



## CURRICULUM INFORMATION

In January pupils will receive their Externally Set Assignment paper (ESA). This is the final 40% of their Art GCSE.

This is a fully independent project that is designed by each pupils over the course of the spring term. In the first week back after Easter they will sit the official 10-hour exam. This is over 2 school days and ran in normal exam conditions. In lessons they will complete the 'sketchbook' part of the project, and in the exam they will complete their 'final outcome'.

This project is a lot of work - research and incomplete work must be completed at home. Pupils will receive a timeline to follow that will help to assist with this independent work.

## HOMEWORK EXPECTATIONS

### ASSESSMENT

Reports will be based on a prediction only as no official marking against the assessment criteria can be done during the ESA process. Pupils will receive their 'raw' marks once marking is completed for coursework and the ESA before the marks are submit to AQA.

### TRIPS

## CAREERS EVENTS



### CURRICULUM INFORMATION

We will be starting Component 3. After each learning aim, we will complete a mini assessment so we can assess our learning and identify areas to improve.

#### **Learning Aim A: Investigate individual needs that may impact on play, learning and development**

- Individual needs – PIES+C
- Know how individual needs may impact on play, learning and development

#### **Learning Aim B: Create safe environments to support play, learning and development in children aged 0-5 years**

- Ensure all children are safe
- Health & safety considerations for inside/outside environments for children with individual needs

#### **Learning Aim C: Adapt play to promote inclusive learning and development**

- The benefits of adapting activities for all children in play, learning and development
- Adapting activities to support children – PIES+C

#### **Useful websites:**

<https://learning.nspcc.org.uk/child-health-development>

<https://www.sense.org.uk/information-and-advice/for-professionals/resources-for-education-and-early-years-professionals/making-play-inclusive/>

<https://literacytrust.org.uk/resources/10-reasons-why-play-important/>

### HOMEWORK EXPECTATIONS

Homework will be set throughout the course – these will usually be on MS Teams and will allow you to further your knowledge and understanding of issues in Component 3.

### ASSESSMENT

You will sit an assessment after each learning aim, based on what you have been learning.

You will sit a formal mock exam.

### TRIPS

## CAREERS EVENTS



### CURRICULUM INFORMATION

We will be learning 'Advanced programming techniques' which builds on the basic techniques studied last year. Pupils will consolidate their learning by developing solutions to given scenarios in Python.

We will also be completing key revision and exam techniques and application for the run up to the mocks and final examinations.

Pupils will complete their mock exams in this subject during March.

### HOMEWORK EXPECTATIONS

Pupils will be set sections on Seneca learning each week. This will consolidate knowledge.

Revision homework will also be set before each assessment.

### ASSESSMENT

Each unit of work completed will be followed by an assessment.

Each assessment will consist of past examination questions.

There will be mock examinations in March.

### TRIPS

### CAREERS EVENTS



## CURRICULUM INFORMATION

### Component 1

Students will make final amendments to their portfolios for component 1 which will lead to the completion of this unit.

### Component 2

Students will continue their rehearsals for their Component 2 exam, which will be conducted by a visiting examiner in the Spring Term. Students are required to perform two extracts from a play text, they will explore a range of rehearsal techniques in preparation for the final exam.

### Component 3

Students will recap knowledge and content for the whole exam, and there will be a strong focus on questions and exam structure so that they are prepared for the written paper in the summer term. We will revisit the notes made from watching a piece of live theatre and how to answer live review questions for the final exam.

## HOMEWORK EXPECTATIONS

Students will be provided with homework and revision tasks relating to the written paper for Component 3. They will also be expected to learn their lines for Component 2 at home when they have received their scripts.

## ASSESSMENT

Students will complete a mock paper in the second mock series, as well as completing their final draft of coursework to be marked. Their component 2 visiting examiner will also come to watch their performances during this term (Monday 23<sup>rd</sup> March).

