



Curriculum Booklet

Year 11

Dear Parents/Carers

This booklet provides you with details of the curriculum which your son/daughter will follow in Year 11 at St Philip's School. Please support them by ensuring they bring a pencil case with basic stationery and their student planner to school each day. They must also bring their PE kit on days when they have timetabled PE lessons.

Your son/daughter will receive homework throughout the academic year. This may be a short task to be completed within a short time frame or a project to be completed over a longer period of time. Homework tasks will be recorded in the student planners. In addition, we will be issuing all students with a homework pack which should be used to supplement any other homework set. We also recommend students should try to read each day at home. This could be a book brought home from school, a newspaper or magazine, a book from the library or something of interest on the internet. The expectation is that all pupils complete homework tasks and return them however the homework pack is optional.

Top 5 Learning Skills



STOP AND THINK
I make sure I know what to do



PLANNING
I make sure I have a plan BEFORE I start work



CHECK AND CHANGE
Mistakes are good as they help me learn
I look for mistakes and change them



ASKING QUESTIONS
If something is confusing I use my skills to help make things clear, like asking questions



REMEMBERING
I use more than one piece of information at a time

English GCSE

Unit of Work	Knowledge and Content
<p data-bbox="231 241 384 353">English Language 'catch-up'</p> <p data-bbox="231 501 384 573">English Language</p>	<p data-bbox="451 241 1401 309">Students are following the AQA GCSE Language specification 8700 and the AQA GCSE English Literature specification 8702.</p> <p data-bbox="451 309 1401 409">Students to re-visit the Assessment Objectives covered in Year 10 (for a period of 6 weeks) so that they are better prepared for the forthcoming examinations in 2021.</p> <p data-bbox="451 409 1425 544">This specification offers a skills-based approach to the study of English Language in an untiered context. Questions are designed to take students on an assessment journey through lower tariff tasks to more extended responses.</p> <p data-bbox="451 544 1425 846">The specification offers the attraction of two equally-balanced papers, relating reading sources to the topic and theme of writing tasks. The reading sources act as stimulus for writing tasks, providing students with a clear route through each paper. Each paper has a distinct identity to better support high quality provision and engaging teaching and learning. Paper 1, Explorations in Creative Reading and Writing, looks at how writers use narrative and descriptive techniques to engage the interest of readers. Paper 2, Writers' Viewpoints and Perspectives', looks at how different writers present a similar topic over time.</p>

English Functional Skills

Functional skills are designed to equip students with the skills to operate confidently, effectively and independently in education, work and everyday life.

Functional Skills English at Entry Levels 1, 2 & 3, Level 1 and Level 2 aims to ensure that each individual is able to communicate effectively and develop skills in 1) speaking, listening and communication, 2) reading and 3) writing.

For each component, realistic contexts have been designed so that students develop the functionality they need. Students must pass each component at their chosen level in order to achieve the award for Functional Skills English.

Unit of Work	Knowledge and Content
<p style="text-align: center;">Speaking, Listening and Communicating</p>	<p>In a group discussion and one to one conversation, students must:</p> <ul style="list-style-type: none"> • Identify and extract relevant information and detail in straightforward explanations • Make requests and ask concise questions using appropriate language in different contexts • Communicate information and opinions clearly on a range of topics • Respond appropriately to questions on a range of straightforward topics • Follow and understand the main points of discussions • Make relevant contributions to group discussions about straightforward topics • Listen to and respond appropriately to other points of view, respecting conventions of turn-taking
<p style="text-align: center;">Reading</p>	<p>Students are expected to meet the following criteria:</p> <ul style="list-style-type: none"> • Read correctly words designated for chosen level • Identify, understand and extract the main points and ideas in and from texts • Identify different purposes of straightforward texts • Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context; using knowledge of different word types) • Understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs and links)
<p style="text-align: center;">Writing</p>	<p>Students are expected to meet the following criteria:</p> <ul style="list-style-type: none"> • Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas) • Form irregular plurals • Use mostly correct grammar (e.g. subject-verb agreement, consistent use of tense, definite and indefinite articles) • Use the first, second and third place letters to sequence words in alphabetical order • Spell correctly words designated for chosen level. • Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task) • Write text of an appropriate level of detail and of appropriate length (including where this is specified) • Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points • Write in compound sentences and paragraphs where appropriate • Use language appropriate for purpose and audience

Maths Functional Skills Level 1 and 2

Functional Skills mathematics aims to introduce learners to new areas of life and work so that they are exposed to concepts and problems which, while not of immediate concern, may be of value in later life. Functional Skills allows learners to develop an appreciation of the role played by mathematics in the world of work and in life generally.

