

Year 11 Curriculum Guide

Sapere Aude

I came to give life - life in all its fullness

High expectations - no excuses



Introduction

Welcome to Year 11

We all know and understand the importance and significance of this final year in KS4. We expect every student to work hard and focus in every lesson to maximise learning. Our Academy mantra of "High Expectations and No Excuses" is also fundamental to further improvements and attainment. I have no doubt that our students, with the support of the Year 11 teaching staff, the pastoral team, senior leaders and our recovery curriculum, will strive for the outstanding progress and attainment that they deserve.

One of the main focal points this year is to support the students with their mental health and wellbeing, especially with the challenges that come with their GCSE studies. This year we will deliver a high quality PSHE curriculum to all students and will incorporate regular character sessions and study skills sessions into mentor time.

I am delighted with the calibre of the prefect team that we have in place this year and am looking forward to working alongside them over the course of this year. They will have a leadership role within the academy and will act as student ambassadors and role models to other students, especially the younger year groups.

Our year group is full of engaging, mature young people and I am incredibly proud of them all.

Kellie Bird Head of Year 11

Mentors:

11.1	Miss R Weston Ruth.Weston@tbowa.org	11.5	Mr A Bridgeman Andrew.Bridgeman@tbowa.org
11.2	Ms H Fox-Adams Hester.Fox-Adams@tbowa.org	11.6	Miss B Brickman Bethany.Brickman@tbowa.org
11.3	Mr R Dunn Ryan.Dunn@tbowa.org	11.7	Mr P Blake/Miss E Postle Philip.Blake@tbowa.org Elizabeth.Postle@tbowa.org
11.4	Miss C Jones Cher.Jones@tbowa.org	11.8	Mr K McDonnell Kevin.McDonnell@tbowa.org

Key Dates:

- Virtual mentor meetings between Tuesday 22nd September and Friday 2nd October 2020
- Year 11 Parents Evening – Tuesday 20th October 2020
- Year 11 Parents Evening – Tuesday 8th December 2020
- KS4 Parent Information Evening – Tuesday 12th January 2021
- Year 11 Parents Evening – Tuesday 30th March 2021

KO's & Exams:

- Mock Exams : 2nd November – 13th November 2020
- KO (All subjects) : 1st February – 5th February 2021
- Mock Exams : 1st March – 5th March 2021
- Y11 GCSE exams – first exam on 14th May!!

What shall I do if my child is absent in year 11?

Having informed the academy absence line the academy will endeavour to have subject teachers (core in the first instance) e-mail work home. Your child is then expected to complete it to their highest ability. They could focus on their revision programme as well as using key aspects of their knowledge organiser. This should be the routine for each day's absence.

How will period 6 benefit my child?

This has been implemented to support the year 11 recovery curriculum and mentor time programme.

How do I support my child with their exams?

Key Stage 4 assessments and exams are very demanding for all involved. Key to this is ensuring that your child's mental wellbeing is healthy. There will be web sites and power points to guide parents/carers; The most important aspect here is that you work with the pastoral team and subject teachers to ensure that your child reaches the exams in the best emotional and wellbeing state as well as academically.



Subject: English Language

Intent for the year:

At the Bishop of Winchester Academy, the English curriculum equips students with the communication skills needed to flourish in a relational world. Students will develop an appreciation of reading and writing by experiencing opportunities to read complex texts and write in a variety of styles and formats for a variety of audiences and purposes. Through the teaching of explicit reading strategies, grammar, spelling and academic vocabulary students will develop confidence in reading, writing and oracy, enabling them to become strong communicators. Students will develop the discipline to write accurately, fluently and with stamina. Students will learn the skills they need to make competent, effective use of English language, and develop an understanding of our diverse literary heritage.

Students will follow a thematic curriculum with an emphasis on interleaving skills, exploring connections between texts and through developing their understanding of English concepts. Students' moral character will be nurtured and developed through the exploration and interpretation of each author's intentions found in the themes, language and characterisation in texts. The English curriculum challenges students to develop emotionally, culturally, socially and spiritually, and students' cultural capital will be developed as they explore a broad range of literature and begin to understand their impact on the modern world.

Students will be inspired to have a love of the English language and English literature. They will be prepared for further academic study or fields of employment which require a high level of literacy and the ability to make careful analytical decisions. KS4 TBOWA students of English will leave, at the end of their learning journey with us, prepared for the modern world, confident, analytical and capable to use the English language.

Topics covered:

	Topic		Topic
Michaelmas 1	English Language paper 1 Section A: Explorations of creative reading <ul style="list-style-type: none">➤ Inference and deduction➤ Language and structure analysis➤ Selecting and embedding evidence➤ Exploring the explicit and implicit meanings behind extracts➤ Examining methods and their effects➤ Oracy- reading aloud and independent reading	Lent 2	English Language paper 2 Section B: Writers' viewpoints and perspectives <ul style="list-style-type: none">➤ Writing to argue➤ Writing to persuade➤ Writing to present a viewpoint➤ Critical thinking and interpretation➤ Employing a range of sentence constructions for effect➤ Oracy-debate and speaking in formal contexts

Michaelmas 2	English Language paper 1 Section B: Explorations of creative writing <ul style="list-style-type: none"> ➤ Narrative writing ➤ Employing structural devices effectively ➤ Employing effective demarcation ➤ Employing language devices and figurative writing ➤ Writing to describe using a stimulus 	Pentecost 1	English Language paper 1: Explorations of creative reading and writing <ul style="list-style-type: none"> ➤ Crafting figurative writing ➤ Applying structure for effect ➤ Mastering analysis ➤ Understanding conventions of 19th/20th century writing ➤ Employing academic vocabulary for effect ➤ Oracy: reading aloud ➤ Writing with a purpose and for different audiences
Lent 1	English Language paper 2: Section A: Writers' viewpoints and perspectives- reading <ul style="list-style-type: none"> ➤ Inference, summarising and deduction ➤ Analysing language and exploring effects ➤ Non-fiction reading conventions ➤ Comparing non-fiction extracts & the authorial methods ➤ Comparing 19th century and 20th/21st century contexts and non-fiction writing ➤ Oracy- debate and speaking and listening 	Pentecost 2	English Language paper 2 & spoken language endorsement <ul style="list-style-type: none"> ➤ Reading and writing about family, war, conflict and healthy living ➤ Writing in non-fiction forms ➤ Writing with purpose and for different audiences ➤ Employing the language of argumentation and persuasion ➤ Employing academic vocabulary ➤ Oracy- The art and power of Rhetoric ➤ Oracy-formal presentations

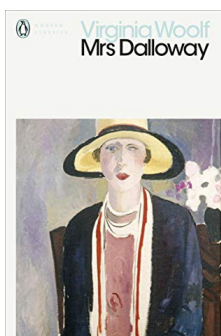
Parents / Carers can help by:

- Supporting your child with their English Language homework. Proof read their extended writing pieces so they are able to develop their technical accuracy.
- Teaching your child new and ambitious vocabulary. Give them opportunities to use this vocabulary within the home.
- Supporting your child in reading different forms of literature, including the reading of newspaper articles online blogs and magazine articles. Ask your child to identify the purpose, audience and language type. Get them to identify language and structural techniques.
- Support and monitor your child's independent revision on Seneca and how they use the CGP English guides.
- Provide opportunities within the home to talk-discuss and debate.

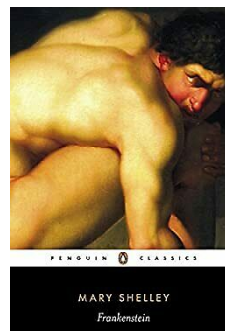
Useful websites:

- Mr Bruff is an English teacher who provides targeted exam revision, for free, on Youtube.
- <https://www.aqa.org.uk/subjects/English/EnglishLanguage>
- <https://getrevising.co.uk/resources/level/gcse/subjects/english>
- <https://www.goconqr.com/en/gcse/subjects/english/>

Recommended reading:

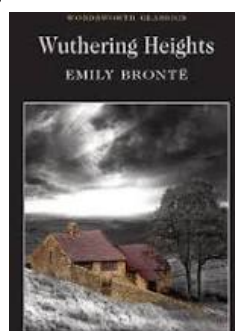


Students will be studying extracts from Virginia Woolf to understand typical conventions and narratives of 20th century literature. We recommend students read 'Mrs Dalloway' for its interesting narrative style, vivid characterisation and use of the stream of consciousness.

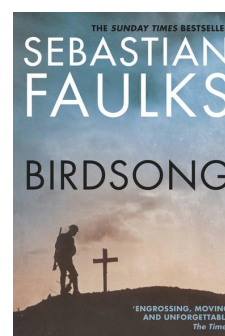


Students will study extracts from 19th century literature as part of their Language GCSE course. We recommend students read 19th century gothic literature to support their understanding of figurative language, imagery and narrative structures. 'Frankenstein' tells the story of Victor Frankenstein's creation of human life.

Students will be exposed to a range of extracts taken from 19th century literature. We recommend that students read 'Wuthering Heights' by Emily Brontë. Heathcliff, an orphan boy, falls in love with Catherine at Wuthering Heights. Their love story is not a simple one.



Students will compare non-fiction war extracts for their English Language GCSE course. Stephen Wraysford, a young Englishman, arrives in the French city to stay with the Azaire family. He falls in love with unhappily married Isabelle and the two enter a tempestuous love affair.



Extra-curricular opportunities:

- **Weekly afterschool intervention.**
- **Lunchtime English support run by English teachers and tutors.**
- **Creative writing, debate and reading 10:10 clubs.**
- **1:1 English intervention with one of our qualified English tutors.**
- **Super learning days in which students experience opportunities to write extensively.**
- **Walking Talking Mocks-Teachers talk through the exam process and timings to develop student exam confidence.**
- **Quarterly whole-school English competitions so that students get to exercise their creative talents-Reading challenges, writing speeches and writing poetry.**

Exam units	Revision areas
<p>English Language paper 1: Explorations of creative writing and reading (1 hour 45 minutes)</p> <p>50% of English Language GCSE</p>	<p>Information retrieval- comprehension</p> <p>Language analysis (identifying and examining effects)</p> <ul style="list-style-type: none"> Word classes (nouns, adjectives, adverbs ect) Figurative language (metaphors, similes ect) Sentence types (complex, simple, compound ect) <p>Structural analysis (identifying and exploring effects)</p> <ul style="list-style-type: none"> Structural devices (narrative perspective, sequencing, tense, focus shifts ect) Sentence forms (minor, declarative, complex ect) Paragraphing <p>Evaluating</p> <ul style="list-style-type: none"> Language for agreeing / disagreeing Identifying methods (pronouns, simile, paradoxes ect) and selecting references from the extract to support evaluation of an extract <p>Narrative writing</p> <ul style="list-style-type: none"> Narrative structure Narrative perspective Metaphorical and figurative language for effect Employing a range of sentence and paragraph lengths Accurate and effective use of punctuation <p>Descriptive writing</p> <ul style="list-style-type: none"> Employing a strong voice Using linguistic devices for effect Academic vocabulary Clear use of sentence and paragraph structures Variation of punctuation
<p>English Language paper 2: Writers' viewpoints and perspectives (1 hour 45 minutes)</p> <p>50% of English Language GCSE</p>	<p>Information retrieval</p> <ul style="list-style-type: none"> True / false (basic comprehension) <p>Summarising & comparing</p> <ul style="list-style-type: none"> Synthesise explicit and implicit ideas and information from two linked texts <p>Language analysis (identifying and explaining effects) & Structural analysis (identifying and explaining effects)</p> <ul style="list-style-type: none"> Same as Paper 1 <p>Comparison of both texts</p> <ul style="list-style-type: none"> Comparative language Identifying relevant points and supporting them with evidence from the extracts Ensuring analysis includes subject terminology and is explicitly connected to the question <p>Writing about a viewpoints and perspectives</p> <ul style="list-style-type: none"> Awareness and understanding of purpose, audience and form Communicate clearly Organise information – sentences, paragraphs, discourse markers Use a broad range of academic vocabulary (revising vocabulary taught in English will really support this)

	<ul style="list-style-type: none"> ○ Accurate spelling and grammar ○ Variety of punctuation ○ The application of rhetorical language (Direct address, emotive language, personal pronouns ect)
Spoken Language endorsement 0% weighting towards GCSE course but a compulsory course component	Speaking in front of an audience <ul style="list-style-type: none"> ○ Social, emotional, physical and cognitive skills in speaking ○ Speaking with confidence Structuring speeches <ul style="list-style-type: none"> ○ Using rhetorical language effectively ○ Using powerful and informed content

Key dates:	
18/11/20	Walking-talking mock morning
2/12/20	Walking-talking mock morning
20/1/21	Walking-talking mock morning
Easter half term	Revision sessions
Half term	Revision sessions

<u>Recommended revision books:</u> <ul style="list-style-type: none"> ➤ York Notes (GCSE G9-1): AQA English Language practice tests with answers by Susannah White ➤ GCSE English Language AQA Complete Revision & Practice - Grade 9-1 Course by CGP Books ➤ GCSE English Language AQA Revision Guide (for the Grade 9-1) by CGP Books ➤ GCSE English Language AQA Workbook - for the Grade 9-1 Course (includes Answers) (CGP GCSE English 9-1 Revision) by CGP Books ➤ Spelling, Punctuation and Grammar for GCSE, Complete Revision & Practice (CGP GCSE English 9-1 Revision) by CGP Books 	Recommended revision websites: <ul style="list-style-type: none"> ➤ https://app.senecalearning.com/login ➤ https://www.aqa.org.uk/subjects ➤ https://www.bbc.co.uk/bitesize/examspecs/zcbchv4 ➤ https://parts-of-speech.info/
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Subject: English Literature

Intent for the year:

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Students will be inspired to have a love of the English language and English literature. They will be prepared for further academic study or fields of employment which require a high level of literacy and the ability to make careful analytical decisions. KS4 TBOWA students of English will leave, at the end of their learning journey with us, prepared for the modern world, confident, analytical and capable to use the English language.

Topics covered:

	Topic		Topic
Michaelmas 1	English Literature paper 1 Section A: 'Macbeth' <ul style="list-style-type: none">➤ The Jacobean Era: social and historical context➤ Act 1: Setting, dramatic irony & the supernatural➤ Act 2: Character development➤ Exploring biblical allusions in 'Macbeth'➤ Analytical writing	Lent 2	English Literature paper 2 Section A: 'Blood Brothers' or 'An Inspector Calls' <ul style="list-style-type: none">➤ Modern play conventions➤ Social and historical context➤ Why was the play written?➤ Act 1: setting, dramatic irony & class➤ Act 2:➤ Act 3: The relevance of the ending➤ Analytical writing

Michaelmas 2	English Literature paper 1 Section A: 'Macbeth' <ul style="list-style-type: none"> ➤ Act 3: The fall from Grace ➤ Act 4: Misplaced power ➤ Act 5: The divine right of kings ➤ Employing academic vocabulary, writing like a literary critic and using analytical language. ➤ Analytical writing ➤ Oracy: debate and play performance 	Pentecost 1	English Literature paper 2 Section C: Unseen poetry <ul style="list-style-type: none"> ➤ The purpose and power of poetry ➤ Poetry conventions and forms ➤ Exploring the explicit and implicit meanings within poetry-uncovering the layers of meaning ➤ Writing responses to poetry ➤ Oracy: Reading poetry aloud
Lent 1	English Literature paper 1 Section B: 'A Christmas Carol' <ul style="list-style-type: none"> ➤ Social and Historical context: The Victorian Era ➤ The plot, setting and purpose ➤ Authorial intent ➤ Allegory, morality tale and Philanthropy ➤ Exploration of themes, character development and motifs ➤ Analytical writing ➤ Oracy: Reading aloud 	Pentecost 2	English Literature paper 2 Section B: Power and conflict poetry <ul style="list-style-type: none"> ➤ 15 poems from the power and conflict cluster of the anthology ➤ Identifying and analysing poetic techniques ➤ Exploring the social and historical context of the cluster poetry ➤ Uncovering the meaning, imagery, tone, structure and language ➤ Writing comparative essays

Parents / Carers can help by:

- Encouraging students to re-read the key texts and create revision resources; such as key quotation cards, dual coding maps for characters and themes.
- Re-read parts of the texts. Whilst reading, create character profiles, summaries of the key scenes. Get your child to write down key quotations found in the texts.
- Watch different adaptations of the texts (remembering that they may amend elements of the text – you need to **focus on the original text**). Watch youtube analysis videos of the texts/poems to support your child's understanding.
- Use books, revision guides and audiobooks (from providers like audible, or iTunes) to become as familiar with the set texts as possible.
- Asking your child to summarise the whole text/s and or recite significant quotations from them.
- Encouraging students to practice essay writing against the clock will support their writing stamina.

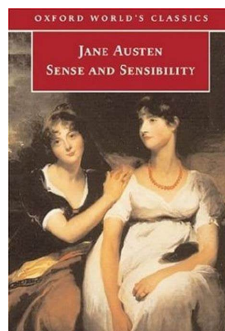
Useful websites:

- <https://www.sparknotes.com/>
- <https://www.enotes.com/>
- <https://www.bbc.co.uk/bitesize/examspecs/zcbchv4>
- <https://www.shmoop.com/>

Recommended reading:

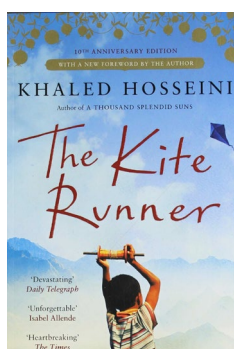


The Trial is a novel written by Franz Kafka between 1914 and 1915. It tells the story of Josef K., a man arrested and prosecuted by a remote, inaccessible authority, with the nature of his crime revealed neither to him nor to the reader.



Jane Austen's 'Sense and Sensibility' tells the story of the impoverished Dashwood family, focusing on the sisters Elinor and Marianne, personifications of good sense (common sense) and sensibility (emotionality), respectively. They become destitute upon the death of their father, who leaves his home, Norland Park, to their half brother, John.

'The Kite Runner' tells the story of Amir, a Sunni Muslim, who struggles to find his place in the world because of the after-effects and fallout from a series of traumatic childhood events. An adult Amir opens the novel in the present-day United States with a vague reference to one of these events, and then the novel flashes back to Amir's childhood in Afghanistan.



Susie Salmon is murdered by her neighbour, Mr. Harvey. No one suspects him of the crime but Susie's father and sister. She tells the story from the place between Heaven and Earth, showing the lives of the people around her and how they have changed all while attempting to get someone to find her lost body.



