Great Sankey High School

Curriculum Guide

Year 11

Achieving Greatness Together
Great Sankey High School

Great Sankey is a safe, inclusive community providing an environment where excellent teaching and pastoral care empowers all students to be active learners, to celebrate diversity and to realise their potential.

We understand that the way to achieve our mission is to ensure that students are in receipt of knowledge-rich curriculum, structured in such a way that they are able to build strong knowledge bases in each subject. We also recognise the importance of regular formal and informal assessment to ensure that students are learning what we expect them to learn throughout their time with us at Great Sankey High School.

We also recognise the huge impact that learning beyond the classroom can have but appreciate we don't know which moment at school will inspire a child or resonate with them later in their life. It could be the inspirational careers speaker, a museum or gallery visit, the Duke of Edinburgh's Award expedition, a science experiment, or be on the sports field or theatre stage. What we do know is that if we ensure children seize as many opportunities as they can something has more chance to stick and act as a catalyst.

Furthermore, we understand that those extra important details such as careers guidance, RSE, PHSE, British Values and enrichment should not just be bolted on but play an integral part of 'what we do' as a school community. Every subject has mapped out opportunities for students to explore these areas in a meaningful manner and our extra-curricular provision supports developing the whole child.

In short, our ambition is to create a dynamic learning culture and deliver a bold curriculum and personal development programme that ensures that both students and staff can **achieve greatness together.**

Achieving Greatness Together
Great Sankey High School

English Curriculum Vision:

English has a pre-eminent place in Great Sankey High School and in the wider community. Our curriculum has been designed to ensure that all students have a chance to succeed, regardless of their starting points. Our seven curriculum threads are intertwined throughout the study of English Language and English Literature. In English, students will study a wide range of socially diverse texts to emphasise the reality of modern-day society and the world around them. All students will study canonical Literature texts, reflecting the rigorous and academic excellence of our subjects. All students have the right to study the discipline of English Literature; to consider how humans have found expression through rebellion, to understand the complexities of relationships and to interpret social inequalities through relevant contextual lenses. A 'Great Sankey English student' will develop a passion for reading for pleasure. They will appreciate a wide variety of fictional genres and explore the conventions of each, developing a clear understanding of how narrative, characters and themes are constructed, and why reader empathy is evoked in different contexts through authorial intent. All students will explore how the discipline of English Language creates a relationship between readers and writers. Students will actively seek to edit and improve, understanding that skilled writers will always reflect in a constructively critical manner on their work. They will strive to use ambitious and precise vocabulary in all areas of written and verbal communication. We understand that the curriculum is integral to determining the life chances, choices, and opportunities for our students. Therefore, we will never compromise on our high expectations in the pursuit of greatness!

Year 11 English Curriculum Aims:

In Year 11, students will prepare for GCSE English Language and GCSE English Literature (AQA)

Year 11 English Curriculum	Topics	Content
Term 1	***An Inspector Calls*** **English Language Paper 2**	***At the start of Year 11, pupils will complete a knowledge base line assessment to recap prior learning from content covered in the year of their GCSE courses. In KS4, assessments include a combination of "Weekly Writes", Master Class Lectures, Walking Talking Mocks and Whole Class Feedback. "Weekly Writes" are activities provided in order to support student skill development. The students are then able to implement these techniques within their writing to build up a skill repertoire.*** This unit of work will build upon your knowledge of the role of a detective from the genre of Detective Fiction and the treatment of criminals at the start of the 20th Century. You will explore J. B. Priestley's play considers the theme of social inequality at the turn of the 20th Century. You will explore the British Class system and the role of women in Edwardian society. In this unit of work, students will be exposed to a range of different thematically extracts from the 19th century. Students will begin to read critically by answering comprehensive style questions such as identifying and interpreting information; reading in different ways for different purposes; evaluating the writer's choice of vocabulary, form, grammatical and structural features. When writing, students can manipulate and control language in order to achieve their purposes and engage their audiences.
Term 2	**Poetry Anthology Power and Conflict cluster** **Macbeth Revision** **English Language Paper 1 revision** **A Christmas Carol revision** **Unseen poetry revision**	In this unit of work, students will study both contemporary poetry and poems from the Literary Heritage. Students will learn about the context of each poem; the overview of the poem; key ideas; the poets' use of language; and the structure of each poem. Consolidation of Literature texts and interpretating the Critical writing skills. Study of characterisation and critical evaluation of form.
Term 3	**English Literature revision in preparation for GCSE Examinations.** **English Language revision in preparation for GCSE Examinations.**	The sequence of students learning will be strategically planned to ensure that students are retrieving prior learning in each lesson for both English Literature The sequence of students learning will be strategically planned to ensure that students are retrieving prior learning in each lesson for both English Language

What resources can my child access for support?

www.bbcbitesize.com

What enrichment opportunities are available and how do these support learning?

There are a multitude of reading and writing competitions running each term in the LRC to encourage students to actively read widely.

Head of English
Laura Douglas
L.douglas@gshs.omegamat.co.uk

Head of Key Stage 4 English
Gareth Finn
G.finn@gshs.omegamat.co.uk

Mathematics Curriculum Vision:

Mathematics is a universal language and one that our department is completely passionate about at all levels. It is a fundamental skill that is needed for everyday life and for understanding the world around us. Key to areas such as finance, science, technology, and engineering, it is vitally important that a learner has the best possible grounding in mathematics from their education. They need to understand the mathematics they learn to approach problems that need to be solved creatively, whilst showing a level of confidence and fluency in using and enhancing the mathematical skills that are valued highly in industry and higher education.

Building upon the ten core values that are at the heart of our school, the department are tasked with delivering Quality First Teaching across all Key Stage. Regardless of the ability they are teaching, they encourage learners to develop their potential to the fullest. This is coupled with showcasing their enthusiasm and knowledge of our phenomenal subject to engage and engross all stakeholders in our learning community.

Year 11 Mathematics Curriculum Aims:

The Year 11 curriculum builds on units of work previously studied in Years 9 and 10 to complete the mathematical pathway at GCSE. Students will complete the final elements of the GCSE course at the key strands of Number, Algebra, Ratio, Proportion and Probability and Statistics. As part of the curriculum, we will continue to revisit key skills that students need to be successful in the subject as retrieval activities or recaps. This will also include the review of topics identified as areas of development from the June 2024 Year 10 assessments.

Year 11 Mathematics Curriculum: Foundation	Topics	Content
Term 1	Geometry – Area, perimeter, volume, surface area, plans and elevations. Algebra – Simplifying, expanding, factorising expressions, substitution, setting up and solving linear equations, inequalities, substitution, rearranging formula, sequences, and simultaneous equations. Number – Four operations with integers, decimals, and fractions, directed numbers, rounding, estimation and error intervals. Number – equivalences of fractions, decimals, and percentages, using a calculator effectively, calculating percentage increases, decreases, reverse, change, simple interest, and compound interest. All areas of Probability MOCK 1 Geometry -- Angle properties, interior and exterior angles and include bearings	The first term begins by looking at geometric skills of area, perimeter, volume, surface area which develop into plans and elevations. These are key elements needed in maths and across the curriculum and beyond. The first term continues with a focus on algebra. We review and develop the skills of algebraic manipulation and then progress towards the solving of linear equations to all levels required at the Foundation Tier along with substitution, rearranging formula, sequences, and simultaneous equations. We then look at more number elements, reviewing the ability for students to calculate with decimals, integers, and fractions before moving onto approximations and error intervals. As we move further through the term we review fractions, decimals and percentages and look at calculations involving percentage increase, decrease, change, reverse percentages, simple interest, and compound interest. It is important students know how to use their calculator effectively when working on percentages. Building upon earlier work, students gain a further understanding of probability and looking at how it works in a variety of settings, including with probability trees and Venn diagrams. This allows students to gain an appreciation of the suitability of these diagrams in a range of different situations and impacts on probability, allowing students to be able to identify the potential for an event (or events) happening in addition allowing students to gain an ability to measure a level of risk via expected results. Students also gain an appreciation for the potential identification of bias in experimental probability situations. Mock 1 – The preparation for the final exams begins with mocks towards the end of the first term, from this we will get a question-by-question analysis of students' knowledge in preparation for reviewing their key areas of development to work on in the coming weeks after the mocks. After receiving the Mock results in January, areas for development are identified and retrievals and homework are tailored to working on embedding and enhancing the knowledge in these areas. The term then moves onto a geometrical focus by firstly looking at angle properties to grade 5, including working with interior and exterior angles within bearings and polygons. This then leads into Pythagoras and Trigonometry in 2D during term 2.

Term 2	Geometry - Pythagoras, and trigonometry in 2D. Number – HCF, LCM, product of primes, standard form, laws of indices. Algebra – Graphs: Linear including the properties of the equation of a straight-line $y = mx + c$, quadratic, Real-Life graphs and include graphically simultaneous equations MOCK 2 - Ratio: Simplifying and sharing into a given amount Proportion: Direct and Indirect Proportion, Best buys problems, recipes, scale maps and drawings Statistics – Calculating and using averages for discrete and continuous data, draw and interpret all statistical diagrams.	The term then starts off by focusing on finding missing lengths using Pythagoras and Trigonometry, it will include finding missing angles using trigonometry. We then move back to number and focus on HCF, LCM, product of primes, standard form and then linking in indices. Next, we look at graphs, reviewing the key skills for finding the equation of a straight line and developing the higher access Foundation Skills of drawing and interpreting the properties of quadratic and real-life graphs, including distance-time graphs which also links into Physics. It will link simultaneous equations that students have solved algebraically in prior learning to graphical. The preparation for the final exams continues with a second set of mocks. From this we will get a question-by-question analysis of students' knowledge in preparation for reviewing their key areas of development to work on in the coming weeks after the mocks and will support students in their final stages of preparations. This unit reviews ratio, a key element in maths and in other areas such as Food Technology, Science and Geography. This then links into proportion including best buy problems and direct and indirect proportion. It also links into scale maps and drawings. We then finish term two with reviewing statistics by looking at the calculation and interpretation of key statistical measures such as the mean, median, mode and range and then moving this on to the interpretation and creation of statistical diagrams such as scatter diagrams, frequency polygons and pie charts.
Term 3	Geometry – transformation, column vectors, similarity and congruence, loci **Exam Preparation** Tailored lessons towards the key topics identified as areas of development from previous set of mock papers. Past paper practice – will prepare students and develop exam technique along with the style of exam paper questions.	We finish the scheme with looking at transformations via translations (including with column vectors), reflection, rotation and enlargements and then understanding about similarity and congruence which are aligned with transformations and then loci. We then complete preparations for the exams by working through past papers and areas that have been identified from the two mocks in December and March looking at exam technique.

