



# Curriculum Guide Year 11

# Vision and Values



# Curriculum Vision

**Our mission is to ensure every student leaves Great Sankey articulate, resilient, compassionate and culturally aware. That they are inspired to contribute to society, are able to pursue careers they are passionate about and live, healthy, happy and fulfilled lives.**

Our ten school values fall into **three pillars of community, learning and self** and these thread their way throughout our curriculum. We believe that if children understand the purpose of what they are learning and why they are learning it; not only will they be more engaged but they are much more likely to remember what they have learnt and be able to use it again in the future.

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.

To achieve all of the above we have designed a knowledge based, word rich curriculum and we evaluate what knowledge and skills pupils have gained (at each stage) against expectations. The impact of innovations such as knowledge organisers and student self-selected KS4 target grades, will be reviewed regularly and remodelled to help all pupils perform well. We also won't be shy about investing in our staff to ensure they are using the most effective techniques to help students secure what they learn in class is committed to their long term memory, regardless of their starting point. 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. We are already the largest provider of the Duke of Edinburgh's Award in the North West and the largest provider of the John Muir environmental award nationally and are planning to create a bespoke approach to encouraging and recording participation in extra-curricular provision.

All of these plans and actions are evidence-based and research-driven.

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 have the courage and determination to **dare for greatness**.

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## Curriculum overview – year 11

### What will my child study?

In year 11 students continue studying for their formal qualifications. Our curriculum is broad and balanced; we place great value on academic, creative and technical subjects. Students study the core subjects of English, maths, science, PE and PSHE and are able to select from a large range of options subjects. The following pages provide an overview of what students will be studying each term.

| KS4 options           |                                |                   |   |
|-----------------------|--------------------------------|-------------------|---|
| GCSE courses          |                                |                   | Vocational courses                              |
| Art and Design        | Food Preparation and Nutrition | Spanish           | BTEC Tech Award in Creative Media Production.   |
| Business              | Geography                      | Psychology        | Graphic Design V Cert                           |
| Design and Technology | History                        | Religious Studies | Information Technology Cambridge National Award |
| Drama                 | French                         | Textiles          | BTEC sports studies                             |
| Electronics           | German                         | Music             | Music Technology V Cert                         |

### How is the curriculum sequenced?

Research around memory and how children best learn has been used to inform our curriculum planning. Subject specialist staff have thought carefully about the curriculum we deliver. Knowledge and skills are sequenced so that these are taught in a sensible order allowing for regular revisiting of knowledge and retrieval as complexity and depth build.

### How will my child be assessed?

Regular assessment and high quality feedback are essential for students to learn effectively. Students are given clear, regular feedback following each assessment they complete which consists of what went well, and areas that could be even better. Students then address the areas that could be better through Dedicated Improvement and Reflect Time (DIRT) opportunities. This information should be clearly identified on green paper in student's books.

Students complete formal assessments towards the end of each term, which like in earlier years assess all of the knowledge and skills taught to students up to that point. Formal 'mock' exams take place in December of year 11. Each term teaching staff report an 'on track for' GCSE grade from 9-1. In vocational subjects a pass, merit or distinction is reported.

### Homework

In English and maths students will be set one homework activity each week. In science, students will be set 3 homework activities per fortnight, one for each of biology, chemistry and physics. In all other subjects they are set two homework activities per fortnight. Homework will consist of a range of activities from using GCSEpod to completing exam questions or essays. GCSEpod homework will be set during week B.

### How can I support my child?

#### 5 Top Tips

1. Encourage students to use their revision guides (KS4) to regularly review knowledge using techniques such as read, cover, write, check.
2. Attendance and punctuality directly relate to student attainment, avoid non-emergency medical appointments during the school day for example.
3. Talk to your child about what they have been learning at school, this helps reinforce understanding.

4. Download the SIMS app so you can monitor attitude to learning scores in lessons and homework deadline.
5. Support us and your child by attending parent consultation evenings.

If you would like to know more about our curriculum please contact Mrs C Kane, Deputy Head, [christina.kane@greatsankey.org](mailto:christina.kane@greatsankey.org)

**Year 11 Textiles Curriculum Aims:**

Our year 11 pupils will be completing their final major project final outcome/s and finishing their sketchbook work, this will be submitted before the Christmas holidays making up 60% of their final grade. In January, our pupils will begin their exam (40%) preparation before sitting the final exam in March. Once the final submission has taken place pupils will be using our lesson time to revise for their other subjects.

| <b>Year 11 Textiles Curriculum</b>           | <b>Topics</b>  | <b>Content</b>   |
|--|--|--|
| <b>Term 1</b>                                | Completing their coursework and major final project final piece. Coursework will be handed in before the Christmas holidays. Mock 3hr exam. <b>(60%)</b> | Before our Christmas break pupils will be submitting their final major project piece/s and completed sketchbook with preparation pieces. This will make up 60% of their final grades. Students will be focusing on improving the quality of their work and showing a deeper level of understanding to gain extra marks. Incomplete work shows inconsistency, and this will hold their final grade back, so it is vital that both in school and at home pupils are spending the time to complete tasks to the best of their ability. Our Mock exam 3hrs will be spend focused on the last remaining final changes to maximise each pupil's potential. |
| <b>Term 2</b>                                | Towards the end of this half term our course ends. Pupils will have sat their final exam in March and handed in their preparation work. <b>(40%)</b>     | First lesson back after Christmas pupils will be given their exam paper, they will select 1 question and build a project around their choice. All preparation work will be produced both in class and for homework, it is vital that students work hard and to a consistently good standard from day 1. Our final 10-hour exam will be sat in March, after this date our pupils will have completed both unit 1 and unit 2. Work will then be selected and displayed for our exam moderator to mark and submit each pupils final grade.  |
| <b>Term 3 – Revision for other subjects.</b> | Our cohort will have submitted their coursework and completed their exam. Our lessons will then be used for revision and GCSE Pod.                       | Computer rooms have been booked for our pupils to revise using GCSE pod. When not in computer rooms pupils will be using their revision guides to write out topic cards and complete past papers.  |

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

Art club is available after school; pupils need to speak to their teacher for further details. Regular homework tasks are set to strengthen understanding and improve control with the mediums.

Follow Art@GSHS on - <https://www.pinterest.co.uk> .

<https://www.wjec.co.uk/students/index.html>

After Easter <https://www.gcsepod.com/>

**Where can I visit to help with my learning?**

<https://wmag.culturewarrington.org/whats-on/>

<https://www.tate.org.uk/visit/tate-liverpool>

<https://www.liverpoolmuseums.org.uk/walker/>

<https://www.whitworth.manchester.ac.uk/>

<http://manchesterartgallery.org/>

Head of Department: Mrs Lorna Philcock.

**Year 11 Art Curriculum Aims:**

Our year 11 pupils will be completing their final major project outcome/s and finishing their sketchbook work, this will be submitted before the Christmas holidays making up 60% of their final grade. In January, our pupils will begin their exam (40%) preparation before sitting the final exam in March. Once the final submission has taken place pupils will be using our lesson time to revise for their other subjects.

| Year 11 Art Curriculum                       | Topics   | Content  |
|--|--|--|
| <b>Term 1</b>                                | Completing their coursework and major final project final piece. Coursework will be handed in before the Christmas holidays. Mock 3hr exam. <b>(60%)</b> | Before our Christmas break pupils will be submitting their final major project piece/s and completed sketchbook with preparation pieces. This will make up 60% of their final grades. Students will be focusing on improving the quality of their work and showing a deeper level of understanding to gain extra marks. Incomplete work shows inconsistency, and this will hold their final grade back, so it is vital that both in school and at home pupils are spending the time to complete tasks to the best of their ability. Our Mock exam 3hrs will be spend focused on the last remaining final changes to maximise each pupil's potential. |
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**Where can I visit to help with my learning?**

<https://wmag.culturewarrington.org/whats-on/>

<https://www.tate.org.uk/visit/tate-liverpool>

<https://www.liverpoolmuseums.org.uk/walker/>

<https://www.whitworth.manchester.ac.uk/>

<http://manchesterartgallery.org/>

Head of Department: Mrs Lorna Philcock.

