



CHIGWELL SCHOOL
AUT VIAM INVENIAM AUT FACIAM

YEAR 11

CURRICULUM INFORMATION
ACADEMIC YEAR 2018 – 2019

INTRODUCTION

Dear Parents,

This Curriculum Booklet contains course summaries for each of the subjects that we offer at Chigwell School in Year 11. There is a separate booklet for each year group; each of which is available via Chigwell Gateway.

The Year 10 and 11 GCSE curriculum core consists of:

- English Language
- English Literature
- Mathematics
- At least one foreign language (French/German/Spanish/Latin)
- Biology, Physics and Chemistry

In addition:

- Pupils study three other subjects.
- All pupils have a Games afternoon weekly as well as PE.
- PSHE is taught fortnightly in Years 10 and 11

Year 11 Parents' Evenings will be held in New Hall on **Monday 26th November 2018** and on **Thursday 21st March 2019**.

Year 11 Internal Progress Examinations take place from:

Wednesday 7th November to Wednesday 14th November 2018 and
Wednesday 6th March to Wednesday 13th March 2019.

We hope that you will find this a useful reference document.

Yours sincerely,

Mr. S. Wilson,
Assistant Director of Studies.



LESSON ALLOCATION

The figures below refer to the numbers of 50-minute lessons allocated in a fortnightly cycle during each of Years 10 and 11.

	Year 10	Year 11
Art and Design	*	*
Biology	5	5
Chemistry	5	5
Design and Technology	*	*
Drama	*	*
English	8	8
French	*	*
Games	4	4
Geography	*	*
German	*	*
Graphic Design	*	*
History	*	*
Latin	*	*
Mathematics	6	6
Music	*	*
Physics	5	5
Religious Studies	*	*
Spanish	*	*
Physical Education	2	2
PSHE	1	1
* GCSE option 1	6	6
* GCSE option 2	6	6
* GCSE option 3	6	6
* GCSE option 4	6	6
TOTAL	60	60



“Pupils in the English department are encouraged to develop an appreciation of and an interest in the spoken and written word and to recognize the importance and value of English in all its forms and registers in today’s society. There is a strong emphasis on reading a range of literature – both fiction and non fiction. In addition, pupils are encouraged to adopt a creative approach as well as to be analytical readers and writers. Pupils in Year 11 follow the Edexcel syllabus in English Language and the Edexcel syllabus in English Literature. At the end of the academic year, pupils will sit one examination in English Language (Non fiction texts and transactional writing) and one exam paper in English Literature (Prose and poetry texts).”

Mrs. E. Rea,
Head of English.

Michaelmas Term

- Pupils complete the first piece of English language coursework which requires them to write creatively and imaginatively.
- Pupils begin to study the poetry section of the literature examination, looking at the poetry anthology and at a range of unseen poems.
- Pupils will also be working towards the IGCSE English Language Paper 1, focusing on writing skills. They will be working on transactional writing.

Lent Term

- Pupils complete their study of the examination set texts for literature.
- Pupils will continue skills work in preparation for the English Language reading and writing papers. They will come into contact with a wide range of shorter fiction and non-fiction texts that will both allow them to develop their analysis and summary skills but also offer them interesting models for their own directed, descriptive, argumentative and narrative writing.
- Pupils will complete the final piece of English Language coursework.

Trinity Term

- Pupils will follow a structured revision schedule in which they are given practice at writing under timed conditions.



MATHEMATICS

“Pupils complete their IGCSE course in this year with a view to sitting mock examinations in the Lent term and preparing for their actual examination in the Trinity term. Pupils in set 1 and some from set 2, will be in a position to sit a free-standing mathematics qualification (fsmq) in Additional Mathematics, which is effectively another GCSE qualification, by the end of Year 11.”

Mr. S. Chaudhary,
Head of Mathematics.