Students following the Functional Skills course will learn the following content:

Knowledge and Content

Use of number and the number system

Level 1 learners are expected to be able to count in steps of various sizes, including negative numbers; read, write and understand positive whole numbers to one million. They can order and compare whole numbers of any size, and fractions, ratios and decimals and recognise the effect of multiplying and dividing by powers of 10, 100 and 1000. They can identify, compare and extend a range of numerical and spatial patterns, use, understand and calculate with fractions, decimals and percentages and calculate simple interest.

Level 2 learners are expected to be able to use numbers of any size; read, write and make use of positive and negative integers of any size; use, order and compare integers, fractions, decimals, percentages and ratios as well as recognise the value of a digit in any whole or decimal number. They can use numerical and spatial patterns for a purpose and calculate with, and convert between, numbers written as fractions, decimals, percentages and ratios.

Use of measures, shape and space

Learners for both Level 1 and Level 2 should have knowledge and understanding of terms used in household and general finance, for example profit, loss, cost price, selling price, discount, expenses, budgeting, balance, VAT, interest rate, salary, wages, gross and net pay, income tax, personal allowance and national insurance.

Level 1 learners are expected to be able to work out simple relationships between common units of measurement to define quantities, also involving mathematical terms for position and direction. They can apply and use calculations with common measures including money, time, length, weight and capacity. They can visualise, draw and describe 2-D and 3-D shapes and use properties of 2-D shapes in calculations.

Level 2 learners are expected to be able to handle relationships between measurements of various kinds, use angles and coordinates when involving position and direction and make use of geometric properties in calculations with 2-D and 3-D shapes and understand the relationships between them.

Handling information and data

Level 1 learners are expected to be able to select, construct and interpret a range of statistical diagrams in various contexts; select and use methods and forms to present and describe outcomes. They can extract and interpret information from tables, diagrams, charts and graphs; apply simple statistics and recognise features of charts to summarise and compare sets of data; recognise and use the probability scale and interpret probabilities.

Level 2 learners are expected to be able to construct, interpret and evaluate a range of statistical diagrams. They can calculate and interpret probabilities. They can calculate, analyse, compare and interpret appropriate data sets, tables, diagrams and statistical measures such as common averages (mean, median, mode) and spread (range), and use statistics to compare sets of data. They can identify patterns and trends from data as well as recognise simple correlation.

Maths

Students following the Entry level courses will learn the following content:

Unit of Work	Knowledge and Content
Entry Level 1	<ul style="list-style-type: none">• Numbers up to 10• Words up to 10• Comparing sizes• Patterns of 2• Describing shapes• Adding and subtracting• More, less or the same?• Ordering• Where does it belong?• Sides and corners• Cubes• Where and when?• Calculator numbers
Entry Level 2	<ul style="list-style-type: none">• Counting to 20• Repeating patterns• Up to 100 and beyond• Ordering• Counting in steps• Measuring lines• Angles• Adding and subtracting• Using a calculator• Measuring• Collecting data and presenting it in a table• Block graphs• Turning shapes• Shapes and their properties• Shopping and squares• Shopping problems• How much more?• Matching diagrams• Sharing
Entry Level 3	<ul style="list-style-type: none">• Hundreds, tens and units• Addition and subtraction• Symmetry• 2-D and 3-D Shapes• Pictograms• Sequences• Journeys• Time• Folding and shading• Half of• Fractions• Money• Angles• Reading scales• Colder and colder• Two way tables• Number patterns• Multiples• Remainders

Year 11 Science

Students will be following the AQA Entry Level course and will be learning the following content throughout Year 10 and Year 11.

Unit of Work	Knowledge and Content
Component 1 – Biology: The Human Body	<p>By the end of the module, students have covered the following topics:</p> <ul style="list-style-type: none">• What the body is made of. <i>Students will be given the opportunity to carry out a heart dissection in this topic.</i>• How the body works.• How the body fights disease.• How the body is coordinated. <i>This includes discussing different glands and hormones found in the body, how they change the body during puberty and how they can be used to control fertility.</i> <p>Students will sit a 45minute exam paper on the content of this module which is set by AQA.</p>
Component 1 – Biology: The Human Body Teacher devised assignment	<ul style="list-style-type: none">• Students will plan and carry out an experiment that meets the objectives of this module.• This will be carried out during class time and will count towards their overall score at the end of the entry level qualification.• They will be required to select appropriate equipment to carry out the experiment and write a clear step by step method.• After completing the experiment safely students will be required to draw a graph and write a conclusion to explain what their results show.
Component 3 – Chemistry: Elements, mixtures and compounds	<p>By the end of the module, students have covered the following topics:</p> <ul style="list-style-type: none">• Atoms, elements and compounds.• How the structure of a material affects its properties.• Separating mixtures.• Metals and alloys.• Polymers <p>Students will sit a 45minute exam paper on the content of this module which is set by AQA.</p>
Component 3 – Chemistry: Elements, mixtures and compounds Teacher devised assignment	<ul style="list-style-type: none">• Students will plan and carry out an experiment that meets the objectives of this module.• This will be carried out during class time and will count towards their overall score at the end of the entry level qualification.• They will be required to select appropriate equipment to carry out the experiment and write a clear step by step method.• After completing the experiment safely students will be required to draw a graph and write a conclusion to explain what their results show.
Component 6 – Physics: Electricity, magnetism and waves	<p>By the end of the module, students have covered the following topics:</p> <ul style="list-style-type: none">• Electrical current.• Domestic electricity supply.• Magnetism and electromagnetism.• Different types of waves.• Electromagnetic waves. <p>Students will sit a 45minute exam paper on the content of this module which is set by AQA.</p>
Component 6 – Physics: Electricity, magnetism and waves Teacher devised assignment	<ul style="list-style-type: none">• Students will plan and carry out an experiment that meets the objectives of this module.• This will be carried out during class time and will count towards their overall score at the end of the entry level qualification.• They will be required to select appropriate equipment to carry out the experiment and write a clear step by step method. <p>After completing the experiment safely students will be required to draw a graph and write a conclusion to explain what their results show.</p>

