

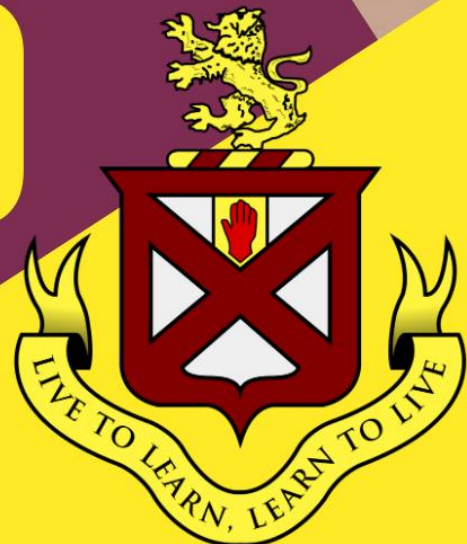
  
Ofsted

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Byrchall High School

# A GUIDE TO YEAR 11





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# Welcome to Year 11

## Achievement: Becoming the Best That We Can Be

We hope you will find this information useful and will keep this booklet for reference throughout the year. Please contact us to discuss any concerns or issues you may have with regard to the information and guidance we have set out in the following pages.

## Pastoral Information

The Form Tutor is usually the first port of call for day to day issues in school. The Year 11 Form Tutors are listed below, with school email addresses that you can contact them on:

|     |                    |  |
|-----|--------------------|--|
| R1  | Miss E McVitie     | <a href="mailto:emcvitie@byrchall.wigan.sch.uk">emcvitie@byrchall.wigan.sch.uk</a>         |
| R2  | Mrs D Turban       | <a href="mailto:dturban@byrchall.wigan.sc.uk">dturban@byrchall.wigan.sc.uk</a>             |
| R3  | Mr A Rastrick      | <a href="mailto:arastrick@byrchall.wigan.sch.uk">arastrick@byrchall.wigan.sch.uk</a>       |
| S1  | Mr C Moorhouse     | <a href="mailto:cmoorhouse@byrchall.wigan.sch.uk">cmoorhouse@byrchall.wigan.sch.uk</a>     |
| S2  | Mr G Rowland       | <a href="mailto:growland@byrchall.wigan.sch.uk">growland@byrchall.wigan.sch.uk</a>         |
| S3  | Mr P McVeigh       | <a href="mailto:pmcveigh@byrchall.wigan.sch.uk">pmcveigh@byrchall.wigan.sch.uk</a>         |
| T1  | Mr M Gregory       | <a href="mailto:mgregory@byrchall.wigan.sch.uk">mgregory@byrchall.wigan.sch.uk</a>         |
| T2  | Miss A Ollerenshaw | <a href="mailto:aollerenshaw@byrchall.wigan.sch.uk">aollerenshaw@byrchall.wigan.sch.uk</a> |
| V1  | Miss C Allender    | <a href="mailto:callender@byrchall.wigan.sch.uk">callender@byrchall.wigan.sch.uk</a>       |
| V2  | Miss M Waseem      | <a href="mailto:mwaseem@byrchall.wigan.sch.uk">mwaseem@byrchall.wigan.sch.uk</a>           |
| HOY | Miss F Parker      | <a href="mailto:fparker@byrchall.wigan.sch.uk">fparker@byrchall.wigan.sch.uk</a>           |
| PSO | Mr L Heaton        | <a href="mailto:lheaton@byrchall.wigan.sch.uk">lheaton@byrchall.wigan.sch.uk</a>           |

**PASTORAL  
SUPPORT  
TELEPHONE  
NUMBER  
(01942) 728221  
Extension 224**

The Head of Year (HoY) for Year 11 is Miss Parker ([fparker@byrchall.wigan.sch.uk](mailto:fparker@byrchall.wigan.sch.uk)). The Assistant Headteacher in charge of the upper school is Mrs Wilkinson ([twilkinson@byrchall.wigan.sch.uk](mailto:twilkinson@byrchall.wigan.sch.uk)). The Assistant Headteacher in charge of safeguarding and inclusion is Mrs Hudson ([ahudson@byrchall.wigan.sch.uk](mailto:ahudson@byrchall.wigan.sch.uk)). The pastoral team are supported by the SENCO, Mrs Brown.

There are a number of staff in school who are designated staff in charge of child protection. The named designated person is Mrs Hudson. The deputy designated lead is Miss H Rutter. The Pastoral Support Officer is Mr L Heaton.

The attendance team is run by our Attendance Manager, Mrs L Johnson, and she or a member of her team may contact you in relation to your child's attendance. We are committed to full attendance in school and believe that outstanding attendance is crucial for a child to make good academic and social progress.

We also have a First Aider in school - Miss D Worrall. She is not a school nurse, but can deal with minor accidents that happen in school and she oversees Health Care Plans for children with medical conditions such as diabetes.

# Holiday Dates

## Autumn Term 2023

|                    |  |
|--------------------|--|
| Staff Training Day | Monday 4 <sup>th</sup> September 2023  |
| Term Starts        | Tuesday 5 <sup>th</sup> September 2023   |
| Half Term Holiday  | Monday 23 <sup>rd</sup> October 2023 –<br>Friday 27 <sup>th</sup> October 2023 |
| Term Ends          | Friday 22 <sup>nd</sup> December 2023  |

## Spring Term 2024

|                    |  |
|--------------------|--|
| Staff Training Day | Monday 8 <sup>th</sup> January 2024  |
| Term Starts        | Tuesday 9 <sup>th</sup> January 2024   |
| Half Term Holiday  | Monday 19 <sup>th</sup> February 2024 –<br>Friday 23 <sup>rd</sup> February 2024 |
| Term Ends          | Thursday 28 <sup>th</sup> March 2024   |

## Summer Term 2024

|                    |  |
|--------------------|--|
| Term Starts        | Monday 15 <sup>th</sup> April 2024                                     |
| Bank Holiday       | Monday 6 <sup>th</sup> May 2024  |
| Half Term Holiday  | Monday 27 <sup>th</sup> May 2024 –<br>Friday 31 <sup>st</sup> May 2024 |
| Staff Training Day | Friday 28 <sup>th</sup> June 2024                                      |
| Term Ends          | Friday 19 <sup>th</sup> July 2024                                      |

# The School Day

Your child should arrive in school by 8.25 am at the latest to allow time to get to their form room by 8.30 am.

Students can arrive in school from 7.45 am to get breakfast in the Dining Room, supervised by a member of staff, or they can go to the LRC and use the facilities in there for some additional learning.

Registration is from 8.30 - 8.55 am each morning. In registration your child will receive their morning mark and their form teacher will check that they are ready for the school day by ensuring that they are wearing their uniform correctly and have a planner and all the necessary equipment (pen, pencil, ruler, etc.) for the day.

Twice a week there will be a formal assembly for each year group during registration. If you child arrives in school after registration (8.50 am) they must sign in at Student Enquiries.

| Period        | Time                | Length     |
|---------------|---------------------|------------|
| Warning Bell  | 8.25 am             |            |
| Registration  | 8.30 - 8.55 am      | 25 mins    |
| Period 1      | 8.55 - 9.55 am      | 60 mins    |
| Period 2      | 9.55 - 10.55 am     | 60 mins    |
| Break         | 10.55 - 11.15 am    | 20 mins    |
| Warning Bell  | 11.10 am            |            |
| Period 3      | 11.15 am - 12.15 pm | 60 mins    |
| Period 4      | 12.15 - 1.15 pm     | 60 mins    |
| Lunch         | 1.15 - 2.00 pm      | 40 mins    |
| Warning Bell  | 1.55 pm             |            |
| Period 5      | 2.00 - 3.00 pm      | 60 mins    |
| Finish of day | 3.00 pm             |            |
| Total =       |                     | 32.5 hours |

## Strong Recommendations

We highly recommend that your child gets the most out of what Byrchall has to offer to support their personal and educational development. Your child can access our LRC or one of our many after school clubs for sports, performing arts, community activities, enterprise events, subject clubs or for homework and intervention to support learning. An example of the range of opportunities on offer can be seen on the Activities Page. Days and timings for these may change throughout the year according to events; you and your child will be informed through the school website, social media or via School Synergy, our communications system. We will email information to parents, as the school has adopted a paperless communication policy, so please ensure your contact details are routinely checked and updated. This can be done via the school office or via a general enquiries submission using School Synergy.

# Byrchall Positive Behaviour Systems

## Celebrations and Consequences

We expect all our students to be part of our school community, show respect and behave responsibly so that everyone can safely fulfil our school mission statement

**Live to Learn: enjoy and achieve, Learn to Live: now and in the future.**

We reinforce our expectations with a range of celebrations and consequences. We seek to create an environment which encourages and reinforces positive behaviour and fosters positive attitudes. We do this with a variety of immediate and longer-term awards for students who do, and continue to do, the right thing. However, we recognise that young people do make poor choices at times and we have a tiered system of consequences for managing such situations.

Your child will be given a number of opportunities in a lesson to correct any unhelpful behaviour. However, if they continue to behave inappropriately this will be recorded on our system and they will face a consequence, which will depend on what they have done.

Sanctions range from a short break time detention, contact home to a longer lunchtime or after school detention, to time in our Reflection room and some element of restorative justice. Our behaviour system is divided into two levels; Stage 1 for low level classroom behaviours or uniform infringements up to lesson truancy and failure to follow a reasonable instruction and Stage 2 for more serious issues such as hurting another student or being rude to staff. Our expectations for positive behaviour are shared regularly with the students and both behaviour and achievement records can be seen on the Synergy app. Please do not hesitate to contact your child's Form Tutor, in the first instance, or Head of Year should you wish to discuss their behaviour



# Uniform and Resources

School uniform is checked by form tutors every morning to ensure that students uphold our high standards with regard to dress code, and to check on essential items for a successful day. Students are expected to wear their uniform correctly at all times, and this includes the journey to and from school. If there is a breach of the uniform code, home will be contacted to try to remedy the situation. It may mean that the student concerned will have to work off timetable until the issue is resolved. For the complete list of uniform for Byrchall High School, please contact the main school office. Below is a summary:

## Normal Uniform

- Blazer - regulation claret with badge
- Trousers - boys regulation charcoal grey, girls' regulation grey school trousers
- Skirt - regulation grey stitched down pleated skirt of a reasonable length
- Shirts/blouses:
  - Boys Years 7-10: plain white school shirt no badges
  - Boys Year 11: plain blue school shirt no badges
  - Girls Years 7-10: plain white reverse collar shirt (short sleeves an option)
  - Girls Year 11: plain blue reverse collar shirt (short sleeves an option)
- V-neck plain claret slip over jumper (optional)
- Regulation school tie for boys, optional grey/claret scrunchie for girls
- Socks/tights - boys plain black socks, girls plain black socks or opaque black tights
- Shoes - plain black shoes, low heels for girls
- Coat - single colour waterproof coat/jacket **NOT** a 'hoodie'
- Jewellery - the school operates a no jewellery policy, only a watch may be worn
- Hair - no extreme hair styles; hair should be of a natural uniform colour
- Makeup - no makeup to be worn, no false eyelashes and no false nails.

Students wearing incorrect uniform will be asked to change into the correct item of uniform as required

## Physical Education

All items should be clearly marked with the owner's initials.

- White/black trainers - no Velcro
- Football boots - advice can be given by PE staff
- Regulation claret/navy polo shirt reaching below the hips for girls and boys
- Regulation claret/navy shorts for boys, "skort" for girls
- Regulation reversible claret/navy rugby shirt for boys



- Regulation claret socks for boys and girls, plus white ankle length socks for girls
- Navy regulation hooded sweat shirt and navy jogging bottoms for girls and boys

## **Protective Clothing**

**Art:** Old shirt or apron.

**Product Design:** Apron. Personalised embroidered aprons for Food are available from Sportsline. Students with hair of a length that could potentially be of a hazard are expected to tie it back.

## **Equipment**

Students are expected to come to school each day with the necessary basic equipment that they will need for their lessons. As a minimum it is expected that students will have a pen, pencil and ruler along with their jotter and reward card. These will be checked each morning by form tutors. Students need to have a scientific calculator for Maths and Science lessons. Your child's Maths teacher will recommend the most appropriate model to buy.

## **Mobile Phones/Headphones/Airpods**

We appreciate that, as parents, you may wish your child to have a mobile phone so that you can contact them after school. In school, however, phones can be a distraction from learning and are not always conducive to a positive learning environment. The use of social media, messaging and texting can also be an issue that our pastoral team are having to deal with too often. We therefore have a policy that phones should be **switched off** in school (not just on silent) and be put away in bags or blazer pockets. If a phone, headphones or airpods are seen or heard in school during the school day they will be confiscated. The mobile phone protocol gives more detailed information on the sanctions for not following our rules on mobile phones.

## **Shoes**

Along with the uniform mentioned on the previous page, special mention needs to be made about shoes. Only black shoes are allowed to be worn in school; **not boots or trainers**. Please beware of shops or your children telling you that certain footwear is acceptable. Trainers have trainer soles, shoes do not. Please speak to a member of the pastoral team if you are unsure if certain footwear is acceptable for school. Students not wearing the correct footwear will be required to change them for a pair of appropriate shoes provided by school.

## **Hair**

Hair should be of a reasonable style. Extreme hairstyles are not acceptable. We do not allow shaved heads, tramlines or extreme graduations of hair length. Only natural hair colours are permitted.

# Celebrations

We believe in focusing on the positive at Byrchall. To fit in with this there are a range of positive awards for your child to earn that cover all aspects of school life.

Celebrating and promoting our core values is a key part of developing the potential of our students, as this:

- promotes a sense of belonging to our school community
- builds and maintains relationships between staff and students
- makes school an enjoyable experience
- encourages students to repeat desired behaviours
- contributes to students' self-esteem and confidence

## **House Points - 'Spend, Save or Donate'**

All students will have a house point card which teachers will stamp for a range of positive reasons, such as good work, good manners, being helpful, etc. When your child has a full house point card they can exchange this for a voucher that they can 'spend' in the Fair Trade Tuck Shop or 'save' it to buy something more expensive.

Alternatively, your child can 'donate' their card to allow school to purchase 'Oxfam Unwrapped Charity Gifts' for less fortunate communities in our world. House points are also given electronically for 100% attendance, participation, and contributing to the school community.

## **Attendance**

Attendance is monitored throughout the week and the highest form group in each year is awarded the Attendance Trophy. Members of the form group also receive a small treat. Achievement points are awarded each week for 100% attendance. 97%+ attendance for the half term and most improved attendance are celebrated in assemblies and pupils receive a small prize.

