



Year 11 Curriculum Handbook

2025-2026

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Welcome to Year 11

Dear Year 11 families,

We have produced this handbook to support you with the education of your Year 11 son/daughter whilst they undertake their final KS4 year here at Kingsthorpe College. We hope that you will use this information to support your child(ren) with their learning over this coming year.

We have worked hard to design an ambitious and engaging curriculum will result in good outcomes for our students in their summer results so that they can progress on to their chosen next steps. There are lots of opportunities for enrichment opportunities to further their studies as shown throughout this handbook.

If you have any queries, the best people to contact are either your child's teacher of the subject or their tutor in the first instance. We have also given you some key contacts for subject areas if you have any general questions.

We look forward to working with you over this academic year.

Yours sincerely,

Miss Helen Gilligan

Deputy Headteacher, Quality of Education

Year 11 Curriculum Overview

Students in Year 11 are completing their KS4 curriculum which results in their GCSE/Level 2 grades in August. They are in sets for English, Maths and Science, whilst all other subjects are taught mixed ability. Setting is far more stable in year 11, however changes may be made so that your child(ren) reaches their full potential in each subject. The number of hours given to each subject per fortnight and a key contact is shown in the table below:

Subject	Hours	Key contact
English	9 (double) 8 (triple)	Mrs Wright Hayley.Wright@kingsthorpecollege.org.uk
Maths	9 (double) 8 (triple)	Mr Rushton Matthew.rushton@kingsthorpecollege.org.uk
Science	9 (double) 12 (triple)	Mr Kent Robert.kent@kingsthorpecollege.org.uk
Core RE	1	Mrs Ackumey Mabel.ackumey@kingsthorpecollege.org.uk
Core PE	3 (double) 2 (triple)	Miss Newell Victoria.newell@kingsthorpecollege.org.uk
PSHE	2	Mrs Griffin Becky.griffin@kingsthorpecollege.org.uk
Electives	2	Mrs de-Wit Briony.de-wit@kingsthorpecollege.org.uk
Option subjects		
Geography	5	Mrs Sheriff Fiona.old@kingsthorpecollege.org.uk
History	5	Mrs Paice Gail.paice@kingsthorpecollege.org.uk
Ethics	5	Mrs Ackumey Mabel.ackumey@kingsthorpecollege.org.uk
French	5	Mrs Sherred Sarah.sherred@kingsthorpecollege.org.uk
German	5	Mrs Sherred Sarah.sherred@kingsthorpecollege.org.uk
IT	5	Mrs Landers Frances.Landers@kingsthorpecollege.org.uk
Visual Arts – Art, Textiles, 3D design, Photography	5	Mr Griffiths Peter.griffiths@kingsthorpecollege.org.uk
Performing Arts – dance, drama, music	5	Mrs Townsend Lucy.townsend@kingsthorpecollege.org.uk
OCR Cambridge Nationals in Sport Science	5	Miss Newell Victoria.newell@kingsthorpecollege.org.uk
Health and Social Care	5	Miss Newell Victoria.newell@kingsthorpecollege.org.uk
Business	5	Mrs Chukwudi Julie.chukwudi@kingsthorpecollege.org.uk
Sociology	5	Miss Rosen Amber.Rosen@kingsthorpecollege.org.uk

Year 11 Assessments

Following any assessments completed in Year 11 you will be sent a report which details the following information:

WAG [working at grade]	This is the grade the student is currently attaining in this subject. Please note that vocational subjects will not have a WAG.
PAG [predicted grade]	This is the grade the teacher currently predicts the student will attain by the end of the course.
ATL [attitude to learning]	This shows the student's current attitude to learning in this subject. Teachers will have taken into account behaviour, effort and homework completion.

Year 11 will sit one formal mock exam for all subjects in the hall; these will take place in the second term in November. Prior to this they will have in class assessments and later in the year they will sit a mock for the core subjects only (English, Maths and Science) in the halls, with other subjects sitting assessments in class.

Students in year 11 are invited to attend the revision weekend. This has previously been invaluable to students in making progress in their core subjects. As well as this weekend, we also have afterschool and holiday intervention sessions which will take place. You will be emailed information regarding all these sessions over the course of the academic year.

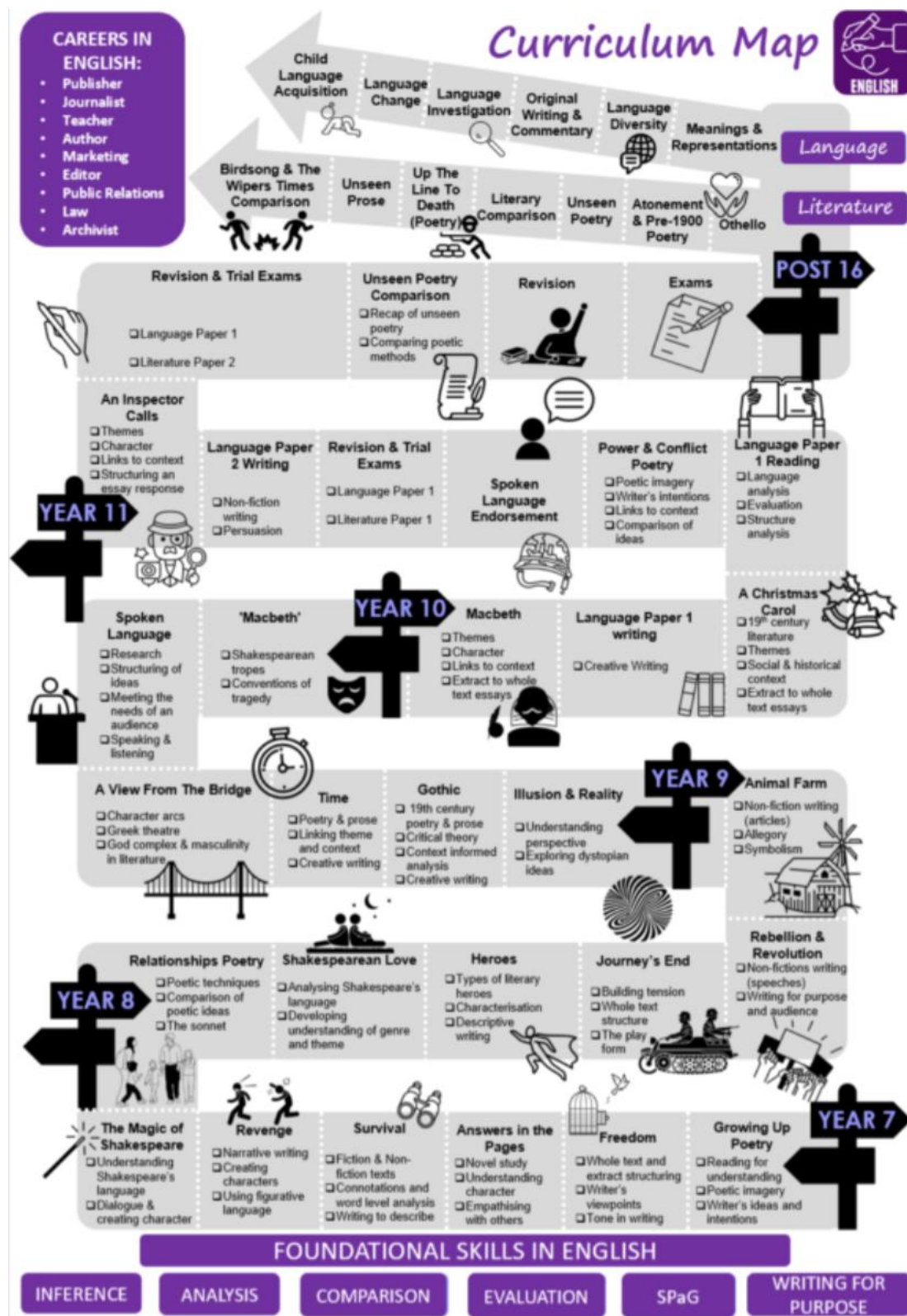
Key dates for Year 11 for the academic year 2024-25 are shown below. Please note that there is a contingency date given at the end of the timetabled exams; whilst it is rare, there is the possibility that an examination could be moved to this date. Therefore, no holidays should be booked before 24th June as a precaution.

Dates	Activity
17 th September	Preparing for the year head information evening
22 nd September – 3 rd October	Summative in class assessments completed across all subjects
12 th November	Year 11 report 1 shared with parents
19th November	6th Form Open Evening
24 th November – 5 th December	Year 11 Mock exams
7 th January 2025	Mock results event
7th January	Year 11 parents' evening
2 nd – 6 th March	English, Maths and Science mocks; all other subjects in class assessments
20th – 23rd March	Revision weekend
4 th May	Summer exams start
24 th June	Contingency day

Year 11 English

Subject Overview	<p>English Language</p> <p>GCSE English Language is a two-year course covering years 10 and 11, in which students follow either the AQA or EDUQAS English Language route. The exam board selected for each student will have already been communicated to students in Year 10. Students will develop the ability to communicate clearly, accurately and effectively when speaking and writing. They will also develop their ability to analyse, infer and present opinions effectively. We encourage students to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used.</p> <p>Students will cover a range of topics and texts from the 19th, 20th and 21st century time periods as well as focus on being able to write clearly, coherently and accurately using a range of vocabulary and sentence structures. Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher order reading and critical thinking skills that encourage genuine enquiry into different topics and themes.</p> <p>English Literature</p> <p>Our GCSE English Literature students are given the opportunity to immerse themselves in the world of Literature throughout the duration of their two-year study period. Students will explore and analyse different forms of prose, drama and poetry from various time periods and cultures. This course will be invigorating and inspiring.</p> <p>Students will study a Shakespeare play, a 19th century novel, modern drama and poetry. Texts are subject to change, but students currently study:</p> <ul style="list-style-type: none"> • Macbeth by William Shakespeare • A Christmas Carol by Charles Dickens • An Inspector Calls by J.B. Priestley <p>In preparation for the poetry element of the course students will study poems from a collection called Power and Conflict from AQA's Power and Conflict anthology as well as unseen poetry. All students follow the AQA English Literature route.</p>
Curriculum Content	
Unit 1	An Inspector Calls: Themes, characters, links to context and structuring an essay response.
Unit 2	Language Paper 1 Reading and Writing: Creative writing and fiction analysis.
Unit 3	Revision and Trial Exams: Language paper 1 and Literature paper 2.
Unit 4	Unseen Poetry Comparison: Recap of unseen poetry and comparing poetic methods.
	Revision
	Exams
Additional Information	
Assessments	<p>Students will all be assessed through external examinations at the end of the course sitting two papers. Throughout the course students will complete formative and summative assessments each term which will be assessed by their class teacher. These will allow staff to monitor the progress of students in line with exam board requirements.</p>

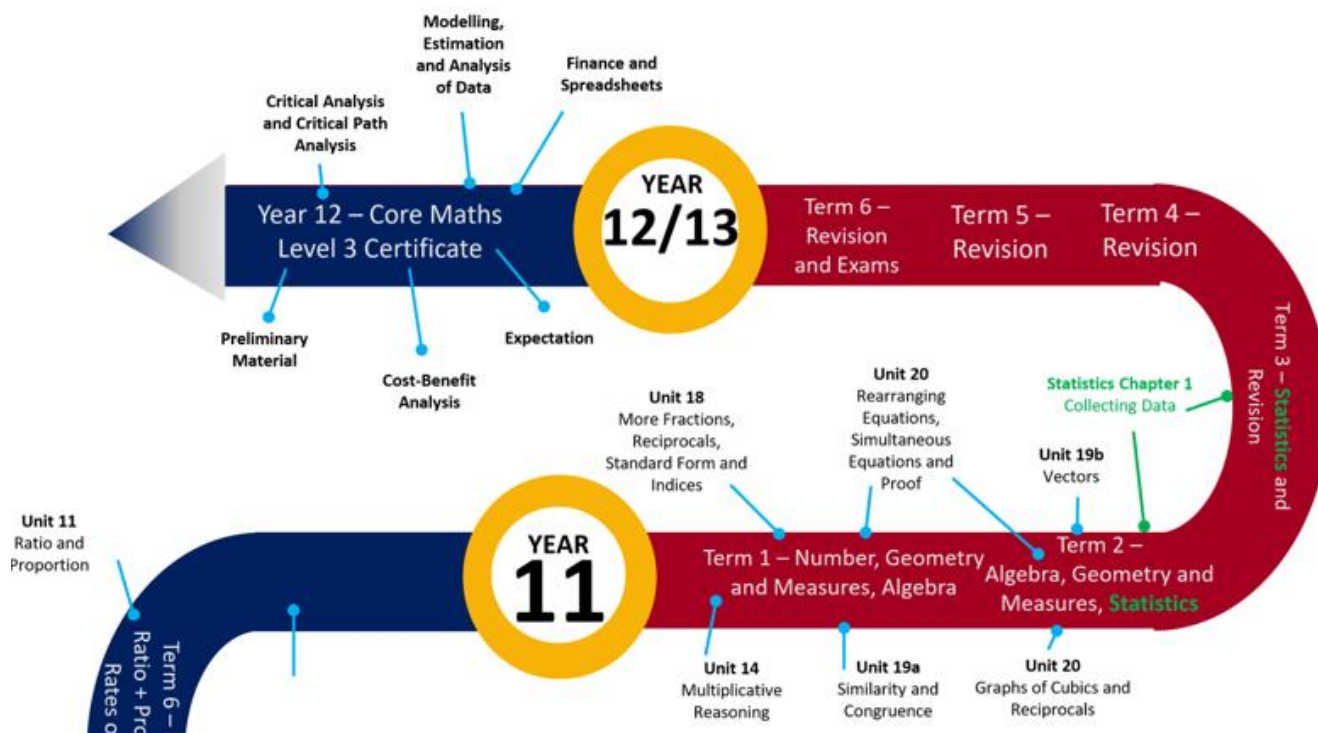
Homework	<p>Homework is set and marked regularly by class teachers and students are expected to stick to deadlines set for them. All students also receive spelling homework which is set and checked on a weekly basis.</p> <p>Students will be asked to read literature in advance of studying to prepare them for lessons and complete their own research to support creating their own opinions around the different texts; this will also include writing notes, summaries and practice exam responses. Students are expected to spend an hour a week working on Century Tech on English Language/Literature to improve against their own targets. It will aim to enable students to become responsible for their own revision and stretch their understanding further.</p>
Enrichment	<p>We offer many opportunities for students to develop their writing skills through entry to national writing and poetry competitions. In Year 11, we take students to see Poetry Live – an opportunity to hear poets from the anthology speak about their poems and where senior examiners from AQA deliver tips for answering the exam questions.</p>
Online resources	<p>An Inspector Calls: https://www.bbc.co.uk/bitesize/topics/zpr639q Responding to poetry: https://www.bbc.co.uk/bitesize/guides/zs4rg82/revision/1 English Language: https://www.bbc.co.uk/bitesize/subjects/zr9d7ty</p>
Extra reading	<p>Students are encouraged to read a range of fiction and non-fiction texts to broaden their own vocabulary. Age appropriate texts for Year 11 can be found here: https://schoolreadinglist.co.uk/reading-lists-for-ks4-school-pupils/suggested-reading-list-year-11-pupils-ks4-age-15-16/</p>



