



Great in name, greatest together

# Great Sankey

High School

## 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 10 students begin courses which will lead to 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 Sport 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. By the time students reach the end of year 10 they will be completing full past papers to help with preparation for formal exams at the end of year 11. Formal 'mock' exams take place in June of year 10. 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, maths and science students will be set 3 homework activities per fortnight. 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)

**Art Curriculum Vision:**

In the Art department we aim to create an environment in which every child can feel confident and succeed. To encourage individual creativity and nurture a passion for the subject. We aim to enable our learners to develop an understanding and appreciation of the diversities of life, be it cultural, geographical, social, economic or skill. Our schemes of learning cover a vast array of inspirational starting points allowing our learners to critically reflect and gain knowledge & understanding not only from those around them but from those who have gone before. Students are encouraged to take this knowledge forward whilst problem solving, skilfully creating, experimenting and finally producing their personal outcome.

Underpinning the practical element of our teaching and learning is a focus on building self-confidence. When our learners participate in individual, group activities or critical reviews, the feedback they give builds self-respect by teaching them to accept constructive criticism and praise from others. This in turn develops character, acceptance, resilience and supports good mental health; invaluable life skills our learners will take forward into adulthood. The Rt Hon Jeremy Wright MP addressed the need to teach these life skills to ALL in his 'Value of Culture' speech in January 2019.

*"Skills of self-confidence, teamwork and dedication are eminently transferable, and they are learned through the opportunities arts and culture can offer"*

(The Rt Hon Jeremy Wright's speech Jan 2019.)

**Year 11 Art 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 Art Curriculum</b>	<b>Topics</b>	<b>Key Knowledge</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 their subject skills and knowledge 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 finishing touches to maximise each pupil's potential.
<b>Term 2</b>	Towards the end of this half term our course comes to an end. 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.

[Lorna.philcock@greatsankey.org](mailto:Lorna.philcock@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.

Year 11 Textiles Curriculum	Topics	Key Knowledge
<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 subject skills and knowledge 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 finishing touches to maximise each pupil's potential.
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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.

[lorna.philcock@greatsankey.org](mailto:lorna.philcock@greatsankey.org)

**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 GSHS. 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 decision 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>Key Knowledge</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 sale 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>

**BEICT 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 GSHS. 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 Computer Science Curriculum Aims:**

Year 11 Computer Science Curriculum	Topics	Key Knowledge
<b>Term 1</b>	Logic and Languages Data Representation Recap on System Architecture, Networking & Ethical and Legal Mock preparation	At the start of year 11 students will have completed their programming project in year 10 and will be moving onto their last 2 units of the course, Logic and languages and Data representation. This content has been covered in part in previous years and they will be pulling on the knowledge in other subjects such as maths, electronics and engineering to help complete these units. At the end of this term students will be preparing to take their mocks.
<b>Term 2</b>	Reflection time from Mocks Paper 1 and Paper 2 mock papers and exam technique	At the start of January students will be given their mock papers and grades. From this Students personalised intervention will take place with target areas that are specific to the students. Key term retrieval tasks will be used and practice on writing longer answer questions looking at exam technique, model answers and marking practice.
<b>Term 3</b>	Paper 1 and Paper 2 mock papers and exam technique	The exam for both papers is the first week of the exam season (May – July) and therefore students need to have been through all content and have seen a range of Mock papers or past papers covering all topics. By this point students should feel confident with what topic areas will appear on which papers and how best to tackle trickier questions.

**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/>

## **Design and Technology Curriculum Vision**

In GCSE Design and Technology Year 11 students will be confident in using all of the tools and equipment we have in school to enable them to make their project for their GCSE Coursework, building upon prior knowledge gained in Year 10. Students will have gained awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will have the opportunity to work creatively when designing and making and apply technical and practical expertise. Students will also study specialist technical principles in greater depth to ensure they are successful in their exam at the end of the year.

## **Year 11 Curriculum Aims**

In Year 11 in GCSE Design and Technology students have five lessons per fortnight. Students will produce their NEA (coursework and product). They also use 50% of their time to revise for their GCSE Exam in May. Students must apply all of their knowledge gained from Year 10 to complete more complex and detailed coursework.

## **Subject Content**

**Coursework is 50% and the written exam is 50%**

### Coursework - Non-exam assessment (NEA)

#### What's assessed?

Practical application of Core technical principles, specialist technical principles and designing and making principles.

#### How it's assessed

Students produce a portfolio of work and a practical piece this is 50% of their final grade it takes 30–35 hours approximately and is worth 100 marks. The assessment criteria states that students must identify and investigate design possibilities of various contextual challenges set by the exam board. They then produce a design brief and specification to suit the needs of their client. Students then generate a range of design ideas and they develop these ideas, realising their final design. Throughout the process students will be constantly analysing and evaluating using the iterative design process.