**Business Curriculum Vision:**

“To prepare all learners at Great Sankey High School for the changing world of work through developing engaging curriculum and outstanding teaching.”

The faculty 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 GSH. In particular, 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 and Economics learners will pick a multitude of skills and knowledge that will not only benefit them in the academic lives but also in their personal ones. As we look at a constantly changing picture in Business, Economics and Computing it allows us to monitor and evaluate the world as it changes in front of our eyes. Learners 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. Learners who don't go on to study either 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 decisions as adults. My wish for all learners is that they become lifelong learners with a thirst to learn more.

**Year 11 Business Curriculum Aims:**

To introduce all learners to the increasing impacts of businesses and the factors that influence the success of businesses. Learners will start to develop a thorough understanding of the business world and many aspects that can influence a business's success such as ethics and recruitment. This year builds upon the knowledge the learners have developed from year ten and pushes their expertise on even further.

| <b>Year 11 Business Curriculum</b> | <b>Topics</b>   | <b>Content</b>   |
|------------------------------------|---|--|
| <b>Term 1</b>                      | Business growth, business aims and objectives, globalisation, ethics and environment, 4P's  | These elements allow the learners 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 ten and take the learners' understanding to the next level.   |
| <b>Term 2</b>                      | Business operations, working with suppliers, managing quality, the sales process, business calculations, business performance, organisational structure, effective recruitment. | Again these elements feed into the previous topics that the learners have studied. The learners 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. |
| <b>Term 3</b>                      | Exam boosters   | To prepare the learners for their forthcoming examinations and work on examination technique.  |

**What resources can my child access for support?**

Seneca, GCSE Pod, Google Classroom, Revision Guides and GCSE Bitesize

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

World Enterprise week, External speakers and trips

**Head of Department:**

Christopher Wilson

Christopher.wilson@greatsankey.org

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



**Computer Science Curriculum Vision:**

“To prepare all learners at Great Sankey High School for the changing world of work through developing engaging curriculum and outstanding teaching.”

The faculty 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 GSH. In particular, 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 Computer Science learners will pick a multitude of skills and knowledge that will not only benefit them in the 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. Learners 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. My wish for all learners is that they become lifelong learners with a thirst to learn more.

**Year 11 Computer Science Curriculum Aims:**

The year 11 curriculum in Computing 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 students have the knowledge of the theory element to computer science

| <b>Year 11 Computer Science Curriculum</b> | <b>What will pupils' study?</b>  | <b>Where and why?</b>   |
|--|--|---|
| <b>Term 1</b>                              | Architecture of the CPU, CPU Performance, Embedded Systems, primary storage, secondary storage                   | At the end of year 10 learners will have a wider understanding of the algorithmic thinking side of the course and this year they focus on the theory side. Learners will have touched on these subjects at Ks3 and will have a basic knowledge before beginning these subjects. Learners will gain an understanding of how the CPU works and communicates with its hardware and software. Learners will be able to explain what technologies are best for given scenarios and justify their answers.                            |
| <b>Term 2</b>                              | Network and topologies, wired and wireless networks, Network Security, System Software, Ethical and Legal Issues | Learners will gain an understanding of the components of a network and how networks are build and communicate with other devices. Within this term learners 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 side to computer science. Learners will be able to explain and justify how technologies impact on society, businesses and on the environment. |
| <b>Term 3</b>                              | Exam technique and preparation for exams   | Learners will use the time leading up to their exam to continue practicing exam techniques on all aspects of the course. The learners will make sure they are confident in exam technique, GCSE Pods and past paper before taking their exam.   |

**What resources can my child access for support?**

Your child will have access to online resources through Teach-ICT <https://www.teach-ict.com/> for which pupils are provided with logins for and BBC Bitesize [www.bbc.com/bitesize](http://www.bbc.com/bitesize)

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

From year 9 upwards we offer the Cyber Discovery competition, where students are able to put their in class knowledge of cyber threats to the test and complete different challenges against other students across the UK. Students who progress through each round will continue to develop new skills but also have the opportunity to take part in a live simulation down in London. We strive to peak pupils interest in all areas of the BEICT department through experimentation, independent design and working well as a team. And it's incredibly good fun!

**Head of Department:** Julie Binks email: [Julie.Binks@greatsankey.org](mailto:Julie.Binks@greatsankey.org)

**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.

| <b>Year 10 Drama Curriculum</b> | <b>Topics</b>                         | <b>Content</b>   |
|---------------------------------|---------------------------------------|--|
| 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                          | Component 1 Portfolio & Evaluation    | A portfolio of evidence for C1 and an evaluation will be submitted once completed under controlled conditions.   |

|        |  |  |
|--------|--|--|
|        | Component 2:<br>Performance<br>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:<br>Interpreting<br>Theatre    | Students will: <ul style="list-style-type: none"> <li>• Re-cap set text in preparation for Section A written paper.</li> <li>• Preparation for Section B written paper.</li> </ul>         |

#### **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.

**Head of Department:**

**Exam board: Eduqas**

Hollie Robertson

hollie.robertson@[greatsankey.org](mailto:hollie.robertson@greatsankey.org)

**Electronics GCSE Curriculum vision:**

This course is ideal if you are interested in a career in technological area that uses electronic or electrical systems. It allows you to learn, develop and practice the knowledge and skills required for further education in this area and employment in the electrical/electronic engineering sector.

**Year 11 Curriculum Aims:**

In Year 11, students move from 'Discovering Electronics' to 'Further electronics'. The course aims to build on the knowledge and skills in the first year and incorporate more advanced systems so that ultimately the student can complete unit 3 which is the practical assignment. The student will identify a problem then propose, research, design, build and test an electronic system to overcome the initial problem. The student is also expected to suggest improvements on future designs.

**Subject content**

Students have 5 lessons per week which will include a balance of theory backed up with practical simulations and hands on circuit building to test out the theory and cement the knowledge gained. Activities prepare students for the demands of the unit 1&2 exams (80% of total mark) and unit 3 which is the practical investigation.