Michaelmas Term

- **Number** - Powers and roots.
- **Algebra** – Calculus.
- **Shape and Space** - Sine and Cosine rules; 3D trigonometry.
- **Handling Data** – Probability.

Lent Term and Trinity Terms

- In these term pupils will largely be revising through past paper practice and topic based targeted revision worksheets. There may be some topics which require further exemplification and this will be tailored to each specific set.



“The Year 11 course aims for pupils to develop further their knowledge and understanding in Biology. More challenging concepts are covered and practical work used wherever possible to support pupil learning. Opportunities are provided for pupils to apply their problem-solving skills and understanding along with developing a greater understanding of how science works and its essential role in society. Pupils will acquire the necessary skills, knowledge and understanding needed for progression to study AS level Biology.”

Mr. P. Eardley,
Head of Biology.

Michaelmas Term

- **Chromosomes, Genes and DNA** – This topic begins with a study of the structure of the DNA molecule and the way in which it carries the genetic code. The pupils also learn about the structure of chromosomes and the causes and consequences of mutation.
- **Cell Division** – The sequence of events in the two types of cell division – mitosis and meiosis – are taught together with the biological significance of each. Experimental work involves microscopic examination of the various stages of mitosis in plant roots.
- **Genes and Inheritance** – This topic starts with a consideration of the work of Gregor Mendel which led to the development of the modern science of genetics. Pupils are taught how to use genetic diagrams to predict the characteristics that offspring are likely to inherit from their parents.
- **Selective Breeding** – In this topic pupils study the various ways in which mankind selectively breeds plants and animals to have particular characteristics. The modern technique of cloning is considered in detail.
- **Genetic Modification** – In this topic of the course we look at the ways DNA can now be manipulated by mankind in the relatively new area of biotechnology. Pupils learn about the methods by which genetically modified organisms are produced and consider the potential advantages and disadvantages offered by such organisms.

Lent Term

- **Food Production** – Pupils study how mankind tries to maximise crop production using fertilizers and pest control, how we use microorganisms in the production of beer, bread and yoghurt and the techniques of modern fish farming, including ways of preventing disease and predation.
- **Human Influences on the Environment** – In the final topic of the course the pupils investigate the causes and consequences of air and water pollution including the Greenhouse Effect, deforestation and acid rain.

Trinity Term

- Revision for the IGCSE examinations followed by study leave.



“The Year 11 course aims for pupils to develop further their knowledge and understanding in Chemistry. More challenging concepts are covered and practical work used wherever possible to support pupil learning. Opportunities are provided for pupils to apply their problem-solving skills and understanding along with developing a greater understanding of how science works and its essential role in society. Pupils will acquire the necessary skills, knowledge and understanding needed for progression to study A level Chemistry.”

Miss R. Pettingill,
Head of Chemistry.

Michaelmas Term

- **Electrolysis** – Pupils are introduced to the general features of an electrolysis reaction. They explore molten electrolysis and are taught how to write ionic half equations to represent the reactions taking place. This topic gives pupils the opportunity to review the extraction of metals along with their relative reactivities.
- **Acids, Alkalis and Salts 2** – Pupils are introduced to the units of concentration and carry out acid-base titrations along with the associated calculations to find unknown concentrations.
- **Equilibria and Industrial Chemistry** – Pupils explore reversible reactions and dynamic equilibrium before taking a look at industrial examples of this. They are taught how to predict the shift in equilibrium with external changes in pressure and temperature.

Lent Term

- **Energetics** – Pupils carry out an experiment to measure the amount of energy involved in a chemical reaction. They explore the exothermic nature of bond formation and are taught how to interpret energy level diagrams which include activation energy and overall energy change. Those pupils working towards the separate IGCSE in Chemistry use average bond energies to calculate enthalpy changes of reactions.
- **Organic Chemistry** – Pupils build on their knowledge from Organic Chemistry studied in LV. An extension of their understanding of homologous series allows their understanding of polymerisation to develop that of condensation polymers rather than just addition polymers.