Contextual challenges to be released annually by AQA on 1st June in the year prior to the submission of the NEA. Work will be marked by teachers and moderated by AQA.

## **Exam**

### What's assessed?

Theoretical application of Core technical principles, specialist technical principles, and designing and making principles.

In addition: at least 15% of the exam will assess maths and at least 10% of the exam will assess science.

### How it's assessed

Written exam: 2 hours 100 marks = 50% of GCSE Questions

Section A – Core technical principles (20 marks) A. mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

Section B – Specialist technical principles (30 marks). Several short answer questions (2–5 marks) and one extended response to assess a more in-depth knowledge of technical principles.

Section C – Designing and making principles (50 marks). A mixture of short answer and extended response questions.

The exams and non-exam assessment will measure how students have achieved the following assessment objectives.

- AO1: Identify, investigate and outline design possibilities to address needs and wants.
- AO2: Design and make prototypes that are fit for purpose.
- AO3: Analyse and evaluate: • design decisions and outcomes, including for prototypes made by themselves and others • wider issues in design and technology.
- AO4: Demonstrate and apply knowledge and understanding of: • technical principles • designing and making principles

Year 11 DT GCSE	Topics	Key Knowledge
<b>Term 1</b>	AO1 Identify, investigate and outline design possibilities (20 marks) A02 Design and make prototypes that are fit for purpose.  Revision for Exam Unit Section Four and Five – Paper, board, wood, metals and polymers.	AO1 Section A - Identifying & investigating design possibilities - 10 marks AO1 Section B - Producing a design brief & specification - 10 marks A02 Section C - Generating design ideas - 20 marks A02 Section D - Developing design ideas - 20 marks This is an iterative process and students revisit all areas in the development of their coursework so this is a guide. Students will continue to complete revision for the exam unit using one lesson per week to focus on this. Students will complete an exam on paper and boards, woods metals and polymers, stock forms and standard components, hand tools power tools and machines, shaping, joining moulding techniques, treatments and finishes.
<b>Term 2</b>	A02 Design and make prototypes that are fit for purpose A03 Analyse and evaluate. Coursework is completed by end of March and we then focus on the exam and past papers for exam in May.	A02 Section D - Developing design ideas - 20 marks A02 Section E - Realising design ideas - 20 marks A03 Section F - Analysing & evaluating - 20 marks During the making section from January to February half-term students will complete revision in their own time after school and in the completion of homework. Once coursework is complete all lessons will focus on the exam with revision in lessons, past papers and booster sessions.
<b>Term 3</b>	GCSE Exam revision	

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

When completing homework and research tasks [www.technologystudent.com](http://www.technologystudent.com) is an excellent resource and there are many books in the LRC that can help. GCSE Pod is also an excellent resource especially for the exam component of the course.

You can find out about all our Design and Technology qualifications at [www.aqa.org.uk/designandtechnology](http://www.aqa.org.uk/designandtechnology).

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

Throughout the two years' students have the opportunity to visit Jaguar Land Rover to see how the Automation and assembly line works. We also have visits to companies in the area for example IKEA and Alucan.

Head of Design and Technology – Julie Attwood

[julie.attwood@greatsankey.org](mailto:julie.attwood@greatsankey.org)

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**Electronics GCSE Curriculum vision:**

This course is ideal if you are interested in a career in electronic or electrical engineering. 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
Term 1	Chapter 1 - Timing circuits 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
Term 2	Chapter 3 - Interfacing digital and analogue systems 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. 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.
Term 3	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?rId=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/>

**Engineering Curriculum vision:**

The National Curriculum states that 'specifications in engineering must require students to develop subject knowledge, skills and understanding that allow them to solve engineering problems in an informed way. Specifications will give students access to the use of new technologies, materials and processes in addition to established engineering practices. They must enable students to put theory into practice, solving engineering problems through the application of mathematical principles and computer modelling/simulation to produce carefully considered manufactured outcomes which showcase essential practical skills.'

As a consequence of this mission statement the decision has been made to focus in the main on planning and practical skills, reinforced with theory, in year 10. All assessments, in year 10, will be of a practical nature focusing on planning and the safe manufacture of a quality product. The theory part of the course will be assessed termly by way of tests based on exam questions. We also aim, in year 10, to build a portfolio of practical work that can be used when leaving school and applying for an apprenticeship or college course. The practical tasks also build competency on the machines and support aspects of the theory part of the course. The planning and practical skills will also transfer to other life skills for the future.

**Year 11 Curriculum Aims:**

Students again have five lessons every two weeks in Engineering. The format is the first three half terms will be dedicated to completing the three controlled assessment tasks (the first two weeks of each half term will be for preparation for each controlled assessment). The last term of year 11 will be dedicated to exam preparation with a series of further mock exams ready for the end of course exam in May.