## TRIPS

Lowry Theatre Trip – Thursday 8<sup>th</sup> January

## CAREERS EVENTS



## CURRICULUM INFORMATION

Year 11 pupils will be starting Unit 2 Designing the Built Environment NEA (None Exam Assessment).

In this unit pupils will use analysis, 2D design, 3D design and evaluation skills learnt in Y10 to answer the design brief set by the exam board.

You will develop drafting skills as well as skills to use computer software on Revit. You will develop and apply mathematical techniques to ensure that your proposed building is fit for purpose.

Pupils will be working on this unit for 30 hour-controlled assessment task which will be internally marked and graded before a sample is externally verified.

## HOMEWORK EXPECTATIONS

## ASSESSMENT

## TRIPS

## CAREERS EVENTS



## CURRICULUM INFORMATION

We are learning Unit 4- 'International trade & the global economy'. Specifically, this term we will be looking at the last 3 sections.

- Balance of Payments
- Exchange Rates
- Globalisation

Once this is completed we will reviewing mocks and then completing key revision and practice for the March mocks.

## HOMEWORK EXPECTATIONS

Pupils will use the detailed knowledge organisers to learn/ revise key content for each unit.

## ASSESSMENT

Mock examinations are in March. Pupils will sit two papers.

## TRIPS

## CAREERS EVENTS





## CURRICULUM INFORMATION

This term, Year 11 have begun studying and strengthening their approach and understanding of English Language Paper 2 alongside studying the 'Unseen Poetry' section of the exam.

'Unseen Poetry' is the final section pupils will answer in their GCSE English Literature Paper 2. This section allows students to experience a range of new poems (separate to the GCSE Power and Conflict anthology) and takes them through the important process of understanding, analysing and being able to perceptively write about the cumulative effect of writer's creative choices and influence.

## HOMEWORK EXPECTATIONS

Year 10 pupils are given homework based on retention and recall of their GCSE topics. For example, they will use SENECA Learning to complete weekly allocations set by their teacher.

Homework also involves reading, writing and analysis practice aligned with their GCSE.

## ASSESSMENT

Year 11 are assessed formatively in every lesson via methods such as live teacher marking, low stakes quizzing and questioning.

Pupils are also assessed via a full suite of mock examinations where English teachers can identify specific and explicit feedback points as we move forward through the year.

## TRIPS

We are exploring new and exciting trips for our KS4 cohort such as visits to the theatre to watch shows based on our topics across the curriculum.

## CAREERS EVENTS

In English, we are always supporting possible career avenues where pupils can use their knowledge and skills from their English lessons. For example, we encourage students to realise that almost every job requires literacy skills from speaking and listening, writing and reading and being able to show perception about the world around us. English equips all pupils with the ability to analyse situations, language and discourse with detail.

Some careers events include author talks and visits, 'University' master classes, competitions and challenges where their writing can be recognised.



### CURRICULUM INFORMATION

In Film Studies we are learning how to analyse the 3 films from Film Studies Paper 1: US Film.

We will be revising our work in Term 1 of James Dean's 'Rebel Without a Cause' (1955) and studying in detail 'Ferris Bueller's Day Off' (1986) for the exam questions that focus on these films individually. We will then be learning how to compare both films and how to answer exam questions on the comparative section of the exam paper. We will also be analysing the third film for the independent production part of Paper 1: US Film exam 'Juno' (2007).

We will be looking at the differing ways that teenagers are represented in all 3 of these films and the reasons for why this is, including the socio-historical context that they were made in.

In order to consider the different ways that the teenagers within the films are represented we will look specifically at their actions, the way that they speak and how they dress. We will consider whether they conform to the typical expectations of a teenager or whether they subvert and challenge these expectations. We will be focusing on key scenes, analysing aspects of mise en scene, cinematography and sound to explain how they help create this representation.

We will consider the differences in production, distribution and exhibition and how each of these three aspects of the industry affect both mainstream Hollywood and independent film. We will also consider the context of production and specifically the difference that being a mainstream or independent production gives to the finished film.