IT

Students following the Information and Communication Technology Entry Pathways course will learn the following content:

Unit of Work	Knowledge and Content
Improving productivity using IT	This unit is designed to enable the learner to plan the use of an IT system for a purpose, use an IT system to complete a planned task and review own use of IT.
Spreadsheet software	This unit is designed to enable the learner to use a range of software tools to present and check spreadsheets for a specific target audience. Students will be creating graphs to present different types of information.
Using Word Processing Software	This unit is designed to enable the learner to use a range of basic word processing software tools and techniques to produce appropriate, straightforward or routine documents.
Presentation Software	This unit is designed to enable the learner to use a range of basic presentation software tools and techniques to produce straightforward slide presentations. Students will be using transitions and animations.
Desktop Publishing Software	This unit is designed to enable the learner to use a range of desktop publishing software tools and techniques to produce straightforward publications.

Art

Unit of work	Knowledge and Contents
<p>African Pottery</p>	<p style="text-align: center;">Entry Level</p> <p>By the end of each module all students should be able to:</p> <ul style="list-style-type: none"> • Research information about a topic writing an essay • Find at least two images of works by an artist and express an opinion on them • Produce a personal response inspired by the style of an artist <p style="text-align: center;">GCSE</p> <p>By the end of each module all students should be able to:</p> <ul style="list-style-type: none"> • Develop ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding • Refine ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes • Record ideas, observations and insights relevant to their intentions in visual and/or other forms • Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral and other elements
<p>African Masks</p>	
<p>The topic will be adapted to the Entry Level/GCSE areas of development</p>	<p>By the end of the module all students:</p> <ul style="list-style-type: none"> • Will develop the skills required to complete an Entry Level scheme of work • Will develop the skills required for the GCSE
<p>The topic will be adapted to the Entry Level/GCSE areas of development</p>	
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Photography

Unit of Work	Knowledge and Content
Landscapes	Artist Study: Ansel Adams What is a landscape? Analysis of others' and own photographs, referencing compositional techniques. Digital manipulation of images. Visits to Richmond Park and Bushy Park
Portraits	Artist Study: Vivian Maier Portraits – Inside and outside. Using external lighting. Selfies Analysis of others' and own photographs, referencing compositional techniques. Digital manipulation of images.
Coursework and Set Task	Art & Design Coursework Portfolio: Candidates produce a portfolio of work developed from personal and/or centre-devised starting points, or centre devised briefs/projects/assignments. Set Task: Candidates select one question from an early release question paper to which they produce a personal response. Candidates will be given ten hours of controlled time in which to work on realising their ideas to outcome(s).

Horticulture

Entry 2:

Unit of Work	Knowledge and Content
J/502/0527 Weed a planted area Entry 2	To enable learners to demonstrate their ability to weed a planted area by hand, hoe or fork.
T/502/3990 Introduction to cultivating plant cuttings Entry 2	This unit exists to give a basic introduction to cultivating plant cuttings.
M/502/0621 Water plant material by hand Entry 3	To enable learners to demonstrate their ability to water plant material by hand using a hose or watering can.
H/600/0277 Introduction to potting up rooted cuttings, large	This unit introduces the learner to the knowledge, understanding and skills needed to prepare for and demonstrate the potting by hand and immediate aftercare of rooted cuttings, large seedlings or plugs.