Trinity Term

- Revision for the IGCSE examinations followed by study leave.



“The Year 11 course aims for pupils to develop further their knowledge and understanding in Physics. More challenging concepts are covered and practical work used wherever possible to support pupil learning. Opportunities are provided for pupils to apply their problem-solving skills and understanding along with developing a greater understanding of how science works and its essential role in society. Pupils will acquire the necessary skills, knowledge and understanding needed for progression to study AS level Physics”.

Mr. B. Porter,
Head of Physics.

Michaelmas Term

- Building on the work of Year 10, pupils will learn about the discovery of the nucleus of an atom and the ways in which nuclear power stations utilise the energy locked away in the nucleus
- Those pupils working towards the separate IGCSE in Physics now complete the topic of **motion** that was started in Year 9. Momentum is a property of a moving object and enables us to calculate the outcome of collisions and explosions. It is a rather mathematical topic and that is why it has been left to this stage of the course.
- Momentum is followed by a quite different topic with a similar name – moments. The moment of a force is a measure of its ability to cause rotation. In conjunction with the idea of centre of gravity, moments lead to an understanding of an object’s stability.
- A brief study of astronomy will lead to an understanding of the importance of gravity in the universe.

Lent Term

- The final physics topic of the physics course is **magnetism**. Pupils study the idea of a magnetic field and then investigate the shapes of magnetic fields around combinations of both permanent and, for those pupils working towards the separate IGCSE in Physics, electro-magnets. This is taken further to study the force on a current carrying wire placed in a magnetic field. It is this force that causes an electric motor to spin.
- The main way of generating electric currents is to spin a coil of wire in a magnetic field. This is called electromagnetic induction and pupils study the basic principles behind this effect. Those pupils working towards the separate IGCSE in Physics will extend these ideas to explain operation of a transformer. Simple calculations using the transformer equation complete the physics syllabus.
- Revision for the IGCSE examinations.

Trinity Term

- Revision for the IGCSE examinations followed by study leave.



“Our textbook is called AQA Higher French. In class pupils are exposed to all four skills of language acquisition (listening, speaking, reading and writing. In Year 11, we continue with the GCSE course and build upon the language seen in Year 10. Pupils should now be using advanced syntax structures in speaking and writing, along with being able to manipulate grammar and justify opinions extensively. At the end of Year 11, pupils will sit the GCSE and be assessed in all four skills. Through additional sessions with our speaking assistants, to targeted exam practice, our pupils should be poised to do very well in their examinations. Below is an outline of how learners will be assessed:”

- *The speaking exam will be conducted and recorded by the class teacher and candidates will be expected to speak in French for up to 12 minutes.*
- *The reading exam will last 1 hour and include comprehension tasks and a translation from French into English.*
- *The writing exam will last 1 hour and 15 minutes where candidates will be expected to write extensively in the target language and tackle a translation from French into Spanish. There will be no dictionary provided.*
- *The listening exam will last 45 minutes and candidates need to answer comprehension questions in English and French.*

Mrs. E. Feeney,
Head of French.

Michaelmas Term

- **Life at School and College** – Pupils will look at talking about school, talking about what they study, school uniform and the good and bad aspects of school life.
- **Jobs, Careers and Ambitions** – Pupils study the topic of choices post 18, the benefits of higher education and applying for jobs.

Lent term

- **Poverty and Homelessness** - Pupils look at talking about the homeless and strategies society can use to combat this problem. Issues related to the environment are also looked at in this module.
- **Social issues** – Pupils will talk about charities and voluntary work and discuss healthy and unhealthy lifestyles. With regards to grammar, we look at the use of the conditional tense and the present subjunctive.

Trinity Term

- The brief time between the speaking assessment and study leave will be filled by listening, speaking, writing and reading practice.