## **Subject Awards**

Many subjects run their own additional reward schemes to supplement the House Point system. These include raffles, praise cards, 'stars of the week' and treats.

## **Recording Celebrations**

All awards are recorded electronically on your child's records and this will accumulate House Points for themselves and their house.

You can keep track of your child's personal House Points through the Synergy app. House Point totals will be published at the end of the year and celebrated at our annual Founder's Evening.

The winner of the House Points competition for each year group and House are celebrated weekly.

### **Founder's Evening**

We also celebrate subject and school achievements at our annual Founder's Evening at Haydock Park Racecourse.

### **End of Year Celebration**

Each year group will have a specific reward event in the Summer term.

Students will qualify for this reward e.g. a trip or a party by earning achievement points and not accruing behavior points. The criteria for qualification will be published in September.



**2023**

**THE ASHTONIANS AWARD**



# Support with Learning

## School Synergy

School Synergy is our system that helps parents and pupils to keep track of many aspects of school life, such as homework, extracurricular clubs, events, attendance, remote learning, behavior (including consequences) and achievements. This can be accessed via a parent/student App or direct via the [byrchall.schoolsynergy.co.uk](http://byrchall.schoolsynergy.co.uk) website. The school will share all information and updates with parents via this system.

## Homework

Regular homework is an integral part of learning. The tasks set will help students to consolidate, develop and broaden their learning. It also helps students to become confident and independent learners, which will help them throughout their time at school and in adult life.

Students in Year 9 should have between 6-10 hours of homework per week. All homework will be posted on the School Synergy App and website, and students will record it in their jotters along with the date for completion.

Homework activities can take many forms. Some examples of the types of homework students could be given are:

- Extended writing pieces
- Reading
- Preparation for assessments
- Research and note-making
- Learning key vocabulary/formulae etc.
- Designing and creating a visual piece of work
- Past exam paper practice

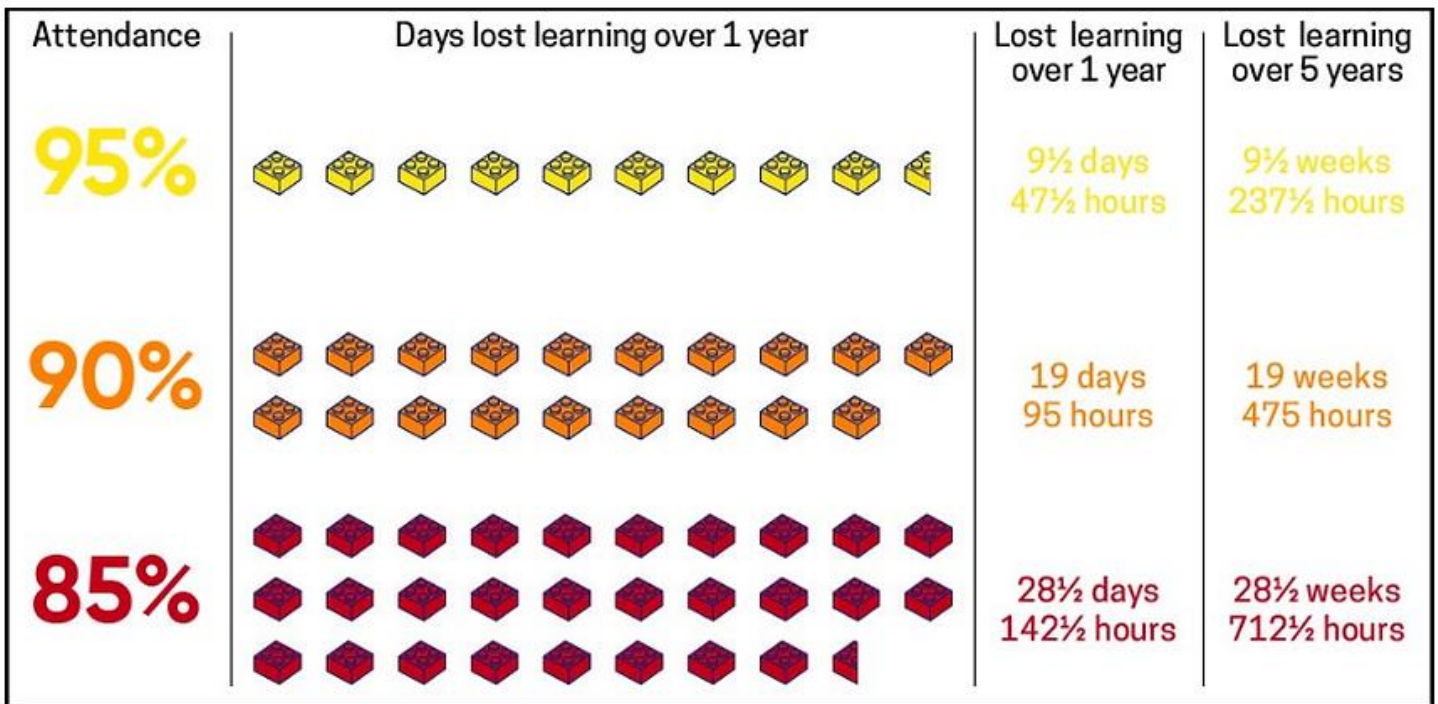
## Intervention

Students who are identified as benefitting from additional support will be supported in a range of ways. For example, in lessons increased questioning from their teacher, additional scaffolding in lessons for tasks or additional homework. Some pupils may work one-to-one or in a small group with a Specialist Intervention Tutor. This support is available to all. School will communicate details with you, as appropriate.

# Attendance and Absences

At Byrchall High School outstanding attendance and punctuality is our aim for every student. Full attendance maximises learning opportunities and parents/carers have a vital role in promoting good attitudes towards attendance. We ask for support from parents/carers to ensure that their children are present at every opportunity, to arrive on time and to avoid allowing children to stay at home unnecessarily, or taking them out of school without authorisation. Evidence shows that students who attend school regularly make better progress both academically and socially. Therefore, we monitor and review the attendance of all pupils constantly

Research shows there is a link between the amount of time a student takes off school, and how well they do in their exams. This is why we have a minimum attendance target of 97%+ for each student. Every lesson counts and it is this commitment to learning that will have a positive effect on student's examinations and their futures. We are proud of our attendance figures that are above both the Local Authority and National Average.



If you know that your child will be absent from school for any reason, please telephone the school and follow the menu to report a student absence. This must be done on the **first day of absence, and every day thereafter.**

Please inform the attendance team of the reasons and circumstances relating to the absence. For extended absences due to illness, we may request that medical evidence be provided. You can also report a child's absence through the School Synergy App or website; again this must be done on **each** day of a student's absence to keep school up-to-date.

We would ask parents to avoid, as far as possible, arranging medical and/or dental appointments during school hours.

We operate an automated system called Truancy Call which will initiate a text/phone call to parents if a child does not have a registration mark and where we have not received notification of an absence. If parents receive this, we ask that they respond as soon as possible so that we can confirm the wellbeing and safety of their children. This can be done by responding to the text directly or by following the prompts in the voice message to return the call directly without incurring call charges.

Schools have a legal responsibility to record all authorised and unauthorised absences. Periods of absence not supported by a reason for the absence will be considered as unauthorised.

Parents have a legal responsibility under section 444 of the Education Act 1996 to ensure their children regularly attend the school at which they are registered. School works proactively with families to support them and reduce absence. Unauthorised absence is a serious matter and, where it becomes persistent (less than 90%), school may refer families to the Local Authority for further action.

### **Punctuality**

The school day begins at 8:30am. All students are expected to be in school and ready to learn at this time. Punctuality is very important for several reasons:

- The school day begins with form time or assembly. This is a very important part of the school day as students follow a personal development curriculum and prepare for the day or week ahead. Important information and announcements are shared with students during this time. Being late means that students are unprepared to learn.
- Punctuality is always stated on any reference given by school. Should the problem be persistent this will lead to an adverse comment about punctuality being recorded on school records and any future references.
- No student can afford to miss any part of lessons without good reason.

| <b>Minutes late per day</b> | <b>Learning time lost in a year</b> |
|-----------------------------|-------------------------------------|
| 5 minutes                   | 3½ days                             |
| 10 minutes                  | 7 days                              |
| 15 minutes                  | 10 ½ days                           |
| 20 minutes                  | 14 days                             |
| 30 minutes                  | 21 days                             |

School sends an automated text/phone call to parents when a student is late to school. If students arrive after form time, 9am, a U mark will be recorded in the register and this counts as a missing morning mark. Where punctuality to school becomes an issue, school will work with students and their families to make rapid improvement. This will include letters, phone calls home, meetings with parents and/or students and detentions for students that are persistently late.

## Holidays

Guidance from the Department of Education states that headteachers should not grant leave of absence for holidays in term time unless there are exceptional circumstances. Applications must be made at least 6 weeks in advance.

Where a leave of absence is granted, the headteacher will determine the number of days granted. A leave of absence is granted entirely at the headteacher's discretion. Please see the school website for a leave of absence request form, alternatively these are available from reception or student enquiries.

Parents should note that where holidays are taken and have not been authorised by school, the school will consider the use of Education Penalty Notices.

This could result in parents receiving a fine. Further details can be found on our school website.



# Assessment and Reporting

GCSE examinations are now graded on a numbered system. These numbered grades range from 1-9, with 9 being the highest. It is worth noting the new GCSE grade 4 is the equivalent to an old grade C and grade 7 to an old grade A.

The Department for Education are referring to the grade 4 as a “standard pass”, and a grade 5 is referred to as a “strong pass”. Grade 9 will only be available to a very small percentage of the most able students.

The school sets challenging targets for all students, and their progress towards these targets is closely monitored across their five years in school. Further details can be found in the Curriculum and Assessment Booklet.

You will receive a progress report three times per year. You will receive reports containing information about progress towards targets, your child’s attitude to learning and their approach to homework. All progress reports and written reports will be available to download through the Edulink One App after they have been issued.

The reports will use the following codes and measures:

|                 |  |
|-----------------|--|
| <b>Progress</b> | Making exceptional progress  |
|                 | Making good progress   |
|                 | Making expected progress   |
|                 | Making less than expected progress   |
| <b>Attitude</b> | A+ Always participates in lessons, behaves well and tries hard with the tasks set  |
|                 | A Usually participates in lessons, behaves and tries with tasks set                |
|                 | A- Participation in lessons and behaviour are too often below acceptable standards |
| <b>Homework</b> | H+ Homework always on time and of a high standard                                  |
|                 | H Homework completed to an average standard  |
|                 | H- Homework frequently not completed or completed to a poor standard               |

In addition to the reports, there will be two opportunities for parents to meet staff to discuss progress during the year. In Year 11, there will be an evening with the Form Tutor in December and a Parents’ Consultation Evening with individual staff in the Spring Term.

Further details can be found in the Curriculum & Assessment booklet.



## Key Dates

|                 |   |
|-----------------|---|
| <b>November</b> | Mock Exams<br>2 - 10th November 2023  |
| <b>December</b> | Mock Results' Day<br>1 <sup>st</sup> December 2023<br><br>Progress Report<br>1 <sup>st</sup> December 2023<br><br>Form Tutor Evening<br>7 <sup>th</sup> December 2023                                     |
| <b>February</b> | Progress Report<br>2 <sup>nd</sup> February 2024<br><br>Parents' Consultation<br>6 <sup>th</sup> February 2024<br><br>Internal Exams and Assessments<br>12 <sup>th</sup> – 16 <sup>th</sup> February 2024 |
| <b>March</b>    | Y11 Surgery<br>12 <sup>th</sup> March 2024<br><br>Progress and Personal Development<br>Report<br>22 <sup>nd</sup> March 2024  |
| <b>May</b>      | Public Exams  |
| <b>June</b>     | Public Exams  |
| <b>July</b>     | Public Exams  |

# Personal Development

As well as supporting our students to achieve their academic potential, we also believe in developing their personal, social and thinking skills so they become independent, caring and healthy global 21st Century citizens. Most of the personal development work is linked to our ethos:

**LIVE TO LEARN: enjoy and achieve**  
**LEARN TO LIVE: now and in the future**

Some of the ways our school life is organised to achieve these aims are:

## **Personal Development Lessons**

Students study a well-rounded programme which includes Citizenship, personal, social and health education (PSHE), RSE, careers, enterprise and personal learning skills (one hour per week). They are taught by their tutors in their form groups. In addition to this there is a form-time programme in which students develop their leadership, organisation, resilience, initiative and communication skills.

## **Form and House time**

Students spend 25 minutes a day with their form group and tutor. Each student is a member of one of our 4 historic houses:

- Romans (green)
- Spartans (purple)
- Trojans (blue)
- Vikings (red)

They contribute to the success of their House by taking part in competitions, events and regular student council meetings. They also contribute to their House with personal achievements such as house points.

## **Enrichment and Ethos Days**

These are full days within the school year, during which students will focus on an element of their personal development.

## **Health and Wellbeing**

Health and wellbeing is integrated into all of our personal development opportunities and is linked to the Wheel of Wellbeing.

The school Chaplain supports individual students. There is a dedicated team of student Mental Health Ambassadors who also support individuals, when needed.

# School Synergy Website/App

We use a system called School Synergy. This can be downloaded free of charge from the Google Play Store or Apple App Store. Alternatively, it can be accessed through a website at [byrchall.schoolsynergy.co.uk](http://byrchall.schoolsynergy.co.uk)

This system will let you receive notifications from school, including details of any achievements or consequences that have been given to your child. You can also report absences, check homework, get up-to-date information on attendance and punctuality, and update your contact details without needing to contact the school office.

This will be the main way of communicating with parents so it is important to download the app. School has a paperless communication policy.

## SCHOOL SYNERGY



**Timetable**  
View your child's school timetable

**School Calendar**  
Keep up to date with school events

**Parent Letters**  
View electronic versions of school letters

**Communication**  
A record of all communication with school – all texts and emails, including replies



**Attendance**  
See your child's recent and historical attendance

**Behaviour & Achievements**  
View information on achievements and success along with areas for improvement

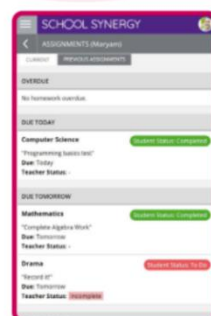
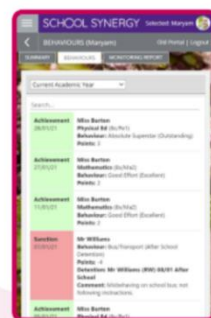
**Class Work**  
View materials and resources shared with students in lessons

**Homework & Assignments**  
Clearly see what is due and when. View details, instructions and files. Check grades of homework submitted

**Parents' Evening**  
Book appointments for parents' evenings and other school events

**Documents**  
View and download documents such as progress reports or results

**Assessment**  
Achievements recorded in school are shared so you know how your child is progressing



**NB: WE USE SCHOOL CLOUD FOR PARENTS EVENING APPOINTMENTS**

**DOWNLOAD THE APP NOW!**



**SCAN ME**

# Activities

There are a wide selection of clubs and activities for students to take part in. We highly recommend that every child tries at least one extra-curricular activity to broaden their skills and experiences. The clubs listed below are just an example of the types of opportunities available and all students will be issued with a timetable to help them decide what to try. Club information will be available on School Synergy.

