



**Bishop Challoner Catholic
Federation of Schools**

Year 11 Curriculum Calendar 2022-23

| | YEAR LEADER | YEAR TEAM | TUTOR GROUP | ATTACHED TUTORS |
|-------------------------|--------------------|--------------------------|--------------------|------------------------|
| Year 11 Boys | Mr H Kwabi | Mr S Campbell | St Matthew | |
| | | Mr M Hortop | St Mark | |
| | | Mr C Finn | St Luke | |
| | | Mr A Browne/ Mr S Prince | St John | |

| | YEAR LEADER | YEAR TEAM | TUTOR GROUP | ATTACHED TUTORS |
|--------------------------|----------------------|------------------|--------------------|------------------------|
| Year 11 Girls | Mr C McGarvey | Ms J Finamore | St Anne | Ms A Saldana-Hernandez |
| | | Ms N Fosang | St Clare | |
| | | Mr C Skinner | St Elizabeth | Ms K Turan |
| | | Ms C Lantsbury | St Felicity | Ms L Huie |

At Bishop Challoner, we deliver a broad and balanced curriculum, providing pupils with the education they need to succeed in later life. At our school, we aim to inspire pupils through our curriculum, and encourage them to seek the paths they desire for their future careers. The school intends to offer pupils new and exciting experiences through extracurricular activities that are designed to build resilience, confidence and self-esteem. Through the design of our curriculum, we seek to educate the whole person as made in the image and likeness of God. We strive to develop the spiritual, moral, social and learning attitudes of our pupils so that they may become the best that they can and live the best possible life.

Regular testing and assessment is integral to the curriculum with full reports sent to parents/guardians annually. Parents/guardians will be encouraged to co-operate with the school by monitoring their child's work and activities, by frequent inspection of the homework diary and by attending meetings arranged for the purpose of discussing student's progress.

The curriculum is designed to provide access and opportunity for all pupils who attend the school. Where required, pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.

This may include:

- Working with TAs in smaller groups to work on topics covered in lessons to ensure they do not fall behind their peers
- Taking measures to ensure pupils with SEND are not discriminated against in any way
- Teachers monitoring the progress of pupils with SEND and reporting this to the SENCO
- Adopting a close working relationship between the SENCO and teachers to help them break down any barriers pupils with SEND have to education

SEND

We believe that your child's learning needs will first be met through the high quality teaching delivered by her/his subject teacher. Children with Special Educational Needs are taught alongside other pupils. Some subjects are set according to ability whilst others are taught in mixed-ability groups. Lessons are 'differentiated' so that different pupils may have adjusted work or different goals set for each lesson. We believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage discussions.

We believe, where appropriate, that it is essential to understand your child's views on any difficulties they may experience with their learning. You will be able to share your views and discuss your child's progress at regular meetings with the subject teachers and form tutor. If your child has a Statement of special educational need or an Education, Health and Care plan (EHCP) you and your child will be able to share your views at the Annual Review. Our SENCO is Justyna Sagan. You can contact her via reception.

More Able

We have a large number of more able students, with whom we work and monitor closely to best support their needs and future aspirations. These students are identified within the first term, and teachers are encouraged to be aware of subject specific abilities as well as overall academic achievement. We ensure they are stretched and challenged within each of their subjects, and work closely with a link colleague in every faculty to ensure this is carried out across the Federation. We also ensure that elements of challenge are incorporated into every lesson so that more able pupils are stretched at all times.

PSHE

As a Federation of Catholic Schools, the foundation of PSHE is based on our motto, “Christ at the Centre”. We believe as a School community, that Christ is at the centre of our lives and all that we do. According to John 10:10, Jesus said, I have come so you might have life”. It is our hope that through PSHE we can develop the qualities and attributes needed to bring about the life that Jesus promised to all our students.

Our planned programme is designed to help them adequately navigate and address the many difficult moral, social and health-related issues that arise in their lives and in the society they live in. It is our intention that PSHE will support the development we of the young men and women in our Federation of Schools enabling them to live confident healthy, independent lives as individuals within society. In addition to this, the PSHE programme promotes fundamental British Values, which are taught implicitly in lessons and throughout all key stages.

The key 3 areas covered throughout the PSHE programme are:

1. Health and Wellbeing – Loving ourselves
Ephesians 2:10; ‘For we are his workmanship’
2. Relationships – Loving others
John 13:34; ‘Love one another’
3. Living in the Wider World – Loving the world
Genesis 2:15; ‘Take care of it’

The delivery of the lessons is aimed to be interactive, dynamic, practical, and easily adaptable to different learning styles. Pupils are encouraged to be expressive with their thoughts and be engaged with their learning.

Timings of the School Day

| Time | Activity | Duration |
|---------------|----------------------------------|----------|
| 8:30 – 8:50 | Line-up / Registration / Line-up | 20 mins |
| 8:50 – 9:50 | Period 1 | 1 hour |
| 9:50 – 10:50 | Period 2 | 1 hour |
| 10:50 – 11:10 | Break / Line-up | 20 mins |
| 11:10 – 12:10 | Period 3 | 1 hour |
| 12:10 – 13:10 | Period 4 | 1 hour |
| 13:10 – 14:00 | Lunch / Line-up | 50 mins |
| 14:00 – 15:00 | Period 5 | 1 hour |
| 15:00 – 15:10 | Line-up / Dismissal | 10 mins |

Year 11 GCSE Fine Art

Exam Board: Edexcel

The theme of Identity is chosen for the GCSE art course to allow our students to create a wide range of work that can reflect their diverse, multi-cultural, ethnic and spiritual backgrounds.

The KS4 curriculum is designed to continue to develop students' skill set developed in the KS3 curriculum. Students are encouraged to be creative and experiment using a wide range of materials. As students' progress through Key Stage 4, they are encouraged to begin to work independently and develop their own creativity and style. Students are introduced to a wider range of art practitioners work to enable them to select and analyse the work of artists that both inspire and inform their own practical work and outcomes. Students that are more able are encouraged to source and research their own artists to further develop their independent learning skills required to continue their journey through to A Level Art.

| |
|---|
| Head of Department – Miss K Skinner kskinner@bishop.towerhamlets.sch.uk |
| Lessons per 2-week cycle: 4 |
| How is the course taught? The course is taught across two academic years. In the autumn term, students in 11 students continue to explore the theme of Identity and how both portraiture and personal objects and belongings are depicted in a variety of artistic styles, influenced by different art movements. Students respond to the four assessment objectives below by creating a range of mixed media responses to the artist they research, using personal photographs. A01 - develop ideas through investigations, demonstrating critical understanding of sources A02 - refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes A03 - record ideas, observations and insights relevant to intentions as work progresses A04 - present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. This unit culminates in the creation of a final piece such as a portrait painting or drawing. The coursework produced in Year 10 and autumn of Year 11 is worth 60% of the GCSE final grade. Externally set assignment (Exam Unit): This unit begins in January of Year 11 and is worth 40% of student's final grade. The theme of this unit is set by the Edexcel exam board. Students have around two months to build up a sketchbook full of ideas, to experiment with techniques and materials, and to investigate and research a range of artist's work. |
| How are students grouped? Students are taught in mixed ability classes. |

How are students assessed?

Students' progress is tracked using the Edexcel Assessment Objectives. (60% Coursework, 40% Exam Unit).

Formative assessment is used to evaluate learning throughout the unit.

A04 is completed under exam conditions and marked alongside Assessment Objectives 1-3.

Grade Indicator Exams - Year 11 -November, to complete second outcome for A04.

Final Exam-April- to complete outcome for the exam unit.

Homework:

Homework is set once every fortnight and is predominantly based on analysing artist's work that links to the topic that students are learning within class at that time.

Homework is set on Edulink, and hard copies of resources are given to students for practical tasks.

Textbooks and Materials provided and needed:

Sketchbooks, portfolio cases and Art materials are provided by the department.

Students will need to bring their own pen, pencil, pencil sharpener, ruler and eraser.

Year 11 GCSE Fine Art Course Description

Autumn Term 1- Identity- Individual projects and final outcomes.

- Researching artists of choice and creating a range of mixed media responses to the following...
- **A01** - develop ideas through investigations, demonstrating critical understanding of sources.
- **A02**- refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes.
- **A03**- record ideas, observations, and insights relevant to intentions as work progresses.

Autumn Term 2- Identity- Individual projects and final outcomes.

- Researching artists of choice and creating a range of mixed media responses to the following...
- **A01** - develop ideas through investigations, demonstrating critical understanding of sources.
- **A02**- refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes.

- **A03**- record ideas, observations, and insights relevant to intentions as work progresses.

Spring Term 1- Externally Set assignment. (Theme set by Edexcel)

- Researching artists of choice and creating a range of mixed media responses to the following...
- **A01** - develop ideas through investigations, demonstrating critical understanding of sources.
- **A02**- refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes.
- **A03**- record ideas, observations, and insights relevant to intentions as work progresses.

• **Spring Term 2**- Externally Set assignment. (Theme set by Edexcel)

- Researching artists of choice and creating a range of mixed media responses to the following...
- **A01** - develop ideas through investigations, demonstrating critical understanding of sources.
- **A02**- refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes.
- **A03**- record ideas, observations, and insights relevant to intentions as work progresses.