Extra-curricular opportunities

- In-house performances of the key texts-'Macbeth' & 'A Christmas Carol'
- 10:10 Reading club
- English intervention afterschool and at lunchtime
- 1:1 English literature tuition with a qualified English tutor
- English Literature super learning days and walking talking mocks

Exam units	Revision areas
<p>English Literature paper 1</p> <p>Shakespeare and the 19th century novel</p> <p>Section A: 'Macbeth'</p> <p>Section B: 'A Christmas Carol'</p> <p>1 hour 45 mins</p> <p>40% of GCSE</p>	<p>Section A: Shakespeare- 'Macbeth'</p> <p>In the exam, students will be provided with an extract from the play and an essay question. Students will need to examine, analyse and write about the extract and write about the play as a whole.</p> <p>Revise:</p> <ul style="list-style-type: none"> ○ Social, political, historical and contemporary context ○ Why did Shakespeare write 'Macbeth'? ○ Plot structure ○ Key Themes ○ Characters ○ Key Quotations ○ Previous/practice essay questions <p>Section B: 19th Century novel- 'A Christmas Carol'</p> <p>Students will answer one question on 'A Christmas Carol'. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.</p> <p>Revise:</p> <ul style="list-style-type: none"> ○ Social, political, historical and contemporary context ○ Why did Dickens write the novella 'A Christmas Carol'? ○ Narrative structure ○ Key Themes ○ Characters ○ Key Quotations ○ Previous/practice essay questions
<p>English Literature paper 2 Modern texts and poetry</p> <p>Section A: 'An Inspector Calls' or 'Blood Brothers'</p> <p>Section B: Power and conflict poetry</p> <p>Section C: Unseen poetry</p> <p>2 hours 15 minutes</p> <p>60% of English Literature GCSE</p>	<p>Section A: Modern texts-'An Inspector Calls' or 'Blood Brothers'</p> <p>Students will answer one essay question from a choice of two on the modern drama text they have studied in class. No extract is provided for this essay question.</p> <p>Revise:</p> <ul style="list-style-type: none"> ○ The social and historical context ○ Why did the playwright write the play? ○ What relevance does the play have to a contemporary audience? ○ Narrative structure ○ Key Themes ○ Characters ○ Key Quotations ○ Previous/practice essay questions <p>Section B: Poetry (Power and Conflict Poems)</p> <p>Students will answer one comparative question. In this section, students are provided with a printed poem from their anthology cluster. Students then independently compare to another poem they have studied from the cluster.</p> <p>Revise:</p> <ul style="list-style-type: none"> ○ The 15 Power and Conflict poems – all 15 MUST be studied ○ Summarise each poem and explore the context behind the poem ○ Annotated versions of the poems looking at: literary/language devices; structure; imagery; meaning; context and themes

	<ul style="list-style-type: none"> ○ Key Quotations – 5 (minimum) from each poem on a variety of themes ○ Key Themes within the Anthology ○ Areas of comparison/comparable poems ○ Previous/practice essay questions ○ Comparative language and analytical writing styles ○ Exemplar responses <p>Section C Unseen poetry</p> <p>Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p> <p>Revise:</p> <ul style="list-style-type: none"> ○ Techniques for approaching unseen poems (MITSL) ○ Practice responding to unseen poems ○ Practice comparing unseen poems ○ Poetic techniques-enjambment, caesura, adjectives ect
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Key dates:	
20-11-20	Walking-talking mock morning
15-03-21	Walking Talking mock morning
7-04-21	English Literature Super Learning Day
Easter	Half-term revision sessions
May half term	Half-term revision sessions

<p>Recommended revision books:</p> <p>Power and Conflict Poems CGP - https://www.amazon.co.uk/GCSE-English-Literature-Poetry-Guide/dp/1782943617/ref=sr_1_1?keywords=cgp+power+and+conflict&qid=1573469195&sr=8-1</p> <p>Along with the relevant CGP guides for the other literature texts.</p>	<p>Recommended revision websites:</p> <ul style="list-style-type: none"> ➤ https://app.senecalearning.com/login ➤ https://www.aqa.org.uk/subjects ➤ https://www.bbc.co.uk/bitesize/examspecs/zcbchv4 ➤ https://app.senecalearning.com/login ➤ https://www.aqa.org.uk/subjects/english/gcse ➤ https://www.sparknotes.com/
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Subject: Mathematics and Statistics

Intent for the year:

Maths counts. Maths is the universal language by which we make sense of the world around us and the means by which its problems are solved. The key to unlocking the potential of young people and to solving the biggest threats to humanity are found in our classrooms.

But, not everything that counts can be counted. Students must be equipped to develop their independence and to understand that there is a purpose to maths beyond the classroom which is vital to them playing their full part in society. Students will be Mathematically fluent, financially numerate, statistically competent young people who are able to use Maths to model the world around them.

Year 11 pupils will continue towards mastery of mathematical concepts learnt in key stage 3 and further developed in year 10. Pupils will be more confident, secure and fluent in interpreting diagrams and solutions, selecting the appropriate method to break down and solve problems and reason geometrically. They will be able to independently apply, interpret and evaluate their solution to complex problems. They will leave The Bishop of Winchester Academy confident in their ability to relate their knowledge to real-life contexts, from personal finances to managing their own business, solving every-day problems and prepared for further mathematical studies and/or the modern workplace.

Topics covered: Higher Tier

	Topic		Topic
Michaelmas 1	<ul style="list-style-type: none"> ➤ Number Keywords and their Applications ➤ Interpreting Limits of Accuracy ➤ Calculations & Expressions with Indices ➤ Exploring Fractional Indices ➤ Calculating with Fractional Indices ➤ Exploring Surds ➤ Calculating with Surds 	Lent 2	<ul style="list-style-type: none"> ➤ Vectors ➤ Manipulating expressions (including algebraic fractions and quadratics) ➤ Working with sequences (including geometric) ➤ Linear & quadratic simultaneous equations ➤ Iterative methods ➤ 2-variable inequalities & expressing solutions using set notation
Michaelmas 2	<ul style="list-style-type: none"> ➤ Fractions & decimals ➤ Percentages ➤ Ratio ➤ Proportion ➤ Scale ➤ Algebra & graphs ➤ Congruence & similarity 	Pentecost 1	<ul style="list-style-type: none"> ➤ Applied Mathematics: The Maths of Finance ➤ Perpendicular graphs ➤ Graphs of inequalities ➤ Graphs of circles ➤ Kinematic graphs (including gradients)

			➤ Conditional probability (inc. tree diagrams and Venn)
Lent 1	<ul style="list-style-type: none"> ➤ Surface area & Volume ➤ Pythagoras in 2D and 3D ➤ Trigonometry in 2D and 3D ➤ Introduction to circle theorems ➤ Applying circle theorems ➤ Transformations 	Pentecost 2	<ul style="list-style-type: none"> ➤ Binomial distribution & quality control ➤ Sampling, Capture Recapture ➤ Correlation (Spearman's) ➤ Cumulative frequency & Box plot ➤ Averages (including grouped) ➤ Central tendency (quartiles and percentiles)

Topics covered: Foundation Tier			
	Topic		Topic
Michaelmas 1	<ul style="list-style-type: none"> ➤ Number Systems ➤ Number Types ➤ Applying the Four Operations ➤ Solving BIDMAS problems ➤ Applying Index Laws ➤ Applying Standard Form ➤ Estimating, Checking and Approximating 	Lent 2	<ul style="list-style-type: none"> ➤ Expressions ➤ Quadratics ➤ Equations ➤ Simultaneous equations ➤ Inequalities ➤ Sequences
Michaelmas 2	<ul style="list-style-type: none"> ➤ Fractions ➤ Decimals ➤ Percentages ➤ Ratio ➤ Proportion ➤ Scale, similarity & congruence ➤ Graphs 	Pentecost 1	<ul style="list-style-type: none"> ➤ Applied Mathematics: The Maths of Finance ➤ Parallel & perpendicular graphs ➤ Graphs of inequalities ➤ Kinematic graphs ➤ Tree diagrams ➤ Venn
Lent 1	<ul style="list-style-type: none"> ➤ Surface area ➤ Volume ➤ Pythagoras ➤ Trigonometry ➤ Transformations ➤ Vectors 	Pentecost 2	<ul style="list-style-type: none"> ➤ Sampling ➤ Correlation ➤ Cumulative frequency ➤ Box plots ➤ Averages (including grouped) ➤ Central tendency (including quartiles)

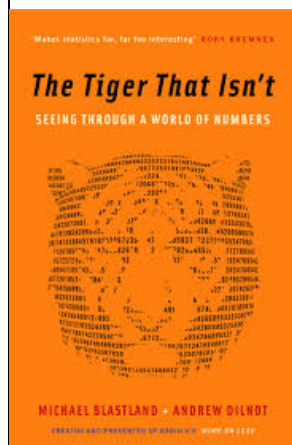
Parents / Carers can help by:

- Ensuring that your child has the correct equipment for every lesson including the Casio FX991 scientific calculator.
- Supporting your child with their weekly Hegarty Maths and exam paper work as well as their knowledge organiser activities.
- Support your child with their weekly revision papers.
- Encourage your child to attend after school maths enrichment opportunities.
- Attending parent's evenings to discuss your child's progress in their maths learning.
- Attending any parent workshops offered by the maths department.
- Talk about and embrace the maths that surrounds us in everyday life.

Useful websites:

- <https://hegartymaths.com/>
- <https://parallel.org.uk/>
- <https://nrich.maths.org/>
- <https://www.themathsfactor.com/>
- <http://chalkdustmagazine.com>
- <https://www.worldometers.info>
- <https://www.gapminder.org>

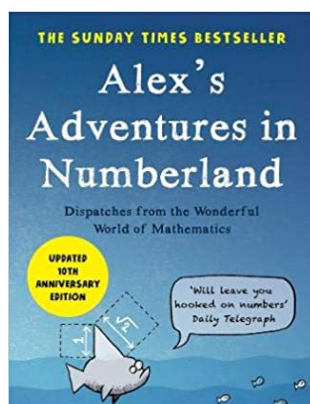
Recommended reading:



The Tiger That Isn't: Seeing Through a World of Numbers is a statistics book written by Michael Blastland and Andrew Dilnot, the creator and presenter of BBC Radio 4's More or Less. Like the radio show, it addresses the misuse of statistics in politics and the media



The best-selling author of Naked Economics defies the odds with a book about statistics that you'll welcome and enjoy. Once considered tedious, the field of statistics is rapidly evolving into a discipline Hal Varian, chief economist at Google, has actually called "sexy."



Alex's adventures in numberland. The world of maths can seem mind-boggling, irrelevant and, let's face it, boring. This groundbreaking book reclaims maths from the geeks. Mathematical ideas underpin just about everything in our lives: from the surprising geometry of the 50p piece to how probability can help you win in any casino.

Fermat's last Theorem



In number theory, Fermat's Last Theorem states that no three positive integers a , b , and c satisfy the equation $a^n + b^n = c^n$ for any integer value of n greater than 2. The cases $n = 1$ and $n = 2$ have been known since antiquity to have infinitely many solutions.

Extra-curricular opportunities

- After school maths enrichment

Maths Exam board – AQA

Specification - 8300

Exam units	Revision areas
Paper 1 Non-calculator 80 Marks 1 hr 30 mins	Any of the course content could be examined on any of the three papers Fractions Decimals Percentages Standard form Index form Surds Ratio
Paper 2 Calculator 80 Marks 1 hr 30 mins	Proportion Collecting, processing and presenting data Probability Sequences Graphs Equations Inequalities Formulae and functions Quadratics Angles, area and volume
Paper 3 Calculator 80 Marks 1 hr 30 mins	Transformations, constructions and loci Pythagoras Trigonometry Measures Conversions Vectors Paper One is the only paper where a calculator is not permitted. All three papers feature significant problem-solving elements

Exam units	Revision areas
Paper 1 Calculator 80 Marks 1 hr 45 mins	Any of the course content could be examined on any of the two papers Each paper contains multiple-choice questions, short answer questions and a Statistical Enquiry Cycle (SEC) question. Content covered includes: The statistical enquiry cycle Data collection methods Representing data Analysing and interpreting data Analysing and interpreting statistical diagrams Probability Probability distributions (higher tier only) A calculator is permitted in both exams.
Paper 2 Calculator 80 Marks 1 hr 45 mins	

Key dates:	
20-11-19	Walking-talking mock morning

Recommended revision books:	Recommended revision websites: <ul style="list-style-type: none">➤ https://www.hegartymaths.com➤ https://www.aqa.org.uk/subjects➤ https://www.bbc.co.uk/bitesize/
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Subject: Science



Intent for the year:

Science is an essential part of a curriculum because an understanding of scientific vocabulary, processes and concepts is useful for everyone in a society, especially the developed technological society we currently, and will continue to live in. Science in school is the basis for anyone interested in careers in any fields in health, technology, engineering, agriculture, etc. but also will help anyone outside of those fields to understand better an increasingly complex world. The modern general public relies increasingly on social media for its news, where there is an abundance of information but rarely any verification of 'facts' and often the broadcasting of opinions of anti-science personalities as fact. A fundamental scientific education will help everyone to approach public issues objectively and rationally.

During year 11 Science, students will learn how their actions impact the environment both chemically and biologically. They will also discover how forces and electromagnets are applicable to the engineered world, and how they can impact society in terms of the use of forces for safety in the automotive industry.

Topics covered: Environmental Science, Evolution, Forces, Magnets, Waves

	Topic		Topic
Michaelmas 1	Pathology and Forensic Science <ul style="list-style-type: none"> ➤ Inheritance ➤ Chemical Analysis Chemical Engineering <ul style="list-style-type: none"> ➤ Organic Chemistry ➤ Using Resources 	Lent 2	Retrieval and Review <ul style="list-style-type: none"> ➤ Revision of key concepts in Biology/Chemistry ➤ Triple Science top-up for selected students
Michaelmas 2	Environmental Science and Evolution <ul style="list-style-type: none"> ➤ Ecology ➤ Chemistry of the Atmosphere ➤ Variation ➤ Evolution 	Pentecost 1	Retrieval and Review <ul style="list-style-type: none"> ➤ Revision of key concepts in Chemistry/Physics ➤ Triple Science top-up for selected students
Lent 1	Travel in Space <ul style="list-style-type: none"> ➤ Forces ➤ Magnetism ➤ Electromagnetism ➤ Waves 	Pentecost 2	GCSE Assessments <ul style="list-style-type: none"> ➤ GCSE Assessments

Parents / Carers can help by:

- Encourage your child to use Seneca Learning for their revision.
- Engage in reading from the Science Reading List below.
- Encourage your child to complete past papers from the AQA website.

Useful websites:

- <https://app.senecalearning.com/login>



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



- <https://www.bbc.co.uk/bitesize/examspecs/z8r997h>



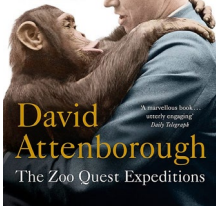
- <https://www.physicsandmathstutor.com/>



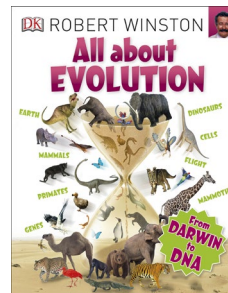
PHYSICS & MATHS TUTOR

Recommended reading:

THE SUNDAY TIMES BESTSELLER
Adventures
of a
Young
Naturalist



In 1954 a young David Attenborough accepted a commission to travel the world in search of rare and elusive animals to add to London Zoo's collection. Filming his expeditions for the BBC television series Zoo Quest, he stayed with local tribes while trekking in search of giant anteaters in Guyana, Komodo dragons in Indonesia and armadillos in Paraguay.



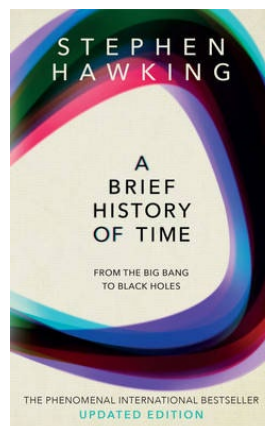
Are you ready for an evolution revolution? Let Professor Robert Winston take you on a journey of discovery through evolutionary science and the way Charles Darwin's revolutionary theories changed the world. Explore lands of fire, meet curious creatures, and peer into the future as you follow Darwin on his epic voyage in search of the origins of species.

THE NUMBER ONE BESTSELLER
Yuval Noah Harari

Sapiens
A Brief
History of
Humankind

'A RARE BOOK...THRILLING AND BREATHTAKING'
OBSERVER

From a renowned historian comes a groundbreaking narrative of humanity's creation and evolution--a #1 international bestseller--that explores the ways in which biology and history have defined us and enhanced our understanding of what it means to be "human."



Was there a beginning of time? Could time run backwards? Is the universe infinite or does it have boundaries? These are just some of the questions considered in the internationally acclaimed masterpiece by the world renowned physicist - generally considered to have been one of the world's greatest thinkers.

Extra-curricular opportunities

- Science After School Enrichment

Exam units	Revision areas
Biology Paper 1 (1 hour 15 minutes)	Biology topics 1–4: Cell Biology; Organisation; Infection and response; and Bioenergetics. Foundation and Higher Tier 70 marks 16.7% of GCSE
Biology Paper 2 (1 hour 15 minutes)	Biology topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology. Foundation and Higher Tier 70 marks 16.7% of GCSE
Chemistry Paper 1 (1 hour 15 minutes)	Chemistry topics 8–12: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes. Foundation and Higher Tier 70 marks 16.7% of GCSE
Chemistry Paper 2 (1 hour 15 minutes)	Chemistry topics 13–17: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources. Foundation and Higher Tier 70 marks 16.7% of GCSE
Physics Paper 1 (1 hour 15 minutes)	Physics topics 18–21: Energy; Electricity; Particle model of matter; and Atomic structure. Foundation and Higher Tier 70 marks 16.7% of GCSE
Physics Paper 2 (1 hour 15 minutes)	Physics topics 22–24: Forces; Waves; and Magnetism and electromagnetism Foundation and Higher Tier 70 marks 16.7% of GCSE

Recommended revision books:

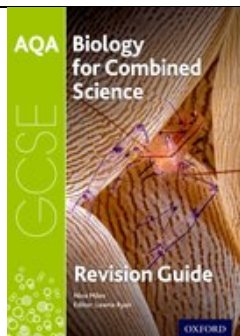
AQA GCSE Biology for Combined Science Trilogy (ISBN 978 019 835930 2)

Useful websites:

➤ <https://app.senecalearning.com/login>



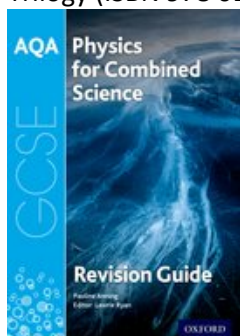
➤ <https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>



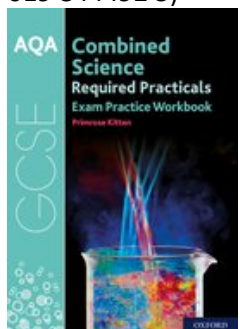
AQA GCSE Chemistry for Combined Science Trilogy (ISBN 978 019 835931 9)



AQA GCSE Physics for Combined Science Trilogy (ISBN 978 019 835932 6)



AQA GCSE Combined Science Required Practicals Exam Practice Workbook (ISBN 978 019 844492 3)



- <https://www.bbc.co.uk/bitesize/examspecs/z8r997h>



- <https://www.physicsandmathstutor.com/>



PHYSICS & MATHS TUTOR

Subject: RS



Intent for the year:

Religious Studies is unique in the sense it is an academic subject with the opportunity to contribute so much to the holistic development of students. Our vision is that all students have a depth and breadth of knowledge and understanding of the world religions and world views outlined by the Bournemouth and Poole locally agreed syllabus. Students will learn from these religions and world views in a way that contributes to their personal development. This includes the Spiritual, Moral, Social and Cultural capital (SMSC), British Values, and Community Cohesion which focuses on preparing pupils for life in the 21st century, engaging pupils in a contemporary and relevant context.