Year 11 Mathematics Curriculum: Higher	Topics	Content
Term 1	Geometry – Area and circumference of circles, area of sectors, arc lengths, volume, surface area, cones, spheres, similarity, and congruence. Algebra – Expanding, factorising quadratic expressions, solving quadratic equations, completing the square, solving linear and quadratic inequalities, simultaneous equations, quadratics sequences and algebraic proof. Number – percentages including increase, decrease, change, reverse, simple and compound interest, recurring decimals, standard form, and surds. Probability - calculate sum to 1, Venn diagrams including notations, probability trees and frequency diagrams. This leads into the first set of Mocks where we ascertain the progress made so far during GCSE. Geometry – angles and applications such as bearings and interior and Exterior Angles. Circle theorems, vectors, and geometric proof.	Students begin the first term of year 11 by looking at geometrical elements focussing on extending 2-D and 3-D parts such as extension of an area sector and moving this onto volume and surface area of many advanced 3-D solids such as cones, spheres, pyramids, and frustums. This finishes with looking at similarity with area and volume scale factor. We then move onto key algebra topics where we expand upon quadratic expressions and equations, including the methods of completing the square and the quadratic formula, including the key properties which can be used within these methods. This area of algebra is completed by looking at the solutions created when solving linear and quadratic inequalities. As it is a higher tier it will also focus on proof, developing a range of strategies to approach problems that could require algebraic, geometric, or numerical reasoning. This is a fundamental skill needed for students progressing to A-Level courses. As we move onto number, we look at their applications across the subject and across the curriculum, we then look at percentages in all elements, as well as extending students at the highest grades by looking at percentages in AO3 situations which may require additional problem solving and communication skills. Students will look over standard form and a more demanding topic – surds. We then move on to probability and build upon earlier knowledge, students gain further understanding of how tree diagrams and Venn Diagrams work within a probability scenario. This allows students to gain an appreciation of the suitability of these diagrams in a range of different situations and impacts on probability, allowing students to be able to identify the potential for an event (or events) happening in addition allowing students to gain an ability to measure a level of risk via expected results. Students also gain an appreciation for the potential identification of bias in experimental probability situations. The preparation for the final exams begins with mocks towards the end of the first term, from this we will get a question-by-question analysis of students in preparation for reviewing their key areas of development to work on in the coming weeks after the mocks. The term ends with reviewing geometry and pays particular focus to the applications of interior and exterior angles within polygons and bearings. This then concludes with circle theorems and proof which is a key element of advanced Physics.
Term 2	Geometry – Pythagoras Theorem and Trigonometry in 2D and 3D, Sine and Cosine Rule, Sine Area Rule, Trigonometric Graphs. Algebra - The equation of • a straight line • a tangent to a circle • a circle • lines parallel to a given line. • perpendicular to a given line. • cubic and non-linear graphs • Algebra – Laws of indices and rearranging formula. MOCK 2 -	Term two starts with Pythagoras's Theorem and trigonometry of right-angled triangles. This is extended towards the sine and cosine rules and the graphs of trigonometric functions. Next students move onto extending algebraic skills by focussing on the role of algebra in graphs. This begins by reviewing the concept of the equation of a straight line and its links to $y = mx + c$ before combining this with the properties of what parallel and perpendicular lines are algebraically. This then moves onto non-linear graphs, including cubic, reciprocal, and exponential graphs, which then finishes off with equations of a circle. This is a fundamental part of both Level 2 Further Mathematics and A-Level Mathematics and Further Mathematics so a quality understanding of it is key to being successful. Number and algebra come back to the fold with the more extensive elements of looking at indices including fractional and negative indices. This then leads into looking at algebraic ideas such as rearranging of formulas including those of a more demanding level. We then move to our next set of mocks to monitor students' progression since the mocks in term 1 Next in the term we review ratio and proportion and look at the key skills from this element that are required for questions which are more contextual in appearance. This leads onto looking at direct and inverse proportion working algebraically with constant (k) and corresponding graphs which is a key element of mathematics, physics, and engineering. The last unit in the term focuses on statistical calculations and diagrams including looking at cumulative frequency, box plots and histograms as well as comparing these via calculations such as mean and interquartile range.

	Ratio and Proportion-recapping direct and inverse, work algebraically with constant (k) and corresponding graphs. Statistics – calculations and diagrams Cumulative Frequency, Box Plots, Histograms.	
Term 3	Calculating bounds, transformations, Trigonometric Graphs, Iteration, Functions, Gradients of curves and the area under a curve. **Exam Preparation** Tailored lessons towards the key topics identified as areas of concern from previous set of mock papers. Past paper practice – will prepare students and develop exam technique along with the style of exam paper questions.	Before working on preparations for the final papers we look at calculating bounds and the continuation of graphs, including the use of trigonometric graph transformations. We also work through final elements of things such as iteration, functions and gradient and areas under graphs (including speed-time and distance-time graphs) We then complete preparations for the exams by working through past papers and areas that have been identified from the two mocks in term 1 and term 2 looking at exam technique.

What resources can my child access for support?

The department subscribes to SPARX and students are provided with logins for this. It encourages students to work independently, and it is used for homework each week. Students also have access to Kerboodle where the textbook that links to our programme of study is located. The excellent resources on Corbett Maths, including the 5-a-day questions, worksheets and exam-style questions are also an excellent resource to use, along with BBC Bitesize and Seneca Learning provide additional support for students.

What enrichment opportunities are available and how do these support learning?

Year 11 students have the opportunity to attend fortnightly support sessions which cater for a range of topics at all grades in preparation for GCSE.
High-achieving students who have already started with the FSMQ Additional Mathematics Pathway are encouraged to continue with this in preparation for post-16 studies. In addition to this there are opportunities to take the UKMT Intermediate Mathematics Challenge and the GCSE Statistics qualification

Head of Department
Michael Hay
m.hay@omegamat.co.uk

Head of Key Stage 4
Cath Starkey
c.starkey@omegamat.co.uk

Exam board
AQA 8300

Science Curriculum Vision:

A 'Great Sankey Scientist' is a curious individual with an inquisitive and enquiring mind. They strive for answers about how or why something behaves or acts the way it does. They investigate, considering all the factors that can affect their results and then evaluate their methods and strive to improve what they have done. They can make an open-minded attempt to explain the world around them using evidence and facts. They understand the value of evidence over opinion, can spot trends in data, make conclusions, and link them with explanations and understands the need for peer review. Students are not afraid to challenge ideas (in a positive way.) They have the self-motivation to read around the subject and continue their learning beyond the classroom. They think in a logical, systematic, and rational way. They are also able to use abstract thinking to link ideas and concepts together. They are problem solvers (solution focussed) with good numeracy, scientific literacy, and oracy skills. They can look at the complex systems within Biology, Chemistry and Physics and explain how they work in terms that anyone can understand. Science solves problems that affect everybody, and it enhances life where problems are not there anyway. Science provides the economic growth this country depends on. Science help pupils understand the world around them and 'how they fit.' Science provides knowledge and understanding that allows pupils to better engage in wider society. For example, pupils will have a more informed viewpoint on climate change, medical techniques, natural conservation, recycling of different materials, or nuclear power…. the list is endless! It may even lead them to become experts and leaders in these current issues; they could in turn influence future culture.

Year 11 Biology Curriculum Aims:

In year 11 students aim to consolidate learning themes from Year 9 and 10 and develop these further, deepening understanding and strengthening the links between key concepts, leading on to larger overarching topics and help to prepare to students for A level or Applied Science pathways post-16. There are two Science pathways in Yr. 11; trilogy Science and Separate Sciences. Students pathway has already decided prior to this point, those students on the separate science pathway will study some additional challenging content to further develop and deepen understanding of key biological areas. Alongside this, students will continue to develop practical, analysis and evaluative skills. The course is delivered as 4 lessons fortnightly with a Biology specialist teacher. The year curriculum is designed as a spiral to build upon and review their existing scientific knowledge from year 9 and 10, such as cells (cell transport) and Physiology (enzymes and immunity) and lead into new topics such as genetics which require a solid grounding in other areas if students are to properly grasp novel and ever-changing developments in this field. This review of knowledge from previous years will be important in preparation for firstly their mock exams in December, March and then the final exams in Summer.

Year 11 Biology Curriculum	**Topics**	**Content**
Term 1	Variation and Evolution	At the start of this term genetics modules are reviewed and covered in more depth looking at the influence the environment has on variation and also the way humans can use concepts to their advantage. Scientific discovery is also explored and how this has contributed to theories we use today. Separate scientists will build on concepts of reproduction delving further into inheritance and the importance of DNA, this understanding will be key when looking genetic modification of living organisms.
	Organising an ecosystem	Key terms previously learnt in KS3 are built upon and learners appreciate how ecosystems are organised and appreciate the diversity that occurs around the world. To further develop understanding of this, students will investigate biological sampling, by using quadrats and transects to estimate numbers of organisms in a given area.
	Retrieval and consolidation (trilogy only)	The final part of this term will be used for retrieval and consolidation of prior units in preparation for the Yr.11 mocks, leaners will review key knowledge and understanding, giving them the foundations to answer examination questions.
Term 2	Adaptations, interdependence and competition in plants and animals	In the second term these units build on the knowledge and understanding of the variation and evolution to see how organisms are adapted to their environment and how they provide essential services that support human life and continued development
	Homeostasis and response (separates only)	Separate scientists will explore and deepen understanding on different control systems in the body, by looking at the brain, eye and kidney, this will require prior knowledge on hormonal coordination in humans.
	Retrieval and consolidation (trilogy only)	The final part of this term will be used for retrieval and consolidation of prior units in preparation for the Yr.11 mocks, leaners will review key knowledge and understanding, giving them the foundations to answer examination questions.

Term 3	Biodiversity and Ecosystems Retrieval and consolidation	In the final term learners will consolidate all of the knowledge and understanding about genetics and variation and appreciate how biodiversity can be impacted by the actions of human activity of on the earth and the ways to minimise such actions. The final weeks of the term will be used for retrieval and consolidation of prior units in preparation for the GCSE examinations. A detailed revision plan will be shared with all students to help support them through the revision period.

What resources can my child access for support?

Their classroom teacher will provide guidance and support throughout the year, also your child will have access to online resources including text books, podcasts, exercises and questions through www.kerboodle.com . Students may also find the following resources useful to access the national curriculum and revision materials. When using these websites please make sure, AQA, trilogy (combined) or AQA separate science is selected based on the student's science pathway.

Cognito - Cognito (cognitoedu.org)

SENECA- Free Homework & Revision for A Level, GCSE, KS3 & KS2 (senecalearning.com)

BBC bitesize - www.bbcbitesize.com,

Maths and physics tutor - Physics Revision - PMT (physicsandmathstutor.com)

Alongside this they will also have a knowledge organiser and can purchase revision guides from ourselves in school.

What enrichment opportunities are available and how do these support learning?

Throughout the year students will be invited to bespoke intervention sessions, alongside this STEM club provides opportunities to apply science and engineering outside of the regular curriculum. Year 11 students are encouraged to act as coaches and mentors to younger members of the club or to take on a longer-term STEM Project.

Head of Science:
Emily Dulson
e.dulson@gshs.omegamat.co.uk

Head of Biology
Michael Davies
m.davies@gshs.omegamat.co.uk

Exam board AQA AQA | GCSE | Combined Science: Trilogy | Specification at a glance (TRILOGY)

AQA | GCSE | Biology | Specification at a glance (SEPARATE)

Science Curriculum Vision:

A 'Great Sankey Scientist' is a curious individual with an inquisitive and enquiring mind. They strive for answers about how or why something behaves or acts the way it does. They investigate, considering all the factors that can affect their results and then evaluate their methods and strive to improve what they have done. They can make an open-minded attempt to explain the world around them using evidence and facts. They understand the value of evidence over opinion, can spot trends in data, make conclusions, and link them with explanations and understands the need for peer review. Students are not afraid to challenge ideas (in a positive way.) They have the self-motivation to read around the subject and continue their learning beyond the classroom. They think in a logical, systematic, and rational way. They are also able to use abstract thinking to link ideas and concepts together. They are problem solvers (solution focussed) with good numeracy, scientific literacy, and oracy skills. They can look at the complex systems within Biology, Chemistry and Physics and explain how they work in terms that anyone can understand. Science solves problems that affect everybody, and it enhances life where problems are not there anyway. Science provides the economic growth this country depends on. Science help pupils understand the world around them and 'how they fit.' Science provides knowledge and understanding that allows pupils to better engage in wider society. For example, pupils will have a more informed viewpoint on climate change, medical techniques, natural conservation, recycling of different materials, or nuclear power……. the list is endless! It may even lead them to become experts and leaders in these current issues; they could in turn influence future culture.

Year 11 Chemistry Curriculum Aims:

In year 11 aim students aim to consolidate learning themes from Year 9 and 10 and develop these further, deepening understanding and strengthening the links between key concepts, leading on to larger overarching topics and help to prepare to students for A level or Applied Science pathways post-16. Alongside these students will continue to develop practical, analysis and evaluative skills. The course is delivered as 4 lessons fortnightly with a Chemistry specialist teacher. The year curriculum is designed as a spiral to build upon and review their existing scientific knowledge from year 9 and 10, such as elements and compounds and application of where these are used in industry leading to new topics such as electrolysis and organic chemistry which require a solid grounding in these areas if students are to properly grasp these new concepts. Alongside this student will need to apply knowledge on common substances studied so far (e.g. metals and plastics) linking this to their usefulness and the impacts they have on the environment, naturally this then naturally leads into the chemistry of the atmosphere topic where students will understand our ever-changing climate and evaluate the impact of natural and human activities. Students will gain knowledge and appreciate the significance of sustainable living in how we obtain and use natural resources from our earth and the importance of how and why we should reuse and recycle these resources, within this topic students will review reversible reactions and apply knowledge to describe specific reaction conditions. This review of knowledge from previous years will be important in preparation for firstly their mock exams in December, March and then the final exams in Summer.