Summer Term 1- Externally Set assignment. (Theme set by Edexcel)

- Ten hour sustained focus examination.
- **A04**-- present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

GCSE course completed after the final examination. All coursework completed in Year 10 & 11 alongside the exam unit are submitted for external moderation to determine student's final grade.

Year 11 Computer Science

Head of Faculty – Mr M Rahat mrahat@bishop.towerhamlets.sch.uk

Lessons per fortnight cycle: 4

How is the course taught?

The course is taught across three academic years. Students build their learning from KS3 by developing their computational thinking and application in solving problems. They develop their programming skills in Python to combine sequence, selection and iteration techniques to solve more complex problems using the PRIMM principle; Predict, Run, Investigate, Modify and Make. Students are taught how to plan algorithms and write extended answers for themes such as the impact of the environment on computing and artificial intelligence. They will use their high-level mathematical ability to access the principles the computer programs are underpinned by.

How are students grouped?

Students are grouped into two mixed ability classes.

How are students assessed?

Students are assessed:

- Through low stakes homework quizzes online
- 'Do Now' retrieval practice at the start of lessons
- End of topic tests at the end of each unit
- Grade Indicator exams

Homework:

Homework is set once a fortnight via Edulink on Google Classrooms and based on retrieval of content taught in lessons.

Textbooks and Materials provided and needed:

Students will have access to all Microsoft Office Applications via RM Unify. Lesson resources can be found on Google Classroom. They are encouraged to download Python on their home computers. Students are also given access to the Active Learn Online Text book where they can write notes and access content for revision from anywhere worldwide with an internet connection.

Year 11 Computing Course Description

Autumn Term

Computational Thinking

- Tracing through programs using a trace table
- Error checking
- Sorting and searching algorithms
- Problem solving
- Data types and string manipulation
- One-dimensional Data Structures

Principles of Computational Thinking – Data Representation

- Bitmap data
- Sound representation in binary
- Compression techniques

Spring Term

Computational Thinking

- Two-dimensional Data Structures
- Subprograms (local, global, procedures)
- Trace tables, errors, flowcharts
- Problem Solving, testing with data

Principles of Computational Thinking – Data Representation

- Artificial intelligence, machine learning and intelligence
- Personal data and privacy
- Data protection and computer misuse

Summer Term

- Exam revision

Year 11 Dance

Exam Board: AQA

The intent of the dance department at Bishop Challoner is to stimulate an awareness and enjoyment of dance and promote understanding of Dance as an art form. Our aim is to develop basic, intermediate and advanced performance skills so that the body can be seen as a versatile instrument capable of expressing a variety of moods, ideas and feelings through movement. We aim to develop choreographic skills helping students gain an understanding of choreographic devices, structuring dances and the way in which to communicate with an audience through movement.

| |
|--|
| Head of Faculty – Mr C Skinner |
| Lessons per 2 week cycle : 4 |
| How is the course taught? The course is taught across two academic years. Students will study 6 different professional dance works and use them as a stimulus for their own choreography and analyse them for the written exam. Students will develop their technical, physical, expressive and mental performance skills through technical warm ups and set solo and group dance performance pieces. Students will learn to choreograph dance using a variety of different stimuli and music styles. The course content will be delivered through: <ul style="list-style-type: none">• Technical warm ups to improve performance skills.• Choreography workshops to introduce and develop choreography skills.• Rehearsals in which students will take it in turns to lead the rehearsal.• Theory lessons in which students will learn how to analyse professional dances.• Performance lessons where students will learn set movements and develop performance skills. |
| How are students grouped? Students are grouped in mixed ability classes. |
| How are students assessed? <ul style="list-style-type: none">• Homework• Exam style test at the end of each theory unit.• Practical assessments in which students are filmed when each practical piece of work is complete and marked using exam board assessment grids. |
| Homework: Homework is set once a fortnight. Students complete set pages in their dance theory booklets which is extension work that follows on from their theory lesson. |
| Textbooks and Materials provided and needed: Theory booklets A, B, C. Revision guide. |

Year 11 Dance Course Description

Autumn Term 1

Set Phrases + section B exam booklet.

Theory:

- Understanding how to describe, analyse and evaluate performance skills in relation to students own solo performance.

Practical

- Consolidating all solo performance skills when learning the second set phrase for final examination.

Performance skills:

Physical, technical, expressive, mental.

Autumn Term 2

Performance duet and section B exam booklet.

Theory:

- Understanding how to describe, analyse and evaluate performance skills in relation to students own solo performance.
- Understanding how to answer 6 mark exam questions on students own performance.

Practical

- Consolidating group performance skills when learning the set duet for final examination.

Performance skills:

Physical, technical, expressive, mental.

Spring Term 1

Choreography and section B exam booklet

Theory:

- Understanding how to analyse choreography skills in relation to student's own choreography.
- How to answer 6 mark exam questions on students own choreography.

Practical

- Creating final choreography solo or group dances from a set selection of stimuli.
- Selection of action and dynamics, use of space, relationships, choreographic devices, structure, use of aural setting in relation to choreographic intent.

Spring Term 2

Choreography and Artificial Things.

Theory:

- Understanding how to analyse choreography skills in relation to student's own choreography.
- How to answer 6 mark exam questions on students own choreography.
- Understanding how the constituent elements of dance: Set, Lighting, Costume, aural setting link to the choreographic intention of the professional dance work.

Practical

- Creating final choreography solo or group dances from a set selection of stimuli.

- Selection of action and dynamics, use of space, relationships, choreographic devices, structure, use of aural setting in relation to choreographic intent.

Summer Term 1**Theory:**

- Revision and exam practice in preparation for the final theory exam.

Year 11 Drama

Exam Board: Edexcel

The literary explorations, practitioner-based studies and examination of the origins of Drama embedded at KS3 support the learning at GCSE where students are expected to devise, respond and perform more independently. In Y11, students prepare to perform to a live audience and visiting examiner from the exam board. Additionally, students continue their work on the set-text '*The Crucible*' which links to key themes of injustice, hysteria and truth which incidentally, students are exposed to earlier in KS3 through other contemporary plays, *Macbeth* and '*Gone too far*'. During this time in Y11, students are required to write as a performer, director and designer in order to realise '*The Crucible*' for a live audience.

| |
|---|
| Head of Faculty – Mr Eastwood - keastwood@bishop.towerhamlets.sch.uk |
| Lessons per 2 week cycle : 4 |
| How is the course taught? Students continue their practical and theoretical exploration of the set text, improving their ability to articulate their ideas coherently and comprehensively under exam conditions. Students are formally examined in school on two separate occasions and feedback from the grade indicator exams helps address any misconceptions regarding the learning surrounding the set text. Parallel to this component, students prepare for their performance from a contrasting text in front of a live audience and visiting examiner. |
| How are students grouped? Students are grouped in mixed ability classes. |
| How are students assessed? <ul style="list-style-type: none">• Grade indicator exams also form part of the assessment process at two points in the academic year – Autumn and Spring.• GCSE public exam in June.• Everyday assessment in the classroom includes questioning, marking of homework and practice exam questions. |
| Homework: <ul style="list-style-type: none">• Low stakes testing on key vocabulary, production and performance elements and aspects of the set text.• Annotations of the set text and practice exam questions.• Revision tasks tailored towards character profiles from the set text.• Line learning in preparation for group performance/monologue. |
| Textbooks and Materials provided and needed: <ul style="list-style-type: none">• https://www.cgpbooks.co.uk/secondary-books/gcse/drama/dmpc41-grade-9-1-gcse-drama-play-guide-the• Full equipment including black, green and red pen; ruler, pencils and highlighters. |

Y11 Drama Course Description

Autumn Term 1 - Students will continue their exploration of the set text (Act 3) and refine their ability to link ideas and the whole play together.

Students will:

- 1) Know what the key plot points of Act 3 and Act 4 are and how to direct actors to perform in these acts.
- 2) Recap on the intentions of the playwright – Arthur Miller.
- 3) Know what the key themes of the acts are and how they link to the 1950's context of the play.
- 4) Know how to manipulate lighting and sound design and link it to other production elements.
- 5) Key performance skills and application to text.
- 6) Know how to practically stage acts from the text for a live audience – considering naturalistic performance skills used by Stanislavski.
- 7) Know how to respond to exam –style questions in relation to Act 3 and 4.

Spring Term 1 - Component 2 – Performing from text

Students will:

1. Recap on Stanislavski's methodologies and system of rehearsal and performance.
2. Know how to apply performance skills to a text for delivery to a live audience.
3. Know how to analyse a text using Stanislavski's System.

Spring Term 2 - Component 2 final performance and section B of component 3.

Students will:

1. Perform to a live audience and visiting examiner (20% of the GCSE qualification)
2. Refine their analytical and evaluative skills following their visit to a live performance (*Woman in Black*)
3. Strengthen their knowledge of key production elements, their definitions and core purpose in the theatre – applying this knowledge to the live performance and the set text.

Summer Term 1 – Revision and exam preparation

Students will:

1. Know what revision skills to apply to Drama for the exam paper.
2. Refine their knowledge of the plot of the set text, key concepts and themes.
3. Refine and revise production elements and their application to the set text such as lighting, sound, set design and costume.
4. Improve how they write under timed, exam conditions.
5. Know how to use their notes for Section B during the exam which they're permitted to use.