| Year 11 Electronics | Topics   | Content   |
|---------------------|--|---|
| <b>Term 1</b>       | Chapter 1 - Timing circuits<br>Chapter 2 = Sequential systems                        | Learners should be able to: (a) describe how a RC network can produce a time delay (b) describe how the voltage across a charging or discharging capacitor in a RC circuit varies with time, including the interpretation of decay graphs for RC networks (c) describe how the time delay may be changed by varying R and/or C, including interpretation of the voltage–time graph for monostable and astable timers (d) describe the action of a 555 monostable timer and then use the equation $T = 1.1 RC$ , where T is the pulse duration (e) describe the action of a 555 astable timer in terms of period and mark–space ratio (f) use an oscilloscope (or a computer configured as an oscilloscope) to measure the amplitude and period of the output of an astable timer (g) select and apply equations for the frequency and mark–space ratio of a 555 astable timer (h) draw and analyse the circuit diagrams for a monostable and/or astable timer based on a 555 IC   |
| <b>Term 2</b>       | Chapter 3 - Interfacing digital and analogue systems<br>Chapter 4 - Control circuits | Describe the action of a Schmitt inverter and its use in debouncing signals produced by mechanical switches and analogue sensors. Compare the properties of transistors, comparators and Schmitt inverters as interfaces between analogue and digital systems. Design interface circuits using npn transistors, MOSFETs and comparators to interface input sensors to outputs.<br>Define a microcontroller as a programmable integrated circuit into which software can be loaded to carry out a range of different tasks. (b) interface sensing circuits and output devices with microcontrollers. (c) design and analyse flowchart programs to enable microcontrollers to perform tasks. (d) describe applications of microcontrollers and the reasons for their adoption as standard technology in the vehicle and domestic appliance industry. (e) use the following operations in flowcharts: input/output, counting, branching, testing, time delay and simple arithmetic operations. (f) describe the use of a servo motor for positional control in a microcontroller system. |
| <b>Term 3</b>       | Chapter 5 - Operational amplifiers   | Learners should be able to: (a) state that amplifiers increase the power or voltage of signals and select and apply the equation (b) draw a gain–frequency graph for an amplifier, measure the bandwidth from the graph and describe the trade-off between gain and bandwidth. (c) produce and interpret voltage–time graphs for the input and output signals of amplifiers. (d) draw and analyse circuits for non-inverting and inverting amplifiers based upon an op-amp. (e) show graphically and explain how clipping distortion may affect the output signal of an amplifier. (f) select and apply the equations for op-amp circuits to select resistors to produce a given gain. (g) draw and analyse circuits for mixers based on a summing op-amp circuit and select and apply the equation for the summing amplifier output voltage. (h) draw a block diagram of a typical amplifier system consisting of signal source, preamplifier, mixer, power amplifier and loudspeaker  |

#### What resources can my child access for support?

There are a few BBC bite sized exercises along with the new GCSE POD but mainly in the Physics area. There is also a very good eBook on the exam boards website which can be accessed here <https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=938>

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

There are a couple of robotic related competitions for the keen electronics engineer, these are the First Lego League robotic challenge and the VEX robotic challenge.

Head of Electronics:

L Welsh

Lee.welsh@greatsankey.org

Exam board WJEC <https://www.wjec.co.uk/qualifications/electronics/eduqas-electronics-gcse-from-2017/>

### 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 AQA English Language and GCSE Eduqas English Literature

| Year 11 English Curriculum | Topics   | Content  |
|----------------------------|--|--|
| Term 1                     | AQA English Language Paper 2<br><br>A Christmas Carol  | <b><i>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.</i></b><br>In this unit of work, students will be exposed to a range of different thematically extracts from the 19 <sup>th</sup> century. Pupils 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.<br><br>In this unit of work, students will revise the cyclical structure of the novella and nuances of language. Knowledge of the messages the novella addresses and how this can be interpreted across the ages by each generation. Students will demonstrate levels of mastery by exploring concepts such as allegory, omniscient narrator, prolepsis and analepsis. |
| Term 2                     | Macbeth Revision<br>English Language Paper 1 revision<br>An Inspector Calls revision<br>Poetry Anthology revision                        | Consolidation of Macbeth. Critical writing skills. Study of characterisation and critical evaluation of form.  |
| Term 3                     | English Literature revision in preparation for GCSE Examinations.<br><br>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<br><br>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?

Your child will have access to GCSE pod online.

[www.bbcbitessize.com](http://www.bbcbitessize.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 Department:**

**Curriculum Leader 7-11:**

Laura Douglas

[Laura.Douglas@greatsankey.org](mailto:Laura.Douglas@greatsankey.org)

Nicki Fellows

[Nicki.Fellows@greatsankey.org](mailto:Nicki.Fellows@greatsankey.org)

**Food Preparation and 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.

**Year 11 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.



| <b>Year 11 Food Preparation and Nutrition Curriculum</b> | <b>Topics</b>  | <b>Content</b>   |
|--|--|--|
| <b>Term 1</b>  | NEA1.  | Before the NEA1 titles are released by the exam board, students will complete 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.  |
| <b>Term 2</b>  | 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. |
| <b>Term 3</b>  | Food nutrition and health<br>Food science<br>Food safety<br>Food choice<br>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?**

Your child will already have been 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. All students are provided with an Exam Practice workbook too.

Pupils are encouraged to cook at home. There are lots of fantastic cookbooks in the LRC and a reliable website is [www.bbcgoodfood.com](http://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 to perfect high level skills are held after school in preparation for the exam.

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

**Head of Food:** V Knight

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### 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 challenge. 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 21<sup>st</sup> 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                       | UK Landscapes: Rivers                         | In the Autumn Term, we continue with learning about UK landscapes and are able to apply some of the key processes from coastal landscapes to river landscapes. Furthermore, we learn about the management strategies areas can put in places to protect communities from river flooding. |
| Term 2                       | The Living World                              | 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.                      |
| Term 3                       | Resource Management and Water DME Preparation | In the Summer Term. We learn about the demand for water resources and the different strategies to increase water supply.<br>We receive the pre-release booklet a month before paper 3, so we can analyse the booklet and practice potential questions.                                   |

### What resources can my child access for support?

[www.aqa.org.uk](http://www.aqa.org.uk) [GCSE POD](#)  
[www.exampco.co.uk](http://www.exampco.co.uk)  
[www.senecalearning.com](http://www.senecalearning.com) [www.s-cool.co.uk](http://www.s-cool.co.uk) [www.internetgeography.net](http://www.internetgeography.net)  
[www.coolgeography.co.uk](http://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**

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**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 predominantly skills based at this level. Our students study NCFE technical award Level 2, this gives 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.

**Year 11 Curriculum Aims:**

The main aim is to make students exam ready and give them a well-rounded education in design to prepare them to study the subject further or to have the skills to enter the profession. In Year 11, students have two main units to complete. Each are weighted 50%. The first is an evidence folder of practical work, which students have been working towards in year 10 then demonstrate the skills they have required. the folder is broken into Four compulsory units, each containing three sub units. the subunits ask students to demonstrate their knowledge, show experiments and justify design choices around the different graphic design components. this takes the form of Controlled assignment. The second unit is an externally set assignment. Students have two chances to sit this, in two pre-set 6 week windows. these usually take place late February-early March and the second at the end of the GCSE programme. During the year students will also prepare a professional style portfolio that can be used for interview.