Astronomy Club  
Badminton  
Basketball  
Book Club  
Brass Group  
Breakfast Club  
Creative Writing  
Dance Club  
Dodgeball  
Drama  
Performers Club  
Eco Club  
Enterprise Club  
Football  
Futsal  
Hockey  
Junior Choir

Lego Robotics Club  
Lunch Club  
Maths Club  
Maths STEM Club  
Minecraft Club  
Netball  
Pais Team Christian Workshop  
Product Design Club  
Retro Games Club  
Rugby  
Science Club  
Steel Pans  
Table Tennis  
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# YEAR 11

## CURRICULUM





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# Art

**“Art is not what you see but what you make others see” - Edgar Degas**

In art we create a working atmosphere where students love to learn, are confident to take risks and have the skills to adapt and develop independently or as a team. As staff we aim to nurture students’ passion for the subject through exciting and creative lessons. We embrace and celebrate the uniqueness and individuality of all our students.

| Autumn           | Spring               | Summer    |
|------------------|----------------------|-----------|
| Urban Metropolis | Coursework/GCSE Exam | GCSE Exam |

Homework will be set weekly on the following format:

- Drawing techniques
- Extended class work
- Colour pencil skills
- Art/cultural theory
- Written analysis of own and others work
- Research PowerPoint
- Photography
- Responding to feedback

| Unit                  | Duration (lessons) | Learning Objectives/Outcomes   |
|-----------------------|--------------------|--|
| Urban Metropolis      | 11 weeks           | <ul style="list-style-type: none"> <li>• Experiment creating artists design and contextual sheets linked to the Artists Rebecca Riley, Lindsey Dunnagan and Mark Bradford.</li> <li>• Explore historical Medieval maps making reference to line, space and pattern</li> <li>• Create ink and acrylic development boards using expressive and refined mark making techniques</li> <li>• Further develop colour theory skills and techniques</li> <li>• Create a final outcome inspired from gathered information and ideas</li> </ul> |
| Coursework Refinement | 3 weeks            | <ul style="list-style-type: none"> <li>• Display Portfolio selecting individual pieces of work that can be improved further to improve grades</li> <li>• Re work pieces using further developed skills and</li> </ul>  |

|                  |          |  |
|------------------|----------|--|
|                  |          | experience   |
| Exam Preparation | 11 weeks | <p>GCSE Examination paper</p> <ul style="list-style-type: none"> <li>• This paper is given out in January, the topic choices are unknown until the paper is given out.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Develop observational drawings and photographs</li> <li>• Design and create artist contextual sheets</li> <li>• Explore and experiment with materials</li> <li>• Develop final design sheets</li> <li>• Experiment with their chosen medium</li> <li>• Complete a final piece in examination conditions independently</li> </ul> <p>Exam Information</p> <ul style="list-style-type: none"> <li>• Students have 10 weeks to produce all their exploration and development work based around their chosen exam question</li> <li>• Work from this will be produced in lessons and at home</li> <li>• The 10 hour examination is split over two days</li> <li>• All coursework and examination work is completed and marked before May half term</li> </ul> |



# Business Studies

Inspiring the Business Leaders of tomorrow

The Business Studies department aims to provide our students with the skills and knowledge required in an ever changing society. We aim to ensure that our students can go out into the dynamic contemporary business world with the attributes necessary to be successful employees and leaders. Business students at Byrchall will be entrepreneurial, independent learners, confident presenters and strong team players with a sound understanding of the world in which they live.

Summary focus areas:

- Determined, Innovative, Entrepreneurs
- Dedicated employees and leaders
- Prepared for the world of work

| Autumn                 | Spring                          | Summer                        |
|------------------------|---------------------------------|-------------------------------|
| Influences on Business | Production + finance re-visited | Exam revision and preparation |

- Students will be required to complete one 60-minute piece of homework every week.
- Homework will consist of a variety of different tasks, for example: revision, spelling/definitions, research tasks, exam questions and real world application/newspaper reports.

| Unit                   | Duration (lessons) | Learning Objectives/Outcomes   |
|------------------------|--------------------|--|
| Influences of Business | 30                 | <p>Students will understand the impact on business of: The activities of competitors:</p> <ul style="list-style-type: none"> <li>• The changing use of ICT in business and economic activity</li> <li>• Technology in terms of production techniques and new products</li> <li>• Environmental factors (including sustainability), cultural and ethical issues</li> <li>• Government legislation: including employment law; environmental law; health and safety law; consumer law; competition law and copyright law. (A broad understanding of the constraints and responsibilities that such legislation puts on business is required, not detailed knowledge of particular Acts of Parliament.)</li> </ul> <p>The macro-economic environment including</p> <ul style="list-style-type: none"> <li>• tax rates;</li> <li>• rates of interest;</li> <li>• exchange rates;</li> <li>• employment levels;</li> </ul> |

|            |    |   |
|------------|----|---|
|            |    | <ul style="list-style-type: none"> <li>• inflation rates and the general level of economic activity. (Economic theory relating to rates of interest, inflation, etc. is not required.)</li> <li>• Unforeseen events e.g. natural disasters, adverse weather conditions, disease in livestock</li> </ul> <p>Students will also be expected to appreciate that government legislation, the macro-economic environment, competitive forces, environmental, cultural and ethical issues and technology change over time and can have a considerable impact on businesses and their stakeholders</p>   |
| Production | 20 | <ul style="list-style-type: none"> <li>• Distinguish between goods and services that are provided through both the private sector and the public sector</li> <li>• Explain the methods of production in relation to both</li> <li>• quality and quantity produced - job, batch and flow production</li> <li>• Understand how waste can be minimised through the</li> <li>• efficient use of resources - stock control, quality control and the interrelationship of functional departments</li> <li>• Use break-even analysis as an aid to decision making</li> <li>• Explain how and why businesses grow both internally and externally and understand why some businesses remain small</li> <li>• Identify the factors affecting the location of production and retail units - locally, nationally and internationally</li> <li>• Explain the importance of international trade to business and identify the resulting problems, threats and opportunities that face businesses operating in the global market place</li> <li>• Understand the importance of membership of the European</li> <li>• Union, and issues relating to the single European currency (Euro) from the perspective of a range of stakeholders</li> </ul> |

|                        |    |   |
|------------------------|----|---|
| Revision and exam prep | 20 | <ul style="list-style-type: none"><li>• A variety of revision techniques will be taught throughout the course and students will be provided with a range of tools to produce revision materials to best suit their learning style.</li><li>• This may include the use of:</li><li>• Past papers</li><li>• Revision cards</li><li>• Key terms dictionaries</li><li>• Revision flip charts</li><li>• Creation of podcasts</li><li>• Variety of apps</li><li>• Production of their own revision videos/wikis</li></ul> |
|------------------------|----|---|



# Cambridge National: Child Development

## Skills for adult life

The Social Health department aims to provide students with the skills and knowledge required to work and live as a valuable member of society. We aim to ensure that our students can work within the constructs of both social work and health based settings. We aim to nurture an interest in caring skills whilst developing sound communication and presentation skills.

Pursuing the skills to empathise and see different viewpoints in relation to key issues in modern society. Our students will become independent learners who are able to meet the challenges of an ever changing world.

| Autumn   | Spring   | Summer  |
|--|--|---|
| R059 – Understand the development of a child from one to five years<br><br>R057 – Health and well-being of a child | R059 – Understand the development of a child from one to five years<br><br>R057 – Health and well-being of a child | R057 – Health and well-being of a child<br><br>Exam |

Students will be required to complete one 30 minute piece of homework every week as appropriate. Homework will consist of a variety of different tasks, for example: revision, spelling/definitions, research tasks, preparations and research for controlled assessments, exam questions and real world applications including watching TV programs and reading magazines/books.

It may include the continuation of coursework or to catch up on work which can be supported at dinners and after school. For R020 it will include working with a child under 5 years. Homework set will be recorded by the teacher on Synergy and also in their own records.

| Unit  | Duration (lessons) | Learning Objectives/Outcomes   |
|---|--------------------|--|
| R059 – Understand the development of a child from one to five years | 40                 | It allows learners to investigate the developmental norms of children from birth to five years. Learners will develop an understanding of the impact of play on the developmental norms. |
| R057 – Health and well-being of a child                             | 40                 | Becoming a parent is one of life's major experiences, and it is also one of life's major responsibilities. Responsibility for the well-  |

being of a child starts before conception and this unit aims to provide learners with an overview of the roles and responsibilities of parenthood alongside an understanding of reproduction and pre-conceptual, antenatal and postnatal care.

This unit is split into 5 learning outcomes.

- Understand reproduction and the roles and responsibilities of parenthood
- Understand antenatal care and preparation for birth
- Understand postnatal checks, postnatal provision and conditions for development
- Understand how to recognise, manage and prevent childhood illnesses
- Know about child safety





# Cambridge National: Enterprise and Marketing

## Inspiring the Business Leaders of tomorrow

The Business Studies department aims to provide our students with the skills and knowledge required in an ever changing society. We aim to ensure that our students can go out into the dynamic contemporary business world with the attributes necessary to be successful employees and leaders. Business students at Byrchall will be entrepreneurial, independent learners, confident presenters and strong team players with a sound understanding of the world in which they live.

Summary focus areas:

- Determined, Innovative, Entrepreneurs
- Dedicated employees and leaders
- Prepared for the world of work

There are THREE compulsory units on this course:

- R067: Enterprise and marketing concepts - assessed by exam in year 11, studied across both y10 and y11 (70 marks)
- R068: Design a business proposal – project 1 in year 10 (60 marks)
- R069: Market and pitch a business proposal (60 marks)

Note – it is essential students complete the first project in year 10 to a high standard. Students who fail to do this will be required to complete a separate re-sit for a new project in year 11. This will add significant time pressures to the final year of their course.

| Autumn                                    | Spring  | Summer  |
|---|---|---|
| An introduction to Business theory (R067) | Coursework 1 (R068)<br>Design a business proposal | Coursework 1 (R068) and project 2 theory (R069) |

- Students will be required to complete one 60-minute piece of homework every week.
- Homework will consist of a variety of different tasks, for example: revision, spelling/definitions, research tasks, exam questions and real world application/newspaper reports.

| Unit                                   | Duration (lessons) | Learning Objectives/Outcomes  |
|--|--------------------|---|
| An introduction to business (R067)     | 4<br>5             | <p>The first half term will provide students with a basic understanding into business theories and concepts. This will be required prior to them attempting the two coursework projects accounting for 120 marks of their final grade.</p> <p>Enterprise and marketing concepts</p> <p>In this unit, students will learn:</p> <ul style="list-style-type: none"> <li>• How market research gives an entrepreneur an insight into the wants and needs of their customers, so that products and services can be developed to satisfy them. It also complements other competing products and services on the market to ensure a financially viable business.</li> <li>• Students will learn how the marketing mix elements must be carefully blended to enhance business performance.</li> <li>• They will examine each element individually and explore the decisions that an entrepreneur needs to make.</li> <li>• They will learn about the types of ownership for an enterprise and sources of capital available.</li> <li>• Running a successful enterprise can be tough, but there is a lot of support available, which students will learn about so that they can understand how to obtain timely and appropriate guidance.</li> </ul> |
| R068<br>Coursework prep and completion | 4<br>5             | <p>R068: Design a business proposal</p> <p>In this unit, students will learn how to develop market research tools and use these to complete market research.</p> <p>They will use their research findings to decide who their customers will be, create a design mix and produce product design ideas. To help decide on the final design, students will gain feedback and then assess the strengths and weaknesses of their initial ideas. They will complete financial calculations to determine whether the proposal is likely to make a profit.</p> <p>They will use the evidence generated to decide whether they think that the new product is likely to be financially viable.</p> <p>On completion of this unit, students will have gained some of the essential skills and knowledge needed if they want to start a business, but also the transferable skills of creativity, self-assessment, providing and receiving feedback, research and evaluation.</p> <p>The skills and knowledge developed from this unit will also be transferable to further learning in and when completing unit R069 Market and pitch a business proposal.</p>  |

This year's externally set coursework assignment involves researching, designing and marketing rucksacks for a target audience of their choice.

Note – the coursework changes each year. This is set externally, Students who fail to pass the coursework in year 10 will be required to complete an additional new project in year 11 for external submission.



# Cambridge National: Sports Science

## Team Byrchall - Sport for Life

- Promoting and celebrating success
- Encouraging all to lead a healthy, active lifestyle
- Giving any ability the chance to participate and engage
- Motivating all members of the school community
- Helping talented performers further develop
- Developing fair play and sportsmanship in students

'Team Byrchall – Sport for Life' encourages lifelong participation in sporting activity. The Team Byrchall ethos helps students to build confidence and security in PE, which in turn impacts on the high volume of students who are involved in extra-curricular activities both in and out of school.

## Physical

- To promote an appreciation of physical movement through observation and analysis.
- To develop the student's ability to plan and compose movement sequences in a wide variety of activities.
- To develop the capacity to create and express ideas through the media of planning, performing and evaluating movement.
- To utilise modern technology to analyse physical performance and movement.
- To encourage the appreciation of and the ability to monitor physical fitness.
- To encourage students to remember, adapt and apply knowledge, skills and concepts in a variety of movement related activities.
- To promote the development of movement coordination, confidence and the acquisition of a range of motor skills.