Year 11 Chemistry Curriculum	**Topics**	**Content**
Term 1	Chemistry of the atmosphere	Scientists and engineers are trying to solve the problems caused by increased levels of air pollutants. To do this we have to understand the levels of gases in our atmosphere, how they have changed and impacts the changes are having. Evaluating these changes allows scientists to make informed decisions on how pollutant gases can be reduced to minimise these impacts, whilst educating society on our ever-increasing carbon 'footprint'.
	Chemical calculations (separates only)	Atoms are the chemical building blocks of our world and it is important to understand what happens to them when chemical reactions take place. This unit expands on previous knowledge from common chemical reactions and looks at when elements react together, what happens to the mass linking to the atoms involved. These concepts start to build on the foundations of balanced symbol equations how to make reactions more sustainable.
	Chemical changes – electrolysis	All the accumulated knowledge of particles and bonding is now brought together within this chemical change's unit. Pupils will review knowledge on structure and bonding focusing particularly on knowledge of ionic substances, this will then allow pupils to look at how ionic substance can be separated via electrolysis and application of fuel cells.
	Retrieval and consolidation (trilogy only)	The final part of this term will be used for retrieval and consolidation of prior units in preparation for the Yr.11 mocks, leaners will review key knowledge and understanding, giving them the foundations to answer examination questions.

Term 2	Organic Chemistry (separates only) The Earth's Resources Retrieval and consolidation (trilogy only	A great variety of organic compounds is possible because carbon atoms can form chains and rings linked by C – C bonds. Chemists can modify these organic molecules in many ways to make new and useful materials such as polymers, pharmaceuticals, perfumes, flavourings, dyes and detergents. This unit has links to the organic chemistry and Earth's atmosphere units previously studied. Scientists and engineers are trying to solve the problems to create a more sustainable earth. Industries use the Earth's natural resources to manufacture useful products. In order to operate sustainably, chemists seek to minimise the use of limited resources, the use of energy, waste produced and environmental impact. The final part of this term will be used for retrieval and consolidation of prior units in preparation for the Yr.11 mocks, leaners will review key knowledge and understanding, giving them the foundations to answer examination questions.
Term 3	Retrieval and consolidation	The final weeks of the term will be used for retrieval and consolidation of prior units in preparation for the GCSE examinations. A detailed revision plan will be shared with all students to help support them through the revision period.

What resources can my child access for support?

Their classroom teacher will provide guidance and support throughout the year, also your child will have access to online resources including text books, podcasts, exercises and questions through www.kerboodle.com . Students may also find the following resources useful to access the national curriculum and revision materials. When using these websites please make sure, AQA, trilogy (combined) or AQA separate science is selected based on the student's science pathway.

Cognito - Cognito (cognitoedu.org)

SENECA- Free Homework & Revision for A Level, GCSE, KS3 & KS2 (senecalearning.com)

BBC bitesize - www.bbcbitesize.com,

Maths and physics tutor - Physics Revision - PMT (physicsandmathstutor.com)

Alongside this they will also have a knowledge organiser and can purchase revision guides from ourselves in school.

What enrichment opportunities are available and how do these support learning?

Throughout the year students will be invited to bespoke intervention sessions, alongside this STEM club provides opportunities to apply science and engineering outside of the regular curriculum. Year 11 students are encouraged to act as coaches and mentors to younger members of the club or to take on a longer-term STEM Project.

Head of Science:
Emily Dulson
e.dulson@gshs.omegamat.co.uk

Head of Chemistry
Shona Wilson
s.wilson@gshs.omegamat.co.uk

Exam board AQA AQA | GCSE | Combined Science: Trilogy | Specification at a glance (TRILOGY)
AQA | GCSE | Chemistry | Specification at a glance (SEPARATE)

Science Curriculum Vision:

A 'Great Sankey Scientist' is a curious individual with an inquisitive and enquiring mind. They strive for answers about how or why something behaves or acts the way it does. They investigate, considering all the factors that can affect their results and then evaluate their methods and strive to improve what they have done. They can make an open-minded attempt to explain the world around them using evidence and facts. They understand the value of evidence over opinion, can spot trends in data, make conclusions, and link them with explanations and understands the need for peer review. Students are not afraid to challenge ideas (in a positive way.) They have the self-motivation to read around the subject and continue their learning beyond the classroom. They think in a logical, systematic, and rational way. They are also able to use abstract thinking to link ideas and concepts together. They are problem solvers (solution focussed) with good numeracy, scientific literacy, and oracy skills. They can look at the complex systems within Biology, Chemistry and Physics and explain how they work in terms that anyone can understand. Science solves problems that affect everybody, and it enhances life where problems are not there anyway. Science provides the economic growth this country depends on. Science help pupils understand the world around them and 'how they fit.' Science provides knowledge and understanding that allows pupils to better engage in wider society. For example, pupils will have a more informed viewpoint on climate change, medical techniques, natural conservation, recycling of different materials, or nuclear power……. the list is endless! It may even lead them to become experts and leaders in these current issues; they could in turn influence future culture.

Year 11 Physics Curriculum Aims:

In year 11 students aim to consolidate learning themes from Year 9 and 10 and develop these further, deepening understanding and strengthening the links between key concepts, leading on to larger overarching topics and help to prepare to students for A level or Applied Science pathways post-16. There are two Science pathways in Yr. 11; trilogy Science and Separate Sciences. Students pathway has already decided prior to this point, those students on the separate science pathway will study some additional challenging content to further develop and deepen understanding of key physics areas. Alongside this, students will continue to develop practical, analysis and evaluative skills. The course is delivered as 4 lessons fortnightly with a Physics specialist teacher. The year curriculum is designed as a spiral to build on scientific concepts from Year 9 and 10, students will build upon their existing scientific knowledge from these topics and look at Physics core theories and their application in context, giving them the ammunition to make informed judgements about scientific issues affecting our world today. This review of knowledge from previous years will be important in preparation for firstly their mock exams in December, March and then the final exams in Summer.

Year 11 Physics Curriculum	**Topics**	**Content**
Term 1	Forces in motion	This unit will refer to the fundamental laws of Physics first described by Sir Isaac Newton and use concepts of forces that have previously been studied. Students will then explore Newton's second law through practical discovery and expand on knowledge of forces by studying mechanical physics and its importance in the safety design of cars. All of which brings in ideas of energy transfer and stores seen in previous years.
	Forces and pressure (separates only)	Forces and pressure start with how pressure in a solid, first seen in year 8 is linked to pressure in gases seen in year 7 before talking about pressure in liquids.
	Light and sound (separates only)	Pupils will draw on knowledge from the electromagnetic spectrum from year 10 and look at how waves create colour, allow us to hear and investigate the structure of the Earth.
	Retrieval and consolidation (trilogy only) Focus on Energy, Waves and the Electromagnetic Spectrum	The final part of this term will be used for retrieval and consolidation of prior units in preparation for the Yr.11 mocks, leaners will review key knowledge and understanding, giving them the foundations to answer examination questions.
Term 2	Electromagnetism	In year 8 students studied magnetism and electromagnets. The electromagnetism unit builds on this previous knowledge by looking at the applications of electromagnetism. The use of transformers in the national grid links back to ideas about domestic electricity covered in year 10.
	Space (Separates Only)	Those students studying the separate sciences will study an additional module about the universe. The unit brings together ideas from across the science curriculum to explain astrophysical phenomena.
	Retrieval and consolidation	

		The final part of this term will be used for retrieval and consolidation of prior units in preparation for the Yr.11 mocks, leaners will review key knowledge and understanding, giving them the foundations to answer examination questions.
Term 3	Retrieval and consolidation	The final weeks of the term will be used for retrieval and consolidation of prior units in preparation for the GCSE examinations. A detailed revision plan will be shared with all students to help support them through the revision period.

What resources can my child access for support?

Their classroom teacher will provide guidance and support throughout the year, also your child will have access to online resources including text books, podcasts, exercises and questions through www.kerboodle.com . Students may also find the following resources useful to access the national curriculum and revision materials. When using these websites please make sure, AQA, trilogy (combined) or AQA separate science is selected based on the student's science pathway.

Cognito - Cognito (cognitoedu.org)

SENECA- Free Homework & Revision for A Level, GCSE, KS3 & KS2 (senecalearning.com)

BBC bitesize - www.bbcbitesize.com,

Maths and physics tutor - Physics Revision - PMT (physicsandmathstutor.com)

Alongside this they will also have a knowledge organiser and can purchase revision guides from ourselves in school.

What enrichment opportunities are available and how do these support learning?

Throughout the year students will be invited to bespoke intervention sessions, alongside this STEM club provides opportunities to apply science and engineering outside of the regular curriculum. Year 11 students are encouraged to act as coaches and mentors to younger members of the club or to take on a longer-term STEM Project.

Head of Science:
Emily Dulson
e.dulson@gshs.omegamat.co.uk

Head of Physics
Sophie Warne
s.warne@gshs.omegamat.co.uk

Exam board AQA AQA | GCSE | Combined Science: Trilogy | Specification at a glance (TRILOGY)

AQA | GCSE | Physics | Specification at a glance (SEPARATES)

Business Studies Curriculum Vision:
"We strive to prepare all pupils at Great Sankey High School to be workplace ready and digitally literate through sequencing a relevant and knowledge rich curriculum that enthuses, engages and challenges all. We will enable our business leaders to become autonomous and ambitious learners. We aspire for each of our pupils to be resilient, independent and creative."

In Business, we will help pupils to develop skills that will serve them well at A-Level and beyond, irrespective of the course and career they pursue after GSHS. Pupils will learn how to consider human behaviour, use theory and analytical techniques and evaluate alternatives in the face of uncertainty. As well as improving their ability to interpret and present data in various forms, pupils will benefit from opportunities to progress other key skills such as Communication and Information Technology. Although many pupils will ultimately pursue careers in some area of business and therefore gain a direct benefit from having studied this subject, even those headed for less obvious commercial areas will benefit from an understanding of issues that are common to any organisation, such as motivation, project planning and budgeting.

During Business, pupils will pick up a multitude of skills and knowledge that will not only benefit them in their academic lives but also in their personal ones. As we look at a constantly changing picture in Business Studies, it allows us to monitor and evaluate the world as it changes in front of our eyes. Pupils will acquire skills such as analysis and problem solving through looking at current events and picking out the different ways that a business or government could tackle these issues. Pupils who do not go on to study in this discipline after key stage 4 or 5 will have a much deeper understanding of the working world and the economy which will place them in a much stronger position to make well informed decision as adults. Our wish for all pupils is that they become lifelong learners with a thirst to learn more.

Year 11 Business Studies Curriculum Aims:
To introduce all pupils to the business basics through a better understanding of the business environment. Pupils will investigate the reasons why businesses exist and the different types of businesses within the external environment. By the end of Year 11, pupils will have fully developed their understanding of the role the businesses play within the wider community.

Year 11 Business Curriculum	**Topics**	**Content**
Term 1	Business growth, business aims and objectives, globalisation, ethics and environment, 4Ps	These elements allow pupils to develop a deeper understanding around the factors that can influence business growth. They dovetail well with the topics that were covered at the end of Year 10 and take the pupils' understanding to the next level.
Term 2	Business operations, working with suppliers, managing quality, the sale process, business calculations, business performance, organisational structure, effective recruitment.	Again, these elements feed into the previous topics that pupils have studied. Pupils are now expected to take business performance in the form of financial information and assess the impact that decisions have had upon the performance of the business. They are then expected to look at how the structure of the organisation and the recruitment can also impact upon how successful they are.
Term 3	Exam boosters	To prepare pupils for their forthcoming examinations and work on examination technique.

What resources can my child access for support?
Seneca, GCSE Pod, Microsoft Teams, revision guides and BBC Bitesize

What enrichment opportunities are available and how do these support learning?
World Enterprise week, external speakers and trips

Head of Department:
Daniel Hubball (Head of Business and Computing)
Email: d.hubball@gshs.omegamat.co.uk

Daniel Kerr (2nd in Business and Computing / Head of Computer Science)
Email: d.kerr@gshs.omegamat.co.uk

Exam board: Edexcel https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html

Enterprise & Marketing Curriculum Vision:
"We strive to prepare all pupils at Great Sankey High School to be workplace ready and digitally literate through sequencing a relevant and knowledge rich curriculum that enthuses, engages and challenges all. We will enable our business leaders to become autonomous and ambitious learners. We aspire for each of our pupils to be resilient, independent and creative."