In Year 11 Students apply knowledge of Christian and Islamic beliefs to explore the practices and the links between them. This utilises key skills such as investigation, analysis, and interpretation drawing and will continue to be interpreted using the key concepts. Within each religion contrasts and similarities are drawn within expressions of faith encouraging diversity and tolerance. With the knowledge cumulated from KS3 and 4 students study the final two themes applying religious, non-religious, and ethical ideas to human rights and social justice and crime and punishment.

Topics covered:

	Topic		Topic
Michaelmas 1	<ul style="list-style-type: none">➤ Islam Practices: The five Pillars of Islam➤ Ramadan and Sawm➤ Zakah and Hajj➤ Jihad➤ Festivals	Lent 2	<ul style="list-style-type: none">➤ Revision: Islam beliefs➤ Revision Islam Practices➤ Revision Christian beliefs➤ Revision Christian practices
Michaelmas 2	<ul style="list-style-type: none">➤ Reasons for crime➤ Attitudes towards lawbreakers➤ Different types of crime➤ Aims of punishment➤ Treatment of criminals➤ Forgiveness and reconciliation	Pentecost 1	
Lent 1	<ul style="list-style-type: none">➤ Human rights➤ Social justice➤ Prejudice and discrimination➤ Wealth and poverty➤ Exploitation	Pentecost 2	

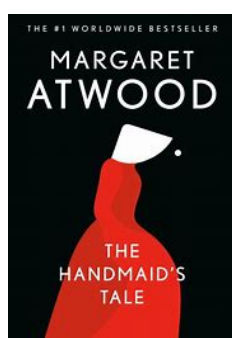
Parents / Carers can help by:

- Recognise that at TBOWA RS is an academic rigorous subject where students study religious, non-religious and ethical world views.
- Having a discussion with their child each week about their RS lesson, and any ethical topics in the news.
- Support their child by developing a broad sense of the world, not just the views of an individual.
- Read, share and discuss any communication received with regards RS.

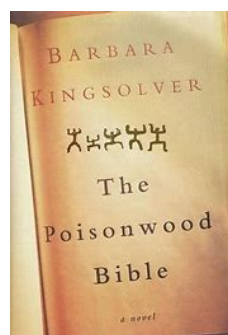
Useful websites:

- <https://www.bbc.co.uk/bitesize/subjects/zh3rkqt>
- <https://quizlet.com/en-gb>
- <https://www.kerboodle.com/users/login>
- <https://www.educationquizzes.com/ks3/religious-education/>

Recommended reading:



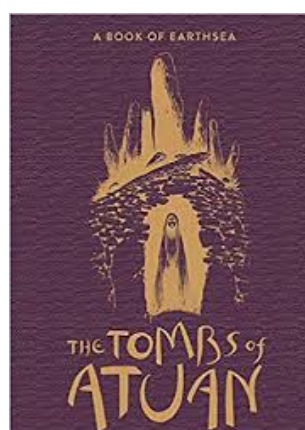
It is set in a near-future New England, in a totalitarian state, known as Gilead, that has overthrown the United States



A missionary family, the Prices, who in 1959 move from the U.S. state of Georgia to the village of Kilanga in the Belgian Congo, close to the Kwilu River



Abandoning her studies at Oxford in 1915 to enlist as a nurse in the armed services, Brittain served in London, in Malta, and on the Western Front. By war's end she had lost virtually everyone she loved.



In this second novel in the Earthsea series, Tenar is chosen as high priestess to the ancient and nameless Powers of the Earth, and everything is taken from her - home, family, possessions, even her name. She is now known only as Arha.

Extra-curricular opportunities

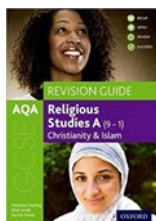
- Guest speakers from PACE
- Spirited arts competition
- Email a believer
- Visit to Southampton Mosque

Exam units	Revision areas
Paper 1 - Component 1: The study of religions: beliefs, teachings and practices (1 hour 45)	<ul style="list-style-type: none">• Christian beliefs• Christian practices• Islam beliefs• Islam practices
Paper 2 – Component 2: Thematic studies (1 hour 45 minutes)	<ul style="list-style-type: none">• Theme A: Relationships and families.• Theme D: Religion, peace and conflict.• Theme E: Religion, crime and punishment.• Theme F: Religion, human rights and social justice.

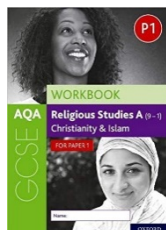
Key dates:	
14 May 2021	Religious Studies A Paper 1
25 May 2021	Religious Studies B Paper 2
M2	Walking talking mock
M2	Mock Exam
L2	Walking talking mock
L2	Mock Exam

Recommended revision books:

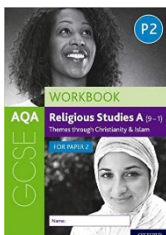
AQA GCSE Religious Studies A: Christianity and Islam Revision Guide



AQA GCSE Religious Studies A (9-1) Workbook: Christianity and Islam for Paper 1



AQA GCSE Religious Studies A (9-1) Workbook: Themes through Christianity and Islam for Paper 2

**Recommended revision websites:**

- <https://app.senecalearning.com/login>
- <https://www.aqa.org.uk/subjects>
- <https://www.bbc.co.uk/bitesize/examspecs/zcbchv4>
- <https://www.kerboodle.com>



Subject: Geography

Intent for the year:

At Key Stage Four students will build upon the skills and knowledge acquired at Key Stage Three to develop their awareness of the issues facing the world today. Students will follow a specification which is an issues-based curriculum looking at the relationship between people and the planet. Human and physical geography disciplines are interwoven to develop a clear understanding of the world. The course also has a decision making aspect based upon a pre-released booklet of information which students will study and be examined upon. Students who complete the course will have the skills and experience to progress onto A-level and beyond.

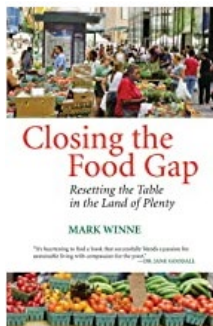
Topics covered:

	Topic		Topic
Michaelmas 1	Coasts: <ul style="list-style-type: none">➤ Waves and their characteristics➤ Coastal erosion➤ Managing the coastline	Lent 2	Issue evaluation pre-release: <ul style="list-style-type: none">➤ Topic unknown until 12 weeks prior to exam➤ Data handling skills➤ Decision making
Michaelmas 2	Fieldwork: <ul style="list-style-type: none">➤ Where is Swanage?➤ How do groynes protect Swanage?➤ To what extent is Swanage a tourist destination?	Pentecost 1	Revision: <ul style="list-style-type: none">➤ Exam skills➤ Practice papers➤ Key words and case study knowledge organisers
Lent 1	Resource management: <ul style="list-style-type: none">➤ Food water and energy in the UK➤ Global distribution of resources➤ Impact of water insecurity	Pentecost 2	

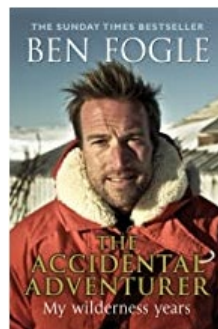
Useful websites:

- www.bbc.co.uk
- <https://www.aqa.org.uk/subjects/geography/gcse/geography-8035>
- <https://worldmapper.org/> maps as you haven't seen them before!
- www.quizlet.com

Recommended reading:



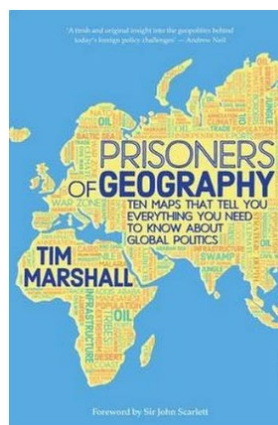
A well written guide to ensuring the world has enough food to cope with its growing population.



Anecdotal reflections of remote places, helps to understand how people survive in the extremes of our planet.



The impact of climate change through the eyes of a teenager.



How the natural world we live in shapes our politics more than you might think.

Extra-curricular opportunities

- World Wise quiz from the Geographical Association – can you make the TBOWA team?
- Geography clinic – catch up missing or misunderstood work
- Fairtrade group – help make TBOWA a fair trade hotspot

Exam board – AQA**Specification - 8035**

Exam units	Revision areas	
Paper 1 – Living with the physical environment (1.5 hours)	Tectonic hazards Weather hazards Climate change Ecosystems Hot deserts	UK landscapes Coasts Rivers
Paper 2 Challenges in Human environment (1.5 hours)	Urban world Urban change UK Sustainable urban development The development gap Nigeria – a newly emerging economy	The changing UK economy Resource management Water management
Paper 3 – Geographical applications and skills (1.25 hours)	Issue evaluation Fieldwork Geographical skills	

Key dates:	
29 September 2020	6 th Form open evening
TBC	Fieldtrip
20 October 2020	Parents' evening
30 March 2021	Parents' evening

Recommended revision books: CGP GCSE Aqa Geography revision and practice papers ISBN: 978-1782946106	Recommended revision websites: <ul style="list-style-type: none">➤ https://app.senecalearning.com/login➤ https://www.aqa.org.uk/subjects➤ https://www.bbc.co.uk/bitesize/examspecs/zcbchv4
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Subject: History

Intent for the year:

The Bishop's' History education aims to inspire students with a deep fascination of history and furnish them with the talents that great historians possess to help them succeed in life. We know that studying History is an essential life-skill. Through knowing and understanding our past and how our past has been (or can be) interpreted our students are able to: develop a sense of identity and respect for our place in the world; defend against misinformation and prejudice in a changing and diverse world; develop knowledge and understanding of different historical periods, the arcs of historical change, and the complexities of historical debates; understand the connections across subjects allowing students to remember more and accomplish more in all aspects of their curriculum.

In Year 10 specifically this is addressed through exploring; the reigns of Richard and John, superpower relations during the Cold War and then a revision programme.

Topics covered: The reigns of Richard and John, superpower relations during the Cold War and a revision programme.

	Topic	Topic	
Michaelmas 1	The reigns of Richard and John: <ul style="list-style-type: none">➤ Life in Medieval England.➤ Richard securing power➤ Richard on Crusade	Lent 2	Superpower relations and the Cold War: <ul style="list-style-type: none">➤ The crisis of the Cold War➤ Detente➤ The end of the Cold War
Michaelmas 2	The reigns of Richard and John: <ul style="list-style-type: none">➤ Richard's capture and the problems he faced after returning to England.➤ John's domestic concerns➤ John's international concerns	Pentecost 1	Revision programme: <ul style="list-style-type: none">➤ Revision for Paper 1➤ Revision for Paper 2➤ Revision for Paper 3
Lent 1	Superpower relations and the Cold War: <ul style="list-style-type: none">➤ The causes of the Cold War➤ The rise in tension 1945-1956	Pentecost 2	Students sit exams

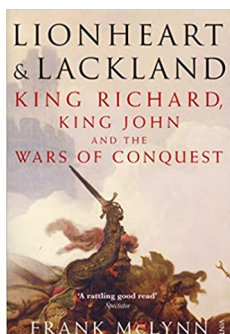
Parents / Carers can help by:

- Encourage students to complete extra reading around the topics they are studying in class.
- Check what homework is set and that it is being done.
- Encourage students to access the resources saved on the students shared area '0.2018 History Revision' folder on the student R drive at school has useful materials to aid students' revision.
- Encourage your child to redraft work, especially exam questions.
- Question your child on key events and topics that they have studied and support them in learning the key figures and chronology.

Useful websites:

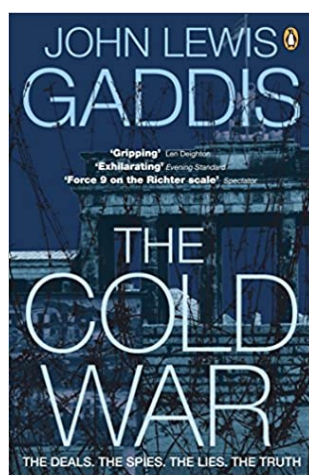
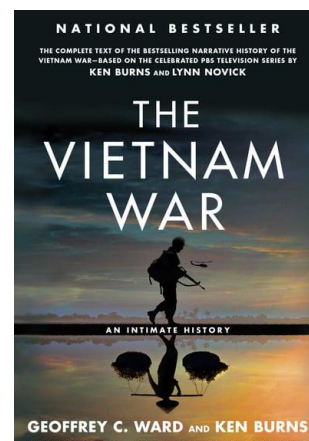
- The Edexcel website has example exam papers (<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.coursematerials.html#filterQuery=Pearson-UK:Category%2FExam-materials>)
- www.senecalearning.com
- BBC Bitesize

Recommended reading:

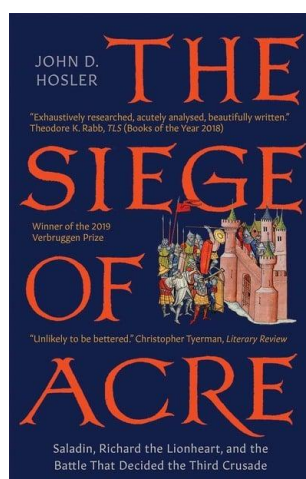


A book that gives students an understanding of who Richard and John were and their achievements.

A book that gives the students a real understanding of the Vietnam War from a number of viewpoints.



A book that gives students an academic viewpoint of the Cold War



A book that gives students a deep understanding of the siege at Acre.

Extra-curricular opportunities

- The Historical Association's Young Quills competition
- The Historical Association's Write your own Historical fiction competition
- External workshops TBC

Exam board – Edexcel**Specification - History (9–1)
from 2016**

Exam units	Revision areas
Paper 1 – Section A Whitechapel (22 minutes)	Living Conditions in Whitechapel The causes of Tension in Whitechapel The difficulties of policing Whitechapel The Jack the Ripper Murders
Paper 1 – Section B Crime and Punishment (53 minutes)	Crime and Punishment in the Medieval period (1000-1250) Crime and Punishment in the Later Middle Ages (1250-1500) Crime and Punishment in the Early Modern period (1500-1750) Crime and Punishment in the Industrial period (1750-1900) Crime and Punishment in the Twentieth and Twenty-First centuries (1900-present)
Paper 2 – Section A Superpower relations and the Cold War (52 minutes)	The causes of the Cold War The escalation of tension The crises of the Cold War The period of Détente The Second Cold War The end of the Cold War
Paper 2 – Section B The reigns of Richard and John (52 minutes)	Richard securing power Richard on Crusade Richard's capture and John's treachery Richard retaking the continental lands John's problems in France John's dispute with the Pope The Barons' Rebellion against John and his death.
Paper 3 – USA: Conflict at Home and Abroad (1954-1975) (80 minutes)	The rise of the Civil Rights movement 1954-1962 The Civil Rights Movement 1962-1968 The Black Power movement The Civil Rights Movement 1968-1975 The causes of the Vietnam War US involvement in the Vietnam War The changing perception of the Vietnam War in the US

Key dates:	
TBC	After school revision
TBC	Mocks

Recommended revision books: - Revise Edexcel GCSE (9-1) History Crime and Punishment in Britain Revision Guide and Workbook - Revise Edexcel GCSE (9-1) History Superpower relations and the Cold War Revision Guide and Workbook	Recommended revision websites: ➤ https://app.senecalearning.com/login ➤ https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016 ➤ https://www.bbc.co.uk/bitesize/
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<ul style="list-style-type: none">- Revise Edexcel GCSE (9-1) History King Richard I and King John Revision Guide and Workbook- Revise Edexcel GCSE (9-1) History The USA Revision Guide and Workbook	
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Subject: Spanish

Intent for the year:

Being able to communicate in more than one language, opens-up a world of opportunities to students in regards to personal travel, friendship and employment opportunities. The academic rigour involved in the acquisition of a second language, facilitates the development of memory and reasoning skills and gives students a broader perspective that contributes to success in other academic areas.

Our vision is that all language learners develop linguistic skills and self- confidence in their role as a “World Citizen” Ultimately, we want our students to have a love of Spanish language and culture as they work towards developing mastery and an enduring curiosity to build upon their knowledge after they have left our school.

In Year 11 specifically this is addressed through learning how to talk about global issues and what they can do to make the world a better place.

Topics covered:

A Currar (work)

Hacia un mundo mejor (how to make the world a better place)

	Topic		Topic
Michaelmas 1	A Currar <ul style="list-style-type: none"> ➤ Talking about different jobs ➤ Talking about how you earn money ➤ Talking about your year 10 work experience 	Michaelmas 2	A Currar <ul style="list-style-type: none"> ➤ Talking about the importance of learning languages ➤ Applying for a summer job ➤ Discussing a gap year ➤ Discussing your future plans
Lent 1	Hacia un mundo mejor <ul style="list-style-type: none"> ➤ Describing different types of houses ➤ Talking about healthy eating ➤ Considering global issues ➤ Taking local actions 	Lent 2	Hacia un mundo mejor <ul style="list-style-type: none"> ➤ Discussing healthy lifestyle ➤ Talking about international sporting events ➤ Talking about natural disasters
Pentecost 1	Revision and exam preparation <ul style="list-style-type: none"> ➤ Speaking preparation: <ul style="list-style-type: none"> -Role play -Photo card -General conversation ➤ Listening preparation <ul style="list-style-type: none"> -Revision of key listening strategies for success -Listening exam techniques ➤ Walking Talking Mock 	Pentecost 2	Revision and exam preparation <ul style="list-style-type: none"> ➤ Reading preparation <ul style="list-style-type: none"> -Revision of key reading strategies for success -Reading exam techniques ➤ Writing preparation <ul style="list-style-type: none"> -Revision of key writing strategies for success -Writing exam techniques

Parents / Carers can help by:

- Being willing to give it a go yourself! – Request to see your student's General Conversation flash cards. Do your best to ask them the Spanish questions written on one side whilst you listen to their prepared response. Be willing to make pronunciation mistakes so your son/daughter can correct you and show you what they have learned.
- Encourage students to complete extra listening and reading activities around the topics they are studying in class and Spanish cultural topics that interest them.
- Check Show My Homework for Spanish homework being set and spot check that it is being completed.

Useful websites:

- <https://www.memrise.com>
- <https://www.duolingo.com/course/es/en/Learn-Spanish-Online>
- www.quizlet.com
- www.bbc.co.uk/languages
- <https://www.languagesonline.org.uk/Hotpotatoes/spanishindex.html#Topics>

Recommended reading and listening:



Texts to learn Spanish. **An online resource only.**

<https://hablacultura.com/cultura-textos-aprender-espanol/>



Level A of the Common European Framework

A book geared towards teenagers that presents cultural information about the Spanish speaking world.

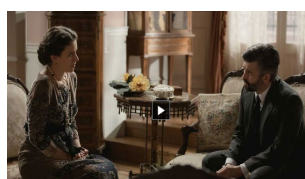
Level B2 of the Common European Framework

A book about the various cultures that make up the Spanish speaking world.