## Personal

- To allow for students to work cooperatively and develop interpersonal and communication skills.
- To encourage responsible attitudes towards safety and develop a working knowledge of safe practice in all activities.
- To educate students with regard to health, hygiene and fitness. To give students the opportunity to discover and to use appropriately the facilities available locally.
- To develop a healthy attitude towards competition.
- To provide through all activities the highest form of enjoyment.

| Unit  | Duration<br>(lessons - GLH) | Learning Objectives/Outcomes   |
|---|-----------------------------|--|
| Sport Science Unit R183: Nutrition and Sports Performance | 24                          | <p><b>Topic Area 1: Nutrients needed for a healthy, balanced nutrition plan</b></p> <ul style="list-style-type: none"> <li>• Characteristic of a balanced nutrition plan</li> <li>• The role of nutrients in sports and their sources</li> </ul> <p><b>Topic Area 2: Applying differing dietary requirements to varying types of sporting activity</b></p> <ul style="list-style-type: none"> <li>• The dietary requirements of endurance/aerobic activities</li> <li>• Before, during and after endurance/aerobic activities</li> <li>• The dietary requirements of short intense/ anaerobic activities</li> <li>• Before, during and after short/intense activities</li> <li>• The dietary requirements of strength-based activities</li> <li>• Before, during and after strength-based activities</li> </ul> <p><b>Topic Area 3: Developing a balanced nutrition plan for a selected sporting activity</b></p> <ul style="list-style-type: none"> <li>• How to design and develop a balanced nutrition plan</li> <li>• Gather details about a current nutritional plan and any issues that might impact the design of the future nutrition plans</li> <li>• Adapt the nutrition plan to suit a chosen activity</li> <li>• Key Factors when considering the success/ impact of a nutrition plan</li> <li>• Identify the nutritional changes that can be made</li> <li>• Suitability and organization of a nutrition plan</li> <li>• Review the potential success/impact of a nutrition plan</li> </ul> <p><b>Topic Area 4: How nutritional behaviors can be managed to improve sports performance</b></p> <ul style="list-style-type: none"> <li>• The effect of overeating on sports performance</li> <li>• The effect of undereating on sports performance</li> <li>• The effect of dehydration on sports performance</li> </ul> |

|   |           |  |
|---|-----------|--|
| <p>Sport Science Unit R180: Reducing the risk of sports injuries and dealing with common medical conditions</p> | <p>24</p> | <p><b>Topic Area 1: Different factors which influence the risk and severity of injury</b></p> <ul style="list-style-type: none"> <li>• Extrinsic Factors</li> <li>• Types of sports activities</li> <li>• Coaching/Leading/Instructing</li> <li>• Environment</li> <li>• Equipment</li> <li>• Intrinsic Factors</li> <li>• Individual Variables</li> <li>• Psychological factors</li> <li>• Reasons for aggression</li> <li>• Mental strategies</li> </ul> <p><b>Topic Area 2: Warm up and cool down routines</b></p> <ul style="list-style-type: none"> <li>• Key components of a warm up</li> <li>• Physiological and psychological benefits of a warm up</li> <li>• Key Components of a cool down</li> <li>• Physiological benefits of a cool down</li> </ul> <p><b>Topic Area 3: Different types and causes of sports injuries</b></p> <ul style="list-style-type: none"> <li>• Acute injuries</li> <li>• Overview of acute injuries</li> <li>• Soft tissue and hard tissue injuries</li> <li>• Strains</li> <li>• Sprains</li> <li>• Skin Damage</li> <li>• Fractures</li> <li>• Dislocations</li> <li>• Head injuries</li> <li>• Chronic injuries</li> <li>• Overview of chronic injuries</li> <li>• Tendonitis</li> <li>• Epicondylitis</li> <li>• Shin Splints</li> <li>• Stress fractures</li> </ul> <p><b>Topic Area 4: Reducing risk, treatment and rehabilitation of sports injuries and medical conditions</b></p> <ul style="list-style-type: none"> <li>• Measures that can be taken during participation in sport</li> </ul> |
|---|-----------|--|

|  |  |  |
|--|--|--|
|  |  | <p>or physical activity to reduce risk and severity of injury/medical conditions</p> <ul style="list-style-type: none"> <li>• Safety checks</li> <li>• Strategies to reduce the risk of sports injuries and medical conditions</li> <li>• Emergency Action Plans (EAP)</li> <li>• Responses and treatment to injuries and medical conditions in a sporting context</li> <li>• SALTAPS on field assessment routine</li> <li>• DRABC</li> <li>• Recovery position</li> <li>• PRICE therapy</li> <li>• Use of X-rays to detect injury</li> <li>• Overview of treatments/therapies</li> <li>• Different psychological effects of dealing with injuries and medical conditions including treatment and long-term rehabilitation</li> </ul> <p><b>Topic Area 5: Causes, symptoms and treatment of medical conditions</b></p> <ul style="list-style-type: none"> <li>• Asthma</li> <li>• Diabetes</li> <li>• Epilepsy</li> <li>• Sudden Cardiac Arrest</li> <li>• Other medical conditions</li> <li>• Overview of heat exhaustion</li> <li>• Overview of dehydration</li> </ul> |
|--|--|--|



# Computer Science

## Preparing students for tomorrow, bit by bit

The Computing department will help to create, share, and apply knowledge in all branches of Computer Science and ICT. We will educate students to be successful, ethical, and effective problem-solvers with a passion to innovate and create, rather than just passive consumers and users of technology. We will develop an understanding and appreciation of all aspects of digital products, from how they work to how they look. We will foster curiosity and encourage exploration to create students who can contribute positively to the well-being of our society and who are prepared to tackle the complex 21st Century challenges facing the world.

Summary focus areas:

- Innovate, create, develop
- Solving 21st Century problems
- Active developers not passive consumers

| Autumn               |                            | Spring                                   |                               | Summer                        |
|----------------------|----------------------------|--|-------------------------------|-------------------------------|
| Data Representation  | Fundamentals of Algorithms | Fundamentals of Networks                 | C# Programming                | Exam Revision and Preparation |
| Relational Databases | C# Programming             | Cyber Security                           | Exam Revision and Preparation |                               |
|                      | Computer Systems           | Ethical, Legal and Environmental Impacts |                               |                               |

Homework for Computing is designed to support and extend the students' studies from their lessons. Work may be a mixture of practical, computer-based tasks and paper-based written work or design tasks. Activities set as homework may be:

- Preparatory work or research ahead of a new topic or concept being discussed in lessons.
- Extension work that allows the student to explore a topic in more depth or in other contexts.
- Application work that allows students to practise skills or demonstrate abilities.

Students are expected to spend around an hour on a homework activity each week and work is marked promptly to help students to identify and understand their weaknesses to make incremental improvements over the course of the year.



| Unit                       | Duration (lessons) | Learning Objectives/Outcomes   |
|----------------------------|--------------------|--|
| Data Representation        | 6                  | <ul style="list-style-type: none"> <li>• Understand how binary can be used to represent decimal numbers, text, images and sound</li> <li>• Convert between Binary, Hexadecimal and Decimal numbers</li> <li>• Understand and distinguish between units of data (bit, byte, kilobyte etc)</li> <li>• Be able to distinguish between lossy and lossless compression methods and how they work</li> <li>• Discuss the advantages, disadvantages and potential uses of lossy and lossless compression</li> <li>• Be able to apply compression methods to data</li> </ul> |
| Relational Databases       | 7                  | <ul style="list-style-type: none"> <li>• Revisit key database terminology</li> <li>• Tables, Rows and Fields</li> <li>• Primary Keys and Foreign Keys</li> <li>• Revisit and use Structured Query Language (SQL) in exam question scenarios</li> <li>• SELECT...FROM...WHERE</li> <li>• ORDER BY...ASC/DESC</li> <li>• INSERT INTO... VALUES...</li> <li>• UPDATE...SET...WHERE</li> <li>• DELETE... FROM... WHERE</li> </ul>  |
| Fundamentals of Algorithms | 6                  | <ul style="list-style-type: none"> <li>• Revisit what an algorithm is and how/why computers use them</li> <li>• Revisit the Binary Search and compare it with the Linear Search algorithm in an exam question scenario</li> <li>• Be able to explain and model the Bubble Sort algorithm</li> <li>• Be able to compare the benefits of the Bubble Sort and Merge Sort algorithms</li> </ul>  |
| C# Programming             | 6                  | <ul style="list-style-type: none"> <li>• Be able to use loops and logic independently</li> <li>• Be able to read from and write to files</li> <li>• Be able to generate and use random numbers</li> <li>• Be able to use string operations to use substrings and combine strings using concatenation.</li> <li>• Be able to solve simple problems using code</li> </ul>  |
| Computer Systems           | 5                  | <ul style="list-style-type: none"> <li>• Revisit and define the Von Neumann architecture</li> <li>• Identify different roles played by computers including Embedded Systems</li> <li>• Revisit the role and operation of main memory and the</li> </ul>  |

|                          |   |  |
|--------------------------|---|--|
|                          |   | <ul style="list-style-type: none"> <li>• major components of a central processing unit (CPU)</li> <li>• Revisit and explain the factors that affect the performance of a CPU: <ul style="list-style-type: none"> <li>○ clock speed</li> <li>○ number of processor cores</li> <li>○ cache size</li> <li>○ cache type</li> </ul> </li> <li>• Revisit and explain the Fetch-Decode-Execute cycle</li> <li>• Recap the differences between main memory, secondary storage, RAM and ROM</li> <li>• Understand different types of secondary storage and their advantages/disadvantages including solid state, optical and magnetic storage</li> <li>• Explain the term 'cloud storage' and discuss its advantages and disadvantages</li> </ul>   |
| Fundamentals of Networks | 4 | <ul style="list-style-type: none"> <li>• Revisit what a computer network is and the advantages and disadvantages of using a computer network</li> <li>• Revisit and describe/explain LAN/PAN/WAN networks</li> <li>• Be able to describe and compare the bus, ring and star networking topologies in an exam question scenario.</li> <li>• Revisit and explain the different hardware needed as part of a network system and the role each piece of hardware plays</li> <li>• Recap common networking protocols and their role in communication between different devices</li> <li>• Explain 4 different layers of the TCP/IP protocol stack</li> </ul>  |
| Cyber Security           | 4 | <ul style="list-style-type: none"> <li>• Define the term cyber security and be able to describe its main purposes</li> <li>• Understand and be able to explain cyber security threats: <ul style="list-style-type: none"> <li>○ social engineering techniques</li> <li>○ malicious code</li> <li>○ weak and default passwords</li> <li>○ misconfigured access rights</li> <li>○ removable media</li> <li>○ unpatched and/or outdated software</li> <li>○ Revisit what penetration testing is and what it is used for</li> <li>○ Revisit and define the term social engineering</li> <li>○ Describe malware and answer exam-style questions about how to protect against viruses, Trojan horses, spyware and adware</li> <li>○ Revise and explain common security measures such as biometric measures, password systems,</li> </ul> </li> </ul> |

|  |    | CAPTCHA, 2FA and automatic software updates   |
|--|----|---|
| Ethical, Legal and Environmental Impacts | 4  | <ul style="list-style-type: none"> <li>• Revisit and define/discuss ethical concerns in computing such as public safety and data security, and legal concerns such as hacking, data leaks, copyright and blackmail.</li> <li>• Understand, define and discuss environmental concerns such as energy consumption (including cryptocurrencies) and pollution and precious metals</li> <li>• Discuss the emerging impact of wearable technology and cybernetic implants and the emerging impact of autonomous vehicles in exam style scenarios.</li> </ul> |
| C# Programming                           | 6  | <ul style="list-style-type: none"> <li>• Be able to use loops and logic independently</li> <li>• Be able to read from and write to files</li> <li>• Be able to solve problems independently using code</li> </ul>   |
| Exam Revision & Preparation              | 6+ | <ul style="list-style-type: none"> <li>• Develop examination technique to deal with coding questions, extended writing questions, common mistakes, and discuss students' concerns and clear up any misconceptions.</li> </ul>   |



| Unit   | Duration (lessons) | Learning Objectives/Outcomes   |
|--|--------------------|--|
| Java programming and NEA project               | 5                  | <ul style="list-style-type: none"> <li>• Completion of the 20-hour programming project started in Y10</li> </ul>   |
| Logic, binary and data representation revision | 12                 | <ul style="list-style-type: none"> <li>• Understand the basic logical operations – and, or, not</li> <li>• Be able to interpret and create logic circuit diagrams</li> <li>• Be able to construct truth tables for given logical constructs</li> <li>• Be able to count in binary and hexadecimal and convert numbers between counting systems</li> <li>• Understand how binary can be used to represent text, images and sound</li> <li>• Explore binary representation systems and concepts such as: <ul style="list-style-type: none"> <li>• ASCII</li> <li>• Unicode</li> <li>• Bitmap images</li> <li>• Colour depth and resolution</li> <li>• Sound sampling, rates and resolutions</li> </ul> </li> <li>• Understand the measurement of data storage</li> <li>• Be able to apply the Run Length Encoding and Huffman Coding compression techniques</li> </ul>   |
| Digital security                               | 12                 | <ul style="list-style-type: none"> <li>• Be able to define the term cyber security and be able to describe its main purposes</li> <li>• Understand and be able to explain the following cyber security threats: <ul style="list-style-type: none"> <li>• social engineering techniques</li> <li>• malicious code</li> <li>• weak and default passwords</li> <li>• misconfigured access rights</li> <li>• removable media</li> <li>• unpatched and/or outdated software</li> </ul> </li> <li>• Explain what penetration testing is and what it is used for</li> <li>• Define and describe the term social engineering</li> <li>• Describe malware and how it can be protected against</li> <li>• Understand and explain common security measures: <ul style="list-style-type: none"> <li>• biometric measures</li> <li>• password systems</li> <li>• CAPTCHA (or similar)</li> <li>• two-factor authentication</li> </ul> </li> </ul> |

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|   |   | <ul style="list-style-type: none"> <li>• automatic software updates</li> </ul>  |
| Computer systems and architectures revision | 6 | <ul style="list-style-type: none"> <li>• Explain the Von Neumann architecture</li> <li>• Explain the role and operation of main memory and the major components of a central processing unit (CPU)</li> <li>• Understand and explain the factors that affect the performance of a CPU: <ul style="list-style-type: none"> <li>○ clock speed</li> <li>○ number of processor cores</li> <li>○ cache size</li> <li>○ cache type</li> <li>○ Understand and explain the Fetch-Execute cycle</li> <li>○ Understand the differences between main memory, secondary storage, RAM and ROM</li> <li>○ Understand different types of secondary storage and their advantages/disadvantages</li> <li>○ Explain the operation of solid state, optical and magnetic storage</li> <li>○ Explain the term 'cloud storage' and discuss its advantages and disadvantages</li> <li>○ Understand the term 'embedded system'</li> </ul> </li> </ul> |
| Computer networks revision                  | 6 | <ul style="list-style-type: none"> <li>• Understand what a computer network is</li> <li>• Be able to discuss the advantages and disadvantages of using a computer network</li> <li>• Be able to describe and explain the bus and star networking topologies</li> <li>• Be able to discuss the advantages and disadvantages of each of these topologies</li> <li>• Be able to explain the different hardware needed as part of a network system and the role each piece of hardware plays</li> <li>• Understand common networking protocols and their role in communication between different devices</li> <li>• Explain the different layers of the TCP/IP protocol stack</li> </ul>  |

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| Writing pseudo-code algorithms | 12 | <ul style="list-style-type: none"><li>• Be able to express simple algorithms in pseudo-code</li><li>• Be able to understand and interpret pseudo-code algorithms to determine their function</li><li>• Be able to complete trace tables for given algorithms to determine the likely output</li><li>• Be able to detect and correct errors in simple algorithms</li><li>• Be able to evaluate the efficiency of algorithms</li><li>• Understand the algorithms for Bubble Sort and Merge Sort</li><li>• Understand the algorithms for Linear Search and Binary Search</li></ul> |
|--------------------------------|----|---|



# Dance

## Team Byrchall – Sport for Life

- Promoting and celebrating success
- Encouraging all to lead a healthy, active lifestyle
- Giving any ability the chance to participate and engage
- Motivating all members of the school community
- Helping talented performers further develop
- Developing fair play and sportsmanship in students

‘Team Byrchall – Sport for Life’ encourages lifelong participation in sporting activity. The Team Byrchall ethos helps students to build confidence and security in PE, which in turn impacts on the high volume of students who are involved in extra-curricular activities both in and out of school.