In Business, we will help pupils to develop skills that will serve them well at both A-Level and for our BTEC extended diploma and beyond, irrespective of the course and career they pursue after GSHS. Pupils will learn how to consider human behaviour, use theory and analytical techniques and evaluate alternatives in the face of uncertainty. As well as improving their ability to interpret and present data in various forms, pupils will benefit from opportunities to progress other key skills such as Communication and Information Technology. Although many pupils will ultimately pursue careers in some area of business and therefore gain a direct benefit from having studied this subject, even those headed for less obvious commercial areas will benefit from an understanding of issues that are common to any organisation, such as motivation, project planning and budgeting.

During Business, pupils will pick up a multitude of skills and knowledge that will not only benefit them in their academic lives but also in their personal ones. As we look at a constantly changing picture in Business Studies, it allows us to monitor and evaluate the world as it changes in front of our eyes. Pupils will acquire skills such as analysis and problem solving through looking at current events and picking out the different ways that a business or government could tackle these issues. Pupils who do not go on to study in this discipline after key stage 4 or 5 will have a much deeper understanding of the working world and the economy which will place them in a much stronger position to make well informed decision as adults. Our wish for all pupils is that they become lifelong learners with a thirst to learn more.

Year 10 Business Studies Curriculum Aims:
To introduce all pupils to the business basics through a better understanding of the business environment. Pupils will investigate the reasons why businesses exist and the different types of businesses within the external environment. Pupils at Year 10 will develop their understanding of the role the businesses play within the wider community. There is a specific focus on both Enterprise and Marketing on this course.

Year 11 Business Curriculum	**Topics**	**Content**
Term 1	Enterprise & Entrepreneurs/Start-ups & Ownership	Characteristics, risk & reward for enterprise, Characteristics of successful entrepreneurs, potential rewards for enterprise, successful entrepreneurs, risks for entrepreneurial activity, drawbacks for risk-taking. Appropriate forms of ownership for business start-ups, Sole Traders/partnerships/PLC/LTD/Franchises, Sources of capital for business start-ups and expansion, Support for Enterprise.
Term 2	Cost/Revenue/Profit & Loss/ Break Even	Costs of producing a product, Revenue generated by sales, what makes a product financially viable, Use of Break-even to aid decision-making, The importance of Cash.
Term 3	Market research; data; market segmentation Marketing mix; advertising medium; promotion; PR; selling; product lifecycle; pricing strategies	Market research to target a specific customer, Primary market research methods, Secondary market research source, Types of data, Types of market segmentation, he benefits of market segmentation to a business, Creating a marketing mix to support a product, How the elements of the marketing mix work well together, Types of advertising medium used to attract and retain customers and the appropriateness of each, Sales promotion techniques used to attract and retain customers and the appropriateness of each, Public relations, The product life cycle, Creating a marketing mix to support a product, Types of pricing strategies and the appropriateness of each.

What resources can my child access for support?
Seneca, Microsoft Teams, revision guides and BBC Bitesize

What enrichment opportunities are available and how do these support learning?
World Enterprise week, external speakers and trips

Head of Department:
Daniel Hubball (Head of Business and Computing)
Email: d.hubball@gshs.omegamat.co.uk

Daniel Kerr (2nd in Business and Computing / Head of Computer Science)
Email: d.kerr@gshs.omegamat.co.uk

Exam board: Edexcel https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html

Computer Science Curriculum Vision:
"We strive to prepare all pupils at Great Sankey High School to be workplace ready and digitally literate through sequencing a relevant and knowledge rich curriculum that enthuses, engages and challenges all. We will enable our computer scientists to become autonomous and ambitious learners. We aspire for each of our pupils to be resilient, independent and creative."

In Computer Science, we will help pupils to develop skills that will serve them well at A Level and beyond, irrespective of the course and career they pursue after GSHS. In particular, pupils will understand and apply the fundamental principles and concepts of Computer Science including abstraction, decomposition, logic, algorithms and data representation. They will be analysing problems in computational terms through practical experiences of solving such problems including designing, writing and debugging programs. They will be expected to think creatively, innovatively, analytically, logically and critically. Pupils will also understand the components that make up digital systems and how they communicate with one another and with other systems.

During Computer Science, pupils will pick a multitude of skills and knowledge that will not only benefit them in their academic lives but also in their personal ones. As we look at a constantly changing picture in IT and Computing, it allows us to monitor and evaluate the world as it changes in front of our eyes. Pupils will acquire skills such as valuable thinking and programming skills that are extremely attractive in the modern workplace. Our wish for all pupils is that they become lifelong learners with a thirst to learn more.

Year 11 Computer Science Curriculum Aims:
The Year 11 curriculum in Computer Science aims to ensure all pupils are confident in a range of areas such networking, cyber security, system software and security. The aim of this year is to ensure pupils have the knowledge of the theory elements of the subject.

Year 11 Computer Science Curriculum	**Topics**	**Content**
Term 1	Architecture of the CPU, CPU performance, embedded systems, primary storage, secondary storage	At the end of Year 10, pupils will have a wider understanding of the algorithmic thinking side of the course and this year they focus on the theory side. Pupils will have touched on these topics at Key Stage 3 and will have a basic knowledge before beginning them at GCSE level. Pupils will gain an understanding of how the CPU works and communicates with its hardware and software. Pupils will be able to explain what technologies are best for given scenarios and justify their answers.
Term 2	Network and topologies, wired and wireless networks, network security, system software, ethical and legal issues	Pupils will gain an understanding of the components of a network and how networks are built and communicate with other devices. Within this term, pupils will also gain an understanding of network security and the threats and prevention methods put in place to avoid attacks on a system's network. The final section of the course looks at the ethical, moral and legal aspects to digital technology. Pupils will be able to explain and justify how technologies impact on society, businesses and on the environment.
Term 3	Exam technique and preparation for exams	Pupils will use the time leading up to both paper 1 and paper 2 to continue practicing exam techniques on all aspects of the course. Pupils will make sure they are confident in exam technique, retrieval and revision tasks and past paper questions before taking their exams.

What resources can my child access for support?
Craig and Dave YouTube Channel, Teach ICT J277 via: https://teach-ict.com/2016/GCSE_Computing/OCR_J277/OCR_J277_home.html, Microsoft Teams / OneNote classbook, Seneca Learning and Educake

What enrichment opportunities are available and how do these support learning?
From Year 9 upwards, we offer the Cyber Discovery competition, where pupils are able to put their in class knowledge of cyber threats to the test and complete different challenges against other pupils across the UK. Pupils who progress through each round will continue to develop new skills but also have the opportunity to take part in a live simulation in London. We strive to peak pupils' interest in all areas of Computing through experimentation, independent design and working well as a team.

Subject Lead:
Daniel Kerr (Head of Computer Science & IT)
Email: d.kerr@gshs.omegamat.co.uk

Exam board: OCR https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020

Drama Curriculum Vision:

Great Sankey Drama Department holds the shared vision that is; for all students to experience drama as a powerful means to explore and question the world around them by placing themselves in others' shoes. This is the over-arching intent and will always be at the core of our subject beliefs. Through this we hope to instil a passion for Drama and Theatre. We aim to develop pupils' language register through work in role - using language in a greater variety of situations, for a variety of audiences and purposes, including presentations and debate. Our lessons develop an ethos of respect where all feel able to take risks, raise questions and challenge their own and peers' thinking and in turn experience, and thus develop empathy. Drama students will develop through our issue-based units' compassion, patience, understanding, generosity resilience, to become life-long learners.

Our curriculum is designed to enable students to understand how drama as an art form can communicate to an audience, be able to select and use performance skills and techniques independently and with purpose and to become a reflective practitioner as a result.

Our students will experience the cultural capital of drama through studying practitioners, playwrights, staging, history, styles, and genres. In addition, the ability to analyse and evaluate work is explored both practically and in written form which prepares them for further study at GCSE and provides pupils with a firm grounding in the subject.

Year 11 Drama Curriculum Aims:

The Drama curriculum has three main areas of focus, these are Making, Performing and Responding. Skills and knowledge in these are assessed both formatively and summatively throughout our KS3 curriculum and are the key skill areas for examination at GCSE. Our curriculum is split into half-termly units. Each unit encompasses key knowledge and skill development tasks delivered as starter activities, in addition to the main task of either performing, making or responding to practical work. Units cover process-based drama, a variety of genres/styles of drama and script-based work.

In Year 11 the curriculum will cover all assessment objectives set by the exam board Eduqas. Students will demonstrate their understanding of devised theatre in the style of a practitioner or genre, complete a performance from a text and finally use their analysis and evaluation knowledge in the written exam.

Year 11 Drama Curriculum	**Topics**	**Content**
Term 1	Component 1: Devising from a Stimulus	In groups students will develop a performance in response to the stimuli set by the exam board. They will maintain a portfolio of notes which evidence the creation process. The performance is finalised through rehearsals and performed to an invited audience.
	Component 3 Mock	A full Component 3 mock exam will be completed
Term 2	Component1 Portfolio & Evaluation	A portfolio of evidence for C1 and an evaluation will be submitted once completed under controlled conditions.
	Component 2: Performance from a text	Students will prepare 2 extracts from a published text. This text will contrast to the text studied for component 3. They will prepare for this performance through structured rehearsals.
Term 3	Component 3: Interpreting Theatre	Students will: • Re-cap set text in preparation for Section A written paper. • Preparation for Section B written paper.

What resources can my child access for support?

Your child will have access to resources through their online classrooms. Online platforms such as GCSE POD and BBC Bitesize have a fantastic range of resources covering the three areas of assessment focus. Students will be offered the opportunity to purchase revision guides for components 1 & 3.

What enrichment opportunities are available and how do these support learning?

We aim to organise at least one theatre trip per year, we believe accessing live theatre productions enhances students experience of the Arts and helps develop an appreciation for a variety performance styles. We have a professional theatre company that visit our school and perform for the KS4 students and then complete a workshop based around their performance style.

Our weekly extra-curricular Drama club is popular and offers further development of performance skills, through this there are performance opportunities. In addition, as part of the Performing Arts faculty we present a large-scale production, usually a musical, which we encourage pupils across all key stages to get involved with either as a performer, musician, backstage, technical or front of house team. In February 2025, we will be staging “High School Musical 2”.

Head of Performing Arts Faculty:

Jo Cosgrove

j.cosgrove@gshs.omegamat.co.uk

Exam board: Eduqas

Year 11 Design & Technology

Curriculum Vision:

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. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise. Our GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth. You can find out about all our Design and Technology qualifications at www.aqa.org.uk/designandtechnology.

Curriculum aims:

At Great Sankey High School students have five lessons per fortnight in GCSE Design and Technology. In Year Ten students make three projects which will develop a number of new skills that will enable them to make an excellent project in Year 11 for their coursework. The aim of year 10 is to develop skills and knowledge across of all areas of the subject using various materials, tools, machines and processes. Your child will be provided with all the materials and components they need to complete each project.

Coursework is 50% and the written exam is 50%

Exam What's assessed?

Core technical principles. Specialist technical principles. Designing and making principles. In addition: at least 15% of the exam will assess maths and at least 10% of the exam will assess science.

How it's assessed Written exam:

2 hours 100 marks = 50% of GCSE Questions
Section A – Core technical principles (20 marks) A. mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.
Section B – Specialist technical principles (30 marks). Several short answer questions (2–5 marks) and one extended response to assess a more in-depth knowledge of technical principles.
Section C – Designing and making principles (50 marks). A mixture of short answer and extended response questions.

Coursework - non-exam assessment (NEA)

What's assessed?

Practical application of: Core technical principles. Specialist technical principles. Designing and making principles.