Spanish national television

<https://www.rtve.es/directo/la-1/>



Extra-curricular opportunities

- Visit to the Linguistic Centre at Southampton University
- Become an ambassador for an international student
- Watch Spanish movies after school

Exam board – AQA Specification 8698- Spanish (9–1) from 2016

Exam units	Revision areas
Paper 1 – Listening – 25%	All 8 topics covered in the Specification are: 1-Desconéctate (How you spend the summer holidays) 2-En Mi Insti (School) 3-Mi Gente (Family and friends) 4-Intereses e influencias (Free time activities) 5-Mi Ciudad (All about your city) 6-De Costumbre (Customs and traditions) 7-A currar (Work) 8-Hacia un mundo mejor (Making the world a better place)
Paper 2 – Speaking – 25%	
Paper 3 – Reading – 25%	
Paper 4 – Writing – 25%	

Key dates:	
To be announced	After school Spanish tutoring
15 December	Opportunity to speak to your child's Spanish teacher at the Year 11 Parents Evening
3 – 12 January	Mock Spanish listening, reading and writing exams
22 – 26 February	Mock Spanish speaking exam
20 April	Opportunity to speak to your child's Spanish teacher at the Year 10 Parents Evening

Recommended revision books:	Recommended revision websites:
<ul style="list-style-type: none"> ➤ CGP- AQA GCSE Spanish Revision for grades 1 - 9 Exams ➤ Collins- AQA GCSE Spanish 9 - 1: All in one Revision + Practice ➤ CGP- Spanish Vocabulary for AQA Grade 9 - 1 Revision Question Cards 	<ul style="list-style-type: none"> ➤ https://app.senecalearning.com/login ➤ https://www.bbc.co.uk/bitesize/subjects/z4dqxnb



Subject: Creative Arts

Intent for the year:

The Bishop of Winchester Academy Creative Arts encourages all students to develop their skills, knowledge, understanding and creativity to manage opportunities that will arise in their futures. It intends that all students are taught to be expressive, creative and develop their artistic ideas in various ways, which in turn will develop their **self-esteem, resilience, confidence, independence** and **imagination**. Encouraging them to be open-minded and determined individuals with the necessary life skills.

Year 11 Creative Arts students will develop their artistic talents through exploring different materials and skill sets, by completing various projects. Students will develop their historical and contextual art knowledge, their ability to research, their understanding of working and handling different materials and processes and in turn this will encourage them to develop independent working practices and ideas.

Topics covered:

	Topic		Topic
Michaelmas 1	<ul style="list-style-type: none">➤ Review & Reflection of Summer Work➤ Mock Project Launch➤ Topic Research➤ Ideas Planning	Lent 2	<ul style="list-style-type: none">➤ Experimentation of ideas➤ Group Critique & Development of Ideas➤ Developments for Project➤ Final Outcome Planning
Michaelmas 2	<ul style="list-style-type: none">➤ Group Critique & Development of Ideas➤ Idea Development➤ Final Outcome Planning➤ Personal Outcomes	Pentecost 1	<ul style="list-style-type: none">➤ External Exam – Production of Final Outcome➤ Coursework Development➤ Hand in of External Exam Project
Lent 1	<ul style="list-style-type: none">➤ External Exam Project Launch➤ Workshops Linked to Project➤ Painting Workshop➤ Artist Research & Concepts	Pentecost 2	

Parents / Carers can help by:

- Having a discussion each week with their child regarding their Creative Art project and to support with monitoring progress outside of school.
- To support with encouraging their child to attend gallery visits.
- Attend relevant school events/information evenings which are Creative Arts related.
- Read, share and discuss any communication received with regards to Creative Arts related topics.

Useful websites:

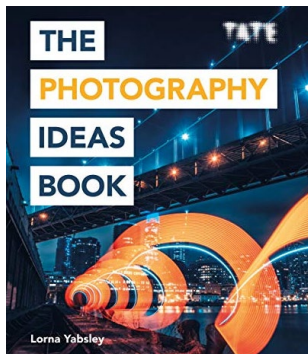
Art/Photography/Graphics/Textiles:

- <https://www.art2day.co.uk/> - support with finding artists to develop student's project
- <https://www.tate.org.uk/visit/tate-modern> - to support with inspiration and gallery visits
- <https://www.npg.org.uk/> - to support with inspiration and gallery visits
- <https://www.artsy.net/> - to support with research and wider context, generating inspiration for student
- <https://www.sitebuilderreport.com/inspiration/artist-websites> - artist websites

Recommended reading:

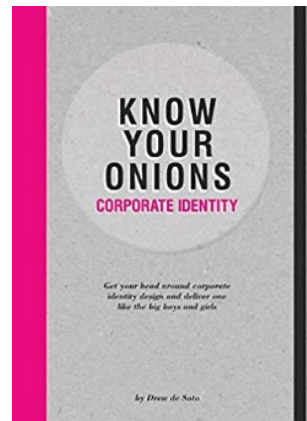
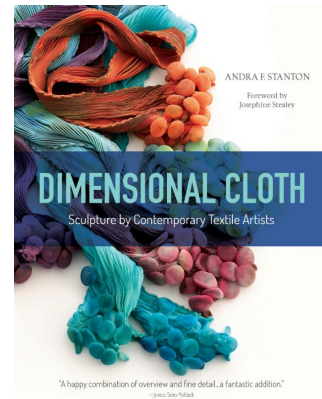


Thinking about Art explores some of the greatest works of art and architecture in the world through the prism of themes, instead of chronology, to offer intriguing juxtapositions of art and history.



This little book is full of big ideas that will inspire you to think differently. With a new concept on every page, you will discover fresh ways of tackling your subject to create work that is original and exciting.

Sculpture is no longer limited to materials like stone or metal. Sculpting in fabric is shown in ingenious detail in this book. The image and text capture the current empowering these works.



This book is for graphic designers and people who commission corporate identity projects who want to understand the process and how to deliver one, be it new to the sector or honing their skills.

Extra-curricular opportunities

- Arts University Bournemouth Summer School
- Young Photographer's Competition
- South West Dorset Competition

Exam board – Creative Arts AQA

Specification - <https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>

Exam units	Revision areas
<i>For all specialisms (Art, Craft & Design, Photography, Textile Design, Graphic Communication)</i>	
Component 1	Portfolio (60%)
Component 2	Externally Set Assignment (40%)

Key dates:	
Art/Photography/Textiles/Graphics:	
Year 10 April	Hand in of Project 1
Year 11 September	Vocational Trip
Year 11 November Mock Exam	Final Outcomes Production for Project
Year 11 January	Hand in of Project 2
Year 11 January	Exam Project
Year 11 April	Final Practical 10 hours Exam Hand in of Exam Project

Recommended books: Art: <ul style="list-style-type: none">➤ Art since 1900, Hal Foster➤ Art in Theory 1900-2000, Charles Harrison➤ Ways of Looking: How to experience contemporary art, Ossian Ward Photography: <ul style="list-style-type: none">➤ The Essence of Photography: Seeing and Creativity, Bruce Barnbaum➤ Man Ray, Guido Comis, Marco Franciulli➤ Tate: The Photography Ideas Book, Lorna Yabsley Graphics: <ul style="list-style-type: none">➤ Mid-Century Modern Graphic Design, Theo Inglis➤ Know Your Onions: Graphic Design, Drew de Soto➤ The History of Graphic Design: Volume 1, Jens Muller Textiles: <ul style="list-style-type: none">➤ Textiles: The Art of Mankind, Mary Schoeser➤ The Golden Thread: How fabric changed history, Kassia St Clair➤ The Design Museum – Fashion Evolution: The 250 looks that shaped modern fashion, Paula Reed	Recommended websites: <ul style="list-style-type: none">➤ https://www.art2day.co.uk/➤ https://www.artsy.net/
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Subject: Business Studies

Intent for the year:

It is the intent through the Business Studies curriculum at The Bishop of Winchester to ensure that students in Year 11 experience similar events as they would do in their adult lives; this is achieved through providing opportunities to successfully manage a project, using a logical and organised approach to set out what they want to achieve. They will learn to be critical of marketing campaigns what is needed to set up a successful enterprise.

The Business Studies curriculum enables students to have both a knowledge-rich curriculum of the world of business, it also significantly improves their understanding of real-world finances and the range of different financial options open to them. This curriculum gives them the confidence so they can apply their knowledge to succeed in the workplace, or as an entrepreneur and have the study skills to continue learning on higher education courses and throughout their career.

Topics covered:

	Topic		Topic
Michaelmas 1	<ul style="list-style-type: none">➤ Calculating Costs➤ Pricing Strategies➤ Business Challenges➤ Launching Products	Lent 2	<ul style="list-style-type: none">➤ Delivering a Pitch➤ Responding to Peers➤ Business development➤ Non-verbal communication
Michaelmas 2	<ul style="list-style-type: none">➤ Building a brand➤ Unique Selling Points➤ Types of Promotion➤ Planning a Pitch	Pentecost 1	<ul style="list-style-type: none">➤ Marketing Skills➤ Verbal Skills➤ Financial Fluency➤ Skills for the workplace
Lent 1	<ul style="list-style-type: none">➤ Presentation Skills➤ Personal Skills➤ Time Management➤ Constructive Feedback	Pentecost 2	

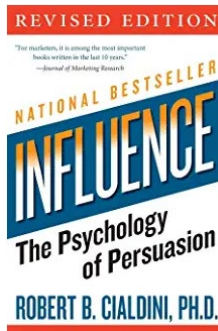
Parents / Carers can help by:

- Encourage your child to complete wider reading such as the recommended text suggested later, or business sections of the news
- Use their Business Studies Knowledge Organiser to quiz them on keywords and definitions to support mastery of the subject
- Watch relevant Business programs such as Dragon's Den & The Apprentice
- Encourage dinner table debates about current business affairs that are impacting on the economy
- Hold conversations about money management matter that focus on how to manage money well and make sound financial decisions. Give them opportunities to practice the skills of budgeting and managing risk.

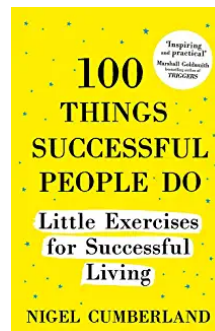
Useful websites:

- <https://www.bbc.co.uk/bitesize/examspecs/zhrphbk> (OCR Subject specific content)
- <https://www.tutor2u.net/business> (GCSE through to A-Level content)
- <https://www.businessed.co.uk/index.php/home/theory/camnat-public/camnat-theory-notes-public> (Theory notes)
- <http://www.beebusinessbee.co.uk/index.php/tests-quizzes> (Business related quizzes)
- <https://www.ocr.org.uk/qualifications/cambridge-nationals/enterprise-and-marketing-level-1-and-2-certificate-j819/> (Course website)

Recommended reading:



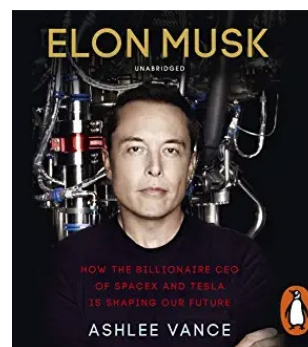
Explains the psychology of why people say yes and how to apply these principles ethically in business and everyday situations.



Mixing simple instructions with activities to get you started, whether you are looking to succeed in your family life, at work, in sports, at school or in retirement, you will find mindsets, habits, and techniques here that will help you get the results you want.



Hugely popular with first-time marketing students – leading them painlessly through their course from basic principles such as ‘what product should I market?’ to more specialised topics such as ‘Relationship Marketing’.



South African born Elon Musk is the renowned entrepreneur and innovator behind PayPal, SpaceX, Tesla, and SolarCity. He is the real-life inspiration for the *Iron Man* series of films starring Robert Downey Junior.

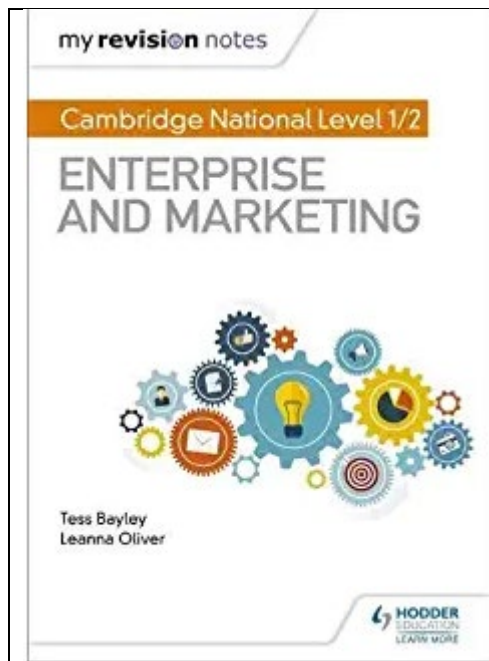
Extra-curricular opportunities

- Prince's Trust Enterprise Challenge
- Tenner Challenge

Exam units	Revision areas
Paper 1 (RO64) 1 hour 30-minute written examination 80 marks (120 UMS) OCR-set and marked	Enterprise & marketing Concepts LO1 – Understand how to target a market LO2 – Understand what makes a product or service financially viable LO3 – Understand product development LO4 – Understand how to attract and retain customers LO5 – Understand factors for consideration when starting up a business LO6 – Understand different business functional activities needed to support a business start-up
This question paper has two parts: <ul style="list-style-type: none"> • Part A - comprising of 16 multiple choice questions (MCQs) • Part B – comprising of short answer questions and three extended response questions. The extended response evaluation question will relate to LO4. 	
Coursework (RO65) OCR-set assignment 60 marks (60 UMS) Centre-assessed and OCR moderated	Design a business proposal. The following learning outcomes are assessed: LO1 – Be able to identify the customer profile for a business challenge LO2 – Be able to complete market research to aid decisions relating to a business challenge LO3 – Be able to develop a design proposal for a business challenge LO4 – Be able to review whether a business proposal is viable
Coursework (RO66) OCR-set assignment 60 marks (60 UMS) Centre-assessed and OCR moderated	Market and pitch a business proposal. The following learning outcomes are assessed: LO1 – Be able to develop a brand identity and promotional plan to target a customer profile LO2 – Be able to plan a pitch for a proposal LO3 – Be able to pitch a proposal to an audience LO4 – Be able to review the strengths and weakness of a proposal and pitch

Key dates:	
Every alternate Friday	After school revision – learning support
w/c 02/11/2020	Mock examinations
20/10/2020	Parents evening
08/12/2020	Parents evening
30/03/2021	Parents evening
19/04/2020	Mock examinations (TBC)
w/c 14/05/2021	Exam season date (TBC)

Recommended revision books: Hodder Education – My revision notes Cambridge National Level 1 / 2 Enterprise and Marketing	Recommended revision websites: ➤ https://www.bbc.co.uk/bitesize/examspecs/zhrphbk (OCR Subject specific content) ➤ https://www.businessed.co.uk/index.php/home/theory/camnat-public/camnat-theory-notes-public (Theory notes)
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- <http://www.beebusinessbee.co.uk/index.php/tests-quizzes> (Business related quizzes)
- <https://www.ocr.org.uk/qualifications/cambridge-nationals/enterprise-and-marketing-level-1-and-2-certificate-j819/> (Course website)
- <https://www.youtube.com/channel/UCnVHZKYx1vWVnhRjJqJbNdQ> (You Tube revision clips)



Subject: Child Development

Intent for the year:

The Bishops Child Development Curriculum aims to help students to develop the knowledge, skills and attributes they need to manage many of the **opportunities, challenges** and **responsibilities** they will face when working with and supporting children. Students are taught their role as profession in early years and importance of meeting their responsibilities, students will be taught how to keep children safe and aid their holistic development. This curriculum aims to build **self-esteem** and **confidence** in the students abilities, will help them to become **empathetic** when dealing with children who are going through a range of life experiences and **resilient** members of the community.

In Year 11 specifically this is addressed through learning about the holistic development of the child and how different transitions throughout the child's life can impact on their development. Through this they will learn about how to aid the holistic development of a child and will consider the importance of how outlines in place to aid the child's independence.

Topics covered:

	Topic		Topic
Michaelmas 1	Unit 2: Development and well-being 0-5 years <ul style="list-style-type: none"> ➤ Physical development of children aged 0-5 ➤ Intellectual development of children aged 0-5 ➤ Language development of children aged 0-5 ➤ Emotional development of children aged 0-5 	Lent 2	Unit 2: Development and well-being 0-5 years <ul style="list-style-type: none"> ➤ Supporting children through different transitions. ➤ The effects of different transitions that children may experience throughout their lives. ➤ How to support children through different transitions ➤ Reflecting on methods of supporting children through their transitions.
Michaelmas 2	Unit 2: Development and well-being 0-5 years <ul style="list-style-type: none"> ➤ Social development of children aged 0-5 ➤ Different methods of observing children ➤ Different methods of assessing children for their individual needs ➤ How observations and assessments can be used to support the development of children. 	Pentecost 1	Unit 3: Child care and development 0-5 years <ul style="list-style-type: none"> ➤ Understand factors that may affect children's development. ➤ Know the variety of provision available for children in different sectors ➤ Understand the responsibilities of early years workers working with children. ➤ Understand the different learning styles and how these can be applied

Lent 1	Unit 2: Development and well-being 0-5 years <ul style="list-style-type: none"> ➤ Factors that may affect holistic development ➤ Routines that support independence ➤ Activities that support independence ➤ Transitions 	Pentecost 2	
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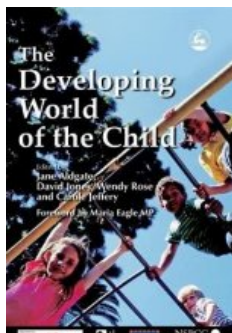
Parents / Carers can help by:

- Having a discussion with your child each week about what they have learnt in child development, some of the subjects may be very sensitive. For example, when learning about the role of a child care worker they will cover safeguarding, this would involve understanding child abuse and case studies of when abuse has occurred.
- Attend relevant school events / information evenings and encourage your child to attend revision sessions.
- Support your child by helping them to develop an awareness of issues/developments in child care or relevant articles in the media which may link to cases of abuse and reporting abuse.
- Encourage your child to justify their points of view by asking them why they think that, and what impact this could have on an individual, their families or society. This will help them to develop their arguments.

Useful websites:

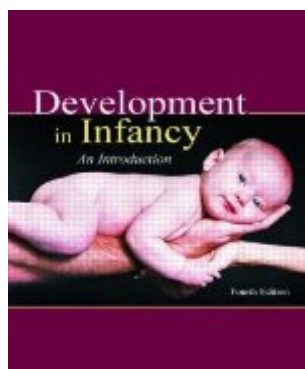
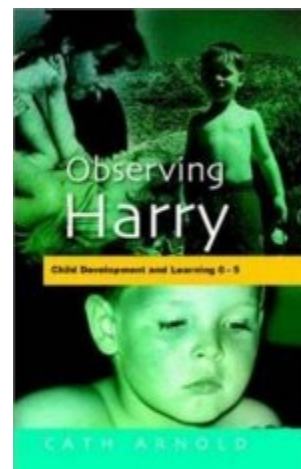
- <https://www.bhf.org.uk/>
- <https://www.rethink.org/>
- <https://www.nhs.uk/conditions/>
- <https://www.nhs.uk/>

Recommended reading:

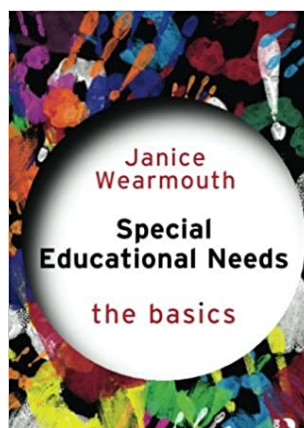


The Developing World of the Child is centred on the experiences of children. Informed by the latest child development theory.