**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  |
|--|---|--|
| <b>Term 1</b>                                    | Line, tone, colour, composition, typography, and imagery,<br>Final project - stationary set.<br>Designer research, produce work in the style of a chosen design.<br>Mock Exam | Students will start to complete their Synoptic assessment in the format on an Evidence Portfolio. This is predominantly graphic work completed in year 10. Students will evidence their work into a set format of a digital portfolio and will form 50% of the mark. Students will have to judge how they have met the exam-boards criteria in each section. Students will have set times to do this as it will take the format of controlled time. At the start of the term one lesson a week will be put aside for this, as the term and year progress this will increase. Students will also have the double lesson to add new work to this submission in the form of more complex projects.<br>Towards the end of this term students will sit a mock externally set assignment. Which they will have 2 weeks to prepare for with 5 hrs to produce a final piece of work. |
| <b>Term 2</b>                                    | Continue to work in the style of a designer.<br>Exam preparation.<br>Independent skills practice.<br>EXAM.  | Mock analysis, skills and evaluation practise will for the majority of lessons at up till half term as students will sit their Externally Set Assignment late February. This will form 50% of their grade and take place over 10hrs (2 days)<br>During this practise time one lesson a week will continue to be evidence portfolio, one practical and with 3 being exam preparation.   |

|               |   |  |
|---------------|---|--|
| <b>Term 3</b> | Higher level skills.<br>Designers in professional practise.<br>Work submission, feedback and re-entry.<br>EXAM RESIT. | Complete higher skill based practical work and complete evidence portfolio. Students add to and finish their synoptic assessment within their evidence portfolio. Students will study design in practise and produce a professional portfolio.<br>Students will also prepare for booster and Controlled assignment resit which takes place at the end of the GCSE programme.<br>Students will receive feedback on final mark and given one opportunity to improve and re-submit, up to July. |
|---------------|---|--|

**What resources can my child access for support?** The examboard's website has a sample portfolio and information including Mark schemes and assessment criteria. The department 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 Google 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 is available from the Adobe website. Parents may 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 and there are opportunities to receive help from older students.

**Exam board** NCFE <https://www.qualhub.co.uk/qualification-search/qualification-detail/ncfe-level-2-technical-award-in-graphic-design-4569>

**Lead Teacher:**

**F Shiel**

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### History Curriculum Vision:

To provide an education that allows students to develop a greater understanding of the world we live 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 world 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 10 History Curriculum | Topics   | Content   |
|----------------------------|--|---|
| Term 1                     | <b>Why did the US experience an economic boom and did everybody benefit from it?</b><br>Students will understand why the USA were able to use new technology to power an economic boom and how society was not equal.<br><b>Why was there a Great Depression and did the New Deal fix it?</b><br>Students will understand what caused the Great Depression and how Hoover failed to deal with it and how FDR used the New Deal to try and fix it.                        | In the autumn term we start year 11 with our USA 1920-73 topic. It starts with the causes of the economic boom we then study the consequences of the economic boom on different groups within society from including women, African Americas, immigrants, workers and other aspects of society. After that student will at the causes of the Great Depression and how there was a change in the political landscape of America and the role of government. Students will evaluate the effectiveness of the New Deal, the impact of the Second World War and the social changes that took place as a result of both events. Throughout the course students will be assessed using a mix of low stakes retrieval quizzes and formal exam style assessments. |
| Term 2                     | <b>Why did the USA enter the Second World War and what were the consequences?</b><br>Students will understand how the Second World War caused a new period of prosperity. They will also be able to understand how inequality got grew in society and what groups tried to stop it.<br><b>Why did Elizabeth have a Court and how did she rule the country?</b><br>Students will understand the reasons for Elizabeth's court and how she used it to control her country. | In the spring term we complete the third topic of GCSE history by looking at the Civil Rights Movement. Students will be able to make a judgement on why the movement began and evaluate how successful it was. . Throughout the topic students will be building on schemas that began in year 9. Students then begin our fourth 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.   |
| Term 3                     | <b>Why did Elizabeth look after the poor and how did that change society?</b><br>Students will understand the social conditions during the Elizabethan period and how that had an impact on the social hierarchy.<br><b>Why did Elizabeth face challenges at home and abroad?</b><br>Students will understand the threats to her reign both at home and abroad. Students will complete a case study of the Spanish Armada.   | In the final 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 student 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.  |

### 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  
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**IT National Curriculum Vision:**

“To prepare all learners at Great Sankey High School for the changing world of work through developing engaging curriculum and outstanding teaching.”

The faculty 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 GSH. In particular, 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 the IT Cambridge National course learners will pick a multitude of skills and knowledge that will not only benefit them in the 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. Learners 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. My wish for all learners is that they become lifelong learners with a thirst to learn more.

**Year 11 IT National Curriculum Aims:**

| <b>Year 11 IT National Curriculum</b> | <b>What will pupils study?</b>   | <b>Where and why?</b>  |
|---------------------------------------|--|--|
| <b>Term 1</b>                         | Database skills, select and present relevant information for solutions, To be able to initiate and plan a solution to meet an identified need, iteratively review each phase of the cycle, | This year the learners are required to complete a piece of coursework that brings together the skills and knowledge they have learnt from year ten and the new skills they will develop in year eleven. We start with databases having previously looked at spreadsheets at the end of year ten. The learners look at how to construct a database and present information in one. They then look at project planning which was previously looked at in year ten and how databases and spreadsheets help in the presentation of information. These skills and understanding are vital for the next section where they must start to produce their final assignment. |
| <b>Term 2</b>                         | Final evaluation<br>Final OCR assignment - this is externally set by OCR, this must be done in supervised exam conditions.   | The final assignment is set by the examination board and the learners have a set amount of hours under supervision to complete this using the skills and knowledge they have picked up from years ten and eleven.  |
| <b>Term 3</b>                         | Final OCR assignment - this is externally set by OCR, this must be done in supervised exam conditions.   | The final assignment is set by the examination board and the learners have a set amount of hours under supervision to complete this using the skills and knowledge they have picked up from years ten and eleven.<br>Any necessary resit for examinations is also addressed during this term.  |

**What resources can my child access for support?**

Textbooks, GCSE Pod, Google classroom, Past Papers

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

Trips and IT clubs

**Head of Department:**

Exam board = OCR [Link here](#)

Julie Binks

Julie.[Binks@greatsankey.org](mailto:Binks@greatsankey.org)

**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 in order 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 Recovery 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 2021 Year 10 assessments



| Year 11<br>Mathematics<br>Curriculum:<br>Foundation | Topics  | Content  |
|---|---|--|
| <b>Term 1</b>                                       | Probability<br>Simplifying, expanding, factorising expressions<br>Solving linear equations and inequalities, substitution<br>Equivalences of Fractions, Decimals and Percentages<br>Calculating with percentages<br>Angle properties, interior and exterior angles, bearings<br>Four operations with integers, decimals and fractions<br>Directed number, rounding, estimation and error intervals<br>This leads into the December Mock period    | <p>Building upon earlier work, students gain a further understanding of probability and looking at how it works in a variety of settings, including with tree 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.</p> <p>The 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 and substitution, a key element of other subjects such as Science.</p> <p>We then review the skills needed in areas of number, with a primary focus on Fractions, Decimals and Percentages and looking at calculations involving the latter topic, including percentage change, reverse percentages and compound interest. Later in the term we look at further number element, reviewing the ability for students to calculate with decimals, integers and fractions before moving onto approximations and error intervals. In between the number sandwich we have a focus on geometry, looking at angle properties to Grade 5, including working with interior and exterior angles within polygons and bearings</p> <p>The preparation for the final exams begins with mocks at 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.</p> |
| <b>Term 2</b>                                       | Ratio: Simplifying and sharing<br>Proportion: Direct and Indirect Proportion, Best buy problems, Recipes<br>Graphs: Linear, Quadratic and Real-Life graphs<br>Area, perimeter, volume and surface area, plans and elevations<br>Calculating and using averages and range<br>Drawing and interpreting statistical diagrams<br>Laws of indices, sequences, rearranging formulae, simultaneous equations<br>Pythagoras' Theorem<br>March Mock Period | <p>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.</p> <p>The second term begin by looking at 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. We then move onto 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.</p> <p>We then move into the key geometric skills of area, perimeter, volume and surface area and delve into plans and elevations. These are key elements needed in maths and across the curriculum and beyond. We then review 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. We conclude the second term by looking at the Laws of Indices, sequences, rearranging formulae and the solution of simultaneous equations before revisiting Pythagoras's Theorem</p> <p>Within the later part of this term, we will be looking at the next mock to monitor students' progression since the mocks in December.</p>  |
| <b>Term 3</b>                                       | Trigonometry<br>Transformations, column vectors, Similarity and congruence<br>Loci<br>This leads to the final Examinations in May/June.   | <p>The final term in Year 11 starts with a geometrical focus. Firstly, by looking at Trigonometry in 2D and then moves onto 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.</p> <p>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.</p>  |