GERMAN

“In Year 11, we continue with the GCSE course and build upon the language seen in Year 10. Pupils should now be using advanced syntax structures in speaking and writing, along with being able to manipulate grammar and justify opinions extensively. At the end of Year 11, pupils will sit the GCSE and be assessed in all four skills. Through additional sessions with our speaking assistants, to targeted exam practice, our pupils should be poised to do very well in their examinations. Below is an outline of how learners will be assessed:”

- *The speaking exam will be conducted and recorded by the class teacher and candidates will be expected to speak in German for up to 12 minutes.*
- *The reading exam will last 1 hour and include comprehension tasks and a translation from German into English.*
- *The writing exam will last 1 hour and 15 minutes where candidates will be expected to write extensively in the target language and tackle a translation from English into German There will be no dictionary provided.*
- *The listening exam will last 45 minutes and candidates need to answer comprehension questions in English and German.*

Mr. J. Lukesch,
Head of German.

Michaelmas Term

- **Poverty and Homelessness** - Pupils look at talking about the homeless and strategies society can use to combat this problem. Issues related to the environment are also looked at in this module.
- **Regions of Germany** – Pupils study the topic of holidays, particularly in relation to Germany.

Lent Term

- **Life at School and College** – Pupils will look at talking about school, talking about what they study, school uniform and the good and bad aspects of school life.
- **Jobs, Careers and Ambitions** – Pupils study the topic of choices post 18, the benefits of higher education and applying for jobs.

Trinity Term

- The brief time between the speaking assessment and study leave will be filled by listening, speaking, writing and reading practice.



“In Year 11, we continue with the GCSE course and build upon the language seen in Year 10. Pupils should now be using advanced syntax structures in speaking and writing, along with being able to manipulate grammar and justify opinions extensively. At the end of Year 11, pupils will sit the GCSE and be assessed in all four skills. Through additional sessions with our speaking assistants, to targeted exam practice, our pupils should be poised to do very well in their examinations. Below is an outline of how learners will be assessed:”

- *The speaking exam will be conducted and recorded by the class teacher and candidates will be expected to speak in Spanish for up to 12 minutes.*
- *The reading exam will last 1 hour and include comprehension tasks and a translation from Spanish into English.*
- *The writing exam will last 1 hour and 15 minutes where candidates will be expected to write extensively in the target language and tackle a translation from English into Spanish. There will be no dictionary provided.*
- *The listening exam will last 45 minutes and candidates need to answer comprehension questions in English and Spanish.*

Mr. JJ. Twinn,
Head of Spanish.

Michaelmas Term

- **Poverty and Homelessness** - Pupils look at talking about the homeless and strategies society can use to combat this problem. Issues related to the environment are also looked at in this module. In regards to grammar, we look at the pluperfect tense and the imperfect subjunctive with *si* clauses
- **Regions of Spain** – Pupils study the topic of holidays, particularly in relation to Spain. Grammatically, we look at further uses of the subjunctive, and review the preterite and imperfect tense

Lent Term

- **Life at School and College** – Pupils will look at talking about school, talking about what they study, school uniform and the good and bad aspects of school life. In regards to grammar, we look at imperatives, the conditional tense and using the personal 'a'.
- **Jobs, Careers and Ambitions** – Pupils study the topic of choices post 18, the benefits of higher education and applying for jobs. Grammatically, we look at the past continuous tense and review the subjunctive.

Trinity Term

- The brief time between the speaking assessment and study leave will be filled by listening, speaking, writing and reading practice.



“The Year 11 Latinists continue their study of Component 1 (Latin language), adding the final few grammatical topics needed for GCSE, building knowledge of grammar and vocabulary, and developing their ability to comprehend unseen stories. They will also consolidate their knowledge of Component 2 (A Day at the Races), including learning how to write the mini-essay. For Component 3 they will choose individually from either a poetic Latin text (Ovid’s Echo and Narcissus), a historical narrative from Tacitus, or a civilisation topic – Roman Religion, or Roman Entertainment.”