### Physical

- To promote an appreciation of physical movement through observation and analysis.
- To develop the student’s ability to plan and compose movement sequences in a wide variety of activities.
- To develop the capacity to create and express ideas through the media of planning, performing and evaluating movement.
- To utilise modern technology to analyse physical performance and movement.
- To encourage the appreciation of and the ability to monitor physical fitness.
- To encourage students to remember, adapt and apply knowledge, skills and concepts in a variety of movement related activities.
- To promote the development of movement coordination, confidence and the acquisition of a range of motor skills.

### Personal

- To allow for students to work cooperatively and develop interpersonal and communication skills.
- To encourage responsible attitudes towards safety and develop a working knowledge of safe practice in all activities.
- To educate students with regard to health, hygiene and fitness.
- To give students the opportunity to discover and to use appropriately the facilities available locally.
- To develop a healthy attitude towards competition.
- To provide through all activities the highest form of enjoyment.

| Autumn   | Spring   | Summer                                       |
|--|--|--|
| <p>Two Set Phrases and moderation</p> <p>Trio preparation and moderation</p> <p>Theory – Section C - Production features and comparison questions</p> <p>Re-visit Section A and B of written paper</p> <p>Mock preparation</p> | <p>Section C - 6 marks performance related question linking to the Set Works</p> <p>Re-visit Section C - Production features and comparison questions</p> <p>Re-visit Section A and B of written paper</p> <p>Solo choreography preparation and moderation</p> | <p>Written exam preparation and revision</p> |

| Unit   | Duration (lessons)   | Learning Objectives/Outcomes   |
|--------|--|--|
| Unit 1 | <p>Weekly lessons can be repeated as needed and are complemented with written homework every week.</p> <p>Theory is mostly re-visiting previous work and using exam questions in preparation for the final exam.</p> | <p><b>Deepening learning for Section A and B</b></p> <p><b>Exam technique</b></p> <p><b>Section C</b></p> <p>Anthology Works: A Linha Curva, Artificial Things, Emancipation of Expressionism, Infra, Shadows, Within Her Eyes.</p> <p>To critically appreciate professional works through describing, analysing, interpreting, evaluating and reflecting, students must know and understand:</p> <ul style="list-style-type: none"> <li>• the similarities and differences between the defining characteristics of each dance</li> <li>• <b>the contribution of choreography, performance and features of production to the audience's understanding of the work</b></li> <li><b>the relationships between choreography, performance and features of production and the ways in which these have been used together to enhance audience understanding of the choreographic intention</b></li> <li><b>the purpose or significance of different performance environments in which the dance was created and performed.</b></li> </ul> |



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|                                       |  | <p>staging/set eg projection, furniture, structures, backdrop, screens and features of these such as colour, texture, shape, decoration, materials</p> <p><b>lighting</b> - eg colour, placement, direction, angles etc</p> <p><b>properties</b> - eg size, shape, materials, how used etc</p> <p><b>costume</b> - (including footwear, masks, make-up and accessories): features such as colour, texture, material, flow, shape, line, weight, decoration and how they define character or gender, identify dancers, enhance or sculpt the body and enhance the action</p> <p>dancers - (number, gender)</p> <p><b>Aural settings</b> - eg song, instrumental, orchestral, spoken word, silence, natural sound, found sound, body percussion, style, structure and musical elements such as tone, pitch and rhythm</p> <p>dance for camera - eg placement, angle, proximity, special effects.</p> <p><b>Performance environment</b> - proscenium arch, end stage, site-sensitive, in-the-round.</p> <p><b>Choreographic approaches</b></p> <p><b>Choreographic content</b> - movement content (actions, dynamics, space and relationships), structuring devices and form (binary, ternary, rondo, narrative, episodic, beginning/middle/end, unity, logical sequence, transitions), choreographic devices (motif and development, repetition, contrast, highlights, climax, manipulation of number, unison and canon).</p> <p><b>Choreographic Intent</b> - mood(s), meaning(s), idea(s), theme(s), style/style fusion(s).</p> |
| Set Phrases<br>– Breathe<br>and Shift | 16<br>More if further<br>rehearsal is<br>needed before<br>video moderation | <ul style="list-style-type: none"> <li>• Introduce the Set Dance</li> <li>• Re-cap and learn the next phrase</li> <li>• Look at focus points and problem areas</li> <li>• Learn the next section in phrases of 8</li> <li>• Use the DVD to look in detail at technique</li> <li>• Learn final section</li> <li>• Peer Assessment</li> <li>• Complete a mini teacher activity on the first half of the dance</li> <li>• Complete a mini teacher activity on the second half of the dance</li> <li>• Work on dynamics and areas of concern</li> <li>• Work on dynamics and areas of concern</li> <li>• Work on performance skills and use criteria to mark last year's candidates</li> <li>• Mock exam – not recorded</li> <li>• Prepare for video moderation</li> </ul>  |

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|  |  | <ul style="list-style-type: none"> <li>• Complete a video moderation</li> <li>• Receive feedback 1-1 and set targets</li> </ul> <p><b>Performance Skills:</b></p> <p><b>Physical</b> – alignment, co-ordination, balance, posture, stamina, strength, control, flexibility, mobility, isolation, extension</p> <p><b>Technical</b> – action content, spatial content, dynamic content, relationship content, timing content, rhythmic content, moving in a stylistically way</p> <p><b>Expressive</b> – projection, focus, spatial awareness, facial expression, phrasing, musicality, sensitivity to other dancers, communication of choreographic intent.</p> <p><b>Safe Practice during performance</b>– safe execution, appropriate dancewear, including: footwear, hairstyle, absence of jewellery,</p> <p><b>Safe Practice process</b> - warming up, cooling down, nutrition, hydration.</p> <p><b>Mental skills performance</b> - movement memory, commitment, concentration, confidence.</p> <p><b>Mental skills process</b> - systematic repetition, mental rehearsal, rehearsal discipline • planning of rehearsal • response to feedback</p> <ul style="list-style-type: none"> <li>• capacity to improve</li> </ul> |
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|-----------------|--|--|
| Duets and Trios | 17 plus internal moderation/ recording | <ul style="list-style-type: none"> <li>• Introduce theme of dance and set work it links to teach basic footwork</li> <li>• Develop the motifs taught in groups</li> <li>• Start the opening section</li> <li>• Start a collaborative approach for section A – linking to theme and introduce the developed motifs in.</li> <li>• Continue to work on Section A</li> <li>• Continue with Section A</li> <li>• Start Section B – climax section develop ideas for steps that will create a build up</li> <li>• Continue with Section B</li> <li>• Rehearsal time for each group – sections are broken down step by step.</li> <li>• Mock moderation</li> </ul> |
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- Final recording

**Performance Skills:**

**Physical** – alignment, co-ordination, balance, posture, stamina, strength, control, flexibility, mobility, isolation, extension

**Technical** – action content, spatial content, dynamic content, relationship content, timing content, rhythmic content, moving in a stylistically way

**Expressive** – projection, focus, spatial awareness, facial expression, phrasing, musicality, sensitivity to other dancers, communication of choreographic intent.

**Safe Practice during performance**- safe execution, appropriate dancewear, including: footwear, hairstyle, absence of jewellery,

**Safe Practice process** - warming up, cooling down, nutrition, hydration.

**Mental skills performance** - movement memory, commitment, concentration, confidence.

**Mental skills process** - systematic repetition, mental rehearsal, rehearsal discipline • planning of rehearsal • response to feedback • capacity to improve



|                   |  |  |
|-------------------|--|--|
| Solo choreography | 17 plus 2 lessons for improvements and then final moderation | <ul style="list-style-type: none"> <li>• To discuss the requirements for solo task</li> <li>• To share motif development linking to their chosen stimulus</li> <li>• To develop a structure for the dance</li> <li>• To start solo task</li> <li>• To create a motif for section 1 of their dance – and start to develop it using ASD</li> <li>• To continue to develop motifs using ASD</li> <li>• To peer assess the developed work</li> <li>• To re-cap developments from last lesson/ discuss aural setting</li> <li>• To plan first section and transition into next section</li> <li>• Controlled assessment – focus on motif creation and development – students can start to use their music/sounds</li> <li>• Controlled assessment – focus on transitional linking movement</li> <li>• Controlled assessment – schedule set by students</li> <li>• Mock moderation</li> <li>• Feedback and discussions on how to improve</li> <li>• Time for individual improvements</li> <li>• Time for individual improvements</li> <li>• Internal moderation and final recording</li> </ul> <p><b>Choreography skills: Action content, Spatial content, Dynamic content, Relationship content</b></p> <p><b>Choreographic process</b> – researching, improvising, generating, selecting, developing, structuring, refining and synthesising.</p> <p><b>Structuring devices and form</b> – binary, ternary, rondo, narrative, episodic, beginning/middle/end, unity, logical sequence, transitions.</p> <p><b>Choreographic devices</b> – motif and development, repetition, contrast, highlights, climax, manipulation of number, unison and canon.</p> <p><b>How aural settings affect the choreographic outcome</b> –<br/> <b>Aural settings:</b> song, instrumental, orchestral, spoken word, silence, natural sound, found sound, body percussion.</p> <p><b>Effects on choreographic outcomes:</b> • mood and atmosphere, contrast and variety, structure, relationship to theme/idea.</p> |
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# Drama

## Arts for All

The Performing Arts Faculty aims to encourage and develop creativity, sensitivity and confidence in all students. We actively seek to promote an understanding of personal and social values, culture and the world around us. Together with our students we explore the ways in which ideas can be communicated and shared through performance mediums.

The Faculty provides a wide variety of learning opportunities that enable all pupils to establish a knowledge and understanding of Dramatic and Performance Art forms. As well as academic and practical study we promote expression and performance as a learning tool through which pupils are encouraged to explore ideas, wider cultures and the world around them.

In providing students with many performance experiences we value and celebrate their talent and hard work as they grow and develop into skilled, creative and confident students, who enjoy learning and value their culture and the Arts.

| Autumn   |  | Spring                       |                                  | Summer |
|--|--|------------------------------|----------------------------------|--------|
| Component 3:<br>Respond to<br>external brief-<br>Mock Exam | Component 3:<br>Respond to<br>external brief-<br>Mock Exam | Component 3:<br>Brief issued | Component<br>3/Devising:<br>Exam |        |

Students have two timetabled homeworks for Drama each week. This predominantly takes the form of extended pieces of work, drafted and executed over time to prepare for written exams, portfolios or in some cases controlled tests. The students are under close supervision from teaching staff who support drafts in their preliminary stages, monitor progress and provide targets for improvement re: curricular target criteria.

Possible homework/coursework tasks for BTEC:

- Script writing
- Character charts and research
- Writing (extensively) in role
- Practical coursework and performance evaluation
- Theatre visits
- The learning of set scripts
- Written response to character
- Theatre review
- Learning Log entry
- Portfolio lesson updates and reports

| Unit                     | Learning Objectives/Outcomes  |
|--------------------------|---|
| External brief structure | <ul style="list-style-type: none"> <li>• Performance brief containing informatio and guidance for students on</li> <li>• Genre</li> <li>• Style</li> <li>• Group size</li> <li>• Target audience</li> <li>• Perfomance aim.</li> </ul>  |
| Student response         | <ul style="list-style-type: none"> <li>• 8 hours response to stimulus and analysis of brief</li> <li>• Interpreting and Understanding research</li> <li>• Develop own response select appropriate medium, elements and explorative strategies when exploring the theme</li> <li>• Evaluating the effectiveness of different interpretations in class</li> <li>• Exploring different staging methods to effectively communicate work</li> <li>• Ensure work has social, cultural and historical relevance in realtion to the brief.</li> </ul> |



# English

**A mastery of English is the key to opening the doors of success**

Creating opportunities for students to develop a love of the English language lies at the heart of the English department. With a team of subject specialists, we work tirelessly to provide students with a range of exciting and challenging classroom activities and precisely selected texts linked to the expansion and consolidation of their reading, writing and speaking and listening skills and ultimately, the creation of critical and creative thinkers who collaborate and communicate effectively. We encourage students to reflect on the texts we read, make their own judgements and draw their own conclusions.

We are passionate about storytelling in all its forms and want our students to develop and share a similar passion and enthusiasm.

Our aim is to empower students to read critically, write fluently, analytically and creatively and speak effectively so they will have the necessary skills and abilities to succeed in an increasingly complex, ever-changing and competitive world.



| Autumn   |  | Spring   |  | Summer                                 |                          |
|--|--|--|--|--|--------------------------|
| Baseline assessments   | Mock examinations<br>(English Language, Papers 1&2)                        | Mock examinations<br>(English Literature, Papers 1&2)      | Retention and Mastery curriculum       | Retention and Mastery curriculum       | Formal GCSE examinations |
| Love and Relationships Poetry<br>(English Literature, Paper 2 – Section B) | Love and Relationships Poetry<br>(English Literature, Paper 2 – Section B) | Unseen Poetry<br>(English Literature, Paper 2 – Section C) | Formalised teaching timetable (by day) | Formalised teaching timetable (by day) |                          |
| GCSE Language Papers 1 and 2 revision schemes                              | Unseen Poetry<br>(English Literature, Paper 2 – Section C)                 | Formalised teaching timetable (by day)                     |  |  |                          |

Although we spend the majority of this year recalling prior knowledge and encouraging mastery of key concepts, the curriculum remains broad, engaging and valuable. In addition to revising the key texts studied in Year 10 (*Macbeth*, *The Strange Case of Dr Jekyll and Mr Hyde*, *Blood Brothers*, *Love and Relationships poetry*), we continue to introduce students to a plethora of exciting extracts from a wide range of previously unseen (and some seen) texts that date from the nineteenth century to the present day, and in a variety of forms. Homework is a tool used to build, develop and consolidate students' English skills as well as teaching them about organisation, responsibility and independent learning.