This book is about Harry, a determined little boy, who is intrinsically motivated to explore his world from an early age.



The introduction to infancy reflects the enormous changes that have occurred in our understanding of infants and their place in human development over the past decade.

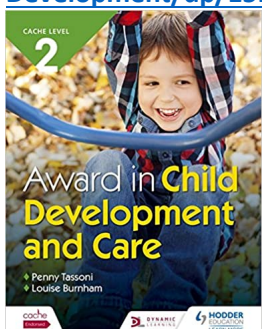


This book provides an intro into special educational needs, including the variety of needs, causes and how to help an individual deal with day to day challenges.

Exam units	Revision areas
Unit 3 Child care and development 0-5 years	Understand the stages of development of children aged 0-5 years. Understand factors that may affect children's development. Know the variety of provision available for children in different sectors. Understand the responsibilities of early year's workers working with children. Understand how to support children's development and meet their individual needs. Know own preferred learning style and relevant study skills.

Coursework Units	Tasks
Unit 1 An introduction to working with children aged 0-5 years.	Understand the types of settings and local provision for children Understand how to prepare for placement Understand the responsibilities and limits of the early years worker in placements Understand individual needs and the necessity for fairness and inclusive practice Know own preferred learning style and develop relevant study skills
Unit 2: Development and well-being 0-5 years	Understand the development of the child Understand the importance of observations and assessments and how they support development. Understand factors that may affect children's holistic development. Understand how to use everyday care routines and activities to support independence, health, safety and well-being. Understand how to support children through transitions in their lives.

Key dates:	
08/02/21	Unit 2 Due
08/03/21	Unit 2 Improvements Due
22/03/21	Walking Talking Mock

Recommended revision books: https://www.amazon.co.uk/CACHE-Level-Award-Child-Development/dp/1510416528 	Recommended revision websites: http://www.iachieve.org.uk/
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Subject: Computer Science

Intent for the year:

Students will receive a high-quality Computer Science education, equipping them to use computational thinking which is the ability to break down large problems into more manageable chunks and create step by step algorithmic solutions to understand and change the world. In order that our learners are best prepared for their digital future, students in Year 11 will continue to study a programme that allows them to achieve Mastery in this subject in preparation for their GCSE.

Topics covered

	Topic		Topic
Michaelmas 1	: Threats to Computer Systems and Networks <ul style="list-style-type: none"> ➤ Malware ➤ Data Interception ➤ Social Engineering ➤ Defensive Design 	Lent 2	: Recap, Revisit & Practice <ul style="list-style-type: none"> ➤ Systems Architecture ➤ Primary & Secondary Storage ➤ Embedded Systems ➤ Programming Techniques
Michaelmas 2	: System Software & Ethical, legal, cultural and environmental impact <ul style="list-style-type: none"> ➤ Operating Systems ➤ Utility Software ➤ Ethical and legal impact ➤ Cultural and environmental impact 	Pentecost 1	: Recap, Revisit & Practice <ul style="list-style-type: none"> ➤ Networks ➤ Data Storage ➤ Functions ➤ Procedures
Lent 1	: Algorithms <ul style="list-style-type: none"> ➤ Search Algorithms ➤ Sort Algorithms ➤ Practical Programming skills ➤ Writing Algorithms 	Pentecost 2	

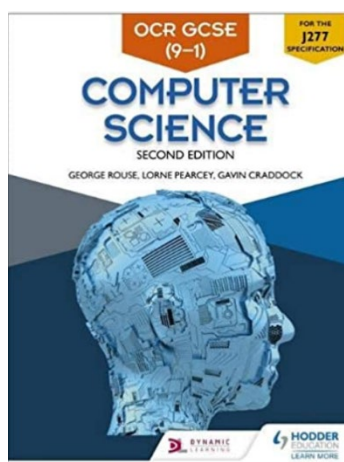
Parents / Carers can help by:

- Allowing students time to practice on a computer
- Discuss staying safe online
- Attend relevant school events/information evenings
- Read, share and discuss any communication received with the Computer Science department
- Purchasing the GCSE text book
- Encourage students to attend revision sessions

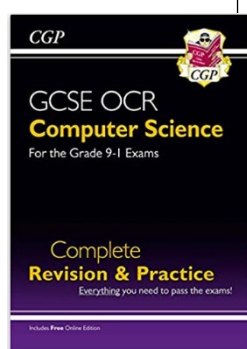
Useful websites:

- <https://www.thinkuknow.co.uk/parents/>
- <https://www.bbc.co.uk/bitesize>
- <https://www.w3schools.com/html/>
- <https://www.office.com/>
- <https://repl.it/~>
- <https://www.tutorialspoint.com/python/index.htm>
- <https://ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>

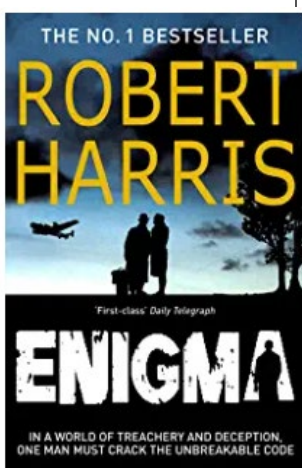
Recommended reading:



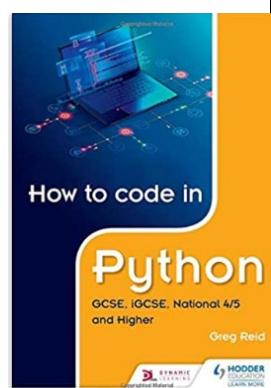
Written by leading Computer Science teachers, this brand-new textbook will guide students through the updated OCR GCSE Computer Science specification topic by topic, and provide them with standalone recap and review sections, worked examples and clear explanations of complex topics.



This CGP Complete Revision & Practice book is an excellent all-in-one guide to Grade 9-1 GCSE OCR Computer Science. Everything's explained in CGP's clear, friendly style, and there are plenty of warm-up questions and exam-style questions (with answers) to test students' understanding of each topic.



Bletchley Park: the top-secret landmark of World War Two, where a group of young people were fighting to defeat Hitler, and win the war. March 1943, the Second World War hangs in the balance, and at Bletchley Park a brilliant young codebreaker is facing a double nightmare.



Every student can become fluent in Python with this highly practical guide that will help them understand the theory and logic behind coding.

Extra-curricular opportunities

- CyberCenturion – Cyber Security Challenge
- Cyber Discovery
- Revision Sessions



Subject: Media Studies

Intent for the year: Year 10:

The first part of year 11 will be a chance to edit and improve marked coursework from last year. Then we move swiftly on to look at the following industries: video games (Fortnite); radio (The Archers); newspaper industry (The Sun) and film industry (Spectre). This will complete our studies by the end of the first part of Lent allowing plenty of time to revise previous topics and practise exam technique.

Topics covered:

	Topic		Topic
Michaelmas 1	<ul style="list-style-type: none"> ➤ NEA final editing ➤ Fortnite Context ➤ Fortnite Audience ➤ Fortnite Industry ➤ Fortnite Assessment ➤ The Archers Context 	Lent 2	<ul style="list-style-type: none"> ➤ Revision TGC & QS ➤ Revision Pride & GQ ➤ Revision Sun & Guardian ➤ Revision TMWTGG & Assessment ➤ Revise Moving Image ➤ Revise Luther
Michaelmas 2	<ul style="list-style-type: none"> ➤ The Archers Industry ➤ The Archers Audience ➤ The Archers Assessment ➤ TLC- Waterfall - ML ➤ TLC- Waterfall -REP ➤ Comp 1 Sec B The Sun Context ➤ Comp 1 Sec B The Sun Analysis 	Pentecost 1	<ul style="list-style-type: none"> ➤ Revise The Sweeney ➤ Revise Bad Blood ➤ Revise Freedom & TLC ➤ Revise Fortnite & Archers ➤ Revise The Sun & Spectre
Lent 1	<ul style="list-style-type: none"> ➤ Comp 1 Sec B The Sun Assessment ➤ Comp 1 Sec B Film Industry ➤ Spectre - Context ➤ Spectre - Industry ➤ Spectre - Audiences ➤ Spectre Assessment 	Pentecost 2	<ul style="list-style-type: none"> ➤ Exam 1 ➤ Exam 2

Parents / Carers can help by:

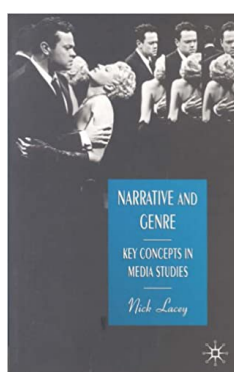
- Ensure all homework is completed and submitted on time.

- Ensure all coursework elements are submitted by deadlines set.
- Take part in your child's media production if appropriate
- Support students in revision.

Useful websites:

- David Gauntlett's website (<http://theory.org.uk/>)
- Daniel Chandler's website (<http://visual-memory.co.uk/daniel/media/>) c
- Semiotics (encoding/decoding):
- <http://visual-memory.co.uk/daniel/Documents/S4B/sem08c.html>

Recommended reading:



Narrative and Genre introduces students to these key concepts in media studies, complementing *Image and Representation* published in 1998. It covers the major narrative theorists including Todorov, Propp, Levi-Strauss, Barthes and applies their ideas via case examples ranging from *The X Files* to newspaper reporting. It then moves on to offer an extensive analysis of the basic schema and conventions of genre, drawing on the film noir, the TV cop genre and science fiction for examples, and showing how the repertoire of elements of each ranges across setting, character, narrative, iconography, style and stars. Fresh, down-to-earth and well-structured, this is an excellent text for all those in post-16 education, whether in school, college or university.

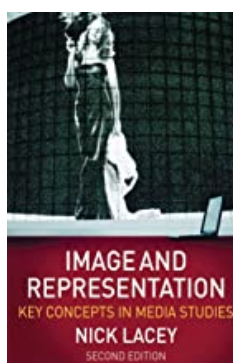
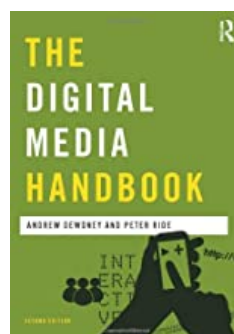


Image and Representation 2e is a clear and straight-talking introduction to two of the most important concepts in film and media studies. Exploring media language and representation throughout a variety of visual texts, the book offers a balanced, in-depth guide to the essential theories and key issues



Media Institutions and Audiences completes Nick Lacey's trilogy of self-standing texts that give an in-depth introduction to the key concepts of Media Studies at an advanced and university level. The book delivers a range of theories and contemporary case studies in its coverage of media business and the influence of regulation and censorship.



The new edition of *The Digital Media Handbook* presents an essential guide to the historical and theoretical development of digital media, emphasising cultural continuity alongside technological change, and highlighting the emergence of new forms of communication in contemporary networked culture.

Extra-curricular opportunities

- **Opportunity to work with Bournemouth University on media project**
- **Cinema Trip** if linked films are released for example the new Bond film.
- **BFI trip**

Exam units	Revision areas
Component 1 Section A & B Exploring The Media (1hour 30 minutes)	This Girl Can poster advert Quality Street Poster advert Spectre Film poster The Man With The Golden Gun film poster Pride magazine – March 2016 GQ – July 2015 The Sun front page - 12/6/18 The Guardian front page - 12/9/18 Spectre – film industry Fortnite – video games industry The Archers – radio industry The Sun – newspaper industry Representation in the media
Component 2: Section A & B: Understanding Media Forms and Products (1hour 30 minutes)	Luther S1 Ep 1 The Sweeney S1 Ep 1 Taylor Swift 'Bad Blood' Pharrell Williams 'Freedom' TLC - 'Waterfalls' Fan websites for Swift and Williams

Key dates:	
May 2021	Walking-talking mock
June 2021	Both exams in first two weeks of June

Recommended revision books:		Recommended revision websites: ➤ https://app.senecalearning.com/login ➤ https://www.eduqas.co.uk/qualifications/media-studies-gcsehttps://www.bbc.co.uk/bitesize/examspecs/zcbchv4
WJEC/Eduqas GCSE Media Studies	Hayley Sheard	
WJEC/Eduqas GCSE Media Studies Revision	Hayley Sheard	

Subject: Drama – BTEC Tech Performing Arts



Intent for the year:

In their final year of the BTEC Technical Award in Performing Arts, our students will have the opportunities to consolidate their knowledge and understanding of drama and performing arts through the practical development of original work that will be performed to an audience. The opportunity to analyse and evaluate professional works of live theatre including examples of physical theatre, epic and verbatim, naturalism, ensemble and chorus work, Theatre in Education and contemporary epic theatre will be embedded throughout our students' learning to enhance their creative and reflective learning process.

Drama is a collaborative form of art, which means our students will gain vast experience in developing their communication and group working skills when shaping their ideas, building resilience and the ability to compromise and create group consensus when working with others. Underpinned within our curriculum vision is the fundamental purpose of Drama to enable students to explore emotions and express ideas that are deeply felt through a creative and collaborative learning process.

Topics covered:

	Topic:		Topic
Michaelmas 1	Approaches to Devising : <ul style="list-style-type: none"> ➤ Theatre Styles Workshops ➤ Devising Workshops linked to practitioners ➤ Frantic Assembly – Ways into Devising ➤ The Paperbirds – Developing ideas into Practice 	Lent 2	Performing to a Brief Rehearsal Process: <ul style="list-style-type: none"> ➤ Understanding the Brief ➤ Research and Development ➤ Form and Structure ➤ Milestone Rehearsals
Michaelmas 2	Devising to a Brief MOCK: <ul style="list-style-type: none"> ➤ Devising from a Stimulus ➤ Performance ➤ Devising from a Theme ➤ Performance 	Pentecost 1	Performing to a Brief <ul style="list-style-type: none"> ➤ Milestone Rehearsals ➤ Performance ➤ Evaluation
Lent 1	Performing to a Brief MOCK: <ul style="list-style-type: none"> ➤ Understanding the Brief ➤ Research and Development ➤ Form and Structure ➤ Milestone Rehearsals ➤ Performance ➤ Evaluation 	Pentecost 2	

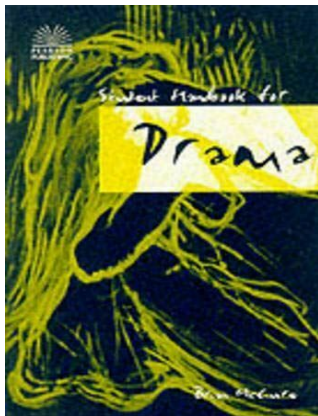
Parents / Carers can help by:

- Having a discussion with their child each week about their drama lessons, enquiring on what ideas they developed in class.
- Supporting their child with homework, including learning lines and supporting practical rehearsals in the home by encouraging them to perform any work they need to prepare for class/performance to build confidence and resilience.
- Engaging with theatre either with exposure to live theatrical events such as local pantomimes and musicals, including our school production held annually at The Bishop of Winchester Academy or online productions.
- Enrolling their child in additional drama activities/clubs at Bishop of Winchester or amateur dramatic societies, private dance and drama schools to further their performance skills and experience.

Useful websites, including online productions and theatrical examples

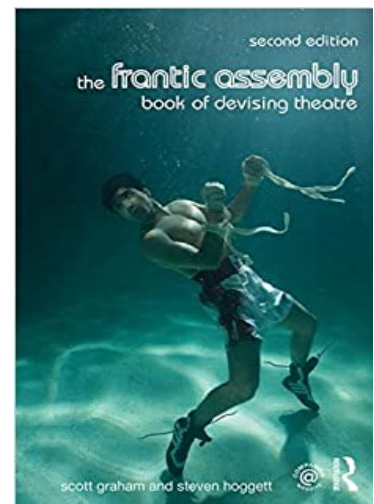
- <https://www.bbc.co.uk/bitesize/subjects/zbckjxs>
- <https://www.franticassembly.co.uk/>
- <https://www.franticassembly.co.uk/the-frantic-method>
- <https://www.youtube.com/watch?v=GJkUKcNcfR0>

Recommended reading:

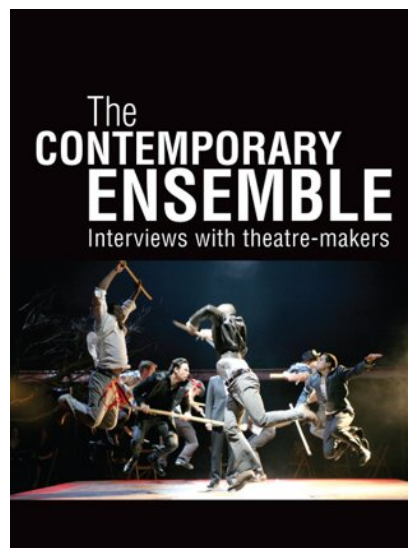
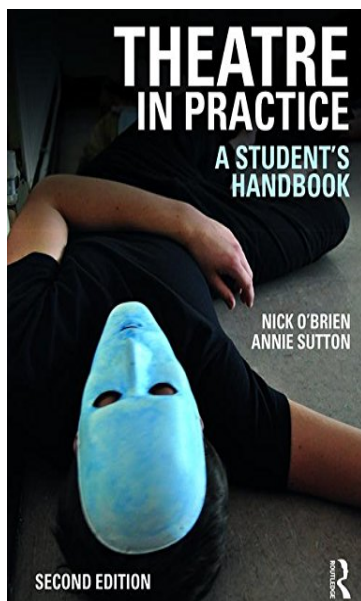


This book provides a reference source for key-stage 3 and 4 drama students. It gives an understanding of improvisational drama techniques, helps students structure an improvisation and supports writing about their drama work. The book includes forms to help them make notes and provides definitions of theatrical terms and other information,

An introduction and practical guide to Frantic Assembly Theatre Company's working processes. *The Frantic Assembly Book of Devising Theatre* will support students' understanding of how to devise physical theatre.



Theatre in Practice provides students with all the 'must have' drama skills required for BTEC and beyond. The book offers practical step – by – step exercises and diagrams that give access to key practitioners and the process central to the creation of drama for stage.



The Contemporary Ensemble contains a series of interviews with contemporary theatre companies devising for current audiences. It takes into account their creative intentions and the purpose of theatre today.

Extra-curricular opportunities

- Drama Club
- Glee Club
- Take part in our School Musical
- Attending a Theatre Trip – arranged by the Performing Arts department

Exam board – Pearson**Specification - ?**

Course Components	Revision areas
Exploring the Performing Arts	
Developing Skills and Techniques	
Performing to a Brief	



Subject: GCSE Drama

Intent for the year:

In their final year of GCSE Drama, our students will have the opportunities to consolidate their knowledge and understanding of drama through;

- Devised Drama - The practical development of original work that will be performed to an audience.
- Scripted Drama - Performance exam – Two extracts from one performance text
- Understanding Drama – Written Paper on Set Text and Live Theatre Evaluation

The opportunity to analyse and evaluate professional works of live theatre including examples of physical theatre, epic and verbatim, naturalism, ensemble and chorus work, and contemporary epic theatre will be embedded throughout our students' learning to enhance their creative and reflective learning process.