Mr. C. Lord,
Head of Classics.

Michaelmas term

- **Component 1 (Latin language)** - Completing the final items of grammar; practising translation and comprehension.
- **Component 2 (A Day at the Races)** - Looking at the entire topic for the mini-essay; practising stylistic analysis.
- **Component 3** – Studying and learning the material.

Lent term

- **Component 1 (Latin language)** - Completing the final items of grammar; practising translation and comprehension.
- **Component 2 (A Day at the Races)** - Looking at the entire topic for the mini-essay; practising stylistic analysis.
- **Component 3** – Practising GCSE-style questions.

Trinity term

- **All components** - Final revision.



“The Year 11 Greek pupils continue their study of Greek language, adding the final grammatical topics and vocabulary needed for GCSE. They will also encounter real Greek literature, written by Herodotus, the father of history, together with excerpts from Book 6 of Homer’s Odyssey, preparing to answer questions on content and style. The literature is taught by a combination of oral reading and close grammatical and literary analysis.”

Mr. C. Lord,
Head of Classics.

Michaelmas term

- **Greek language** – Grammatical constructions; learning the full vocabulary list (nouns and verbs); practising translation and comprehension.
- **Set texts** - Reading the set extracts from Herodotus on the legendarily wealthy Croesus, king of Lydia.

Lent term

- **Greek language** - Learning the full vocabulary list (other parts of speech); practising translation and comprehension.
- **Set texts** - Revising the prose set texts and developing examination technique. Reading excerpts from Homer’s *Odyssey* Book 6 – Odysseus is ship-wrecked on the magical and comical island of Phaeacia, and is helped by Athene and the local princess, Nausicaa.

Trinity term

- **Greek language** - Final revision.
- **Set texts** - Final revision.



“Our aim for those pupils studying History at GCSE is for them to be actively engaged in the process of historical enquiry to develop them as effective and independent learners, and as critical and reflective thinkers with enquiring minds. We seek to develop pupils’ knowledge and coherent understanding of selected periods, societies and aspects of history from the 20th century; to develop pupils’ awareness of how the past has been represented, interpreted and accorded significance for different reasons and purposes. Pupils should develop the ability to ask relevant questions about the past and to investigate them critically using a range of sources in their historical context; and then be able to organise and communicate their historical knowledge and understanding in creative and different ways and reach substantiated judgements. Ultimately to recognise that pupils’ historical knowledge, understanding and skills will help them to understand the present and provide them with a basis for their role as responsible citizens, as well as allowing further study of history.”

Mr. I. Goddard,
Head of History.

Michaelmas Term – British Depth Study: Medieval England, the reign of Edward I, 1272-1307

This topic gives the pupils an opportunity to study a period of time from British history in depth.

- **Government, the rights of king and people** – topics include Henry III’s legacy and the development of government, rights and justice
- **Life in Medieval England** – topics include trade, towns and villages, studying the historic environment of fortified manor houses, education and learning and the development of the legal system
- **Edward I’s military campaigns in Wales and Scotland** – topics include medieval warfare, tactics and technology, the invasion and colonisation of Wales, studying the historic environment of medieval castles, relations with Scotland, the Battle of Stirling Bridge and how to study interpretations.

Lent Term – Conflict and tension in Asia, 1950-1975

This topic gives the pupils the opportunity to study in depth a period of time with a focus on the wider world.

- **Conflict in Korea** – topics include the causes of the Korean War, the UN response to war, how the Korean War developed, the end of the War and the impact that the Korean War has had.
- **The escalation of conflict in Vietnam** – topics include the end of French colonial rule, civil war in South Vietnam, US involvement and the Domino theory, Eisenhower and Kennedy, ‘Johnson’s War’, the My Lai massacre and the Tet Offensive.
- **The ending of conflict in Vietnam** - topics include Nixon’s war, ‘Vietnamisation’, the invasion of Cambodia and Laos, opposition to the Vietnam War – the media, protests, the Watergate affair, Paris Peace talks and the impact of the Vietnam War.