| Year 11<br>Mathematics<br>Curriculum:<br>Higher | Topics  | Content  |
|---|---|--|
| Term 1  | <p>Probability Tree and Venn diagrams<br/>Expanding, factorising quadratic expressions, solving quadratic equations, completing the square, solving linear and quadratic inequalities<br/>Percentages of quantities, reverse percentages, compound interest, recurring decimals<br/>Interior and Exterior Angles, bearings, circle theorems<br/>Directed Number, Bounds, Indices<br/>The equation of</p> <ul style="list-style-type: none"> <li>• a straight line</li> <li>• a tangent to a circle</li> <li>• a circle</li> <li>• lines parallel to a given line</li> <li>• perpendicular to a given line</li> <li>• cubic and non-linear graphs</li> </ul> <p>This leads into the December Mock period where we ascertain the progress made so far during GCSE</p> | <p>Building upon earlier work, students gain a 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. Students at Higher gain an appreciation of 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. To continue reviewing material that was covered during period of lockdown and school closure, 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.</p> <p>As part of number revision and looking 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.</p> <p>Geometry comes to the fore during Term 1 by looking at the applications of interior and exterior angles within polygons, bearings as well as reviewing the topic of circle theorems, which is a key element of advanced Physics.<br/>We then return to number by looking at the applications of directed numbers, bounds and error intervals within approximations as well as reviewing elements of indices.</p> <p>Finally, students will look at the wide array of concepts within the equations of graphs, both at linear and non-linear level. This is key development at GCSE as well as underpinning the skills needed for Level 2 Further Mathematics and Calculus at A-Level.<br/>The preparation for the final exams begins with mocks at 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.</p> |
| Term 2  | <p>Ratio and Proportion<br/>Direct and Indirect (Inverse) Proportion incl their graphs<br/>Arc Sector, length, volume, surface area, cones, spheres, similarity and congruence<br/>Statistical calculations and diagrams<br/>Cumulative Frequency. Box Plots, Histograms<br/>Laws of indices, quadratic sequences, rearranging equations, surds<br/>Simultaneous equations including linear and non-linear<br/>Pythagoras' Theorem, Trigonometry, Sine and Cosine Rule, Sine Area Rule, Trigonometric Graphs</p> <p>During this term we will complete a second mock around late February/early March to review the progress that has been made and identify continued areas for development.</p>  | <p>Students begin the second term of year 11 by looking at ratio and proportion and reviewing 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 which is a key element of mathematics, physics and engineering. The next stage of the term looks 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 my advanced 3-D solids such as cones, spheres, pyramids and frustums. This finishes with looking at similarity with area and volume scale factor.</p> <p>Students then focus 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. Number comes 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 quadratic sequences and the rearranging of formulas including those of a more demanding level, whilst linking into functions. as well as a review of search and their applications within the GCSE course.</p> <p>Algebra continues by looking at simultaneous equations, focusing initially on linear pairs and then moving it onto those in which one is linear, and one is non-linear and towards the end of the term, we look at Pythagoras's Theorem and trigonometry of right-angled triangles. This is extended towards the sine and cosine rules and the graphs of trigonometric functions.</p> <p>Within the later part of this term, we will be looking at the next mock to monitor students' progression since the mocks in December.</p>  |

|               |   |   |
|---------------|---|---|
| <b>Term 3</b> | <p>Transformations, Trigonometric Graphs, Iteration, Functions, Gradients of curves and the area under a curve.</p> <p>This leads to the final Examinations in May/June where revision strategies will be reviewed for the papers</p> | <p>Before working on preparations for the final papers, we look at 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)</p> <p>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.</p> |
|---------------|---|---|

#### What resources can my child access for support?

The department subscribes to [MathsWatch](#) and encourages the use of [GCSEPod](#) for which students are provided with logins for both. 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 weekly 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

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#### Exam board

[AQA 8300](#)

## 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 explore media ownership, legal and ethical constraints and budget allocations. 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. 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 enthrall, 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       | What will pupils study?  | Where and why?  |
|---------------|--|---|
| <b>Term 1</b> | <b>Component 2</b><br>Learning Aim B – Apply Media Production Skills   | Working to a vocational brief, students will produce a portfolio showing development of media production skills: <ul style="list-style-type: none"><li>• skilfully and creatively experiment with production and post-production skills to combine and refine content.</li><li>• Select an existing media product (or section of a larger product) to update and 're-imagine', recreating it so it is still recognisable but made more up to date for a new audience.</li><li>• You must individually create visual pre-production documents to show how you are going to rework the product.</li><li>• experiment with post-production techniques to edit content and produce your final reworked media product.</li></ul> You must keep a log of the techniques you use including annotated screenshots of editing decisions and processes.   |
| <b>Term 2</b> | <b>Component 2</b><br>Learning Aim C - Review own progress and development of skills and practices<br><br><b>Component 3</b> – Create a Media Product in Response to a Brief | Building on your annotated log, you must provide a report that assesses the finished work and the processes you used. <ul style="list-style-type: none"><li>• your development of your skills and techniques</li><li>• how you applied your skills and techniques through pre-production, production and postproduction processes and practices</li><li>• how you made changes in response to audience/user feedback</li><li>• the strengths and areas for development in the work and in your practices</li><li>• actions and targets for future development.</li></ul> You should make comparisons between the way you worked and professional working practice.<br>You must present your report to a high standard using media terminology accurately.<br><br>Students will work to an externally set brief in controlled conditions to create and Ideas Log, Planning Materials and a final Production piece. |
| <b>Term 3</b> | <b>Component 2</b><br>Learning Aim C - Review own progress and development of skills and practices   | Complete the Evaluation of your progress.<br>You should make comparisons between the way you worked and professional working practice.<br>You must present your report to a high standard using media terminology accurately.   |

## What resources can my child access for support?

<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 hope to run a trip to Media City, Salford and/or Media Museum, Bradford and Warner Bros Studio's - Harry Potter Experience - to enhance learner experience. We will be visited by industry experts for Q&A, workshops and technical skills. Specialist software will be available.