Summer Term 2 – GCSE PUBLIC EXAMINATIONS BEGIN

Year 11 Design & Technology

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental, and economic factors.

The GCSE D&T curriculum sets out the knowledge, understanding and skill required to undertake the iterative design process of exploring, creating and evaluating. The curriculum is delivered through the practical application of these knowledge and understanding. Pupils are provided with every opportunity to develop practical skills in mini-NEA coursework projects. The new GCSE for Design & Technology has shifted the focus of the subject towards problem solving in different contexts while remaining relevant for students. The goal is for students to practice a non-linear and iterative design process.

The curriculum content has been split into three sections as follows: Core technical principles, specialist technical principles and designing and making principles. Pupils are also required to demonstrate mathematical and scientific knowledge and understanding, in relation to design and technology.

| |
|--|
| Head of Faculty – Mr A Frederick (Afrederick@bishop.towerhamlets.sch.uk) |
| Lessons per 2 week cycle :4 |
| How is the course taught? The core skills and knowledge will be taught and revisited <ul style="list-style-type: none">• Making (Practical) skills• Evaluating• Design (Graphic) skills• Technical knowledge• Technology in society (Past, current and in the future) |
| How are students grouped? Students are grouped in mixed ability classes |
| How are students assessed? Students are assessed: <ul style="list-style-type: none">• Reflection tasks• Practical tasks• Homework• End of topic test• Grade indicator exams• Questioning• Formative assessment |
| Controlled assessment |

- A01: Identify, investigate and outline design possibilities to address needs and wants
- A02: Design and make prototypes that are fit for purpose
- A03: Analyse and evaluate design decisions and outcomes, including for models and prototypes made.
- A04: Demonstrate and apply knowledge and understanding of: Technical principles, Designing and making principles and core technical principles.

Homework:

Homework is set at least every two weeks.

Textbooks and Materials provided and needed:

- Design and Technology Workbook + Revision
- Pocket sized revision guide – Design and Technology
- Design and Technology 2nd edition
- Timber, metal based materials and polymers

Year 11 Design & Technology Course Description

Autumn 1- AQA – NEA (Contextual challenge)

- **Design and making principles (theory and design) (recap)**
- 3.3.1: Investigation primary and secondary data
- 3.3.2: Environmental, social, and economic challenge
- 3.3.3: The work of others
- 3.3.4: Design strategies
- 3.3.5: Communication of design ideas

Autumn Term 2 - AQA – NEA (Contextual challenge)

- **Design and making principles (theory and design) (recap)**
- 3.3.6 Prototype development
- 3.3.7 Selection of materials and components
- 3.3.8 Tolerances
- 3.3.9 Material management
- 3.3.10 Specialist tools and equipment
- 3.3.11 Specialist techniques and processes
- 3.2.9: Surface treatments and finishes

Spring term 1- AQA – Examination Revision

- **Specialist technical principles (recap)**
- 3.2.1: Selection of materials or components
- 3.2.2: Forces and stresses
- 3.2.3: Ecological issues in the design and manufacture of products
- 3.2.4: Sources and origins
- 3.2.5: Using and working with materials
- 3.2.6: Stock forms, types, and sizes

Spring Term 2- AQA – Examination Revision

- **Core technical principles (recap)**
- 3.1.1: Sustainability and the environment
- 3.1.1: New and emerging technologies: Production techniques and systems
- 3.1.2: Energy generation and storage
- 3.1.3: Developments in new materials

- 3.1.4: Systems approach to designing
- 3.1.5: Mechanical devices
- 3.1.6: Materials and their working properties

Summer Term 1- AQA Examination Revision

- 3.2.7: Scales of production

Summer Term 2

Year 11 Economics

Exam Board: OCR

Economics is about people and their economic choices. This course equips learners with the skills and confidence to explore how consumers, producers and governments interact in markets nationally and internationally. It provides a well-rounded introduction to this subject and an excellent foundation for advanced study in Economics. By learning how to explain and evaluate economic problems and possible solutions, learners will acquire a way of thinking as economists and develop a logical approach to thinking and reasoning.

Head of Faculty – Mr RAHAT mrahat@bishop.towerhamlets.sch.uk

Head of Subject – Ms Saldana Hernandez asaldana@bishop.towerhamlets.sch.uk

Lessons per 2 week cycle : 4

How is the course taught?

Retrieval and Review

Retrieval strategies are used in every lesson to support students' ability to retain and retrieve information that has been previously taught (last lesson, last week, last term and beyond). This practice is vital in ensuring what students learn short-term is stored and embedded in the long-term memory.

Principles of Effective Instruction

Our schemes of learning are designed to ensure that students efficiently acquire, rehearse and connect knowledge using pedagogical approaches that provide instructional support. This instructional support includes retrieval and review, presenting new material in small steps, checking understanding, modelling, scaffolding and guided and independent practice. Exam questions are broken down and students are given clear strategies for answering them through sentence starters, model answers and acronyms such as PEEL and PEERC to help them remember how to structure answers.

How are students grouped?

Students are grouped in mixed ability classes.

How are students assessed?

Students are assessed:

- Through low stakes quizzes in class
- Homework
- End of topic tests at the end of each unit
- Grade Indicator exams

Students' progress is tracked using OCR Assessment Objectives. Formative assessment is used to evaluate learning throughout the unit. There are two formal assessment points, one mid-unit and one end of unit assessment.

Homework:

Homework is set every two weeks and based on retrieval of content taught in lesson or practise exam questions. Homework is set via Satchel One and resources can be found on Google Classroom.

Textbooks and Materials provided and needed:

The department has produced its own revision guide which will be provided to students, however, students may wish to purchase a revision guide to aid their learning.

Students are given extracts from the textbook to support class work.

Year 11 Economics Course Description

Autumn Term 1

Economic objectives and the role of government

- Fair distribution of income and wealth
- Price stability and inflation

Autumn Term 2

Economic objectives and the role of government

- Fiscal policy
- Monetary policy

Spring Term 1

Economic objectives and the role of government

- Supply side policies
- Limitations of markets

Spring Term 2

International trade and the global economy

- The importance of international trade
- Balance of payments
- Exchange rates
- Globalisation

Summer Term 1

Exam preparation

Summer Term 2

Exam

Year 11 English Language and Literature

Exam Board: AQA

English Language and Literature at GCSE are twin subjects that not only provide students with the literacy skills they need to function as an active part of society, but also with the breadth of reading and cultural capital that helps them to envisage lives and worlds radically different from their own.

| |
|---|
| Head of Faculty – Ms C Lantsbury clantsbury@bishop.towerhamlets.sch.uk |
| Lessons per 2 week cycle : 10 |
| How is the course taught? The two English courses are interleaved across all of KS4. Students are taught the Literature texts in Year 10, with the Language skills embedded in the schemes of work. This is inverted in Year 11, where the focus is on the Language Papers, with Literature revision interleaved. Exam questions, and whole exam structures, are explicitly taught, and students are given success criteria and structures for answering the questions, including through the use of sentence starters and model answers. |
| How are students grouped? Students are academically set, using both prior attainment data, and progress over time. |
| How are students assessed? Students are assessed: <ul style="list-style-type: none">• Through low stakes quizzes in class• Homework• End of topic tests at the end of each unit• Grade Indicator exams |
| Homework: Homework is set every two weeks and based on retrieval of content taught in lesson or practise exam questions. Homework is set via Edulink and resources can be found on Google Classroom. |
| Textbooks and Materials provided and needed: The Faculty provide students with the Literature texts studies, along with teacher-produced revision resources and practice papers. |

English Language and Literature Course Description

Autumn Term 1 – Year 11

Language Paper 1 – FICTION – One unseen source

- Explicit teaching (though interleaving means this is recapture) of the exam structure and question-styles.
- Exam practice with a range of unseen texts

Literature revision tasks used as DO NOWS in all lessons

Autumn Term 2 – Year 11

Language Paper 2– NON-FICTION – Two unseen sources

- Explicit teaching (though interleaving means this is recapture) of the exam structure and question-styles.
- Exam practice with a range of unseen texts

Literature revision tasks used as DO NOWS in all lessons

Spring Term 1 – Summer Term 1 – Year 11

Targeted Revision

- Revision of both Language skills and Literature content
- Exam practice and DIT

Year 11 Food Preparation & Nutrition

The WJEC Eduqas GCSE in Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

By studying food preparation and nutrition learners will:

- be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment
- develop knowledge and understanding of the functional properties and chemical characteristics of food
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.

Head of Faculty – Mr A Frederick (Afrederick@bishop.towerhamlets.sch.uk)

Subject Lead – Ms A Ezzeldin (aezzeldin@bishop.towerhamlets.sch.uk)

Lessons per 2 week cycle :4

How is the course taught?

The core skills and knowledge will be taught and revisited

- Final Making (Practical) skills
- Evaluating
- NEA 1 (Coursework)
- NEA2 (Coursework)
- Theory – Recap for Paper 1 (Theory)

How are students grouped?

Students are grouped in mixed ability classes

How are students assessed?