**Subject content**

Half terms 1, 2 & 3 will be dedicated to generating evidence for the controlled assessment part of the course (75%). Half term 4 & 5 will be dedicated to re-visiting the theory work completed as part of the year 10 work and links to the controlled assessment work.

<b>Year 11 Engineering Curriculum</b>	<b>Topics</b>	<b>Key Knowledge</b>
<b>Term 1</b>	Pupils will prepare for and complete controlled assessment tasks for units R110 and R111	To start the year, pupils will review the tasks set during the last term of year 10. Focus will be on the work needed for Units R110 & R111. Half term 1 will allow pupils to generate evidence for the first controlled assessment (Unit R110). The second half term will allow pupils to generate evidence for the second controlled assessment (Unit R111). There will be a full mock exam at the end of term 1.
<b>Term 2</b>	Pupils will prepare for and complete controlled assessment tasks for unit R112 Exam preparation will start after half term	The first half term is dedicated to the generation of evidence for the final controlled assessment (Unit R112). Once the controlled assessment is completed, lesson time will be used for preparation for the end of course exam.
<b>Term 3</b>	Pupils will prepare for the end of year exam	The first half term will complete the preparation for the final exam, by repeated use of past exam papers.

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

Useful books (copies are available in the LRC)

“DeGarmo’s Materials and Processes in Manufacturing” – Black & Kosher – Wiley ISBN: 978-0-470-87375-5.

“Basic Manufacturing” – Roger Timings – Newnes ISBN 0-7506-5990-4

“Workshop processes, practices & materials” – Bruce J. Black ISBN 978-0-08-089064-7

“Basic Engineering Technology” – Roger Timings – Heinemann Newnes ISBN 0-434-91949-7

“Manufacturing Technology Volume 1” – Roger Timings Prentice hall ISBN 0-582-35693-8

“Manufacturing Technology Volume 2” – Roger Timings Prentice hall ISBN 0-582-35797-7

“GCSE Manufacturing” – Hodder & Stoughton ISBN 0-340-81409-8

Useful web sites :-

[www.technologystudent.com](http://www.technologystudent.com)

[www.engineeringtoolbox.com](http://www.engineeringtoolbox.com)

<http://www.engineershandbook.com/>

Pupils are encouraged to look at jobs in the engineering sectors.

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

After school sessions will be available for pupils to practice manufacturing skills, from Easter in year 10. After school sessions will also be available in year 11 for pupils who miss lessons during the controlled assessment time.

**Head of Engineering:**

G Morgan-Walker

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**Exam board OCR**

**English Curriculum Vision:**

A 'Great Sankey English student' will have 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. Students will be able to use their knowledge of literary and dramatic conventions to craft their own creative texts, developing imaginative extended pieces of writing whilst refining their technical accuracy with spelling, grammar and punctuation. Students will explore a plethora of poetry from across the ages, ranging from 16<sup>th</sup> century Shakespearean sonnets to the most recent work of our poet laureate. They will also have an appreciation of non-fiction texts, understanding their function in society. They will develop their expertise in constructing transactional pieces, such as articles and letters, for a range of purposes and audiences. 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. When presenting, students will adapt their register, tone and vocabulary choices accordingly for the audience and purpose. They will understand the value of effective communication through reading, writing and oracy as an integral part to success in any future career.

**Year 11 English Curriculum Aims:**

Throughout year 11, students will continue to build on their knowledge of literary devices, language techniques and writer's craft as they prepare the foundations for their GCSE English Language and English Literature courses.

Year 11 English Curriculum	Topics	Key Knowledge
Term 1	<p>Unseen poetry</p> <p>Narrative writing</p> <p>20<sup>th</sup> century reading</p> <p>A Christmas Carol revision</p> <p>An Inspector Call revision</p>	<p><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 first two years of the courses. Similarly, to years 9 and 10, the course is taught as an integrated course as a number of the skills required for both disciplines are transferable. At the start of every lesson, students will be expected to complete a recall activity based the either English Language skills or English Literature skills.</i></b></p> <p>Pupils will focus on comparing two unseen poems. Pupils will be expected to interpret and evaluate contrasting ideas about the same theme. Pupils will begin to complete timed responses to ensure pupils are provided with regular opportunities for exam practice.</p> <p>Pupils will work on their skills of narrative writing; learning how to use sophisticated vocabulary, syntax and structure for effect. Pupils will focus particularly on crafting effective openings and endings.</p> <p>Pupils will be exposed to a range of different extracts by 20<sup>th</sup> century writers. 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.</p> <p>Revision of set texts. Pupil focus specifically on tracking the sequence of events in the novel and analysing key quotations to interpret the writer's intentions.</p>

<b>Term 2</b>	Othello revision Poetry cluster 1 revision Creative prose revision 20 <sup>th</sup> century reading revision	Revision of set texts. Pupil focus specifically on tracking the sequence of events in the novel and analysing key quotations to interpret the writer's intentions.  Pupils will be exposed to a range of different extracts by 20 <sup>th</sup> century writers. 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.
<b>Term 3</b>	English Literature revision in preparation for GCSE Examinations.  English Language revision in preparation for GCSE Examinations.	The sequence of students learning will be strategically planned to ensure that students are retrieving prior learning in each lesson for both English Literature component 1 and component 2.  The sequence of students learning will be strategically planned to ensure that students are retrieving prior learning in each lesson for both English Language component 1 and component 2.