## Head of Department:

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## Exam board

Pearson BTEC – <https://qualifications.pearson.com/en/qualifications/btec-tech-awards/creative-media-production.html>

### 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                 | <p><u>Culture and identity</u>: social media and mobile technology free-time activities in the past present and future, re-visit language to talk about sports</p> <p><u>Local, national and international areas of interest</u>: global issues, the environment, problems and solutions</p> <p><u>Local, national and international areas of interest</u>: social issues, homelessness, poverty, voluntary work</p> <p><b>Grammar</b>: expressions of obligation</p> | <p>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.</p> <p>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.</p> <p>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.</p> <p>They will re-inforce 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.</p> |
| Term 2                 | <p><u>Current and future study</u>: future plans, future jobs and careers</p> <p><b>Grammar</b>: 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.</p>  | <p>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.</p> <p>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.</p>  |
| Term 3                 | <p>Speaking exams in April – date to be confirmed</p> <p>Revision and intensive practice of exam strategies and content for the listening, reading and writing exams.</p>   | <p>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.</p>  |

### What resources can my child access for support?

Your child will have access to online resources through Kerboodle, GCSEpod and [www.vocabexpress.com](http://www.vocabexpress.com)  
[www.bbcbitessize.com](http://www.bbcbitessize.com) [www.quizlet.com](http://www.quizlet.com)

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### Year 11 German GCSE Curriculum Aims:

The aim in year 11 in the second year of the GCSE course in German is to enable students to further develop their German 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 Germany and the German-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 Germany and countries and communities where German 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                 | <u>Culture and identity</u> : social media and mobile technology<br><u>Local, national and cultural areas of interest</u> : the environment, local environmental problems<br><u>Social issues</u> : charity work at home and abroad, voluntary work abroad<br><b>Grammar</b> : using subordinating conjunctions, da, dass, wenn, bevor, nachdem, weil, using modal verbs, pluperfect tense, quantifiers and intensifiers, 'in' with accusative and dative, re=visit comparative and superlative adjectives | 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 as well as compare life in the present day to life in the past.<br>Students will be able to understand personal and factual information from longer and more complex spoken and written texts. They will be able to express their viewpoints about the local and global environment. They will be able to talk about environmental problems and suggest ways to solve them.<br>They will be able to speak and write about charity work. They will be able to describe charitable work and the role of organisations. They will embed reading strategies to work out meaning of more complex written and spoken texts.<br>They will re-inforce 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                 | <u>Local, national and cultural areas of interest</u> : global issues, homelessness and poverty<br><u>Current and future study</u> : future plans, university, career choices and ambitions<br><b>Grammar</b> : re-visit future tense, adverbs hoffentlich and vielleicht, wäre and hätte in conditional sentences, expressing possibility.<br>Ich muss + infinitive, indefinite pronouns, re-visit reflexive verbs, weak masculine nouns  | Students will be able to discuss causes of poverty and identify vulnerable groups in society who might need help. They will be able to use expressions of obligation in order to suggest solutions to social problems.<br>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.<br>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<br>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.vocabexpress.com](http://www.vocabexpress.com)  
[www.bbcbitessize.com](http://www.bbcbitessize.com) [www.quizlet.com](http://www.quizlet.com)

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### 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  |
|----------------------------|--|--|
| <b>Term 1</b>              | <p><u>Global Issues:</u> The environment- reusing, recycling and reducing waste, environmental problems and solutions.</p> <p><u>Global issues:</u> Poverty and homelessness.</p> <p><b>Grammar:</b> Si clauses, verbs of obligation + infinitive, impersonal verbs and the simple future tense, verbs expressing need, modal verbs, 'algo/alguien/nadie/nada.</p> | <p>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.</p> <p>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.</p> <p>They will re-inforce 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.</p> |
| <b>Term 2</b>              | <p><u>Current and future study:</u> future plans, post-16 education, compare university and apprenticeships, future jobs and careers</p> <p><b>Grammar:</b> Re-visit future tense to talk about future career and job choices, the conditional tense and key constructions of quisiera + infinitive</p>  | <p>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.</p> <p>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.</p>  |
| <b>Term 3</b>              | <p>Speaking exams April (date to be confirmed).</p> <p>Revision and intensive practice of exam strategies and content for the listening, reading and writing exams.</p>  | <p>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.</p>  |

### What resources can my child access for support?

Your child will have access to online resources through Kerboodle, GCSEpod and [www.vocabexpress.com](http://www.vocabexpress.com)  
[www.bbcbitessize.com](http://www.bbcbitessize.com) [www.quizlet.com](http://www.quizlet.com)

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**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   |
|--------------------------|---|---|
| <b>Term 1</b>            | Recap of theory and history of music AoS1- 4.<br>Recap of set classical piece and set popular pieces.<br>Solo and Ensemble* final performance recording.<br>Free & Brief Composition.<br>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 final solo and ensemble performance exam in the recording studio; all performances have been leading up to this final recording which is 30% of their final mark. 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. |
| <b>Term 2</b>            | Completion of Free & Brief Composition with review.<br>Recap of theory and history of music AoS1- 4.<br>Recap of set classical piece and set popular pieces.<br>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.  |
| <b>Term 3</b>            | Past papers & wider context.  | Revision and examination techniques are developed to their full capacity. Much further scope for KS5 and the wider context.   |

\*ensemble performance not required for 21-22

**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 'Once On This Island' in January. In addition to this, extra-curricular groups and concerts will run throughout the year. In addition to this, students can choose to have private instrumental lessons.

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**KS3 Curriculum Lead:**

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**Exam board AQA**

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



**Year 11 Music Technology Curriculum Aims (NCFE Level 2 Technical Award in Music Technology):**

| Year 11 MT Curriculum | Topics  | Content  |
|-----------------------|---|--|
| <b>Term 1</b>         | <p><b>Unit 3 – Task 3</b><br/>Students will use effects and processing to create a balanced mix of their task 2 recording. They will also provide evidence of this process. This task teaches students to use audio effects to improve the quality of their work.</p> <p><b>Unit 4 – Task 1</b><br/>Students will carry out research into types and methods of sound creation including foley, ambience, underscore, synthesis, sample manipulation and stock effects libraries, giving examples from different forms of media.</p> <p><b>Unit 4 – Task 2</b><br/>Students will be given a short video with all sound removed, and will use all of the types and methods of sound creation listed above to replace the sound. This task focuses on creative planning and audio editing.</p> <p><b>DEADLINE FOR ALL COURSEWORK</b></p> | <p>Now that all students have completed their recordings, they are in a position to mix their tracks.</p> <p>This is the final unit of coursework to complete.</p>   |
| <b>Term 2</b>         | <p><b>Exam Preparation</b><br/>Now the all coursework has been completed, we will focus on preparing for the practical and written examinations. These exams take place in the third week of March.</p> <p><b>Reviews – Unit 1 – Task 3, Unit 2 – Task 3, Unit 3 – Task 4, Unit 4, Task 3</b><br/>Students will revisit all of their practical work and evaluate what makes it successful and how it could be improved.</p>   | <p>Setting the coursework deadline for December of Year 11 allows us to focus on preparing for the examinations, which make up 50% of the course. Students will already be familiar with the content, but this gives us the opportunity to work on examination technique.</p> <p>Completing all of the reviews at the end of the course allows students to reflect on their earlier work at a time when they have confident access to the necessary vocabulary. Completing all of the reviews at the end of the course allows students to more confidently state areas for development, as their skills have improved to such an extent.</p> |
| <b>Term 3</b>         | <p><b>Coursework Development</b><br/>Students will learn to select and place microphones to capture musical performances, as well as learning to use the mixing desk to route sounds within the recording studio. They will use this information to plan their own recording session.</p> <p><b>Resit Opportunity</b><br/>In the last week of June, students have the opportunity to re-sit the practical and/or written examinations.</p>  | <p>Having completed their exams and evaluated all of their coursework, students will have some time to strategically improve areas of their coursework to maximise their grade.</p>  |

**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 'Once On This Island' in January. In addition to this, extra-curricular groups and concerts will run throughout the year. In addition to this, students can choose to have private instrumental lessons.