It is set once weekly. Individual homework will be set by the class teacher and linked to the topic being covered. It is common for homework pieces at this level to involve the revision of key quotations from the texts studied as well as the practice of exam-style questions. Practice is essential and students who perform best on examination days are those who have taken the opportunity to complete practice papers at home as part of their homework. Homework is recorded in students' planners; they are afforded time to record this during lessons. It can also be viewed on the Synergy mobile app and website.

| Unit                                   | Learning Objectives/Outcomes  |
|--|---|
| Baseline assessments                   | Assessing students in reading (comprehension, understanding of vocabulary, inference skills), writing and general literacy skills to ascertain strengths and limitations at the beginning of the academic year. |
| English Literature Paper 2<br>Love and | Objectives: <ul style="list-style-type: none"> <li>read a wide range of poetry fluently and with good understanding,</li> </ul>   |



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| <p>Relationships<br/>Poetry</p>                         | <p>and make connections across their reading</p> <ul style="list-style-type: none"> <li>• read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas</li> <li>• develop the habit of reading widely and often</li> <li>• appreciate the depth and power of the English literary heritage</li> <li>• write accurately, effectively and analytically about their reading, using Standard English</li> <li>• acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read</li> </ul> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>• AO1 – read, understand and respond to texts</li> <li>• AO2 – analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</li> <li>• AO3 – show understanding of the relationships between texts and the context in which they were written</li> <li>• AO4 – use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</li> </ul>   |
| <p>English Literature<br/>Paper 2<br/>Unseen Poetry</p> | <p>Objectives:</p> <ul style="list-style-type: none"> <li>• read a wide range of poems fluently and with good understanding, and make connections across their reading</li> <li>• read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas</li> <li>• develop the habit of reading widely and often</li> <li>• appreciate the depth and power of the English literary heritage</li> <li>• write accurately, effectively and analytically about their reading, using Standard English</li> <li>• acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read</li> </ul> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>• AO1 – read, understand and respond to texts</li> <li>• AO2 – analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</li> <li>• AO3 – show understanding of the relationships between texts and the context in which they were written</li> <li>• AO4 – use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</li> </ul> |

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| <p>English Literature<br/>Paper 1<br/><i>Macbeth</i></p>                                   | <p>Objectives:</p> <ul style="list-style-type: none"> <li>• read Shakespeare fluently and with good understanding, and make connections across their reading</li> <li>• read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas</li> <li>• develop the habit of reading widely and often</li> <li>• appreciate the depth and power of the English literary heritage</li> <li>• write accurately, effectively and analytically about their reading, using Standard English</li> <li>• acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read</li> </ul> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>• AO1 – read, understand and respond to texts</li> <li>• AO2 – analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</li> <li>• AO3 – show understanding of the relationships between texts and the context in which they were written</li> <li>• AO4 – use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</li> </ul>                        |
| <p>English Literature<br/>Paper 1<br/><i>The Strange Case of Dr Jekyll and Mr Hyde</i></p> | <p>Objectives:</p> <ul style="list-style-type: none"> <li>• read a wide range of classic literature fluently and with good understanding, and make connections across their reading</li> <li>• read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas</li> <li>• develop the habit of reading widely and often</li> <li>• appreciate the depth and power of the English literary heritage</li> <li>• write accurately, effectively and analytically about their reading, using Standard English</li> <li>• acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read</li> </ul> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>• AO1 – read, understand and respond to texts</li> <li>• AO2 – analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</li> <li>• AO3 – show understanding of the relationships between texts and the context in which they were written</li> <li>• AO4 – use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</li> </ul> |

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| <p>English Literature<br/>Paper 2<br/><i>Blood Brothers</i></p> | <p>Objectives:</p> <ul style="list-style-type: none"> <li>• read a wide of texts fluently and with good understanding</li> <li>• read critically, and use knowledge gained from wide reading to inform and improve their own writing</li> <li>• write effectively and coherently using Standard English appropriately</li> <li>• use grammar correctly, punctuate and spell accurately</li> <li>• acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language</li> </ul> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>• AO1 – identify and interpret explicit and explicit information and ideas. Select and synthesise evidence from different texts</li> <li>• AO2 – explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</li> <li>• AO4 – evaluate texts critically and support this with appropriate textual references</li> <li>• AO5 – communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purpose and audiences</li> <li>• AO6 – use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</li> </ul> |
| <p>English Language<br/>Paper 1<br/>Reading</p>                 | <p>Objectives:</p> <ul style="list-style-type: none"> <li>• read a wide of texts fluently and with good understanding</li> <li>• read critically, and use knowledge gained from wide reading to inform and improve their own writing</li> <li>• write effectively and coherently using</li> </ul> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>• AO1 – identify and interpret explicit and explicit information and ideas. Select and synthesise evidence from different texts</li> <li>• AO2 – explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</li> <li>• AO4 – evaluate texts critically and support this with appropriate textual references</li> </ul>  |
| <p>English Language<br/>Paper 1<br/>Writing</p>                 | <p>Objectives:</p> <ul style="list-style-type: none"> <li>• standard English appropriately</li> <li>• use grammar correctly, punctuate and spell accurately</li> <li>• acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, and spoken language</li> </ul>  |

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|   | <p>Outcomes:</p> <ul style="list-style-type: none"> <li>• AO5 – communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purpose and audiences</li> <li>• AO6 – use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</li> </ul>   |
| <p>English Language<br/>Paper 2<br/>Reading</p> | <p>Objectives:</p> <ul style="list-style-type: none"> <li>• read a wide of texts fluently and with good understanding</li> <li>• read critically, and use knowledge gained from wide reading to inform and improve their own writing</li> </ul> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>• AO1 – identify and interpret explicit and explicit information and ideas. Select and synthesise evidence from different texts</li> <li>• AO2 – explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</li> <li>• AO3 – compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts</li> </ul>       |
| <p>English Language<br/>Paper 2<br/>Writing</p> | <p>Objectives:</p> <ul style="list-style-type: none"> <li>• write effectively and coherently using Standard English appropriately</li> <li>• use grammar correctly, punctuate and spell accurately</li> <li>• acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language</li> </ul> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>• AO5 – communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purpose and audiences</li> <li>• AO6 – use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</li> </ul> |

# Food Preparation and Nutrition

**Nutrition isn't about eating it's about learning to live**

We follow the Eduqas GCSE Food Preparation and Nutrition. This covers 6 areas of learning

- Diet and Good Health
- Principles of Nutrition
- Food Commodities
- Science of Food
- Food Provenance
- Cooking and Food Preparation

## Year 11 Food Preparation and Nutrition Overview

### HT 1

We will begin our study with practice sessions of the NEA1 and then follow through with the preparation and completion of the investigation and coursework set out by the exam board.

### HT 2

Revision, consolidation of work done during partial school closure and mock exam preparation. This will focus on preparation for the mock paper

- Pastry – functions and methods
- Eat well guide, healthy eating guidelines and nutrition Diets through life – needs of different groups Cooking methods and heat transfer
- Cereal products – wheat and other main cereals
- Food choices and environmental considerations, protein alternatives including vegetarianism
- Product development – how and why and costs/benefits
- Food safety including a revision of temperature control
- Practical work will also be completed that will prepare them for the demands of NEA 2 – this will not be planned until the task is released – date TBA by the exam board.

### HT 3/4 - NEA2

NEA2 will cover the following elements:

- Analysis of task
- Research
- Dishes to be made and Reasons for choice
- Plan of action including Time plan
- Practical – 3 dishes and accompaniments in 3 hours
- Evaluation

Revision will be set each week for homework

### HT 5

Revision and exam preparation

# French

**We aim to create lifelong linguists who thrive in the 21st century**

We provoke students' curiosity and appreciation of wider cultures and develop aspirational and independent linguists who achieve their full potential. We create a learning environment that nurtures the enjoyment of language learning, engenders pride in successful linguistic acquisition and application while providing a diverse, challenging and inspirational menu of language skills for all learners.

| Autumn            |             | Spring                           |                                  | Summer  |                     |
|-------------------|-------------|----------------------------------|----------------------------------|---|---------------------|
| Ma vie au collège | Bon travail | Retention and Mastery Curriculum | Retention and Mastery Curriculum | Retention and Mastery Curriculum<br>Summer Examinations | Summer Examinations |

Homework at GCSE comes in a variety of forms:

- Vocabulary learning
- Tasks to complete on Active Learn as instructed in class
- Revision for GCSE style speaking assessments.
- Extended and creative writing tasks
- Grammar exercise
- Reading activities

| Unit                               | Learning Objectives/Outcomes  |
|------------------------------------|---|
| Ma vie au collège<br>- School Life | <ul style="list-style-type: none"> <li>• Talking about school subjects and timetable</li> <li>• Giving a detailed description of your school</li> <li>• Using comparisons</li> <li>• Describing life in UK schools compared to French schools</li> <li>• Present tense irregular regular and irregular verbs</li> <li>• Describing school rules using "il faut" and "il est interdit que"</li> <li>• Giving complex opinions</li> <li>• Discussing healthy living</li> <li>• Using the imperative</li> <li>• Discussing problems of young people</li> <li>• Combining tenses</li> <li>• Describing a school exchange</li> </ul> |
| Bon travail<br>- Working World     | <ul style="list-style-type: none"> <li>• To be able to recognise different professions</li> <li>• To be able to discuss how to earn money</li> <li>• Using the imperfect and perfect together</li> <li>• To be able to discuss work experience</li> </ul>   |

|                                  |   |
|----------------------------------|---|
|                                  | <ul style="list-style-type: none"> <li>• Using the present tense</li> <li>• Using the present continuous</li> <li>• To be able to discuss the importance of learning languages</li> <li>• Using indirect object pronouns</li> <li>• To be able to write a formal letter</li> <li>• Using the conditional tense</li> <li>• Using the subjunctive tense</li> </ul>  |
| Retention and Mastery Curriculum | <ul style="list-style-type: none"> <li>• Exam technique and revision</li> <li>• Tackling the general conversation, photo card and role play</li> <li>• Handling and producing extended pieces of writing with confidence</li> <li>• Translation skills</li> <li>• Handling French to French questions in reading and listening</li> <li>• Understanding authentic texts</li> <li>• Question formation</li> <li>• Listening for deeper understanding.</li> <li>• Reading for deeper understanding</li> </ul> |



# Geography

**Geography - the future of the world within our hands**

Geography helps students to make sense of their surroundings and to understand the variety of physical and human conditions found on the earth's surface. Geography prepares students with the knowledge, skills and understanding to make sense of their world and to face the challenges that will shape our societies and environments at the local, national and global scales. We strive to ensure geography stimulates an interest and a sense of wonder about places. Personal experiences are used to investigate places from the personal to the global.

| Autumn                               |                                      | Spring                    |                 | Summer                                 |  |
|--------------------------------------|--------------------------------------|---------------------------|-----------------|--|--|
| The Changing Economic World (Part 1) | The Changing Economic World (Part 2) | Fieldwork and Pre Release | Revision Module | Revision Programme for the examination |  |





| Unit                        | Duration (lessons) | Learning Objectives/Outcomes  |
|-----------------------------|--------------------|---|
| The Changing Economic World | 7                  | Development Indicators<br>The Demographic Transition Model and Population Pyramids<br>Causes of Uneven Development<br>Solutions to Uneven Development and Jamaica Tourism Case Study<br>Economic Development Case Study Nigeria<br>Economic Development Case Study Nigeria<br>UK Economic Development – Changing Economy and Science and Business Parks |
| The Changing Economic World | 7                  | UK Economic Development – The North South Divide and Changing Rural Areas<br>UK Economic Development – Resolving Regional Differences and Links to Other Countries<br>Mock Exam Preparation   |
| Fieldwork and Pre Release   | 6                  | Fieldwork and Pre Release<br>Fieldwork and Pre Release<br>Fieldwork and Pre Release   |
| Revision Module             | 6                  | Revision – Ecosystems<br>Revision- Hazards<br>Revision – Urban Issues and Challenges<br>Revision – The Challenge of Resource Management<br>Revision – The Changing Economic World   |



# Health and Social Care

## Skills for adult life

The Social Health department aims to provide students with the skills and knowledge required to work and live as a valuable member of society. We aim to ensure that our students can work within the constructs of both social work and health based settings. We aim to nurture an interest in caring skills whilst developing sound communication and presentation skills.

