



**GEORGE
SPENCER
ACADEMY**

Our Year 11 Curriculum

A guide for parents and students

ETHOS OF EXCELLENCE

An introduction to our Year 11 Curriculum

Welcome to our Year 11 Curriculum booklet and thanks for taking the time to read and engage with this information. Year 11 is an exciting year as students reach the climax of their GCSE studies and make key decisions about their studies in Year 12 and 13.

The overall purpose of this booklet is to share our curriculum with parents so that you are more able to support your children with their learning. At George Spencer Academy, we pride ourselves on providing students with rich learning experiences through a creative and innovative curriculum. Our formal curriculum is built from sequences of topics and lessons which are designed to help students know more and remember more in each subject. Students learn better when they understand how lessons fit within their broader context and when they are able to make connections between and within their subjects. Parents can support their children by discussing this formal curriculum at home, and the information in this booklet will help you do this by summarising key topics and discussion points in each subject.

Alongside the formal curriculum, our wrap-around curriculum aims to provide a holistic approach to the development of each child. This includes Growth lessons and Form time learning on topics such as well-being, learning strategies and values for life in modern Britain. It also includes opportunities for extending learning outside of the classroom, especially through reading texts, watching films or documentaries and visiting places of interest. As parents, your help with this is much appreciated and this booklet provides ideas for partnership learning at home which will usefully complement what is being taught in school.

Included in this booklet:

- A one-page curriculum summary with half-termly topics and allocated teaching hours in each subject;
- A list of ideas for students to read, watch and visit at home for each subject;
- A calendar of key curriculum dates;
- A page for each subject which includes an intent statement, links between and within subjects, half-termly topics, skills and key questions for discussion, plus information on how students will be assessed. Also included is information on revision guides and websites and on the exam specification being studied.

If you have any queries regarding our Year 11 curriculum, please contact Mr T. Kitson at tkitson@george-spencer.notts.sch.uk. This booklet is also available in the Curriculum section of the school website if you wish to use the hyperlinks that are included in some places.

Our Year 11 Curriculum on one page

		HT1	HT2	HT3	HT4	HT5	HT6
English 5 hours a week for Lang and Lit combined	English Lang	Revisiting Explorations in creative reading and writing (fiction)	PPE feedback - consolidating Paper 1 skills in Language	Language: Revisiting Writers' Viewpoints and Perspectives	Language: Paper 2 revision	Language: Paper 1 and Paper 2 revision.	Final exams
	English Lit	<i>An Inspector Calls and Poetry Revision</i>	PPE Paper 2 feedback Revision: L&R Anthology - revisit Shakespeare	Revision: Shakespeare and A Christmas Carol	Revision: <i>A Christmas Carol</i>	Revision: Literature Paper 1 and 2 (all texts)	Final exams
Maths 5 hours a week	Maths 5 hours a week	Angle properties Constructions Plans and Elevations Statistics Interleaved revision	Scale drawings and bearings Trigonometry Interleaved revision PPE feedback	Circle Theorems Pre-calculus, gradients and rates of change (Higher only) Interleaved revision PPE feedback	Vectors Interleaved revision	Targeted GCSE revision using the QLA documents following the PPEs.	Final exams
Science Separate Science students have 5.5 hours of Science each week. Combined Science students have 4.5 hours of Science each week, plus an additional hour of either English or Maths.	Biology	Ecology	Inheritance, variation and evolution	Inheritance, variation and evolution	Revision & Exam Preparation	Ecology	Final exams
	Chemistry	Chemical Analysis, - Chemistry and the Earth's Atmosphere	The Earth's Resources, - Using Resources	Revision Exam skills	Revision Exam skills	Revision Exam skills	Final exams
	Physics	Pressure Waves	Electromagnetic spectrum Light	Magnetism Space	Revision Exam skills	Revision Exam skills	Final exams
	Combined Science	Ecology Inheritance variation and evolution Forces	Inheritance, variation and evolution Waves Chemistry of the atmosphere	Using Resources Organic Chemistry E.M Spectrum Electricity and Magnetism	Exam Preparation	Ecology Inheritance variation and evolution Forces	Final exams
PE <i>11 hrs is a typical year. Activities and order of delivery may vary.</i>	PE 1 hour a week	Football	Fitness Suite	Badminton	Trampolining	Tennis/Softball	
Options subjects	Option A 3 hours/ week	Please see subject pages for details of course content.					
	Option B 2.5 hours a week						
	Option C 3 hours/ week						
Personal Development	Personal Development 1 wo 30-minute slots per week	Building for the future	Next steps	Communication in relationships	Independence	Families	Final Exams

English and option subjects are taught in mixed ability sets, apart from in Languages where there is some ability setting. Maths and Science are taught in ability-based sets. Personal development is taught in form time.

Read, watch and visit- supporting our Year 11 Curriculum at home

Here are some ideas to extend learning outside of the classroom in each subject. Students are advised to engage with all of the subjects that they study, perhaps with a greater emphasis on subjects of particular interest as they move towards post-16 study. So that we can keep track of participation and reward excellent effort, please log activity at https://docs.google.com/forms/d/e/1FAIpQLSfDxOAEh5snHt1hihiJAjCRau-yG0WFjHQRKLhH82reIV28A/viewform?usp=sf_link

		Read	Watch	Visit
Core subjects	English Language	A Short History of Nearly Everything by Bill Bryson	Channel 4 Podcast https://www.channel4.com/news/ways-to-change-the-world	Public lectures Nottingham University
	English Literature	The Shadow of the Wind - Carlos Ruiz Zafon	David Copperfield film	Author events Waterstones book shop
	Maths	A Brief History of Time by Stephen Hawking	Money, Explained (Netflix)	The Winton Gallery, Science Museum
	Combined Science	Science News for Students https://www.sciencenewsforstudents.org/	BBC Secrets of the Super Elements (BBC Documentary)	Science Museum (London)
	Biology	The Body: A Guide for Occupants, by Bill Bryson	BBC - Life on Earth ep. 13: The Compulsive communicators	Wollaton Hall Natural History Museum , Nottingham
	Chemistry	Periodic Tales: The Curious lives of Elements: Hugh Aldersey-Williams	Materials: How They Work with Mark Miodownik (BBC)	The Faraday Museum at The Royal Institution (free admission)
	Physics	Black Holes and Baby Universes and Other Essays Book by Stephen Hawking	The Martian (Film)	Rolls Royce Heritage Tour Derby
	PE	The Greatest: Muhammed Ali by Dean Myers	All or Nothing - Manchester City	National Football Museum - Manchester
MFL	French	Le Petit Prince by Antoine de Saint-Exupery	Lupin (Netflix)	Visit the Louvre in Paris
	Spanish	Read one of the Relatos book series novels in the library	One Day at a Time - Netflix	Visit Cervantes Theatre in London
Social Sciences	Geography	The Almighty Dollar (2018)	Blood Diamond	Snowdonia
	History	Auslander by Paul Dowsell	Hitler- the Rise of Evil (youtube)	Imperial War Museum, London
	Philosophy	Mercy By Jodi Picoult	Louis Theroux, Between Life and Death	Sheffield Buddhist Centre
	Psychology	The Dark Side of the Mind: True Stories from My Life as a Forensic Psychologist by Kerry Danes	Old Enough, Netflix	Nottingham Contemporary Gallery

		Read	Watch	Visit
Technology	Design Technology	Johny Ive: The Genius Behind Apple's Greatest Products	Film: Steve Jobs	NTU Degree Showcase
	Fashion Textiles	https://www.bbc.co.uk/bitesize/examspeccs/zby2bdm	The great British sewing bee Inside the factory A stitch through time	Museums – The Textile Society a website highlighting many different museums around the country with excellent textile / fashion exhibitions
	Food Preparation and Nutrition	AQA Food Preparation and Nutrition Textbook by Anita Tull	Design and Technology GCSE: Food Preparation and Nutrition	Cadburys World
	Construction	The Construction Technology Handbook - Hugh Seaton	Grand Designs George Clarkes amazing spaces	JCB Visitor Centre / Sateba
		Read	Watch	Visit
Creative Arts	Art	Surface Treatment Workshop by Darlene McElroy and Sandra Wilson	Fake or Fortune Tim's Vermeer	Tate Modern
	Drama	Noughts and Crosses revision guide NandX revision guide	https://www.youtube.com/@TheatreBeard Theatre Beard Drama Vlog	Theatre Royal, Nottingham
	Music	https://www.trinityrock.com/improvising-fusion-style Fusions	https://www.youtube.com/watch?v=bToG3hKX5nM Queen Live at Wembley 1985	Peggy's Skylight - Live jazz and kitchen Nottingham https://peggysskylight.co.uk
	Photography	Seeing Things: A Kid's Guide to Looking at Photographs by Joel Meyerowitz,	Thomas Heaton (Youtube Channel), Digital Rev (Youtube Channel)	Walla Crag, Lake District
ICT, Business and Computing	Creative iMedia	The digital product book https://www.ambiera.com/rocketcake/doc/index.html?Gettingstarted.html	https://www.youtube.com/watch?v=vDn2NwB2Y4U - Using Rocketcake	Meetspace VR - Nottingham
	Computer Science	CodeCombat https://codecombat.com/	The Great Hack Platform: Netflix	National Video Game Museum Sheffield - https://thenvm.org/
	Business Studies	Sir Richard Branson - Business Stripped Bare: Adventures of a Global Entrepreneur	Dragons Den	Legoland
Sport and Health	GCSE PE	Bounce - Matthew Syed	Andy Murray - Resurfacing	English Institute of Sport, Sheffield
	Health and Social care	<i>The Language of Kindness</i> by Christie Watson	bbc.com maidstone care home recreates 1952 ship cabin for resident	Anaesthesia Museum, London.
	Travel and Tourism	Overbooked: The Exploding Business of Travel and Tourism	Dark Tourist (Netflix)	Hardwick Old Hall

Key dates in our Year 11 Curriculum

Here is a list of key dates, all of which are designed to keep you informed about our curriculum and about how your child is progressing at George Spencer Academy. For other dates, such as term dates and INSET days, please see the school website or the student planner.

Thursday 14/09/23	Year 11 Information Evening
Thursday 05/10/23	Sixth Form Open Evening
Wednesday 11/10/23	Sixth Form Taster Sessions
Week beginning 06/11/23	Year 11 November PPEs (Pre-Public Examinations) begin
Thursday 14/12/23	Year 11 Progress Evening
Week beginning 18/12/23	Assessment point 1 information available to parents
Friday 22/12/23	Deadline for Sixth Form Applications
Week beginning 08/01/24	Sixth Form Progression Meetings
Monday 05/02/24	Exam Preparation information evening
Week beginning 19/02/24	Year 11 Feb/March PPEs (Pre-Public Examinations) begin
Week beginning 25/03/24	Assessment point 2 information available to parents

Assessment point information is collated by teachers twice a year for Y11 students and sent home to parents on paper; it is also available digitally through INSIGHT. It includes scores for effort and behaviour, any concerns over homework or deadlines, as well as a target grade and a predicted grade in each subject. The predicted grade is the GCSE grade that a teacher believes the student is most likely to achieve in that subject if they continue to make normal progress from this point up to the end of Year 11. Predictions are based on teacher assessments, including in-class tests and homework pieces.

Our Year 11 English Language Curriculum

Exam board information- AQA

Resources for home study and revision - The student hub (video help for all questions). Collins study guides available through SQUID.

We aim to develop students of English who:

- Are challenged and engaged by a curriculum that enthuses students and staff, while fostering a love of language and literature;
- Build a life-long competence in reading and communicating with skill and clarity, as well as an appreciation of how we can manipulate and are influenced by language in the wider world, through knowledge of writers' methods;
- Gain knowledge of a wide range of literature that teaches them something about the world they live in and supports both their academic achievement and their personal wellbeing. Students will also gain knowledge of the timeless nature of literary themes.

Big Ideas in Year 11 English

Telling stories and the art of persuasion. Students will develop mastery in writing with skill, clarity, imaginative literary techniques and rhetorical flourishes. They will consolidate their appreciation of how writers influence our thinking to develop insightful reading skills. Implicit meanings will be drawn out as we heighten students' awareness of how we can manipulate and be influenced by language in the wider world.

Making Connections

Our Year 11 English Curriculum will build on the analytical, evaluative and comparative skills you developed in Year 10. We will also develop our creative and transactional writing skills by crafting our own pieces. We will embed them through practice, reflection and self-improvement with a clear exam focus.