Or for Level 1:

Unit of Work	Knowledge and Content
Propagate by stem cuttings L/502/5132 Willow	The aim of the unit is to enable learners to develop the knowledge and skills required to propagate by stem cuttings. These may be soft or semi-ripe; nodal or inter-nodal
Care for a planted area F/502/5127	The aim of the unit is to enable learners to develop the knowledge and skills required to recognise and remove unwanted weeds, leaves or other debris, cultivate the soil surface and maintain an acceptable visual appearance
Water a bed, border or area of plants in containers Y/502/4968	The aim of the unit is to enable learners to develop the knowledge and skills involved in providing sufficient water to plants, at the correct rate, and to recognise when plants are in need of water
Sow seed outdoors in drills by hand T/502/5044	The aim of the unit is to enable learners to develop the knowledge and skills required to sow seeds outdoors in drills by hand, including final soil preparation, setting a taut line and sowing the seeds

Media

Unit of Work	Knowledge and Content
Film Genre	By the end of the module all students should be able to: <ul style="list-style-type: none">• Identify film genres.• Identify films from genres.• Identify similarities between films in genres.• Identify typical settings of film genres.• Identify typical characters of film genres.• Identify typical events of film genres.• Identify a title for a new film.• Identify the setting of the new film.• Identify key characters from the new film.• Identify main events in the new film's story.
Making an audio visual sequence	By the end of the module all students should be able to: <ul style="list-style-type: none">• Outline a range of common camera shot types in audio-visual sequences.• Identify examples of sound used in audio-visual sequences.• Develop a range of ideas for an audio-visual sequence.• Identify a range of camera shots to be used in the sequence.• Identify a clear order for the camera shots to be used in the sequence.• Identify examples of sound to be used in the sequence.• Use a range of common camera shots.• Order camera shots in a clear sequence.• Use added sound.
Exploring Advertising	By the end of the module all students should be able to: <ul style="list-style-type: none">• Identify/outline the purposes of advertising• Identify/Outline types of advertising• Identify audiences for adverts• Suggest/develop ideas for types of adverts using techniques focusing on who their target audience is
Contributing to a dramatic improvisation	By the end of the module all students should be able to: <ul style="list-style-type: none">• Use body movements and vocal skills to create different characters• Change their voices through the use of tone, volume, pitch and pace.• Create improvised scenes based on starter lines• Develop characters and scenes through improvisations• Create an improvisation and develop it through planning and rehearsing.• Use a stimulus to create an improvised piece of drama and establish the beginning, middle and end of a created scene.• Work in a group to create and develop an improvised drama based on stimulus

Sports Leader This is a rolling program over the two year course (Year 10 & 11). We will work on all six modules at various times throughout the course.

Unit of Work	Knowledge and Content
<p>Plan, lead and review a sport / activity</p>	<ul style="list-style-type: none"> • Take part in the planning of a sport / activity • Take part in the leading of a sport / activity • Understand how to communicate with participants • Use verbal and non-verbal communication • Take part in the review of a sport / activity session
<p>Developing leadership skills</p>	<ul style="list-style-type: none"> • Understand the skills, qualities and values that a leader will need • Motivate participants • Manage participant behaviour
<p>Lead activities that promote a healthy lifestyle</p>	<ul style="list-style-type: none"> • Identify the factors that contribute to a healthy lifestyle • Plan, lead a review a session designed to increase participants' heart rate through physical activity
<p>Fair play in sport</p>	<ul style="list-style-type: none"> • Understand what is meant by fair play • Apply the concept of fair play
<p>The role of the official</p>	<ul style="list-style-type: none"> • Understand the roles and responsibilities of officials • Understand the rules and regulations of a specific sport / activity • Act as an official
<p>Opportunities in sport and recreation</p>	<ul style="list-style-type: none"> • Understanding the provision of sport and recreation activities in the local community

Humanities

Unit of Work	Knowledge and Content
The Elizabethans 1580–1603	<p>Review of previous year. Sts will consolidate the material covered in Year 10</p> <p>Elizabeth and England Elizabeth's court The role of Parliaments and how Elizabeth controlled them Local government and propaganda</p> <p>Catholics Elizabeth's religious settlement Catholic links abroad and plots Mary Queen of Scots and the Armada</p> <p>Daily life Rich, middle and poor Elizabethans Husbands and wives, children, and causes of poverty Theatres, Puritans and witches</p> <p>The wider world Elizabethan adventurers: aims, key features, extent of success Roanoke: aims, key features, extent of success Trade with the east</p> <p>Learners choose either a site or an individual to study and complete two pieces of work:</p> <ul style="list-style-type: none">• A 150-word biography (of the person) or guide (to the site)• A 250-word explanation of the importance and impact of their site or individual over time.