- 30–35 hours approximately 100 marks
- 50% of GCSE Task(s)
- Substantial design and make task
- Assessment criteria:
- Identifying and investigating design possibilities
- Producing a design brief and specification
- Generating design ideas
- Developing design ideas
- Realising design ideas
- Analysing & evaluating
- In the spirit of the iterative design process, the above should be awarded holistically where they take place and not in a linear manner
- Contextual challenges to be released annually by AQA on 1 June in the year prior to the submission of the NEA
- Students will produce a prototype and a portfolio of evidence
- Work will be marked by teachers and moderated by AQA

Year 11 DT GCSE	Topics	Content

Term 1	AO1 Identify, investigate and outline design possibilities (20 marks) A02 Design and make prototypes that are fit for purpose. Revision for Exam Unit Section Four and Five – Paper, board, wood, metals and polymers.	AO1 Section A - Identifying & investigating design possibilities - 10 marks AO1 Section B - Producing a design brief & specification - 10 marks A02 Section C - Generating design ideas - 20 marks A02 Section D - Developing design ideas - 20 marks This is an iterative process, and students revisit all areas in the development of their coursework, so this is a guide. Students will continue to complete revision for the exam unit using one lesson per week to focus on this. Students will complete an exam on paper and boards, woods metals and polymers, stock forms and standard components, hand tools power tools and machines, shaping, joining moulding techniques, treatments and finishes.
Term 2	A02 Design and make prototypes that are fit for purpose A03 Analyse and evaluate. Coursework is completed by end of March, and we then focus on the exam and past papers for exam in May.	A02 Section D - Developing design ideas - 20 marks A02 Section E - Realising design ideas - 20 marks A03 Section F - Analysing & evaluating - 20 marks During the making section from January to February half-term students will complete revision in their own time after school and in the completion of homework. Once coursework is complete all lessons will focus on the exam with revision in lessons, past papers and booster sessions.
Term 3	GCSE Exams	

This course specification must encourage students to:

- demonstrate their understanding that all design and technological activity takes place within contexts that influence the outcomes of design practice
- develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values
- use imagination, experimentation and combine ideas when designing • develop the skills to critique and refine their own ideas whilst designing and making
- communicate their design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in their designing
- develop decision making skills, including the planning and organisation of time and resources when managing their own project work
- develop a broad knowledge of materials, components and technologies and practical skills to develop high quality, imaginative and functional prototypes
- be ambitious and open to explore and take design risks to stretch the development of design proposals, avoiding clichéd or stereotypical responses
- consider the costs, commercial viability and marketing of products • demonstrate safe working practices in design and technology
- use key design and technology terminology including those related to designing, innovation and communication; materials and technologies; making, manufacture and production; critiquing, values and ethics.

The exams and non-exam assessment will measure how students have achieved the following assessment objectives
AO1: Identify, investigate and outline design possibilities to address needs and wants.
AO2: Design and make prototypes that are fit for purpose.
AO3: Analyse and evaluate design decisions and outcomes, including for prototypes made by themselves and others, wider issues in design and technology.
AO4: Demonstrate and apply knowledge and understanding of: technical principles, designing and making principles

What resources can my child access for support?
When completing homework and research tasks www.technologystudent.com is an excellent resource and there are many books in the LRC that can help. GCSE Pod is also an excellent resource especially for the exam component of the course. What enrichment opportunities are available and how do these support learning? Throughout the two years' students have the opportunity to visit Jaguar Land Rover to see how the Automation and assembly line works. We also have visits to companies in the area for example IKEA, Alucan and Amazon

Head of Design and Technology
Julie Attwood
Email: j.attwood@gshs.omegamat.co.uk

Year 11 Food Preparation & Nutrition

Curriculum Vision:

Once students have opted for GCSE Food Preparation and Nutrition we aim to build on the basic principles set out in the National Curriculum. 'As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.' Our goal is to inspire students to be creative and imaginative, whilst applying their skills and knowledge to solve real and relevant problems, considering their own and others' needs, wants and values. Through cooking and nutrition, we encourage our pupils to take risks, become resourceful, innovative, enterprising and capable citizens.

Curriculum aims:

In Year 11, students are given two non-exam assessments to complete. These are both determined by the exam board. For the first, students have an opportunity to apply their knowledge of the working characteristics, functional and chemical properties of ingredients studied during Year 10, whilst carrying out food science experiments. The second is a more creative task and we encourage the students to take risks with their choice of designs, whilst also developing designs that fulfil a specific need.

Subject content:

Students have five single lessons every two weeks. The work is focused initially on the requirements of the NEAs which make up 50% of the final grade. Once these are completed we revisit the 5 main topics: Food nutrition and health, food science, food safety, food choice and food provenance and aim to retrieve knowledge in readiness for the final exam.

Year 11 Food Preparation and Nutrition Curriculum	Topics	Content
Term 1	NEA1	Before the NEA1 titles are released by the exam board, students will revisit a mini NEA task so they are reminded of each of the sections and how they must be conducted. The NEA1, requires students to investigate the working characteristics and the functional and chemical properties of a particular ingredient through practical investigation. They must produce a report no longer than 2000 words, which will include research into 'how ingredients work and why'. Students will individually record their practical investigations and draw conclusions. The report will include specialist terminology gleaned from their work in Year 10.
Term 2	NEA2	For the NEA2, students are required to produce a concise portfolio. This is the more creative task and students are required to prepare, cook and present a final menu of three dishes to meet the needs of a specific context. They are required to research the brief and present a range of possible solutions before showcasing their food preparation skills whilst producing four technical dishes. The dishes made, must be justified fully linking back to the brief. Students then carry three dishes forward and have to develop them into a new and exciting format in readiness for the final exam. This is carried out in a single three-hour session and on completion students will analyse and evaluate the outcomes through sensory testing, nutritional analysis, costing. This will then inform suggestions for improvement and possible adaptations.
Term 3	Food Nutrition and Health Food Science Food Safety Food Choice Food Provenance	On completion of the NEA2 a full revision programme begins. All 5 elements of the specification are revisited, and techniques are taught to make the exam less daunting. Multiple choice questions are given each lesson as Section A has this format and makes up 20% of the final score. Short and long answer questions will be a key focus and mark schemes will also be used to help students see what is expected for the differing marks. In double lessons, students will have an opportunity to complete full past papers. This will help them to manage their time and practise retrieving information from all areas of the course.

What resources can my child access for support?

All the units are assembled in easy-to-use booklets – these contain facts, knowledge check tasks and related recipes. Your child will be provided with a KS4 cookbook, with a full range of tried and tested recipes included. All recipes are star rated for skill level, so students know the level of challenge they are taking on. Pupils are encouraged to cook at home. There are lots of fantastic cookbooks in the LRC and a reliable website is www.bbcgoodfood.com

What enrichment opportunities are available and how do these support learning?

We conduct an Interhouse competition where pupils are challenged to produce a technical dish. The purpose of this activity is to encourage teamwork and instil a 'love of cooking'. Another opportunity is to cook as part of the Duke of Edinburgh Award scheme – this will count towards the skills section. Masterclasses are held after school to further enhance skills. There will also be in house challenges, where students can choose a mild, medium or hot recipe to make at home. Photo entries are then submitted and displayed outside the Food Technology rooms to inspire others and showcase the talent we have in school.

Exam board AQA https://filestore.aqa.org.uk/resources/food/specifications/AQA-8585-SP-2016.PDF

2nd of Design Technology
Head of Food Technology
Ste Jenkins
s.jenkins@gshs.omegamat.co.uk

MFL Vision

A 'Great Sankey Linguist' will have a strong desire to be able to communicate in another language. They will appreciate the concept that 'English is not enough' and they will have a deep interest in broadening their knowledge of the cultures of the people who speak the language they study. They will be open-minded and have a desire to learn about the customs, traditions and daily routines in countries around the world. They will be risk-takers and be willing to take on the challenge of communicating in a language other than their own native tongue. They will develop the ability to express themselves in a different language through an increasingly growing vocabulary and a deepening knowledge of grammar. They will become more confident as their fluency and spontaneity increase and will develop the linguistic skills which could enable them to pursue the study of further foreign languages. In our global society, where there is a strong likelihood that future employment will transport today's young people to distant horizons, the ability to speak a foreign language is and will continue to be, a much sought-after skill.

Year 11 French GCSE Curriculum Aims:

The aim in year 11 in the second year of the GCSE course in French is to enable students to further develop their French language skills and to equip them with the knowledge to communicate confidently in a variety of contexts. There is equal emphasis on the four skills of speaking, listening, reading and writing and students will simultaneously strengthen these skills and expand their cultural knowledge of France and the French-speaking world. Students will be able to understand and provide information and opinions about a range of themes relating to their own experiences as well as those of other people including those of people living in France and countries and communities where French is spoken. They will be equipped with the skills to enable them to progress to further study at A level.

Year 11 MFL Curriculum	**Topics**	**Content**
Term 1	Culture and identity: social media and mobile technology free-time activities in the past present and future, re-visit language to talk about sports Local, national and international areas of interest: global issues, the environment, problems and solutions Local, national and international areas of interest: social issues, homelessness, poverty, voluntary work **Grammar**: expressions of obligation	Mobile technology and social media form an integral part of the lives of today's young people and the students will be able to discuss their personal opinions and consider the advantages and disadvantages and potential dangers of technology. This unit will teach students how to talk about environmental problems and solutions. They will be able to talk and write about what they do to protect the environment and will learn language to talk about long-term solutions such as sources of sustainable and renewable energy. Students will be able to understand personal and factual information from longer and more complex spoken and written texts. They will be able to describe charitable work and the role of organisations. They will be able to discuss causes of poverty and identify vulnerable groups in society who might need help from such organisations. They will reinforce all skills but in particular there will be a focus on the role-play and photo card for the October speaking assessment and the writing tasks in preparation for the December mock exam.
Term 2	Current and future study: future plans, future jobs and careers **Gramma**r: re-visit simple future of regular verbs, key irregular verbs in the future tense , future time expressions, use of 'quand', re-visit 'si' clauses, modal verbs, identify the present subjunctive, conditional form of devoir and pouvoir + inf. , re-visit imperfect tenses, il vaudrait + inf.	Students will be able to understand information referring to a range of options relating to post-16 study. They will be able to identify positive and negative aspects of future pathways. They will be able to express their own intentions with regards to their future choice of study and choice of career. They will be able to identify skills required for different jobs and use a range of structures and future time expressions. They will use strategies which will enable them to deduce meaning from longer texts. There will intensive reinforcement of the speaking skills to enable the students to complete their mock speaking exam in February as well as their final speaking exam in April.
Term 3	Speaking exams in April – date to be confirmed Revision and intensive practice of exam strategies and content for the listening, reading and writing exams.	At this stage the rationale is exam-focussed, and students will practise strategies for all question types through a range of contexts so that skills and knowledge can be simultaneously reinforced.

What resources can my child access for support?

Your child will have access to online resources through Kerboodle, GCSEpod and www.languagenut.com
www.bbcbitesize.com www.quizlet.com

Head of Department:
Emma Parr
e.parr@gshs.omegmat.co.uk

Second in Department:
James Mitchell
j.mitchell@gshs.omegmat.co.uk

Exam board: www.aqa.org.uk

Geography Curriculum Vision:

A 'Great Sankey Geographer' is an informed citizen of the world with an understanding of how their lives are connected to others and shaped by the environment that we live in. A Geographer is someone that is curious about the World and thinks responsibly about how the World affects us all. Our job at Great Sankey is to create a Geographer with the knowledge of places within every continent and the physical and human features that comprise each place. For all young Geographers, it is important to have a good understanding of the social, political, economic, and environmental factors that affect places from a local to a global scale.

Geography is a fascinating subject that is always changing. Geography is classed as a Science whereby 'Geo' means earth and 'graphy' means to write about. A Geographer is someone that studies the Earth. In the words of my hero David Attenborough:

"It seems to me that the natural world is the greatest source of excitement; the greatest source of visual beauty; the greatest source of intellectual interest. It is the greatest source of so much in life that makes life worth living."

— David Attenborough

Geography is separated into 'Human' and 'Physical'. The Human geography is a branch of geography that deals with the study of people and their communities, cultures, economies, and interactions with the environment by studying their relations with and across space and place. The Physical Geography is the study of natural processes and patterns. These include the atmosphere, hydrosphere, biosphere, and geosphere.

We live in a world of amazing beauty, infinite complexity, and rigorous challenges. Geography is the subject which opens the door to this dynamic world and prepares each one of us for the role of global citizen in the 21st century. Through studying geography, people of all ages begin to appreciate how places and landscapes are formed, how people and environments interact, what consequences arise from our everyday decisions and what a diverse range of cultures and societies exist and interconnect. Geography is a subject which builds on young people's own experiences, helping them to formulate questions about the Earth.