The skills developed in Year 11 prepare you for the very different wider language study undertaken at A Level. The skills of language analysis you develop will equip you to explore fascinating studies into representation, language and gender, accent, teen slang and more.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	Language: Paper 1: Explorations in creative reading and writing (fiction)	PPE feedback - consolidating Paper 1 skills in Language	Language: Revisiting Writers' viewpoints and perspectives (non-fiction)	Language: Paper 2 revision	Language: Paper 1 and Paper 2 revision.	Examinations
Knowledge	Language and structure terminology, constructing detailed analysis, context, constructing effective narratives and persuasive writing.					
Skills	Developing creative writing: description and narrative. Reading: inference, analysis of language and structure	Developing creative writing: description and narrative. Reading: inference, analysis of language and structure	Language analysis, comparing viewpoints and perspectives	Revision and practice of non-fiction writing and reading skills.	Revision of question approaches	
Key questions	How can you construct sentences to make your writing more interesting?	What do you need to do for each question on Paper 1?	What do you need to do for each question on Paper 2?	What persuasive techniques do politicians use in their speeches?	What sophisticated words can you use in your writing?	
Assessment	Paper 1 Section B Creative Writing Task	Paper 1 PPE Paper 1 Section A: PPE feedback	Paper 2 Section B Walking Talking Mock Paper 1 Section A	Paper 2 PPE	Walking Talking Mock Paper 2 Section A	
Cross Curriculum Connections	Technology: Analysis and evaluation mini NEA HT3					

Any questions? Please contact mwood@george-spencer.notts.sch.uk

Our Year 11 English Literature Curriculum

Exam board information - AQA

Resources for home study and revision - GSA Student Hub; BBC GCSE English Literature Bitesize; Collins Study Guides (available through SQUID)

We aim to develop students of English who:

- Are challenged and engaged by a curriculum that enthuses students and staff, while fostering a love of language and literature;
- Build a life-long competence in reading and communicating with skill and clarity, as well as an appreciation of how we can manipulate and are influenced by language in the wider world, through knowledge of writers' methods;
- Gain knowledge of a wide range of literature that teaches them something about the world they live in and supports both their academic achievement and their personal wellbeing. Students will also gain knowledge of the timeless nature of literary themes.

Big Ideas in Year 11 English

Poverty and social injustice, turbulent times in history, powerful out-pouring of emotion. In Year 11, students have the opportunity to explore and critique well-known texts within the contexts of literary and historical studies. During the final year of their GCSE programme, students will critically engage with a broad selection of texts in order to develop their understanding of the complex relationship between life and writing. "Do we have a shared responsibility for one another?", asks *An Inspector Calls*. "Is love the most powerful force in the universe?", asks *Romeo and Juliet*. "Do relationships surpass the value of money and power?", asks *A Christmas Carol*. In English, emboldened by their study of texts and perspectives, students become equipped with the analytical and emotional tools they'll need to succeed in and understand an ever-changing world built on the beliefs, ideas, and experiences of others.

Making Connections

Our Year 11 English Curriculum will build on our Year 9 and Year 10 curricula by developing our analytical skills and knowledge as we revisit study of key works of literature in order to consolidate our understanding of our GCSE texts and their rich contexts. Our love of literature and theatre will also guide us as we complete the GCSE programme with study of J. B. Priestley's political morality play and whodunit 'An Inspector Calls'.

Year 11 English builds towards professional life as well as A Level by equipping students with the confidence and literacy required to develop critical perspectives, coherent arguments, and their own written work. It engages students with a range of literary texts and opinions, criticism, historical periods, and important moral and political issues, preparing students for successful futures in both academic and professional environments.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	An Inspector Calls Poetry revision	Revision: L&R Anthology Revisiting Shakespeare	Revision: Shakespeare	Revision: <i>A Christmas Carol</i>	Revision: Literature Paper 1 and 2 (all texts)	Examinations
Knowledge	Knowledge of characters and themes	Shakespeare's language, dramatic techniques and context. How to write a literature essay.		Knowledge of characters and themes. How to write a literature essay.	Retrieval of prior knowledge	
Skills	Dramatic techniques and essay writing	Analysis and essay writing	Analysis and essay writing	Analysis and essay writing	Analysis and essay writing	
Key questions	Do communities and individuals hold any responsibility to care for others?	Are family relationships, friendships, or romantic relationships stronger? Why?	Do you think that your life is predetermined (planned out) by fate at birth? Why?	In order to be the best example of humanity, who must you be? Why?	What type of relationships are presented as strongest in the texts you've studied? Why?	
Assessment	An Inspector Calls character question	PPE: Paper 2	Shakespeare extract and full text	PPE: Paper1	Walking Talking: Unseen Poetry	
Cross Curriculum Connections	Media: Paper 1 TV Crime Drama, HT1 History: Modern Medicine (founding of the Welfare State) Yr 10 HT2					

Any questions? Please contact mwood@george-spencer.notts.sch.uk

Our Year 11 Mathematics Curriculum

Exam board information- AQA GCSE Mathematics Spec 8300. Three exam papers. one non calculator, two calculator. Each exam is 1hr and 30 minutes long and is worth 80 marks.

Resources for home study and revision- Online revision using hegartymaths. CGP revision guides available to purchase via SQUID.

We aim to develop all students into mathematicians who:

- Have a coherent framework of knowledge about the mathematical areas of Number, Algebra, Geometry and Measure, Probability and Statistics, Ratio and Proportion;
- Become fluent in the language of mathematics, have the ability to reason mathematically and have confidence in solving increasingly complex problems by applying a combination of mathematical skills to routine and non-routine problems with increasing sophistication;
- Understand the practical applications of mathematics, relish the challenge that studying mathematics provides and believe that by working hard at mathematics they can succeed.

Big Ideas in Year 11 Mathematics:

Our year 11 curriculum allows pupils to consolidate their fundamental knowledge of mathematics alongside opportunities to access more advanced topics including trigonometry, pre-calculus and circle theorems. The intention is to develop pupils into confident mathematicians who are able to apply the skills they have learnt to both their GCSE and wider life.

Making Connections

Our Year 11 Mathematics Curriculum will build upon students' fluency in the fundamentals; utilising frequent practice to ensure they are able to reason mathematically, consolidate understanding of topics and apply that logic to problem solving in a variety of routine and non-routine problems

Our Year 11 Mathematics Curriculum will build towards creating students who are able to use their skills to solve problems in mathematics and the wider interconnected world. Students should leave having a solid understanding of the core mathematical skills and understand how these can be used in the wider world.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	Ratio and Proportion Geometry and Measure	Ratio and Proportion Geometry and Measure	Algebra Geometry and Measure Ratio and Proportion	Geometry and Measure	Exam Preparation	Examinations
Knowledge	Transformations inc.. similarity and congruence Plans and elevations Scale drawing and bearings	Algebraic Fractions Equations Complex proportion	Circle Theorems Pre-calculus area under the curve Gradients and Rates of Change	Vectors Circle Theorems	Targeted GCSE revision using the QLA documents following the PPEs – Targeted retrieval of prior knowledge.	
	Teacher B interleaving revision lessons based on PPEs/QLA analysis and exam paper homework.					
Skills	Fluency, Problem Solving, Reasoning.					
Key questions	Which transformations yield shapes which are similar; which transformations yield shapes which are congruent?	How do you solve equations with multiple unknowns?	What does the gradient of a distance-time graph represent? How does this change when the graph is not linear?	How can we calculate the magnitude of a vector?		
Assessment	Targeted assessments based on areas identified as weak points from the previous PPE.	PPE assessments	Targeted assessments based on areas identified as weak points from the previous PPE.	PPE Assessments	GCSE Assessments	
Cross Curriculum Connections	DT: Y11 Design project - scale drawings. Construction - Plans and elevations Scale drawing	Physics: Y10 Forces and Balance HT5 (SOHCAHTOA)	Science: Rates of Reaction HT4 Gradients of Graphs.			

Any questions? Please contact: Mr C Spears - cspears@george-spencer.notts.sch.uk

Our Year 11 Science Curriculum

Exam board information- AQA Combined Science

Resources for home study and revision- CGP revision guide available from Squid.

We aim to develop all students into scientists who:

- Have opportunities to indulge their natural curiosity for science, leading to a lifelong passion;
- Are scientifically confident and skilled learners with potential for embarking upon STEM-based careers;
- Have a broad and deep knowledge of the sciences through immersion in our five-year spiral curriculum.

Big Ideas in Year 11 Combined Science: will build on the foundations of life's most fundamental questions, our origins as species, why we look the way we do and how we are using the Earth's resources to evolve in our development as human beings. The study of the Earth, its vast resources and alternatives to finite ones are explored over the year, filled with rich learning experiences.

Making Connections

Our Year 11 Combined Science Curriculum will build on knowledge of the cardiovascular system, disease transmission and immunity, photosynthesis and respiration, circuits and electricity, radioactivity, forces, chemical reactions, making salts, neutralisation reactions, electrolysis, exothermic and endothermic reactions.

Our Year 11 Combined Science Curriculum will build towards developing a fuller understanding of rates of reaction, how hydrocarbons are used as fuels, the Earth's atmosphere and its resources, forces and motion, waves and the electromagnetic spectrum, the nervous system, the endocrine system, inheritance, evolution, adaptation, ecological relationships, biodiversity and sustainability.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	Ecology Inheritance variation and evolution Forces	Inheritance, variation and evolution Waves Chemistry of the atmosphere	Using Resources Organic Chemistry E.M Spectrum Electricity and Magnetism	Exam Preparation		Examinations
Knowledge	Ecosystems, Competition, Adaptation, DNA structures, Decomposition, Genetic diagrams, Embryo screening Weight, mass, gravity Resultant forces and work done Newtons Laws Force and acceleration	Transverse and Longitudinal waves Frequency, Period and Wave speed Refraction Evolution of the Earth's atmosphere, Greenhouse gases and climate change, carbon footprint, combustion and pollution	Finite and renewable resources, Reuse and recycling, LCA, Potable water and waste water. Hydrocarbon families: alkanes and alkenes Crude oil and Fractional Distillation, The process of cracking EM Spectrum, Permanent and induced magnets, electromagnetism	Retrieval of Prior Knowledge		
Skills	Investigation- Field work Modelling natural selection Use of qualitative data	Discussing viewpoints Weighing evidence Evaluating use of GM Ethics of cloning	Analytical skills - data interpretation Evaluation of resources	Exam technique Revision study skills Application of mathematical, practical and analysis skills to different contexts. .		
Key questions	How has our world evolved over time?	How are our genetics determined? How can we reduce the impact of climate change?	What are the uses of different waves?			
Assessment	Assessed homework covering The Carbon Cycle	GCSE PPE Combined Science Paper 1	Homework covering the Electromagnetic Spectrum	GCSE PPE Combined Science Paper 2	GCSE Combined Science Paper 1 and Paper 2	
Cross Curriculum Connections	Geography - Y10 Term 1 Ecosystem Philosophy - Y8 HT6 Science and Religion Maths / graph interpretation and calculation of speed Year 9 HT2 / Yr 10 HT3 Maths / Vectors, forces and motion Year 12 HT2	Personal Development - HT5 Y11 - Families Philosophy - Y8 HT6 Science and Religion Geography - Y10 Term 1 Hot deserts	Computer Science: Electromagnetics with focus on WiFi (data)			

Any questions? Please contact Miss S Torrance: storrance@george-spencer.notts.sch.uk

Our Year 11 Separate Science: Biology Curriculum

Exam board information- AQA Biology

Resources for home study and revision- CGP biology revision guide available from Squid.

We aim to develop all students into scientists who:

- Have opportunities to indulge their natural curiosity for science, leading to a lifelong passion;
- Are scientifically confident and skilled learners with potential for embarking upon STEM-based careers;
- Have a broad and deep knowledge of the sciences through immersion in our five-year spiral curriculum.

Big Ideas in Year 11 Biology

The year 11 biology course will involve you in some of life's big questions: Why do I look like my parents, and how do genes affect our health? How could biotechnology solve world hunger? How can we help to conserve the diverse collection of species on our planet? What is the theory of evolution by natural selection, and what is the evidence for it?

Making Connections

Our Year 11 Biology Curriculum will build on and apply knowledge of fundamental processes students learned in previous years. Diffusion, osmosis and active transport will be put into context. You'll connect knowledge of food chains and habitats in the ecology topics. And you will need a firm understanding of cell structures and cell division for topics on reproduction and genetics.