PSHE (Entry Level 1 & 2) We also work closely with external agencies such as NSPCC, intergrate UK and Tender in order to deliver specific parts of the PSHE curriculum. These organisations introduce the students to support networks they may access when they leave school. Recent topics include the "speak out stay safe" campaign, healthy relationships with a focus on identifying harmful behaviours and the Straight talking project. Links to the relevant external agencies can be found on our website.

Unit of Work	Knowledge and content (Rolling programme in Year 10 & 11)
Healthy Lifestyles	<p>Entry Level 1 Choose, from given materials, three things needed for a healthy body. Communicate two ways to protect the body from the sun. Recognise, from given materials, three healthcare services. Communicate the location of a local health facility.</p> <p>Entry Level 2 Communicate three things needed for a healthy body. Identify three good eating habits. Identify three physical activities which promote fitness. Communicate one reason why protection from the sun is important. Communicate two ways to achieve this. Identify the roles of four given healthcare services.</p>
Personal Safety	<p>Entry Level 1 Communicate three potential dangers found in the home or Garden. Identify, from given material, three precautions to take when crossing a busy road. Identify, from given material, a social network site. Communicate one risk associated with the use of social network sites. Identify one agency that gives advice on safety. Identify, from given material, what type of advice is given.</p> <p>Entry Level 2 Identify three potential dangers found in the home. Identify two potential dangers found in a garden. Identify three precautions to take when crossing a busy road Give one example of 'joy riding'. Communicate one negative consequence of 'joy riding'. Identify one social network site and its age restriction. Communicate one risk associated with the use of social network sites. Name an agency that gives advice on safety. Identify the type of advice it gives.</p>
Emotional Wellbeing	<p>Entry Level 1 Communicate (a) two happy experiences (b) two sad experiences. Recognise who might help deal with two given emotional experiences e.g. break-up of parents, bereavement. Recognise one action that can be seen as bullying. Identify, through participation in or observation of role play, an assertive attitude to bullying. Identify a person to tell if bullying is taking place. Communicate one way to help a friend.</p> <p>Entry Level 2 Identify four emotions. Communicate how two given emotional experiences might be managed. Recognise three actions that can be seen as bullying. Communicate an assertive attitude to bullying. Name one agency that supports the victims of bullying. Identify three ways to be a good friend. Identify given illnesses as mental or physical.</p>
Making informed career choices	<p>Entry Level 1 Communicate the jobs or careers of three known people. Recognise an important requirement for each of three given jobs or careers. Recognise two alternatives to paid employment e.g. further education, voluntary work. Choose an appropriate employment, training or FE destination. Obtain some information on the preferred option.</p> <p>Entry Level 2 Communicate two sources of career or job information or advice. Communicate own career or job ideas. Choose two appropriate preferred careers or jobs. Recognise three requirements for each of the two careers or jobs. Match own skills and /or qualities to the requirements of the two preferred careers or jobs.</p>
SRE	<p>Entry Level 1 Communicate the name of a friend, a family member, and any other person with whom a different relationship exists. Communicate one feeling about each of these relationships. Recognise, from given material, a change in a relationship. Recognise, from given material, a sexual relationship. Recognise appropriate body space in close and formal relationships. Recognise three physical differences between male and female at puberty. Recognise that an egg and a sperm make a baby. Recognise from which part of the body a baby is born.</p> <p>Entry Level 2 Communicate three different kinds of relationship. Communicate two good and two bad features that can exist in relationships. Communicate how a relationship may change over time. Recognise a sexual relationship. Recognise the difference between appropriate and inappropriate physical contact. Recognise and locate three parts of the male and three parts of the female reproductive systems. Recognise the main stages of reproduction and birth. Communicate how one method of contraception works. Make a decision on an appropriate method of contraception for a healthy young couple in a stable relationship. Indicate how the transmission of sexually transmitted infections can be prevented.</p>
Drugs & Alcohol	<p>Entry Level 1 Sort six given substances into safe and unsafe categories when swallowed. Recognise, from given material, two legal drugs in common use, e.g. alcohol, tobacco. Recognise, from given material, two over-the-counter medicine. Recognise, from given materials, two illegal drugs. Communicate one problem relating to the abuse of alcohol. Communicate one problem relating to the use of tobacco. Recognise the legal age for buying tobacco and alcohol.</p> <p>Entry Level 2 Sort six given substances into safe and unsafe categories when used inappropriately. Communicate one reason for each decision. Sort six given drinks into alcoholic and non- alcoholic. Identify three problems relating to alcohol abuse. Identify three problems connected to the use of tobacco. Identify the legal age for buying alcohol and tobacco. Identify two precautions relating to the use of medicines. Identify three illegal drugs. Identify three addictive drugs.</p>

PSHE (Entry Level 3) We also work closely with external agencies such as NSPCC, intergrate UK and Tender in order to deliver specific parts of the PSHE curriculum. These organisations introduce the students to support networks they may access when they leave school. Recent topics include the "speak out stay safe" campaign, healthy relationships with a focus on identifying harmful behaviours and the Straight talking project. Links to the relevant external agencies can be found on our website.