Students are assessed:

- Reflection tasks
- Practical tasks
- Homework
- End of topic test
- Grade indicator exams

Controlled assessment

AO1 Demonstrate knowledge and understanding of nutrition, food, cooking and preparation
AO2 Apply knowledge and understanding of nutrition, food, cooking and preparation
AO3 Plan, prepare, cook and present dishes, combining appropriate techniques
AO4 Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others

Homework:

Homework is set at least every two weeks.

Textbooks and Materials provided and needed:

Year 11 Food Preparation & Nutrition Course Description

Autumn 1-

WJEC (Eduqas)– NEA 1 (Contextual challenge)

Research, plan and carry out and investigation into the working characteristics, functional and chemical properties of ingredients. Questions will be released by exam board on September 1st every year.

Record the investigation findings

Analyse and evaluate results

Present the food investigation task.

Autumn Term 2-

WJEC (Eduqas) NEA2 Section A & B

Question will be released by exam board on November 30th.

All must considered to complete the task including and overview and examples of:

Researching the task: Analysis of chosen task and identification of what requires and involves.

Identification of relevant primary and secondary sources of research to gather information or data.

Gathering data

Planning for final menu – selection of dishes from three levels of food preparation and technical skills with examples.

Spring term 1

WJEC (Eduqas) – Examination Revision

NEA2 Section C –

Carry out sensory testing of the final dishes

Carry out nutritional analysis of final dishes

Compare nutritional profile of dish against dietary reference values for target group

Costing for the final dishes

Costing for the final dishes

Evaluate the success of the dishes and identify improvements

Spring Term 2

WJEC (Eduqas) Examination Revision: command words used in written exam, types of questions that will be asked, Data response, Structured question, open-ended response questions or free response questions.

Topics: Food commodities, Principles of Nutrition, Diet and good health, the science of food, Food provenance, factors affecting food choice

Coursework submission – NEA1 & NEA 2 for moderation

Summer Term 1

WJEC (Eduqas) – Examination Revision

command words used in written exam, types of questions that will be asked, Data response, Structured question, open-ended response questions or free response questions.

Topics: Food commodities, Principles of Nutrition, Diet and good health, the science of food, Food provenance, factors affecting food choice

Summer Term 2

WJEC (Eduqas) – Examination Revision: command words used in written exam, types of questions that will be asked, Data response, Structured question, open-ended response questions or free response questions.

Topics: Food commodities, Principles of Nutrition, Diet and good health, the science of food, Food provenance, factors affecting food choice.

Year 11 French
Exam Board: Edexcel

| |
|--|
| Head of Faculty – Ms C Gainza- Laset cgainza-laset@bishop.towerhamlets.sch.uk |
| Lessons per 2 week cycle : 5 |
| How is the course taught? The course is taught across two academic years. In year 11, students first revisit the grammar and vocabulary knowledge covered in year 10. Subsequently, higher pupils will be taught more complex tenses and vocabulary which will enable them to access more sophisticated texts in new contexts, and foundation students will go on to strengthen their command of verbs in the present, past and future in a range of new vocabulary related themes and topics. Exam strategies are embedded in lessons through informal exam practice, formal assessment and opportunities to improve their work following teacher feedback. Personalised Learners' Checklists are used to enable students to become more independent in their learning and to track their own learning and set new learning targets. |
| How are students grouped? Students are grouped in sets |
| How are students assessed? Students are assessed through: <ul style="list-style-type: none">• Low- stake assessment tasks• Homework• End of module assessments• Grade Indicator exams |
| Homework: Homework is set weekly and based on retrieval of content in lesson or practice exam questions. Homework is set via Edulink and resources can be found on Google Classrooms |
| Textbooks and Materials provided and needed: The Spanish department uses the <i>Edexcel rojo</i> (higher) and <i>Edexcel verde</i> (foundation) textbooks and has also produced bespoke teaching and homework resources. Vocabulary booklets are provided to students, however, in addition students may wish to purchase a revision guide to aid their learning. |

Year 11 French
Course Description

Autumn Term 1- Theme: Local area, holiday and travel

- Talking about an ideal holiday
- Booking and reviewing hotels
- Ordering in a restaurant

Autumn Term 2- Theme: Local area, holiday and travel

- Talking about travelling
- Buying souvenirs
- Talking about holiday disasters

Spring Term 1- Theme: School

- Talking about school
- Comparing school in the UK and French-speaking countries
- Discussing school rules
- Talking about getting the best out of school
- Talking about a school exchange

Spring Term 2- Theme: Future aspirations, study and work

- Discussing career choices
- Talking about plans, hopes and wishes
- Discussing the importance of languages

Summer Term 1- Theme: International and global dimension

- Discussing problems facing the world
- Talking about protecting the environment
- Discussing ethical shopping
- Volunteering opportunities
- Discussing big events

Summer Term 2

Past papers practice

Year 11 Geography

Exam Board: Edexcel B

This specification gives students the opportunity to understand more about the world, the challenges it faces and their place within it. This GCSE course will deepen understanding of geographical processes, illuminate the impact of change and of complex people-environment interactions, highlight the dynamic links and interrelationships between places and environments at different scales, and develop students' competence in using a wide range of geographical investigative skills and approaches. Geography enables young people to become globally and environmentally informed and thoughtful, enquiring citizens (Pearson Edexcel Geography B 9-1 2016).

| |
|---|
| Head of Faculty – Ms L Griffiths lgriffiths@bishop.towerhamlets.sch.uk Head of Department – Ms A Howie ahowie@bishop.towerhamlets.sch.uk |
|---|

| |
|-------------------------------------|
| Lessons per 2 week cycle : 5 |
|-------------------------------------|

| |
|----------------------------------|
| How is the course taught? |
|----------------------------------|

| |
|---|
| The course is taught across three academic years, with year 11 entering their third year of GCSE Geography in September 2022. |
|---|

| |
|---|
| This year students will complete unit 5 'The UK's Evolving Human Landscape' before moving on to Component 3 'People and Environment Issues'. Students will also take part in their compulsory field trip to Stratford in the Autumn term to study the variations in quality of life in urban areas. |
|---|

| |
|---|
| Exam questions are broken down and students are given clear strategies for answering them through sentence starters, model answers and acronyms such as PEEL, TEA and CLOCC to help them remember how to structure answers. |
|---|

| |
|----------------------------------|
| How are students grouped? |
|----------------------------------|

| |
|--|
| Students are grouped in mixed ability classes. |
|--|

| |
|-----------------------------------|
| How are students assessed? |
|-----------------------------------|

- | |
|---|
| <ul style="list-style-type: none">• Through low stakes quizzes in class• Homework• End of topic tests at the end of each unit• Grade Indicator exams |
|---|

| |
|------------------|
| Homework: |
|------------------|

| |
|--|
| Homework is set every two weeks and based on retrieval of content taught in lesson or practise exam questions. Homework is set via Edulink and resources can be found on Google Classroom. |
|--|

| |
|---|
| Textbooks and Materials provided and needed: |
|---|

| |
|---|
| The department works from two GCSE Textbooks and recommends students purchase the Edexcel B Revision Guide and workbook. The Geography department will also provide revision crib sheets for every unit which students should use to aid their revision prior to all assessments and exams. |
|---|

Year 11 Geography Course Description

Autumn Term 1

Unit 5 – The UK's Evolving Human Landscape

This unit focuses on how people and places are changing in the UK. Required knowledge includes:

- Population, economic activities and settlements are key elements of the human landscape
- The UK economy and society is increasingly linked and shaped by the wider world

London is the primary case study for how a major UK city has changed. Students will be required to understand:

- How the context of London influences its functions and structure
- How London has changed through employment, services and the movement of people
- How changes in London has led to both challenges and opportunities
- How strategies can be used to improve life in London
- How London is interdependent with rural areas leading to changes in these and subsequent challenges and opportunities

Autumn Term 2

Unit 6 – Geographical Investigations

This is the second of two investigations including fieldwork and research, in contrasting environments. Linked to Dynamic Urban Areas. The study area for this fieldwork is Stratford, London.

Students must investigate how and why quality of life varies within urban areas through:

1. Formulating enquiry questions
2. Selecting fieldwork methods
3. Evaluating secondary data sources

Unit 7 - People and the Biosphere.

Students will be studying why the biosphere is so important to human wellbeing and investigating how humans use and modify it to obtain resources. Lessons will focus on:

- The Earth is home to a number of very large ecosystems (biomes) the distribution of which is affected by climate and other factors
- The biosphere is a vital life-support system for people as it provides both goods and services

Spring Term 1

Unit 8 – Forests under threat

A detailed study of tropical rainforests and the taiga, looking at processes and interactions and issues related to their biodiversity and to their sustainable use and management

This topic focusses on the threats to forest biomes and how these can be reduced. Key elements include:

Tropical rainforest

- Structure, functioning and adaptations reflecting the equatorial climate
- Direct threat of deforestation and indirect threat of climate change
- Conservation and sustainable management are essential to ensure goods and services are not lost for future generations

Taiga

- Different characteristics reflect the extreme and highly seasonal climate
 - Commercial development is an increasing threat
- Overexploitation is the greatest challenge and requires protection methods

Spring Term 2

Unit 9 – Consuming Energy Resources

A study of renewable and non-renewable energy, its supply and demand, access and energy security issues, its sustainable use and management.