Our Year 11 Biology Curriculum will build towards further study in A-level biology. You will develop a deeper understanding of processes like meiosis, protein synthesis and inheritance. Knowledge of the structure of proteins and how they are made leads on to study of other biological molecules and the biochemistry of living things. Students will also learn about cystic fibrosis; applying knowledge on cell transport in context.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	Ecology	Inheritance, variation and evolution	Inheritance, variation and evolution	Revision & Exam Preparation		Examinations
Knowledge	Ecosystems, Competition Adaptations, Food chains How to use a Quadrat/Transect The water and carbon cycle Trophic Levels, Food security and Biotechnology	DNA - structure Reproduction - sexual and asexual Meiosis, X & Y chromosomes Genetic diagrams Embryo screening	Embryo screening Variation and Evolution Selective Breeding Genetic Engineering Fossils and Classification and Extinction, Speciation	Retrieval of Prior Knowledge		
Skills	Weighing evidence Investigation- Field work	Modelling natural selection Use of qualitative data Evaluating use of GM Ethics of cloning	Modelling natural selection Use of qualitative data Evaluating use of GM Ethics of cloning Discussing viewpoints	Exam technique Revision study skills Application of mathematical, practical and analysis skills to different contexts.		
Key questions	How can human efforts protect our planet's biodiversity?	How do mutations cause genetic diseases?	Are the moral objections to genetic engineering and cloning valid?			
Assessment	Sampling required practical write-up	PPE paper 2	Assessed exam questions	PPE Paper 2	GCSE exams	
Cross Curriculum Connections	Geography - Y10 Term 1 Ecosystem	Personal Development - HT5 Y11 - Families Philosophy - Y8 HT6 Science and Religion				

Any questions? Please contact Miss S Torrance: storrance@george-spencer.notts.sch.uk

Our Year 11 Separate Science: Chemistry Curriculum

Exam board information- [AQA Chemistry \(8462\)](#)

Resources for home study and revision- CGP Chemistry revision guide

We aim to develop all students into scientists who:

- Have opportunities to indulge their natural curiosity for science, leading to a lifelong passion;
- Are scientifically confident and skilled learners with potential for embarking upon STEM-based careers;
- Have a broad and deep knowledge of the sciences through immersion in our five-year spiral curriculum.

Big Ideas in Year 11 Chemistry

What is crude oil and why is it so vital for our everyday lives? What products can be made from crude oil? How do we test chemicals to find what they are made from? Where did our atmosphere come from and has it always been the same as it is now? How do we prepare water for drinking, and treat the wastewater we produce? How is an artificial fertiliser made and what would the world be like without them?

Making Connections

Our Year 11 Chemistry Curriculum will build on Chromatography practical techniques learned in Year 7. The learning from the "Earth and Atmosphere" topic studied in Key Stage 3. Year 10 Chemistry learning related to metals, alloys and polymers.

Our Year 11 Chemistry Curriculum will build towards potential A-Level study of Chemistry. Organic Chemistry modules in Key Stage 5 are underpinned by students' Year 11 learning. A-Level Chemistry students will also need to recall their Year 11 study of how to name organic molecules, how they react, and the conditions needed for reactions to be successful.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	Chemical Analysis Chemistry of the atmosphere	Using Resources		Revision & Exam Preparation		Examinations
Knowledge	Purity, formulation, the process of chromatography, testing for positive metal ions, testing for negative ions, instrumental analysis, Gas tests, Evolution of the Earth's atmosphere, Greenhouse effect, combustion pollution, Carbon footprint	Using Resources - Finite and renewable resources, Reuse and recycling, Life Cycle Assessments, Potable water and desalination, wastewater treatment		Retrieval of prior knowledge		
Skills	Making observations Recording data Problem solving Evaluating evidence to support theories	Writing a scientific method Collecting data Making observations Writing conclusions		Exam technique Revision study skills Application of mathematical, practical and analysis skills to different contexts.		
Key questions	Where is crude oil found and how is it processed?	How do we get safe drinking water?	What resources do we extract from the Earth and how do we use them?			
Assessment	Homework: Alcohols, Carboxylic Acids and Esters	PPE Chemistry Paper 1	Homework: Dynamic Equilibrium and Making Ammonia	PPE Chemistry Paper 2	GCSE Chemistry Paper 1	
Cross Curriculum Connections	Psychology - HT4 Y11 Research Methods Technology - Term 1 - Factors to consider when designing a menu - Global Warming	Technology - (Core theory) Year 11 HT1				

Any questions? Please contact Miss S Torrance: storrance@george-spencer.notts.sch.uk

Our Year 11 Separate Science: Physics Curriculum

Exam board information- [AQA Physics \(8463\)](#)

Resources for home study and revision- [CGP Physics Revision Guide](#) (available on Squid)

We aim to develop all students into scientists who:

- Have opportunities to indulge their natural curiosity for science, leading to a lifelong passion;
- Are scientifically confident and skilled learners with potential for embarking upon STEM-based careers;
- Have a broad and deep knowledge of the sciences through immersion in our five-year spiral curriculum.

Big Ideas in Year 11 Physics

The Year 11 Physics course will allow you to explore the very small to the very largest parts of our Universe. Some key questions you might answer are: Why can't you make a good cup of tea at the top of a mountain? What will happen to bird migration when the Earth's magnetic field switches polarity? Which organism has the best eyesight? How might our Universe end?

Making Connections

Our Year 11 Physics Curriculum will build on Forces and Pressure; Magnetism and Electromagnetism, Light and Sound and Space topics studied in Key Stage 3.

Our Year 11 Physics Curriculum will build towards early foundations in topics studied in Key Stage 5 Physics such as; Mechanics, Waves and Quantum Physics, Electric and Magnetic Fields, and Astrophysics and Cosmology.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	Pressure Waves	Electromagnetic spectrum Light	Magnetism Space	Revision & Exam Preparation		Examinations
Knowledge	Fluid Pressure Up thrust and atmospheric pressure Transverse and Longitudinal waves Frequency, Period and Wave speed Reflection	EM Spectrum - properties, uses and dangers, Infrared Radiation and Temperature Black Body Radiation Sound Waves and Ultrasound, Lenses Images and Ray Diagrams, Concave lenses and Magnification Visible Light	Permanent and Induces Magnets Electromagnetism The Motor Effect Electric Motors and Loudspeakers The Generator Effect Generators and Microphones Transformers The Life Cycle of a star The solar system and orbits Red-shift and The Big Bang	Retrieval of prior knowledge		
Skills	Extended writing linkage of ideas and concepts Application and manipulation of mathematical equations	Extended writing linkage of ideas and concepts Application and manipulation of mathematical equations	Development of models and ideas of our universe throughout history A sense of scale and use of significant figures The importance of peer review when analysing and interpreting data	Exam technique Revision study skills Application of mathematical, practical and analysis skills to different contexts.		
Key questions	Why does pressure change the higher you go in the Earth's atmosphere?	How can you calculate the speed of light in a microwave?	What will happen to our Sun when it runs out of fuel?			
Assessment	HT1 Forces assessment	PPE Paper 1	HT3 Waves assessment	PPE Paper 2	Examinations	
Cross Curriculum Connections			Computer Science: Electromagnetics with focus on WiFi (data)			

Any questions? Please contact Miss S Torrance: storrance@george-spencer.notts.sch.uk

Our Year 11 History Curriculum

Exam board information- GCSE History follows the Edexcel course with units on Medicine in Britain, Early Elizabethan England, the American West and Weimar/Nazi Germany.

Resources for home study and revision- we recommend the CGP revision guide series. There are extensive resources on the History pages of the student hub, <https://sites.google.com/George-Spencer.notts.sch.uk/history/gcse>

We aim to develop all students into historians who:

- Have a coherent framework of knowledge about the history of the local area, of Britain and of the wider world;
- Have the ability to deploy historical skills, including analysis, investigation, communication and evaluation of interpretations;
- Have a passion for learning about the past and understanding how this can help us make sense of our own identity and place in the world.

Big Ideas in Year 11 History In Year 11 we focus on the mechanics and democracy and dictatorship and examine how it was possible for a man like Adolf Hitler to completely dismantle the government of a country and why it was near impossible to prevent him. We also look at the state of affairs within the world that led to this moment and the role each country had to play. Year 11 is about understanding how interconnected the world, and its history, truly are.

Making Connections

Our Year 11 History curriculum will build on what students learned in Year 10 by continuing their study of Weimar and Nazi Germany as well as helping them practice the key skills that they will need for their upcoming examinations. The aim is to make students confident in themselves, what they have learned and the skills they have practiced.

Our Year 11 History curriculum will build towards further study in either History or other subjects by building critical evaluation skills (key for subjects like English, History and many others) as well as helping students contextualise the world, they currently live in. This context will help students go on to study a wide variety of subjects (the first being History) and help build their view of the world they live in.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	American West Weimar and Nazi Germany	Weimar and Nazi Germany	Weimar and Nazi Germany	Revision and Exam Preparation		Examinations
Knowledge deepened and skills developed	<u>Give two consequences</u> Destruction of the Native American way of life White Settlers Law and Order <u>Write a narrative account</u> Destruction of the Native American way of life White Settlers Law and Order <u>Explain the importance of...</u> Destruction of the Native American way of life White Settlers Law and Order <u>Source Skills:</u> Weimar Republic 1919-1929 Nazi Party early years 1919-1929 <u>Explain why:</u> Weimar Republic 1919-1929 Nazi Party early years 1919-1929 <u>Interpretations:</u> Weimar Republic 1919-1929 Nazi Party early years 1919-1929	<u>Source Skills:</u> Nazi Party early years 1919-1929 Consolidation of Power 1933-1939 Life in Nazi Germany 1919-1939 <u>Explain why:</u> Nazi Party early years 1919-1929 Consolidation of Power 1933-1939 Life in Nazi Germany 1919-1939 <u>Interpretations:</u> Nazi Party early years 1919-1929 Consolidation of Power 1933-1939 Life in Nazi Germany 1919-1939	<u>Source Skills:</u> Consolidation of Power 1933-1939 Life in Nazi Germany 1919-1939 <u>Explain why:</u> Consolidation of Power 1933-1939 Life in Nazi Germany 1919-1939 <u>Interpretations:</u> Consolidation of Power 1933-1939 Life in Nazi Germany 1919-1939	Revisiting prior knowledge. Chronology Causation Source Use How far do you agree? Interpretation		
Key questions	How did Hitler dismantle the German democracy?	What was it like to live in Nazi Germany?	Why did people vote to elect Hitler?			
Assessment	End of Unit Test (Weimar and Nazi Germany, Paper 3)	Year 11 November PPE (all papers)	Paper 1: Part A (Source skills)	Year 11 PPE (all papers)	Weimar and Nazi Germany (Paper 3: Part B)	
Cross Curriculum Connections		Personal Development - Y7 HT3 Diversity Personal Development - Y8 HT3 Discrimination				

Any questions? Please contact Miss Coell-Pemberton, scoell@george-spencer.notts.sch.uk

Our Year 11 Geography Curriculum

Exam board information- AQA GCSE Geography

- Living with the Physical Environment (35%)
- Challenges in the Human Environment (35%)
- Geographical skills and issue evaluation (30%)

Resources for home study and revision- My Revision Notes: AQA GCSE (9-1) Geography

We aim to develop all students into geographers who:

- Have a detailed knowledge of places, human and physical processes and the relationships between them at local, national and global scales;
- Develop and apply the skills of geographical enquiry including fieldwork, numerical skills, data analysis, evaluation and effective written and verbal communication;
- Have an awareness and understanding of being a global citizen including environmental futures, diversity and sustainability.

Big Ideas in Year 11 Geography

How can we share resources like food, water and energy more fairly? What are the impacts of natural disasters and how will climate change affect them? Why do countries develop at different rates and what are the impacts in those countries? Students will develop skills in critical thinking and analysis to create arguments for or against contemporary issues facing the world today.

Making Connections

Our Year 11 Geography Curriculum will build on students being aware of the demands of exam questions, a variety of geographical skills, using examples and case studies and making links between places they have studied. Having a good understanding of UK cities, they will delve further into economic change in the UK.

Our Year 11 Geography Curriculum will build towards Students will complete year 11 with a greater understanding of global geographical issues in resource management, natural hazards and the development of countries, along with being able to analyse stats and communicate arguments in a strong academic way.