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

Your child will have access to GCSE pod online.

[www.bcbitesize.com](http://www.bcbitesize.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. The English department offer a website club for students with an interest in journalism and the media, and there is a popular Dungeons and Dragons club providing an excellent for students of all year groups to escape to a fantasy world once a week.

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**Curriculum Leader 7-11:**

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**KS4 Leader:**

Ron Vose

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**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 a double lesson and 3 single lessons every 2 weeks. The work is focused initially on the requirements of the NEAs which make up 50% of the final grade. Once these are completed we revisit the 5 main topics: Food nutrition and health, food science, food safety, food choice and food provenance and aim to retrieve knowledge in readiness for the final exam.

Year 11 Food Preparation and Nutrition Curriculum	Topics	Key Knowledge
Term 1	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.
Term 2	NEA2.	For the NEA2, students are required to produce a concise portfolio. This is the more creative task and students are required to prepare, cook and present a final menu of three dishes to meet the needs of a specific context. They are required to research the brief and present a range of possible solutions before showcasing their food preparation skills whilst producing four technical dishes. The dishes made, must be justified fully linking back to the brief. Students then carry three dishes forward and have to develop them into a new and exciting format in readiness for the final exam. This is carried out in a single three-hour session and on completion students will analyse and evaluate the outcomes through sensory testing, nutritional analysis, costing. This will then inform suggestions for improvement and possible adaptations.
Term 3	Food nutrition and health Food science Food safety Food choice Food provenance	On completion of the NEA2 a full revision programme begins. All 5 elements of the specification are revisited and techniques are taught to make the exam less daunting. Multiple choice questions are given each lesson as Section A has this format and makes up 20% of the final score. Short and long answer questions will be a key focus and mark schemes will also be used to help students see what is expected for the differing marks. In double lessons, students will have an opportunity to complete full past papers. This will help them to manage their time and practise retrieving information from all areas of the course.

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

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.

#### Head of Food:

V Knight

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

### 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 description. 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	Key Knowledge
Term 1	Fieldwork Resource Management and Water	We start year 11 by carrying out and analysing the fieldwork. We carry out a human and physical investigation focussed on an area of study. We use the lessons to carry out graphs to practice our geographical skills. We then focus on Resource Management looking at the demand for water resources and the different strategies to increase water supply.
Term 2	Urban Issues and Challenges	We focus on how Cities create opportunities and challenges. We look at Urban change in the UK and how it leads to a variety of social, economic and environmental opportunities and challenges. We also look at Urban sustainability and how it requires management of resources and transport.
Term 3	Geographical skills DME Preparation	The final term, we look at Geographical skills by focusing on Atlas maps, OS maps, maps with photographs, Numerical skills and statistical skills. We also get the pre-release paper a month before paper 3 so we can analyse the booklet and practice possible questions.

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

[www.aqa.org.uk](http://www.aqa.org.uk) GCSE POD [www.exampro.co.uk](http://www.exampro.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 [shaun.elliott@greatsankey.org](mailto:shaun.elliott@greatsankey.org)

**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 them to progress to A-Level, enter an apprenticeship or study to complement their other GCSEs.

**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. 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.

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 them 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, experiment 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. During the year students will also prepare a professional style portfolio that can be used for interview.

Year 11 V-Cert Technical award in Graphic Design	Topics	Key Knowledge
Term 1	Line, tone, colour, composition, typography, and imagery, Final project - stationary set. Designer research, produce work in the style of a chosen design. 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. 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.
Term 2	Continue to work in the style of a designer. Exam preparation. Independent skills practice. 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) During this practise time one lesson a week will continue to be evidence portfolio, one practical and with 3 being exam preparation.
Term 3	Higher level skills. Designers in professional practise. Work submission, feedback and re-entry. 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. Students will also prepare for booster and Controlled assignment resit which takes place at the end of the GCSE programme. Students will receive feedback on final mark and given one opportunity to improve and re-submit, up to July.

**SMSC:** The specification provides a framework and includes specific content through which we address spiritual, moral, ethical, social, legislative, economic and cultural issues. Students are given opportunities to reflect and enhance their understanding of these areas.

**What resources can my child access for support?** The exam board'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. 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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**IT 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 GSHS. 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 decision as adults. My wish for all learners is that they become lifelong learners with a thirst to learn more.