This topic looks into how growing energy demands can be met without serious environmental consequences. Students will look into classifying types of energy resources, how they are extracted and the environmental consequences of extraction and use. Lessons cover energy distribution on a global scale whilst considering how supply is uneven despite increasing global demand. Trends in fossil fuel use and increasing pressure on the environment creates challenges that have resulted in changes in attitudes towards energy and the environment.

Summer Term 1

Revision

Students will recap and consolidate all prior learning and skills.

Summer Term 2

Revision

Students will recap and consolidate all prior learning and skills.

Year 11 History
Exam Board: AQA

History encourages students not only to develop an in-depth understanding of past events, but also to build critical thinking and analytical skills. The AQA specification allows students to explore a range of chronological periods and geographical areas, and allows students to engage with historical sources and interpretations.

| |
|---|
| Head of Faculty – Ms L Griffiths, lgriffiths@bishop.towerhamlets.sch.uk |
| Lessons per 2 week cycle: 5 |
| How is the course taught? <ul style="list-style-type: none">• In Year 11, students will study two units:<ul style="list-style-type: none">○ Thematic study – Migration, empire and the people 790 – present day○ Shaping the Nation – Elizabethan England, 1568 – 1603 |
| How are students grouped? <p>Students are taught in groups of up to 30</p> |
| How are students assessed? <p>Students are assessed through:</p> <ul style="list-style-type: none">• Low stakes quizzes• Homework• Practice Exam Questions• Presentations• End and mid year assessments• Grade Indicator exams |
| Homework: <p>Homework is set once per fortnight</p> |
| Textbooks and Materials provided and needed: <p>Students will be provided with textbooks in lessons (these will not be personal copies and need to remain in the classroom)</p> <p>Students will be provided with copies of revision guides to keep</p> <p>Students will be provided with copies of past papers and can access all previous exam papers/mark schemes and exemplar materials on the AQA website</p> |

Year 11 History Course Description

Autumn Term 1

Topic: Elizabethan England

Learning overview:

The Elizabethan Court; Elizabeth's childhood and background; Problems facing a female ruler; Elizabethan government and parliament; The problems of marriage and succession; The Golden Age of Elizabeth; Poverty in Elizabethan England; The Age of Discovery

Autumn Term 2

Topic: Elizabethan England

Learning overview:

Elizabeth's religious settlement; Mary Queen of Scots; Conflict with Spain; Elizabeth's later years including the Essex Rebellion; Historic Environment Question

Spring Term 1

Topic: Migration, Empire and the People

Learning overview:

The impact of Viking invasion and settlement; The significance of the Normans; The impact of the Hundred Years War; British Empire in the Americas; Migration to and within the British Isles up to the 1800s

Spring Term 2

Topic: Migration, Empire and the People

Learning overview:

The British Empire in India; Colonisation of Africa; Migration to, from and within Britain after 1800; The rise of nationalism and end of Empire; The legacy of Empire; Britain's relationship with the EU; The Falklands War

Summer Term 1

This half term will be dedicated to revision of all Year 10 and 11 Units

Summer Term 2

External exams for all students

Year 11 Health & Social Care

Exam Board: Pearson

Health and social care is one of the fastest growing sectors in the UK with demand for both health and social care employees continuously rising. Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical application alongside conceptual study. There are also strong opportunities for post-16 progression in this important sector. The Health and Social Care department will nurture every student through their journey to develop their resilience, independence, growing into well-rounded individuals to succeed in today's diverse society. Students will gain key competencies in the areas of research, essay writing and exam technique which will support them in further study and into their professional lives.

Head of Faculty – Ms L Griffiths lgriffiths@bishop.towerhamlets.sch.uk

Lessons per 2 week cycle: 6 Lessons

How is the course taught?

Students will study the Tech Award at KS4 which is assessed through a combination of external exams and internal coursework. The research and essay writing competencies applied at KS4 develop learners for further study into KS5 and beyond. The course is made up of three components: Component 1 (Human lifespan development), Component 2 (Health and Social Care Services and Values) Component 3 (Health and Wellbeing). Our three-block structure, explore, develop and apply, has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned. Our assessment structure is also designed so that students can build on what they learn, and develop their assignment skills, as they move through the course.

How are students grouped?

Learners are groups in mixed ability classes.

How are students assessed?

The course is made up of three components: Component 1 (Human lifespan development) and Component 2 (Health and Social Care Services and Values) are the two internally assessed components, which will be assessed through Pearson-set Assignments. These assignments are set by Pearson and are summative assessments. Students will complete realistic tasks and activities that allow them to fully connect knowledge to practice and evidence core knowledge, understanding and skills. The Component 3 (Health and Wellbeing) external exam is based on a written assessment that requires students to demonstrate that they can identify and apply concepts, theories and knowledge from across the whole qualification in an integrated way. The exam will be assessed in February 2024.

Other ways students will be assessed are

- Formative assignments
- Homework
- Grade Indicator exams
- Quizzes/Presentations

Homework:

Homework in Health and Social Care is set every two weeks and based on retrieval of content taught in lesson or practise exam questions. Homework is set via Edulink and resources can be found on Google Classroom.

Textbooks and Materials provided and needed:

The department has produced its own revision guide which will be provided to students, however students may wish to purchase a revision guide to aid their learning. It is also recommended that learners purchase the main textbook used in class to help them complete work at home.

Year 11 Health & Social Care Course Description

Autumn Term 1

Component 3 Health and Wellbeing: To know and understand the factors that affect health and wellbeing

Autumn Term 2

Component 2 Controlled Assessment: Health and Social Care Service and Values - To know and understand the skills, attributes and values required to give care.

Spring Term 1

Component 3 Health and Wellbeing: To know how to interpret health indicators

Spring Term 2

Component 3 Health and Wellbeing: To understand the importance of using a person-centred approach to help individuals improve their health and wellbeing.

Summer Term 1

Component 3 Health and Wellbeing: To revisit knowledge and understanding on factors that affect health and wellbeing - Component 3 Final Exam

Year 11 - ICT

Exam Board: OCR

The Cambridge Nationals in Information Technology is a vocational course which was started in Y9. Students are given a project (controlled assignment/practical tasks) set by the examination board while at the same time preparing for IT theory examination (Jan and June). Students have developed the skills and understanding of using different software to different projects/scenarios (Y9 & 10). The content of theory unit is integrated throughout the course and exam preparation will focus on past exam papers.

Teacher: Ms Ige, Head of Faculty – Mr M Rahat

Lessons per 2 week cycle : 4

How is the course taught?

Cambridge Nationals in Information Technology is a vocational course which was started in Y9 and taught across three years. In year 11, students will complete a project (controlled assignment/practical tasks). The project is set by the examination board while at the same time students will be preparing for IT theory examination (Jan and June).

Students will be guided on how to complete the project and they will apply the skills they have learnt in Y9 & 10 to complete the controlled assignment project. Exam preparations will be embedded in their learning using past exam papers.

How are students grouped?

Students are grouped in mixed ability classes.

How are students assessed?

The course is made up of two components:

Component 1 (Unit R012): is a written exam at the end of Year 11. Students can take the exam in January and June. This is worth 50% of the overall grade.

Component 2 (Unit R013): is a controlled assignment and are internally assessed project which is moderated by the exam board. Students can submit the coursework in January and June (together with Unit R012). The controlled assignment is worth 50% of the overall grade.

In year 11, students will focus on the controlled assignment (R013) by completing the activities on the project brief. The contents of unit R012 have been covered in Y9 & 10 but will be revisited in lessons/during preparation for their exam/homework/starter activities.

How are students assessed?

- Students are assessed:
- Homework
- Through low stakes quizzes in lesson
- Grade Indicator exams

Homework:

Homework is set every two week and it will be a combination of theory (practice exam questions) and coursework units.

Textbooks and Materials provided and needed:

Textbooks are available for students to use and there are other resources such as online videos, quizzes and downloadable documents.

Year 11 ICT Course Description

Autumn Term 1

Introduction to controlled assignment (Project)

- Follow the project life cycle to plan and develop an integrated system:
- Stages of the Project Life Cycle for a given scenario
- Initiating a project
- Mitigating risks for a project
- Planning a project using planning documentation
- Carry out iterative review of initiation and planning phase
- Developing an integrated IT system
- Revision using exam papers

Autumn Term 2**Developing an integrated IT system**

- Manipulating data and presenting information
- Testing the functionality of the system created
- Iterative review of each phase
- Final Evaluation

Spring Term 1

Complete project and ready for submission

Revision using past exam papers

Preparation for Public Exam (January)

Revision using past exam papers

Revisit theory topics in preparation for June exam.