Unit of Work	Knowledge and content (Rolling programme in Year 10 & 11)
Emotional Wellbeing	Link five emotions to different events. Identify two stressful situations and explain how each could be managed. Identify three ways to improve self-confidence. Recognise that bullying can be both physical and non-physical and know an assertive attitude to bullying. Outline the work of one agency that supports the victims of bullying. Use examples to show how peer pressure works. Identify the main difference between physical and mental illness and the impact that this can have on emotional wellbeing. To know what anxiety, depression and OCD. To be able to describe and understand about autism and ADHD.
Sex and Relationships Education (SRE)	Communicate three different kinds of relationships (including peer pressure) and what good/respectful and that bad and abusive relationships can exist and where to get help. Recognise a sexual relationship. Recognise the difference between appropriate and inappropriate physical contact. Recognise the main stages of reproduction and birth. Communicate how one method of contraception works and how the transmission of sexually transmitted infections can be prevented. To know about delaying sexual interaction. To know about sexual offences and the law. To know what risky online behaviour is including explicit images and the law and how to stay safe and protect yourself online. Protecting girls and their health and how it can affect a girl and where to go for help. To know what domestic violence is and where to go for help. To know what realityVsfantasy with games/internet.
Drugs & alcohol	To be able to identify the current government advice for men and women on safe alcohol consumption. To be able to identify three problems associated with alcohol abuse, including peer pressure. To be able to state briefly the law relating to the purchase and use of alcohol and tobacco. To be able to explain why people smoke and to identify the main health risks associated with tobacco. To be able to classify five given illegal drugs into Class A, B or C. To identify three health risks associated with the use of illegal drugs. To be able to describe and understand what 'stop and search' is and the law around this. To know what shisha is and what legal highs are. To know first aid training related to alcohol and drugs.
Diversity, prejudice and discrimination	Give two examples of differences between people, e.g. in food, fashion or music. Give two examples of similarities between people. State briefly what is meant by prejudice. Give two examples of prejudice. Give two reasons why a person might become prejudiced. Give two examples of discrimination. Name two laws that are designed to prevent discrimination. To know what racism is and to be able to give examples.
Healthy Lifestyles	Identify how choices in respect of diet and exercise can affect health. Identify local facilities which promote physical wellbeing. Produce a plan to promote own health. Communicate one reason why protection from the sun is important. Communicate three ways to achieve this. List three organisations which offer support in respect of specific health-related problems. Outline the support available from one of these organisations. Apply, in a simulated situation basic first aid. State the main features of anorexia. State the main features of bulimia – food disorders. To know about domestic violence and where to get help.
Personal Safety	Identify three dangers found in a home and garden and state how each could be made safe. Produce a plan to evacuate own household in case of a fire. Identify three precautions to take when crossing a busy road. Describe three negative consequences of 'joy riding'. Identify one social network site and its age restriction. Identify the potential dangers of social network sites. Outline the support available from one organisation that gives advice on another aspect of safety. To know what gang crime is the law and where to go for help and support. To understand more about road and personal safety from the Police. To understand about assaults, knife and weapons and the law.
Applying for jobs and courses	Produce a basic letter of application and CV for a given job or course. Prepare answers which might be asked in an interview for a given job or course. Identify two examples of good practice and two of bad practice when attending an interview and give a reason for each. Select three pieces of relevant information that can be used to support an application for a given job or course and communicate why each is relevant.

Construction

Unit of work	Knowledge and Content	Skills
Health and safety	<p>By the end of the module students should be able:</p> <ul style="list-style-type: none"> • To understand the rules of the Workshop and know why we have these rules. • To understand safety signage in the workshop. • To be able to identify hazards on a construction site • To understand that there are different fire extinguishers all with different purposes • To be able to identify suitable hazard prevention methods for a construction site • To understand the role of PPE in safe working practice • To wash hands on a regular basis and understand why we do this. 	<p>Working safely Hazard detection Hazard prevention.</p>
Joinery	<ul style="list-style-type: none"> • To be able to manufacture a range of wood joints • To be able to measure and mark out accurately • To cut an appropriate wood joint • To be able to construct a wooden stool/table from plans • To be able to use a Tenon saw safely and accurately • To be able to use a chisel safely and accurately • To understand the need for a paint or varnish finish to a wooden product • To wash hands on a regular basis and clean all tools after every lesson, Students will be allocated seats. 	<p>Safe working practice Sawing Measuring Use of chisel Finishing (painting/varnishing)</p>
Bricklaying	<ul style="list-style-type: none"> • To understand the associated Hazards of bricklaying • To be able to identify a range of bricklaying tools • To be able to build a wall up to 4 courses high • To be able to use a range of brick bonds • To be able to use a string line to aid in the building process • To understand the manufacturing process of bricks • To be able to mix mortar safely. • To be able to use a trowel safely and accurately • To wash hands on a regular basis and clean all tools after every lesson. 	<p>Safe working practice Laying out Mixing mortar Brick laying</p>