Year 11 Maths

Subject Overview	Teaching and learning is at the heart of everything we do in the maths team; we want to encourage risk taking and creativity in our students by being creative teachers. ICT is used
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	<p>to enhance teaching and learning and promote independent learning using online resources.</p> <p>The GCSE course incorporates all aspects of Mathematics: Number, Algebra, Measures, Shape and Space, Geometry, Statistics and Probability. It focuses on applying Mathematics in context, problem solving, reasoning and the functional elements of Mathematics, concentrating on the knowledge and applications that are most accessible and relevant. The course is a linear scheme. There is no coursework element to GCSE Maths.</p>
Curriculum Content	
Term 1	Number, Algebra, Geometry and Measures: Multiplicative Reasoning, More Fractions, Reciprocals, Standard Form and Indices, Similarity and Congruence, Rearranging Equations, Simultaneous Equations and Proof.
Term 2	Algebra, Geometry and Measures, Statistics: Vectors, Graphs of Cubics and Reciprocals, Rearranging Equations, Simultaneous Equations and Proof and Statistics Chapter 1 Collecting Data.
Term 3	Statistics and Revision: Statistics Chapter 1 Collecting Data.
	Revision
	Exams
Additional Information	
Assessments	<p>The course is assessed by taking 3 examinations of equal weighting at the end of Year 11. We follow the Edexcel GCSE Maths course for Higher and OCR GCSE course for Foundation levels. There is one non-calculator paper and two calculator allowed papers. Each worth 80 marks for Edexcel and 100 marks for OCR. Each are 1 hour 30 minutes long. Students are formally assessed regularly with topic tests and/or past papers. Maths grades awarded are numbered from 1 to 9.</p> <p>Students sit a trial examination in November and another one in March.</p>
Homework	<p>Homework is set regularly and students are given a roughly a week in which to complete it. It may take the form of a set of questions related to the topic being currently or previously studied; an online task set through the Sparx website or a set of past key stage questions. Books and homework are reviewed according to the College policy. Students will be guided and supported on how to improve if any misconceptions are uncovered.</p>
Enrichment	GCSE revision classes run all year afterschool. The AQA Further Maths qualification course is also taught after school on Mondays and Tuesdays.
Online resources	Sparx Maths, Maths Genie, Magma Maths
Extra reading	Past GCSE exam papers can be accessed via the Mathsgenie website.



Year 11 Combined Science

Subject Overview	<p>Combined Science students study AQA Trilogy Combined Science, which provides two GCSE grades.</p> <p>The specification breakdown can be found on the AQA website: https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/specification-at-a-glance</p> <p>There is now greater emphasis on the application of students' scientific knowledge and maths in science. Students are taught to apply mathematical reasoning to the scientific processes learned, and how these relate to the wider world. Students will be required to not only learn facts but also analyse and explain patterns and trends in scientific data. Combined Science students rotate between Biology, Chemistry and Physics and cover the content below.</p> <p>Topics / Modules to be covered:</p> <p>Biology:</p> <ul style="list-style-type: none"> • Biology 6 – Variation, Genetics and Evolution <p>Chemistry:</p> <ul style="list-style-type: none"> • Chemistry 6 – Carbon Chemistry and Analysis <p>Physics:</p> <ul style="list-style-type: none"> • Physics 5 - Forces • Physics 6 Waves • Physics 7 - Magnetism and Electromagnetism <p>Pupils also study a final "Sustainability" topic covering both Biology and Chemistry content.</p>
Curriculum Content	
Unit 1	Physics 5 - Forces
Unit 2	Chemistry 6 – Carbon Chemistry and Analysis
Unit 3	Biology 6 – Variation, Genetics and Evolution
Unit 4	Physics 6 - Waves
	Sustainability – Biology/Chemistry
Unit 5	Physics 7 - Electromagnetism
Additional Information	
Assessments	Pupils are assessed via "Summative Assessments", which test pupils recall and understanding of content over a longer period of time, and via "Formative Assessments", which are a chance for pupils to receive regular feedback on both their assessment and the quality of work produced in their exercise books.
Homework	<p>Homework is set centrally on Sparx Science. This is set every Wednesday morning and due in for the following Tuesday evening.</p> <p>For most pupils, this should take between 45 minutes and 1 hour 15 minutes and tests both their recall and understanding of content seen in lessons and in previous years of study.</p>
Enrichment	Teachers offer revision sessions throughout the week.
Online resources	https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/specification-at-a-glance

Year 11 Triple Science

Subject Overview	<p>Triple Science students study AQA Separate Sciences, which provides three GCSE grades – in Biology, Chemistry and Physics.</p> <p>The specification breakdowns can be found on the AQA website:</p> <p>https://www.aqa.org.uk/subjects/biology/gcse/biology-8461/specification/subject-content</p> <p>https://www.aqa.org.uk/subjects/chemistry/gcse/chemistry-8462/specification/subject-content</p> <p>https://www.aqa.org.uk/subjects/physics/gcse/physics-8463/specification/subject-content</p> <p>There is now greater emphasis on the application of students’ scientific knowledge and maths in science. Students are taught to apply mathematical reasoning to the scientific processes learned, and also how these relate to the wider world. Students will be required to not only learn facts, but also analyse and explain patterns and trends in scientific data.</p> <p>Triple Science students have separate teachers and timetabled lessons for each subject.</p> <p>Topics / Modules to be covered:</p> <p>Biology:</p> <ul style="list-style-type: none"> • Biology 6 – Variation, Genetics and Evolution • Sustainability <p>Chemistry:</p> <ul style="list-style-type: none"> • Chemistry 6 – Carbon Chemistry and Analysis • Sustainability <p>Physics:</p> <ul style="list-style-type: none"> • Physics 5 - Forces • Physics 6 Waves • Physics 7 - Magnetism and Electromagnetism • Physics 8 - Space
Curriculum Content	
Biology	Biology 6 – Variation, Genetics and Evolution → Sustainability
Chemistry	Chemistry 6 – Carbon Chemistry and Analysis → Sustainability
Physics	Physics 5 – Forces → Physics 6 - Waves → Physics 7 – Magnetism and Electromagnetism → Physics 8 - Space
Additional Information	
Assessments	Pupils are assessed via “Summative Assessments”, which test pupils recall and understanding of content over a longer period of time, and via “Formative

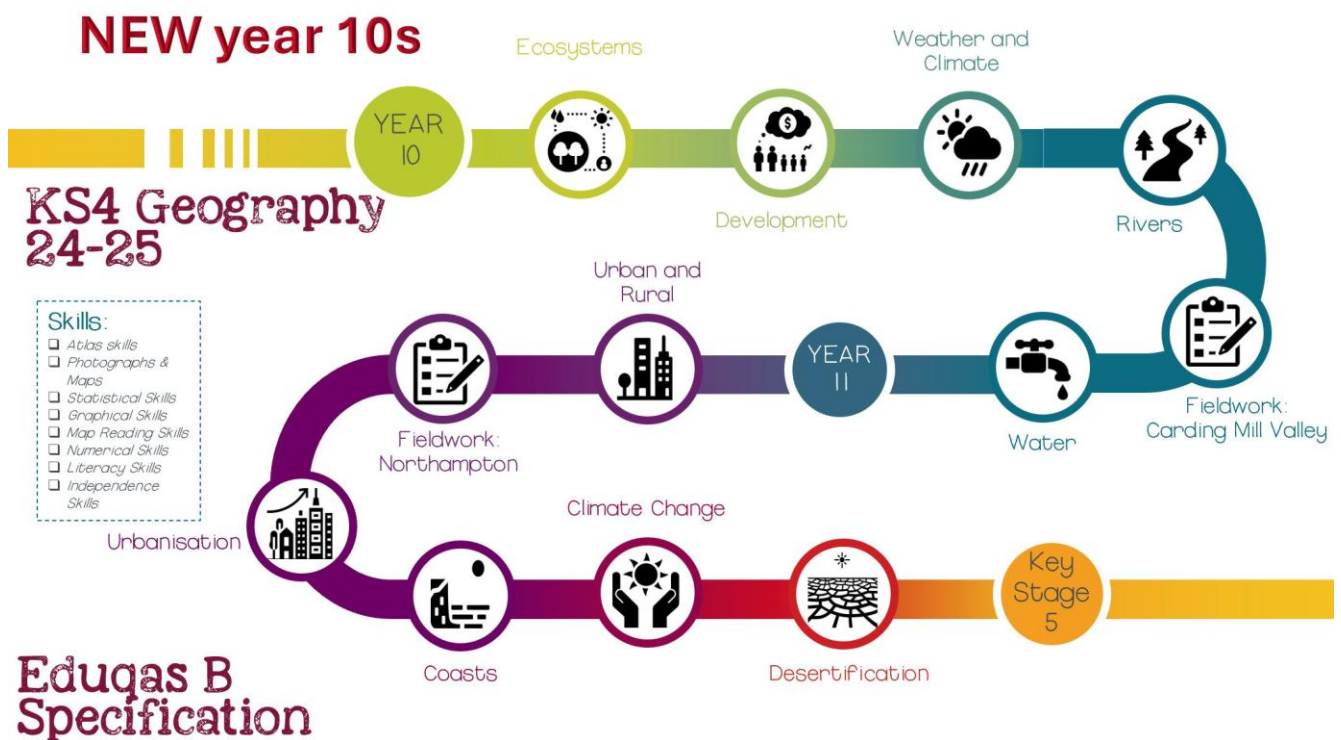
	Assessments”, which are a chance for pupils to receive regular feedback on both their assessment and the quality of work produced in their exercise books.
Homework	<p>Homework is set centrally on Sparx Science. This is set every Wednesday morning and due in for the following Tuesday evening.</p> <p>For most pupils, this should take between 60 and 90 minutes and tests both their recall and understanding of content seen in lessons and in previous years of study.</p> <p>For Triple Science students, Sparx is set once rather than separately for each Science.</p>
Enrichment	Teachers offer revision sessions throughout the week.
Online resources	<p>https://www.aqa.org.uk/subjects/biology/gcse/biology-8461/specification/subject-content</p> <p>https://www.aqa.org.uk/subjects/chemistry/gcse/chemistry-8462/specification/subject-content</p> <p>https://www.aqa.org.uk/subjects/physics/gcse/physics-8463/specification/subject-content</p>

Year 11 Geography

Subject Overview	<p>Geography is a flexible subject about the real world outside the classroom. It integrates many other subject areas such as Biology, Sociology, Economics, History, English, Maths, Physics, Chemistry and Information Technology. Geography assists the development of many job relevant skills and it is also a "living" subject happening everywhere, and a successful medium for investigating the past, present and future. Geography can lead to a wide and varied number of careers and broaden your understanding of the world, its environments and its peoples.</p> <p>At GCSE students follow the Eduqas B Specification. The course consists of the following units:</p> <p>Theme 1: Changing places, changing economies This unit covers: Development and globalisation, Urban and Rural Change and Urbanisation in contrasting global cities.</p> <p>Theme 2: Changing Environments This unit covers: Rivers, weather and climate, coasts and climate change.</p> <p>Theme 3: Environmental Challenges This unit covers: Ecosystems, water resources and desertification.</p> <p>Units covered in Year 11</p> <ul style="list-style-type: none"> • Development (2024) Urban and Rural (2025) • Fieldwork • Urbanisation in contrasting global cities
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	<ul style="list-style-type: none"> • Coasts • Climate change • Desertification
Curriculum Content	
Unit 1	<p>Development (2024) Building on their KS3 knowledge of development, students will study development in Malawi, India and the UK. They will use a critical lens to understand development indicators and why they cannot be used in isolation.</p> <p>Urban and Rural Change in the UK (2025) Students will study a range of locations around the UK such as Northampton, The Lake District and The Outer Hebrides. We will study the impacts of change on both rural and urban areas, including migration, deindustrialisation and the multiplier effect.</p>
Unit 2	<p>Fieldwork Students will complete a piece of human geography fieldwork. This will take place in Northampton. Back in the classroom students will practice their data presentation and evaluation techniques</p>
Unit 3	<p>Urbanisation Students will study two contrasting cities; London and Mumbai. We will look at the opportunities and challenges associated with urbanisation such as migration, job opportunities, traffic and housing. We will apply the concept of sustainability to this study.</p>
Unit 4	<p>Coasts Building on their knowledge of physical geography processes students will apply their understanding of processes to the coast, studying the UK coastline and the impacts of coastal change on Tuvalu. Students will study a range of new landforms including wavecut platforms and arches.</p>
Unit 5	<p>Climate Change Building on their knowledge of weather and climate, students will study climate change – including the impacts of climate change on Tuvalu and the UK. We will investigate how we know the climate is changing through the study of climate proxies as well as what we can do about climate change from a personal to international level.</p>
Unit 6	<p>Desertification Students will complete their GCSE study through the topic of desertification. This builds upon the knowledge learnt in the ecosystems unit in Year 10. We will use the Sahel region to centre this unit on, understanding the cause and effects of desertification.</p>
	Exams
Additional Information	
Assessments	<ul style="list-style-type: none"> • Paper 1: Investigating Geographical Issues (1 hour 45 minutes). • Paper 2: Problem Solving Geography (1 hour 30 minutes) • Paper 3: Applied fieldwork enquiry (1 hour 30 minutes) <p>Students will complete a full set of trial exams in Term 2 of Year 11.</p> <p>Students will complete an end of unit assessment for each unit completed, these will contain questions from the current unit and previous units. These assessments are marked out of 50 and a GCSE grade applied.</p> <p>Throughout the units students will complete past paper questions to build on their exam technique and feedback will be provided for these.</p>