Spring Term 2

Introduction to controlled assignment (Project)

- Follow the project life cycle to plan and develop an integrated system:
- Stages of the Project Life Cycle for a given scenario
- Initiating a project
- Mitigating risks for a project
- Planning a project using planning documentation
- Carry out iterative review of initiation and planning phase
- Developing an integrated IT system

- Revision using past exam papers

Summer Term 1 & 2

Developing an integrated IT system

- Manipulating data and presenting information
- Testing the functionality of the system created
- Iterative review of each phase
- Final Evaluation

Developing an integrated IT system

- Manipulating data and presenting information
- Testing the functionality of the system created
- Iterative review of each phase
- Final Evaluation

Preparation for Public Exam (June)

- Revision using past exam papers

Year 11 Mathematics

Exam Board: OCR

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. Our high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

| |
|---|
| Head of Faculty – Mr H Khan hkhan2@bishop.towerhamlets.sch.uk |
| Lessons per 2 week cycle : 8 |
| How is the course taught? Our schemes of learning are designed to ensure that students efficiently acquire, rehearse and connect knowledge using pedagogical approaches that provide instructional support. This instructional support includes retrieval and review, presenting new material in small steps, checking understanding, modelling, scaffolding and guided and independent practice. |
| How are students grouped? Students are grouped according to mathematical ability |
| How are students assessed? Students are assessed: <ul style="list-style-type: none">• Through low stakes quizzes in class• Homework• End of term tests• Grade Indicator exams |
| Homework: Homework is set every two weeks. It consists of exam questions based on topics that were taught during the previous two weeks. Homework is set via Edulink and resources can be found on Google Classroom. |
| Textbooks and Materials provided and needed: The department has access to the Collins Connect textbooks. Students are given a username to Mathswatch where they are able to watch videos and complete questions based on the topics they are learning. Personalised learning checklists with Mathswatch clip numbers are issued at the start of each half term to encourage independent study. |

Year 11 Mathematics Course Description

| | |
|---|---|
| Autumn Term 1 | |
| Higher | Foundation |
| <p>Recap of topics studied in KS3/4</p> <p>Conversions</p> <ul style="list-style-type: none"> • Be able to convert metric units • Be able to convert units between length, area and volume <p>Multiplicative reasoning</p> <ul style="list-style-type: none"> • Be able to use the kinematics formulae • Be able to solve problems involving speed, distance and time | <p>Recap of topics studied in KS3/4</p> <p>Constructions</p> <ul style="list-style-type: none"> • Be able to draw maps and scale drawings • Be able to find and draw bearings |
| Autumn Term 2 | |
| Higher | Foundation |
| <p>Multiplicative reasoning</p> <ul style="list-style-type: none"> • Be able to solve problems involving speed, distance and time • Be able to solve problems involving density, mass and volume • Be able to solve problems involving pressure, force and area • Know the properties of congruent shapes • Know the properties of similar shapes • Be able to use similar shapes to find missing lengths, areas and volumes | <p>Conversions</p> <ul style="list-style-type: none"> • Be able to convert metric units • Be able to convert units between length, area and volume <p>Multiplicative reasoning</p> <ul style="list-style-type: none"> • Be able to use the kinematics formulae • Be able to solve problems involving speed, distance and time • Be able to solve problems involving density, mass and volume • Be able to solve problems involving pressure, force and area • Be able to recognise direct and inverse proportion graphs • Be able to solve direct and inverse proportion problems |
| | |

| Spring Term 1 | |
|--|--|
| Higher | Foundation |
| <p>Trigonometry</p> <ul style="list-style-type: none"> • Be able to find the area of non-right angled triangles • Be able to use the sine rule to find missing lengths and angles • Be able to use the cosine rule to find missing lengths and angles • Be able to use trigonometry to solve bearing problems • Be able to solve 3D trigonometry problems <p>Circle theorems</p> <ul style="list-style-type: none"> • Be able to understand and use circle theorems <p>Vectors and geometric proof</p> <ul style="list-style-type: none"> • Understand vector notation • Be able to represent vectors graphically • Be able to find the sum and difference of two column vectors • Be able to prove two vectors are parallel/collinear <p>Algebraic Fractions</p> <ul style="list-style-type: none"> • Be able to simplify algebraic fractions • Be able to multiply/divide algebraic fractions • Be able to solve equations involving algebraic fractions • Be able to apply algebraic proofs | <p>Congruence, similarity and vectors</p> <ul style="list-style-type: none"> • Know the properties of congruent shapes • Know the properties of similar shapes • Be able find missing lengths on similar shape • Understand vector notation • Be able to represent vectors graphically • Be able to find the sum and difference of two column vectors |
| Spring Term 2 | |
| Higher | Foundation |
| <p>Graphs</p> <ul style="list-style-type: none"> • Be able to transform polynomial graphs (translate, reflect, stretch) • Be able to transform trigonometric graphs (translate, reflect, stretch) | <p>Revision based on QLA's from Grade Indicator Exams</p> |

| | |
|---|---|
| Further algebra <ul style="list-style-type: none"> • Be able to use function notation • Be able to find inverse functions • Be able to find composite functions • Be able to use iterative processes | |
| Summer Term 1 | |
| Higher | Foundation |
| Revision based on QLA's from Grade Indicator Exams | Revision based on QLA's from Grade Indicator Exams |
| Summer Term 2 | |
| Higher | Foundation |
| Public Examinations | Public Examinations |

Year 11 Media Studies

Exam Board: Eduqas

The Media Studies curriculum is designed to cover a wide range of media texts and platforms and the skills and careers that underpin their production and distribution. The curriculum exposes learners to range of traditional and contemporary media, giving them an insight into the wide range of media products and careers. Many learners will gain access and understanding to new texts and professions. This caters for students that will go on to further academic study, apprenticeships, professional and creative roles in the media sector.

| |
|---|
| Head of Faculty – Mr Skinner |
| Lessons per 2 week cycle : 5 |
| How is the course taught? The course is divided into three components. Components 1 and 3 are taught in year 10, component 2 is taught in Year 11. Component 1 covers Media Language and Representation. Component 3 is the Non-exam assessment (coursework) part of the course. Component 2 covers Television and Music Videos in depth and allows time for revision and catch-up before GCSE exams. |
| How are students grouped? Students are in a mixed ability group. |
| How are students assessed? <ul style="list-style-type: none">• Quizzes in class• Homework• End of term assessments• Grade Indicator exams• Practice essays |
| Homework: Homework will be available on Satchel:One. Homework will comprise a mix of key word vocabulary tests, written work, research tasks or coursework. |
| Textbooks and Materials provided and needed: Eduqas resources will be provided. Filming and photography equipment is lent to students for coursework. Students will be provided with revision packs. |

Year 11 Media Studies Course Description

Autumn Term 1

Component 2A: Television

Media Language and Representation

This section involves a detailed study of a specific television genre. Television genres have distinct social and cultural significance in terms of their particular representations of the world, their financial importance to the television industry, and their popularity with television audiences. Each set option involves study of a complete episode from a contemporary programme and one ten minute extract from a programme produced in the past. This is designed to enable learners to develop a knowledge and understanding of how genres change over time. Learners will thus be able to explore how media language, representations, messages and values, themes and issues in the specified crime dramas and sitcoms reflect the key social, cultural, political and historical contexts in which they are produced. The complete episodes set will also exemplify industry issues and emerging, contemporary developments in television in the form of online broadcasting. Both genre studies provide opportunities to address key aspects of media audiences, including targeting, consumption and appeals.

Autumn Term 2

Component 2A: Television

Industry, Audience and Context

This term will look at how audiences receive texts and how context can affect audience reception. This includes historical, political, social and economic context. Context will also be used to examine how certain groups are portrayed in television.

Spring Term 1

Component 2B: Music

Media Language and Representation

Section B requires a detailed study of music through focusing on two contemporary music videos and the online, social and participatory media surrounding the artists. In addition, learners study one music video from the past to enable learners to develop their understanding of media language and of how representations reflect, and are influenced by, relevant contexts.

Spring Term 2

Component 2B: Music

Industry, Audience and Context

The contemporary media industries are increasingly dependent on each other for the production, distribution, and circulation of their products. This is particularly evident in the music industry, where forms such as the music video have developed both as products popular with audiences and as marketing. Learners will also be able to explore how the music industry uses conventional online forms such as websites as well as social and participatory media. This will enable learners to explore a range of industry and audience issues. Websites, by their very nature, are dynamic and updated to respond to industry and audience needs. Learners are required to study the following elements of their chosen websites:

- the design of the home page, including its use of images and topical material
- links to other content, including audio-visual material and music videos
- interactive links, including to social and participatory media.

Summer Term 1

Revision, course work catch-up.

Summer Term 2

Exam period.

Year 11 Music

Exam Board: Eduqas

https://www.eduqas.co.uk/qualifications/music-gcse/#tab_keydocuments

The Music Department ensures that all pupils are not excluded from musical learning regardless of prior learning. All schemes of work within the Music Department are skills based. These are centred on a specific sequence that encourage pupils' development of Performance, Composition and Appraisal of Music. The Music Department runs with the saying 'Practice Makes Perfect'. This phrase builds resilience in learning and ensures pupils understand the benefit of working towards achievement. Each unit of work requires pupils to learn a new skill and to practice it to make it better. Modelling this behaviour allows pupils to not only grow through the curriculum but spiritually, morally and socially.

Head of Faculty: Chris Skinner

Head of Department: Colm McGarvey

Lessons per 2 week cycle: 4 Lessons, twice a week.

How is the course taught?

GCSE Music is taught through the three assessment areas;

1. Performing Music
2. Composing Music
3. Appraising Music

A Modular approach is continued from Key Stage 3 and pupils build on previous knowledge and understanding.

How are students grouped?

GCSE Music falls within the option block and pupils choose to take music.

When Pupils are competing group tasks, they are grouped by the classroom teacher.

How are students assessed?

Students are assessed at the end of each module (each half term) based on the three assessment areas.

Performing Music – 30%

Pupils must perform 4 -6 minutes of music at a Grade 3 standard.