Year 11 Geography Curriculum Aims:

The GCSE Geography course is with AQA. We teach the new SPEC from 2016 onwards. Each student has a full copy of the Specification. Geography is made up of three exams:

1. Living with the Physical Environment (1hour 30 minutes) 35%
2. Challenges in the Human Environment (1 hour 30 minutes) 35%
3. Geographical Applications (1 hour and 15 minutes) 30%

Year 11 Geography Curriculum	Topics	Content
Term 1	Fieldwork and Rivers.	There will be a short burst of fieldwork preparation lessons before we go out on our fieldtrip. We will be looking at human and physical processes on Formby sand dunes and Liverpool One regeneration project. In the Autumn Term, we continue with learning about UK landscapes and can apply some of the key processes from coastal landscapes to river landscapes. Furthermore, we learn about the management strategies that areas can put in places to protect communities from river flooding. We focus on River flooding in Warrington and management on the river Mersey.
Term 2	Tropical Rainforests and Hot Deserts.	In the Spring Term, we learn about different biomes with particular focus on Tropical Rainforests and Hot Deserts. We learn about the risks that are placed on the ecosystems from human and physical activity on the landscapes and how we can mitigate and adapt. Our case study focus is the Sahara Desert and the Amazon Rainforest.
Term 3	Energy and DME.	In the Summer Term, we learn about energy resources. The focus is the damaging effect of non-renewable resources. We then focus on renewable energy and nuclear power as an alternative. We look at the costs and benefits of all. We receive the pre-release booklet six weeks before paper 3, so we can analyse the booklet and practice model answers.

What resources can my child access for support?

www.aqa.org.uk www.senecalearning.com www.s-cool.co.uk www.internetgeography.net www.coolgeography.co.uk

What enrichment opportunities are available and how do these support learning?

Geography Intervention once a week with the class teacher. Revision guides and Revision cards to purchase.

Head of Department: Mr S Elliott S.elliott@gshs.omegamat.co.uk

Year 11 Graphic Design

Curriculum Vision:

Creativity is at the heart of our vision for Graphic Design students. In school the subject sits in the Design & Technology department and embraces traditional Art & Design techniques with new technology. Our vision is to make our students versatile multi-disciplined designers. The course is designed to build skills based whilst teaching the theory that relate to the skills, techniques, and designers that they are currently producing work around. Our students study NCFE technical award Level 2. This is a new specification, but this builds on the course that we have already taught with the same exam board. Students are asked to produce coursework and have a written element in year 11. It is designed to give students a well-rounded project-based introduction into the world of graphic design. Students will use industry standard software, produce a professional portfolio, and learn about the wider culture of graphic design to prepare then to progress to A-Level, enter an apprenticeship or study to complement their other GCSE's.

Curriculum aims:

Last year in Year 10 was both a foundation year and a skills-based introduction to Graphic Design. This year students will be asked to learn about Design History and more complex aspects of Graphic Design. Students will also complete their NEA (practical project). This will use research, knowledge, and development to create a piece of work that solves a design problem. Each time students research, develop and produce work they will look at the inspiration, materials, techniques, and processes involved. The work they create will form some of the content for their coursework to be produced in year 11. The course will introduce them to famous graphic designers and look at typography and understand some of the basic terminology they will need to communicate their ideas and evaluate the work of others.

Subject Content

Learners will develop skills and knowledge: in using different tools and equipment competently, when experimenting with materials and techniques, in adapting their own ideas and responding to feedback and in evaluating their own work that are essential for the modern workplace, such as team working; presentation skills; independent working; working to deadlines; efficient use of resources.

Year 11 V-Cert Technical award in Graphic Design	**Topics**	**Content**
Term 1	NEA major coursework project	Researching a brief, mind mapping. Designing for a target client. Evaluating Graphic design using the design components. Learning to use the design process to create work for others.
Term 2	Design history, revision and mock exams	Design history and timeline. Designing in the style of a designer. Significance of the Bauhaus and typeface design. Industrial processes. Continuation of NEA
Term 3	Completion of NEA and revision. Written paper	Research a brief and execute their NEA. Analysing existing products. Students design their own solution to the challenge set by the examboard. Preparation and revision of Graphic Design theory.

What resources can my child access for support? The exam board's website will have sample materials and information including mark schemes and assessment criteria. The Graphics department will also have a Pinterest site, with lots of inspiration and example of good Graphic design to encourage students to widen their diet of the subject. The class also have a Teams classroom page, which your son or daughter will be signed up to, where I post information/materials, classroom, and homework. You can also sign up to this if you contact me via email where you will be able to read content as a guardian. YouTube is a great resource of 'how to's' especially of techniques and especially how to use the main computer programmes the students use. Plus, information on how to improve Photoshop and Illustrator skills in available from the Adobe website. Parents main also choose to purchase those programmes on a monthly fee but there is no obligation to do so as coursework must be completed in school time. https://www.adobe.com/uk/education.html?marketSegment=EDU

What enrichment opportunities are available and how do these support learning? Graphics after school intervention takes place every Wednesday all year and is open to year 10 & 11. We also run A-Level Graphic Design are there are opportunities to receive help from older students.

Exam board: NCFE https://www.qualhub.co.uk/qualification-search/qualification-detail/ncfe-level-12-technical-award-in-graphic-design-5169#SupportMaterials

Lead Teacher:
Ruth Hill
Email: R.hill@gshs.omegamat.co.uk

Science Curriculum Vision:

A 'Great Sankey Scientist' is a curious individual with an inquisitive and enquiring mind. They strive for answers about how or why something behaves or acts the way it does. They investigate, considering all the factors that can affect their results and then evaluate their methods and strive to improve what they have done. They can make an open-minded attempt to explain the world around them using evidence and facts. They understand the value of evidence over opinion, can spot trends in data, make conclusions, and link them with explanations and understands the need for peer review. Students are not afraid to challenge ideas (in a positive way.) They have the self-motivation to read around the subject and continue their learning beyond the classroom. They think in a logical, systematic, and rational way. They are also able to use abstract thinking to link ideas and concepts together. They are problem solvers (solution focussed) with good numeracy, scientific literacy, and oracy skills. They can look at the complex systems within Biology, Chemistry and Physics and explain how they work in terms that anyone can understand. Science solves problems that affect everybody, and it enhances life where problems are not there anyway. Science provides the economic growth this country depends on. Science help pupils understand the world around them and 'how they fit.' Science provides knowledge and understanding that allows pupils to better engage in wider society. For example, pupils will have a more informed viewpoint on climate change, medical techniques, natural conservation, recycling of different materials, or nuclear power……. the list is endless! It may even lead them to become experts and leaders in these current issues; they could in turn influence future culture**.**

Year 11 Health and Social Care Curriculum Aims:

In year 11 students continue with the course by recapping component one (human lifespan development) and component two (health and social care services and values) before looking at how this applies to general health and wellbeing. Component 3 (Health and wellbeing) starts by delving deeper into factors that affect health and welling being, moving into health indicators (blood pressure, BMI and heart rate) before finishing with person-centred care and its importance in improving the health and wellbeing of individuals. This year includes the PSA (Pearson set assignment) for component 2 comprised of 5 tasks and 1 external examination. The course is delivered as 5 lessons fortnightly with a Health and Social Care specialist teacher, who will teach, prepare and assess students for their coursework tasks. Students develop analytical and evaluative skills throughout the year using written/visual case studies to demonstrate and understand the real-world application of the taught theory.

Year 10 Health and Social Curriculum	**Topics**	**Content**
Term 1	Factors that affect health and wellbeing; physical, lifestyle, social, cultural, economic, environmental	The year starts off by recapping component 2 content in preparation for the PSA's which will be undertaken during September/early October. Learners will then be reintroduced to factors that can affect individuals and then linking this into a person's health and wellbeing. Students will consider how factors can affect an individual's health and wellbeing both positively or negatively. Students will understand that health and wellbeing is "combination of physical health and social and emotional wellbeing, and not just the absence of disease or illness" and will be able to apply this to different scenarios in exam style questions. The term will finish by looking the impact factors have on the physical, intellectual, emotional and social health and wellbeing and how different people react to the same life event in different ways.
Term 2	Health indicators (physiological and lifestyle) Person-centred approach	The term starts by talking through each of the 3 physiological indicators (heart rate, blood pressure and BMI), students will learn both the theory and practical skills sued by health professionals to investigate, interpret and monitor each indicator. Learners will be directed to relevant guidelines and realistic uses of each indicator in health care services. Students will then learn about person centred care, the benefits this has to service users and providers and potential barriers faced by service users. This links to and consolidates knowledge and understanding gained from component 2.
Term 3	Revision of component 2	This term has no new teaching content. Each student will be provided with a revision schedule which will map out what students should be looking at both in lesson and outside of school. There will be opportunity in lesson to recap content but also focus on exam preparation.

What resources can my child access for support?
Their classroom teacher will provide guidance and support throughout the year, also your child will have access to online resources including e-revision. Alongside this they will also have access to intervention (day TBC) and can purchase revision guides from ourselves in school.

Head of Science:
Emily Dulson
e.dulson@gshs.omegamat.co.uk

Head of Vocational Science
Sophie McKeever
s.mckeever@gshs.omegamat.co.uk

Exam board Pearson https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care-2022.html

-History Curriculum Vision:

To provide an education that allows students to develop a greater understanding of the world we live in and why it is the way it is. It will give students the skills and confidence necessary to challenge what they see and are told in the wider world. By studying history students are able to understand their place in the story of not just Britain but the wider world view. In an ever-changing word it is important for students to have the skills to be able to identify fact from fiction, why someone may want to mislead or manipulate an event and how to identify and learn from lessons in the past.

Year 11 History Aims:

A year 11 historian is able to build on the skills they have studied in since year 7 to not only pass their GCSE with confidence but to go into the world with a sound knowledge of history and a love of learning that will go beyond a set of exam certificates.

Year 11 History Curriculum	Topics	Content
Term 1	**Why did Elizabeth look after the poor and how did that change society?** Students will understand the social conditions during the Elizabethan period and how that had an impact on the social hierarchy. **Why did Elizabeth face challenges at home and abroad?** Students will understand the threats to her reign both at home and abroad. Students will complete a case study of the Spanish Armada. **Why did Elizabeth have a Court and how did she rule the country?** Students will understand the reasons for Elizabeth's court and how she used it to control her country.	At the start of year 11 we begin our third topic of life in Elizabethan England. We start this topic with a depth study on the Royal Court, the people who are in it and they power they held. Again, students are assessed using a mix of low stakes retrieval quizzes and formal exam style assessments. In the term students will continue to study life in Elizabethan England continue to build on schemas that were created in year 7 and 8 history. Students will complete a depth study on Elizabethan society and societies attitudes towards the poor and how society tried to help those in need. The final section of the course will ask students to study the challenges Elizabeth faces at home and abroad. Students are assessed at the end of each topic and a final formal mock exam
Term 2	**Why was Germany formed and what was the impact of the First World War upon it?** **How did the Great Depression have an impact upon Germany?** In the Spring term we start year 11 with a study into Germany 1890-1945. During this course we will study how Germany was formed, the reasons it went to war in 1914 and the impact of the First World War upon Germany. This will lead us to a study of how the Great Depression effected Germany and led to the political conditions for the rise of the Nazis.	In the spring term we start out final topic of Germany 1890 – 1945. We start with a depth study on the build up of Germany and the reasons why they entered the First World War. This will look at the perosnalily of Kaiser Wilhelm II and the growth of Nationalism within Germany. We will then study the impact of the First World War upon Germany and evaluate the success of the Weimar Republic. We will begin to study the question about the causes of extreme political parties in Germany and how that was amplified by the Great Depression. There is significant cross over from the Conflict and Tension section of the course which will allow students to deepen their understanding of 20th Century history. .
Term 3	**Why did the Nazis come to power and was the impact upon Germans?** In the summer term we complete a study of life under the Nazis and the experience of the German's who lived through it. Throughout the topic students will be building on schemas that began in year 9.	In the summer term we complete the third topic of GCSE history by looking at the rise of the Nazi Party and life in Nazi Germany both pre war and post war. This will allow us to consider the motives behind the Nazis and the impact of their belief upon a modern European nation.

What resources can my child access for support?

Students can access core information within their knowledge organisers, the ILC has a broad range of reference books alongside copies of the AQA published hindsight magazine. There is also GCSE pod, AQA approved revision guides and GSHS workbooks to support learning.

Exam board: AQA specification

What enrichment opportunities are available and how do these support learning?
There is a ks4 drop in sessions for students to provide extra support. There is also a ks4 battle fields trip to supplement the learning of GCSE students.

Head of Department: Mark Farrer M.Farrer@gshs.omegamat.co.uk

IT Curriculum Vision:
"We strive to prepare all pupils at Great Sankey High School to be workplace ready and digitally literate through sequencing a relevant and knowledge rich curriculum that enthuses, engages and challenges all. We will enable our computer scientists to become autonomous and ambitious learners. We aspire for each of our pupils to be resilient, independent and creative."