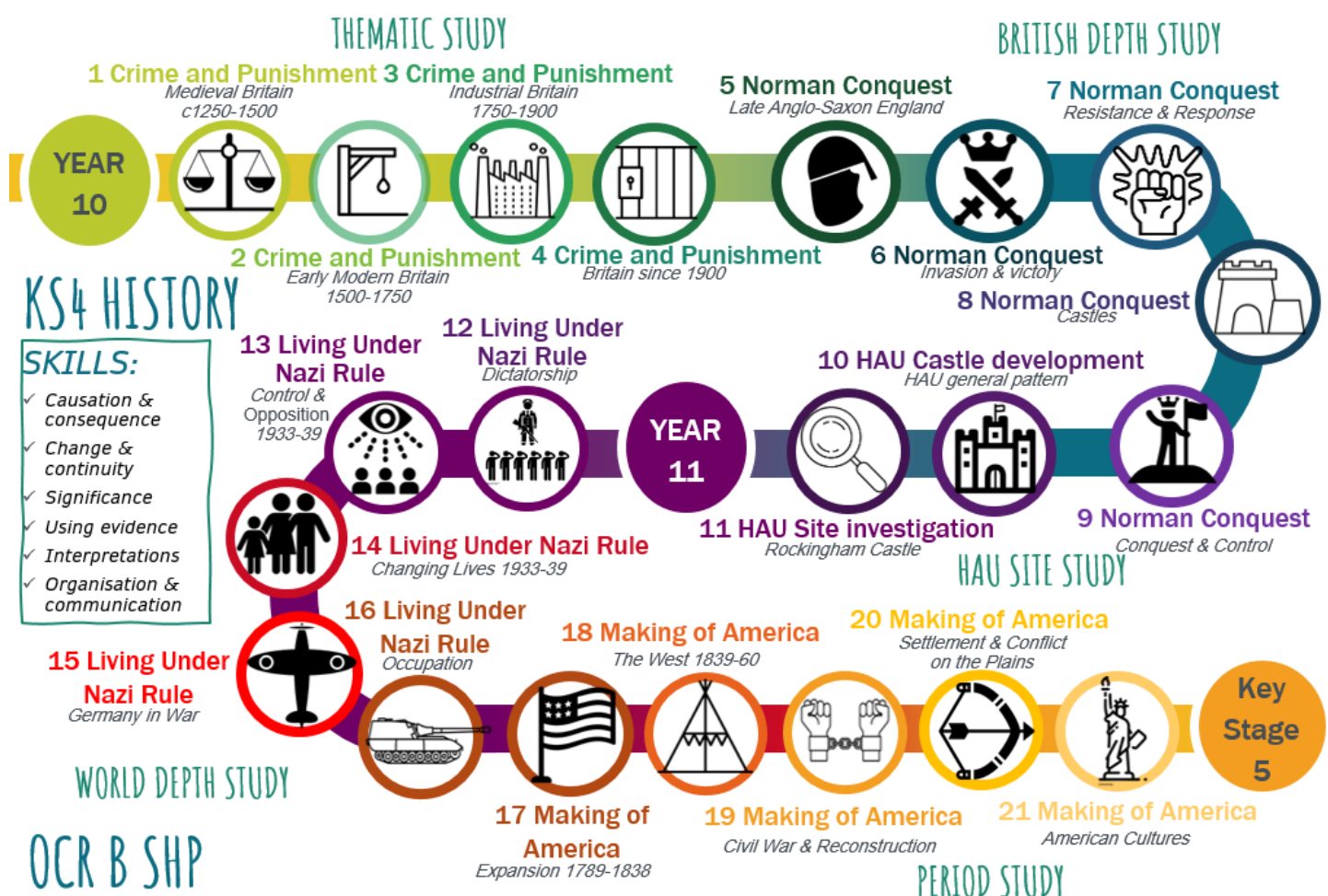
Homework	Homework is set twice a week and it is marked in agreement with the school's feedback policy. It will often involve completion of past exam questions and papers. In addition, throughout both years, but particularly in Year 11, students will be given specific revision tasks
Enrichment	Students are required to attend two field trips as an essential part of the course, in particular to their Component 3 exam. We organise a human geography and physical geography field work trip, which usually take place in the summer term of year 10. The trips are subject to change as the focus is set by the exam board every year, however, most recently we have visited Carding Mill Valley in Shropshire and Northampton Town Centre.
Online resources	Geography blended learning from Eduqas: https://resourcefilter.eduqas.co.uk/en/Geography/?tags=Blended+learning&level=KS4
Extra reading	Fred Pearce: When the Rivers Run Dry Tim Marshall: Prisoners of Geography Dharshini David: The Almighty Dollar Dipo Faloyin: Africa is Not a Country Greta Thunberg: The Climate Book



Year 11 History

Subject Overview	<p>History at GCSE will inspire students to deepen their understanding of the people, periods and events studied and enable them to think critically, weigh evidence, sift arguments, make informed decisions and develop perspective and judgement. This, in turn, will prepare them for a role as informed, thoughtful and active citizens. History is a broad subject that enables you to acquire the skills employers look for: the ability to assess, analyse, communicate, write reports and make presentations. History can lead to careers in areas such as law, journalism and education.</p> <p>If you choose to study History at KS4 we follow the OCR History B Schools History Project Full Course (J411)</p> <p>Topics / Modules to be covered:</p> <ol style="list-style-type: none"> 1. Crime and Punishment c.1250 to present (exam course – thematic study 20%) The first unit of the GCSE course allows students to explore a theme over time. This unit looks at attitudes to crime and punishment from the later Middle Ages to the present, including topics such as witchcraft, highway robbery, the death penalty, prisons and the police. 2. The Norman Conquest, 1065–1087 (exam course – British depth study 20%) This depth study should enable learners to understand the complexity of the Norman Conquest and the interplay of political, military, religious, economic, social and cultural forces in England between 1065 and 1087. Topics include the battles of Stamford Bridge and Hastings, William’s “Harrying of the North”, Norman castles and the Domesday Book. 3. Site investigation of Rockingham Castle (exam course – History Around Us 20%) This unit is a site investigation allowing students to examine evidence for themselves to draw conclusions about change and continuity over time and the usefulness and reliability of sources of evidence. 4. The Making of America, 1789-1900 (exam course – period study 20%) This period study follows the unfolding narrative of the making of America from the inauguration of the first president in 1789 to the end of the nineteenth century when the USA was set to become the world’s dominant power. Learners will need to understand how and why American territory expanded during these years and the relationship
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	<p>between this expansion and the cultures of indigenous Americans, African Americans and white Americans.</p> <p>5. Living Under Nazi Rule 1933 – 1945 (exam course – world depth study 20%) The final unit of the GCSE explores life inside the Third Reich for different groups of society and should enable learners to understand the impact of the Nazi dictatorship on people's lives both within Germany and across occupied Europe.</p>
Curriculum Content	
Unit 4	World Depth Study - Living Under Nazi Rule: Dictatorship, Control and Opposition, Changing lives, Germany in War and Occupation.
Unit 5	Period Study - Making of America: Expansion, The West, Civil War and Reconstruction, Settlement and Conflict on the Plains and American Cultures.
Units 1-5	Revision and exam practice
	Exams
Additional Information	
Assessments	<ul style="list-style-type: none"> British History Paper (Component Group 1 – 1 hour 45 minutes) 40% – assessing the Crime and Punishment and Norman Conquest units (taught in Y10) History Around Us (Component Group 2 – 1 hour) 20% - assessing the Rockingham Castle site study (taught in Y10) World History Paper (Component Group 3 – 1 hour 45 minutes) 40% - assessing the Making of America and Living Under Nazi Rule units (taught in Y11)
Homework	Homework at KS4 is set in line with the whole school policy. Parental co-operation is valued. We aim to set a range of tasks and can include reading, research, writing and revision. Homework is also a good opportunity for students to reflect on feedback comments made by their teachers and improve or re-attempt written work as necessary. Independent reading and lots of revision is also encouraged.
Enrichment	After school / lunchtime revision sessions weekly
Online resources	GCSE Pod https://members.gcsepod.com/login Documentaries on Netflix: Ken Burns' The West and Ken Burns' Civil War
Extra reading	<p>"A Village in the Third Reich" Julia Boyd</p> <p>"The Diary of Anne Frank"</p> <p>"Night" by Elie Wiesel</p> <p>"Reminiscences of my life in camp" by Susan King Taylor</p> <p>"Roughing" and "Gilded Age" by Mark Twain</p>



Year 11 Ethics

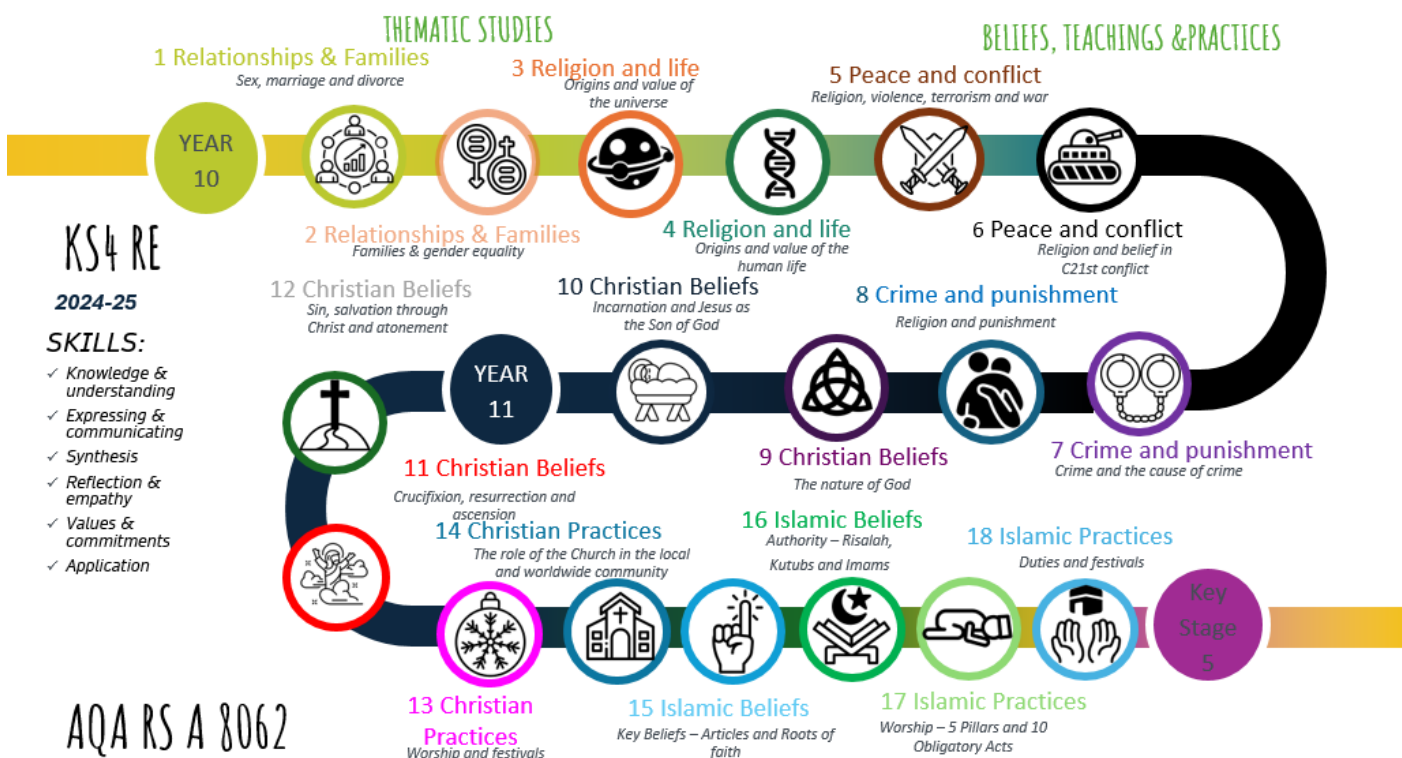
Subject Overview	
Curriculum Content	
Unit	
Unit	
Units	
Additional Information	
Assessments	
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Enrichment	
Online resources	
Extra reading	

Year 11 RE

Subject Overview	<p>At KS4, Religious Education is delivered as a short course GCSE in Philosophy and Ethics to all students for one lesson a fortnight.</p> <p>The full course GCSE is also offered to students as an option and is taught for six lessons a fortnight.</p> <p>Philosophy and Ethics enables students to:</p> <ul style="list-style-type: none"> • Adopt an enquiring, critical and reflective approach to the study of religion • Explore religions and beliefs, reflect on fundamental questions, engage with them intellectually and respond personally • Enhance their spiritual and moral development, and contribute to their health and well being • Enhance their personal, social and cultural development, their understanding of different cultures locally, nationally and in the wider world and to contribute to social and community cohesion • Develop their interest in and enthusiasm for the study of religion, and relate it to the wider world • Reflect on and develop their own values, opinions and attitudes in light of their learning. • Gain an understanding of the beliefs of Christianity and how they impact on cultural and social issues in the community and family. <p>Topics / Modules to be covered:</p> <p>Year 11 full course students will study four units as follows:</p> <p>Christianity: Beliefs and teachings</p> <ul style="list-style-type: none"> ○ The Nature of God ○ The Trinity ○ Biblical Creation ○ The Problem of Evil ○ Jesus Christ ○ The Incarnation, Crucifixion, Resurrection and Ascension ○ Salvation <p>Practices in Christianity</p> <ul style="list-style-type: none"> ○ Worship ○ Sacraments ○ Prayer ○ Pilgrimage and Celebrations ○ The Church in the Community ○ Mission ○ The Church in the World <p>Beliefs and Teachings of Islam</p> <ul style="list-style-type: none"> ○ Core Beliefs ○ Nature of Allah ○ Prophethood ○ Books ○ Angels ○ Life After Death <p>Practices in Islam</p> <ul style="list-style-type: none"> ○ Importance of Practices ○ Public Worship ○ Private Worship ○ Hajj ○ Zakah ○ Sawm ○ Festivals ○ Jihad
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Curriculum Content	
Unit 1	Christian Beliefs: Crucifixion, resurrection and ascension.
Unit 2	Christian Practices: The role of the Church in the local and worldwide community and Worship and festivals.
Unit 3	Islamic Beliefs: Key Beliefs – Articles and Roots of faith, Authority – Risalah, Kutubs and Imams.
Unit 4	Islamic Practices: Worship – 5 Pillars and 10 Obligatory Acts and Duties and festivals.
	Exams
Additional Information	
Assessments	GCSE Religious Education Key Exam Information Year 11 FULL COURSE
	Subject: Religious Studies Full Course
	Exam Board AQA
	Examination Details Paper 1 – 50% (96 marks) Paper 2 – 50% (96 marks)
	Controlled Assessment None
	Exam Paper Details Paper 1 – Christianity and Islam – Written Exam (1 hour 45 minutes) Paper 2 – Thematic Studies – Written Exam (1 hour 45 minutes)
	Key Topics Component 1: The study of Christianity and Islam: beliefs, teachings and practices. Component 2: Thematic studies. The choice of 4 philosophical and ethical themes out of 6. A. Relationship and families B. Religion and life D. Peace and conflict E. Crime and Punishment
	GCSE Religious Education Key Exam Information Year 11 SHORT COURSE
	Subject: Religious Studies
	Exam Board AQA
	Examination Details Paper 1 – 100%
	Controlled Assessment None
	Exam Paper Details Paper 1 – All 4 topics examined in 1 hour and 45 minutes
	Key Topics Christian Beliefs, Teachings and Practices Islamic Beliefs, Teachings and Practices Relationships and families Religion, peace and conflict
Homework	Homework is assigned twice a week and is marked in accordance with the school's feedback policy. It often includes completing past exam questions and papers. Additionally, throughout both years—especially in Year 11—students are given targeted revision and research tasks to reinforce their learning.
Enrichment	Weekly after school / lunchtime revision sessions.
Online resources	<ul style="list-style-type: none"> • GCSE Specification OCR • GCSE Specification AQA • BBC Bitesize: Christianity Revision