	HT1	HT2	HT 3	HT4	HT5	HT6
Topics Covered	Challenge of resource management - food Challenge of natural hazards - earthquakes/ volcanoes Challenge of natural hazards - weather hazards Challenge of natural hazards - climate change		Changing economic world - world Changing economic world - Nigeria Changing economic world - UK		Fieldwork Pre-release preparation Revision	Examinations
Knowledge	Human geography - impacts of food supply issues on society	Physical geography - physical processes occurring at destructive plate boundaries	Human geography - benefits and disadvantages of different development indicators	Place knowledge - case study of Nigeria showing historical and political context	Enquiry skills - critiquing fieldwork methods Decision making based on pre- release	
Skills	Numerical skills Command word questions	Statistical skills Command word questions	Fieldwork skills Command word questions	Using resources Statistical skills Command word questions	Revision - retrieval of prior knowledge	
Key questions	How can food be produced sustainably?	How do people respond to earthquakes?	How do tropical storms form?	What is the purpose of fieldwork?		
Assessment	Challenge of Resource Management assessment	Year 11 PPE	Challenge of Natural Hazards assessment	Year 11 PPE	Changing Economic World assessment	
Cross Curriculum Connections	<i>Link to Spanish: food and healthy living Link to Food and Nutrition: food production and impacts on environment</i>	<i>Link to Chemistry: structure of the earth</i>	<i>Link to Economics: international economy and development</i>	<i>Link to Maths: Ratio, proportion and percentages</i>		

Any questions? Please contact Miss McCool, cmccool@george-spencer.notts.sch.uk

Our Year 11 Philosophy Curriculum

Exam board information- The exam board for Philosophy and Ethics at GCSE is the AQA A Religious Studies specification with pupils studying Christianity and Buddhism as the two main religions in the course. The two terminal exams are each worth 50% of the overall grade.

Resources for home study and revision- The recommended revision guide is AQA GCSE Religious Studies A: Christianity and Buddhism Revision Guide by Marianne Fleming.

We aim to develop all students into philosophers who:

- Develop knowledge of different belief systems and behaviours of people in the UK and worldwide while understanding similarities and differences through the idea of diversity;
- Build the skills of analysis, empathy and debate while being able to showcase our own philosophical and ethical views in a respectful manner;
- Develop a passion and awareness of the big and small issues of life in a personal and global perspective, so we can be informed to make wise and ethical choices as a global citizen on a daily basis.

Big Ideas in Year 11 Philosophy

Where do you stand on some of the most pressing ethical dilemmas of our time? What are the moral arguments for and against war, euthanasia, criminal punishment and abortion? Year 11 Philosophy takes pupils on a journey through 4 key ethical themes (see table below), preparing them for a variety of different viewpoints on these matters with a focus on the contrasting beliefs of Buddhism and Christianity.

Making Connections

Our Year 11 Philosophy Curriculum will build on the knowledge of Buddhist and Christian beliefs, teachings and practices developed in year 10 by using it to understand the different viewpoints held by these religions on ethical themes like war, abortion, euthanasia and crime.

Our Year 11 Philosophy Curriculum will build towards A-level study by equipping pupils with the evaluative and analytical skills to form reasoned, supported judgements. Their study of ethical issues will be deepened at A-level by further study of different philosophical approaches to religion and the application of ethics to moral conundrums.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	Relationships & Families	Religion & Life (including Medical Ethics)	Religion, Peace & Conflict	Religion, Crime & Punishment	Revision	Examinations
Knowledge	Beliefs of Christians and Buddhists, ways of living according to teachings.	Evaluating Christian and Buddhist views, being argumentative and developing different opinions.	Justifying Christian and Buddhist views towards going to war or not.	To argue and debate different attitudes to treatment of criminals.	Techniques to revise Retrieval of prior knowledge	
Skills	Comparing Evaluating Forming opinions				Revision strategies Exam technique	
Key questions	How do Buddhist and Christian beliefs about families and sexuality compare?	How do Buddhist and Christian beliefs about euthanasia compare?	How do Buddhist and Christian beliefs about war and peace compare?	How do Buddhist and Christian beliefs about crime compare?		
Assessment	Theme A - 24 mark in-class assessment	PPE - Paper 1	Theme B - Part 5 12-mark evaluation essay	PPE - Paper 2	Theme E - 24 mark in-class assessment	
Cross Curriculum Connections	<i>Link to MFL year 10 Spring HT2 - Marriage, families and partnerships Link to Health and Social Care year 10 Autumn HT2 - Life events Link to Personal Development years 7-11 Spring Term - Contraception, sexual relationships and gender equality</i>	<i>Link to Computer Science Y10 HT3 Ethics</i>	<i>Link to History year 10 Autumn HT2 - World War 1</i>			

Any questions? Please contact Mr Green, sgreen@george-spencer.notts.sch.uk

Our Year 11 Psychology Curriculum

Exam board information- OCR GCSE Psychology

- Studies and applications in psychology 1., 50% of the exam (criminal psychology, development, psychological problems, research methods)
- Studies and applications in psychology 2., 50% of the exam (social influence, memory, sleep and dreaming, research methods)

Resources for home study and revision- All of the lesson resources can be found on the psychology google classroom.

The revision guide My Revision Notes: OCR GCSE Psychology by Mark Billingham is also recommended.

We aim to develop all students into psychologists who can:

- Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in the range of required modules and be able to apply this to a range of contexts;
- Build skills in the analysis and evaluation of psychological concepts, theories, research studies and research methods;
- Appreciate the range of influences on human behaviour, and how an interactionist approach is needed to provide full explanations.

Big Ideas in Year 11 Psychology - Why do we follow rules? Are you obedient or a rule breaker? How do our memories form and what makes us dream? These are just some of the big questions that are answered in year 11 Psychology as the course builds on the psychological theories learnt in the first year.

Making Connections

Our Year 11 Psychology Curriculum will build on the initial skills of applying and evaluating psychological knowledge first acquired in year 10. Students will also develop the ability to think synoptically by comparing contrasting psychological theories and pieces of research.

Our Year 11 Psychology Curriculum will build towards making links with the taught content of A level Psychology. If students continue to study psychology, they will develop their knowledge and understanding of psychological theories and research even further, gaining a better insight in to their own behaviour and that of others.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	Social influence	Sleep and dreaming	Memory	Research methods	Revision & Exam Preparation	Examinations
Knowledge	How the stigma of mental health discrimination can be reduced by minority and majority influence. Describing theories and studies	Reasons why we dream and ways to improve sleep hygiene. Knowledge of brain function e.g. endogenous pacemakers Describing theories and studies	Brain damage as a result of injury. Accuracy and vulnerability of memory. Describing theories and studies	Procedures for psychological study e.g. main stages of investigation.	Retrieval of prior knowledge	
Skills	Effective studying Application to human behaviour How to effectively evaluate Synoptic exam question - making connections between different elements of the subject	Application to human behaviour How to effectively evaluate Synoptic exam question - making connections between different elements of the subject	Application to human behaviour How to effectively evaluate Synoptic exam question - making connections between different elements of the subject	Applying research methods knowledge to a novel source	Revision skills Developing evaluation skills through use of counter-arguments. Synoptic exam question - making connections between different elements of the subject	
Key questions	How is our behaviour affected by the presence of other people?	What is the purpose of sleep and why do we dream?	Why and how are memories reconstructed?	What methods do psychologists use when they conduct research?		
Assessment	Social influence end of topic test	Y11 Nov PPE	Sleep and dreaming end of topic test	Y11 March PPE		
Cross Curriculum Connections		GCSE PE- Mental rehearsal Spring term Y10 Sport Psychology topic		GEOGRAPHY Types of data – qualitative, quantitative, primary and secondary Y10 Spring 2 – urban fieldwork GEOGRAPHY - Interpretation data expressed in tables, charts and graphs Y11 Spring 2 – using resources/figures + statistical skills CHEMISTRY C12 unit - analysing of qualitative data		

Any questions? Please contact - swright@georgespenner.notts.sch.uk

Our Year 11 French Curriculum

Exam board information - AQA GCSE French Specification 8658

Resources for home study and revision - MFL Student Hub - GCSE French, Kerboodle GCSE French, CGP revision guide, workbook and vocabulary book (Squid), senecalearning.com, quizlet.com

We aim to develop all students into linguists who:

- Build upon their previous linguistic experience, developing the necessary linguistic skills to be able to communicate effectively in Listening, Speaking, Reading and Writing;
- Benefit from opportunities to use and manipulate a variety of key grammatical structures and patterns and develop and use a wide ranging and deepening vocabulary;
- Enjoy an opening to other cultures, fostering their curiosity and deepening their understanding of the world.

Big Ideas in Year 11 French: What are the main environmental issues in the world today? Are you an eco-warrior? Are homelessness and poverty problems where you live? Do you do any voluntary work? Are charities important? These are our big questions for Year 11 students. We aim to expand students' linguistic and cultural knowledge, build confidence and prepare effectively for the GCSE examinations in all skill areas.

Making Connections

Our Year 11 French Curriculum will build on what students learned in Years 9 and 10 by revisiting key grammar points and consolidating skills in listening, reading, speaking and writing. We will broaden our knowledge by covering global and social issues as well as practising the key skills that they will need for their upcoming examinations. The aim is to help students prepare thoroughly in order to demonstrate their linguistic skills with confidence and flair.

Our Year 11 French Curriculum will build towards a love of languages and language learning. We hope that students will broaden their horizons and knowledge, and develop an interest in the culture of France and French speaking countries. We will enable students to develop transferable skills, relevant to further study of French and/or other languages and the world of work. For those who continue to study French at A-level, we aim to inspire, challenge, motivate and enable them to progress their language learning with a rich curriculum.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	Marriage and Partnerships/ Technology in Everyday Life	PPE preparation/ Technology in everyday life	Global Issues/ Charity and voluntary work, Homelessness and poverty	PPE preparation/revision Speaking examination preparation	Revision and examinations	Examinations
Knowledge	<u>Vocabulary:</u> physical and personality traits, marital status <u>Grammar:</u> Present tense, conditional tense, subordinate clauses, qui/que/dont, reflexive verbs <u>Phonics:</u> Consolidation of key sounds from KS3	<u>Vocabulary:</u> Types of technology, technology verbs <u>Grammar:</u> Present tense, avec/sans, grâce à, present subjunctive <u>Phonics:</u> Consolidation of key sounds from KS3	<u>Vocabulary:</u> environmental issues, environment verbs, types of charity work <u>Grammar:</u> modal verbs, infinitive constructions, quantifiers, 'if' clauses, future tense <u>Phonics:</u> Consolidation of key sounds from KS3	Retrieval of prior knowledge		
Skills	Successful examination revision Using 3 tenses accurately	Successful revision strategies	Examination technique	Successful revision strategies		
Key questions	Can I discuss the importance of technology in my life?	Can I understand texts about the environment and talk/write about environmental issues?	Can talk/write about charities, voluntary work, homelessness and poverty?			
Assessment	1. Speaking - Photo card and general conversation	PPE – listening, speaking, reading, writing	Writing assessment	PPE – listening, speaking, reading and writing	GCSE – listening, speaking, reading and writing	
Cross Curriculum Connections	Philosophy Y11 Autumn 1 - Relationships and families Personal Development Y9 HT3 - Respectful relationships Personal Development - Y11 HT5 Families		Philosophy Y10 Spring 1 - Christian Beliefs and Teachings (the Church and their work in the local community)			

Any questions? Please contact: Miss Khirodhir - rkhirodhir@george-spencer.notts.sch.uk

Our Year 11 Spanish Curriculum

Exam board information- AQA GCSE Spanish Specification 8698

Resources for home study and revision- MFL Student Hub - GCSE Spanish Kerboodle GCSE Spanish, CGP revision guide, workbook and vocabulary book (Squid) senecalearning.com, quizlet.com

We aim to develop all students into linguists who:

- Build upon their previous linguistic experience, developing the necessary linguistic skills to be able to communicate effectively in Listening, Speaking, Reading and Writing;
- Benefit from opportunities to use and manipulate a variety of key grammatical structures and patterns and develop and use a wide ranging and deepening vocabulary;
- Enjoy an opening to other cultures, fostering their curiosity and deepening their understanding of the world.

Big Ideas in Year 11 Spanish: What are the main environmental issues in the world today? Are you an eco-warrior? Are homelessness and poverty problems where you live? Do you do any voluntary work? Are charities important? These are our big questions for Year 11 students. We aim to expand students' linguistic and cultural knowledge, build confidence and prepare effectively for the GCSE examinations in all skill areas.

Making Connections

Our Year 11 Spanish Curriculum will build on what students learned in Years 9 and 10 by revisiting key grammar points and consolidating skills in listening, reading, speaking and writing. We will broaden our knowledge by covering global and social issues as well as practising the key skills that they will need for their upcoming examinations. The aim is to help students prepare thoroughly in order to demonstrate their linguistic skills with confidence and flair.