Drama is a collaborative form of art, which means our students will gain vast experience in developing their communication and group working skills when shaping their ideas, building resilience and the ability to compromise and create group consensus when working with others. Underpinned within our curriculum vision is the fundamental purpose of Drama to enable students to explore emotions and express ideas that are deeply felt through a creative and collaborative learning process.

Topics covered:

	Topic:		Topic
Michaelmas 1	Understanding Drama: <ul style="list-style-type: none"> ➤ Set Text Exploration ➤ Live Theatre Evaluation 	Lent 2	Understanding Drama: <ul style="list-style-type: none"> • PERFORMANCE EXAM ➤ Set Text Exploration ➤ Live Theatre Evaluation
Michaelmas 2	Devising Theatre : <ul style="list-style-type: none"> ➤ Stimulus ➤ Response and Development through Rehearsal ➤ Performing to a Target Audience ➤ Evaluation of Process/Final Project 	Pentecost 1	Understanding Drama: <ul style="list-style-type: none"> ➤ Set Text Exploration Live Theatre Evaluation
Lent 1	Scripted Performance <ul style="list-style-type: none"> ➤ Interpretation of a Script ➤ Rehearsal Process - Page to Stage ➤ Preparing for Performance 	Pentecost 2	

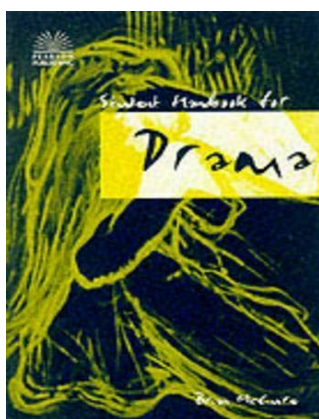
Parents / Carers can help by:

- Having a discussion with their child each week about their drama lessons, enquiring on what ideas they developed in class.
- Supporting their child with homework, including learning lines and supporting practical rehearsals in the home by encouraging them to perform any work they need to prepare for class/performance to build confidence and resilience.
- Engaging with theatre either with exposure to live theatrical events such as local pantomimes and musicals, including our school production held annually at The Bishop of Winchester Academy or online productions.
- Enrolling their child in additional drama activities/clubs at Bishop of Winchester or amateur dramatic societies, private dance and drama schools to further their performance skills and experience.

Useful websites, including online productions and theatrical examples

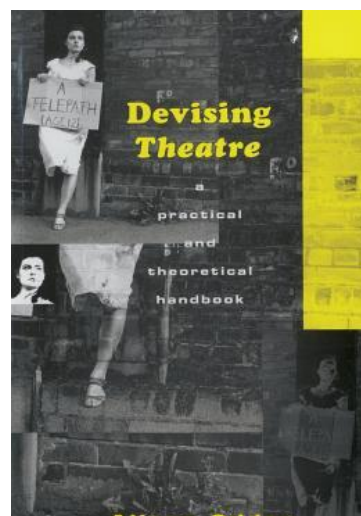
- <https://www.bbc.co.uk/bitesize/topics/z4vm2sg>
- <https://www.bbc.co.uk/bitesize/topics/zhqgbdm>
- <https://www.bbc.co.uk/bitesize/topics/zdrht39>
- <https://www.bbc.co.uk/bitesize/topics/zfx947h>
- <https://www.bbc.co.uk/bitesize/topics/z7kfscw>
- <https://www.youtube.com/watch?v=eP1j1B1TtNU>

Recommended reading:

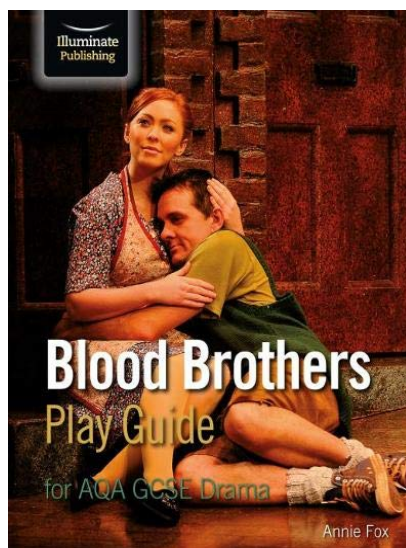
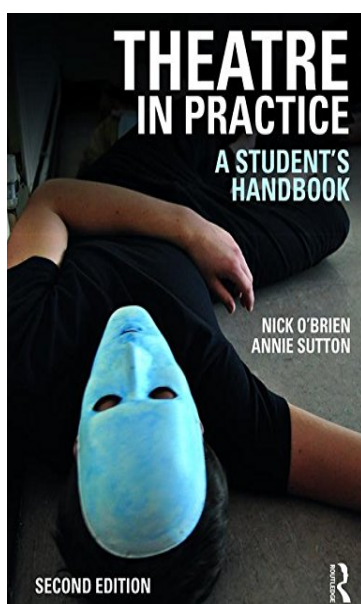


This book provides a reference source for key-stage 3 and 4 drama students. It gives an understanding of improvisational drama techniques, helps students structure an improvisation and supports writing about their drama work. The book includes forms to help them make notes and provides definitions of theatrical terms and other information,

Devising Theatre is a practical handbook that combines a critical analysis of contemporary devised theatre practice with descriptions of selected companies, and suggestions for any group devising theatre from scratch. It is the first book to propose a general theory of devised theatre.



Theatre in Practice provides students with all the 'must have' drama skills required for BTEC and beyond. The book offers practical step – by – step exercises and diagrams that give access to key practitioners and the process central to the creation of drama for stage.



The Blood Brothers Play Guide provides the perfect study and revision companion to Component 1 of the AQA GCSE Drama course. It fully supports the written examination and helps students develop their key knowledge and understanding of the set play. It includes a dedicated section on how to improve exam and writing and is valuable resource for all students taking AQA Drama.

Extra-curricular opportunities

- Attending Devised workshops
- Directed Rehearsals
- Drama Intervention
- Attending a Theatre Trip – arranged by the Performing Arts department



Subject: Health and Social Care

Intent for the year:

The Bishops Health and Social Care Curriculum aims to help students to develop the knowledge, skills and attributes they need to manage many of the **opportunities, challenges** and **responsibilities** they will face when working in health, social and child care environments as well as in daily life when understanding how the needs of loved ones may change depending on their health and their age. This curriculum aims to build awareness of the diverse needs of individuals and how to support inclusive practice, as well as how communication can be used to help meet diverse needs and applying these in a range of settings. Students will demonstrate their confidence through demonstrations of how to maintain service users rights and be empathetic when becoming aware of situations where rights aren't maintained and cases of abuse occur, as this is a sensitive area, students will develop resilience and understand the importance of being aware of these situations, in order to avoid them happening again in the future.

In Year 11 specifically this is addressed through learning about the rights and values of care of service users, how to maintain them and the effects of maintaining the rights, students will be exposed to cases where these haven't been maintained and will use these to identify the types of abuse and discrimination that have occurred and explain the effects of this on the individual. Learners will use their knowledge of the complaints procedure and current legislation to protect vulnerable individuals. Learners will also link having a healthy diet to maintaining service users rights and will learn about a variety of dietary needs to ensure that no harm comes to an individual who has a diverse need. Students will learn about how to accommodate whilst providing a healthy diet with substitutes if necessary.

Topics covered:

	Topic		Topic
Michaelmas 1	Essential values of care <ul style="list-style-type: none"> ➤ Rights of service users ➤ Importance of maintaining rights and ways of maintaining rights. ➤ Values of care and child care values. ➤ The basis and importance of these values and how to apply them. 	Lent 2	Nutrition <ul style="list-style-type: none"> ➤ Identifying a meal suitable for a specific dietary need. ➤ Creating a meal for a specific dietary need ➤ Justifying a meal for a specific dietary need. ➤ Linking a healthy diet to communication and health conditions.
Michaelmas 2	Essential values of care <ul style="list-style-type: none"> ➤ Types of discrimination effects and how to challenge these. ➤ How legislation can be used to protect vulnerable groups. ➤ How hygiene helps to maintain individuals rights and values of care ➤ How security procedures and safety procedures 	Pentecost 1	Nutrition: <ul style="list-style-type: none"> ➤ Linking a healthy diet to maintaining an individual's rights. ➤ Linking communication to diet plans. ➤ Linking effective communication skills to supporting rights and values of care.

	maintain individuals rights and values of care.		
Lent 1	Nutrition <ul style="list-style-type: none"> ➤ Government guidelines ➤ Factors that influence diet ➤ Specific dietary needs and diet plans ➤ Justifying diet plans 	Pentecost 2	

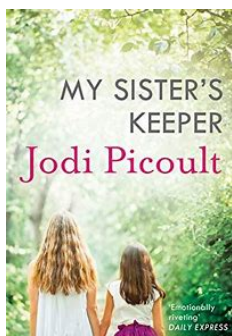
Parents / Carers can help by:

- Having a discussion with your child each week about what they have learnt in health and social care, some of the subjects may be very sensitive. For example, their topic on essential values of care could cause upset due to discussions about abuse amongst vulnerable individuals.
- Attend relevant school events / information evenings and encourage your child to attend revision sessions.
- Support your child by helping them to develop an awareness of issues/developments in health care or relevant articles in the media which may link to their topics. For example, the strain on the NHS, any advancements in treatments for health conditions.
- Encourage your child to justify their points of view by asking them why they think that, and what impact this could have on an individual, their families or society. This will help them to develop their arguments.

Useful websites:

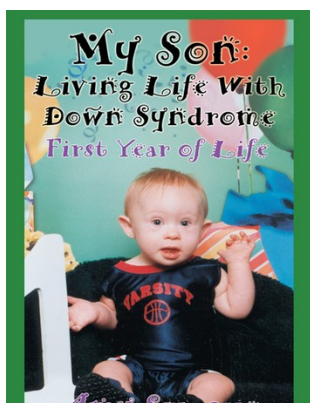
- <https://www.bhf.org.uk/>
- <https://www.rethink.org/>
- <https://www.nhs.uk/conditions/>
- <https://www.nhs.uk/>
- <https://www.nhs.uk/live-well/eat-well/>

Recommended reading:



A book about organ transplant and the effects on the individual and the family of donating an organ.

A book about the Case of Baby P, a child suffering from abuse, which went unnoticed.



A story of the effects of Downs Syndrome on the developmental milestones of a child.



The case of Mid Staffordshire hospital, where many cases of abuse and neglect occurred. Leading to unnecessary deaths.

<https://www.independent.co.uk/life-style/health-and-families/health-news/the-worst-hospital-scandal-for-10-years-1909907.html>

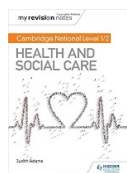
Exam units	Revision areas
R021: Essential Values of care	Rights of service users and how to maintain these Values of care/child care values and how to maintain these Types of discrimination and its effects Challenging discrimination Legislation and how this is used to protect individuals Hygiene Safety measures Security measures

Coursework Units	Tasks
R022: Communication	Understand how to communicate effectively The barriers to effective communication and how to overcome them The personal qualities that lead to effective care Be able to communicate effectively in health, social and child care environments.
R025: Life stages	Understand the stages of development from young people to adulthood. Understand the ageing process in older adulthood Know which medical conditions may affect progress through the life stages. Be able to create support plans.
R029: Nutrition for good health	Dietary needs of individuals at each life stage. Government dietary guidelines Be able to create dietary plans for specific dietary needs Be able to produce nutritional meals for specific dietary requirements.

Key dates:	
30/11/20	Improvements to communication unit due
07/12/20	Walking Talking Mock
TBC	January Exam Date R021
01/02/21	Improvements to life stages unit due
22/03/21	Improvements to nutrition due
19/04/21	Final deadline
TBC	May/June Exam Date R021

Recommended revision books:

https://www.amazon.co.uk/My-Revision-Notes-Cambridge-National/dp/151042945X/ref=pb_sbs_14_2/258-7237094-4047666?encoding=UTF8&pd_rd_i=151042945X&pd_rd_r=82bececb-c1a9-4d1d-a2c9-4474e5dde75c&pd_rd_w=TrdKU&pd_rd_wg=l7E8G&pf_rd_p=2773aa8e-42c5-4dbe-bda8-5cdf226aa078&pf_rd_r=T7SNRZTDX7W03C165J5Z&psc=1&refRID=T7SNRZTDX7W03C165J5Z

**Recommended revision websites:**

<https://www.ocr.org.uk/qualifications/cambridge-nationals/health-and-social-care-level-1-2-j801-j811/assessment/>



Subject: Hospitality & Catering

Intent for the year:

At the Bishop of Winchester Academy, our Food curriculum encourages all students to develop their skills, knowledge, understanding and creativity to manage opportunities that will arise in their futures. It intends that all students are taught to be expressive, creative and develop their artistic ideas in various ways, which in turn will develop their **self-esteem, resilience, confidence, independence** and **imagination**. Encouraging them to be open-minded and determined individuals with the necessary life skills.

Year 11 Hospitality & Catering students will develop their knowledge and understanding of the fundamentality's of the Hospitality and Catering Industry, becoming well rounded cooks with the theorist as well as the practical knowledge to produce different dishes taking into account dietary requirements and food trends, with the customer as a central focus.

Topics covered:

	Topic		Topic
Michaelmas 1	<ul style="list-style-type: none"> ➤ Consumer wants & needs ➤ Senses ➤ How do smell and taste work together? ➤ Plan the Menu, Order & Store 	Lent 2	<ul style="list-style-type: none"> ➤ Factors affecting the success of H&C providers ➤ The operation of the kitchen ➤ Meeting customer requirements ➤ Health & Safety: responsibilities of employers & employees for personal safety
Michaelmas 2	<ul style="list-style-type: none"> ➤ Planning Production of dishes – Research ➤ Planning Production of dishes – Target Audience ➤ Planning Production of dishes – Ingredients ➤ Planning Production of dishes – Design of 2 dishes 	Pentecost 1	<ul style="list-style-type: none"> ➤ Risks & control measures for personal safety in H&C ➤ Food-related causes of ill health ➤ Food allergies and intolerances ➤ Food safety Legislation
Lent 1	<ul style="list-style-type: none"> ➤ Practical Exam Presentation ➤ Practical Exam ➤ Practical Exam Evaluation 	Pentecost 2	<ul style="list-style-type: none"> ➤ The role & responsibilities of EHO ➤ H&C provision for specific requirements ➤ What will you be assessed on? ➤ Command words and what they mean ➤ How will the assessment be structured?

Parents / Carers can help by:

- Having a discussion each week with their child regarding their Food and Cookery work and to support with monitoring progress outside of school.
- Attend relevant school events/information evenings which are Food and Cookery related.
- Read, share and discuss any communication received with regards to Food and Cookery related topics.
- To support with the purchasing and preparing of ingredients at home, so child is prepared for Food and Cookery Practical lessons.
- To encourage your child to cook with you at home so they become more confident in the kitchen.

Useful websites:

- <https://www.bbcgoodfood.com/> - to discover interesting recipes
- <https://www.bbc.co.uk/food/recipes> - inspiring recipes
- <https://www.supercook.com/#/recipes> - planning balanced dishes
- <https://www.epicurious.com/> - vast range of recipes, primers on baking bread and making pies

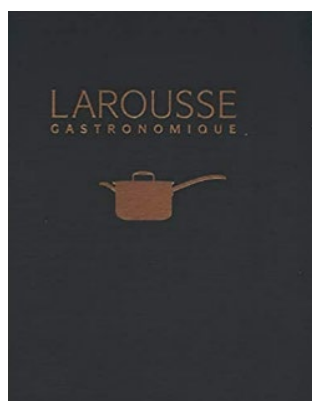
Recommended reading:



From stress to saturated fats, HIIT to HRT, veganism to vitamins, *This Book Could Save Your Life* debunks the fads and explores the real science of better health.



With riveting prose and unmatched investigative rigor, *Unsavory Truth* reveals how big food companies took over nutrition science- and how we can take it back.



New Larousse Gastronomique contains recipes, tips, cooking styles and origins for almost every dish in history.



Food: A Culinary History explores culinary evolution and eating habits from prehistoric times to the present, offering surprising insights into our social and agricultural practices, religious beliefs, and our un-reflected habits.

Extra-curricular opportunities

- Bournemouth and Poole College Workshops
- Junior British Bake off Competition
- South West Chef of the Year Competition
- Springboard's Future Chef workshops and competitions

Exam board – WJEC Hospitality & Catering WJEC

Specification - https://www.wjec.co.uk/qualifications/hospitality-and-catering-level-1-2/#tab_overview

Exam units	Revision areas
Unit 1	The Hospitality & Catering industry, Job requirements & working conditions in the H&C industry, Factors affecting the success of providers, The operation of the kitchen, The operation of the front of house, Meeting customer requirements, Health and Safety, Risk and control measures, Food related allergies and intolerance, Food safety legislation, The role of the EHO, Requirements of a hospitality and catering provider
Unit 2	Nutrients, Age groups, Cooking methods, Menu Planning, Environmental Issues, Customer Needs, Production of Dishes, Commodities, Techniques, Presentation Techniques, Recipes

Key dates:	
Food:	
Year 11 January	Practical Exam
Year 11 January	Internal Coursework Deadline
Year 11 June	External Exam

Recommended books: <i>Food:</i> <ul style="list-style-type: none">➤ The Flavour Thesaurus, <i>Niki Segnit</i>➤ Unsavoury Truth: How food companies skew the science of what we eat, <i>Marion Nestle</i>➤ The Flavour Thesaurus, <i>Niki Segnit</i>	Recommended websites: <ul style="list-style-type: none">➤ https://www.bbcgoodfood.com/➤ https://www.bbc.co.uk/food/recipes
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Subject: GCSE Music (Edexcel)

Intent for the year: “Music gives a soul to the universe, wings to the mind, flight to the imagination, and life to everything.” – Plato.

All students receive a high quality and well-rounded music curriculum and we immerse them in an extensive range of culturally rich and diverse music that enables the practical skills and theoretical knowledge both in the traditional sense and the technological. We advance our students learning journeys by offering the traditional aspect of music making and the more technological for a full rounded experience. With this in mind, and as the creative industries continue to evolve in an ever changing landscape of technological advancements, we engage our learners in using industry standard music making software. Apple’s Logic software is one of the leading and cutting edge music software programmes which not only supports our learners in the more technological aspect of music creation, it also improves overall IT skills whilst gives our students the ability to experience the industry it thrives in for their future.

In year 10, students will have the option of either GCSE Music or NCFE Music Technology, and will be a natural progression from the building blocks we have set up in the three year key stage 3. In GCSE music, they will continue to develop the three main areas of study; performing and mastering their own instrumental skills, compositional skills, and listening and appraising a variety of musical styles. They will study in depth key pieces set by Edexcel, and be able to critically and musically analyse these key pieces as well as other unfamiliar ones. They will learn a selection of music from Bach’s Brandenburg concertos, Beethoven’s Piano Sonatas to John Williams Star Wars. They will learn compositional techniques in order to have the ability to create compositions in a variety of styles. They will also be able to become reflective performers by creating their own practice learning journey through the course.