Pursuing the skills to empathise and see different viewpoints in relation to key issues in modern society. Our students will become independent learners who are able to meet the challenges of an ever changing world.

| Autumn  | Spring                                       | Summer   |
|---|--|--|
| Component number 2:<br>Human Lifespan Development | Component number 3:<br>Health and Well Being | Component number 3:<br>Health and Well Being<br><br>Exam |

- Students will be required to complete one 30 minute piece of homework every week as required.
- Homework will consist of a variety of different tasks, for example: revision, spelling/definitions, research tasks, preparations and research for controlled assessments, exam questions and real world applications including watching TV programs and reading magazines/books.
- Homework set will be recorded by the teacher on the school's Synergy app and also in their own records.

| Unit   | Duration (weeks) | Learning Objectives/Outcomes   |
|--|------------------|--|
| Component number 2:<br>Health and Social Care<br>Services and Values | 40               | <p>Providing good health and social care services is very important and a set of 'care values' exists to ensure this happens. Care values are important because they enable people who use health and social care services to get the care they need and to be protected from different sorts of harm.</p> <p>This component will give learners an understanding of health and social care services and will help develop skills in applying care values which are common across the sector.</p> <p>Learning aims<br/>A - Understand the different types of health and social care services and barriers</p> |

|  |    |  |
|--|----|--|
|  |    | <p>to accessing them</p> <p>B - Demonstrate care values and review own practice.</p> <p>This is assessed via set of documents which are controlled assessment.</p>   |
| <p>Component number 3:<br/>Health and well being</p> | 10 | <p>In this component, learners will study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and how to design a health and wellbeing improvement plan.</p> <p>They are assessed via a 2 hour exam and they must demonstrate the following learning aims:</p> <ul style="list-style-type: none"> <li>• A01 – knowledge and understanding of factors that affect health and wellbeing.</li> <li>• A02 – interpret health indicators.</li> <li>• A03 – design a person-centred health and wellbeing improvement plan.</li> <li>• A04 – demonstrate knowledge and understanding of how to overcome obstacles relating to health and wellbeing improvement plans.</li> </ul> <p>This will be assessed via an exam in year 11</p> |



# History

**To make a success of our future we must have an understanding of our past**

The Greek word historia translates as “inquiry” and this is fundamental to our department. We seek to challenge and excite, to provoke and to enlighten, to make History fun and fascinating. We want to foster learning that poses more questions than answers, that leaves children asking what happened next, why did she do that, what will happen to him and how does this affect me. We want to nurture that inquisitive mind that fosters a thirst for learning, a growing independence, a desire to take risks and reach their own conclusions. Students should be proud to be historians; to gain knowledge of their identity, their belonging and to learn tolerance in an intolerant world.

| Autumn                           |  | Spring   |  | Summer             |
|----------------------------------|--|--|--|--------------------|
| Norman England, c1066 – c1100    | Norman England, c1066 – c1100          | Power and the People: c1170 to the present day | Power and the People: c1170 to the present day | Revision programme |
| Part One: Conquest and Control   | Part three: The church and Monasticism | Part one: Challenging authority and feudalism  | Part three: Reform and Reformers               |                    |
| Part two: Life under the Normans | Environment study                      | Part two: Challenging Royal authority          | Part four: Equality and Rights                 |                    |

- Students will receive one piece of homework every week
- Homework will consist of a variety of different tasks including revision for assessments, deepening learning, exam questions, research, extension of class work

| Unit  | Duration (lessons) | Learning Objectives/Outcomes  |
|---|--------------------|---|
| Norman England, 1066 – c1100<br>Part one: The Normans: conquest and control | 14                 | <ul style="list-style-type: none"> <li>• To explain and prioritise the different causes of the Norman invasion of Anglo-Saxon England</li> <li>• To identify the claimants to the throne in 1066 and rank their causes</li> <li>• To describe and explain the significance of the Battles of Stamford Bridge and Hastings, the Anglo-Saxon and Norman tactics and Williams military innovations</li> <li>• To describe William’s attempts to establish control and their successes and impacts upon the indigenous population, including;</li> <li>• The Harrying of the North</li> </ul> |

|   |    |  |
|---|----|--|
|   |    | <ul style="list-style-type: none"> <li>• Revolt 1067 – 1075</li> <li>• William’s leadership and government</li> <li>• To describe the inheritance of William II and its relationship with his reign</li> </ul>   |
| Norman England, c1066 – c1100<br>Part two: Life under the Normans       | 16 | <ul style="list-style-type: none"> <li>• To describe the rights, responsibilities and roles within the feudal system</li> <li>• To describe patronage and land distribution within the Anglo-Saxon and Norman governments systems</li> <li>• To define military service</li> <li>• To describe the justice and legal systems of Norman England</li> <li>• To investigate the Domesday book and its impact upon</li> <li>• To describe and explain the changes in Norman towns and villages</li> </ul>  |
| Norman England, c1066 – c1100<br>Part three: The church and monasticism | 14 | <ul style="list-style-type: none"> <li>• To describe the Anglo-Saxon church before 1066</li> <li>• To describe the role of Archbishop Lanfranc in the reform of the English church</li> <li>• To investigate the Norman church building programme</li> <li>• To describe the organisation of the Norman church and analyse its relations with the state and the Papacy</li> <li>• To analyse the investiture contest</li> <li>• To describe the growing monasticism in Norman England</li> <li>• To evaluate the impact of the Norman reforms on English monasticism including;</li> <li>• The building of abbey and monasteries</li> <li>• Monastic life</li> <li>• Schools and education</li> <li>• Latin and the use of the vernacular</li> </ul> |
| Norman England, c1066 – c1100<br><br>Environment study                  | 10 | <ul style="list-style-type: none"> <li>• To describe the pre-Norman History of the designated historical environment</li> <li>• To create a narrative of the historical environment during the Norman period</li> <li>• To describe the building, its function and its structure</li> <li>• To create a narrative of the people connected with the historical site and explain their roles within it</li> <li>• To explain how the historical environment reflects the values and the culture of the time period</li> <li>• To explain how the historical environment plays a role in local events</li> <li>• To incorporate the historical environment into the wider concepts and issues of Norman England</li> </ul>                              |

|   |           |  |
|---|-----------|--|
| <p>Power and the People: c1170 to the present day<br/>Part one:<br/>Challenging authority and feudalism</p> | <p>10</p> | <ul style="list-style-type: none"> <li>• To explain the barons' dissatisfaction with King John's rule and identify how this was resolved</li> <li>• To evaluate the long/short term effects of Magna Carta</li> <li>• To investigate the issues between Henry III and his barons</li> <li>• To explain the results and impact of the provisions of Oxford and the parliament of 1265</li> <li>• To explain and categorise the causes of the Peasants' Revolt</li> <li>• To evaluate and assess the impact of the Peasants' Revolt on British society</li> </ul>  |
| <p>Power and the People: c1170 to the present day<br/>Part two:<br/>Challenging Royal authority</p>         | <p>10</p> | <ul style="list-style-type: none"> <li>• To identify and categorise the causes of the Pilgrimage of Grace and its implications for royal authority</li> <li>• To judge Henry VIII's reaction to the uprising</li> <li>• To identify the causes of the English Civil War</li> <li>• To investigate the development of radical politics during the civil war era</li> <li>• To examine the significance of the execution of Charles I</li> <li>• To examine the significance of the commonwealth and the rule of Cromwell</li> <li>• To identify and explain the causes of the American Revolution</li> <li>• To assess the importance of the American Revolution</li> </ul> |
| <p>Power and the People: c1170 to the present day<br/>Part three:<br/>Reform and Reformers</p>              | <p>10</p> | <ul style="list-style-type: none"> <li>• To explain the causes and impact of the Great Reform Act</li> <li>• To investigate the Chartist movement and identify its causes and assess its impact</li> <li>• To describe different campaigning groups and investigate their methods</li> <li>• To describe the development of trade unionism and assess its impact</li> </ul>  |

|   |    |   |
|---|----|---|
| Power and the People: c1170 to the present day<br>Part four:<br>Equality and Rights | 10 | <ul style="list-style-type: none"> <li>• To describe the methods and explain the responses to the women's suffrage movement</li> <li>• To investigate the role of individuals within the suffrage movement</li> <li>• To describe the reasons for and results of the General Strike (1926)</li> <li>• To investigate the development of a multi-racial society in the second half of the twentieth century</li> <li>• To explain the causes and different protests eg Brixton riots, and assess their impact</li> </ul> |
| Revision  | 14 | <ul style="list-style-type: none"> <li>• To increase knowledge and specific evidence base in all sections of the 2 exam papers</li> <li>• To practise and improve upon all exam skills and questions</li> <li>• To identify own weaknesses and lead own revision programme</li> <li>• To experience a wide variety of exam questions and papers and plan answers</li> </ul>   |



# ICT

## Preparing students for tomorrow, bit by bit

The ICT department will help to create, share, and apply knowledge in all branches of Computer Science and ICT. We will educate students to be successful, ethical, and effective problem-solvers with a passion to innovate and create, rather than just passive consumers and users of technology.

We will develop an understanding and appreciation of all aspects of digital products, from how they work to how they look. We will foster curiosity and encourage exploration to create students who can contribute positively to the well-being of our society and who are prepared to tackle the complex 21st Century challenges facing the world.

Summary focus areas:

- Innovate, create, develop
- Solving 21st Century problems
- Active developers not passive consumers

| Autumn                       |                                   | Spring  |                                | Summer                       |
|------------------------------|-----------------------------------|---|--------------------------------|------------------------------|
| R070 Augmented Reality Intro | R070 Augmented Reality Assignment | Complete and Submit R070 Augmented Reality Assignment | Unit R050 and Exam Preparation | R070 Augmented Reality Intro |

Homework for ICT is set weekly to support and extend the students' studies from their lessons. Work may be a mixture of practical, computer-based tasks and paper-based written work or design tasks.

Activities set as homework may be:

- Preparatory work or research ahead of a new topic or concept being discussed in lessons.
- Extension work that allows the student to explore a topic in more depth or in other contexts.
- Application work that allows students to practise skills or demonstrate abilities.

Students are expected to spend around an hour on a homework activity each week and work is marked promptly to help students to identify and understand their weaknesses to make incremental improvements over the course of the year.



| Unit   | Duration (lessons) | Learning Objectives/Outcomes  |
|--|--------------------|---|
| R070<br>Augmented Reality Intro                          | 12                 | <ul style="list-style-type: none"> <li>• Understanding how augmented reality is used</li> <li>• Understanding where augmented reality is used</li> <li>• What sectors are augmented reality used within and how do they impact organisations</li> <li>• Where is augmented reality used?</li> <li>• What types of augmented reality are there and how do users interact with them</li> <li>• Planning and designing a project</li> <li>• What are triggers, assets and layers?</li> <li>• What are flowcharts and how are they used?</li> <li>• What are mind maps and how are they used?</li> <li>• What are storyboards and how are they used?</li> <li>• What are visualisation diagrams and how are they used?</li> </ul> |
| R070<br>Augmented Reality Assignment                     | 27                 | <ul style="list-style-type: none"> <li>• Planning the augmented reality product</li> <li>• Producing Mind maps</li> <li>• Producing Flowcharts</li> <li>• Producing Mood boards</li> <li>• Producing Storyboards</li> <li>• Designing the augmented reality product</li> <li>• Identifying triggers</li> <li>• Defining Characteristics</li> <li>• Understanding layers and user interactions</li> <li>• Producing the augmented reality product</li> <li>• Testing the product and reviewing the production</li> <li>• Developing the augmented reality product</li> </ul>   |
| Complete and Submit R070<br>Augmented Reality Assignment | 6                  | <ul style="list-style-type: none"> <li>• Designing the augmented reality product</li> <li>• Identifying triggers</li> <li>• Defining Characteristics</li> <li>• Understanding layers and user interactions</li> <li>• Producing the augmented reality product</li> <li>• Testing the product and reviewing the production</li> <li>• Developing the augmented reality product</li> </ul>  |
| Unit R050<br>Theory                                      | 60                 | <ul style="list-style-type: none"> <li>• Understanding the use of Audio</li> <li>• Understanding the use of Collaboration tools</li> <li>• Understanding the use of Leaflet</li> <li>• Understanding the use of Infographics</li> <li>• Understanding the use of Newsletters</li> <li>• Understanding the use of Presentations</li> <li>• Understanding the use of Reports</li> </ul>   |

|               |   |  |
|---------------|---|--|
|               |   | <ul style="list-style-type: none"> <li>• Understanding the use of Social Media</li> <li>• Understanding the use of Video</li> <li>• Understanding the use of Voice over Internet Protocol (VoIP)</li> <li>• Understanding the use of Websites</li> <li>• Understanding the use of Smartphone</li> <li>• Understanding the use of Smart TV</li> <li>• Understanding the use of PC/Laptop</li> <li>• Understanding the use of Tablet</li> <li>• Understanding the use of Smartboard</li> <li>• Application Area: Energy management</li> <li>• Application Area: Health</li> <li>• Application Area: Manufacturing</li> <li>• Application Area: Military</li> <li>• Application Area: Smart devices</li> <li>• Application Area: Transport</li> </ul> |
| R050 Revision | 9 | <ul style="list-style-type: none"> <li>• Revision of all topics from Year 10 and 11</li> </ul>   |



# i-Media

## Preparing students for tomorrow, bit by bit

The Computing department will help to create, share, and apply knowledge in all branches of Computer Science and ICT. We will educate students to be successful, ethical, and effective problem-solvers with a passion to innovate and create, rather than just passive consumers and users of technology. We will develop an understanding and appreciation of all aspects of digital products, from how they work to how they look. We will foster curiosity and encourage exploration to create students who can contribute positively to the well-being of our society and who are prepared to tackle the complex 21st Century challenges facing the world.

Summary focus areas:

- Innovate, create, develop
- Solving 21st Century problems
- Active developers not passive consumers

| Autumn   |                                       | Spring                                    |                               | Summer                                     |
|--|---------------------------------------|---|-------------------------------|--|
| R095:<br>Characters and<br>Comics<br>Preparation | Unit R093<br>Mock Exam<br>Preparation | Complete and<br>submit R095<br>Assessment | Unit R093 Exam<br>Preparation | R095: Characters and Comics<br>Preparation |

Homework for iMedia is designed to support and extend the students' studies from their lessons. Work may be a mixture of practical, computer-based tasks and paper-based writtenwork or design tasks. Activities set as homework may be:

- Preparatory work or research ahead of a new topic or concept being discussed in lessons.
- Extension work that allows the student to explore a topic in more depth or in other contexts.
- Application work that allows students to practise skills or demonstrate abilities.

Students are expected to spend around an hour on a homework activity each week and work is marked promptly to help students to identify and understand their weaknesses to make incremental improvements over the course of the year.

| Unit                        | Learning Objectives/Outcomes   |
|-----------------------------|--|
| R095: Characters and Comics | <ul style="list-style-type: none"> <li>• Character features and conventions</li> <li>• Comic Conventions</li> <li>• Researching what makes a popular character</li> <li>• Researching storylines</li> <li>• Practical Skill Development - Preparing for the Assignment</li> </ul>  |
| R093 Exam Preparation       | <p>Revisit Y10 Content and Deepening Learning:</p> <ul style="list-style-type: none"> <li>• How style, content and layout are linked to purpose</li> <li>• Client requirements and how they are defined</li> <li>• Audience demographics and segmentation</li> <li>• Media codes used to convey meaning, create impact and/or engage audiences</li> <li>• Work planning and documents used to support ideas generation</li> <li>• Documents used to design/plan media products</li> <li>• Distribution considerations and file formats</li> <li>• File Formats</li> <li>• Evaluating Pre-Production Documents</li> <li>• Drawing Pre-Production Documents</li> </ul> |
| R095 Assessment             | <ul style="list-style-type: none"> <li>• Planning the Character</li> <li>• Planning the Comic Storyline</li> <li>• Identifying Assets</li> <li>• Creating and Sourcing Assets</li> <li>• Creating the Character</li> <li>• Creating and Publishing the Comic</li> <li>• Reviewing the Character and Comic</li> <li>• Evaluating the project and identifying areas for improvement</li> </ul>   |
| R093 Exam Preparation       | <p>Revisit and Revise using Mock Exam Analysis:<br/>How style, content and layout are linked to purpose</p> <ul style="list-style-type: none"> <li>• Client requirements and how they are defined</li> <li>• Audience demographics and segmentation</li> <li>• Media codes used to convey meaning, create impact and/or engage audiences</li> <li>• Work planning and documents used to support ideas generation</li> <li>• Documents used to design/plan media products</li> <li>• Distribution considerations and file formats</li> <li>• File Formats</li> <li>• Evaluating Pre-Production Documents</li> <li>• Drawing Pre-Production Documents</li> </ul>       |

# Mathematics

**Working hard together, achieving together, making every lesson count**

The Mathematics Team will provide students with exciting, relevant and challenging Mathematics, delivered by dedicated staff.