Our Year 11 Spanish Curriculum will build towards a love of languages and language learning. We hope that students will broaden their horizons and knowledge, and develop an interest in the culture of Spain and Spanish speaking countries. We will enable students to develop transferable skills, relevant to further study of Spanish and/or other languages and the world of work. For those who continue to study Spanish at A-level, we aim to inspire, challenge, motivate and enable them to progress their language learning with a rich curriculum.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	Marriage and Partnerships/ Technology in Everyday Life	PPE preparation/ Technology in everyday life	Global Issues/ Charity and voluntary work, Homelessness and poverty	PPE preparation/revision Speaking examination preparation	Revision and exam preparation	Examinations
Knowledge	<u>Vocabulary:</u> personality and physical adjectives, relationship verbs <u>Grammar:</u> adjectival agreement, possessive adjectives, present tense, conditional tense, near and simple future tenses, 'if' clauses <u>Phonics:</u> Consolidation of sounds taught at KS3	<u>Vocabulary:</u> types of technology/apps, verbs linked to technology/ internet <u>Grammar:</u> comparatives, present tense, near future tense, perfect tense, verbs with prepositions, por vs para, ser vs estar <u>Phonics:</u> Consolidation of sounds taught at KS3	<u>Vocabulary:</u> recyclable items, global environmental issues, weather, types of charity work <u>Grammar:</u> modal verbs, present tense, preterite tense, near and simple future tenses, 'if' clauses, pluperfect tense (recognition), present subjunctive, conditional tense <u>Phonics:</u> Consolidation of sounds taught at KS3	Retrieval of prior knowledge		
Skills	Using 3 tenses accurately Developing complexity	Successful revision strategies	Examination technique	Successful revision strategies		
Key questions	Can I discuss the importance of technology in my life?	Can I understand texts about the environment and talk/write about environmental issues?	Can talk/write about charities, voluntary work, homelessness and poverty?			
Assessment	1. Speaking - Photo card and general conversation	PPE – listening, speaking, reading, writing	Writing assessment	PPE – listening, speaking, reading and writing	GCSE – listening, speaking, reading and writing	
Cross Curriculum Connections	Personal Development - Y11 HT5 Families Philosophy Y11 Autumn 1 - Relationships and families		Philosophy Y10 Spring 1 - Christian Beliefs and Teachings (the Church and their work in the local community)			

Any questions? Please contact: Miss Webb - jwebb@george-spencer.notts.sch.uk

Our Year 11 Design and Technology Curriculum

Exam board information- Design and Technology [AQA 8552](#)

Resources for home study and revision- Google Classroom/[GCSEpod](#)

We aim to develop students of Design and Technology who:

- Have a coherent framework of knowledge about past and present design, understanding its impact on daily life and the world around them;
- Develop the skills needed to design and make prototypes that solve real and relevant contexts
- Benefit from the opportunity to develop creative, technical and practical expertise.

Big Ideas in Year 11 Design and Technology *"Simplicity is the ultimate sophistication." – Leonardo da Vinci.*

Can you avoid design fixation? Can you meet the demands of your client and design and manufacture a fully functioning prototype that meets their budget? Can you organise your time to meet the environmental, ergonomic and aesthetic demands required to manufacture a successful sustainable prototype? Of course, you can.

Making Connections

Year 11 Design and Technology will build upon the theory and knowledge that you have learnt in Year 10. Whilst continuing to develop your understanding of the course, you will apply this knowledge to completing your Non-Exam Assessment, solving a "real world" problem whilst working with your client.

Our Year 11 Design and Technology Curriculum will prepare you to participate confidently and successfully in an increasingly technological world. Your opportunity to work creatively when designing and making and apply technical and practical expertise to solve real problems will prepare you for Post 16 or an apprenticeship.

	HT1	HT2	HT3	HT4	HT5	HT6
Topic Covered	Non Examined Assessment (NEA): Section B producing a design brief and specification Section C generating design ideas Theory: Review of Section A - Core technical principles	Non Examined Assessment (NEA): Section C generating design ideas Section D developing design ideas Theory Review of Section A - Core technical principles	Non Examined Assessment (NEA): Section E Realising design ideas Section F analysing and evaluating Theory: Review of Section B - Specialist technical principles	Revision: Specialist technical principles - Timbers Core technical principles Theory: Review of Section B - Specialist technical principles	Revision and GCSE exams: Designing and making principles	Examinations
Knowledge	Understanding the iterative design process Advanced design communication strategies New and emerging technologies Energy generation and storage	Understanding the iterative design process Developments in new materials Systems approach to designing Mechanical devices Materials and their working properties	Understanding the iterative design process Selection of materials or components Forces and stresses Ecological and social footprint Sources and origins Using and working with materials	Stock forms Types and sizes Scales of production Specialist techniques and processes Surface treatments and finishes design process	Investigation, Primary and Secondary data the work of others Selection of materials and components Tolerances Material management Specialist tools and equipment Specialist techniques and processes	
Skills	Analysing data Writing a brief and specification	Develop and refine design ideas Computer Aided Design and Manufacture Select and work with a range of suitable materials and components shaping, fabrication, construction and assembly	Analysis, testing and evaluate Testing of final prototypes	Developing retrieval skills Exam question practice		
Key Questions	What is innovative design?	What is good design development?	What makes a successful model/prototype?	Why do we evaluate products?	How do I answer long examination questions successfully?	
Assessment	NEA Google Quiz Specialist justification assessment	NEA Google Quiz Year 11 PPE	NEA Google Quiz	NEA Google Quiz Year 11 PPE	Design and make justification assessment	
Cross Curriculum Connections	ART (HT1): Developing personal ideas. Business: Interpretations from graphs and charts. Business: Job, batch and flow production. Media: Understanding of contexts. ICT, Business & Computing: Data collection & analysis. Chemistry: (HT5) - Using resources (6Rs). Maths: (Measures / Scale drawing / Statistics).					

Any questions? Please contact Sarah Juniper, sjuniper@george-spencer.notts.sch.uk

Our Year 11 Food and Nutrition Curriculum

Exam board information - AQA GCSE Food Preparation and Nutrition - 8585

Resources for home study and revision - Google Classroom/Textbook/GCSE pod/BBC Bitesize/Seneca

We aim to develop students of Food Preparation and Nutrition (FPN) who:

- Gain knowledge and understanding of the importance of healthy eating and the principles of nutrition;
- Build the skills to cook a wide range of predominantly savoury dishes;
- Benefit from the opportunity to explore flavours and textures whilst using a variety of techniques and processes.

Big Ideas in Year 11 FPN: Can you research into a set task? Can you demonstrate high level technical skills? Can you plan for a final menu of two dishes? Can you organise your time and resources to make your final dishes? Having made the dishes, can you analyse and evaluate them in detail? If so, you are well on the way to achieving success in this qualification and equipping yourself with the necessary life skills for a healthy future.

Making Connections

Our Year 11 FPN Curriculum will build upon your understanding of the working characteristics, functional and chemical properties of ingredients and you will be able to demonstrate and apply your preparation and practical skills to produce a wide range of dishes.

Our Year 11 FPN Curriculum will enable you to build towards and demonstrate your practical and theoretical skills. Upon completion of this course, you will be qualified to go on to further study, or embark on an apprenticeship or full-time career in the catering or food industries.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Connections	Non Examined Assessment (NEA) 1 15%.	Non Examined Assessment (NEA) 2 35%.	Non Examined Assessment (NEA) 2 35%. 3 hour practical exam.	Exam revision 50%.	Exam revision 50%.	Examinations
Knowledge	How and why we cook foods. How cooking affects foods. How to choose the most appropriate method. The functional and chemical properties of ingredients. How and why raising agents work.	Understand the factors that affect food choices. Understand what a cuisine is and have an understanding of a range of different cuisines. The needs of people with special dietary requirements.	Adapting recipes for specific needs or dietary requirements. Food hygiene, safety and quality principles for HACCP.	Food nutrition and health Food Science Food safety Retrieval of prior knowledge	Food Choice Food Provenance Retrieval of prior knowledge	
Skills	Carrying our fair testing. Interpreting and analysing data and results.	Using advanced food preparation skills dependent on NEA 2 route	Using advanced food preparation skills dependent on NEA 2 route	Developing retrieval skills Exam question practice	Developing retrieval skills Exam question practice	
Key questions	Are the dishes a suitable choice for the task?	Is there a wide range of skills, processes, techniques and cooking methods?	How will the dishes be presented?	Which topics do I need to focus on for the PPE?		
Assessment	NEA 1 controlled assignment worth 15%	NEA 2 controlled assignment worth 35% 3 dishes to be completed in 3 hours Year 11 PPE	NEA 2 controlled assignment worth 50% including 3 hour practical exam	Year 11 PPE	External examination worth 50%	
Cross Curriculum Connections						

Any questions? Please contact Miss S Baylis: SBaylis@george-spencer.notts.sch.uk

Our Year 11 Construction Curriculum

Exam board information- WJEC/EDUQAS LEVEL 1 / 2 AWARD in CONSTRUCTING THE BUILT ENVIRONMENT Specification 603/3068/5.Unit 2 / Unit 3

Resources for home study and revision- Google Classroom / Construction in the Built in Environment textbook

We aim to develop students of Construction who:

- Develop a knowledge and understanding of health and safety to enable students to work safely and securely in a construction environment;
- Develop a range of construction and renovation skills which can be used during the construction processes;
- Develop the skills, knowledge and awareness of construction jobs to be able plan, organise and cost construction projects in a professional environment.

Big Ideas in Year 11 Construction. Building upon the successes in Year 10, Students will continue to hone their practical skills interleaved with the theoretical knowledge that allow them to plan, design, create and evaluate their own more complex projects ensuring all are delivered in accordance with a comprehensive brief and to specification.

Making Connections

Our Year 11 Construction Curriculum will build on the basic theoretical and practical skills learnt in Year 10 and develop them further to allow students to adequately plan, design and create more complex construction projects.

Our Year 11 Construction Curriculum will build towards future careers / apprenticeships, that further develop theoretical and practical skills, ensuring all are confident to tackle real world problems.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	UNIT 2 - Developing construction projects UNIT 3 - Planning construction projects		UNIT 3 - Planning construction projects		Revision for UNIT 3 - Planning construction projects Revision for retakes of UNIT 1 - Safety and security in construction Completion of the course.	Examinations
Knowledge	Review of prior knowledge from Year 10 LO1 Know job roles involved in realising construction and built environment projects. 1.1 The activities of those involved in construction projects 1.2 The responsibilities of those involved in construction projects 1.3 Outputs of those involved in realising construction projects LO2 Understand how built environment development projects are realised. 2.1 Processes used in built environment projects. 2.2. Requirements for built environment development projects	Building structures and forms Review of Plumbing knowledge from year 10 LO2 How built environment development projects are realised. 2.3 Potential effects of factors on project success 2.4 Sources of information	LO3 Be able to plan built environment development projects 3.1 Processes to be followed. 3.2 Apportion time to processes. 3.3 Set project Tolerances. LO1 Know job roles involved in realising construction and built environment projects 1.1 Activities of those involved in construction projects 1.2 Responsibilities of those involved in construction projects 1.3 Describe outputs of those involved in realising construction projects LO2 Understand how built environment development projects are realised 2.1 Describe processes used in built environment development projects.	2.2 requirements for built environment development projects 2.3 Potential effect of factors on project success 2.4 Sources of information	Consolidation of knowledge for all units Retrieval of prior knowledge	
Skills	UNIT 2: LO3 Be able to use construction processes in completion of construction tasks - wood e.g. hang a door, make a frame, attach a skirting-board, create a timber stud wall Non-Examined Assessment - Carpentry	UNIT 2: LO3 Be able to use construction processes in completion of construction tasks - wood e.g. hang a door, make a frame, attach a skirting-board, create a timber stud wall Non-Examined Assessment - Electrical	UNIT 2: LO3 Be able to use construction processes in completion of construction tasks - wood e.g. hang a door, make a frame, attach a skirting-board, create a timber stud wall Non-Examined Assessment - Plumbing	LO3 Be able to plan built environment development projects 3.1 Sequence processes to be followed 3.2 Apportion time to processes 3.3 Set project tolerances	Knowledge retrieval and exam practice	
Key questions	Can I apply prior knowledge to adapt to a given scenario?	Can I apply prior knowledge to adapt to a given scenario?	Can I show built environment development projects are realised?	Can I plan built environment development projects?		
Assessment	P4L assessment. Half term assessment (Past Papers)	P4L assessment. Half term assessment	P4L assessment. Half term assessment	P4L assessment. Half term assessment		
Cross Curriculum Connections	Design and Technology / Maths	Design and Technology / Maths	Design and Technology / Maths	Design and Technology / Maths		

Any questions? Please contact: Mrs Juniper SJuniper@george-spencer.notts.sch.uk

Our Year 11 Fine Art Curriculum

Exam board information-

AQA - Fine Art
Component 1 - Portfolio - 60%
Component 2 - Externally set assignment - 40%

Resources for home study and revision-

AQA specification
<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/specification-at-a-glance>
Subject/class specific Google classroom.