**Year 11 IT Curriculum Aims:**

Year 11 IT National Curriculum	Topics	Key Knowledge
<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 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. 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:**

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Exam board = OCR <https://www.ocr.org.uk/qualifications/cambridge-nationals/information-technologies-level-1-2-j808/>

**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.

Year 11 Mathematics Curriculum	Topics	Key Knowledge
Term 1	Sets, Venn Diagrams and Possibility Spaces Probability Proof (Higher students only) Number, Algebra and Ratio Recap modules	Building upon earlier work, students gain a further understanding of how sets 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.  The preparation for the final exams begins with reviews of Number, Algebra and Ratio – these are based upon Question Level Analysis (QLA) results from the end of exams in June of Y10
Term 2	Geometry and Data Recap Modules Review of topics highlighted for development in First Mock Examination Second Mock Examination Review of Topics highlighted for development from Second Mock Examination	Students will complete the final elements of the GCSE course in preparation for completing the Mock Examinations in December. After receiving the Mock results in January, areas for development are identified and lessons are tailored to working on embedding and enhancing the knowledge in these areas. Following a second Mock examination in March, the areas for development will be refined further and students will work intensively on examination-style questions to consolidate and extend their skills.
Term 3	Continuation of Topic Review from Second Mock Preparation for GCSE Examination Series	

**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](#)

**MFL Curriculum Vision:**

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

### Year 11 French GCSE Curriculum Aims:

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

Year 11 French Curriculum	Topics	Key Knowledge
<b>Term 1</b>	<p><u>Culture and identity</u>: 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>: transport, holiday destinations, accommodation, facilities, weather, regions of France, main cities</p> <p><b>Grammar</b>: faire and jouer, re-visit simple future tenses. re-visit perfect tense, imperfect tense for recognition</p>	<p>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 their free time and hobbies in all three time frames.</p> <p>They will be able to speak and write about holiday preferences. They will be able to give an account of a holiday using a range of verbs in the perfect and some examples of the imperfect tense.</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><u>Social issues</u>: poverty, charities and charitable work</p> <p><u>Social issues</u>: Healthy and unhealthy eating, compare old and eating habits, smoking, drugs and alcohol, health resolutions</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 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 be able to discuss healthy and unhealthy lifestyles and make suggestions as to what they or others should or shouldn't or do in order to keep healthy. They will be able to compare current and past habits.</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 21<sup>st</sup> – 24<sup>th</sup> April.</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.bbcbitesize.com](http://www.bbcbitesize.com)                      [www.quizlet.com](http://www.quizlet.com)

#### Head of Department:

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#### Second in Department:

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Exam board: [www.aqa.org.uk](http://www.aqa.org.uk)

### 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 German Curriculum	Topics	Key Knowledge
<b>Term 1</b>	<p><u>Culture and identity:</u> revision of language for topic of technology</p> <p><u>Local, national and cultural areas of interest:</u> the environment, local environmental problems</p> <p><u>Social issues:</u> charity work at home and abroad, voluntary work abroad</p> <p><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</p>	<p>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.</p> <p>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.</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>Local, national and cultural areas of interest:</u> global issues, homelessness and poverty</p> <p><b>Grammar:</b> Ich muss + infinitive, indefinite pronouns, re-visit reflexive verbs, weak masculine nouns</p>	<p>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.</p> <p>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><u>Current and future study:</u> future plans, university, career choices and ambitions</p> <p><b>Grammar:</b> re-visit future tense, adverbs hoffentlich and vielleicht, wäre and hätte in conditional sentences, expressing possibility.</p> <p>Speaking exams 21<sup>st</sup> – 24<sup>th</sup> April.</p> <p>Revision and intensive practice of exam strategies and content for the listening, reading and writing exams.</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>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.bbcbitesize.com](http://www.bbcbitesize.com) [www.quizlet.com](http://www.quizlet.com)

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Exam board: [www.aqa.org.uk](http://www.aqa.org.uk)