### HOMEWORK EXPECTATIONS

Pupils will be expected to revise key segments of the films, including key lines of dialogue.

Pupils will also be expected to be revising the key dates in the History and Development of Film and Film Technology

### ASSESSMENT

Mock exams will be undertaken in Feb/ March. Both papers will be examined, which means pupils need to know key segments of all 6 films studied:

Paper 1: 'Rebel Without a Cause' (1955), 'Ferris Bueller's Day Off' (1986), 'Juno' (2007)  
Paper 2: Skyfall (2012), Slumdog Millionaire (2008), Tsotsi (2005)

### TRIPS

### CAREERS EVENTS





## CURRICULUM INFORMATION

We are learning about Glacial Landscapes in the UK. Pupils will focus on how glacial processes have shaped the UK's landscape forming a variety of landforms. Pupils will also study the Lake District to look at the impact of economic development on local communities and the environment.

Our next topic is Urban Change with a focus on Liverpool. This will link to our urban fieldwork study in Liverpool where pupils will explore the accessibility of the city due to regeneration. Pupils will also study the opportunities and challenges in Liverpool.

## HOMEWORK EXPECTATIONS

Pupils will complete a homework booklet based on each topic studied. This will be completed fortnightly, and reviewed/marked in EPS.

## ASSESSMENT

Pupils will complete Paper 1 and Paper 2 in their March mocks.

## TRIPS

Urban Study- Liverpool

## CAREERS EVENTS



### CURRICULUM INFORMATION

This term year 11 will be learning the skills and knowledge ready to undertake the unit 2 controlled assessment. This includes the Eatwell guide and the nutrients needed in a balanced diet, the needs of customers in different life stages. How to write time plans and evaluate their work.

The will choose dishes for their target customers and will need to practise these ahead of the control assessment practical next term.

### HOMEWORK EXPECTATIONS

Pupils will be given homework to complete bi weekly covering the unit 1 examination knowledge and revision for the controlled assessment practical.

### ASSESSMENT

Assessment in Unit 2 controlled assessment practical is passed on three skills levels, with higher levels skills needed to gain higher levels such as Level 2 distinction grades. Practical work will be both self assessment an teacher assessed after each practical and improvements will be set for the next practical in terms of timing, presentation, cooking quality.

### TRIPS

Pupils will have the opportunity to visit a local Barista training centre and learn new skills need to make many different coffee types.

### CAREERS EVENTS

Pupils will have the chance to meet a local Hospitality business owner and ask questions about the running of a business, laws and regulations around running a business and employing staff. This will help them gain the knowledge and experience needed for the unit1 examination assessment in May.



### CURRICULUM INFORMATION

We be exploring Component 3. After each learning aim, we will complete a mini assessment so we can assess our learning and identify areas to improve.

#### **Learning Aim A: Factors that affect health and wellbeing**

- Physical, lifestyle, social, cultural, economic and environmental factors
- How life events impact PIES development

#### **Learning Aim B: Interpreting health indicators**

- Physiological indicators – pulse, blood pressure, BMI
- Lifestyle indicators – nutrition, physical activity, smoking, alcohol, substance misuse

#### **Learning Aim C: Person-centred approach to improving health and wellbeing**

- Taking account of individual's needs, wishes, circumstances
- Importance of a person centred approach
- Recommendations and actions to improve health and wellbeing
- Barriers and obstacles to following recommendations

#### **Useful websites:**

<https://www.nhs.uk/conditions/obesity/>

<https://www.nhs.uk/conditions/high-blood-pressure/>

<https://www.bhf.org.uk/informationsupport/heart-matters-magazine/medical/ask-the-experts/pulse-rate>

### HOMEWORK EXPECTATIONS

Homework will be set throughout the course – these will usually be on MS Teams and will allow you to further your knowledge and understanding of issues in Component 3.