We aim to develop all students into artists who:

- Develop a practical skill base and enhance their use of digital media, literacy and numeracy within the Arts;
- Learn how to develop personal and highly creative ideas whilst displaying an understanding and connection to the work of others (artists and cultures);
- Unlock creative potential within determined, resourceful and respectful attitudes.

Big Ideas in Year 11 Art

What makes a project personal? How can I create innovative artwork? In year 11 art students have the opportunity to create a personalised project in response to a chosen theme. This year is all about students showing off what they have learnt and how they can apply their knowledge independently. Not only do students choose their own theme for the Externally Set Task, they can also choose the media and techniques that have been most successful for them so far.

Making Connections

Our Year 11 Art Curriculum will build on the wide range of skills from year 10. Students will refine their media skills and develop their use of the techniques introduced to them throughout the course. During the 'Externally Set Task' students will recall the structure and project planning introduced to them and use this to successfully fulfil the assessment objectives.

Our Year 11 Art Curriculum will build towards students being successful independent student artists. As art students they will have an increased confidence in their ability to make independent decisions and be armed with a range of techniques and experiments to use as a basis for their increasingly independent work. Students will also have a sound understanding of how to structure independent work.

	HT1	HT2	HT3	HT4	HT5	HT6
Topic Covered	Food - Development and Personal Outcome		Exam project			Examinations
Knowledge	Compositional choices Use of a range of media Observational drawing and use of a range of media Colour theory/themes to express intention		How to create a project with intent Observational drawing and use of a range of media Colour theory/themes to express intention Using contextual resources to inform work Compositional choices			
Skills	<ul style="list-style-type: none"> - How to combine artists. - Composition and ideas pages - Producing developments and mock ups. - Final Personal Outcome 		<ul style="list-style-type: none"> - Themes set by exam board - Students show reference to contextual sources, development of ideas, thoughtful selection of media, processes and techniques. Presenting a final personal outcome. - Producing primary sources with photography. - Observation using a range of media. - Use of different surfaces or papers. - Using advantages of materials to produce mixed media pieces. - Use of colour to express project themes. - Mixed Media observations. - Creating artist responses which express project intent. - Extending photos with mark making and material experimentation. - Combining artists to create project direction. - How to combine artists. - Composition and ideas pages - Producing developments and mock ups. - Final Personal Outcome 			
Key Questions	How can you develop your own personal work through experimentation and refinement? How do you create an authentic, ambitious and innovative personal response?		How can you create a personal and individual project? How do you create an authentic, ambitious and innovative personal response?			
Assessment	Final Piece initial Mock up	PPE Outcome and Completed Coursework Mark	Observational Drawing page	Media outcome from artist research and own photos	Exam Mark and completed Exam Portfolio Mark	
Cross Curriculum Connections	Design & Technology Y10 half-term 1 Design Ventura Project					

Any questions? Please contact Miss M Kell: mkell@george-spencer.notts.sch.uk

Our Year 11 Photography Curriculum

Exam board information- AQA - Fine Art Component 1 - Portfolio - 60% Component 2 - Externally set assignment - 40%	Resources for home study and revision- AQA specification https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/specification-at-a-glance Subject/class specific Google classroom.
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We aim to develop all students into photographers who:

- Develop a practical skill base and enhance their use of digital media, literacy and numeracy within the Arts;
- Learn how to develop personal and highly creative ideas whilst displaying an understanding and connection to the work of others (artists and cultures);
- Unlock creative potential within determined, resourceful and respectful attitudes.

Big Ideas in Year 11 Photography
 How can I use editing software to alter my work? How does the meaning of my work change through the editing process?
 What makes a project personal? How can I cover all 4 assessment objectives? In year 11 Photography students have the opportunity to create a personalised project in response to a chosen theme. This year is all about students showing off what they have learnt and how they can apply their knowledge independently. Not only do students choose their own theme for the Externally Set Task, they can also select the processes and techniques that have been most successful for them so far.

Making Connections

Our Year 11 Photography Curriculum will build on the wide range of skills from year 10. Students will refine their technical skills and develop their use of the techniques and software introduced to them throughout the course. During the 'Externally Set Task' students will recall the structure and project planning introduced to them and use this to successfully fulfil the assessment objectives.

Our Year 11 Photography Curriculum will build towards students being successful a-level art or photography students. As Creative Arts students they will have an increased confidence in their ability to make independent decisions and be armed with a range of techniques and experiments to use as a basis for their increasingly independent work. Students will also have a sound understanding of how to structure independent work.

	HT1	HT2	HT3	HT4	HT5	HT6
Topic Covered	Advertising, Consumerism and the Digital world - Artists and Photographers		Exam project			Examinations
Knowledge	- Complex editing methods in photoshop including Puppet Warp, Brush presets, liquify, filters and gels. - Combination of complex editing techniques to create new effects. - How to independently develop a more individual and innovative piece.		- New Artists studied, inspiration gained by learning about their practices. - New personal lighting methods researched. Knowledge deepened through using previous knowledge to create new effects. - New combinations of photoshop techniques developed to create new outcomes. - Development of students' ability to work independently and produce innovative ideas through development of final outcome.			
Skills	- Using artist inspiration to experiment with digital and camera skills E.g. - Puppet Warp, Brush presets, liquify, filters, gels... Development of personal responses.		Theme set by exam board Students show reference to contextual sources, development of ideas, thoughtful selection of media, processes and techniques. Finally presenting a final personal outcome. Skills: Observational photography skills, compositional skills, manual camera skills and light balancing. Ability to respond to artists using lighting and photoshop techniques. Colour theory Studio photography, rim lighting, snoot lighting, high speed photography.... Using artist inspiration to experiment with digital and camera skills E.g. Puppet Warp, Brush presets, liquify, filters, gels...			
Key questions	How can we show contextual influences in our work?		What makes a response personal?			
Assessment	Combined responses	PPE Outcome and Completed Coursework Mark	Artist/Photographer 1 Photoshoot	Final piece/Personal Outcome mock up	Exam Mark and completed Exam Portfolio Mark	
Cross Curriculum Connections	DT YR 10 half-term 1, Generating design ideas, Developing design ideas History YR10 half-term 5, Medicine through time (source skills)					

Any questions? Please contact Mr J Solly: jsolly@george-spencer.notts.sch.uk

Our Year 11 Drama Curriculum

Exam board information- Edquas Drama
 Component 1 - Devising Theatre
 Component 2 - Performing from a text
 Component 3 - Interpreting Theatre

Resources for home study and revision-
 Eduqas specification - https://www.edugas.co.uk/qualifications/drama-gcse/#tab_overview
 Subject/class specific Google classroom.

We aim to develop students of Drama who:

- Develop knowledge of a wide range of dramatic conventions, genre, styles and practitioners using practical and theoretical approaches;
- Develop skills as a performer, director and designer, making strides with personal life-skills including communication, presentation, self-confidence, motivation, group work techniques, empathy and an understanding of the processes of analytical evaluation;
- Create opportunities to become lifelong learners, participants in Drama and Theatre and access to live theatre, developing confidence in one's own opinions and ideas while identifying their place as a global citizen.

Big Ideas in Year 11 Drama

"Action is not being emotional, but being able to express emotion". In Year 11 you continue to develop your performance/design skills within the performance modules. You return to set text preparation ensuring you can communicate the characterisation and production ideas of your own version of our murder cover up text!

Making Connections

Our Year 11 Drama Curriculum will build on subject specific practitioner knowledge, performance and design skills gained in Year 10. Students will revisit and enhance their set text knowledge and examination skills.

Our Year 11 Drama Curriculum will build towards the Eduqas A Level course offered at Key Stage 5, which is designed as a through line of study offering an extension to the skills developed at Level 2.

	HT1	HT2	HT3	HT4	HT5	HT6
Topic Covered	Component Three 'Interpreting Theatre'	Component Two - Performance 20% of GCSE.		Component Three 'Interpreting Theatre'		
Knowledge	How to read and understand a script Performance techniques Developing use and understanding of production components such as set design Developing use and understanding of production components such as sound Developing use and understanding of production components such as lighting	How to read and understand a script Understanding a full text and how to select extracts for performance Developing a character for performance Production values (Lighting, sound, costume, staging) Rehearsal techniques		Decoding exam questions Examination technique How to read and understand a script Performance techniques Developing use and understanding of production components such as set design Developing use and understanding of production components such as sound Developing use and understanding of production components such as lighting Reviewing live theatre		
Skills	Students are re-introduced to set text Noughts and Crosses by Malorie Blackman. Explore scripted work looking at the characters, plots, themes and settings of the play. Students explore the text as set designers, actors and directors. Students explore the types of exam questions you can get on a drama paper and how to break them down	Working alone or in small groups learners will work towards a scripted performance, or design presentation. Line Learning. Page to stage techniques. Rehearsal techniques. Naturalistic performance work. Confidence in role. Design concepts *Examined by a visiting examiner		Students revise the set text. Explore scripted work looking at the characters, plots, themes and settings of the play. Students explore the text as set designers, actors and directors. Students explore the types of exam questions you can get on a drama paper and how to break them down **Please note, there will be separate key assessments for each half term of progress towards the final examination. Please see the 'Our Curriculum' booklet for details		
Key questions	How can we explore a text from three different perspectives?	How can we make our characters believable?		How can we explore a text from three different perspectives?		
Assessment	In class exam style essay questions	Naturalistic character driven scripted performance. Also Pre Public Examination - full written paper for Component three.		In class exam style essay questions.	Pre Public Examination - full written paper	In class exam style essay questions.
Cross Curriculum Connections	English Yr 9 HT 6, Analysing dramatic effects	Music YR 11 HT 1, Unit 1 Performing	Music YR 11 HT 1, Unit 1 Performing	English Yr 10 HT 6, Analysing dramatic effects		

Examinations

Any questions? Please contact Miss Skitt, nskitt@george-spencer.notts.sch.uk

Our Year 11 Music Curriculum

Exam board information- EDEXCEL GCSE Music, 60% NEA - Unit 1 Performing (AO1) Unit 2 Composing (AO2), 40% Listening Exam (AO£ & 4):

Resources for home study and revision- Edexcel GCSE music Revision Guide: Paul Terry, BBC Bitesize: Edexcel Pages Google Classroom: Subject-specific resources

We aim to develop all students into musicians who:

- Perform, listen to and evaluate music across a range of musical periods and genres, historical periods, styles and traditions, including the works of the Great Composers and musicians throughout time. Students will develop confidence as performers through a range of performance opportunities;
- Use their voices as a tool for both composition and performance in solo and group contexts. Singing will be encouraged as part of the composition process and they will have opportunities to learn a variety of musical instruments in and out of the classroom;
- Understand 'how' music is created through the Elements of Music. They will listen to, discuss and analyse music from a breadth of genres, styles and cultures - understanding 'how' music fits into context.

Big Ideas in Year 11 Music

Where do I see music taking me in the future? Will I continue to perform using my instrument? Will I continue to develop and arrange original, musical ideas? Will I still listen to music with an analytical ear? These are all questions to consider as a Year 11 practising musician, who may use these creative skills in a variety of roles in the future. We will encourage students to see beyond the role of music in the classroom and to appreciate the wealth of skills a creative subject brings. Performing, Composing & Appraising Music are all assessed formally in Year 11.

Making Connections

Our Year 11 Music Curriculum will build on the skills of Performing, Composing & Listening, embedded in Year 10. Students will have practised these skills through a range of short Compositions & Performances, as well as studying 8 Set Pieces of Music and a wealth of other wider listening.

Our Year 11 Music Curriculum will build towards the development and submission of their NEA/Coursework (60% Internally Assessed) and the final Listening Examination (40%) We will prepare students for life as musicians beyond the classroom, through a wealth of extra-curricular opportunities.

