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| <b>ENGLISH</b>                               | <p>Students will begin the year by completing their spoken language GCSE assessment. Continuing the preparation they began at the end of Year ten, pupils will be presenting formally to their class and responding to questions in order to gain a Spoken Language grade alongside their English Language GCSE. Revision of the English Language exams will also be taking place.</p> <p>Following this, pupils will begin study of their final GCSE text 'A Christmas Carol', exploring character and the ways in which the text reflects its context; students will explore Dickens' intentions and purpose in writing this famous story. There will also be time set aside for revising key moments, themes and characters from 'An Inspector Calls' and 'Macbeth'. Pupils will hone their essay writing skills and refine their ability to write critically about a text.</p>  |
| <b>MATHEMATICS</b>                           | <p>In Year Eleven, we are working towards the Edexcel GCSE and students are working towards either the higher tier or the foundation tier. Students will regularly be working through past exam questions regularly to enable them to become familiar with the language of the examiners.</p> <p>Foundation pupils will be completing units of work with 3D shapes, including plans and elevations, then using compasses and protractors for constructions, loci and bearings. Following this, they will complete an algebra topic on quadratics, learning how to draw a quadratic graph, expand and factorise. They will also complete further work on perimeter, area and volume, fractions, indices and standard form.</p> <p>Higher tier pupils will be completing work on more complex trigonometry, then cumulative frequency, boxplots and histograms. They will then revisit quadratics, extending their knowledge to find turning points and solving quadratic equations and inequalities both algebraically and graphically. Following this, they will be introduced to circle theorems and more complex algebra work such as solving equations involving algebraic fractions, proof and functions.</p> |
| <b>SCIENCE</b>                               | <p><b>Biology:</b> This half term, students will be studying ecosystems. They will carry out a core practical measuring environmental change in the school field. This unit also looks at the water, nitrogen and carbon cycles and how biotic and abiotic factors affect the environment.</p> <p><b>Chemistry:</b> Students will complete their chapter on electrolysis and the reactivity and extraction of metals. They will then go on to study rates of reaction and energy changes that occur during chemical reactions.</p> <p><b>Physics:</b> This term students will further develop their knowledge of forces, looking at forces and matter and energy and forces. Students will then develop their knowledge of electricity, looking at how electricity is supplied and used in different circuits and about static electricity.</p>   |
| <b>PHYSICAL EDUCATION<br/>(all students)</b> | <p>Year Eleven will develop and apply their skills, knowledge of tactics and officiating in a variety of sporting activities. They will have the opportunity to choose some of the practical activities they participate in. Students will be encouraged to consider which activities they will participate in post-16 and look at the options open to them. Physical Education as method to maintain health and well-being will be an important focus for all Year Eleven students.</p>  |

## AUTUMN TERM 2021 - YEAR ELEVEN

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| <p><b>FRENCH</b></p>                          | <p>Year Eleven students will continue with Theme 3 of the GCSE French course: 'Current and future study and employment'. They will discuss general plans and hopes for the future, ideas about career paths and even have a go at applying for Saturday jobs in French! Grammatical concepts this term include articles, the conditional, comparatives and superlatives, the perfect infinitive, direct object pronouns and the subjunctive mood.</p>  |
| <p><b>RELIGION, PHILOSOPHY AND ETHICS</b></p> | <p>Throughout Year Eleven, students will carry out bite-sized investigations/mini-projects during their daily Act of Worship, which explore how different worldviews, both religious and non-religious, guide people in their lives. Students will consider big questions like 'What does it mean to be human?' and investigate case studies of social activism to discover why some people are driven by their beliefs in the search for peace and justice. Students will also explore their own views on a variety of moral and ethical dilemmas such as the ethics of driverless cars, the development of artificial intelligence, and the use of genetic engineering.</p>  |
| <p><b>LIFE SKILLS</b></p>                     | <p>The first topic, 'Health and Wellbeing', will focus on building skills for the future. Self-efficacy, stress management and future opportunities will encompass effective, independent revision strategies and techniques, developing perseverance and resilience, and balancing ambition with realistic expectations, setting students up for the challenging year ahead.</p> <p>During the second half term, within the statutory 'Relationships' topic, students will explore different types of families and changing family circumstance. This will include evaluating positive parenting qualities and appropriate behaviour in relationships. Fertility, pregnancy, birth and miscarriage will also be explored within this statutory relationships strand, including implications of unplanned pregnancies and how to seek support. The lessons covering managing loss, grief and bereavement will enable students to explore coping strategies and support available.</p> <p>Resources to support this term's topics include BBC Bitesize, Child Bereavement UK (<a href="https://www.childbereavementuk.org/">https://www.childbereavementuk.org/</a>), Young Minds (<a href="https://youngminds.org.uk/find-help/conditions/anxiety/">https://youngminds.org.uk/find-help/conditions/anxiety/</a>) and Student Minds (<a href="https://www.studentminds.org.uk/examstress.html">https://www.studentminds.org.uk/examstress.html</a>)</p> |
| <p><b>GEOGRAPHY</b></p>                       | <p>Having completed Paper 1 students will now revisit the Paper 2 content with a focus on Section B- the changing economic world. This topic will see students tackling contemporary issues such as uneven development from a UK and a global perspective. They will also complete an in-depth case study of Nigeria, a country that has a newly-emerging-economy, to critically evaluate the impact that development and globalisation is having on its industry, people and environment. They will then complete their GCSE course by studying Section C- resource management and take an in-depth look at food management.</p> <p>There will be a greater emphasis on extended writing and application of geographical skills and exam technique.</p>   |