Food Technology

Over Year 10 and 11 students will cover

Unit of Work	Knowledge and Content	Skills
<p>Basic Food Preparation and cooking</p>	<p>By the end of the module students will be able to:</p> <ul style="list-style-type: none"> - Name the principle methods of cooking - State typical cooking methods for different foods - Prepare, cook and present simple dishes using different methods of cooking - Clean work areas and equipment safely and hygienically - Evaluate own performance and make suggestions for future improvements 	<p>Finely chopping Finely slicing Dicing Chopping herbs Ribboning De-seeding Peeling Grating Weighing Mixing Simmering Boiling Draining Baking Grilling Frying Stir-frying Planning Researching Evaluating Tasting Washing up Drying Cleaning</p>
<p>Using Kitchen Equipment</p>	<p>By the end of the module students will be able to:</p> <ul style="list-style-type: none"> - Give examples of large kitchen equipment and describe how they are used - Give examples of small kitchen equipment and describe how they are used - State the safety requirements for using kitchen equipment - Select the correct equipment for routine tasks - Use different kitchen equipment safely and hygienically - Follow correct procedures when cleaning equipment 	<p>As previous unit</p>
<p>Introduction to food commodities</p>	<p>By the end of the module students will be able to:</p> <ul style="list-style-type: none"> - Describe the main types of food commodity - State where different commodities can be obtained - State the benefits of using different suppliers for different commodities - State safe and hygienic storage methods for food commodities 	<p>As previous units</p>

PE

Unit of Work	Knowledge and Content
YMCA	The gym option is delivered at the YMCA Gym in Surbiton. During the term the students will be taught a range of safety rules which will enable them to access the gym and use the equipment safely and independently. They will be able to demonstrate that they can set up and access a range of equipment and understand effects of training. These include Heart rate, hydration and recovery. It also includes the importance of warming up and down.
Golf	The Golf sessions are delivered in partnership with Horton Park Golf Club. During the programme the students will learn a range of skills both at the driving range, putting greens and on the golf course. The sessions are delivered by a qualified PGA instructor and are aimed at encouraging participation outside of school hours.
Tennis	The Tennis course is run at Surbiton Tennis Club. The groups are taught a range of skills, which build on those they were taught in Key Stage 3. The students are shown a range of tactics and strategies to overcome opponents in direct competition. They are also encouraged to develop their technique and improve their performance.
Games	As part of the games offer, students will be given the opportunity to take part in a variety of sports and activities. As part of these activities the students are encouraged to analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best. In addition the students are taught to apply basic principles suitable for attacking and defending. They will also be given the chance to take part in a number of inter school competitions. These include badminton, basketball, cricket, futsal, and boccia.
Dance	The students will learn to perform a range of dances using a range of movement patterns. These sessions will be delivered at school and by a qualified dance teacher. There will be opportunities to perform these dances during assemblies and whole school productions.
Rowing	Pupils will have the opportunity to visit the school's boat and practice working together as a team to effectively row the boat along part of the River Thames at Kingston. They will be taught by Mr Mears who is a very accomplished and qualified rowing instructor.

- Due to the ongoing Covid 19 situation our offsite activities are currently restricted. We hope to be able to offer these options to pupils as soon as our providers are able to and it is safe to do so.

Music Technology

Over the two year course, the students will study the follow units of work.

Unit of Work	Knowledge and Content
Radio Production	<p>Students start the course by sharing and listening to each other's music tastes. This then moves on to using this music to create their very own radio show.</p> <p>Skills learnt in this unit: Interview skills, basic music arrangement on garage band, structuring a radio show and editing and recording intros and jingles.</p>
Basics of DJing	<p>Students will be able to use theirs and others music tastes to create a DJ Set. Students will have the opportunity to learn how to mix tracks using CD Decks and Virtual DJ Software.</p> <p>Skills learnt in this unit: Counting beats Per Minute, mixing tracks, understanding volume and knowing your audience.</p>
Introduction to music production	<p>Students will be making their very own song using audio loops, samples and live recordings. This will give students an opportunity to experience multiple elements involved with the music technology industry (performance, production and sound engineering).</p> <p>Skills Learnt in this unit: Composition, plugin microphones, editing audio samples, mixing down a track to put on a CD and rhythmic and melodic patterns.</p>
Self-Recording in a music studio	<p>Students will be able to set up a small studio and be able to label all the equipment needed to run a home studio.</p> <p>Skills learnt in this unit: Using a studio to record a vocal performance, attending independent studio sessions (options will be lunch times, break times, after school), record live instruments and editing samples using effects and trimming</p>
Stage managing a live performance	<p>Students will use their skills learnt over the last year and a half to manage the stage for one of the schools cabarets.</p> <p>Skills learnt in this unit: setting up a PA system, setting up lighting, coordinating and arranging equipment and acts, planning a running order, follow health and safety procedures, assisting in performances.</p>