Composing Music – 30%

Pupils must complete a compositional portfolio of two compositions and a detailed commentary of the compositions. One Free composition of the candidates own choosing and one brief composition set by the exam board in the year of their examination.

Appraising Music – 40%

Pupils learn about 4 different areas of music and learn about two specific set works.

Areas of Study:

Area of Study 1 – Musical Forms and Devices

Area of Study 2 – Musical for Ensemble

Area of Study 3 – Film Music

Area of Study 4 – Popular Music

Pupils will complete a listening examination consisting of 8 questions (96 marks), two questions from each area of study.

Set Works 2022-2023

Area of Study 1 – Musical Forms and Devices – Badinerie – Bach

Area of Study 4 – Popular Music – Africa - Toto

Homework:

As per school policy.

Independent work is needed for compositions and performances. Pupils may be asked to come into the music department to work on their composition or their performance by their teacher for their homework.

Textbooks and Materials provided and needed:

Pupils are provided with free instrumental lessons within the Music Department with an instrumental teacher.

Pupils are directed to our GCSE Music Google Classroom for all resources.

Revision books are available to buy – <https://www.amazon.co.uk/WJEC-Eduqas-Music-Revision-Guide/dp/1912820781>

Year 11 Music Course Description

Autumn Term 1

AoS3 – Film Music / Composing to a brief

Pupils will revisit learning of Film music studied in Year 10 and learn how to compose to a set brief.

Autumn Term 2

Composing to a brief / Performing Music

30% of pupil's GCSE is based on the two compositions that pupils complete.

30% of pupils GCSE is based on the 4-6 minutes that pupils perform.

In these terms pupils will develop skills and work at their performance and compositions in class time.

Spring Term 1

Composing Music / Performing Music

30% of pupil's GCSE is based on the two compositions that pupils complete.

30% of pupils GCSE is based on the 4-6 minutes that pupils perform.

In these terms pupils will develop skills and work at their performance and compositions in class time.

Spring Term 2

Composing Music / Performing Music

30% of pupil's GCSE is based on the two compositions that pupils complete.

30% of pupils GCSE is based on the 4-6 minutes that pupils perform.

In these terms pupils will develop skills and work at their performance and compositions in class time.

Summer Term 1

Revision 1

In this unit of work, pupils will revise the content of the course and will be able to answer exam questions.

Pupils will also be able to use the Mark Scheme to identify marks.

Summer Term 2

Revision 2

In this unit of work, pupils will revise the content of the course and will be able to answer exam questions. Pupils will also be able to use the Mark Scheme to identify marks.

Y11 GCSE Physical Education

Exam Board: Edexcel

| |
|--|
| Head of Faculty – Miss L Bunton lbunton@bishop.towerhamlets.sch.uk |
| Lessons per 2 week cycle : 4 |
| How is the course taught? The course is taught across two academic years. Students build upon theoretical knowledge and practical sports covered in KS3 and are introduced to some new content. Exam questions are broken down and students are given clear strategies for answering them through sentence starters, model answers and exam technique strategies to help them remember how to structure answers. |
| How are students grouped? Students are in mixed ability classes |
| How are students assessed? <ul style="list-style-type: none">• Through low stakes quizzes in class• Homework• End of topic tests at the end of each unit• Grade Indicator exams• Practical assessment• Coursework• Two external examinations at the end of the course |
| Homework: Homework is set once every two weeks and based on retrieval of content taught in lesson or practise exam questions. Homework is set via Satchel one. |
| Textbooks and Materials provided and needed: Revision guide and work book will be provided Access to online learning platforms will be provided (theeverlearner) Various text books will be used throughout the course (Edexcel GCSE PE 9-1) |

Year 11 GCSE Physical Education

Our Pearson Edexcel GCSE (9-1) in Physical Education has been designed to provide a smooth progression from GCSE to A level.

Builds on the understanding developed at Key Stage 3, supporting a smooth transition to the next level of study.

Encourages learners to become more competent, confident and expert in their techniques, and apply them across different sports and physical activities.

Helps students develop important transferable skills for progression to the next level, including numeracy, communication and an understanding of practical performances.

The blend of scientific and social knowledge positions candidates to access a range of qualifications.

Autumn Term 1

Applied anatomy and physiology – respiratory system

1.2 The structure and functions of the respiratory system

1.4 The short- and long-term effects of exercise on the respiratory system

3.4 The long-term effects of exercise

Autumn Term 2

Component 4: Personal Exercise Programme (PEP)

Spring Term 1

Health, fitness and wellbeing

1.1 Physical, emotional and social health, fitness and wellbeing

1.3 Energy use, diet, nutrition and hydration

1.2 The consequences of a sedentary lifestyle

Spring Term 2

Movement analysis

2.1 Lever systems, examples of their use in activity and the mechanical advantage they provide in movement

2.2 Planes and axes of movement

Summer Term 1

Revision

Exam Technique

Exam preparation

Y11 BTEC Tech Award in Sport

Exam Board: Pearson

| |
|---|
| Head of Faculty – Miss L Bunton lbunton@bishop.towerhamlets.sch.uk |
| Lessons per 2 week cycle : 4 |
| How is the course taught? The course is taught across two academic years. Students build upon theoretical knowledge and practical sports covered in KS3 and are introduced to new content. Students will be equipped to complete two internally assessed coursework units and one externally assessed synoptic assessment examination. Coursework content and exam questions are broken down and students are given clear strategies for completing them through sentence starters, model answers and exam technique strategies to help them remember how to structure answers. |
| How are students grouped? Students are in mixed ability classes |
| How are students assessed? <ul style="list-style-type: none">• Through low stakes quizzes in class• Homework• Grade Indicator exams• Practical assessment• Coursework• One external synoptic assessment in Y11 |
| Homework: Homework is set once every two weeks and based on retrieval of content taught in lesson or practise exam questions. Homework is set via Satchel one. |
| Textbooks and Materials provided and needed: Revision guides will be provided Access to online learning platforms will be provided (theeverlearner) Various text books will be used throughout the course |

Year 11 BTEC Tech Award in Sport Course Description

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. They will explore the different types and providers of sport and physical activity, as well as the equipment and technology available. Building on this, they will look at individuals' differing needs, to gain an understanding of how to increase participation in sport while further developing their knowledge and understanding of anatomy and physiology in a contextualised way. They will then apply their knowledge and skills to planning and delivering sports activity sessions for participants in practical sessions. In addition, this qualification enables learners to develop sector-specific skills such as sport analysis and sports leadership, and personal skills such as communication, planning, time management and teamwork, through a practical and skills-based approach to learning and assessment.

Autumn Term 1

Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity

B Investigate fitness testing to determine fitness levels

B1 Importance of fitness testing and requirements for administration of each fitness test

B2 Fitness test methods for components of physical fitness

B3 Fitness test methods for components of skill-related fitness

B4 Interpretation of fitness test results

C Investigate different fitness training methods

C1 Requirements for each of the following fitness training methods

C2 Fitness training methods for physical components of fitness

C3 Fitness training methods for skill-related components of fitness

C4 Additional requirements for each of the fitness training methods

C5 Provision for taking part in fitness training methods

C6 The effects of long-term fitness training on the body systems

D Investigate fitness programming to improve fitness and sports performance

Autumn Term 2

Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity

D1 Personal information to aid training fitness programme design

D2 Fitness programme design

D3 Motivational techniques for fitness programming

Revision

Spring Term 1

Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity

Exam technique

Revision

Synoptic assessment exam

Spring Term 2

Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity

Exam technique

Revision

Summer Term 1

Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity

Exam technique

Revision

Synoptic assessment exam re-sit

Year 11 Religious Education (RE)

Exam Board: AQA

As a Catholic School, Religious Education is a core subject and central to our school ethos. We complete AQA Religious Studies B and in Year 11 we cover two sections, one on ethics and one on Judaism. Within ethics, we cover two themes: one on Religion, Relationships and Families, and one on Religion, Peace and Conflict. We also study Judaism with a focus on its beliefs, teachings and practices. The subject continues to encourage students to develop their critical thinking and evaluative skills as they form their own arguments around different ethical issues and religions.

| |
|---|
| Head of Faculty – Mr Willis dwillis@bishop.towerhamlets.sch.uk |
| Lessons per 2 week cycle : 6 |
| How is the course taught? The course is taught across two academic years. The students have already completed their first component on Catholic Christianity in Year 10 so have a detailed knowledge of the beliefs, teachings and practices found within Catholic Christianity. Students complete two more components during Y11, one on Themes which cover key ethical issues and one on Judaism which includes beliefs, teachings and practices. Exam questions are utilised and broken down through sentence starters and a focus on PEEL to enable them to structure answers effectively. |
| How are students grouped? Students are grouped according to ability in flexible setting from Set 1-6 in the girls school and Set 1-5 in the boys school |
| How are students assessed? RE uses a range of methods to assess students including: <ul style="list-style-type: none">• Quizzes in class and on Edulink• Exam Questions at the end of lessons• Homework including 12 mark questions• End of Unit assessments• Grade indicator exams |
| Homework: Homework is set every two weeks and based on retrieval of content taught in lesson or practise exam questions. Homework is set via Edulink and resources are given in class and can also be found on Google Classroom. |
| Textbooks and Materials provided and needed: All students have been given an AQA Revision Guide at the end of Y10 to support their learning which contains all content needed for their exam. They are also given flashcards and further Revision Guides in Y11 which have been created by the RE Faculty. |