You also have revision materials to complete in your own time.

### ASSESSMENT

You will sit an assessment after each learning aim, based on what you have been learning.

You will sit a formal mock exam.

### TRIPS

### CAREERS EVENTS



### CURRICULUM INFORMATION

We will be learning about Early Elizabethan England, unit 2 part 2 and unit 3. We'll look at later challenges to Elizabeth and society in the age of exploration. Pupils will develop exam technique on 'describing features', 'explaining why' and 'how far do you agree' questions.

After this, pupils will learn about Nazi Germany, unit 3: Control and Dictatorship, 1933-39. Pupils will develop exam technique on inference, explaining why, source utility and interpretation (difference and analysis).

### HOMEWORK EXPECTATIONS

Pupils will complete a homework booklet on Early Elizabethan England (all units) and then Weimar and Nazi Germany, which includes exam style questions and past paper questions. Pupils will complete these independently to support their learning in the classroom.

### ASSESSMENT

Pupils will complete three exam papers during their mock examinations this term.

- Paper 1: Crime and Punishment and Whitechapel
- Paper 2: The American West and Early Elizabethan England
- Paper 3: Weimar and Nazi Germany

### TRIPS

Hitler on Trial

### CAREERS EVENTS



## CURRICULUM INFORMATION

We are learning topics from the Shape 2 module which include area and perimeter of 2D shapes and volume and surface area of solids. We are also working on the Algebra 2 module which may include topics on graphs, co-ordinates and sequences. These topics may vary depending on the set. Some sets will also cover transformations and loci.

### Useful websites

- Mathswatch.vle

The login is...for example,

21smithj@penketh

Penketh (with a capital P)

- Methodmaths

The login is.....for example,

penk

21smithj@penketh

Penketh (with a capital P)

## HOMEWORK EXPECTATIONS

Pupils are expected to complete one GCSE past paper every week which is to be marked in the EPS lesson.

They are also expected to complete independent revision. There are on-line papers available on Methodmaths.

## ASSESSMENT

Pupils will complete an assessment every few weeks based on the topics covered in lessons.

Pupils will also sit three 1.5 hour Mock GCSE papers, one non-calculator and two calculator in March.

## TRIPS

## CAREERS EVENTS

Links to different careers in Maths are made where appropriate. We also discuss the types of jobs that pupils could access by doing a further Maths qualification, such as A-levels or a degree in Maths.



## CURRICULUM INFORMATION

First, pupils will be talking about food & drinks in all 3 time frames (past, present, future).

We will then focus on describing our lifestyle and talking about healthy and unhealthy habits.

In doing so, we will develop the key skills listed below, which will be built on and further developed during the course of their language studies:

- Referring to 3 time frames successfully
- Using infinitive constructions 'dejé de' (I stopped), 'intento de' (I try to)
- Giving a range of opinions and reasons in 3 tenses

## HOMEWORK EXPECTATIONS

Pupils will complete fortnightly tasks aiming at developing their vocabulary and their understanding of specific exam skills:

- Past Paper Questions focused on a question type/specific skill they need to work on following on from the March mocks
- Vocabulary to learn/revise from the AQA list

## ASSESSMENT

Pupils will complete a full suite of papers at their tier of entry including:

- Listening
- Reading
- Speaking
- Writing

## TRIPS

## CAREERS EVENTS





### CURRICULUM INFORMATION

This term, Year 11 will focus in detail on the AQA set works, including Queen's 'Bohemian Rhapsody'. Pupils will listen critically to these pieces and analyse their musical features, such as structure, harmony, and instrumentation. They will practice answering longer 8-mark style questions to develop confidence and accuracy for the listening exam.

Pupils will continue working on their brief composition, with a deadline set for February half term and a final submission by Easter for both completed compositions. Lessons will focus on refining ideas, applying compositional techniques, and using technology effectively to meet the exam board requirements.