Animal Care

Unit of Work	Knowledge and Content
Introduction to Reptiles	To be able to identify minimum of three features of reptiles To be able to identify a reptile that uses heliothermy To be able to identify a reptile that uses thigmathermy To be able to identify two ways in which snakes can kill their prey and how snakes eat their food To identify at least two different features of a lizard and at least two risks it faces in its natural environment how the sex of a tortoise can be determined To identify at least one risk of handling snakes, one method of restraint, and one example of the equipment to use To identify at least one risk of handling lizards, one method of restraint, and one example of the equipment to use To identify at least one risk of handling tortoises, one method of restraint, and one example of the equipment to use Experience how to set up a vivarium for a named species.
Responsible Dog Ownership	Students will have an understanding of the following: at least three possible problems with dogs in the community at least three breeds popular with young people at least two reasons why young people choose popular breeds to have an understanding of section 3 of the Dangerous Dogs Act to have an understanding of section 1 of the Dangerous Dogs Act to identify at least three responsibilities of dog ownership to identify at least two consequences of owning a banned breed at least three reasons dogs may bite at least two reasons for neutering
	First half of summer term will focus on completion of coursework.

Steps to Transition (Careers)

In Year 11 students will consolidate the skills and knowledge from the previous year to find appropriate courses for Post 16. They will visit colleges and other Post 16 providers. They will receive information and guidance from the local authority on a one to one basis. They will also make choices about their work experience placements in these lessons.

Autumn term	My Future My aspirations for future Understanding my EHCP My contribution to the Annual Review meeting Predicted grades Applying for Jobs and Courses Produce a basic letter of application and CV for a given job or course. Prepare answers which might be asked in an interview for a given job or course. Identify two examples of good practice and two of bad practice when attending an interview and give a reason for each. Select three pieces of relevant information that can be used to support an application for a given job or course and communicate why each is relevant.
Spring term	Preparing for Work experience Updating CV Entry Level AQA Unit award on Enterprise.
Summer term	Work experience assembly Completing Record of Achievements Making informed choices about jobs – BBC Three Killed by my debt (zero hours, self-employed, temporary contracts)

Life Skills

Unit of Work	Knowledge and Content
Introduction to public services	In successfully completing this unit the learner will have demonstrated the ability to: <ol style="list-style-type: none">1. identify at least six public services2. find information and make a poster about three different public services3. record the addresses and telephone numbers of three chosen local services4. identify the appropriate public service needed in at least three scenarios
Cooking eggs	In successfully completing this unit the learner will have demonstrated the ability to: <ol style="list-style-type: none">1 choose the equipment for cooking eggs in a saucepan2 use the kitchen equipment safely3 hard boil an egg with the aid of a timer4 soft boil an egg with the aid of a timer5 make scrambled eggs6 make an omelette7 clean and wash up equipment.
	The spring and summer modules will be decided in discussion with the group to best meet their needs. Information about these units will be attached to your son/daughter's planner at the beginning of each term.

GCSE Sociology

Unit of Work	Skills
'Catch-up'	Students will revisit key concepts and topics (Families and Education) covered in Year 10 before commencing the crime and deviance or social stratification modules.
Social construction of crime and deviance	Students should be able to: identify, describe and explain various sociological explanations of crime and deviance including anomie, labelling, structural theories, subcultural theories and interactionist theory. <ul style="list-style-type: none">• explain the social construction of concepts of crime and deviance• describe, compare and contrast a variety of sociological perspectives on the social construction of crime and deviance (interactionist, functionalist, feminist and Marxist)• describe the key ideas of Merton on the causes of crime• describe the key ideas of Becker
Social stratification	Students should be able to: <ul style="list-style-type: none">• describe and explain the functionalist theory of stratification (effective role allocation and performance linked to the promise of rewards)• describe the key ideas of Davis and Moore• describe, compare and contrast alternative perspectives on functionalist theory (feminist and Marxist). identify, describe and explain socio-economic class divisions in society <ul style="list-style-type: none">• describe, compare and contrast a variety of sociological perspectives on socio-economic class (functionalist, feminist and Marxist)• describe the key ideas of Marx on socio-economic class• describe the key ideas of Max Weber
Revision of key themes, ideas and methods of research	