In IT, we will help pupils to develop skills that will serve them well at A Level and beyond, irrespective of the course and career they pursue after GSHS. In particular, pupils will understand and apply the fundamental principles and concepts of Information Technology including the use of IT in the digital world, Internet of Everything, data manipulation and Augmented Reality. They will be understanding, applying and using IT appropriately and effectively for a purpose and audience. They will be expected to think creatively, innovatively, analytically, logically and critically. Pupils will be expected to plan, design, create, test and evaluate IT solutions and products which are fit for purpose and meeting user or client requirements and apply design and Human Computer Interface (HCI) considerations appropriate for a defined audience.

During IT, pupils will pick a multitude of skills and knowledge that will not only benefit them in their academic lives but also in their personal ones. As we look at a constantly changing picture in IT and Computing, it allows us to monitor and evaluate the world as it changes in front of our eyes. Pupils will acquire an insight into the impacts of digital technologies on the individual, organisation and wider society. Our wish for all pupils is that they become lifelong learners with a thirst to learn more.

Year 11 IT Curriculum Aims:
The Year 11 curriculum in IT aims to ensure all pupils are confident in a range of areas such as flowcharts, Gantt charts, planning, developing and testing IT solutions and products. Pupils will be able to apply this knowledge to manipulate data, consider IT in the digital world and through the generation of their own augmented reality (AR) app.

Year 11 IT Curriculum	What will pupils study?	Where and why?
Term 1	Augmented Reality. Devices and industries that use AR. How to create an AR prototype.	Building on from the knowledge learned in Year 10, pupils will design and create an AR model prototype, using a range of tools and techniques. Pupils will also be able to test and review their AR model prototype. This will be a 10-12 hour assessment which will count towards 30% of the overall grade.
Term 2	IT in the Digital World. Human Computer Interface, Cyber Security, Legislation, Digital Communications and The Internet of Everything.	For this unit, pupils will look back at the theoretical knowledge and understanding to apply design tools for applications, principles of human computer interfaces and the use of data and testing in different contexts when creating IT solutions or products. Pupils will build their understanding of the uses of Internet of Everything and the application of this in everyday life, cyber-security and legislations related to the use of IT systems. They will also explore the different types of digital communications software, devices and distribution channels. This will prepare pupils for the exam which will be sat in June.
Term 3	Final submission of OCR assignment and final exam.	In the final term, pupils will have a chance to resit/improve on their Non Exam Assessment from Term 1 to ensure the best possible grade if needed. The final exam will be sat in June covering all topics from IT in the Digital World. This will be worth 40% of the overall grade.

What resources can my child access for support?
Craig and Dave YouTube Channel, Teach ICT, Microsoft Teams / OneNote classbook, Seneca Learning and GCSEPod

What enrichment opportunities are available and how do these support learning?
From Year 9 upwards, we offer the Cyber Discovery competition, where pupils are able to put their in class knowledge of cyber threats to the test and complete different challenges against other pupils across the UK. Pupils who progress through each round will continue to develop new skills but also have the opportunity to take part in a live simulation in London. We strive to peak pupils' interest in all areas of IT through experimentation, independent design and working well as a team.

Subject Lead:
Daniel Kerr (Head of Computer Science & IT)
Email: d.kerr@gshs.omegamat.co.uk

Exam board: OCR https://www.ocr.org.uk/qualifications/cambridge-nationals/it-level-1-2-j836

Media Curriculum Vision:
A 'Great Sankey Media Student' is creative, original and has a passion for communication. They will investigate the codes and conventions of specific media texts across the three main industry sectors: Moving Image, Publishing and Interactive. They will research products, developing analytical skills and understanding of composition, images and editing. They will understand how and why media texts are constructed to provide meaning for a target audience. They will develop original and innovative production ideas, and create media texts that fulfil a set brief, using relevant technology and software. They will be able to refine and improve their productions and evaluate their effectiveness. They will strive to use technical terminology in their written communication. They will study a truly contemporary subject which is relevant to all. The media saturates everything we do in the developed world – a great media student will use these tools to analyse and critique the media which pervades their lives. The creative media sector is a dynamic, growing and rewarding sector to work in, with new opportunities arising continually. The UK's creative industries are now worth over £84 billion per year to the UK economy. Working in the creative media industry involves a wide range of practical processes, skills and techniques – from broadcast media to increasingly interactive products and platforms. As digital technology continues to evolve, media techniques have become more sophisticated and media products are becoming more advanced. However, what has not changed is that media products still have the power to enthral, intrigue and affect audiences.

Year 11 Media Curriculum Aims:
Building on the skills from Year 10, Year 11 Media students will be further developing their production skills and evaluate their portfolio.

Year 11	Topics	Content
Term 1	**Component 2 – Pearson Set Assignment** Learning Aim B – Develop and Apply Media Production and post-production processes, skills and techniques to create a media product	Working to a vocational brief, students will produce a portfolio showing development of media production skills: • skilfully and creatively experiment with production and post-production skills to combine and refine content. • experiment with post-production techniques to edit content and produce your final reworked media product. You must keep a log of the techniques you use including annotated screenshots of editing decisions and processes. **Component 2 Formal Assessment – December -** The Pearson-set Assignment will be completed in approximately 10 hours of supervised assessment.
Term 2	**Component 3 – Controlled Assessment Exam** Create a Media Product in Response to a Brief 60 marks	The external assessment is based on a key task that requires learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way. The external assessment takes the form of a set task taken under supervised conditions, which is then marked and a grade awarded by Pearson. **Component 3 Formal Assessment – May/June**

What resources can my child access for support?
https://omegamat.sharepoint.com/sites/GSHSMedia
https://www.bbc.co.uk/bitesize/subjects/ztnygk7 https://www.bfi.org.uk/ https://www.screenskills.com/careers/job-profiles/

What enrichment opportunities are available and how do these support learning?
We run a trip to Odeon Cinema and Warner Bros Studios (Making of Harry Potter film workshop) - to enhance learner experience.
We will be visited by industry experts for Q&A, workshops and technical skills. Specialist software including Adobe CC will be available.

Exam board Pearson BTEC - https://qualifications.pearson.com/en/qualifications/btec-tech-awards/creative-media-production-2022.html
Course Title - *Pearson BTEC Level 2 Tech Award in Creative Media Production (2022)*
Media Teacher R Smith, R.Smith@GSHS.Omegamat.co.uk

Year 11 Music Curriculum Aims (AQA GCSE Music):
At the start of year 11 pupils take a theory and listening test in order to recap and make targets for improvement. The focus for term 1 is performance, term 2 is composition and term 3 is the written exam, although the nature of the subject means that the history and theory of music are studied across the year via each component.

Year 11 Music Curriculum	Topics	Content
Term 1	Recap of theory and history of music AoS1- 4. Recap of set classical piece and set popular pieces. Solo and Ensemble performance recording. Free & Brief Composition. Mock Paper 2	Students will take a theory and history of music AoS1- 4 test so we can audit their strengths and identify gaps in knowledge. Strategies such as Tier 3 vocabulary and memory recall tasks are common in lessons. Students will continue to study their set pieces in greater detail both through performance and research/ analysis tasks, relating to the wider context and cultural capital. Students perform their solo and ensemble performance exam in the recording studio. Students continue with their free composition and plan and embark on their brief composition, studying and exploring relevant genres, styles and traditions. Students constantly have the opportunity to develop their listening and analysis competency, allowing them to identify and discriminate musical elements, devices and styles via listening with increased confidence and commitment as the course develops.
Term 2	Completion of Free & Brief Composition with review. Recap of theory and history of music AoS1- 4. Recap of set classical piece and set popular pieces. Solo and Ensemble performance recording. Past papers and wider context.	Students continue to embed, recall and apply their theory/ history knowledge through Tier 3 vocabulary and memory recall exercises. They complete their free and brief composition before the Easter holidays (30% of their final mark), allowing the summer term to focus on the 40% written examination. Opportunity for solo and ensemble recording in the recording studio for improvement.
Term 3	Past papers & wider context.	Revision and examination techniques are developed to their full capacity.

What resources can my child access for support?
Coursework and exam support resources will be available through Microsoft Teams. Students will be given coursework templates and exemplar material as well as revision material to support them for exams.

What enrichment opportunities are available and how do these support learning?
We offer an extensive programme with several extra-curricular groups and performance opportunities. As a performing arts faculty, we will be staging a production of "High School Musical 2" in February 2025. In addition to this, extra-curricular groups and concerts will run throughout the year including vocal and instrumental ensembles. Students can also choose to have private instrumental/ vocal lessons delivered on a one to one basis.

Head of Performing Arts
Jo Cosgrove
j.cosgrove@gshs.omegamat.co.uk

2nd in Performing Arts:
Paul Bryan
p.bryan@gshs.omegamat.co.uk

Exam board AQA
https://filestore.aqa.org.uk/resources/music/specifications/AQA-8271-SP-2016.PDF

Music Curriculum Vision:

A 'Great Sankey Musician' is committed, creative individual with increasing confidence; they are role models and ambassadors for our Great Sankey musical family. A Great Sankey Musician will become an effective communicator, whilst also developing skills to listen with a critical ear, nurturing a platform to celebrate success and reflection for further improvement (both for themselves and also for others). Our musicians naturally become leaders, developing their teamwork skills to fruition, enhancing values such as inclusiveness, respect, and fairness. Our musicians are tenacious, resilient and disciplined; they are dedicated to both independent and collaborative learning, understanding the importance of private practice and also the vitality of commitment to an ensemble. Above all, our musicians develop human values such as learning to love, show empathy and compassion, enthusiasm, passion, emotional intelligence, beauty and good humour.

Music is a universal language that embodies one of the highest forms of creativity. Our music curriculum is certainly broad and balanced as it encompasses Science, Maths, Literacy, MFL, History, P.E., research skills and above all, Art. Our carefully crafted curriculum will engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. Above all, our curriculum will ensure a development of "family ethos"; our students will have a home where they feel safe, happy, valued, loved, trusted as they will naturally be provided with opportunities to lead and perform on a platform for sustained progress. Our students are individuals, and our spiral curriculum will nurture and develop "the whole child". We are a local lead Ambassador Music School "Accent" (Warrington/ Halton); exemplified by our curriculum and extra-curricular offer.

Year 10 Music Technology Curriculum Aims (NCFE Level 1/2 Technical Award in Music Technology):

To provide students with the knowledge and skills required to create and develop music technology projects of the highest standard, and to empower students to thrive in the music industry.

Year 10 MT Curriculum	Topics	Content
Term 1	Content Area 1 – Introduction to Music Technology and the Music Business (Advanced Concepts and Embedding) Content Area 2 – The Digital Audio Workstation (Advanced Concepts and Embedding) Content Area 3 – Musical Elements, Musical Style and Music Technology (Advanced Concepts and Embedding) Content Area 4 – Sound Creation (Advanced Concepts and Embedding) Content Area 5 – Multitrack Recording (Advanced Concepts and Embedding)	Having covered the key concepts for all 5 content areas and identified gaps in knowledge with the Year 10 mock exams, we will be returning to each content area, embedding the key concepts and exploring some more advanced ones. This will involve lots of practice of past paper questions to prepare students for the exam at the end of Year 11.
	NEA – Resource Pack, Task 1 and Task 2	In Year 11, students complete their NEA (non-examination assessment), which involves researching, planning, writing, recording and mixing a piece of music within 17 hours of controlled time. In Term 1 students will create a resource pack and complete tasks 1 and 2, which forms the bulk of the planning for their piece. This will use 4 of their 17 hours of controlled time.
	Mock Written Examination	Students will complete a mock written examination to assess their learning. This will allow students to fill gaps in knowledge in term 2.

Term 2	NEA – Task 3, Task 4, Task 5	This term, students will be focusing on completing the practical component of their NEA (tasks 3 and 4) and an evaluation (task 5). This will use the remaining 12 hours of controlled time. The project will be completed by the Easter break. Students will continue to embed their curriculum knowledge and exam technique during this time.
Term 3	Embedding of knowledge, building fluency and more advanced concepts. Final written examination (worth 40%)	During this time, having covered all course content and completed the NEA, we will focus on preparing for the final written examination.