Topics covered:

	Topic		Topic
Michaelmas 1	<ul style="list-style-type: none"> ➤ Review of all set works through 1st year ➤ Fusions and set work – Afro Celt System “Release” Esperanza Spalding “Samba em Predio” ➤ Free composition on going – a deeper look into Harmony and melodic writing 	Lent 2	<ul style="list-style-type: none"> ➤ Performances recorded ➤ Composition completed. ➤ Set brief to composition set and recorded ➤ Compositional workshop ➤ Continued revision of set works
Michaelmas 2	<ul style="list-style-type: none"> ➤ Fusions and wider listening – African, Turkish, Afro-Cuban Jazz and Latin Traditions ➤ Performance practice ➤ Solo and ensemble skills development ➤ Compositional workshops 	Pentecost 1	<ul style="list-style-type: none"> ➤ Revision of all set works ➤ Completion of free composition ➤ Completion of all coursework – 15 May ➤ Listening examination

	➤ Free composition and set composition on going.		
Lent 1	➤ Composing to a brief ➤ Continued revision of set works ➤ Performance assessments	Pentecost 2	N/A

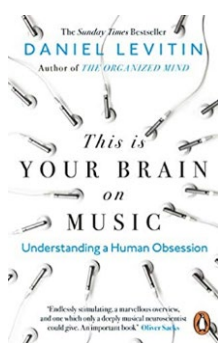
Parents / Carers can help by:

- Having a discussion each week with their child regarding their own musical journey and work and to support with monitoring progress outside of school.
- Listen to a variety of music in a variety of different styles.
- To support with encouraging their child to attend concerts and visits to theatres to support with wider learning about Performing Arts.
- Attend relevant school events/information evenings which are Performing Arts related.
- Read, share and discuss any communication received with regards to Performing Arts related topics.

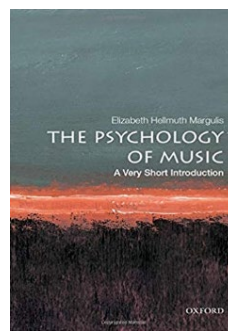
Useful websites:

- <https://www.focusonsound.com/>
- <https://www.soundonsound.com/>
- <https://www.musictheory.net/>
- <https://musictechstudent.co.uk/>
- <https://www.usefulmusic.com/>

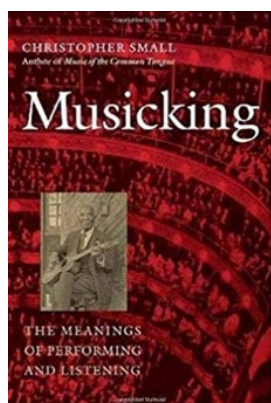
Recommended reading:



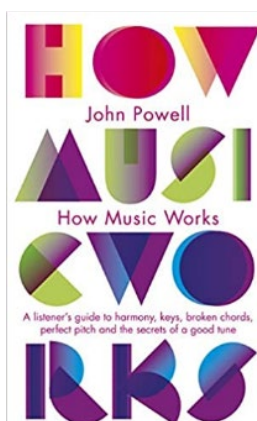
Using musical examples from Bach to the Beatles, Levitin reveals the role of music in human evolution, shows how our musical preferences begin to form even before we are born and explains why music can offer such an emotional experience.



Music has been examined from multiple perspectives: as a product of human history, for example, or a product of human culture. But there is also a long tradition, intensified in recent decades, of thinking about music as a product of the human mind.



Extending the inquiry of his early groundbreaking books, Christopher Small strikes at the heart of traditional studies of Western music by asserting that music is not a thing, but rather an activity. In this new book, Small outlines a theory of what he terms "musicking," a verb that encompasses all musical activity from composing to performing to listening.



Have you ever listened to an incredible piece of music and wondered exactly *why* it makes you want to dance or cry? Are you mystified by how musicians just 'know' what notes to play next when they're improvising? Or why certain notes sound great together and others clash?

Extra-curricular opportunities:

- Variety of music groups including Vocal Group, Music Tech club, Ukulele group, TBOWA Radio, Strings and Things, African Drumming group, School of Rock
- Whole Academy production
- Performance throughout the year in the form of concerts

Subject: Music Technology (NCFE)

Intent for the year: “Music gives a soul to the universe, wings to the mind, flight to the imagination, and life to everything.” – Plato.

All students receive a high quality and well-rounded music curriculum and we immerse them in an extensive range of culturally rich and diverse music that enables the practical skills and theoretical knowledge both in the traditional sense and the technological. We advance our students learning journeys by offering the traditional aspect of music making and the more technological for a full rounded experience. With this in mind, and as the creative industries continue to evolve in an ever changing landscape of technological advancements, we engage our learners in using industry standard music making software. Apple’s Logic software is one of the leading and cutting edge music software programmes which not only supports our learners in the more technological aspect of music creation, it also improves overall IT skills whilst gives our students the ability to experience the industry it thrives in for their future.

In year 10, students will have the option of either GCSE Music or NCFE Music Technology, and will be a natural progression from the building blocks we have set up in the three year key stage 3. In Music Technology, students will continue to develop the skills that have been embedded into the key stage three music curriculum and follow four main areas of study: Exploration of a Digital Audio Workstation, Creating Music using technology, Sound Recording and Music for Media. They will study in depth how technology has been developed over history, and how it has formed the music we enjoy today, including the process of beginning a recording to the end master. They will also have a great understanding of how to set up and correctly and safely use recording technology which will enhance their knowledge of using Apple Mac’s Logic.

Topics covered:

	Topic		Topic
Michaelmas 1	<ul style="list-style-type: none"> ➤ Explain sound creation using examples ➤ Different forms of media ➤ Types of sound creation ➤ Methods of sound creation. ➤ Forms of media - video games - movies - TV adverts - radio broadcast/podcast - animations – theatre ➤ Types of sound creation - foley - ambience - dialogue/voice-overs - underscore - special/spot effects ➤ Methods of sound creation - physical props - environmental sounds - sound synthesis - digital sample manipulation - effects libraries 	Lent 2	<ul style="list-style-type: none"> ➤ Projects and coursework continuation and revision for written and production exam
Michaelmas 2	<ul style="list-style-type: none"> ➤ Plan and undertake the sound creation for a given brief 	Pentecost 1	<ul style="list-style-type: none"> ➤ Projects and coursework continuation and revision for written and production exam

	➤ Use of physical props, environmental sounds, sound synthesis, digital sample manipulation, effects library) and types (Foley, ambience, dialogue/voice-overs, underscore) of sound creation.		
Lent 1	➤ Projects and coursework continuation and revision for written and production exam	Pentecost 2	➤ N/A

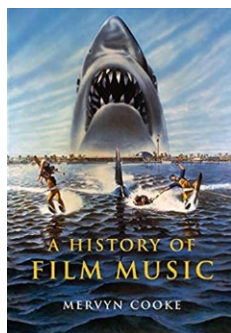
Parents / Carers can help by:

- Having a discussion each week with their child regarding their own musical journey and work and to support with monitoring progress outside of school.
- Listen to a variety of music in a variety of different styles.
- To support with encouraging their child to attend concerts and visits to theatres to support with wider learning about Performing Arts.
- Attend relevant school events/information evenings which are Performing Arts related.
- Read, share and discuss any communication received with regards to Performing Arts related topics.

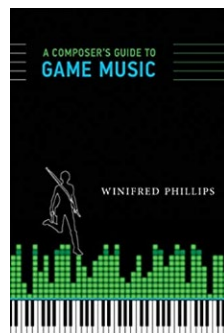
Useful websites:

- <https://www.focusonsound.com/>
- <https://www.soundonsound.com/>
- <https://www.musictheory.net/>
- <https://musictechstudent.co.uk/>
- <https://www.usefulmusic.com/>

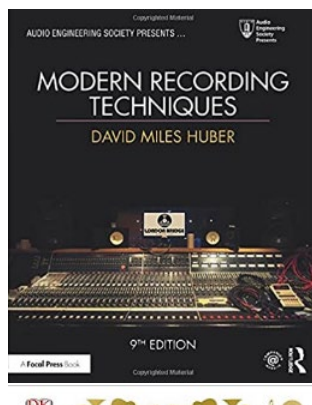
Recommended reading:



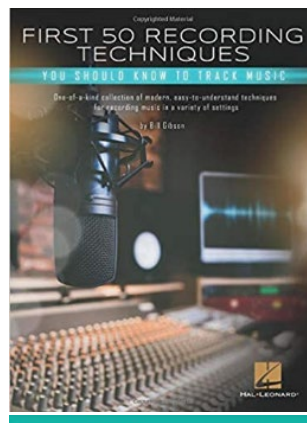
This book provides a comprehensive and lively introduction to the major trends in film scoring from the silent era to the present day, focussing not only on dominant Hollywood practices but also offering an international perspective by including case studies of the national cinemas of the UK.



A comprehensive, practical guide to composing video game music, from acquiring the necessary skills to finding work in the field.



Modern Recording Techniques is the bestselling, authoritative guide to sound and music recording. Whether you're just starting out or are looking for a step-up in the industry,



Recording music can be a daunting task, especially in the present day with its ever-changing technologies and environments.

Extra-curricular opportunities:

- Variety of music groups including Vocal Group, Music Tech club, Ukulele group, TBOWA Radio, Strings and Things, African Drumming group, School of Rock
- Whole Academy production
- Performance throughout the year in the form of concerts



Subject: GCSE PE

Intent for the year:

At The Bishop of Winchester Academy, learning how to live a healthy lifestyle is a non-negotiable and is imperative to ensure students live life to the full. This vision means teaching students not only about the benefits of a healthy, active lifestyle for their physical health but for their mental and social health as well. In Healthy Living students will have develop the knowledge and understanding to allow them to achieve three main aims --

1. Develop a culture where participation is for all by experiencing a broad and balanced practical curriculum
2. Students will learn how to lead a healthy, active lifestyle
3. Understand various careers in sport through high quality provision

In Year 11 students will learn how to apply the theory learnt in Year 10 to exam questions, complete their practical moderation and follow a comprehensive revision programme in order to support their learning.

Topics covered:

	Topic		Topic
Michaelmas 1	Analysis and Evaluation of Performance: <ul style="list-style-type: none"> ➤ Analysis of performance ➤ Overview and assessment of skills ➤ Movement analysis ➤ Action plan 	Lent 2	Paper 2 Revision: <ul style="list-style-type: none"> ➤ Socio-cultural influences ➤ Sports psychology ➤ Health, fitness and well-being ➤ Practical Moderation
Michaelmas 2	Practical Assessment: <ul style="list-style-type: none"> ➤ Team sports ➤ Individual sports 	Pentecost 1	Revision Programme: <ul style="list-style-type: none"> ➤ Paper 1 ➤ Paper 2
Lent 1	Paper 1 Revision: <ul style="list-style-type: none"> ➤ Anatomy and physiology ➤ Physical training 	Pentecost 2	

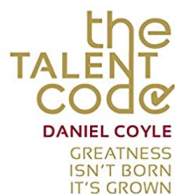
Parents / Carers can help by:

- Using KO's to quiz students on key terms
- Support attendance to revision
- Encourage students to participation in clubs outside of school

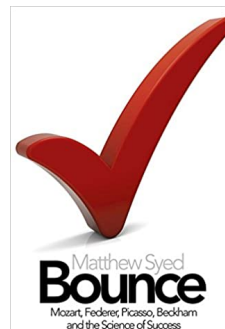
Useful websites:

<https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/>

Recommended reading:



Research showing how talent and ability can be created and nurtured, not just born with!



This book enables you to find out the secrets of sporting success and from athletes who have tried and tested methods!

This book examines the regeneration process of London prior to the Olympic games in 2012!



A motivational book that details how exercise and living a healthy lifestyle can improve mental health!





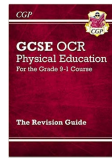
Extra-curricular opportunities

- 10:10 practical sessions
- Revision sessions

Exam board – OCR**Specification – J587**

Exam units	Revision areas
Paper 1 – 1 hour	Anatomy and Physiology and Physical Training
Paper 2 – 1 hour	Socio-cultural influences, Sports Psychology, Health, Fitness and Well-being
Practical Assessment – 3 sports, 1 coursework	1 team sport, 1 individual sport, 1 team/individual sport

Key dates:	
October	Half term revision session
November	Mock exams – Paper 1 & 2
December	AEP coursework deadline
February	Half term revision session and badminton coaching session
March	Mock exams – Paper 1 & 2
March/April	Practical Moderation
April	Easter revision day
May	Paper 1 exam
May	Paper 2 exam

Recommended revision books:			Recommended revision websites:
<p>OCR GCSE PE (9-1) 2nd edition ISBN: 978147185172</p> <p>8</p> 	<p>My Revision Notes: OCR GCSE (9-1) PE 2nd edition ISBN: 978151040525</p> <p>7</p> 	<p>New GCSE Physical Education OCR Revision Guide – for the grade 9-1 course ISBN: 9781789083200</p> 	<ul style="list-style-type: none"> ➤ https://app.senecalearning.com/login ➤ https://www.aqa.org.uk/subjects ➤ https://www.bbc.co.uk/bitesize/examspecs/zcbchv4



Subject: BTEC Sport

Intent for the year:

At The Bishop of Winchester Academy, learning how to live a healthy lifestyle is a non-negotiable and is imperative to ensure students live life to the full. This vision means teaching students not only about the benefits of a healthy, active lifestyle for their physical health but for their mental and social health as well. In Healthy Living students will have develop the knowledge and understanding to allow them to achieve three main aims --

1. Develop a culture where participation is for all by experiencing a broad and balanced practical curriculum
2. Students will learn how to lead a healthy, active lifestyle
3. Understand various careers in sport through high quality provision

In Year 11 students will learn the skills and tactics used in both team and practical performance. They will also learn how to plan and lead a lesson. Students will complete their Unit 2 and 6 coursework units as well as their second Unit 1 exam attempt.

Topics covered:

	Topic		Topic
Michaelmas 1	Unit 2 Practical Sports Performance: <ul style="list-style-type: none"> ➤ Team sport filming ➤ Individual sport filming ➤ Analysis of performance 	Lent 2	Unit 6 Leading Sports Activities: <ul style="list-style-type: none"> ➤ Leading a lesson ➤ Evaluating a lesson
Michaelmas 2	Unit 1 Fitness for Sport and Exercise: <ul style="list-style-type: none"> ➤ Components of fitness ➤ Principles of training ➤ Methods of training ➤ Fitness test 	Pentecost 1	
Lent 1	Unit 6 Leading Sports Activities: <ul style="list-style-type: none"> ➤ Characteristics of a leader ➤ Skills of a leader ➤ Risk assessments ➤ Planning a lesson 	Pentecost 2	

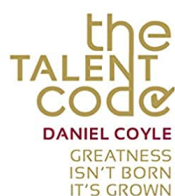
Parents / Carers can help by:

- Using KO's to quiz students on key terms
- Support attendance to revision
- Ensure students are organised with assessment dates and coursework deadlines

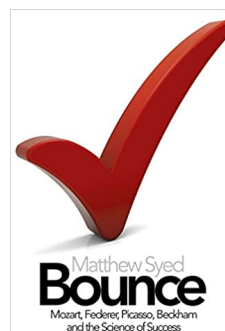
Useful websites:

- <https://qualifications.pearson.com/en/qualifications/btec-firsts/sport-2012-nqf.html>

Recommended reading:



Research showing how talent and ability can be created and nurtured, not just born with!



This book enables you to find out the secrets of sporting success and from athletes who have tried and tested methods!

This book examines the regeneration process of London prior to the Olympic games in 2012!



A motivational book that details how exercise and living a healthy lifestyle can improve mental health!


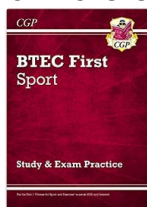
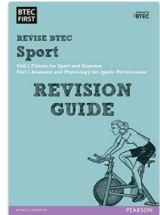
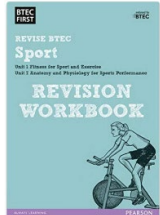


Extra-curricular opportunities

- 10:10 practical enrichment
- Revision/coursework catch up sessions

Exam units	Revision areas
Unit 1 – Fitness for Sport and Exercise (1 hour 15 mins)	Components of fitness, fitness testing, principles of training, methods of training.

Key dates:	
October	Unit 2 Coursework deadline
October	Half term revision
November	Walking-talking mock
November	Unit 1 exam
March	Unit 6 Coursework deadline

Recommended revision books:		Recommended revision websites:
<p>BTEC First Award Sport Student Book ISBN: 9781446905555</p> 	<p>New BTEC First in Sport: Study and Exam Practice ISBN: 9781847624611</p> 	<p>https://qualifications.pearson.com/en/qualifications/btec-firsts/sport-2012-ngf.html</p>
<p>BTEC First in Sport Revision Guide ISBN: 9781446906705</p> 	<p>BTEC First in Sport Revision Workbook ISBN: 9781446906712</p> 	



Subject: Health and Fitness

Intent for the year:

At The Bishop of Winchester Academy, learning how to live a healthy lifestyle is a non-negotiable and is imperative to ensure students live life to the full. This vision means teaching students not only about the benefits of a healthy, active lifestyle for their physical health but for their mental and social health as well. In Healthy Living students will have develop the knowledge and understanding to allow them to achieve three main aims --

1. Develop a culture where participation is for all by experiencing a broad and balanced practical curriculum
2. Students will learn how to lead a healthy, active lifestyle
3. Understand various careers in sport through high quality provision

In Year 11 students will learn how to apply topics including, anatomy and physiology and physical training to exam questions. Health, fitness and well-being and training programmes will be tailored to meet the scenario of the controlled assessment.

Topics covered:

	Topic		Topic
Michaelmas 1	Unit 1 Revision: <ul style="list-style-type: none"> ➤ Anatomy and Physiology ➤ Physical training 	Lent 2	Unit 2 Controlled Assessment: <ul style="list-style-type: none"> ➤ Physical Training ➤ Health, Fitness and Well-being ➤ Training Programmes
Michaelmas 2	Unit 1 Revision: <ul style="list-style-type: none"> ➤ Anatomy and Physiology ➤ Physical Training 	Pentecost 1	Unit 2 Controlled Assessment: <ul style="list-style-type: none"> ➤ Physical Training ➤ Health, Fitness and Well-being ➤ Training Programmes
Lent 1	Unit 2 Controlled Assessment: <ul style="list-style-type: none"> ➤ Physical Training ➤ Health, Fitness and Well-being ➤ Training Programmes 	Pentecost 2	

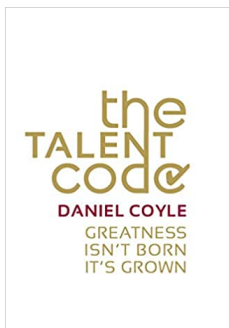
Parents / Carers can help by:

- Using KO's to quiz students on key terms
- Support attendance to revision
- Encourage students to participation in clubs outside of school

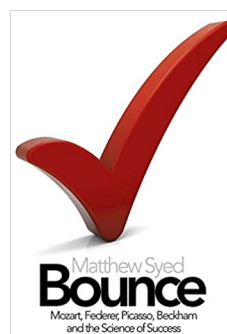
Useful websites:

- <https://www.qualhub.co.uk/qualification-search/qualification-detail/ncfe-level-12-technical-award-in-health-and-fitness-4579>

Recommended reading:



Research showing how talent and ability can be created and nurtured, not just born with!



