook X3
Summer Term 2	Students work on improving their portfolio work until moderation is complete	Student Portfolio work and terminal exam marking Sketchbooks and final outcomes

<p>Homework</p>	<p>Substantial pieces of Homework is set once a week in Key Stage 4, sometimes there will be two smaller pieces to complete such as preparing tasks, writing or research for the following lesson.</p> <p>It will be a task to prepare for a lesson or to develop and hone skills taught in class</p>
<p>Subject / Department Key Terms</p>	<p>Research, Connect, Analyse, Describe, Explore</p> <p>Experiment, Demonstrate, Develop, Connect</p> <p>Plan, Design, Refine, Modify, Explain</p> <p>Produce</p>
<p>Recommended Reading / Viewing</p>	<p>Understanding Art...Isms by Stephen Little</p> <p>Tate.org – Art gallery website</p> <p>V&A Museum</p> <p>William Morris gallery</p> <p>AQA Art and Design Student Handbook</p> <p>Use of the Kelmscott School Art Handbook</p>
<p>How can technology help in this subject?</p>	<p>Technology can support research and knowledge when looking at works of art as well as aid the production of art such as the use of Photo Shop, ,CAD and Laser cutter where appropriate. Students are at times encouraged to use their phones to take photos, and draw from images where they need to enlarge areas for drawing.</p>
<p>Personal Equipment needed to support home learning</p>	<p>2B pencil, an eraser, a sharpener, coloured pencils, paint set (water based), gel pens, glue, needle, thread, embroidery hoop</p>
<p>Skills required to succeed in this subject...</p>	<p>Creating and developing ideas</p> <p>Drawing Practice</p> <p>An interest in the Arts, popular culture and Film</p> <p>An interest in nature, current news and the world in general can inform ideas</p>
<p>Vision for this subject...</p>	<p>Students invest their time and energy to genuinely resolve questions, themes and problems in a creative and inquisitive manner. This should always be completed to the best of their ability.</p>

Subject: Urdu		
Year group: 11		Exam board: AQA
	Content	Department Assessment(s)
Autumn Term 1	Local, national, international, and global areas of interest Global issues The environment Social issues Charity/ voluntary work	Reading, writing, speaking
Autumn Term 2	Current and future study and employment Career choices and ambitions. Ideal job Working abroad	Mock examinations in Listening, Reading and Writing. Mock speaking exams including role play, picture description and general conversation. (December)
Spring Term 1	Travel and tourism (holidays) Weather/transport	Writing, listening and reading assessments. Mock speaking exams including role play, picture description and general conversation. (End of February- March)
Spring Term 2	Bringing the world together Olympics Revision	
Summer Term 1	Revision Exam paper practice	Final speaking examination (April) Listening, reading and writing final papers.
Homework	Year 11 are receiving weekly homework according to the school homework policy. Homework is based on learning vocabulary, past papers, translation, speaking practice, writing practice:90-120 words, reading and comprehension skills	
Subject / Department Key Terms	To work across the four key skills (speaking, reading, writing & listening) in lessons.	

<p>Recommended Reading / Viewing</p>	<p>Urdu online reading ebooks https://evirtualguru.com/e-books/ Urdu books class 1-12</p>
<p>How can technology help in this subject?</p>	<p>Urdu in UK Digital resources for GCSE Urdu teachers and students www.urduinuk.com Digital books and booklets Past papers Grammar booklets Translation booklet All topics resources according to AQA exam board</p>
<p>Skills required to succeed in this subject...</p>	<p>All students will develop four skills: reading, writing, speaking and listening. They will also expand their skills in learning vocabulary, translation and grammar techniques. Students are also encouraged to watch Urdu movies to develop their vocabulary and pronunciation.</p>
<p>Vision for this subject...</p>	<p>Students will be encouraged to learn four skills and apply the techniques in subject areas and daily life. Learning Urdu helps improve student’s cognitive abilities. The introduction of new grammatical rules, new vocabulary, new sentence structures and forming new words are good exercises for the brain. It increases their skills set. Globalization diminishes the boundaries among countries. In order to survive the new environment, it is important to improve their set of skills, to have a market edge and more job chances.</p>

Subject: Btec Workskills		
Year group: Year 10 - Year 11		Exam Board: Pearson BTEC Entry Level 3 Subsidiary Award
	Content	Department Assessment
Autumn Term 1	Unit 2 Completing A Job Application Form	Knowledge Relevant Skills and Interests Where to search for vacancies How to apply for job opportunities How to complete basic job application documents Skills Identifying own skills, interests and experience Searching and selecting a relevant job advertisement Presenting personal information and completing application documentation
Autumn Term 2	Unit 4 Taking Part in an interview	Knowledge Purpose of interviews Different types of interview Different formats and contents of interviews Interview planning Interview techniques Skills Planning and organisation Research Communications
Spring Term 1	Unit 5 Respecting Equality and Diversity	Knowledge Equality and diversity Understand the advantages of equality Understand the advantages of diversity Understand how to promote good practise Skills Research Self Reflection Communication

<p>Spring Term 2</p>	<p>Unit 8</p> <p>Know how Literacy skills are used in the workplace</p>	<p>Knowledge</p> <p>Literacy skills needed for the workplace Uses of literacy in the workplace Types of work related tasks Techniques to identify key information from text Strategies to find meaning of words Purpose of communication in formal and informal ways</p> <p>Skills</p> <p>Reading skills Writing skills Speaking and listening skills Communication skills</p>
	<p>Unit 9</p> <p>Know how Numeracy Skills are used in the workplace</p>	<p>Knowledge</p> <p>Basic work related numeracy skills The use of numeracy in the workplace Basic work related numeracy tasks How to check and share results</p> <p>Skills</p> <p>Communication and work with others Use mathematical functions Handle information and data</p>
<p>Summer Term 1</p>	<p>Unit 12</p> <p>Staying safe in the workplace</p>	<p>Knowledge</p> <p>Employee and employer responsibilities Potential work hazards Sources of support and information Reporting and recording workplace accidents Emergency procedures</p> <p>Skills</p> <p>Problem solving Taking action to minimise risks and hazards Communication</p>
	<p>Unit 13</p> <p>Exploring Teamwork in the workplace</p>	<p>Knowledge</p> <p>Team Working in the workplace Understand skills and behaviours needed for effective teamwork Understand key roles within a team Challenges in teamwork</p> <p>Skills</p> <p>Teamwork Interpersonal skills and communication</p>

<p>Summer Term 2</p>	<p>Unit 18 Taking part in Enterprise Activity</p>	<p>Knowledge</p> <p>Understanding 'enterprise' and people who have succeeded in that are Key skills and behaviours needed for the enterprise activities Planning and being part of an enterprise activity How to reflect on the enterprise activity</p> <p>Skills</p> <p>Interpersonal skills and communication Enterprise skills</p>
<p>Homework</p>	<p>All coursework and assessments are completed in class with teacher support and guidance. Research tasks may be conducted independently at home.</p>	
<p>Subject / Department KeyTerms</p>	<p>Skills and behaviour Job Vacancies Interests Job Roles Interview Purpose Diversity Equality Teamwork Understanding Skills and Behaviours Enterprise Communication</p>	
<p>Recommended Reading / Viewing</p>	<p>Edexcel, Btec Pearson Work based learning</p>	
<p>How can technology help in this subject?</p>	<p>Increased Confidence when using ICT</p>	
<p>Skills required to succeed in this subject...</p>	<p>Confidence when using ICT Listening Researching Independent work Literacy Numeracy</p>	
<p>Vision for this subject...</p>	<p>For all learners to be prepared for further education and employment</p>	