“The key objectives in Year 11 are to explore through the AQA GCSE course the ways in which people interact with their environments and have significant impacts on both these environments and on their quality of life. Geographers can help to develop an understanding of the nature of these impacts, the processes by which they come about and ways of managing both the processes and the impacts themselves. We believe that pupils’ best learn geography by being actively engaged in enquiry into questions, issues and problems that arise from the interaction of people within their varied environments.”

Mr. D. Rabbitte,
Head of Geography.

Michaelmas Term

- **Physical landscapes in the UK** - In this section, pupils are required to study UK physical landscapes on Coastal areas in the UK and River landscapes in the UK.
- **The challenge of resource management** - In this section, pupils are required to study Resource management and one from Food or Water or Energy

Lent Term

- **Geographical skills** - Pupils are required to develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical skills, throughout their study of the specification. Skills will be assessed in all three written exams. Ordnance Survey (OS) maps or other map extracts may be used in any of the three exams.
- **Issue evaluation** - This section contributes a critical thinking and problem-solving element to the assessment structure. The assessment will provide pupils with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue(s) derived from the specification using secondary sources

Trinity Term

- Pupils will continue to practise exam technique in preparation for their three modular exams sat this term.



“The key aims of Religious Studies in Year 11 are to provide pupils with a knowledge and understanding of different religious and philosophical approaches, and help them to develop the rigorous skills of evaluation that they need for IGCSE. Religious Studies pupils receive three fifty-minute lessons per week during which we continue to study the Edexcel IGCSE course. Different religions, philosophies and ethical systems are found in every culture (and language), and the study of religions is an increasingly important part of a pupil’s preparation for entry into the adult world.”

Miss P Rex,
Head of Religious Studies.

Michaelmas Term

- **The universe, human beings and their destiny** – Pupils will continue with the topic begun last term and will consider religious and non-religious beliefs/teachings on immortality of the soul, free will and its limitations, the causes of human wrongdoing, and whether hatred, injustice, violence and war are inevitable. Pupils will gain knowledge of religious and non-religious beliefs/teachings on human free will and its limitations. They will gain knowledge of factors that may lead to or support belief in the existence of God/ultimate reality. This will involve a consideration of the theological arguments from causation and design for the existence of God. The scientific theories of Big Bang and evolution will be studied as a contrast to the religious arguments for origins. They will gain knowledge and understanding of the factors that lead to, or support atheism and agnosticism. This will involve looking at the issues raised by the problem of evil and suffering together with religious and non-religious explanations of why there is evil and suffering in the world and ideas on how to cope with the reality of extensive and undeserved suffering.
- **Paper 2: The Religious Community - Christianity**
- **Origins and their impact on the community - Section 1:** In this section of the course pupils will make a study of the origins of Christianity and its impact on the religious community today. They will study principal texts, the significance of these for the religious community, and their role in worship, devotion and meditation. They will study the life of Jesus and the impact of his teachings and example on the lives and behaviour of religious believers. Pupils will also study the roles and impact of leading historical or contemporary figures within Christianity

Lent Term

- **Celebration and pilgrimage – Section 2:** This section of the course comprises a study of celebration and pilgrimage within Christianity. Pupils will study the main festivals, their history and importance for religious followers. They will explore how these festivals are observed and the worship, rituals and traditions associated with them. They will also study places of Christian pilgrimage, reasons for their significance and the traditions and observances of pilgrims at these sites.
- **Worship and practice – Section 3:** This final section of the course focuses on worship and practice within Christianity. Pupils will study local buildings and other venues for public worship and devotion, including their internal and external design and appearance. Their importance and significance for believers and religious communities, together with the forms and styles of Christian worship will also be considered. Lastly, the importance of regular services and celebration, private worship and devotional practices in the lives of individuals will complete the course.