Students will prepare for their solo performance assessment, which will take place in March. They will work on improving technical accuracy, expression, and stage presence, ensuring readiness for the practical component of the GCSE course.

Throughout this term, pupils will continue to refine and develop skills learnt across Key Stage 3 and 4 in terms of using technology to compose and musical vocabulary to appraise their compositions as they progress through the course.

### HOMEWORK EXPECTATIONS

Pupils are expected to be accessing their knowledge organisers and other resources given by their teacher throughout the delivery of this course. This will contain key terminology which they are required to know for the examination.

Pupils will also be expected to rehearse their performances at home in preparation for their assessments.

### ASSESSMENT

Pupils will be assessed based on their practical performance in a solo context.

Pupils will be assessed on their Brief Composition.

Pupils will learn to analyse different styles of music with knowledge assessed upon the start of every lesson through the 'DO NOW' activity and through past paper questions

### TRIPS

Pupils can access additional experiences in this subject by attending enrichment outside of class time.

Instrumental lessons available on request.

For other ensemble opportunities please see the main board in the department.

### CAREERS EVENTS

Pupils will be able to explore career prospects within the Music Industry. This will be done through calling experts in the field to come and do talks with pupils at our local school, or even by taking pupils out into different musical settings to show the numerous opportunities that the industry offers those who wish to explore it and delve deeper.



## CURRICULUM INFORMATION

We will be learning about Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity.

Topics included in Component 3 include:

- The importance of fitness for successful sports participation in sport
- Fitness training principles
- Exercise intensity and how it can be determined
- Fitness testing
- Fitness training methods for skill-related and physical components of fitness
- The effects of fitness on the body systems
- Fitness training programme design
- Motivational techniques for fitness programming

## HOMEWORK EXPECTATIONS

Pupils will be expected to complete 1 large piece of homework per half-term based around research and completion of the Pearson Set Assignment. Homework will also be set in preparation for the Component 3 exam.

## ASSESSMENT

Pupils will be completing their final 1hr 30min Component 3 exam worth 40% of their overall qualification grade. Date of exam: Thur 8<sup>th</sup> May 2025.

## TRIPS

School Sport fixtures  
Academy Sport+

## CAREERS EVENTS

Sport Career Cluster Talks



### CURRICULUM INFORMATION

#### Curriculum PD: Healthy Me Unit

In Year 11, the Healthy Me unit builds on prior learning by focusing on managing risk, influence, and personal safety in relation to substances, particularly as pupils prepare for greater independence and new environments. Key objectives include:

**1. Understanding risks and consequences of substance use**

– the health, social, and legal implications of drug and alcohol use, including how unregulated substances increase harm. The impact of supply and possession laws, and how involvement in the drug trade affects individuals and communities locally, nationally, and internationally.

**2. Accessing reliable information and medicines safely**

– the difference between prescription and over-the-counter medicines, why it is important to only use medicines prescribed by a healthcare professional, and how to identify trustworthy sources online. Strategies for overcoming barriers to seeking professional advice.

**3. Managing influence and decision-making** – recognising internal and external pressures, including peer influence and societal norms, and how these affect choices. Developing assertiveness and strategies to resist pressure, while understanding the benefits of seeking help early.

**4. Personal safety in social and unfamiliar environments** – identifying risks at parties or when travelling abroad, including cultural and legal differences around alcohol and drugs. How to plan ahead, use exit strategies, and access help if feeling unsafe or unwell. The importance of respecting personal boundaries and supporting others to make safe decisions.

**5. Support and emergency planning** – recognising signs of harm or addiction, knowing when and how to seek help, and understanding the role of trusted adults and professional services. Creating personal safety plans and knowing emergency contacts, both in the UK and abroad.

### HOMEWORK EXPECTATIONS

Homework in Personal Development is set once per term and consists of wider reading opportunities based on topics that are being covered in the current unit of work. Pupils are required to read a digital news article that is provided to them by their teacher, followed by completion of reading comprehension questions in a self-marking quiz on Microsoft Teams.