This book enables you to find out the secrets of sporting success and from athletes who have tried and tested methods!

This book examines the regeneration process of London prior to the Olympic games in 2012!



A motivational book that details how exercise and living a healthy lifestyle can improve mental health!



Extra-curricular opportunities

- **10:10 Practical Sessions**
- **Revision sessions**

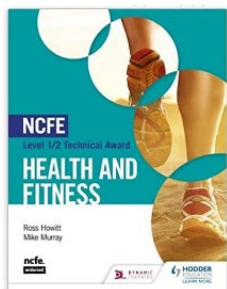
Exam board – NCFE**Specification – 603/2650/5**

Exam units	Revision areas
Paper 1 – (1 hour 30 minutes)	Anatomy and Physiology and Physical Training
Controlled Assessment (21 hours)	Physical Training, Health, Fitness and Well-being and Training Programmes.

Key dates:	
20-11-19	Walking-talking mock morning
November 2020	Exam Attempt 1
March 2021	Exam Attempt 2
December	Controlled Assessment starts
End of February	Controlled Assessment finishes

Recommended revision books:

NCFE Level 1/2 Technical Award Health and Fitness

**Recommended revision websites:**

- <https://app.senecalearning.com/login>
- <https://www.bbc.co.uk/bitesize/examspecs/zcbchv4>
- <https://www.qualhub.co.uk/qualification-search/qualification-detail/ncfe-level-12-technical-award-in-health-and-fitness-4579>



Subject: Sports Science

Intent for the year:

At The Bishop of Winchester Academy, learning how to live a healthy lifestyle is a non-negotiable and is imperative to ensure students live life to the full. This vision means teaching students not only about the benefits of a healthy, active lifestyle for their physical health but for their mental and social health as well. In Healthy Living students will have develop the knowledge and understanding to allow them to achieve three main aims --

1. Develop a culture where participation is for all by experiencing a broad and balanced practical curriculum
2. Students will learn how to lead a healthy, active lifestyle
3. Understand various careers in sport through high quality provision

In Year 11 students will learn a variety of topics including reducing the risk of injury, sport nutrition, the body's responses to physical activity and applying the principles of training. There are four topics within this sport science qualification: three coursework units and one exam unit.

Topics covered:

	Topic		Topic
Michaelmas 1	Unit R041: <ul style="list-style-type: none"> ➤ Extrinsic factors ➤ Intrinsic factors ➤ Warm up and Cool down ➤ Types of injury 	Lent 2	Unit R045: <ul style="list-style-type: none"> ➤ Dietary supplements ➤ Effects of a poor diet ➤ Developing a diet plan
Michaelmas 2	Unit R041: <ul style="list-style-type: none"> ➤ Responding to injuries ➤ Action plans ➤ Respond to common medical condition ➤ Mock exam 	Pentecost 1	
Lent 1	Unit R045: <ul style="list-style-type: none"> ➤ Healthy, balanced diet ➤ Nutrients ➤ Nutrition in sport 	Pentecost 2	

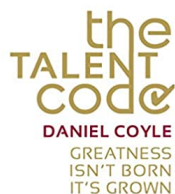
Parents / Carers can help by:

- Using KO's to quiz students on key terms
- Support attendance to revision
- Encourage students to participation in clubs outside of school

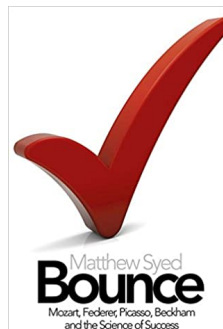
Useful websites:

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

Recommended reading:



Research showing how talent and ability can be created and nurtured, not just born with!



This book enables you to find out the secrets of sporting success and from athletes who have tried and tested methods!

This book examines the regeneration process of London prior to the Olympic games in 2012!



A motivational book that details how exercise and living a healthy lifestyle can improve mental health!

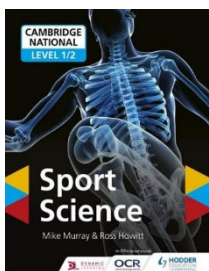


Extra-curricular opportunities

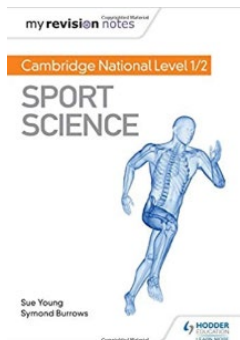
- 10:10 practical sessions
- Revision sessions

Exam units	Revision areas
R041	Reducing the risk of injury

Key dates:	
Jan	Exam – attempt 2
June	R045 Coursework Moderation

Recommended revision books:

Cambridge National Level 1/2 Sport Science (Cambridge National 1/2) Paperback – 26 April 2019



My Revision Notes: Cambridge National Level 1/2 Sport Science Paperback – 27 Mar. 2020

Recommended revision websites:

- <https://app.senecalearning.com/login>
- <https://www.aqa.org.uk/subjects>
- <https://www.bbc.co.uk/bitesize/examspecs/zcbchv4>



Subject: PSHE

Intent for the year:

'The Bishop's' PSHE education aims to help students to develop the knowledge, skills and attributes they need to manage many of the opportunities, challenges and responsibilities they will face as they mature into adulthood. It intends that students are taught how to stay safe, be healthy and build self-esteem, resilience, empathy and become confident members of their community. Life skills that are covered at 'The Bishop' can support students understanding and knowledge of how to tackle barriers to learning, raise aspirations and the life chances for all.

In Year 11 specifically this is addressed through exploring topics such as diversity and body positivity. Supporting students to revise and prepare for exams and to begin to think about adult life; working, studying and living independently. Understanding how to care for the environment and how globalisation impacts our lives. Exploring how they can 'stay safe' mentally, physically, emotionally, financially and sexually.

Topics covered:

	Topic		Topic
Michaelmas 1	<ul style="list-style-type: none"> ➤ Diversity and exploring our identities ➤ Body positivity ➤ Fertility and reproductive health ➤ CPR 	Lent 2	<ul style="list-style-type: none"> ➤ Body shaming ➤ Relationships and sexuality ➤ Safe sex ➤ Happiness and positivity
Michaelmas 2	<ul style="list-style-type: none"> ➤ How to revise and prepare for exams ➤ Researching post-16 education ➤ Preparing for job interviews ➤ Health & Safety in the workplace 	Pentecost 1	<ul style="list-style-type: none"> ➤ Animal rights ➤ Globalisation ➤ Multiculturalism ➤ The Dark Web and internet safety
Lent 1	<ul style="list-style-type: none"> ➤ Perseverance and procrastination ➤ Positive and negative risks ➤ Gambling ➤ Digital footprints 	Pentecost 2	

Parents / Carers can help by:

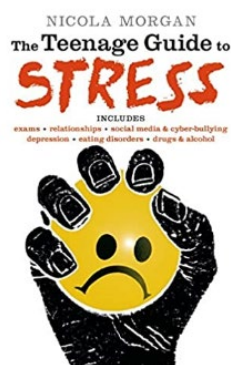
- Having a discussion with their child each week about their PSHE lesson, being mindful that there will be some sensitive and challenging topics
- Support their child by developing a broad sense of the world, not just the views of an individual
- Attend relevant school events/information evenings which are PSHE related
- Read, share and discuss any communication received with regards PSHE related topics

Useful websites:

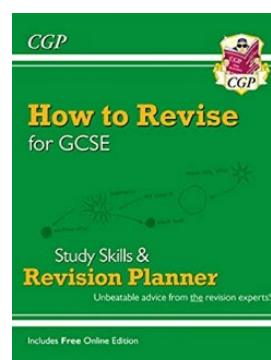


- <https://www.redcross.org.uk/> - first aid knowledge
- <https://youngminds.org.uk/> - mental health and emotional wellbeing for young people
- <https://www.thinkuknow.co.uk/> - internet safety and support
- <https://www.brook.org.uk/> - charity providing free advice and information with regards sex education
- <https://www.teenagecancertrust.org/get-help> - free information, education, support about cancer
- <https://www.bbc.co.uk/bitesize/subjects/ztv9j6> - PSHE & citizenship educational support

Recommended reading:

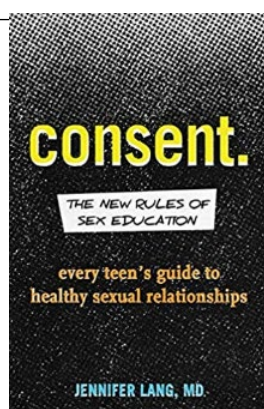


Essential reading for teenagers and the adults who care about them. A fantastically wide-ranging, reassuring, eye-opening and comprehensive look at the stresses many teenagers face, empowering them to take control of their mental health and wellbeing.

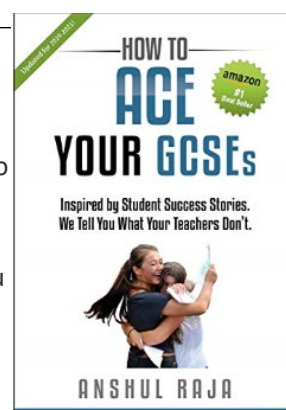


This book includes a huge range of advice covering everything from effective study techniques to tips for specific subjects. Also included are helpful checklists, timetables and planners to make sure students are 100% ready for the exams.

A contemporary guide to sex education that answers the most pressing questions teens and young adults have about dating, relationships, consent, and sexual safety.



Updated for 2019 and applicable for 2020/2021 exams, How to ACE your GCSEs teaches you how to ACE your exams. No matter how smart or behind you may think you are this book will teach you how to revise... properly!





Subject: Psychology

Intent for the year:

Studying Psychology at Bishop aims to help students develop the knowledge, skills and the awareness to understand human behaviour on a biological and social basis.

The curriculum they will cover will help students to become resilient and empathetic members of society, by helping to raise awareness of the issues in current society, such as discrimination and how this can be challenged.

In year 11 students will learn about memory, the problems with memory such as amnesia, the effects this can have on an individual's quality of life, as well as being able to apply their knowledge of the brain and scanning techniques to investigate this damage. By studying this learners can become resilient to the sensitive topic of memory loss and apply their knowledge of the brain to consider ways that memory loss can be reduced through brain plasticity. Students will also learn about how the brain is involved in the development of language and thought. Students then discuss if this development is due to genetics or environment. Through studying this subject students will need to think deeper into the causes of human behaviour and develop well evidence arguments to support the view of whether human behaviour is due to nature or nurture.

Topics covered:

	Topic		Topic
Michaelmas 1	: Memory <ul style="list-style-type: none"> ➤ Multi store Model ➤ Memory as a reconstruction ➤ Context dependent memory ➤ False memories 	Lent 2	Language, thought and communication: <ul style="list-style-type: none"> ➤ Nonverbal communication ➤ Explanations of non-Verbal behaviour ➤ Darwin's theory of evolutionary behaviours ➤ Nature vs nurture with nonverbal communication
Michaelmas 2	Perception <ul style="list-style-type: none"> ➤ Visual cues ➤ Gibson's direct theory of perception (supports nature) ➤ Gregory's constructivist theory of perception (nurture) ➤ Factors affecting perception 	Pentecost 1	Revision of brain and neuropsychology and research methods <ul style="list-style-type: none"> ➤ Structure and function of the Nervous system and neuronal growth ➤ Structure and function of the brain and neurological damage ➤ Self-reports ➤ Experiments

Lent 1	Language, thought and communication: <ul style="list-style-type: none"> ➤ What comes first language or thought? ➤ Our view of the world ➤ Nature vs nurture of thoughts and language ➤ Human vs animal communication 	Pentecost 2	Revision of development and social influence: <ul style="list-style-type: none"> ➤ Piagets theory of cognitive development ➤ Effects of learning on development ➤ Conformity ➤ Obedience/ collective behaviour
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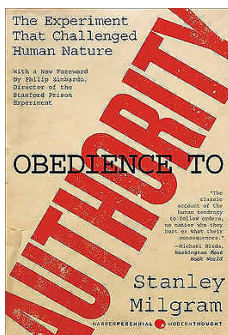
Parents / Carers can help by:

- Having a discussion with your child each week about what they have learnt in psychology, some of the subjects may be very sensitive. For example, their topic on psychological problems.
- Attend relevant school events / information evenings and encourage your child to attend revision sessions.
- Support your child by helping them to develop an awareness of issues in society or relevant articles in the media which may link to their topics. For example, riots based on discrimination will apply well to their social influence topic.
- Encourage your child to justify their points of view by asking them why they think that, and what impact this could have on an individual or society. This will help them to develop their arguments.

Useful websites:

- <https://learndojo.org/gcse/aqa-psychology/memory/>
- <https://www.simplypsychology.org/>
- <https://www.mind.org.uk/>
- <https://psychcentral.com/>
- <https://www.bbc.co.uk/news>

Recommended reading:

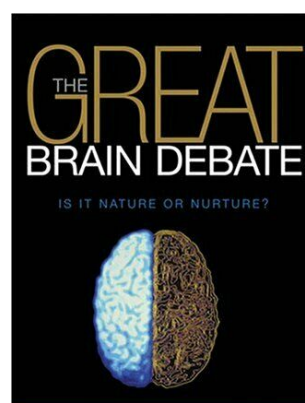


Book about Milgram's research into obedience to authority figures.

A book about Piagets theory of the development of children's thinking and language.



A book from Derren Brown, trickster who uses psychological techniques to confuse the human mind.



A book which uses psychological research to assess whether humans are the results of genes or environment.

Extra-curricular opportunities

- Revision lesson after school

Exam board – AQA

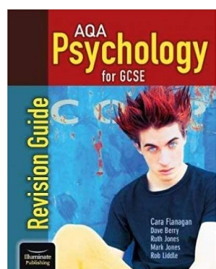
Specification - 8182

Exam units	Revision areas
Paper 1 – Cognition and behaviour (1 hour 45)	Memory Perception Development Research methods
Paper 2 – Social context and behaviour (1 hour 45)	Social influence Language, thought and communication Brain and neuropsychology Psychological problems

Key dates:	
28-09-20	End of topic test on memory
08/02-21	Walking talking mock
15/03/21	End of topic test on language
10/05/21	Walking talking mock

Recommended revision books:

<https://www.amazon.co.uk/AQA-Psychology-GCSE-Revision-Guide/dp/1911208063>



Recommended revision websites:

<https://learndojo.org/gcse/aqa-psychology/memory/>

Subject: Sociology



Intent for the year:

'The Bishop's' Sociology course aims to help student to develop the knowledge, skills and attributes they need to understand and learn new concepts across subjects. The intent of sociology is to equip students with analytic, evaluative and metacognitive skills so that they can mature into critical thinkers. This is through learning about the inequalities that different sectors of society face and designing and running their very own collaborative research project. The GCSE sociology course intends to equip students with transferable life skills such as resilience, resourcefulness, reflectivity and reciprocity. These skills are developed through small group work, challenging and engaging assignments, encouraging students to relate their understanding of society to their own experiences (such as family), reflecting back on exams and being creative through learning.

In year 11 students learn component 2, which examines the social structures involved in social control, power, stratification and differentiation.

Topics covered:

	Topic		Topic
Michaelmas 1	: Perspectives <ul style="list-style-type: none">➤ Marxism➤ Feminism➤ Functionalism➤ Postmodernism	Lent 2	:Family and households <ul style="list-style-type: none">➤ Family types➤ Family inequalities➤ Contemporary family➤ Family changes from 1900 to present
Michaelmas 2	: Education <ul style="list-style-type: none">➤ Internal factors (Marxism, functionalism)➤ External factors➤ Exam technique 2➤ Methods in context	Pentecost 1	: Causes of Crime and deviance <ul style="list-style-type: none">➤ Anomie (Functionalism)➤ Material and relative deprivation (Marxism)➤ Patriarchy (Feminism)
Lent 1	:Research methods <ul style="list-style-type: none">➤ Quantitative and qualitative➤ Data collection➤ Data analysis➤ Research project	Pentecost 2	:Revision <ul style="list-style-type: none">➤ Education➤ Research methods➤ Exam technique➤ Family and household

Parents / Carers can help by:

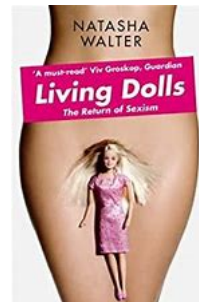
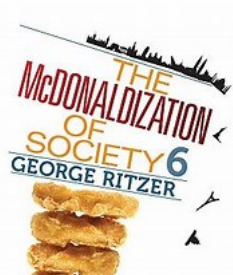
- Read, share and discuss concepts learnt during the day.
- Encouraging your child to start their homework while it's fresh in their minds.
- Share and discuss current events in the news and ask children to provide a sociological explanation for it.
- Encourage discussing any concerns with the teacher.

Useful websites:

- <https://www.wjec.co.uk/media/ysbbv1j4/eduqas-gcse-sociology-spec-from-2017-e.pdf> (WJEC sociology specification)
- <https://www.tutor2u.net/sociology> (revision tools)
- <https://www.bbc.co.uk/news> trustworthy news source
- <https://www.theguardian.com/theguardian/mainsection/uknews> trustworthy news source

Recommended reading:

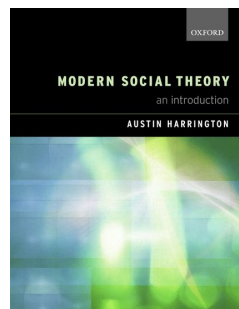
This is a text about how society is becoming similar to a fast food restaurant. It doesn't cost much for fast food, similarly in sociology people work hard for little.



This book looks at feminism and patriarchy, looking at how even in contemporary society sexism still exists.

Drawing on a wealth of research and personal interviews, LIVING DOLLS is a straight-talking, passionate and important book that makes us look afresh at women and girls, at sexism and femininity - today.

Modern Social Theory: An Introduction **Edited by Austin Harrington. Provides coverage of both classical and contemporary social theory in a single volume, offering a one-stop guide to all the major topics in the theoretical foundations of modern sociology.**



Extra-curricular opportunities

- After school revision

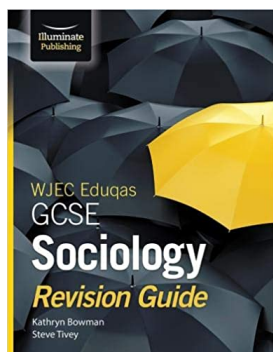
Exam board – WJEC**Specification - 8700**

Exam units	Revision areas
Paper 1 – social processes	Marxist, functionalist, feminist perspectives applied to inequalities in education, inequalities in family and households, inequalities in crime and methods in context.
Paper 2 – social structures	Perspectives as above but applied to social control, social differentiation, stratification and power.

Key dates:	
20-11-19	Walking-talking mock morning

Recommended revision books:

<https://www.amazon.co.uk/WJEC-Eduqas-Sociology-Revision-Guide/dp/191120890X>

**Recommended revision websites:**

- <https://app.senecalearning.com/login>
- <https://www.aqa.org.uk/subjects>
- <https://www.bbc.co.uk/bitesize/examspecs/zcbchv4>