### Year 11 Spanish 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	Key Knowledge
Term 1	<p><b>Culture and identity:</b> free-time activities in the past present and future, re-visit language to talk about sports</p> <p><b>Local, national and international areas of interest:</b> transport, holiday destinations, accommodation, facilities, weather, regions of France, main cities</p> <p><b>Grammar:</b> hacer and jugar, re-visit simple future tenses. re-visit preterit tense, imperfect tense for recognition. Re-visit expressing opinions and use of comparatives. Use of verb “estar” for location and with past participles. The preterit tense and introduction to the imperfect tense to discuss past holiday</p>	<p>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 their free time and hobbies in all three time frames.</p> <p>They will be able to speak and write about holiday preferences. They will be able to give an account of a holiday using a range of verbs in the perfect and some examples of the imperfect tense. They will re-inforce skills required to translate to and from the target language which are requirements for the GCSE papers.</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><b>Culture and identity:</b> Eating habits and eating out</p> <p><b>Local, national and international areas of interest:</b> Healthy and unhealthy eating, compare old and eating habits, smoking, drugs and alcohol, health resolutions</p> <p><b>Current and future study:</b> future plans, post-16 education, compare university and apprenticeships, future jobs and careers</p> <p><b>Grammar:</b> Re-visit key verbs for eating at different meal times. The imperfect tense to compare current and past eating habits. Use of imperative to discuss how to improve diet and lifestyle. Re-visit future tense to talk about future career and job choices.</p>	<p>They will be able to discuss eating habits and what they eat at different mealtimes. Students will be able to order food at a restaurant and gain an insight into eating Spanish eating habits and traditional Spanish foods.</p> <p>They will be able to discuss healthy and unhealthy lifestyles and make suggestions as to what they or others should or shouldn't do in order to keep healthy. They will be able to compare current and past habits.</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 21<sup>st</sup> – 24<sup>th</sup> April.</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.bbcbitesize.com](http://www.bbcbitesize.com) [www.quizlet.com](http://www.quizlet.com)

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**Music Curriculum Vision:**

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

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

### 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	Key Knowledge
<b>Term 1</b>	Recap of theory and history of music AoS1- 4. Recap of set classical piece and set popular pieces. Solo and Ensemble final performance recording. Free & Brief Composition. Mock Paper 2	Students will take a theory and history of music AoS1- 4 test so we can audit their strengths and identify gaps in knowledge. Strategies such as Tier 3 vocabulary and memory recall tasks are common in lessons. Students will continue to study their set pieces in greater detail both through performance and research/ analysis tasks, relating to the wider context and cultural capital. Students perform their 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. Recap of theory and history of music AoS1- 4. Recap of set classical piece and set popular pieces. 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.

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

Your child will have access to online resources through Moodle and the Great Sankey Music website:- [www.greatsankeymusic.com](http://www.greatsankeymusic.com) or check out our showcase of performances YouTube Channel **Sankey Music**

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

We offer an extensive programme with at least two ensembles rehearsing after school each night and a concert every half term. Our ensembles include:- Sankey Singers, Bellas & Fellas A capella, Theory Club, The Hit Men, Y7 Drum Ensemble, Ukulele Ensemble, String Ensemble, Young Musicians, Rock Bands & Junior Ensemble. Our programme of concerts include:- Christmas Concert, GCSE Music Concert, Great S Factor, MAT Collaborative Concert, Young Musicians Concert & Summer Concert.

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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	Key Knowledge
<b>Term 1</b>	<p><b>Unit 3 – Task 3</b> 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> 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> 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> 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> 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> 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> 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?**

Each students has a folder, which contains detailed instructions for each piece of coursework, and feedback and tracking. All lesson resources are available on Classwork/Music/Music Technology. 'Quizlet' can also be used to revise key terms.

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

We offer an extensive programme with at least two ensembles rehearsing after school each night and a concert every half term. Our ensembles include:- Sankey Singers, Bellas & Fellas A capella, Theory Club, The Hit Men, Y7 Drum Ensemble, Ukulele Ensemble, String Ensemble, Young Musicians, Rock Bands & Junior Ensemble. Our programme of concerts include:- Christmas Concert, GCSE Music Concert, Great S Factor, MAT Collaborative Concert, Young Musicians Concert & Summer Concert.

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**Music Technology Curriculum Lead:**

Paul Bryan

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**Exam board:**

NCFE

<https://www.qualhub.co.uk/qualification-search/qualification-detail/nfce-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 Cambridge National Sport Studies Curriculum Aims:**

The Cambridge Nationals in Sport Studies take a more sector-based focus, whilst also encompassing some core sport/physical education themes. Learners have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance. They will learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media. Learners will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry.

**Year 11 Cambridge National Sport Studies Curriculum Plan:**

	Topics	Key Knowledge
Term 1	R056: Developing knowledge and skills in outdoor activities	This stand-alone unit is a mix of practical and theory. For the theory element the experience of having completed the exam unit RO51 will prepare them for the written aspect of this unit as there are three written assignments. Practical sessions are carried out in the autumn and spring as they are weather dependent. Students will complete activities including rock climbing, gorge walking, mountain biking and hiking.
Term 2	R056: Developing knowledge and skills in outdoor activities &  R052: Developing sports skills	This term is used to finalise R056, particularly the practical aspect of outdoor adventurous activities. RO52 is a very practical unit where students study one team sport (football, handball, netball) one individual sport (badminton or table tennis) as well as learning to officiate. Students can also be assessed by witness statement in sports they participate in out of school. This is completed in the last two terms to take the exam pressure off students. It is also usually the students strongest unit and their skill level will have fully developed at this stage.
Term 3	R052: Developing sports skills	RO52 is a very practical unit where students study one team sport (football, handball, netball) one individual sport (badminton or table tennis) as well as learning to officiate. Students can also be assessed by witness statement in sports they participate in out of school. This is completed in the last two terms to take the exam pressure off students. It is also usually the students strongest unit and their skill level will have fully developed at this stage.