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**Exam board:**

NCFE

<https://www.qualhub.co.uk/qualification-search/qualification-detail/nCFE-level-2-technical-award-in-music-technology-3665>

### 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 11 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  |
|----------|---|--|
| Term 1&2 | Badminton                                 | Throughout each activity students will be challenged to further develop knowledge and understanding alongside the practical performance of skills and techniques.  |
|          | Basketball                                |  |
|          | Fitness                                   |  |
|          | Football                                  | Key values of friendship, courage, inspiration, determination, equality, respect and excellence will be promoted through PE and sport.   |
|          | Handball                                  |  |
|          | Multi sports (dodgeball, curling, boccia) |  |
|          | Netball                                   | Lessons are structured to ensure pupils are physically active for sustained periods of time.   |
|          | Rugby                                     |  |
|          |   | In Year 10 within practical lessons students will also focus on:<br><br><b>Linking Physical activity and sport to health, fitness and mental well-being.</b> -The positive impacts exercise can have on PSE well-being.<br><br><b>Consequences of a sedentary lifestyle-</b> Issues caused by in activity. |

|  |  |   |
|--|--|---|
|  |  | <b>Energy use and nutrition-</b> Importance of a balanced diet. |
|--|--|---|

**What resources can my child access for support?**

Information and resources for different sports can be found in the relevant National Governing Body websites. The BBC Sports Academy website is also a useful resource:

<http://news.bbc.co.uk/sport1/hi/academy/default.stm>

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

There is an extensive extra-curricular programme run by the PE department. Clubs are open to all students and (where applicable) competitive teams are selected from those students who attend the clubs. The department also runs a regular internal competition, giving all students the opportunity to play competitively.

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Exam board n/a

**KS3 Curriculum Lead:** n/a

**PSHE Curriculum Vision:**

PSHE will enable students to feel positive about who they are and to enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities students will learn to recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities.

Students will learn to recognise, develop and communicate their qualities, skills and attitudes. They build knowledge, confidence and self-esteem and make the most of their abilities. Students will learn to identify and articulate feelings and emotions, learn to manage new or difficult situations positively and form and maintain effective relationships with a wide range of people.

**Our aim therefore for PSHE is to provide students with:**

Accurate and relevant knowledge

Opportunities to turn that knowledge into personal understanding

Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities

The skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

At GSHS we know that learning and undertaking activities in PSHE education contribute to achievement of the curriculum aims for all young people to become:

Successful learners who enjoy learning, make progress and achieve

Confident individuals who are able to live safe, healthy and fulfilling lives

Responsible citizens who make a positive contribution to society.

At GSHS we will create a comfortable class room climate where students are confident and discuss their hopes, fears and sensitive issues; develop a set of ground rules for the PSHE class room; model good practice in the way we talk to students; provide enrichment opportunities that support and develop our students emotional and physical wellbeing; work with external providers to provide the best possible experience and expertise for our students; remain flexible with our Curriculum and respond to issues as and when they arise. Students will revisit content throughout the key stages developing knowledge and understanding which is age appropriate.

All students will receive one hour of PSHE each week, delivered by their form tutor.

|               | Topics   | Content   |
|---------------|--|---|
| <b>Term 1</b> | <p>Promoting <b>self-esteem</b> and coping with <b>stress</b><br/>Learning and <b>revision skills</b> to maximise potential</p> <p>Understanding the <b>college application process</b> and plans beyond school</p> <p><b>Skills for employment</b> and career progression</p> | <p>Students are now approaching their GCSE examinations and as such will be supported in developing strategies to manage stress and access relevant support when necessary. They will be encouraged to reflect on how self-esteem is affected by the judgement of others and develop attributes, skills and understanding which contribute to a healthy self-concept in the face of challenges. Students will have been developing study skills throughout their time at school but will focus now on preparing for the learning challenges of year 11 and will be supported to develop their metacognition further and will revisit the importance of using constructive feedback to improve learning.</p> <p>In year 9 students looked at post-16 options in order to inform their GCSE choices. Students are now on the cusp of post-16 and so time will be spent revisiting options but also focusing on assessment of the appropriateness of different choices in their own circumstances. Although we encourage students to apply to our sixth form – Barrow Hall College; this is not the appropriate choice for all. They will learn how to access the best and most appropriate information, advice and support for them in relation to future choices. Students will be supported in their applications for education, apprenticeship or training.</p> <p>Students will revisit employability skills to enable them to maximise chances when applying for opportunities and to develop their career identity.</p> |
| <b>Term 2</b> | <p><b>Personal values</b> and assertive communication in relationships<br/>Tackling <b>domestic abuse</b> and <b>forced marriage</b></p>   | <p>Students will be supported in developing an understanding of values, and communication strategies to maintain those values, in the context of maturing relationships. They will also learn how to handle unwanted attention, including stalking and harassment, both online and offline. Sessions will reinforce that violence in relationships is never acceptable and students will gain a greater understanding of the various forms of domestic abuse, honour based violence, and how to seek help for themselves and others. Students will learn about the legal, physical and emotional consequences of forced marriage and will be able to challenge religious, racial and gender stereotypes about forced marriage.</p>  |

|               |   |  |
|---------------|---|--|
|               | <b>Health and safety</b> in independent contexts<br>Taking responsibility for health choices                          | Students in year 11 will find themselves in new situations socially and so they will be supported in developing risk management and safety strategies in increasingly independent contexts. They will learn how to assess and manage risk in new situations, including those associated with attending music festivals and going on holiday without parental supervision. They will learn how to seek help in unfamiliar settings, learn more about emergency first aid and how to assess the need for different services and how to contact them. Students will be empowered to access health information and services independently and will explore the risks associated with cosmetic and aesthetic alterations to the body. |
| <b>Term 3</b> | <b>British values</b> , human rights and <b>community cohesion</b><br>Challenging <b>extremism</b> and radicalisation | Students will explore the importance of British values in establishing community cohesion, their feelings about diversity, discrimination and conflicting values and develop strategies for challenging all forms of offensive behaviour. They will learn about the risks of radicalisation and extremism and about the recruitment techniques used by extremist groups.   |

**Lead Teacher**

Lewis Twist

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## 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.

## Year 11 RS Curriculum Aims

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

### 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 11 RS Curriculum | Topics  | Content   |
|-----------------------|---|---|
| Term 1                | Christian Practices (Paper 1)   | With approximately 2.4 billion Christians in the world students build on all their previous learning in Year 7, 8 and 9 with Christianity exploring how Christians practice their faith today. Students will focus on how Christian's worship God, exploring prayer and key sacraments such as Baptism and Holy Communion. They will also study the key pilgrimage sites and festivals for Christians today. Students will also examine why and how Christians help those in need in the local community and world and consider some of the key challenges Christians face such as persecution.   |
| Term 2                | Relationships and the Family (Paper 2)<br><br>Islam Practices (Paper 1) | Students consider some of the key religious, philosophical and ethical arguments relating to sexuality, divorce, family life and gender equality in the <b>relationships and the family unit</b> . Students will examine the changing attitude of people in the UK to different sexualities. Students will explore contemporary British and Christian attitudes towards sexual relationships before and outside marriage. Students consider Christian beliefs about contraception. Students will also investigate Christian beliefs about the nature and purpose of marriage and the Christian response to divorce. Students will also explore the changing nature of the family and the importance of the family in Christianity. Finally, students will consider examples of gender prejudice and discrimination in the UK today and will examine Christian attitudes to the role of men and women.<br><br>In the second half of the spring term students will build on their previous learning in years 7-10 with Islam by studying the unit <b>Islam Practices</b> . There are approximately 1.8 billion Muslims in the world today and it is the fastest growing religion. In this unit students will investigate what it means to be a Muslim in the world today. Students will investigate the Five Pillars in Sunni Islam and the Ten Obligatory Acts in Shi'a Islam. Students will investigate the declaration of faith Shahadah. Students will then explore the second pillar of Salah, examining how and why Muslims pray. Students will explore the pillar of sawm, examining how and why Muslims fast. Students will consider the importance of the pillar Zakah and how and why Muslims give to charity. Students will also explore the final pillar of Hajj, investigating the origins of Hajj. Students will learn about Jihad, tackling some of the misconceptions caused by the media. Students will investigate the key festivals of Id-ul-Fitr and Id-ul-Adha and the festival of Ashura, focussing on how and why they are observed. |
| 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.bbcbitessize.com](http://www.bbcbitessize.com), SAM learning, 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:**  
**8062**