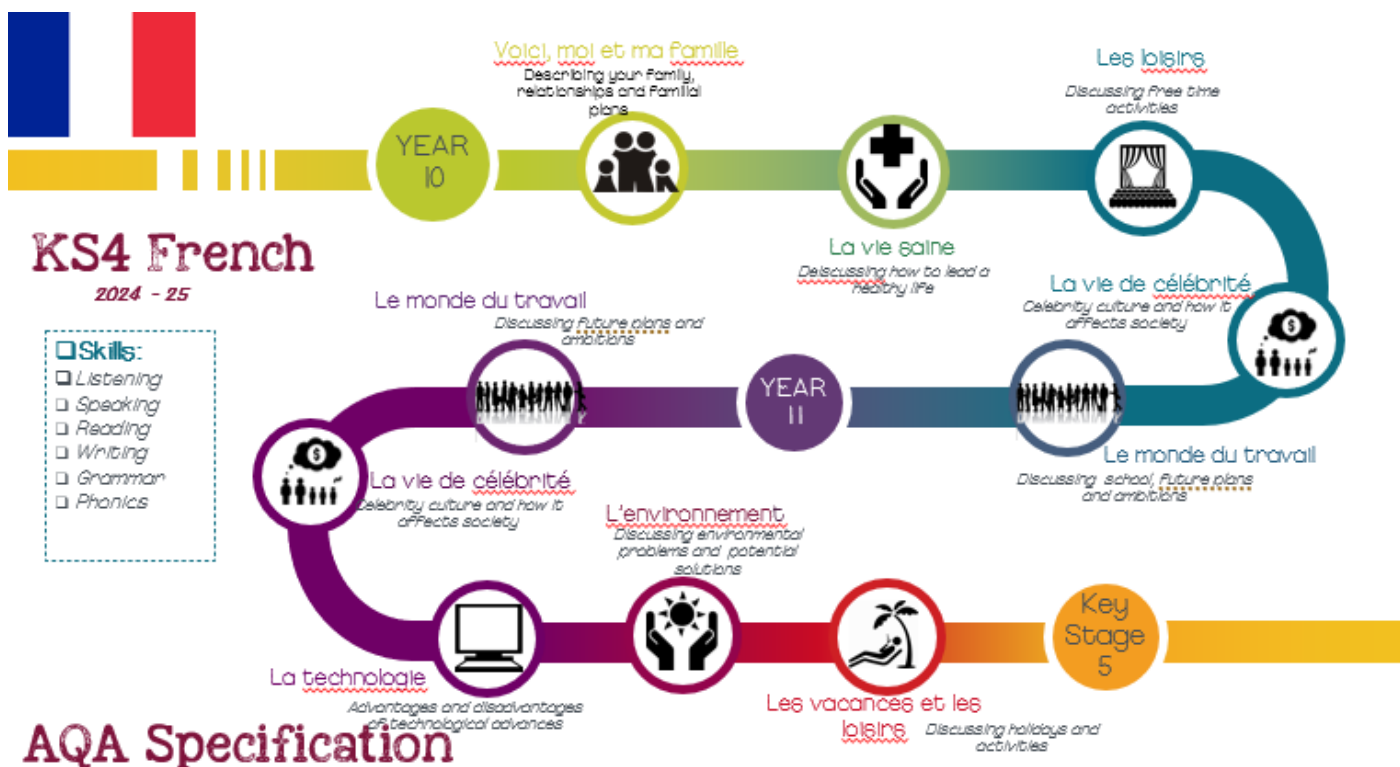
	<ul style="list-style-type: none"> • BBC Bitesize: Islam Revision • Seneca Learning • Quizlet: Christianity Revision • Quizlet: Islam Revision • GCSEPod: All Topics Revision
Extra reading	<ul style="list-style-type: none"> • A pocket guide to Ethical Issues: A resource for understanding ethical issues in religious studies. • "Christianity for Dummies" by R Wagner: A simplified introduction to Christianity. • "The Boy at the Back of the Class" by Onjali Q. Raúf: Explores themes of equality and religious identity. • "The Blind Watchmaker" by Richard Dawkins: Explores the existence of God. • "The Puzzle of God" by Peter Vardy: Explores the existence of God. • "The Problem of Pain" by C.S. Lewis: Explores the problem of suffering and God's existence. • "All-American Muslim Girl" by Nadine Jolie Courtney: Provides a perspective on Islam.



Year 11 French

Subject Overview	<p>At GCSE, students will learn to develop their knowledge of the language and culture across a range of settings. This may include study of the culture and communities other than in the European country where the language is spoken. Students will continue to develop the 4 language skills of listening, reading, speaking and writing, and will have 6 lessons across the two-week timetable.</p> <p>Topics / Modules to be covered: French: The world of work, celebrity culture, holidays & activities, the environment and technology.</p>
Curriculum Content	
Unit 1	Le monde du travail – Discussing different types of job and their advantages & disadvantages and your plans for the future.
Unit 2	La vie de célébrité - Talking about the rise in celebrity culture.
Unit 3	Les vacances et les loisirs: Discussing holiday destinations and activities as well as ideal holidays
Unit 4	L'environnement: Discussing environmental problems and potential solutions.
Unit 5	La technologie: Advantages and disadvantages of technological advances.
Additional Information	
Assessments	<p>Listening - Understanding and responding to different types of spoken language Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier) 40 marks (Foundation Tier), 50 marks (Higher Tier) 25% of GCSE</p> <p>Speaking - Communicating and interacting effectively in speech for a variety of purposes Non-exam assessment 7–9 minutes (Foundation Tier) + preparation time 10–12 minutes (Higher Tier) + preparation time 60 marks (for each of Foundation Tier and Higher Tier) 25% of GCSE</p> <p>Reading - Understanding and responding to different types of written language Reading exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier) 60 marks (for each of Foundation Tier and Higher Tier) 25% of GCSE</p> <p>Writing - Communicating effectively in writing for a variety of purposes Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier) 50 marks at Foundation Tier and 60 marks at Higher Tier 25% of GCSE</p>
Homework	Students will receive a variety of homework tasks over the course of the academic year which will include all 4 skill areas. As language learners students are often asked to practice speaking the foreign language as well as doing reading, listening and written tasks. Teachers will also set vocabulary learning as homework, as well as activities on Language Gym -

	Home (language-gym.com). Students should be receiving a minimum of 1 piece of homework per week.
Online resources	Language Gym - Home (language-gym.com) school account https://www.duolingo.com/ many students set up their own accounts



Year 11 German

Subject Overview	<p>At GCSE, students will learn to develop their knowledge of the language and culture across a range of settings. This may include study of the culture and communities other than in the European country where the language is spoken. Students will continue to develop the 4 language skills of listening, reading, speaking and writing, and will have 6 lessons across the two-week timetable.</p> <p>Topics / Modules to be covered: German: Holidays & activities, technology, the town, the environment and celebrity culture</p>
Curriculum Content	
Term 1	Die Ferien & Freizeitaktivitäten: Discussing holiday destinations and activities as well as ideal holidays
Term 2	Die Technologie: Advantages and disadvantages of technological advances.
Term 3	Die Stadt: Describing your hometown and where you live
Term 4	Die Umwelt: Discussing environmental problems and potential solutions.
Term 5	Promi-Kultur– Talking about the rise in celebrity culture.
Additional Information	
Assessments	<p>Listening - Understanding and responding to different types of spoken language Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier) 40 marks (Foundation Tier), 50 marks (Higher Tier) 25% of GCSE</p> <p>Speaking - Communicating and interacting effectively in speech for a variety of purposes Non-exam assessment 7–9 minutes (Foundation Tier) + preparation time 10–12 minutes (Higher Tier) + preparation time 60 marks (for each of Foundation Tier and Higher Tier) 25% of GCSE</p> <p>Reading - Understanding and responding to different types of written language Reading exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier) 60 marks (for each of Foundation Tier and Higher Tier) 25% of GCSE</p> <p>Writing - Communicating effectively in writing for a variety of purposes Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier) 50 marks at Foundation Tier and 60 marks at Higher Tier 25% of GCSE</p>
Homework	Students will receive a variety of homework tasks over the course of the academic year which will include all 4 skill areas. As language learners students are often asked to practice speaking the foreign language as well as doing reading, listening and written tasks. Teachers will also set vocabulary learning as homework, as well as activities on Language Gym - Home (language-gym.com). Students should be receiving a minimum of 1 piece of homework per week.
Online resources	Language Gym - Home (language-gym.com) school account https://www.duolingo.com/ many students set up their own accounts



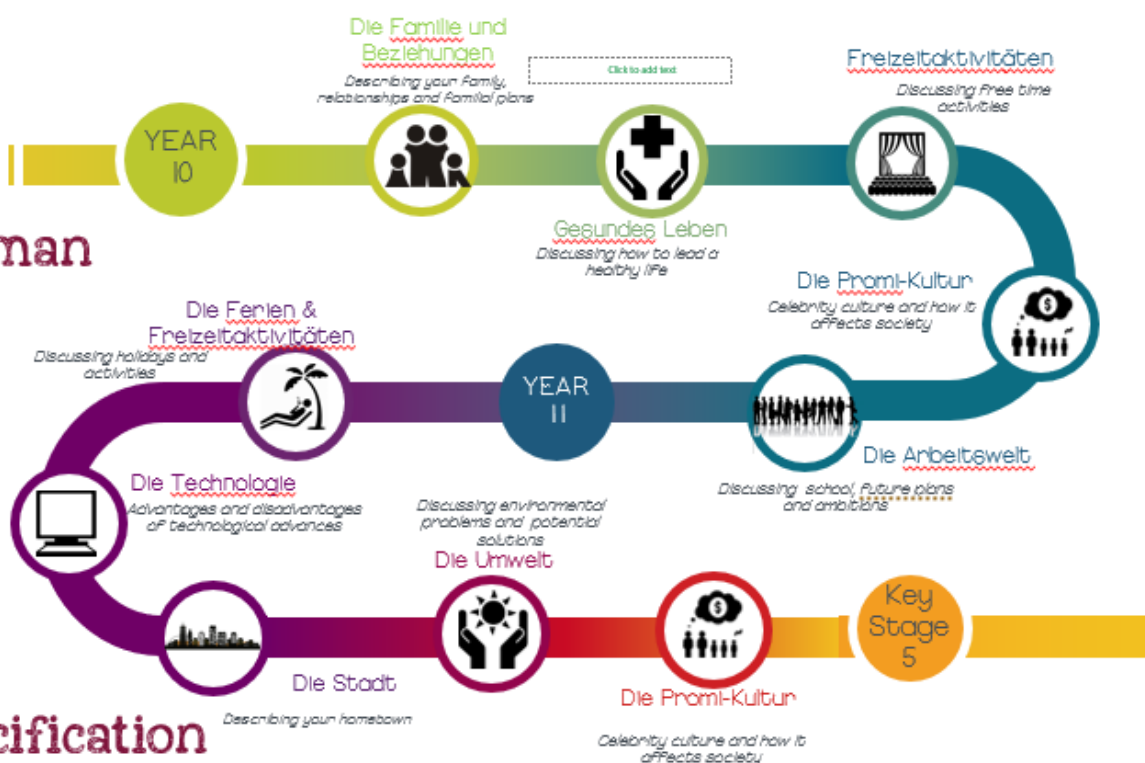
KS4 German

2025 - 26

Skills:

- ☐ Listening
- ☐ Speaking
- ☐ Reading
- ☐ Writing
- ☐ Grammar
- ☐ Phonics

AQA Specification



Year 11 Visual Arts

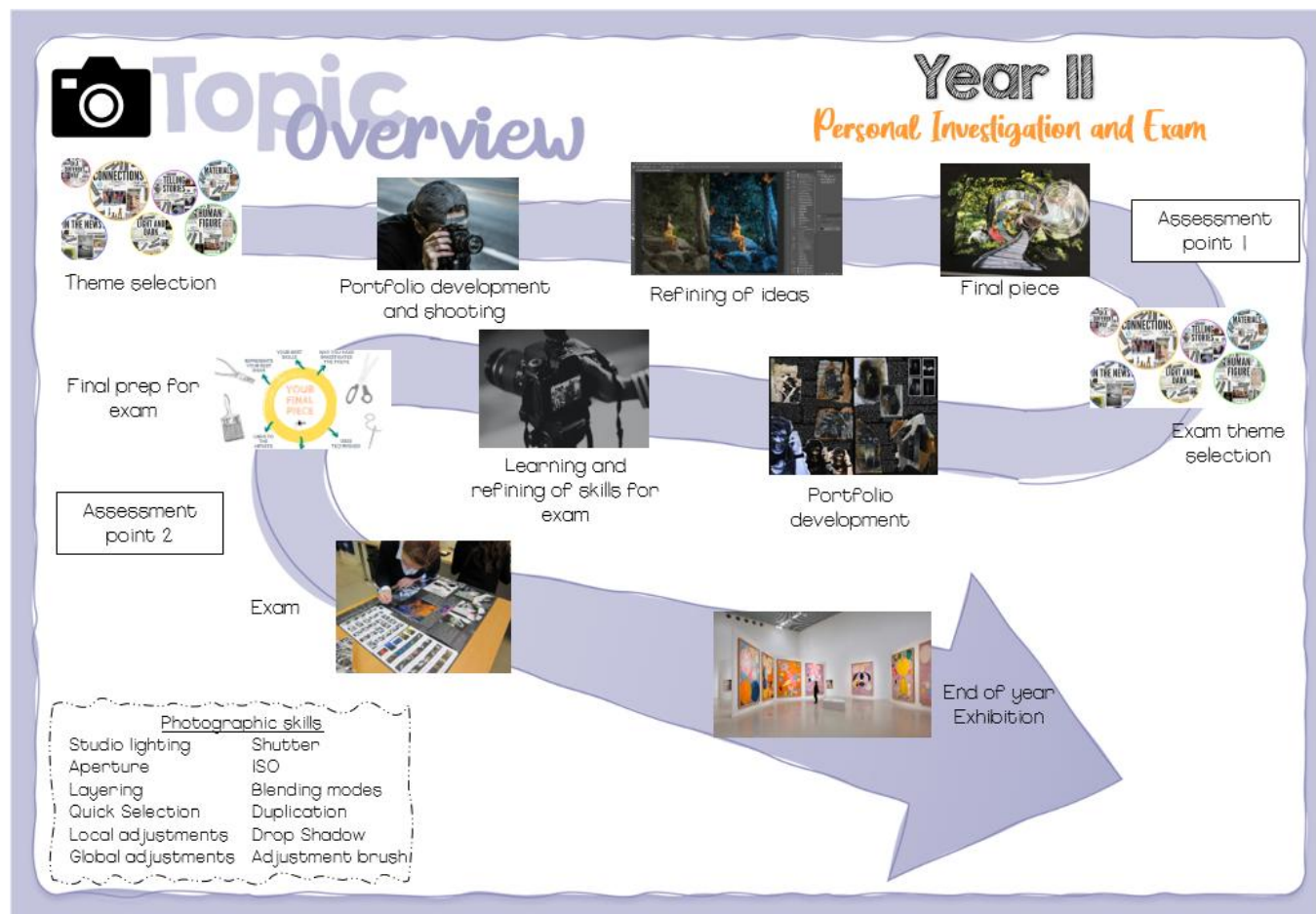
Subject Overview	<p>Fine Art</p> <p>This course will introduce students to a range of processes and techniques that take account of both traditional and new methods such as: painting, drawing using a wide range of media, printmaking, collage, mixed media. Students will also learn to research historical and contemporary creative practice, and to communicate ideas, feelings and images both visually and through words.</p> <p>This GCSE covers a range of creative activities through the duration of an extended coursework portfolio. Students will have the opportunity to experiment with different media in order to explore your strengths and preferences. The main aim of the course is to develop students visual language skills and for students to build a comprehensive portfolio of work to progress to further courses or employment.</p>
Curriculum Content	
Topic 1	Theme selection: Artist and contextual investigations
Topic 2	Development and experimentation of ideas including photography
Topic 3	Refinement of ideas- drawing from selected images and experimenting with media
Topic 4	Final outcome : students create a large scale final out come to conclude their course work portfolio
Assessment Point 1	
Topic 5	Exam project theme selection
Topic 6	Artist and contextual Investigations for exam project
Topic 7	Development and experimentation of ideas and processes for personal response
Topic 8	Refinement practice and prep for exam
	Exam
	End of Year exhibition
Assessment Point 2	
Additional Information	
Assessments	<p>Students will be expected to produce a coursework portfolio throughout the course. It is essential that students investigate the work of a variety of artists and can demonstrate (both in their planning and final pieces) how this and other research has informed their study. Coursework makes up 60% of the GCSE.</p> <p>Upon completion of the coursework portfolio, Students then prepare for the externally set task (exam). Students will have access to the exam paper prior to the exam to enable students to create their own response and preparatory work before students sit the 10-hour exam, split over 2 days. The externally set task makes up the other 40% of the GCSE.</p>
Homework	Homework is set regularly to support delivery of the individual project that is being studied at that time and is crucial to ensure students do not fall behind in meeting the GCSE criteria. It could be theory based to help develop knowledge and understanding of artists, designers and practitioners or a more practical challenge.
Enrichment	Students attend a session 6 once a week on a Monday or Tuesday. They have access to art room and equipment on selected lunch times to develop their portfolios.
Online resources	<p>You can find reels with exemplar portfolios and student guides on the VAF Instagram page.</p> <p>@vafkingsthorpecollege</p>
Extra reading	Lots of interesting articles and further information about a wide variety of traditional and contemporary artists can be found on the following sites:

	https://www.tate.org.uk/ https://www.npg.org.uk/
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Subject Overview	3D Ceramics This course will give students the opportunity to design and make their own original artworks out of clay. Students will develop an understanding of ceramics by researching artists and experimenting with materials. The course has a vocational focus, giving students the opportunity to apply their academic knowledge to everyday and work contexts. Students will develop their skill in modelling, coiling and slab building. Students will also learn to add surface finish to their work using materials such as glaze and oxides. Students will also complete work in traditional and new technologies such as photography and digital editing. A three-dimensional design course encourages you to think outside the box. If you prefer to make with your hands and sculpt with both form and shape, this is the ideal hands on course for you. Students will have the opportunity to experiment with different media in order to explore your strengths and preferences.
Curriculum Content	
Topic 1	Theme: Hi-Tec Buildings. Artist: Richard Rogers. Techniques: slab building and stamping
Topic 2	Theme: Growth. Artist: Karl Blossfeldt. Techniques: coiling and underglaze
Topic 3	Theme: Systems. Artist: Charles Sheeler. Techniques: Cylinder making and extruding.
	Assessment point 1
Topic 5	Exam theme selection
Topic 6	Portfolio development
Topic 7	Learning and refining of skills for exam
Topic 8	Final prep for exam
	Assessment Point 2
	Exam
	End of year Exhibition
Additional Information	
Assessments	Assessment takes place in year 11 and is made up of two separate components. The assessments take the form of real-life briefs that students use as a starting point for their own project. These assessments are completed in lesson with their teacher.
Homework	Homework is set regularly to support delivery of the individual project that is being studied at that time and is crucial to ensure students do not fall behind in meeting the GCSE criteria. It could be theory based to help develop knowledge and understanding of artists, designers and practitioners or a more practical challenge.
Enrichment	Trips arranged throughout year. Also, after school pottery sessions are offered on Tuesday and Thursday.
Online resources	The national magazine Ceramic Review website (www.ceramicreview.com) has images , articles and videos on contemporary ceramics.
Extra reading	BBC Bitesize has a guide on ceramics. www.bbc.co.uk/bitesize/guides/zphv46f/revision/1

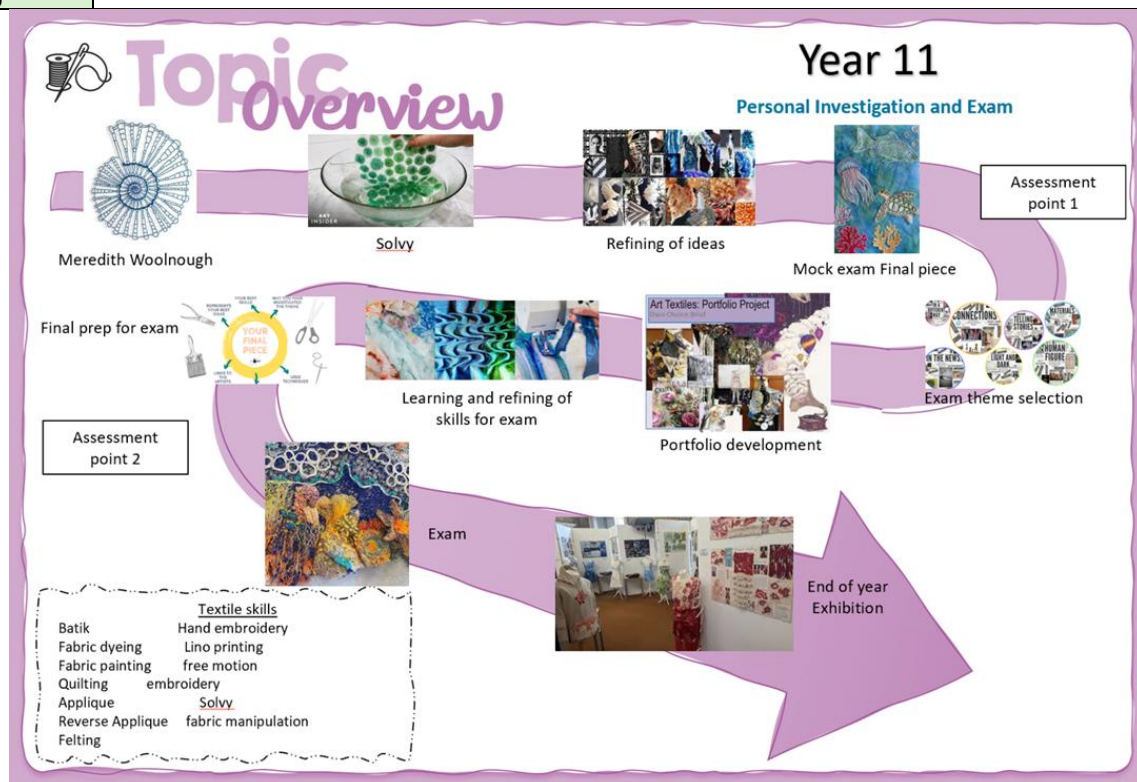
Subject Overview	<p>Photography</p> <p>The main aim of the course is to develop visual language skills and for students to build a comprehensive portfolio of work to progress to further courses or employment. Students will have the opportunity to experiment with different cameras, as well as editing software and possibly traditional darkroom methods.</p> <p>We want this course to be an inspiring and creative GCSE that will encourage students to consider a wide range of approaches to express a student's photographic sensitivity. The course covers a range of activities and in-depth assignments to support students in their individual creative photographic development. For this course, students should have a desire and ambition to develop their visual skills and understanding of the Photographic process. It would be beneficial to have some experience of using a digital camera and image editing software.</p>
Curriculum Content	
Topic 1	Theme Selection. Selection of a theme of students' choosing. This prepares them for selecting a given theme in exam. Looks at how to complete research on both the theme and photographers who fit.
Topic 2	Portfolio development and shooting. Once theme is introduced how to plan and shoot in that style. Shows how to work independently and arrange own shoots. This is needed as all students cannot shoot at the same time in lesson.
Topic 3	Refining of ideas. Experimentation of skills learned previously and how to implement them in work to create something unique.
Topic 4	Final Piece. More experience on how to end a portfolio. How to incorporate the skills of multiple photographers to create something unique. How to introduce and evaluate the final piece.
	Assessment Point 1
Topic 5	Exam theme selection. Themes released by exam board. Students then pick one and research relevant material and photographers. Then start to plan how they can shoot in the same style.
Topic 6	Portfolio development. Shooting in the style of selected photographer and presenting work in a coherent way.
Topic 7	Learning and refining of skills for exam. Skill development so that they are refined allowing students to confidently edit and present.
Topic 8	Final prep for exam. Last opportunity to get all images shot ready for exam. Need to also practice the skills needed for pupils to be able to work the whole exam. Planning needs to be sufficient with more emphasis being put on the presentation of work.
	Assessment Point 2
	Exam
	End of year Exhibition
Additional Information	
Assessments	<p>Practical outcomes supported by photographic investigations will be presented in a PowerPoint presentation. This documents and records the creative photographic journey from start to finish. This is known as the 'coursework portfolio'. Students are expected to select and present their best work as a single body of work. Coursework makes up 60% of the GCSE.</p> <p>Upon completion of the coursework portfolio, they then prepare for the externally set task (exam). Students will have access to the exam paper prior to the exam to enable them to create their own response and preparatory work before they sit the 10 hour exam, split over 2 days. The externally set tasks makes up the other 40% of the GCSE.</p>

Homework	An hour of work set each week then marked in line with the school's feedback policy. However, the majority consists of taking photos, editing and research. All of this can be added to portfolios and applies to all four learning objectives. Feedback in these instances is given when topic is marked.
Enrichment	Trips arranged throughout year. Also, after school photography sessions are offered on Thursday and Friday.
Online resources	Editing guides are provided for students so they can experiment with new techniques. Links to artist pages and
Extra reading	



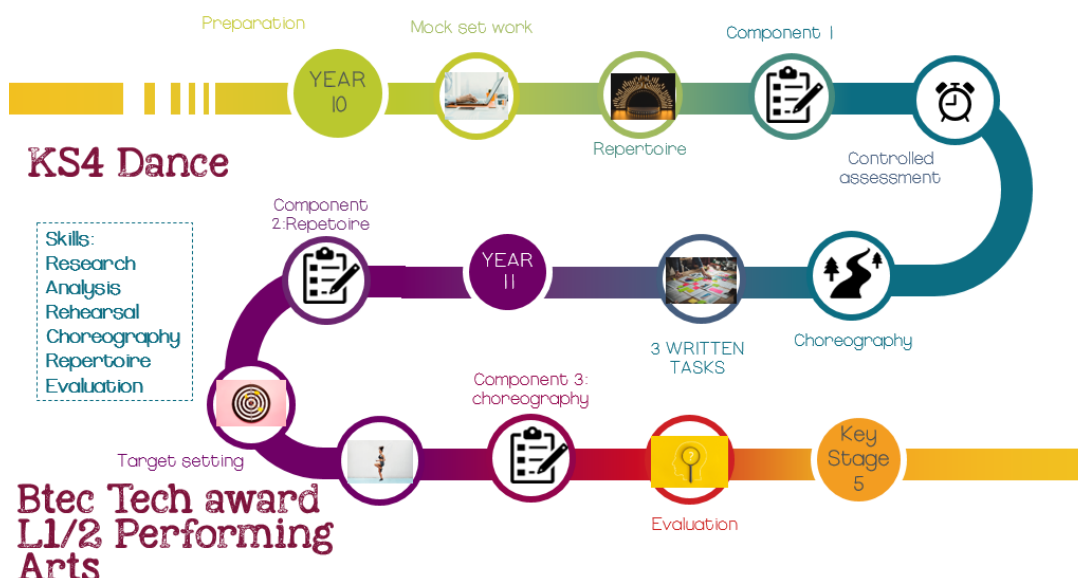
Subject Overview	<p>Textiles</p> <p>This course will introduce students to a range of processes and techniques in fabric design and manipulation, during the course students should develop skills in; Print making Fabric construction Fabric dying Surface design Drawing Embellishment Students will also learn to research historical and contemporary creative practice in art and fashion, and to communicate ideas, feelings and images both visually and through words.</p> <p>This GCSE covers a range of creative activities through the duration of an extended coursework portfolio. Students will have the opportunity to experiment with different media in order to explore strengths and preferences. The main aim of the course is to develop visual language skills and for students to build a comprehensive portfolio of work to progress to further courses or employment.</p>
Curriculum Content	

Unit 1	Solvay: Meredith Woolnough
Unit 2	Refinement and Mock Exam final piece
Unit 3	Exam theme selection and development of ideas
Unit 4	Final Exam
	End of year exhibition
Additional Information	
Assessments	<p>Students will be expected to produce a coursework portfolio throughout the course. It is essential that students investigate the work of a variety of artists and can demonstrate (both in their planning and final pieces) how this and other research has informed their study. Coursework makes up 60% of the GCSE.</p> <p>Upon completion of the coursework portfolio, students then prepare for the externally set task (exam). You will have access to the exam paper prior to the exam to enable you to create your own response and preparatory work before you sit the 10-hour exam, split over 2 days. The externally set task makes up the other 40% of the GCSE.</p>
Homework	An hour of work set every other week then marked in line with the school's feedback policy. Homework will mainly consist of completing outstanding coursework tasks to enable pace in lessons. Individual student feedback will be given for each topic and technique which is covered.
Enrichment	Trips arranged throughout year. Also, after school sessions are offered on Tuesday.
Online resources	
Extra reading	