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

Information about the course and exemplar work can be found on the OCR website <https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j803-j813/>. If any students are resitting they are provided with a revision pack (designed by the department)

For practical sport information and resources 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 inter-house competition, giving all students the opportunity to represent their house in an organised competition.

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Exam board OCR <https://www.ocr.org.uk/Images/82412-specification.pdf>

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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 GCSE Physical Education Curriculum Aims:**

Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance

Understand how the physiological and psychological state affects performance in physical activity and sport

Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas

Develop their ability to analyse and evaluate to improve performance in physical activity and sport

Understand the contribution that physical activity and sport make to health, fitness and well-being

Understand the key socio-cultural influences that can affect people's involvement in physical activity and sport.

**Year 11 GCSE Physical Education Curriculum Plan:**

	Topics	Key Knowledge
<b>Term 1</b>	Component 1: Fitness and Body Systems-topic 1: Applied anatomy and physiology Component 3: Practical sport	The start of year 11 focusses on retrieval of year 10 content to consolidate knowledge. New content is introduced in component 1 focussing on the body systems and their responses to exercise. Practical sport continues to run parallel throughout the term.
<b>Term 2</b>	Component 1: Fitness and Body Systems- topic 2 movement analysis. Component 2: Health and Performance- topic 3: Socio-cultural influences Component 3: Practical sport Component 4: Personal Exercise Programme (PEP)	In this term students focus on topics that have been identified as more challenging. This is left until later in the course as prior knowledge allows for better a understanding. Students will prepare for a complete practical moderation for both their team and individual sports. Students revisit PEP to add in any new content and finalise for submission.
<b>Term 3</b>	Component 1: Fitness and Body Systems- Component 2: Health and Performance-	Students will revisit content from year 10 and 11 as well as undergoing a structured programme of revision in preparation for the two exam which take place at the end of May.

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

CGP revision guides and workbook – provided by the department.

GCSE pods <https://www.gcsepod.com/>

For practical sport Information and resources 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 inter-house competition, giving all students the opportunity to represent their house in an organised competition.

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**KS3 Curriculum Lead: n/a**

**Exam board** [https://qualifications.pearson.com/en/qualifications/edexcel-](https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html)

[gcses/physical-education-2016.html](https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html)

**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.

	<b>Topics</b>	<b>Key Knowledge</b>
<b>Term 1</b>	<p>Promoting <b>self-esteem</b> and coping with <b>stress</b> 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 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>

	<p><b>Health and safety</b> in independent contexts Taking responsibility for health choices</p>	<p>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.</p>
<p><b>Term 3</b></p>	<p><b>British values</b>, human rights and <b>community cohesion</b> Challenging <b>extremism</b> and radicalisation</p>	<p>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.</p>

**Lead Teacher**

Lewis Twist

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### Psychology Curriculum Vision:

A Great Sankey/Barrow Hall College social science student will want to discover what leads to humans behaving in the way they do and what influences different groups within society. Students will have a desire to explore different theoretical explanations in an analytical way, which will inspire them to keep questioning and will give them a thirst for the knowledge over their whole lifetime. In addition, they will have a solid grasp of the research process as it is research which underpin all areas of the social sciences. Students will also develop the ability to translate research findings into real world applications which can then have a positive impact on the economy. Students will also develop an empathetic understanding and awareness about different conditions such as schizophrenia or depression and groups within society. This knowledge will enable them to develop their interpersonal skills which will enhance their ability to work with different types of people in a more productive way throughout their lives.

### Year 11 Psychology Curriculum Aims:

The aim of our Year 11 Psychology GCSE curriculum is to aid our students to develop a real interest in the Psychology which will help to motivate them to want to learn more. In addition, it will build upon the foundation created during year 10 and will help to prepare our students for their journey to study Psychology A level at Barrow Hall College.

Year 11 GCSE Psychology Curriculum	Topics	Key Knowledge
Term 1	Brain & Neuropsychology  Criminal psychology	<b>Brain and Neuro-Psychology</b> revisited in order to reinforce this topic area. This topic links well with the A level specification we use at A level at Barrow Hall College. <b>Criminal Psychology</b> is interesting and relatable and will help to re-charge student's batteries and re-vitalise them during their learning journey. This topic links well with the Applied Diploma in Criminology specification we study at Barrow Hall College.
Term 2	Development  Memory and Forgetting	<b>Development</b> as a topic helps to go back over some of the information already learnt during the brain topic. It also helps to reinforcement the growth mind set message during the lead up to external exams. <b>Memory and forgetting</b> - helps to recap experimental methods in time for the external exams. This topic links well with the A level specification we use at A level at Barrow Hall College.
Term 3	External examinations	

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

Your child will have access to core notes for Paper 1 and Paper 2 provided by the department. These resources can also be found via Google Drive – Social Sciences

Your child will be given a structured revision program to aid them with their revision and retrieval process in the lead up to the external exams.