Year 11 Religious Education Course Description

Autumn Term 1

Theme A: Religion, Relationships and Families

- Ethical themes including Christian and non-religious beliefs in contemporary British society about Relationships and Families
- Love and sexuality
- Relationships such as marriage
- Roles of men and women
- Gender equality

Autumn Term 2

Theme B: Religion, Peace and Conflict

- Ethical themes including Christian and non-religious beliefs in contemporary British society about Peace and Conflict
- Human violence
- Just war
- Holy war
- Pacifism
- Terrorism
- Conflict resolution
- Peace making

Spring Term 1

Judaism: Beliefs and Teachings

- The beliefs and teachings of Judaism and their basis in Jewish sources of wisdom and authority
- The influence of the beliefs and teachings and practices studied on individuals, communities and societies.
- Common and divergent views within Judaism in the way beliefs and teachings are understood including for Orthodox, Reform and Liberal Jews

Spring Term 2

Judaism: Practices

- The practices of Judaism and their basis in Jewish sources of wisdom and authority.
- The influence of the practices studied on individuals, communities and societies
- Common and divergent views within Judaism in the way beliefs and teachings are practiced including in Orthodox, Reform and Liberal Judaism

Summer Term 1

Revision

We complete Revision in class to ensure all content has been sufficiently covered. This will include a range of revision techniques including crib sheets, A3 sheets, exam questions, videos, podcasts and quizzes.

Year 11 Science

Exam Board: AQA

In science, we want our students to be resilient, life-long learners with an inquisitive mind-set and curiosity about the world around them.

As pupils journey through the science curriculum, we want them to develop an understanding of the nature, processes and methods scientific enquiries and be able to apply these to real life scenarios.

By the end of the journey, we want all pupils to be equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future. As well as a firm conceptual knowledge, that will prepare them for further education in science disciplines.

| |
|--|
| Head of Faculty – Miss N Fosang nfosang@bishop.towerhamlets.sch.uk |
| Lessons per 2 week cycle : 10 |
| How is the course taught? The course is taught across two academic years and it is divided into Triple Science and Combined Science. There is more depth in Triple Science compared to Combined. However, pupils are taught Physics, Chemistry and Biology in both sciences. |
| How are students grouped? Pupils have the choice to choose either Triple Science or Combined Science during their options in year 9, however, they need to achieve high grades in Maths and Science at the end of year 9 before they could be allowed to do Triple Science. |
| How are students assessed? Students are assessed: <ul style="list-style-type: none">• Through low stakes quizzes in class• Homework• End of topic tests at the end of each unit• Mid –year exam in March• End of year exam in July |
| Homework: Homework is set every two weeks and based on retrieval of content taught in lesson or practise exam questions. Homework is set via Edulink and resources can be found on Google Classroom and paper copy provided in lessons. |
| Textbooks and Materials provided and needed: Pupils are provided exercise books for their classwork which they can take home for revision. Textbooks are provided in classroom for extra support with literacy and independent learning. Practical equipment is available for pupils to use during practical lessons. Pupils have access to TASSOMAI website which can be used for revision and quizzes. |

- Through low stakes quizzes in class
- Homework
- End of topic tests at the end of each unit
- Mid –year exam in March
- End of year exam in July

Year 11 Combined Science and Triple Science Course Description

Autumn Term 1 Year 11

Combined Science: P5 Forces and C7 Organic Chemistry
Triple Science : C7 Organic Chemistry , C8 Chemical analysis ,
B6 Inheritance and Variation

Autumn Term 2

Combined Science: B6 Inheritance and Variation P6 Waves
Triple Science : P5 Forces and B7 Ecology

Spring Term 1

Combined Science: P6 Waves , P7 Magnetism and Electromagnets
C10 Using resources
Triple Science C9 Chemistry of the Atmosphere , C10 Using resources

Spring Term 2

Combined Science: B7 Ecology
Triple Science :P7 Magnetism and Electromagnets , P8 Space

Summer Term 1

Revision and GCSE EXAMINATION

Summer Term 2

GCSE EXAMINATIONS

Year 11 Spanish
Exam Board: Edexcel

Spanish is the second most spoken language spoken by native speakers in the world, equating to more than 400 million people in 21 countries. It is also considered one of the easiest languages to learn as it is mostly phonetic, and its pronunciation is relatively straightforward. According to the British Council, Spanish speaking countries are having an ever-increasing presence in the global market, and therefore work and business opportunities deriving from Spanish language knowledge is becoming more prevalent than ever.

| |
|--|
| Head of Faculty – Ms C Gainza- Laset cgainza-laset@bishop.towerhamlets.sch.uk |
| Lessons per 2 week cycle : 5 |
| How is the course taught? The course is taught across two academic years. In year 11, students first revisit the grammar and vocabulary knowledge covered in year 10. Subsequently, higher pupils will be taught more complex tenses and vocabulary which will enable them to access more sophisticated texts in new contexts, and foundation students will go on to strengthen their command of verbs in the present, past and future in a range of new vocabulary related to relevant themes and topics. Exam strategies are embedded in lessons through informal exam practice, formal assessment and opportunities to improve their work following teacher feedback. Personalised Learners’ Checklists are used to enable students to become more independent in their learning and to track their own learning and set new learning targets. |
| How are students grouped? Students are grouped in sets |
| How are students assessed? Students are assessed through: <ul style="list-style-type: none">• Low- stake assessment tasks• Homework• End of module assessments• Grade Indicator exams |
| Homework: Homework is set weekly and based on retrieval of content in lesson or practice exam questions. Homework is set via Edulink and resources can be found on Google Classrooms |
| Textbooks and Materials provided and needed: The Spanish department uses the <i>Edexcel rojo</i> (higher) and <i>Edexcel verde</i> (foundation) textbooks and has also produced bespoke teaching and homework resources. Vocabulary booklets are provided to students, however, in addition students may wish to purchase a revision guide to aid their learning. |

Year 11 Spanish Course Description

Autumn Term 1- Theme: Identity and culture

- Talking about different jobs
- Discussing job preferences
- Talking about how you earn money
- Describing a photocard
- Writing a report in Spanish

Autumn Term 2- Theme: Future aspirations, study and work

- Talking about work experience
- Talking about the importance of learning languages
- Applying for a summer job
- Writing an informal letter in Spanish
- Answering questions in Spanish

Spring Term 1

- Discussing gap years
- Discussing plans for the future
- Talking about healthy eating
- Considering global issues
- Writing a formal letter in Spanish
- Preparing for Speaking Grade Indicator Exams

Spring Term 2

- Talking about local actions
- Discussing healthy lifestyles
- Talking about international sporting events
- Preparing for Grade Indicator Exams

Summer Term 1

- Revisiting previous learning:
 - Holidays
 - Schools
 - Relationships, describing other people, social networks and reading preferences

Summer Term 2

- Revision of all aspects of grammar and vocabulary
- Past papers practice

Year 11 Sociology

Exam Board: AQA

Sociology is a subject that asks the big questions in our society. It explores the reasons for change in our society and attempts to explain the role and purpose of different institutions in our society and how individuals fit in. It is a subject that encourages students to develop their capacity for critical thinking and tap into the personal resistances we have towards examining controversial or uncomfortable topics.

| |
|---|
| Head of Faculty – Ms L Griffiths lgriffiths@bishop.towerhamlets.sch.uk |
| Lessons per 2 week cycle : 5 |
| How is the course taught? The course is taught across two academic years. Students are introduced to what sociology is in the first half term and the key issues and debates. Students then learn how sociologists conduct research which they then apply to different areas of sociology (families, education, crime & social stratification). Exam questions are broken down and students are given clear strategies for answering them through sentence starters, model answers and acronyms such as PEEL and PEERC to help them remember how to structure answers. |
| How are students grouped? Students are groups in mixed ability classes. |
| How are students assessed? Students are assessed: <ul style="list-style-type: none">• Through low stakes quizzes in class• Homework• End of topic tests at the end of each unit• Grade Indicator exams |
| Homework: Homework is set every two weeks and based on retrieval of content taught in lesson or practise exam questions. Homework is set via Edulink and resources can be found on Google Classroom. |
| Textbooks and Materials provided and needed: The department has produced its own revision guide which will be provided to students, however students may wish to purchase a revision guide to aid their learning. Students are given extracts from the textbook to support class work. |

Year 11 Sociology Course Description

Autumn Term 1

Social Stratification

- The different types of social stratification
- The different approaches to stratification
- The factors that can affect an individual's life chances
- Patterns of social mobility in the UK

Autumn Term 2

Social Stratification Continued

- Different sociological perspectives on the welfare state
- Feminist perspectives on power relationships
- Different types of power
- How globalisation affects the UK

Spring Term 1

Revision of Research Methods, Family and Education

- Focus on areas of weakness to ensure students have a complete understanding of what they need for their GCSE's
- Develop exam skills
Practise answering exam-style questions

Spring Term 2

Revision of Crime and Social Stratification

- Focus on areas of weakness to ensure students have a complete understanding of what they need for their GCSE's
- Develop exam skills
Practise answering exam-style questions