What resources can my child access for support?
Students have access to a shared drive which contains the PowerPoints for every lesson and knowledge organisers to support with revision. There are online flash cards saved on the Quizlet website to support students with learning the considerable key vocabulary required to succeed (search username 'MrBryanGSHS) and past papers and mark schemes are saved in the 'Files' section of our Teams classroom.

What enrichment opportunities are available and how do these support learning?
We offer an extensive programme with at least two ensembles rehearsing after school each night and a concert every half term. Our ensembles include:- Sankey Singers, Show Band, Orchestra, Samba Group, Guitar and Ukulele Ensemble and Tech Club. Our programme of concerts include:- GCSE Music Concert, Christmas Concert, School Musical, MAT Factor & Summer Concert. Mr Byford, our Performing Arts Technician runs a 'tech club' after school which is open to all. P1 is also available after school so that students can have access to the music production software to hone their skills.

Head of Department:
Joanne Cosgrove
j.cosgrove@gshs.omegamat.co.uk

Music Technology Curriculum Lead:
Paul Bryan
p.bryan@gshs.omegamat.co.uk

Exam board:
NCFE
https://www.ncfe.org.uk/qualification-search/qualification-detail/ncfe-level-12-technical-award-in-music-technology-142#:~:text=The%20Level%201%2F2%20Technical,or%20progress%20onto%20further%20study.

GCSE Physical Education Curriculum Aims:

The aim of our Year 11 PE GCSE curriculum is to aid our students to further develop a real interest in all aspects of Physical Education. The course offers students the opportunity to develop both practical and theoretical skills. Students will engage with key issues and themes relating to contemporary global influences on physical education and sport, receiving a well-rounded and full introduction to the world of PE, sport and sport science through the combination of physical performance and academic challenges.

Subject Content:

The GCSE is made up of four components:

Component 1: Fitness and Body Systems.
Component 2: Health and Performance.
Component 3: Practical Performance.
Component 4: Personal Exercise Programme.

How will you be assessed:

Assessment will consist of two externally examined papers and two non-examined assessment components.

Components 1 & 2 are written examinations, making up 60% of the overall grade. The assessment consists of multiple-choice, short-answer, and one extended writing question.

In component 3 the assessment consists of students completing three physical activities from a set list. One must be a team activity. One must be an individual activity. The final activity can be a free choice. This accounts for 30% of the overall grade.

Students will complete a Personal Exercise Programme in component 4, the assessment consists of students producing a Personal Exercise Programme (PEP) and will require students to analyse and evaluate their performance. This accounts for 10% of the overall grade.

Year 11 GCSE PE Curriculum Plan:

	Topics	Content
Term 1	Sport psychology	In this topic students will develop knowledge and understanding of the psychological factors that can affect performers and their performance in physical activity and sport.
	Health, fitness and well-being	In this topic students will develop knowledge and understanding of the benefits of participating in physical activity and sport to health, fitness and wellbeing.
	Socio-cultural influences	In this topic students will develop knowledge and understanding of the socio-cultural influences that can affect participation rates and trends within sport.
Term 2	Revision	Week A – Paper 1 revision Week B – Paper 2 revision
Term 3	Revision	Week A – Paper 1 revision Week B – Paper 2 revision

One out of five lessons over a fortnight will be dedicated to developing practical skills, a link to activities that students can be assessed in can found on the link below.

What resources can my child access for support?

A link to the specification can be found at:

https://qualifications.pearson.com/content/dam/pdf/GCSE/Physical%20Education/2016/Specification%20and%20sample%20assessments/GCSE-physical-education-2016-specification.pdf

Students will be provided with a exam practice workbook https://www.cgpbooks.co.uk/secondary-books/gcse/physical-education/jeq42-new-gcse-physical-education-edexcel and can also purchase revision guides to help https://www.cgpbooks.co.uk/secondary-books/gcse/physical-education/jer44-new-gcse-physical-education-edexcel

What enrichment opportunities are available and how do these support learning?

Intervention session will be provided to help students achieve their best possible grades. Students will be able to access the PE Departments extensive extra-curricular programme to help develop their practical performance to assists with practical development.

Head of Department: Stuart Garry S.Garry@gshs.omegamat.co.uk **Exam board: Pearson**

Physical Education Curriculum Vision:

The intent of the Physical Education programme at Great Sankey High school is for students to enjoy and engage in physical activity, with the ambition to develop the skills and knowledge required to allow all learners, regardless of background and ability, to access a range of sports and physical activities both in school, during curricular and extra-curricular activities, as well as outside of the school environment. This could include an interest in sport both as a performer or spectator.

If learners have these skills and knowledge and enjoy physical activity, they will confidently adopt a physical healthy lifestyle that they will maintain into later life. They will be aware of the impact that sport and physical activity has on overall wellbeing.

Year 10 Core Physical Education Curriculum Aims:

Students should enjoy participation in physical activity. They should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle that in progressed into lifelong participation.

Building on the concept of Head, Heart, Hands used to assess students at Key Stage 3, we look to further develop students' knowledge, resilience and practical ability at Key Stage 4 looking to ensure students understand and implement regular physical activity in their daily life with clear pathways for lifelong participation.

Year 11 Curriculum Plan:

Activities are taught on a rotation basis. Students look to select a pathway best suited to their interests. The curriculum is designed to ensure students maintain a high level of physical activity throughout the lesson, challenging them both physically and mentally.

Activities include	Content
American Football	Throughout each activity students will be challenged to further develop knowledge and understanding alongside the practical performance of skills and techniques. Key values of friendship, courage, inspiration, determination, equality, respect and excellence will be promoted through PE and sport. Lessons are structured to ensure pupils are physically active for sustained periods of time. In Year 11 within practical lessons students will also focus on: Linking Physical activity and sport to health, fitness and mental well-being. Consequences of a sedentary lifestyle
Badminton	
Alternate Games	
Basketball	
Badminton	
Dance	
Fitness	
Football	
Handball	
Netball	
Rugby	
Tennis	

RS Curriculum Vision

In RS our intention is to provide a curriculum that ensures varied and enriching lessons that prepare students for life in a culturally diverse modern world. RS allows students to understand the beliefs and practices of the religions and world views that not only shape their history but their world today and to appreciate how religion, philosophy and ethics form the basis of our culture. The RS curriculum encourages enthusiasm in the study of other people's beliefs and ensures students have an understanding and respect for different cultures and communities by exploring what it means to be a part of that faith. The RS curriculum widens a student's awareness of their own surroundings, reflecting on our ever-changing world and society and a wide range of issues and big questions that affects millions of people around the world e.g. abortion and euthanasia. The RS curriculum allows students to understand and unravel the concepts they encounter, encouraging them always to be challenged in their thinking. RS allows each student to express their own beliefs and values, giving students the opportunity to think about what they believe and reflect on their own choices, allowing them to develop their own ideas and opinions, whilst understanding why some hold viewpoints and beliefs that are different to their own. Studying RS will allow pupils to adopt an enquiring, critical and reflective approach to the world in which they live. It will encourage a critical mind set and allows the development of skills such as textual analysis, critical analysis, synthesis, evaluation and empathy. RS promotes mutual respect in a diverse society.

PAPER ONE: **The study of Religions**
Christian Beliefs
Christian Practices
Islam Beliefs
Islam Practices

PAPER TWO: Thematic Studies
Crime and Punishment
Peace and Conflict
Religion and Life
Relationships and the Family

Year 10 RS Curriculum Aims

In Year 10 students continue their GCSE in RS studying Specification A with AQA. The course consists of two papers.

Year 10 RS Curriculum	Topics	Content
Term 1	**Half term 1- Religion and Life** **Half term 2- Islam Beliefs**	**Religion and Life** In this unit students will examine different beliefs about how the world began, the damage that is being caused by humans and how humans have a responsibility to care take the earth. Students will also investigate the controversial issues of abortion and euthanasia and the afterlife. **Islam beliefs** This unit will investigate the key beliefs of Islam such as who God is for Muslims, the Sunni and Shi'a divide in Islam and the key beliefs of angels, predestination, holy books, and prophets.
Term 2	**Peace and Conflict**	**Peace and Conflict** In this unit students will examine protest, the different reasons for war, whether it is ever okay to go to war, use weapons of mass destruction or fight in a holy war. Students will also learn about pacifism and how religious people help victims of war.
Term 3	**Revision**	Students are given the opportunity to revise the units in the GCSE spec in preparation for the exam in May!

What resources can my child access for support?

Some useful websites to support your child's learning further are:
www.bbcbitesize.com , Seneca learning and GCSE Pod

What enrichment opportunities are available and how do these support learning?

To ensure students are as engaged and as enthusiastic with their learning as can be the department has offered a range of learning opportunities outside of the classroom including trips to Auschwitz, Rome and places of worship. The department has also held deeper learning days such as Holocaust Memorial Day and World Religion's Day.

Head of Department:

Lisa Baker
Lisa.Baker@greatsankey.org

Exam board AQA https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062

MFL Vision

A 'Great Sankey Linguist' will have a strong desire to be able to communicate in another language. They will appreciate the concept that 'English is not enough' and they will have a deep interest in broadening their knowledge of the cultures of the people who speak the language they study. They will be open-minded and have a desire to learn about the customs, traditions and daily routines in countries around the world. They will be risk-takers and be willing to take on the challenge of communicating in a language other than their own native tongue. They will develop the ability to express themselves in a different language through an increasingly growing vocabulary and a deepening knowledge of grammar. They will become more confident as their fluency and spontaneity increase and will develop the linguistic skills which could enable them to pursue the study of further foreign languages. In our global society, where there is a strong likelihood that future employment will transport today's young people to distant horizons, the ability to speak a foreign language is and will continue to be, a much sought-after skill.

Year 11 French GCSE Curriculum Aims:

The aim in year 11 in the second year of the GCSE course in Spanish is to enable students to further develop their Spanish language skills and to equip them with the knowledge to communicate confidently in a variety of contexts. There is equal emphasis on the four skills of speaking, listening, reading and writing and students will simultaneously strengthen these skills and expand their cultural knowledge of Spain and the Spanish-speaking world. Students will be able to understand and provide information and opinions about a range of themes relating to their own experiences as well as those of other people including those of people living in Spain and countries and communities where Spanish is spoken. They will be equipped with the skills to enable them to progress to further study at A level.

Year 11 Spanish Curriculum	Topics	Content
Term 1	Global Issues: The environment- reusing, recycling and reducing waste, environmental problems and solutions. Global issues: Poverty and homelessness. **Gramma**r: Si clauses, verbs of obligation + infinitive, impersonal verbs and the simple future tense, verbs expressing need, modal verbs, 'algo/alguien/nadie/nada.	This unit will teach students how to talk about environmental problems and solutions. They will be able to talk and write about what they do to protect the environment and will learn language to talk about long-term solutions such as sources of sustainable and renewable energy. Students will be able to understand personal and information from longer and more complex spoken and written texts. Students will talk about social issues and will be able to discuss problems arising from poverty in society such as homelessness. They will learn language to talk about ways of helping and supporting those who live in poverty and discuss what we should and shouldn't do to solve the problem. They will reinforce all skills but in particular there will be a focus on the role-play and photo card for the October speaking assessment and the writing tasks in preparation for the December mock exam.
Term 2	Current and future study: future plans, post-16 education, compare university and apprenticeships, future jobs and careers **Gramma**r: Re-visit future tense to talk about future career and job choices, the conditional tense and key constructions of quisiera + infinitive	Students will be able to understand information referring to a range of options relating to post-16 study. They will be able to identify positive and negative aspects of future pathways. They will be able to express their own intentions with regards to their future choice of study and choice of career. They will be able to identify skills required for different jobs and use a range of structures and future time expressions. They will use strategies which will enable them to deduce meaning from longer texts. There will intensive reinforcement of the speaking skills to enable the students to complete their mock speaking exam in February as well as their final speaking exam in April.
Term 3	Speaking exams April (date to be confirmed). Revision and intensive practice of exam strategies and content for the listening, reading and writing exams.	At this stage the rationale is exam-focussed, and students will practise strategies for all question types through a range of contexts so that skills and knowledge can be simultaneously reinforced.

What resources can my child access for support?

Your child will have access to online resources through Kerboodle, GCSEpod and www.languagenut.com
www.bbcbitesize.com www.quizlet.com

Head of Department:
Emma Parr
e.parr@gshs.omegmat.co.uk

Second in Department:
James Mitchell
j.mitchell@gshs.omegmat.co.uk

Exam board: www.aqa.org.uk