	HT1	HT2	HT3	HT4	HT5	HT6
Topic Covered	COURSEWORK/ NEA 1 Solo Performance Free Choice Composition Planning	COURSEWORK/NE A 2 Ensemble performance Free Choice Composition Planning & completion end Nov Composition to a Brief 'Planning	COURSEWORK/NE A 3 & 4 solo/Ensemble Performance Composition to a Brief Completion 60% Coursework Final Submission	Listening & Appraising familiar and unfamiliar Music In-class Listening Tests AoS1-4	EXAMINATION	Examinations
Knowledge	How to perform as a soloist How to compose Develop use of chosen instrument	How to perform as an ensemble How to compose to a brief Develop use of chosen instrument	How to perform as a soloist/ensemble How to compose to a brief Develop use of chosen instrument	Analysing music Musical structures Understanding features of music		
Skills	Listening & Appraising familiar and unfamiliar Music					
Key questions	What makes a successful Performance?	What makes a successful Composition?	Have I written a coherent plan?	Is my score presented clearly?	Have I revised all Set works thoroughly?	
Assessment	AO1, AO2 Teacher Assessed	AO2 Teacher Assessed	AO1 Teacher Assessed	AO2 Teacher Assessed	AO3, AO4 External Examination	
Cross-curricular links	Drama Y11 term 3, Perform from a text	Media Studies Y11 term 1, Analysing images within a pop music video	Drama Y11 term 3, Perform from a text			

Any questions? Please contact Mrs Brown, jbrown@george-spencer.notts.sch.uk

Our Year 11 Core PE Curriculum

We aim to develop students who:

- Use Physical Education to enhance knowledge and skills in a range of sports and activities so that students may be able to expertly and competently demonstrate and apply new techniques and a greater understanding of the use of tactics and strategies to overcome opponents;
- Develop a range of life and employability skills in order to be effective members of society;
- Benefit from a range of opportunities to develop a lifelong love for Physical Education and embed the importance of leading a healthy and active lifestyle.

Big Ideas in Year 11 Core PE

Students will leave school with the skills and confidence to lead a healthy and active lifestyle through a wide range of sporting options within PE. Students will continue to develop other roles within sport such as referee and coach. We hope students find a sport/activity they love and enjoy and want to continue taking part in post 16.

Making Connections

Our Year 11 Core PE Curriculum will build on confidence participating in new sports from year 10 and look to develop knowledge around other roles within sport.

Our Year 11 Core PE Curriculum will build towards students having lifelong participation in sport once they leave school. Students will use community links in order for them to take part in teams and be members of sports clubs. They will be able to have the confidence to become referees and coaches for sporting activities.

	HT1	HT2	HT3	HT4	HT5	HT6
Topic Covered <i>This is a typical year. Activities and order of delivery may vary.</i>	Football	Fitness Suite	Badminton	Trampolining	Tennis/Softball	Examinations
Knowledge	Year 11 - Students will develop the knowledge and confidence to participate in physical activity. They will understand the importance of a lifelong love of physical activity and have knowledge of external organisations in order to continue with a healthy active lifestyle.					
Skills	Character	Leadership	Problem Solving	Communication	Teamwork/Mindset	
Key questions	How do I join a team outside of school?	What level of intensity do I need to work at which will allow me to stay fit and healthy?	How can physical activity help my mental wellbeing?	What careers are there in the sport industry?	What opportunities are there to access facilities and partake in physical activity outside of school?	
Cross Curriculum Connections	Personal Development Year 7 - Healthy Lifestyle Science Year 8 - Healthy Lifestyle					

Any questions? Please contact Mr M Powell: mpowell@george-spencer.notts.sch.uk

Our Year 11 GCSE PE Curriculum

Exam board information - Edexcel / Pearson

Resources for home study and revision- The Everlearner
<https://theeverlearner.com/>

We aim to develop students who:

- Use Physical Education to enhance knowledge and skills in a range of sports and activities so that students may be able to expertly and competently demonstrate and apply new techniques and a greater understanding of the use of tactics and strategies to overcome opponents;
- Develop a range of life and employability skills in order to be effective members of society;
- Benefit from a range of opportunities to develop a lifelong love for Physical Education and embed the importance of leading a healthy and active lifestyle.

Big Ideas in Year 11 GCSE PE

Have you ever wondered why some athletes outperform others? We look into the why, how and the implications of taking performance enhancing drugs. By delving into the sporting industry, we look at how large companies can impact sport and how the media increases engagement and participation levels within society and different cultures.

Making Connections

Our Year 11 GCSE PE Curriculum will build on the knowledge and skills learned in Y10 to broaden their understanding of the impact of body systems, lifestyles, training and psychology has on sporting performance. This will enable students to practice the key skills needed for the upcoming exam.

Our Year 11 GCSE PE Curriculum will build towards the opportunity to study PE further at A-Level or BTEC opening many doors to career opportunities within the sporting industry.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	Component 1: Paper 1- Physical Training- Performance Enhancing Drugs and Injuries PEP Coursework completion Revision for PPE Nov	Component 1: Movement Analysis: Component 2: Social Cultural Influences	Component 1: Revision/Review of Anatomy and physiology Component 2: Revision/Review - Health and wellbeing	Component 1: Tailored Revision based Students needs and QLA from PPE Component 2: Tailored Revision based Students needs and QLA from PPE	Revision of all topics and all papers Walking talking PPE	Examinations
Knowledge	Component 1: Fitness and Body Systems - Knowledge and understanding of the factors underpinning physical activity and sport performance. Students will develop their theoretical knowledge and understanding of applied anatomy and physiology, movement analysis and physical training so that they can use this knowledge to analyse and evaluate performance and devise informed strategies for improving/optimising their own practical performance. Component 2: Health and Performance - Knowledge and understanding of the key socio-cultural influences that can affect people's involvement in physical activity and sport. HT1 - Component 4: PEP - Knowledge and understanding of the principles of training, relevant methods of training.					
Skills	Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport HT1 - Use of data in order to analyse and evaluate the PEP.					
Key questions	What is the impact of taking performance enhancing drugs? What are the key factors when designing training programmes?	What are the different planes, axes and levers in sports? What role does sport, media and sponsorship play in improving engagement and participation?	How do the body systems work together during exercise?	How is it best to structure a 9 mark question?		
Assessment	Formative assessments including- 9 marker and exam questions on topics	Y11 Nov PPE- Paper 1 and Paper 2 all content covered	Formative assessments- 9 marker and exam questions within lessons. Mini tests throughout the term	Y11 March PPE- Full Paper 1 and Paper 2		
Cross Curriculum Connections		Psychology (HT1) - Memory				

Any questions? Please contact Miss J Mudge: jmudge@george-spencer.notts.sch.uk

Our Year 11 Travel and Tourism Curriculum

Exam board information - Edexcel / Pearson	Resources for home study and revision- Travel and Tourism Publishing - https://www.tandtpublishing.co.uk/free-travel-and-tourism-resources.html
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We aim to develop students who:

- Develop a knowledge of the Travel and Tourism sector in the UK and worldwide;
- Have the ability to apply key skills to a variety of tasks, including description, explanation, analysis and evaluation;
- Enjoy a range of opportunities to foster a lifelong love for Travel and Tourism and develop a range of life and employability skills.

Big Ideas in Year 11 Travel and Tourism

Have you ever thought about how many different types of tourism there are, and how important the travel and tourism sector is to the global economy? Have you considered how technology is changing the way tourists and travelers engage with the sector and its organisations? It has been said that if you don't take care of your customers, someone else will, which is why knowing your customers and their needs and providing excellent customer service is so important to all travel and tourism organisations.

Making Connections

Our Year 11 Travel and Tourism Curriculum will build on students' knowledge and understanding of travel by introducing different types of tourism and the key organisations involved in one the UKs biggest industries.

Our Year 11 Travel and Tourism Curriculum will build towards studying this subject at level 3 and potentially pursuing a career that directly or indirectly contributes to this industry.

	HT1	HT2	HT3	HT4	HT5	HT6
Topic Covered	B3 Customer needs and different types of travel B4 Travel planning to meet customer needs and preferences	Component 2 Summative Assessment and internal marking	A1 Factors influencing global travel and tourism A2 Response to factors	B1 Possible impacts of tourism B2 Sustainable tourism B3 Managing sociocultural impacts B4 Managing economic impacts B5 Managing environmental impacts	C1 Tourism development C2 The role of local and national governments in tourism development C3 The importance of partnerships in destination management	Exams
Knowledge Deepened	Component 2 - Knowledge of how organisations use market research to identify travel and tourism trends and identify customer needs and preferences. Understand how specific needs are met by organisations and how travel planning meets customer needs and preferences.		Component 3 - Knowledge of the different factors that may influence global travel and tourism, and how travel and tourism organisations and destinations respond to these factors. Understand the potential impacts of tourism at global destinations and how destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism.			
Skills developed	Apply an understanding of facts, terms, processes and issues in relation to travel and tourism. Make connections with concepts, issues, terms and processes in travel and tourism					
Key questions	Why do organisations need to identify changing trends in travel and tourism?	How can organisations meet specific customer needs and preferences?	Do you know the positive and negative influences of different factors on global travel and tourism?	Can you discuss the impact of tourism and tourist activities on global destinations?	How do different organisations manage and develop tourism?	
Assessment	Component 2 Section B Assessment,	Component 2 Summative Assessment and internal marking	Component 3, Section A - Assessment	Component 3, Section B - Assessment	Component 3 Summative Assessment and internal marking	
Cross Curriculum Connections						

Any questions? Please contact Mr M Powell mpowell@george-spencer.notts.sch.uk

Our Year 11 Health and Social Care Curriculum

Exam board information - Edexcel / Pearson Component 1: Human Lifespan Development (internal)
Component 2: Health and Social Care Services and Values (internal) Component 3: Health and Wellbeing (synoptic external) 2 hours Examination. 60 Marks.

Resources for home study and revision-
Google classroom
Pearson website NHS website

We aim to develop students who:

- Maximise interpersonal skills through practical activities whilst gaining knowledge in the Health and Social Care sector in the UK;
- Gain an understanding of the Health and Social Care Values;
- Apply values and beliefs in the Health and Social Care setting.

Big Ideas in Year 11 Health and Social Care - The components are interrelated and they are best seen as part of an integrated whole rather than as totally distinct study areas. As part of a Key Stage 4 programme, learners will be studying a broad range of GCSEs, including English, mathematics and science. The BTEC Tech Award suite has been designed to allow learners to draw on the knowledge and skills acquired from these subjects where relevant. When studying for a 'BTEC', learners can use the knowledge and skills from GCSEs, giving them the opportunity to apply their academic knowledge to everyday and work contexts.

Making Connections

Our Year 11 Health and Social Care curriculum will build on in more depth we will look at service providers. It is likely that you have already had an appointment with a doctor. If you did, you are described as a 'service user'. This means that you have been given health care from a person who was trained to give you care – they are called 'service providers'.

Our Year 11 Health and Social Care Curriculum will build towards looking at the factors that can have a positive or negative influence on a person's health and wellbeing. You will learn to interpret physiological and lifestyle indicators, and what they mean for someone's state of health. You will learn how to use this information to design an appropriate plan for improving someone's health and wellbeing, including short- and long-term targets.

	HT1	HT2	HT3	HT4	HT5	HT6
Topic Covered	Component 2: Health and Social Care Services and Values A3 Barriers to accessing services B1 Skills and attributes in health and social care	Component 2: Health and Social Care Services and Values B2 Values in health and social care B3 obstacles individuals may face B4 The benefits to individuals of the skills, attributes and values	Component 3 A,B,C Examination A1 Health and social care services A2 Barriers to accessing services	B1 Care values B2 Reviewing own application of care values	Assessment (internal) resist component 3- ABC Examination	Examinations
Knowledge	Exploring barriers that can make it difficult to use these services and suggest how these barriers can be overcome and exploring the skills and attributes that are required when delivering care..	to explore the values that are required when planning and delivering care and to identify the obstacles individuals requiring care may face.	Developing the use of the person-centred approach in health and social care settings, creating a health care plan based on factors, life stage, and choices. Exploring a range of healthcare conditions and how they can be managed by the individual and the different healthcare services that are available.	Explore the skills and attributes that are required when delivering care. Exploring the values that are required when planning and delivering care and the personal obstacles that individuals requiring and receiving care may face.	Explore the skills and attributes that are required when delivering care. Exploring the values that are required when planning and delivering care and the personal obstacles that individuals requiring and receiving care may face.	
Skills	Planning, listening, verbal, and communication skills. Research skills Transferable skills, such as written communication and ICT skills to support progression	Planning, listening, verbal, and communication skills. Research skills Transferable skills, such as written communication and ICT skills to support progression	Planning, listening, verbal, and communication skills. Research skills Transferable skills, such as written communication and ICT skills to support progression	Transferable skills, such as written communication and ICT skills to support progression.	Planning, listening, verbal, and communication skills. Research skills Transferable skills, such as written communication and ICT skills to support progression	
Key questions	what are skills and attributes in health and social care?	What barriers do individuals have to Face day to day with disabilities?	Why do individuals use Health and Social Care services?	What are the different care values?	What values are required when planning and delivering care?	
Assessment			Component 3 Examination		Assessment (internal) resist component 3- ABC Examination	
Cross Curriculum Connections			(Unit 2) Design Technology - Using tools and equipment Y10 HT2		(Unit 2) Hospitality and Catering - Health and safety at work Y10 HT3 KS3 Sports and PE KS3 Science-Biology	

Any questions? Please contact Mr R Lee: ree@george-spencer.notts.sch.uk

Our Year 11 Computer Science Curriculum

Exam board information-
OCR GCSE Computer Science J277

Resources for home study and revision- Google Classroom, BBC Bitesize OCR GCSE Computer Science, Python - W3Schools, Isaac Computing Website

We aim to develop all students into successful and competent programmers who:

- Have the desire to develop and apply their analytical, problem-solving, design, and computational thinking skills within programming and Computing as a whole;
- Become digitally literate – able to use, and express themselves and develop their ideas through information and communication technology – at a level suitable for the future workplace and as active participants in a digital world;
- Understand the impacts of digital technology to the individual and to wider society.