### ASSESSMENT

Pupils are assessed once per term using Assessment Mind Maps. Pupils complete a mind map at the start of each unit demonstrating their existing knowledge. They then revisit the mind map at the end of the unit, adding all new knowledge acquired throughout the term, thus demonstrating progress. Personal Development is a non-examined subject, so there are no formal assessments.

### TRIPS

### CAREERS EVENTS

Learning is linked to skills necessary for the future, including further education and careers.



## CURRICULUM INFORMATION

We will be completing the study of Psychological Problems unit from paper 1 and then moving on to study Social Influence unit from Paper 2 and working on applying pupils' knowledge from across psychology to answer 13 Mark extended answer questions.

The Social Influence unit focuses on the influence of majorities, minorities and authority figures on individuals and groups behaviour. It also investigates the difference between conformity and obedience.

You will be studying key research from Bickman and NatGen. You will be applying this research to work to bring about social change in relation to mental health.

Useful websites:

<http://www.g2conline.org/3dbrain/>

<https://www.youtube.com/@Psych-Space>

<https://www.youtube.com/watch?v=ROwfZD9F0bY>

[https://www.youtube.com/watch?v=r-oAe5WuhGs&list=PLe\\_5lFK\\_TUv7ARkMwUtzHddt6\\_v3lLkf3&index=1](https://www.youtube.com/watch?v=r-oAe5WuhGs&list=PLe_5lFK_TUv7ARkMwUtzHddt6_v3lLkf3&index=1)

## HOMEWORK EXPECTATIONS

You have been given a "Neuropsychology" independent reading booklet that contains key information about neuropsychology which will support your revision. You are expected to work independently through this booklet, alongside using your OCR revision guide, exam questions booklets and the revision materials published in the Psychology homework booklets which are saved on teams.

## ASSESSMENT

You will complete your final Psychological Problems unit assessment after the Christmas holidays. You will then complete your assessment for Social Influence just at half term and will complete your GCSE Mock Exams in March 2026.

## TRIPS

## CAREERS EVENTS



## CURRICULUM INFORMATION

This term pupils will study across the three disciplines in science (biology, chemistry and physics).

In biology pupil will study genetics looking at the role of DNA in our body, the cell reproductive cycle the differences between asexual and sexual reproduction Jack and how this can give rise to certain headers characteristics and genetic disorders.

In chemistry we will look at how chemicals are analysed through methods such as chromatography and gas tests. Will then move on to organic chemistry which looks a crude oil how it is converted into useful product and what these products are used for including the impacts on the environment.

In physics we will look at forces which includes topics such as contact and non-contact forces, resultant forces gravity, Newton's laws of motion and acceleration, velocity, stopping distances and the factors that can't affect them.

## HOMEWORK EXPECTATIONS

Pupils will engage in the Tassomai app which involves answering a series of multiple-choice questions across the disciplines of science. This needs to be done a minimum of four times a week and should take 15 minutes a day. Research has proven use of this app daily sees pupils achieve on average a grade 5 to 6 at GCSE.

## ASSESSMENT

Pupils will sit a paper one mock assessment which occurs in November. For trilogy science this consists of three 1 hour 15 minutes assessments in biology, chemistry and physics. Separate scientists will have three 1 hour 45 minutes assessments in biology, chemistry and physics.

## TRIPS

## CAREERS EVENTS

Careers will be featured in discussion and activities through lessons in the curriculum and students will be informed how what they are learning could feature in career pathways.





## CURRICULUM INFORMATION

We will be continuing to study The Only Way is Ethics unit. In which we will be learning what ethics are and how to evaluate ethical decisions making. We will be applying our knowledge and understanding to real life situations about socially sensitive subjects.

## HOMEWORK EXPECTATIONS

## ASSESSMENT

## TRIPS

## CAREERS EVENTS