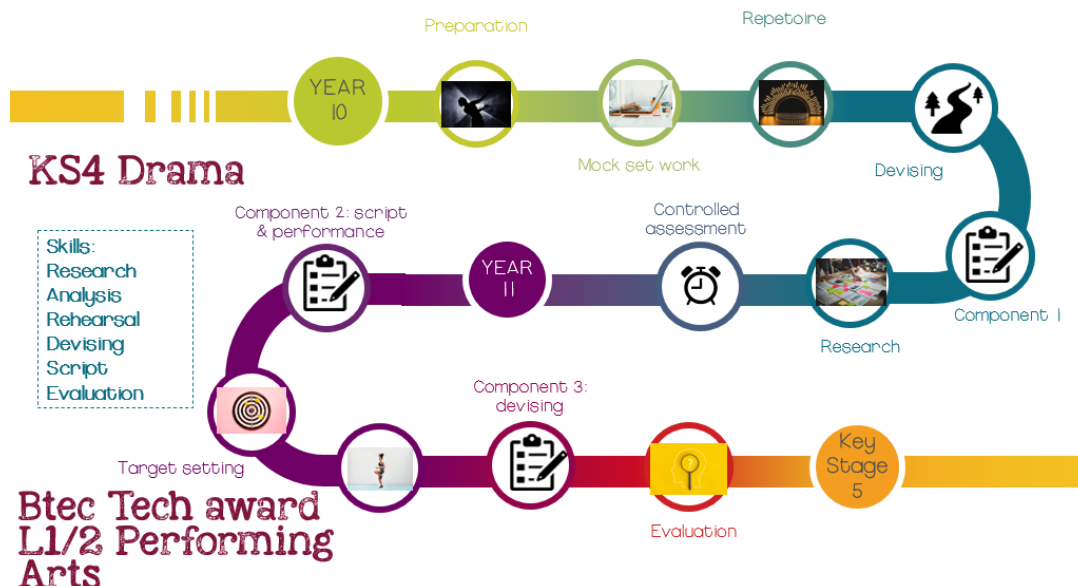
Year 11 Dance

Subject Overview	<p>The course will give students the opportunity to work in the studio and get hands-on experience of dancing in a number of different styles, choreographing, and developing performances for an audience. Students will also develop their understanding of the performing arts by examining practitioners' work and the processes used to create dance performance.</p> <p>Course Outline & content Performance skills Choreography and rehearsal practice Analysis of performance skills Target setting linked to areas for development Reflection and collaboration with others</p>
Curriculum Content	
Term 1&2	Component 2: Repertoire
Term 3&4	Component 3: Choreography
Additional Information	
Assessments	<p>A BTEC in Dance is very practical and designed to prepare you for working in this sector, so you will be given real-life scenarios to focus your work on which is mainly practical and internally assessed. There are also written elements in the form of journals and assignments.</p> <p>Component 1: Exploring the Performing Arts (completed in year 10) Component 2: Developing Skills and Techniques in the Performing Arts. Component 3: Performing to a Brief.</p>
Homework	Homework is set regularly to support delivery of the units being studied at that time and is crucial to ensure students do not fall behind in meeting the criteria. It could be theory based to help develop knowledge and understanding of practitioners or rehearsal based.
Enrichment	<p>The KC Performing Arts extra-curricular offer is extensive: Students can attend after school sessions in dance in all year groups. We also have an elite dance company, Defined, who compete in the national Udance competition. There is an annual dance showcase every March, and we also attend Move It in London. There are frequent trips in Performing Arts as well as professional visitors.</p>
Online resources	
Extra reading	



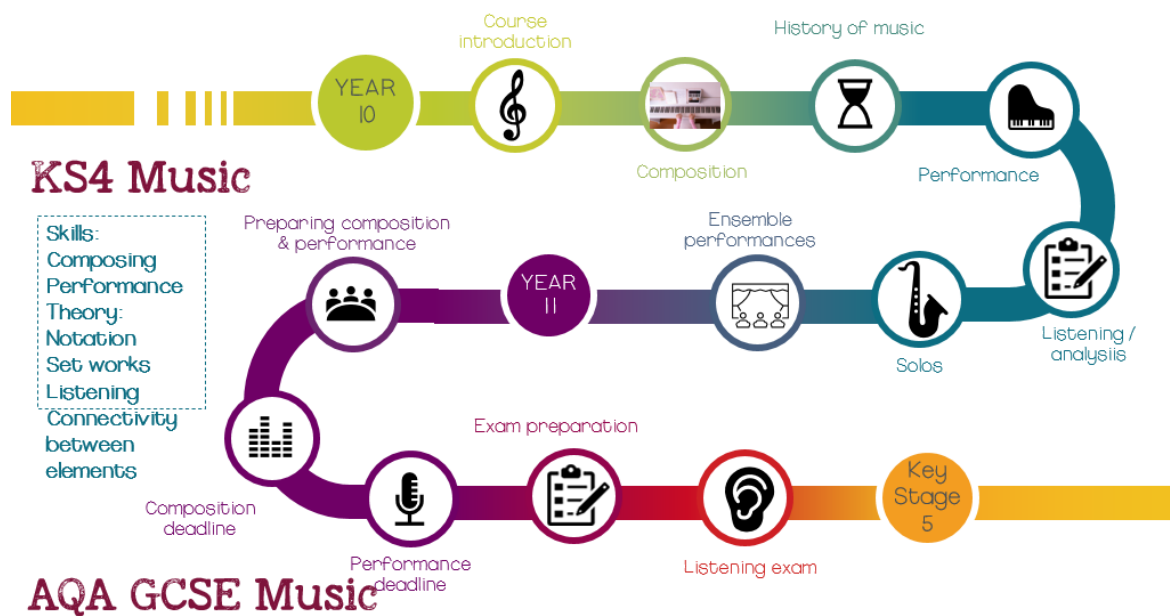
Year 11 Drama

Subject Overview	<p>Students will engage in a range of drama activities exploring a theme, topic or issue. This will enable students to deepen their understanding of the theme and come to appreciate how the dramatic medium can be used to communicate meaning.</p> <p>Students will develop skills in a range of areas including your vocal abilities, movement, role play, group work and interpretation. This course will also deepen knowledge of theatre practitioners and dramatic style. Finally, students will learn how to interpret authors' intentions by producing a published play.</p>
Curriculum Content	
Term 1&2	Component 2: Script and Performance
Term 3&4	Component 3: Devising
Additional Information	
Assessment	<p>Students will be assessed practically, and your work will be accompanied by written log books, online exams and presentations.</p> <p>Component 1: Exploring the Performing Arts (completed in year 10). Component 2: Developing Skills and Techniques in the Performing Arts. Component 3: Responding to a Brief.</p>
Homework	Homework is set regularly to support delivery of the units being studied at that time and is crucial to ensure students do not fall behind in meeting the criteria. It could be theory based to help develop knowledge and understanding of practitioners or rehearsal based.
Enrichment	<p>The KC Performing Arts extra-curricular offer is extensive:</p> <p>Actors focus on the whole school production in the autumn term, before the return of Drama club from January. Our elite actors compete in National Theatre Connections.</p> <p>There are frequent trips in Performing Arts as well as professional visitors.</p>
Online resources	
Extra reading	



Year 11 Music

Subject Overview	All students will develop their key skills as performers, both solo and in small ensembles. The underpinning skills of theory and composition will be further developed, along with aural skills. Students will also learn about the history of western classical music and other genres. This course combines practical performance with the essential skills of theory and composition, along with the skill of listening and responding to music.
Curriculum Content	
Topic 1	Composition
Topic 2	Performance
Topic 3	Written / listening / theory exam
Additional Information	
Assessments	<ul style="list-style-type: none"> Listening and contextual understanding – Written examination (1 hour 30 minutes) – 40% of the total examination marks. Performing, both solo and ensemble – internally assessed and externally moderated – 30% of the total examination marks. Composing – one composition to a set brief, one free choice composition, to last a minimum of 3 minutes in total – 30% of the total examination marks.
Homework	Homework is set regularly to support delivery of the units being studied at that time and is crucial to ensure students do not fall behind in meeting the criteria. It could be theory based to help develop knowledge and understanding of practitioners or rehearsal based.
Enrichment	Musicians can attend, orchestra, choir and we have peripatetic lessons in Brass, Strings, Singing, Piano, Drums, Guitar and Woodwind.
Online resources	
Extra reading	



Year 11 Core PE

Subject Overview	<p>At Kingsthorpe College, the KS4 PE curriculum aims to develop students' physical, social, emotional and cognitive well-being through engaging physical activities.</p> <p>Physically, the curriculum aims to improve fundamental movement skills, physical competence, and fitness levels.</p> <p>Socially - there are opportunities for students to foster teamwork, communication, cooperation, and respect for others through physical activity.</p> <p>Emotionally, the activities help in building self-confidence, resilience, and positive attitudes towards physical challenges and competition.</p> <p>Cognitively - students should develop an understanding of tactics, strategies, rules, and the importance of healthy lifestyles.</p> <p>KS4 PE is about exploring different roles with sport and physical activity.</p> <p>Our aim is to provide pupils with the opportunity to participate in a range of activities to inspire them to continue to be involved in some sporting activity outside of school.</p>
Curriculum Content	
Term 1-6	<p>PE in Key Stage 4 follows a similar structure to KS3, but pupils have the opportunity to broaden the range of activities covered. Activities include; fitness, basketball, badminton, football, OAA, netball, target games, dodgeball, rounders, softball, longball, tennis and trampolining. The focus is on applying skills, techniques and tactics learnt during KS3 to the range of activities. Pupils can take on different roles during lessons, including performing, officiating and scoring.</p>
Additional Information	
Assessment	<p>Pupils will take part in a range of physical activities across the range and content of the National Curriculum.</p> <p>Pupils' attitude to learning will be regularly assessed throughout the year.</p>
Enrichment	<p>All pupils will be actively encouraged to take part in recreational activities and competitive sports after-school through extra-curricular clubs and/or through community links. We offer a range of extra-curricular sports clubs and regularly participate in a number of competitions at both district, county and national level, across a range of sports. The extra-curricular programme is continually being developed and refined to ensure that all pupils are provided with the opportunity to participate in a range of activities.</p>

Year 11 PSHE

Subject Overview	<p>Education that prepares for life today, and tomorrow. What we teach in the classroom will help our pupils foster lifelong aspirations, goals and values. PSHE education isn't just another school subject. It's a chance to give every child and young person an equal opportunity to develop the skills and knowledge they need to thrive now and in the future. This includes helping them to deal with critical issues they face every day such as friendships, emotional wellbeing and change and giving them a solid foundation for whatever challenging opportunities lie ahead, so they can face a world full of uncertainty with hope. From making informed decisions about alcohol to succeeding in their first job, PSHE education helps pupils prepare for all the opportunities, challenges, life decisions and responsibilities they'll face. This in turn achieves a 'virtuous circle', whereby pupils with better health and wellbeing can achieve better academically and enjoy greater success.</p>
Curriculum Content	
Term 1	<p>Health and Wellbeing – Building for the Future:</p> <ul style="list-style-type: none"> • How to manage the judgement of others and challenge stereotyping • How to balance ambition and unrealistic expectations • How to develop self-efficacy, including motivation, perseverance and resilience • How to maintain a healthy self-concept • About the nature, causes and effects of stress • Stress management strategies, including maintaining healthy sleep habits • About positive and safe ways to create content online and the opportunities this offers • How to balance time online
Term 2	<p>Living in the Wider World – Next Steps:</p> <ul style="list-style-type: none"> • How to use feedback constructively when planning for the future • How to set and achieve SMART targets • Effective revision techniques and strategies • About options post-16 and career pathways • About application processes, including writing CVs, personal statements and interview technique • How to maximise employability, including managing online presence and taking opportunities to broaden experience • About rights, responsibilities and challenges in relation to working part time whilst studying • How to manage work/life balance
Term 3	<p>Relationships – Communication in Relationships:</p> <ul style="list-style-type: none"> • About core values and emotions • About gender identity, gender expression and sexual orientation • How to communicate assertively • How to communicate wants and needs • How to handle unwanted attention, including online • How to challenge harassment and stalking, including online • About various forms of relationship abuse • About unhealthy, exploitative and abusive relationships • How to access support in abusive relationships and how to overcome challenges in seeking support
Term 4	<p>Health and Wellbeing - Health and Independence:</p> <ul style="list-style-type: none"> • How to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads)

	<ul style="list-style-type: none"> • How to assess emergency and non-emergency situations and contact appropriate services • About the links between lifestyle and some cancers • About the importance of screening and how to perform self examination • About vaccinations and immunisations • About registering with and accessing doctors, sexual health clinics, opticians and other health services • How to manage influences and risks relating to cosmetic and aesthetic body alterations • About blood, organ and stem cell donation
Term 5	Relationships – Families: <ul style="list-style-type: none"> • About different types of families and changing family structures • How to evaluate readiness for parenthood and positive parenting qualities • About fertility, including how it varies and changes • About pregnancy, birth and miscarriage • About unplanned pregnancy options, including abortion • About adoption and fostering • How to manage change, loss, grief and bereavement • About ‘honour based’ violence and forced marriage and how to safely access support
Additional Information	
Homework	Research from some elements for discussion. Look at websites / networks for support.
Enrichment	SMSC, building cultural capital, links to debate elective group, links to British Values, Protected Characteristics, links to What’s in the News? In form time & assembly themes, various academic opportunities/trips offered.
Online resources	PSHE Association
Extra reading	https://pshe-association.org.uk/

PSHE Curriculum Map



Next Steps

Application processes, and skills for further education, setting SMART targets, revision techniques and strategies, post 16 options, CV, personal statement and interview technique, employment and career progression.

Communication in Relationships

Personal values, gender identity, sexual orientation, assertive communication (including in relation to contraception, consent and sexual health), unwanted online attention, sexual harassment, stalking, abuse relationships, unhealthy relationships, relationship challenges and abuse.

Independence

Responsible health choices, emergency first aid, assessing emergency and non-emergency, lifestyle choices and health, the importance of screening, vaccinations and immunisations, how to register at health services, managing body image, donations in blood, organ and cells and safety in independent contexts.

Families

Different families and parental responsibilities, fertility, managing change and loss pregnancy, marriage and forced marriage and changing relationships

POST 16



Building for the Future

Self-efficacy, stress management, stereotyping, self-efficacy and self-concept, effects of stress, stress management, resilience and perseverance, online safety, managing work life balance and future opportunities.

YEAR 11

Financial Decision Making

The impact of financial decisions, budgeting and debt, gambling (including online) and the impact of advertising on financial choices, cybercrime and fraud.



Addressing Extremism and Radicalisation

Communities, Equalities Act, managing beliefs, opinions and misleading information, challenge discrimination, diversity and values, belonging. Challenging extremism and radicalisation.

Exploring Influence

The influence and impact of drugs, gangs, positive and negative role models and the media. The impact of drugs and alcohol and keeping self and others safe (including exit strategies).

Healthy Relationships

Expectations, challenges, forming relationships, the media and pornography. Ethical and legal implications linked to consent including manipulation, coercion and capacity to consent. Reporting and responding to coercion, victim blaming and asexuality, abstinence & celibacy.



Healthy Lifestyle

Diet, exercise, lifestyle balance and healthy choices, first aid, managing influence and prevention of disease.

Intimate Relationships

Relationships and sex education including consent, contraception, pregnancy, the risks of STIs, and attitudes to pornography. Online safety and managing risks.



Employability Skills

Employability and online presence. Employment law and protected characteristics.

YEAR 10

Mental Health

Changes in adolescents, reframe negative thinking, promote Mental health and emotional wellbeing, mental ill health and how to access support, stigma and the media, safeguarding health, including during periods of transition or change

Work Experience

Preparation for work experience and readiness, overcoming challenges and adversity in the workplace, responsibility in the workplace, health and safety, positive personal presence online.

Respectful Relationships

Families and parenting, healthy relationships, conflict resolution, relationship, family changes and support services.