Big Ideas in Year 11 Computer Science

In Computer Science we will encourage students to understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation. Students will be given the opportunity to think creatively, innovatively, analytically, logically and critically. Students will continue to develop knowledge of Python and apply these fundamentals principles in other programming languages.

Making Connections

Our Year 11 Computer Science Curriculum will build on: Continue to develop an understanding of Python Programming & Computer Architecture

Our Year 11 Computer Science Curriculum will build towards: Further an ability to write or develop algorithms and understand boolean logic

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	2.1 Algorithms 2.5 Programming Languages & Integrated Development Environments	2.3 Producing Robust Programs 2.2 Programming Project	2.2 Programming Pseudocode & Exam Practice 2.2 Programming Project	2.4 Boolean Logic 2.2 Programming Exam Practice	Paper 1 & 2 Revision	Examinations
Knowledge	Create and use trace tables to follow an algorithm Understand, describe and traverse Searching and sorting algorithms Design, Write, Test and Refine Programming in Python Understanding of these principles and how they are used to define and refine problems The differences between high- and low-level programming Languages The differences, benefits and drawbacks of using a compiler or an interpreter The tools that an IDE provides Each of the tools and facilities listed can be used to help a programmer develop a program	Defensive design Purpose of testing Why testing is relevant Refine algorithms using suitable test data Ability to create/complete a test plan Combine the use of programming fundamentals to create more complex systems in Python Refine the use of Pseudocode for answering exam questions	Design, Write, Test and Refine Programming in Python Understanding of these principles and how they are used to define and refine problems Produce simple diagrams to show: The structure of a problem Subsections and their links to other subsections Complete, write or refine an algorithm Identify syntax/logic errors in code and suggest fixes	Truth tables for each logic gate How to create, complete or edit logic diagrams and truth tables for given scenarios Design, Write, Test and Refine Programming in Python	Revision for Paper 1 and 2 Exams Paper 1 & 2 Retrieval of prior knowledge	
Skills	Abstraction, Problem Solving, Mathematics					
Key questions	What is the difference between a High- and Low- level programming language? What is an IDE? What sorting algorithms do you know? What is the difference between a linear and binary search?	What is the difference between sequence, selection and iteration in programming? What is validation and authentication? What are the main data types?	What is SQL? What is a SELECT statement using SQL?	What are logic gates? What are AND, OR and NOT Operators? What programs have you developed in Python?		
Assessment	2.1 Algorithms 2.5 Integrated Development & Units 1.1	2.3 Programming Robust Programs & Units 2.1, 2.5 PPE	2.2 Programming & Units 2.3, 2.5, 2.1	2.4 Boolean Logic & Units 2.3, 2.5, 2.1 & 2.2	Paper 1 & 2 Past Papers	
Cross Curriculum Connections				Technology: project: Iterative design skills Design Ventura		

Any questions? Please contact: **Miss Fell** - lfell@george-spencer.notts.sch.uk

Our Year 11 Business Studies Curriculum

Exam board information- Edexcel Level 1/Level 2 GCSE (9–1) in Business

Resources for home study and revision- Google Classroom
BBC Bitesize GCSE Business, Tutor2u Business

We aim to develop future entrepreneurs and leaders who:

- Are provided with the appropriate knowledge and skills needed to develop their employability and identify business problems and opportunities;
- Have a greater understanding and awareness of the world they live in, but more specifically how individuals and businesses work within an economy;
- Have a broad and deep knowledge of the legal, political, social and environmental context of business

Big Ideas in Year 11 Business Studies

Have you ever thought about how many UK businesses are in operation across the globe and how important these businesses are to the UK economy? Or the impact of globalisation and the ethical and environmental questions facing businesses? In this theme, you will be introduced to national and global business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. National contexts build on those in Theme 1 and relate to businesses operating in more than one location or across the UK. Global contexts relate to non-UK or transnational businesses.

Making Connections

Our Year 11 Business Studies Curriculum will build on and examine how a business develops beyond the start-up phase. It considers the impact of the wider world on the decisions a business makes as it grows, with emphasis on aspects of marketing, operations, finance and human resources.

Our Year 11 Business Studies Curriculum will build towards further study at A Level considering the interrelated nature of business activities and how they affect competitiveness. We also delve into the competitive environment and the markets in which businesses operate and the influences on functional decisions and plans including ethical and environmental issues.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics	Making marketing decisions Making operational decisions	Making operational decisions Making financial decisions	Making financial decisions Making human resource decisions	Making human resource decisions	Revision for Paper 1 and Paper 2	Examinations
Knowledge	Product, Price Place, Promotion Business operations	Working with suppliers Managing quality The sales process ARR, NPM, OPM	Understanding business, performance Organisational structures Effective recruitment	Effective training and development Motivation	Organic and inorganic growth Business and globalisation Working with suppliers Managing quality	
Skills	Calculations and interpretations	Interpretations from graph, charts and case studies	Calculations and interpretations	Interpretations from case studies	Calculations and interpretations from case studies	
Key questions	How do businesses use the marketing mix to build competitive advantage?	What is the impact of different types of production process?	How do businesses use financial information to make business decisions?	What is the importance of effective communication?		
Assessment	End of topic assessment				Paper 1 Paper 2	
Cross Curriculum Connections	2.3.1 Job, batch and flow production links to GCSE Design Technology	2.3.1 Job, batch and flow production links to GCSE Design Technology 2.4 Links to percentage	2.4 Links to percentage change in mathematics 2.5 Links to Futures/Careers	2.5 Links to Futures/Careers		

Any questions? Please contact: scrawford@george-spencer.notts.sch.uk

Our Year 11 Creative iMedia Curriculum

Exam board information- OCR Creative iMedia J834	Resources for home study and revision- All resources will be accessible via Google classroom.
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We aim to develop all students into effective practitioners in the workplace who:

- are prepared for the demands of Computing and IT in the world today;
- benefit from a programme that supports progression into GCSE work while also incorporating wider skills and context to prepare for the world of work;
- think creatively, innovatively, analytically, logically and critically;
- develop a love for the subject that is embedded into each and everyone one of our students' lives on a day-to-day basis

Big Ideas in Year 11 Creative iMedia: The Cambridge Nationals in Creative iMedia will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products. The Cambridge Nationals in Creative iMedia will also challenge all learners, including high attaining learners, by introducing them to demanding material and techniques; encouraging independence and creativity and providing tasks that engage with the most taxing aspects of the National Curriculum.

Making Connections

Our Year 11 Creative iMedia Curriculum will build on The Cambridge Nationals in Creative iMedia will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products

Our Year 11 Creative iMedia Curriculum will build towards It will underpin a highly valid approach to the assessment of their skills as is borne out by what teachers tell us. The qualification design, including the range of units available, will allow learners the freedom to explore the areas of creative media that interest them as well as providing good opportunities to enhance their learning in a range of curriculum areas.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	Topic Area 3: Create visual identity and digital graphics	R093 recap theory Topic Area 3: Pre-production planning Topic Area 4: Distribution considerations	Introduction to R097 Task 1 – Planning your interactive digital media product	Task 2 – Creating your interactive digital media product	Task 3 – Testing/checking and reviewing your interactive digital media product	Examinations
Knowledge	Develop knowledge, and understanding relating to different sectors, products and job roles that form the media industry.	Learn how media codes and conventions are applied to create digital media products which engage audiences. Know the main responsibilities of each role in the creation of media products Know that some job roles are specific to pre-production, production or post-production phases Know that some job roles span multiple production phases	Learn to design and create interactive digital media products for chosen platforms	Technical skills and knowledge to create and/or edit and manage assets for use within interactive digital media products	Techniques to test/check and review interactive digital media	
Skills	Recall knowledge and show understanding Apply knowledge and understanding	Analyse and evaluate knowledge, understanding and performance	Demonstrate and apply skills and processes relevant to the subject area	Recall knowledge and show understanding Apply knowledge and understanding Illustration and web design	Analyse and evaluate knowledge, understanding and performance Demonstrate and apply skills and processes relevant to the subject area	
Key questions	What is a visual identity and why do businesses use them?	What are media codes and why are they used?	What are the main features that make up an interactive multimedia product?	What elements of Rocketcake software have you used to enhance your product?	Why do we carry out testing of products we have made?	
Assessment	R093	R097 L01	R097 L02	R097 L03	R097 L04	
Cross Curriculum Connections	Research methods - Business studies - primary and secondary research	Legal considerations/Ethical and moral - Computer Science		Technology - Y10 HT1 Product Design - designing and making	Technology - Y10 HT1 Product Design - designing and making	

Any questions? Please contact Miss H Whalley hwhalley@george-spencer.notts.sch.uk

Our Year 11 Personal Development Curriculum

We aim to develop students who:

- Have the knowledge, understanding, attitudes and practical skills to live safe, healthy, and productive lives;
- Can demonstrate important life skills such as empathy, compassion and communication through discussion;
- Become responsible, tolerant, positive global citizens who will make positive contributions to life in modern Britain.

Big Ideas in Year 11 Personal Development

We learn about concepts and topics that are hugely important in developing confident, responsible and tolerant global citizens who can make positive contributions to society. Specific topics under the umbrellas of 'Living in the wider world', 'relationships', and 'health and wellbeing' are explored and provide opportunities for students to express their thoughts, views and opinions in these areas.

Making Connections

Our Year 11 Personal Development Curriculum will build on work covered in Year 10 by further evaluating and reflecting on how external factors can influence our choices, attitudes and behaviours. For example, topical news stories linked to British Values will be debated and discussed whilst considering how people's views can be formed and influenced.

Our Year 11 Personal Development Curriculum will build towards Year 12 and 13 content by introducing age relevant concepts linked to sexual health, contraception and parenthood, financial choices and social influences

	HT1	HT2	HT3	HT4	HT5	HT6
Topic Covered	<p>Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p> <p><i>RE link influence of Christianity on UK marriage</i> <i>RE link evaluation of ultimate questions about purpose and commitments of human life</i> <i>RE link moral, religious and spiritual issues</i></p>	<p>Next steps Application processes, and skills for further education, employment and career progression</p>	<p>Building for the future Self-efficacy, stress management, and future opportunities</p>	<p>Independence Responsible health choices, and safety in independent contexts</p>	<p>Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships <i>RE link influence of Christianity on UK marriage</i> <i>RE link to moral, religious and spiritual issues</i></p> <p><i>RE link varied perspectives and approaches to issues of community cohesion</i></p>	Examinations
Knowledge	How to communicate assertively	How to maximise employability, including managing online presence and taking opportunities to broaden experience	How to develop self-efficacy, including motivation, perseverance and resilience	How to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads)	How to evaluate readiness for parenthood and positive parenting qualities	
Skills	Reflection, coping strategies, organisation, self-awareness, discussion, agency and decision making, strategies to manage influence, empathy, assertive communication support seeking skills, risk management					
Key questions	What are the legal and ethical responsibilities people when in a relationship?	What skills do you need for the next steps in your future?	How do we recognise the warning signs of mental and emotional health concerns?	How can the independent choices you make affect your health and safety?	What are family and parental responsibilities?	
Cross Curriculum Connections	Philosophy (HT1 - Relationships and families)		Health and Social Care (HT1 - Health and Well-Being)		Biology - HT2 (Reproduction)	

Any questions? Please contact Mrs l'anson rianson@george-spencer.notts.sch.uk