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

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**Year 11 Biology Curriculum Aims:**

The year 11 curriculum builds on units of work previously studied in year 9 and year 10. By the end of year 11, pupils will have studied a number of units. They will also review the year 9 and year 10 units in preparation for firstly their mock exams in December, March and then the final exams in Summer.

| <b>Year 11 Biology Curriculum</b> | <b>Topics</b>  | <b>Content</b>   |
|-----------------------------------|--|--|
| <b>Term 1</b>                     | Reproduction<br>Variation and Evolution<br>Genetics and Evolution                                      | The reproduction unit is briefly recapped at the start of year 11. The two genetics modules this term then cover the influence of the environment 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. Students understand how features are inherited. |
| <b>Term 2</b>                     | Adaptations, Interdependence and competition<br>Organising an ecosystem<br>Biodiversity and Ecosystems | 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. 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.  |
| <b>Term 3</b>                     | Biodiversity and Ecosystems<br>Revision for Mocks  | 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. Prior units will then be reviewed in order to ensure thorough preparation for the final exams.                   |

**What resources can my child access for support?**

Your child has a kerboodle log in where they can access the digital textbook and checklists of content. [www.kerboodle.com](http://www.kerboodle.com).

They can also purchase a revision guide from school which covers the above content and is specific to the exam board.

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

Learners can attend the STEM club which is a weekly club organised by members of the science department.

**Head of Science:**

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**Head of Biology**

Collette Robertson

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Exam board AQA <https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>



**Year 11 Chemistry Curriculum Aims:**

In year 11 students build upon their existing scientific knowledge in Chemistry and apply what they have learnt to the world around them. This will allow them to engage in topical debate about our planet and engage in a more sustainable way of life.

| Year 11 Chemistry Curriculum | Topics                      | Content  |
|------------------------------|-----------------------------|--|
| Term 1                       | Organic Chemistry           | 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 unit on the Earth's atmosphere studied in year 9. |
|                              | Chemical Analysis           | Analytical Chemists have developed many tests to detect specific chemicals. Some unknown substances can be identified using measurements from chromatograms, and the differing properties of gases can be used as quick tests for a specific gas.  |
| Term 2                       | The Earth's Resources       | Scientists and engineers are trying to solve the problems caused by increased levels of air pollutants. 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.                                    |
| Term 3                       | Retrieval and consolidation | The final term will be used for retrieval and consolidation in preparation for the GCSE examinations.  |

**What resources can my child access for support?**

Your child will have access to online resources, including textbooks, podcasts and exercises through. [www.kerboodle.com](http://www.kerboodle.com).

They can also access national curriculum revision materials at [www.bbcbitesize.com](http://www.bbcbitesize.com).

Podcasts and questions are available on all topics a [www.GCSEpod.com](http://www.GCSEpod.com)

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

In year 10 pupils are encouraged to attend revision sessions on a Wednesday night in 204. Pupils studying at higher level are encouraged to attend on Friday in S5.

**Head of Science:**

Helen Stones

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**Head of Chemistry**

Louise Kwasnicki

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Exam board AQA <https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

**Year 11 Physics Curriculum Aims:**

In year 11 students build upon their existing scientific knowledge 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.

| Year 10 Physics Curriculum | Topics                                     | Content  |
|----------------------------|--|--|
| <b>Term 1</b>              | Waves<br>The electromagnetic spectrum      | In year 7 students studied the basics of waves and in year 9 looked at waves as a method of transferring energy. The year 11 scheme covers the behaviour of waves, for example, refraction at a boundary, and goes on to explore the different parts of the electromagnetic spectrum. Using ideas about the behaviour of different waves students will be able to explain why certain wave types are used for different applications.  |
| <b>Term 2</b>              | Electromagnetism<br>Space (Separates Only) | 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. 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. |
| <b>Term 3</b>              | Retrieval and consolidation                | The final term will be used for retrieval and consolidation in preparation for the GCSE examinations.  |

**What resources can my child access for support?**

Your child will have access to online resources, including text books, podcasts and exercises through [www.kerboodle.com](http://www.kerboodle.com).

They can also access national curriculum revision materials at [www.bbcbitesize.com](http://www.bbcbitesize.com).

Podcasts and questions are available on all topics a [www.GCSEpod.com](http://www.GCSEpod.com)

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

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 get involved in longer term STEM projects.

**Head of Science:**

Helen Stones

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**Head of Physics**

Tony Gledhill

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**Exam board AQA**

<https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464> (Trilogy)

<https://www.aqa.org.uk/subjects/science/gcse/physics-8463> (Separate Science)

**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.

**BTEC First in Sport Curriculum Aims:**

This course provides an engaging and relevant introduction to the world of sport. It incorporates important aspects of the industry, such as fitness testing and training for sport and exercise, the psychology of sport, practical sports performance and sports leadership. It enables you to develop and apply your knowledge, while also developing a range of relevant practical, communication and technical skills.

**Subject Content:**

You will study three mandatory units, covering the underpinning knowledge and skills required for the sports sector, alongside one further optional unit:

Unit 1: Fitness for Sport and Exercise.

Unit 2: Practical Performance in Sport.

Unit 3: Applying the Principles of Personal Training.

Unit 6: Leading Sports Activities.

**How will you be assessed:**

You will carry out tasks/assignments throughout the course. Your teacher will mark these, and so you will receive feedback as to how you are getting on.

The assessment for Unit 1: Fitness for Sport and Exercise is an onscreen test which is marked by Pearson.

**Year 11 BTEC First in Sport Curriculum Plan:**

|                       | Topics                                  | Content   |
|-----------------------|---|---|
| <b>Term 1 &amp; 2</b> | Unit 6: Leading Sports Activities       | Coursework based unit, with assessment carried out through both written and practical work. Students will be tasked with planning and delivering a sports coaching session to a KS3 group.<br>Content will include:<br>Know the attributes associated with successful sports leadership.<br>Undertake the planning and leading of sports activities.<br>Review the planning and leading of sports activities. |
| <b>Term 2 &amp; 3</b> | Unit 2: Practical Performance in Sport. | Coursework based unit, with assessment carried out through both written and practical work. Students will be assessed practically in two sports.<br>Content will include:<br>Understand the rules, regulations and scoring systems for selected sports.<br>Practically demonstrate skills, techniques and tactics in selected sports.<br>Be able to review sports performance.                                |

#### What resources can my child access for support?

BTEC First in Sport Revision Guide (published by Pearson)

[https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/Sport/2012/Specification-and-sample-assessments/9781446936368\\_BTECFIRST\\_AWD\\_SPORT\\_SPEC\\_ISS4.pdf](https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/Sport/2012/Specification-and-sample-assessments/9781446936368_BTECFIRST_AWD_SPORT_SPEC_ISS4.pdf)

#### 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 and leadership skills to assist in the completion of their coursework.

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Exam board: Pearson