Setting Goals

Learning strengths, transferable skills, employment and career options and goal setting as part of the GCSE options process.



Peer influence, substance use and gangs

Healthy and unhealthy friendships, peer influence, risk management, knife crime and the law, assertiveness, substance misuse and gang exploitation.



YEAR 9

Digital Literacy

Online safety: grooming, exploitation, extremism, radicalisation and the law, digital literacy, media reliability, finance and gambling hooks.



YEAR 8

Drugs and Alcohol

Alcohol and drug misuse and pressures relating to drug use and the risks associated with these.



Community and Careers

Equality of opportunity in careers and life choices, challenging stereotypes and discrimination in the workplace and different types and patterns of work as well as employment.



Discrimination

Discrimination in all its forms including racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia.



Emotional Wellbeing

Mental health and emotional wellbeing, managing emotions, digital resilience, body image and coping strategies.



Identity & Relationships

Gender identity, sexual orientation, Healthy relationships, consent, 'sexting', and an introduction to contraception.



Financial Decision Making

Saving, borrowing, budgeting and making financial choices



Building Relationships

Self-worth, romance, healthy & unhealthy relationships, friendships (including online) and relationship boundaries (including consent).

Health & Puberty

Healthy lifestyles and Healthy living – diet, exercise, sleep & hygiene, influences, managing caffeine, risks of smoking & drinking alcohol, puberty, unwanted contact and FGM



Diversity

Diversity, prejudice, bullying, rights & responsibilities, stereotypes, discrimination and bullying.

Developing skills and aspirations

Careers, teamwork, enterprise skills and raising aspirations



Transition & Safety

School transition, friendship, identity, managing emotions and personal safety (online and offline) in and outside school & first aid

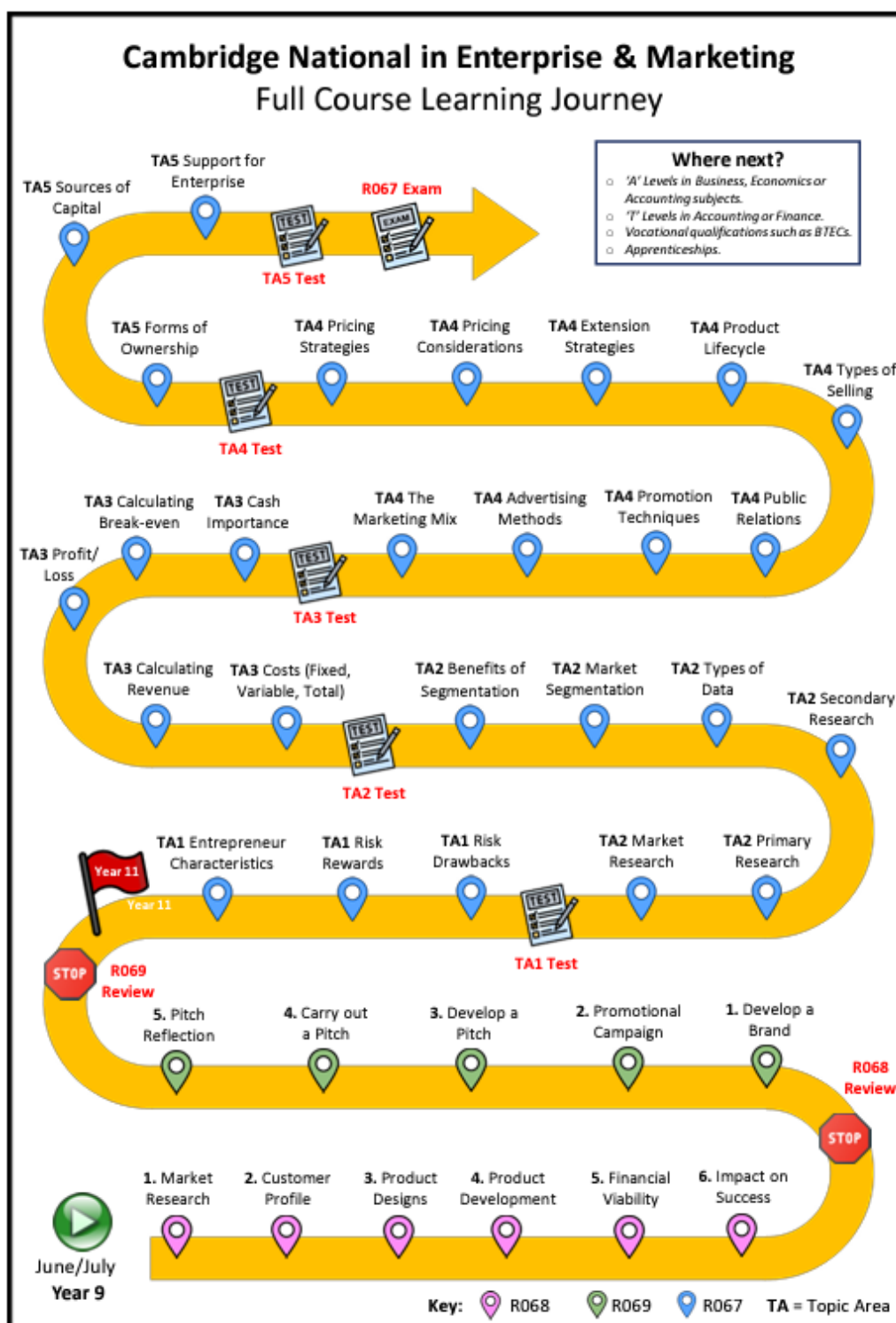


YEAR 7

Year 11 Cambridge National in Enterprise & Marketing

Subject Overview	<p>A Cambridge National qualification is a vocational qualification equivalent in value to a GCSE and gives students the chance to put their learning into practice, develop skills and builds confidence. Cambridge National in Enterprise and Marketing encourages students to develop the skills and applied knowledge they'll need in the business and enterprise sector.</p> <p>As part of the Cambridge National, students will cover:</p> <ul style="list-style-type: none"> • Applying real life business techniques to understand your customers and develop a product • How businesses attract and keep their customers • Researching and designing your own business proposal – complete with facts and figures • How to research potential customers, present data and act on feedback • Preparing a business proposal and pitching your idea • How to develop a brand identity and promote your product <p>Building futures through practical skills: This course will develop a range of skills which will help students succeed in other subjects too. These skills include: Analytical skills Creative thinking Digital presentation skills Research and planning Problem solving Verbal communication and presentation skills.</p>
Curriculum Content	
Topic 1	Entrepreneur Characteristics, Risk Rewards, and Risk Drawbacks
	Topic Area 1 Assessment

Topic 2	Market Research, Primary Research, Secondary Research, Types of Data, Market Segmentation, Benefits of Segmentation.
	Topic Area 2 Assessment
Topic 3	Costs, Calculating Revenue, Profit and Loss, calculating Break-even, Cash Importance
	Topic Area 3 Assessment
Topic 4	The Marketing Mix, Advertising Methods, Promotion Techniques, Public Relations, Types of Selling, Product Lifecycle, Extension Strategies, Pricing Considerations, Pricing Strategies
	Topic Area 4 Assessment
Topic 5	Forms of Ownership, Sources of Capital, Support for Enterprise
	Topic Area 5 Assessment
	RO67 Exam
Additional Information	
Assessments	<ul style="list-style-type: none"> • Non-exam internal assessments (Unit 1 Design a Business Proposal and Unit 2 Market and Pitch a Business Proposal weighted 30% each) total of 60%. • Final exam total of 40%. • The assessment process recognises your strengths. Good performance in some units will make up for weaker performance in others.
Homework	
Enrichment	
Online resources	
Extra reading	



Year 11 Health and Social Care

Subject Overview

Health and Social Care is a growing industry which has seen incredible levels of growth over the last few years. This course introduces students to the specialist knowledge and skills needed to work in various health and social care settings. To work in a health or social care setting, it is essential to understand the rights of individuals, person-centred values and how they can be applied. This qualification will help to develop this knowledge and to understand the importance of effective communication skills when working in these settings.

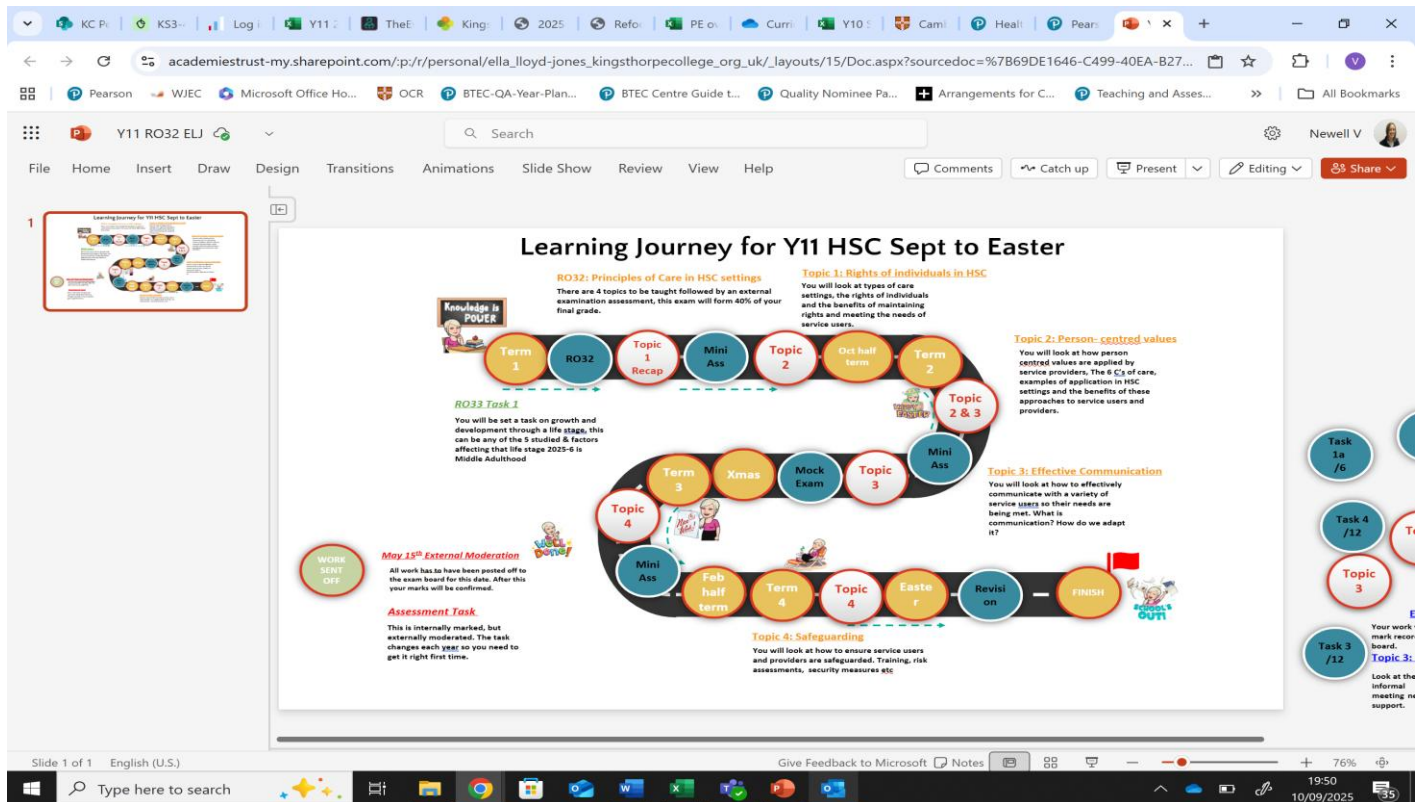
You will study two mandatory units:

R032 - Principles of Care in Health & Social Care settings.

	<p>R033 - Supporting individuals through life events.</p> <p>One optional unit will be studied from: R034 - Creative & Therapeutic activities R035 - Health Promotion Campaigns</p>
Curriculum Content	
Unit 1	<p>R032: Principles of care in health and social care settings</p> <p>This mandatory unit is assessed by an exam.</p> <p>This unit covers the key topics that are important when caring for and protecting people in health and social care. Topics include:</p> <ul style="list-style-type: none"> • The rights of service users in health and social care settings • Person-centred values • Effective communication in health and social care settings • Protecting service users and service providers in health and social care settings
Unit 2	<p>R033: Supporting individuals through life events</p> <p>This mandatory unit is assessed through a portfolio of coursework evidence based on a set assignment provided by the exam board.</p> <p>This unit is about growth and development through the life stages and how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs. Topics include:</p> <ul style="list-style-type: none"> • Life stages • Impacts of life events • Sources of support
Unit 3	<p>R035: Health promotion campaigns</p> <p>This unit is assessed through a portfolio of coursework evidence based on a set assignment provided by the exam board.</p> <p>This unit involves researching health promotion campaigns and learning about their benefits to society. It also requires planning and delivery of a health promotion campaign. Topics include:</p> <ul style="list-style-type: none"> • Current public health issues and the impact on society • Factors influencing health • Plan and create a health promotion campaign • Deliver and evaluate a health promotion campaign
Additional Information	
Assessment	<p>R032 - Will be externally assessed in the form of an exam sat at the end of Year 11. For the other 2 units studied, content will be taught that will then be assessed by applying this knowledge to an assignment brief set by the exam board. This assessment takes place in controlled conditions. These assessments will be marked internally but moderated by the exam board.</p>
Homework	<p>Students may be asked to undertake tasks such as conducting research for their NEA coursework, completing interviews in preparation for assessment or answering exam questions.</p>
Enrichment	<p>There will be opportunities for students to attend intervention/revision sessions throughout the academic year in order to develop their knowledge and understanding within specific topic areas.</p>
Online resources	<p>Resources are shared with students through Teams.</p>

Extra reading

It would benefit students to undertake any reading in the news around the health and social care sector.