Optional purchase = Edexcel GCSE (9-1) Psychology Student Book by Christine Brain, Karren Smith, et al. | 12 May 2017 ISBN = 9781292182773

Google classrooms to gain access to Quizziz

For wider interest they should access the British Psychological Society Website and subscribe £12 a year. <https://www.bps.org.uk/>

Head of Department: Clare Cunningham Email: [clare.cunningham@greatsankey.org](mailto:clare.cunningham@greatsankey.org)

Exam board: <https://qualifications.pearson.com/en/qualifications/edexcel-gcse/psychology-2009.html>

## 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 11 students continue to study their GCSE in RS studying Specification A with AQA. The course consists of two papers. In the study of Paper One students will develop their knowledge of the key beliefs and practices of Christianity and Islam, assessing what is similar and different between the two religions. In Paper One students will be given the opportunity to understand what it means to be a member of each of these faith communities both in the UK and wider world today. In Paper Two students investigate a range of controversial social issues from both religious and non-religious viewpoints. Students use this to help articulate their own viewpoint on these widely debated issues.

### 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	Key Knowledge
Term 1	Islam Practices (Paper 1)	With 1.8 billion Muslims in the world students build on all their previous learning in Year 7, 8 and 9 with Islam exploring how Muslims practice their faith today investigating specifically topics such as the Five Pillars and key festivals.
Term 2	Relationships and the Family (Paper 2)	Students consider some of the key religious, philosophical and ethical arguments relating to sexuality, divorce, family life and gender equality. This unit enables students to discuss some of the key global issues that confront humanity in the 21st Century and articulate their own view point on these issues whilst understanding why some may disagree with them
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.bbcbitese.com](http://www.bbcbitese.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 offers a range of learning opportunities outside of the classroom including trips to Auschwitz, Rome and places of worship. The department also holds deeper learning days such as Holocaust Memorial Day and World Religion's Day.

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

**Science Curriculum Vision:**

A 'Great Sankey Scientist' is a curious individual with an inquisitive and enquiring mind. They strive for answers about how or why something behaves or acts the way it does. They investigate, considering all the factors that can affect their results and then evaluate their methods and strive to improve what they have done. They can make an open minded attempt to explain the world around them using evidence and facts. They understand the value of evidence over opinion, can spot trends in data and make conclusions and link them with explanations and understands the need for peer review. Students are not afraid to challenge ideas (in a positive way.) They have the self-motivation to read around the subject and continue their learning beyond the classroom. They think in a logical, systematic and rational way. They are also able to use abstract thinking to link ideas and concepts together. They are problem solvers (solution focussed) with good numeracy, scientific literacy and oracy skills. They have the ability to look at the complex systems within Biology, Chemistry and Physics and explain how they work in terms that anyone can understand.

Science solves problems that effect everybody and also it enhances life where problems aren't there anyway. Science provides the economic growth this country depends on. Science help pupils understand the world around them and 'how they fit'. Science provides knowledge and understanding that allows pupils to better engage in wider society. For example, pupils will have a more informed viewpoint on climate change, medical techniques, natural conservation, recycling of different materials, or nuclear power..... the list is endless! It may even lead them to become experts and leaders in these current issues; they could in turn influence future culture.

**Year 11 Biology Curriculum Aims:**

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>Key Knowledge</b>
<b>Term 1</b>	Reproduction Variation and Evolution 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 Organising an ecosystem Biodiveristy 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>	Biodiveristy and Ecosystems 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	Key Knowledge
Term 1	Energy Changes and Rates of Reaction	Energy changes are also an important part of chemical reactions. Transfers of energy take place due to the breaking and formation of bonds. The heating or cooling effects of reactions are used in a range of everyday applications. Chemical reactions can occur at vastly different rates and there are many variables that can be manipulated in order to change their speed. Chemical reactions may also be reversible so conditions will affect the yield of a desired product. In industry chemists determine the effect of different variables on the rate of reaction and yield of the product. This connects to the chemical reactions and energy changes unit directly and further develops the idea of scientific method.
Term 2	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 and concludes the Chemistry course.
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 text books, podcasts and exercises through [www.kerboodle.com](http://www.kerboodle.com).

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

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**Head of Chemistry**

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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 11 Physics Curriculum	Topics	Key Knowledge
Term 1	Waves 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.
Term 2	Electromagnetism 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.
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 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.

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