Trinity Term

- Revision and exam preparation



ART AND DESIGN

“The work that a pupil does in Year 11 is much the same as what they have previously done in Year 10. Their last project, which was started in Year 10 continues (and is completed) in the Lent term of this academic year. By this time, (Easter), the pupils will have completed their coursework project and they will also begin their terminal examination. The philosophy, learning objectives and the skills set of Year 11 are the same as in Year 10. It is expected that during this year the pupils will be at their most motivated as the course draws to a close. Teaching for both the coursework and examination elements of the course continues to be based on a tutorial system that enables each pupil to receive specific advice and constructive criticism”.

Mr. E. Aitken,
Head of Art and Design.

Michaelmas Term

- **Streetlife continued** (Graphic Communication and Fine Art) – Following explorations of various artists, designers and techniques/processes, the pupils will continue to develop their ideas and create/complete a final piece.

Lent Term

- During this term the pupils start their preparation work for their exam project.

Trinity Term

- In this term, pupils complete their preparation work for their exam project and make a final piece under timed conditions.



DESIGN AND TECHNOLOGY

“Pupils in the Design and Technology department at Key Stage 4 are encouraged to become informed, autonomous and responsible designers of products. All GCSE Design and Technologists will gain a broader and more in-depth understanding of product design in contemporary society, and learn to consider the influence of the design industry in shaping culture and everyday living. Alongside the social elements relating to the subject, pupils will increase their design and practical abilities by exploring more challenging practical projects. At GCSE level, pupils study the AQA Resistant Materials route of Design and Technology. This specification consists of the following modules:

- **Non-Exam Assessment (NEA) (50%)** Design and Make project relating to broad theme by the Examination Board. Pupils are expected to undertake a small-scale design and make task and produce a final prototype based on a design brief chosen by the pupil (following extensive research relating to the theme). The NEA should take approximately 35 hours and result in a 20+ page design folio and a 3-dimensional prototype.
- **Written Examination (50%)** Pupils are required to sit a written 2 hour examination paper in Year 11 relating to the theory units studied throughout the two years.

Mrs. N. Jermyn,
Head of Design and Technology.

Michaelmas Term

- **NEA Section A: Identifying and Investigation design possibilities-** Pupils are expected to use their research carried out over the summer to complete this section early in the term.
- **NEA Section B: Producing a design brief and specification-** Pupils will write their personal design brief for their project and analyse the necessary requirements.
- **NEA Section C: Generating design ideas-** Pupils generate and explore a range of creative, innovative responses to their design brief through high quality sketching and both 2D (CAD) and 3D modelling.
- **NEA Section D: Developing design ideas-** Pupils will define and refine their ideas using CAD, experimental modelling and evaluation.
- **Materials and their working properties Unit-** Pupils will revise the materials unit.

Lent Term

- **NEA Section E- Realising ideas-** The main emphasis of this term is to complete the practical realisation of coursework projects.
- **Specialist Technical Principles-** Pupils will study one material (wood) in more detail in preparation for their written exam.
- **Making Principles Unit-** Pupils will study the theory relating to the use of tools and workshop equipment, in parallel to making their product.
- **Common Specialist Technical Principles-** Forces, sustainability and scales of production.
- **NEA Section F– Analysing and evaluating** - Upon completion of the practical project, pupils are expected to carry out testing in order to fully evaluate their product.

NEA DEADLINE: End of the Lent Term.

Trinity Term

- **Revision** - The focus of this term is to re-address theory units and practice past examination paper questions in preparation for the GCSE written examination.