Year 11 Sociology

Subject Overview

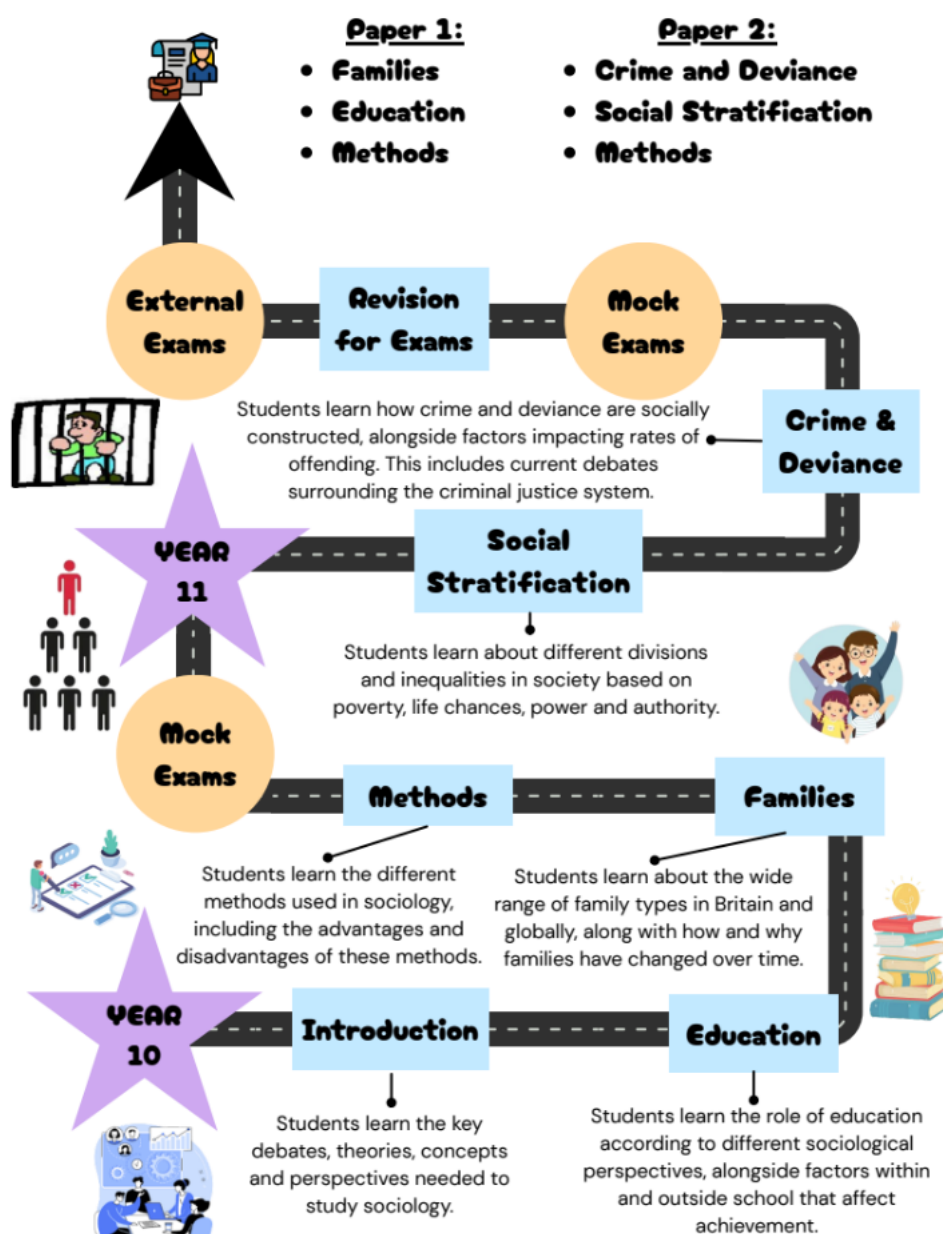
Sociology involves studying human social life, groups and societies in a systematic way. Sociologists investigate and explain the social world and our behaviour in it. They are particularly interested in understanding the ways in which society influences us and shapes our daily lives. As a sociology student, you will explore and ask questions about the workings of society you live in and explore examples of inequalities within UK society through differing arguments. Studying society will help you to understand how society is organised, and to make sense of your own experiences in it.

Curriculum Content

Unit 1	Crime and Deviance: How crime and deviance are socially constructed and controlled, factors that affect rate of offending and contemporary debates surrounding the criminal justice system.
Unit 2	Social Stratification: The divisions and inequalities in society based on poverty, life, changes, power and authority.
	Exams
Additional Information	
Assessments	<p>Topics / Modules to be covered:</p> <p>Students will complete 2 externally assessed exams:</p> <p>Paper 1</p> <p>Education:</p> <ul style="list-style-type: none"> • How is the education system organised in contemporary Britain? • What is the role of the education system? • How can parental attitudes affect achievement? • How might the school affect achievement? • Are there ethnic and gender differences between school experiences? <p>Family:</p> <ul style="list-style-type: none"> • How might an individual's family and household settings change over the course of their life? • What were gender roles and relationships between adult partners like in the past? • How have relationships between parents and their children changed over time? • What are the consequences of divorce and other forms of family diversity? <p>Theory and methods</p> <p>Paper 2</p> <p>Crime and deviance:</p> <ul style="list-style-type: none"> • What are the differences between formal and informal control? • How do sociologists explain criminal and deviant behaviour? • How far do official statistics on recorded crime measure the extent of crime? • Why is youth crime viewed as a social problem? <p>Social inequality:</p> <ul style="list-style-type: none"> • How are wealth and income distributed in Britain? • How much social mobility is there in Britain? • How do we explain poverty? • How have governments attempted to tackle social problems such as poverty, unemployment & the ageing population? <p>Theory and methods</p>
Homework	Students will periodically be set homework related to their studies in class. They will also be encouraged to engage in wider reading at home based on how their lessons relate to current world events.
Enrichment	There will be opportunities for students to attend revision sessions to develop their knowledge, as well as the potential for trips to extend their understanding of the topics covered in class.
Online resources	Resources will be shared with students through their class Teams page.
Extra reading	It would be beneficial for students to keep up to date with current world events, as this will be useful to apply in their lessons. Students can also talk to their class teachers about any wider reading specific to individual topics.



KS4 SOCIOLOGY

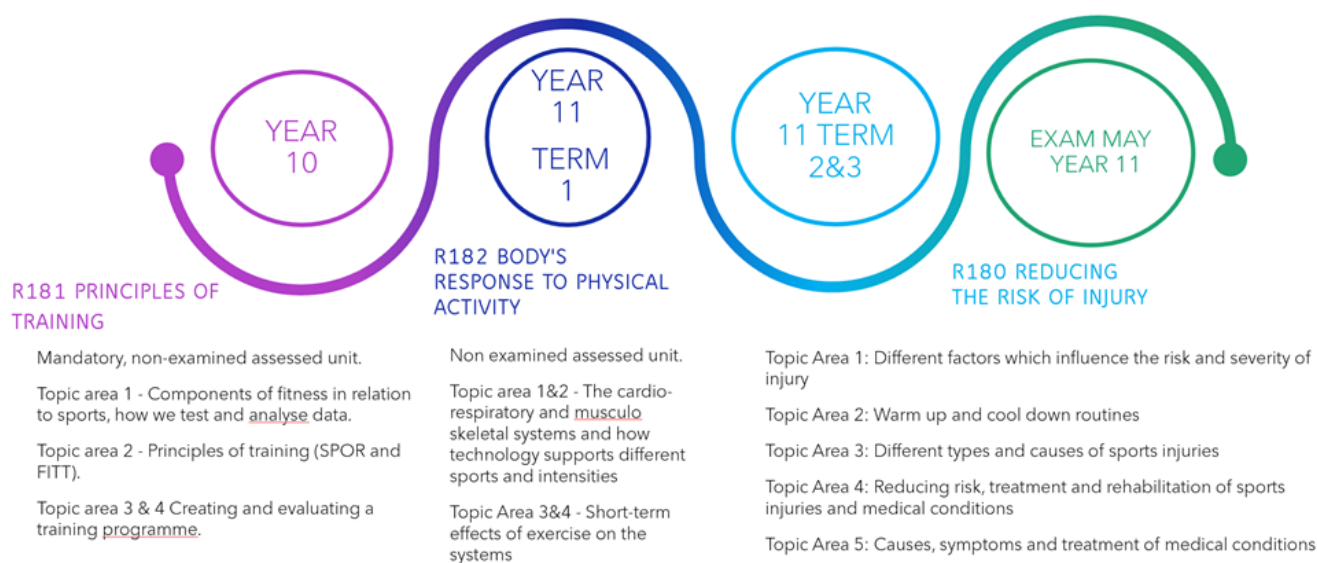


Year 11 Sport Science

Subject Overview	<p>The Level Two BTEC First Sport qualification will enable students to develop their knowledge and understanding of a range of activities and environments within the sports sector.</p> <p>Topics / Modules to be covered:</p> <p>Students will study two mandatory units:</p> <p>R180: Reducing the risk of sports injuries and dealing with common medical conditions.</p> <p>R181: Applying the principles of training: fitness and how it affects skill performance.</p> <p>One optional unit will also be studied, from:</p> <p>R182: The body's response to physical activity and how technology informs this.</p> <p>R183: Nutrition and sports performance.</p>
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Curriculum Content	
Term 1	R182 Task 1
Term 2	R182 Task 2 and 3
Term 3	R180
Term 4	R180
Term 5	R180
Additional Information	
Assessments	R180 will be externally assessed in the form of an exam sat at the end of Year 11. For the other 2 units studied, content will be taught that will then be assessed by applying this knowledge to an assignment brief set by the exam board. This assessment takes place in controlled conditions. These assessments will be marked internally but moderated by the exam board.
Homework	Students will be expected to use study time at home to undertake research for their assignments and undertake tasks set on Everlearner.
Enrichment	There will be opportunities for students to attend intervention/revision sessions throughout the academic year in order to develop their knowledge and understanding within specific topic areas. These sessions will be also used to support students to achieve their target grade.
Online resources	Resources will be shared with students through their class Teams page.
Extra reading	It would be of benefit to students to read around the world of sport and also to watch a variety of sports to develop knowledge and understanding of a range of activities to support them in applying knowledge to these.

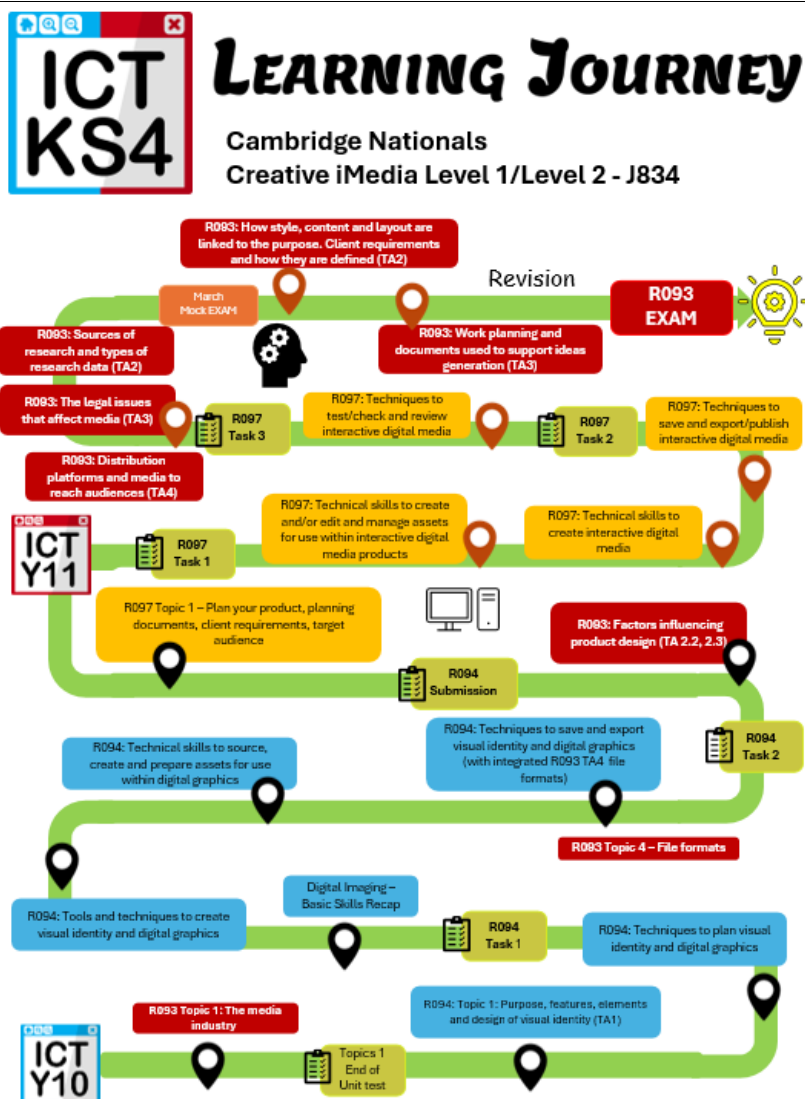
CAMBRIDGE NATIONALS SPORT SCIENCE



Year 11 Creative iMedia

Subject Overview	<p>For ICT, students study Cambridge National in Creative iMedia. This course will encourage students to:</p> <ul style="list-style-type: none"> • Understand and apply the fundamental principles and concepts of digital media including factors that influence product design, use of media codes and conventions, pre-production planning techniques, legal issues and creation/publishing/distribution considerations • Develop learning and practical skills that can be applied to real-life contexts and work situations • Think creatively, innovatively, analytically, logically and critically • Develop independence and confidence in using skills that would be relevant to the media industry and more widely • Design, plan, create and review digital media products which are fit for purpose meeting both client and target audience requirements.
Curriculum Content	
Task 1	Unit R097: Technical skills to create and/or edit and manage assets for use within interactive digital media products, technical skills to create interactive digital media, techniques to save and export/publish interactive digital media.
Task 2	Unit R097: Techniques to test/check and review interactive digital media.
Task 3	Unit R093: Distribution platforms and media to reach audiences (TA4), The legal issues that affect media (TA3), Sources of research and types of research data (TA2).
	Mock Exam

Task 4	Unit R093: How style, content and layout are linked to the purpose. Client requirements and how they are defined (TA2) , Work planning and documents used to support ideas generation (TA3)
	Revision
	R093 Exam
Additional Information	
Assessments	OCR iMedia is assessed through two controlled assessment units that make up 60% of the final grade, Unit R093 is assessed by exam (40% of the final grade).
Homework	Students will be set homework once a week on an online platform https://erevision.uk/
Enrichment	There will be chance for students to develop skills using Adobe Photoshop and Animate in our Project design with graphics and animation session
Online resources	https://erevision.uk/ - R093 revision tests https://www.youtube.com/results?search_query=know+it+all+ninja+imedia+revision - revision video clips
Extra reading	Clear Revise – OCR Creative iMedia J834



Year 11 Computer Science

Subject Overview	Within the course, students will build on the knowledge gained in Key Stage 3 including further investigation into the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. Students will become familiar with the impact of Computer Science in a global context through the study of the ethical, legal, cultural and environmental concerns associated with Computer Science. Students will be introduced to algorithms and programming techniques, predominantly in Python, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation. Students will also become familiar with computing related mathematics.
Curriculum Content	
Unit 1	Data representation
Unit 2	Programming revision & project
Unit 3	Impacts of digital technology
Unit 4	Computer networks
Unit 5	Cyber Security
Unit 6	Relational databases & SQL
	Revision
	Exams
Additional Information	
Assessments	<p>For GCSE in Computer Science students are assessed through two external examinations at the end of Year 11, each exam is worth 50%.</p> <ul style="list-style-type: none"> Paper 1 (2 hours): Computational thinking and programming skills including code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code. Paper 2 (1 hour 45 minutes): Computing concepts including data representation, computer systems, computer networks, cyber security, relational databases, SQL and the legal, moral and ethic aspects of technology in the modern world. <p>For all courses learners engage in both formative and summative assessments as part of the learning and teaching process in and outside the classroom.</p>
Homework	Seneca
Enrichment	
Online resources	Apps to practice
Extra reading	



LEARNING JOURNEY

AQA 8525 Computer Science