## AUTUMN TERM 2021 - YEAR ELEVEN

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| <b>HISTORY</b>                  | <p>Pupils will review and revise (in-depth) the units of study that they will be examined on at the end of the year. We will begin with Health and the People c1000 – present day, followed by America 1840-1895 and finish with Conflict and Tension in Asia 1950-1975. There will continue to be a sharp focus on advanced source skills as well as the skills involved in successful extended writing.</p>  |
| <b>ART &amp; DESIGN</b>         | <p>The Art and Design GCSE is made up of two elements: portfolio work (coursework) and the final exam. The portfolio work will be created in Year 10 and the first term of Year Eleven during lesson time. It is therefore crucial that work is kept up to date as it accounts for 60% of their overall GCSE. Over the course of Year Eleven, students will be working on the transport project, taking them up to the end of the autumn term. Their exam is released on 2nd January. During the autumn term, students will study the work of the Italian Futurists and consider how they can be inspired by the theme of movement and speed within their work. They will compose designs leading in to a final piece which will be conducted in the half term before Christmas in exam conditions. During the autumn term, students will be completing their coursework for the transport project. They must ensure all coursework (Natural Forms and Transport) is completed this term, ready for the exam to begin in January. Their coursework will need to be handed in in January.</p> |
| <b>ENTERPRISE AND MARKETING</b> | <p>Students will be finishing their RO65 coursework with improvements in the first term to submit their coursework for January. Students will then be learning about branding as part of their RO66 content. For a full detailed breakdown of topics, please use the learning journey documents for each of the units which can be found at: <a href="https://www.goldington.beds.sch.uk/learning/curriculum-subjects/enterprise-and-marketing">https://www.goldington.beds.sch.uk/learning/curriculum-subjects/enterprise-and-marketing</a></p>   |
| <b>COMPUTER SCIENCE</b>         | <p>Students in Year Eleven will be developing the skills for their exam components. The areas of study will cover all of the computer science theory that is required for the written paper. These include algorithm design and problem solving, data representation, data storage, databases, hardware and software, networks and data transmission, programming, security, the internet and ethics. The next part of the curriculum will cover the content needed for component two; these are computer science theory, algorithm design and practical application. The final area covered this year will be programming in Python. Students will develop their problem solving skills, programming, software development, implementation, testing and evaluation (including a minimum of 20hrs).</p>  |
| <b>DANCE</b>                    | <p>The start of this term will focus on the students' practical performance exam; set phrases and trios and duets will be examined and graded. The choreography exam paper is released during this term, and work will begin on developing work, using the skills and attributes of the dancers. We will be exploring each question fully before starting our independent work towards this exam later in the year.</p>  |
| <b>DESIGN TECHNOLOGY</b>        | <p>Year Eleven students will officially commence their non-examined assessment, which is 50% of their final GCSE grade. Within the assessment, pupils will undertake independent research tasks, design generation, and development all focused from one of the three contextual challenges set by AQA with a focus on one client and target market.</p>   |

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| <b>DRAMA</b>                      | This term, pupils will complete their Component 1 non-examined assessment, which is worth 40% of their GCSE. Pupils will be expected to work in small groups (selected by the teacher) and respond to one of the exam board selected stimuli. Pupils will be expected to make a significant contribution to the response, creation and development of a piece of theatre, before finally performing under assessment conditions. As part on the NEA, pupils will also need to complete a portfolio of evidence and write an evaluation of their final performance.         |
| <b>HEALTH &amp; SOCIAL CARE</b>   | Year Eleven will start their formal coursework on RO23: Understanding body systems and disorders. Students will gain an understanding of how the body works and keeps us alive through the functions of the major organs and the interaction of the three body systems (cardiovascular, respiratory and digestive).  |
| <b>HOSPITALITY &amp; CATERING</b> | In Year Eleven, students will start to work towards completing the Non-Examined Assessment (NEA) for unit 2. The assessment is broken down into theory and practical sessions. All students will focus on ensuring all theory sections of their NEA are completed to the highest standard.   |
| <b>CREATIVE MEDIA</b>             | Pupils will understand the basics of interactive multimedia products for the creative and digital media sector. They will learn where and why both are 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 any of these products.  |
| <b>MUSIC</b>                      | During the first term of Year Eleven, we will be revisiting the four areas of study on which the exam is based; The Concerto through Time, Rhythms of the World, Film Music, and Conventions of Pop, through a range of listening activities. Alongside this, students will be working on composition techniques in preparation for their NEA as well as preparing for a solo performance.   |
| <b>PHYSICAL EDUCATION (GCSE)</b>  | Students will study the paper two requirements: engagement patterns of different social groups and commercialisation of physical activity and sport. They will also be assessed in a variety of sports which accounts for 30% of the final grade. Students will participate in a practice moderation which is as closely aligned to the practical moderation day that will take place in the spring/summer term.   |
| <b>SPANISH</b>                    | Year Eleven will begin the term revising a range of different tenses before moving onto the fifth module of their GCSE course. As part of this module, they will learn more about the geography of Spain, how to ask for and understand directions, how to talk and write about the places in their town and any problems there are, and to describe a visit in the past. They will then complete a speaking assessment before moving onto the sixth module of their GCSE course, which will include topics such as Spanish festivals, food and drink, and daily routines. |
| <b>SPORTS SCIENCE</b>             | Students will complete coursework for the unit of work 'The body's response to physical activity'.<br>Work for 'Applying principles of training' will be submitted for moderation.   |
| <b>SPORTS STUDIES</b>             | Students will be continuing their work on Unit RO53 Sports Leadership ready for submission in the November/January series.   |
| <b>TRAVEL &amp; TOURISM</b>       | In Year Eleven, students will investigate travel and tourism organisations, their aims and how they work together. They will explore types of travel and tourism and the features that make destinations appealing to visitors. Students will also 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.   |