“Pupils continue with the study of set works in the prescribed Areas of Study in preparation for the examination in the summer of Year 11. Final decisions are made (in conjunction with the Director of Music) with regard to pupil’s final performance papers; one solo and one ensemble piece to be recorded in controlled assessment time, up to 20 hours. Pupils should not need more than 2 hours on this. Final decisions also have to be made with regard to final composition submissions; two compositions with links to two different Areas of Study. Pupils will then have 20 hours of Controlled Assessment Time during lessons to prepare and complete these scores. Both the compositions and performances will be completed before the start of the Trinity Term.”

Mr. H. Ebden,
Director of Music.

Michaelmas Term

- *Moby*: Why Does My Heart Feel So Bad? From the album Play.
- *Capercaillie*: Chuir M’Athair Mise Dhan Taigh Charraideach (Skye Waulking Song) from the album Nàdurra.
- Rag Desh Suggested listening: *A Shankar*: Rag Desh from the album Live at Carnegie Hall *S D Dhandhada and H Dhandhada*: Rag Desh from the album Mewar Re Mira *B Wertheimer and S Gorn*: Rag Desh Parts 1-3 from the album Priyagitah: The Nightingale.
- *Koko*: Yiri.
- Controlled Assessment for composition.

Lent Term

- Revision and practice papers from Area of Study - Structure in Western classical music 1600-1899.
- Revision and practice papers from Area of Study - Music in the 20th Century.
- Revision and practice papers from Area of Study - Popular Music in Context.
- Revision and practice papers from Area of Study – World Music.
- Controlled Assessment continued until completed or the 20 hours is finished for both composition and performance.



DRAMA

“Homework is set each week and pupils are expected to keep their Drama exercise books up to date. All work should be completed in their exercise books and written by hand unless pupils have exceptional circumstances that require them to word process written work. “

Mr. J. Maingot,
Director of Drama.

Michaelmas Term

- Complete work on set text for Component Three, Section B, “Blue Stockings”.
- Progress exam on set text in November where pupils must write as actors, directors and designers.
- In the last few weeks of the term pupils will begin their work on Component Two, “Text In Performance”.
- Pupils will also attend a live theatre performance in preparation for Component Three, Section A.

Lent Term

- Pupils will prepare their two scripted performances (individual or paired and group) for a visiting examiner who will assess them in March.
- Pupils also prepare Component Three for a mock examination in March.

Trinity Term

- Exam revision.



PHYSICAL EDUCATION

“The physical education programme aims to ensure that all children receive a broad and balanced curriculum, which is progressive, stimulating and challenging. A good physical education programme can have a significant influence on long term health, attitude and behaviour, as well as developing physical competence. All lessons begin with a warm up consisting of a short run and a stretch session.”

Mr. K. Farrant,
Head of Physical Education.

Michaelmas Term

- **Fitness/weights** - Measurement of physical and motor fitness levels – grip strength, vertical jump, chins, sit-ups, Queens College Step Test, 30m sprint, Flexibility, body composition, agility, reaction time. Circuit training sessions; introduction to the multi-gym and weights.
- **Trampolining** - Basic skills and safety issues reinforced. Further skills and routines developed on the trampoline working towards a final assessment routine.
- **Volleyball** - Consolidation on previous skills and rules learnt and emphasis place on team tactics and game play. Full matches played.

Lent Term

- **Trampolining** - Basic skills and safety issues reinforced. Further skills and routines developed on the trampoline working towards a final assessment routine.
- **Volleyball** - Consolidation on previous skills and rules learnt and emphasis place on team tactics and game play. Full matches played.

Trinity Term

- **Athletics** - Technique further developed throughout track and field athletics. Competition encouraged in all events, 100m, 200m, 400m, 800m, 1500m, javelin, discus, shot putt, long jump, triple jump, high jump and relays. Sprinting – crouch start/power drills to develop and improve start. Triple Jump – measure run-up to suit. High Jump – accurate run-up to suit. Shot – emphasise “winding up”. Discus – develop 1/2 turn. Javelin – develop run-up and mark for consistent approach.