Students will understand the underlying principles of the mathematics they learn, making links and developing reasoning skills and logical thinking. They will progress towards being independent mathematicians who take ownership of their learning and can identify correct and incorrect work for themselves.

Students will have their confidence encouraged and their complacency challenged in order to maximise potential. To achieve this, staff will design and develop simple and effective systems and interesting and effective teaching ideas and resources to enable classroom delivery and promote mathematics across the school.

| Autumn                              |   | Spring  |  | Summer   |       |
|-------------------------------------|---|---|--|--|-------|
| Similarity<br>Congruence<br>Vectors | Completing the square to sketch curves<br>Iteration Set<br>Theory | Applied Handling Data<br>Applied Number<br>Applied Shape and Space<br>Applied Algebra | Personalised exam<br>Preparation: Knowledge and Understanding<br>Enhancement | Personalised exam<br>Preparation: Knowledge and Understanding<br>Enhancement | Exams |

Students will receive one piece of homework per week that will be marked and returned to the student at the next available opportunity. The piece of work will be designed to last between 1 hour and 1 and a half hours. Unless otherwise stated by the teacher, students should complete homework in their book and show all working out. Homework could take a variety of formats including:

- Worksheet
- Research Project
- MathsWatch
- Revision
- Exam Practice

During the final year of study we will ensure that your child is on the right pathway to maximise their potential and ensure that they achieve the best possible outcome.

## Higher

| Unit                        | Duration (WEEKS) | Learning Objectives/Outcomes  |
|-----------------------------|------------------|---|
| Similarity                  | 2                | <ul style="list-style-type: none"> <li>• To understand and use the different effects of enlargement for perimeter, area and volume of shapes and solids.</li> <li>• To know the relationships between linear, area and volume scale factors of mathematically similar shapes and solids.</li> </ul>                                   |
| Congruence and Similarity   | 1                | <ul style="list-style-type: none"> <li>• To understand and use conditions of congruence.</li> <li>• To complete a formal geometric proof of similarity of two given triangles.</li> </ul>   |
| Vectors and Vector Geometry | 2                | <ul style="list-style-type: none"> <li>• To understand and use vector notation.</li> <li>• To calculate resultant vectors and other vector calculations.</li> <li>• To apply vector methods for simple geometrical proofs.</li> </ul>   |
| Functions                   | 2                | <ul style="list-style-type: none"> <li>• To plot, interpret and recognise graphs of complex functions.</li> <li>• To select and apply a variety of transformations to a variety of functions.</li> <li>• To interpret and analyse transformations of functions and write the functions both graphically and algebraically.</li> </ul> |
| Sketching Curves            | 1                | <ul style="list-style-type: none"> <li>• To identify minimum/maximum from an equation by completing the square.</li> <li>• To determine an equation from a sketch and vice versa.</li> </ul>  |
| Tangents                    | 1                | <ul style="list-style-type: none"> <li>• To construct an appropriate tangent.</li> <li>• To determine the gradient of a tangent to the curve using a variety of methods.</li> </ul>   |
| Velocity Graphs             | 2                | <ul style="list-style-type: none"> <li>• To recognise the differences between a D/T and a V/T graph.</li> <li>• To interpret and construct a V/T graph.</li> <li>• To understand and convert between compound units.</li> </ul>   |
| Iteration                   | 2                | <ul style="list-style-type: none"> <li>• To know when a sequence converges or diverges.</li> <li>• To generate a sequence from a given iteration formula.</li> </ul>  |
| Set Theory                  | 2                | <ul style="list-style-type: none"> <li>• To understand and use sets and subsets defined in algebraic terms.</li> <li>• To use set notation and Venn diagrams to represent sets and elements.</li> <li>• To use sets in practical situations.</li> </ul>   |

|   |   |  |
|---|---|--|
| Exponential Growth and Decay            | 1 | <ul style="list-style-type: none"> <li>To recognise the characteristics of an exponential curve or formula.</li> <li>To know and understand the principles of compound interest.</li> <li>To be able to draw a graph of <math>y = abx</math> or use co-ordinates on a graph to determine a formula.</li> </ul> |
| Algebraic Fractions                     | 2 | <ul style="list-style-type: none"> <li>To understand the four operations of algebraic fractions.</li> <li>To manipulate and simplify algebraic fractions.</li> <li>To solve algebraic fraction equations.</li> </ul>   |
| Higher Order Polynomials                | 1 | <ul style="list-style-type: none"> <li>To expand triple brackets.</li> </ul>   |
| Applied Handling Data                   | 1 | <ul style="list-style-type: none"> <li>To understand contextualised data representation questions.</li> <li>To recap work and apply knowledge.</li> </ul>  |
| Applied Number                          | 1 | <ul style="list-style-type: none"> <li>To understand contextualised number questions.</li> <li>To recap work and apply knowledge.</li> </ul>   |
| Applied Shape and Space                 | 1 | <ul style="list-style-type: none"> <li>To understand contextualised shape and space questions.</li> <li>To recap work and apply knowledge.</li> </ul>  |
| Applied Algebra                         | 1 | <ul style="list-style-type: none"> <li>To understand contextualised algebra questions.</li> <li>To recap work and apply knowledge.</li> </ul>  |
| Exam Preparation                        | 3 | <ul style="list-style-type: none"> <li>Personalised exam preparation</li> </ul>  |
| Knowledge and Understanding Enhancement | 2 | <ul style="list-style-type: none"> <li>Revision</li> </ul>   |

### Foundation

| Unit                      | Duration (WEEKS) | Learning Objectives/Outcomes   |
|---------------------------|------------------|--|
| Data Representation       | 1                | <ul style="list-style-type: none"> <li>To interpret data from a variety of databases, tables, charts, and graphs.</li> <li>To populate or construct a variety of databases, tables, charts and graphs.</li> </ul>  |
| Congruence and Similarity | 2                | <ul style="list-style-type: none"> <li>To understand and use conditions of congruence.</li> <li>To understand and use the different effects of enlargement for perimeter, area and volume of shapes and solids.</li> <li>To know the relationships between linear, area and</li> </ul> |

|                             |   |   |
|-----------------------------|---|---|
|                             |   | <p>volume</p> <ul style="list-style-type: none"> <li>• scale factors of mathematically similar shapes and solids.</li> </ul>  |
| Trigonometry                | 2 | <ul style="list-style-type: none"> <li>• To understand, recall and use trigonometric relationships in right-angled triangles.</li> <li>• To use basic trigonometry to solve problems in 2D and 3D.</li> <li>• To use the sine and cosine rules to solve 2-D and 3-D problems.</li> </ul>  |
| Sequences                   | 1 | <ul style="list-style-type: none"> <li>• To recognise and describe the term to term rule for a variety of sequences.</li> <li>• To find a specific term in a sequence.</li> <li>• To find and use the nth term of an arithmetic sequence.</li> </ul>  |
| Perimeter, Area, and Volume | 2 | <ul style="list-style-type: none"> <li>• To calculate the perimeters, arc lengths and areas of circles and sectors.</li> <li>• To give answers in terms of <math>\pi</math>.</li> <li>• To find the surface area and volumes of compound solids constructed from cubes, cuboids, cones, pyramids, spheres, hemispheres, cylinders.</li> </ul> |
| Vectors                     | 2 | <ul style="list-style-type: none"> <li>• To understand and use vector notation.</li> <li>• To calculate resultant vectors and other vector calculations.</li> </ul>   |
| Transformations             | 1 | <ul style="list-style-type: none"> <li>• To describe or draw all four transformations.</li> </ul>   |
| Proportionality             | 3 | <ul style="list-style-type: none"> <li>• To calculate an unknown quantity from quantities that vary in direct or inverse proportion.</li> <li>• To set up and use equations to solve proportionality problems.</li> </ul>   |
| Algebra                     | 2 | <ul style="list-style-type: none"> <li>• To expand brackets using surds.</li> </ul>   |
| Proof                       | 1 | <ul style="list-style-type: none"> <li>• To prove the congruency of triangles.</li> </ul>   |
| Set Theory                  | 2 | <ul style="list-style-type: none"> <li>• To understand and use sets and subsets defined in algebraic terms.</li> <li>• To use set notation and Venn diagrams to represent sets and elements.</li> <li>• To use sets in practical situations.</li> </ul>   |
| Applied Handling Data       | 1 | <ul style="list-style-type: none"> <li>• To understand contextualised data representation questions.</li> <li>• To recap work and apply knowledge.</li> </ul>   |
| Applied Number              | 1 | <ul style="list-style-type: none"> <li>• To understand contextualised number questions.</li> <li>• To recap work and apply knowledge.</li> </ul>  |



|   |   |   |
|---|---|---|
| Applied Shape and Space                 | 1 | <ul style="list-style-type: none"> <li>• To understand contextualised shape and space questions.</li> <li>• To recap work and apply knowledge.</li> </ul> |
| Applied Algebra                         | 1 | <ul style="list-style-type: none"> <li>• To understand contextualised algebra questions.</li> <li>• To recap work and apply knowledge.</li> </ul>         |
| Exam Preparation                        | 3 | <ul style="list-style-type: none"> <li>• Personalised exam preparation</li> </ul>   |
| Knowledge and Understanding Enhancement | 3 | <ul style="list-style-type: none"> <li>• Revision</li> </ul>  |



# Music

## Music for All

Central to the vision of the Music Department is the belief that Music is an essential part of life and integral to the development of the whole person. Our aim is to encourage and develop creativity, sensitivity and confidence in all students.

The Music Department provides a wide variety of learning opportunities that enable all students to engage with Music and Music Technology Art forms. As well as academic and practical study we promote expression and performance as a learning tool through which students are encouraged to explore ideas, wider cultures and the world around them.

In providing students with many performance and composition experiences we value and celebrate their talent and hard work as they grow and develop into skilled, creative and confident students, who enjoy learning and value their culture and the Arts.

| Autumn (HT1)            |                         | Spring + Autumn (HT2) |                     | Summer              |  |
|-------------------------|-------------------------|-----------------------|---------------------|---------------------|--|
| Unit 01:<br>Performance | Unit 01:<br>Performance | Unit 03:<br>Project   | Unit 03:<br>Project | Unit 03:<br>Project |  |

Students will receive one piece of homework every week. This may be extensions of topics we have been learning about in class to extend their knowledge, it could be to research information on artists or genres that we are starting to look at in order to familiarise students with information before they enter the classroom, or it could be extra information that we would not cover in classroom sessions that the music department would feel would be useful for the students.

Possible homework/coursework tasks for Eduqas Performing Arts: Music

- Composition
- Listening activities
- Researching styles or genres of music
- Researching musical features of songs or pieces of music
- Extra reading on a subject, to be summarised
- Practise on their chosen instrument/voice
- Completing tasks that we not finished in the lesson
- Coursework clubs and sessions
- Extra-curricular clubs that will enhance their music understanding

| Unit                                      | Duration (lessons) | Learning Objectives/Outcomes  |
|---|--------------------|---|
| Unit 01:<br>Performance                   | 6                  | <ul style="list-style-type: none"> <li>• Students research and select 2/3 pieces lasting a minimum of 6 minutes</li> <li>• Students develop practise plan for performance in December</li> </ul>                |
| Unit 01:<br>Performance                   | 6                  | <ul style="list-style-type: none"> <li>• Students rehearse and perfect 2/3 pieces of music for their performance</li> <li>• Students log and evaluate progress for written element of the unit</li> </ul>       |
| Unit 3:<br>Performing Arts<br>in Practice | 6                  | <ul style="list-style-type: none"> <li>• Students learn about different job roles in the Music industry in the context of their project</li> <li>• Students plan a project to be completed by Easter</li> </ul> |
| Unit 3:<br>Performing Arts<br>in Practice | 6                  | <ul style="list-style-type: none"> <li>• Students learn about different job roles in the Music industry in the context of their project</li> <li>• Students plan a project to be completed by Easter</li> </ul> |
| Unit 3:<br>Performing Arts<br>in Practice | 6                  | <ul style="list-style-type: none"> <li>• Promoting and pitching their project</li> <li>• Students learn about advertising and how to sell a brief to a commission board.</li> </ul>                             |
| Unit 3:<br>Performing Arts<br>in Practice | 6                  | <ul style="list-style-type: none"> <li>• Students evaluate the success of their performance and pitching</li> <li>• Students will reflect on successes and failures of their product</li> </ul>                 |
| Unit 01:<br>Performance                   | 6                  | <ul style="list-style-type: none"> <li>• Students research and select 2/3 pieces lasting a minimum of 6 minutes</li> <li>• Students develop practise plan for performance in December</li> </ul>                |
| Unit 01:<br>Performance                   | 6                  | <ul style="list-style-type: none"> <li>• Students rehearse and perfect 2/3 pieces of music for their performance</li> <li>• Students log and evaluate progress for written element of the unit</li> </ul>       |
| Unit 3:<br>Performing Arts<br>in Practice | 6                  | <ul style="list-style-type: none"> <li>• Students learn about different job roles in the Music industry in the context of their project</li> <li>• Students plan a project to be completed by Easter</li> </ul> |

# Personal Development

## Learn to live

We want Personal Development to prepare students for life outside of school; for students to be inspired by the issues of the community and world around them, to be increasingly aware and knowledgeable of those issues and to develop a passion to affect those issues. Students will have opportunities to learn about the possibilities for their future, to aspire to higher goals and to understand the pathways to get there. Furthermore, students will have opportunities to develop themselves; to develop social skills, personal skills and learn how to get the best out of the opportunities that they can create.

| Autumn   |   | Spring   |                       | Summer                    |
|--|---|--|-----------------------|---------------------------|
| Health and Wellbeing   | Living in the wider world                                     | Relationships  | Health and Wellbeing  | Living in the wider world |
| Building for the future: Exam preparation and relevant health issues | Careers and Aspirations: preparation for life beyond Byrchall | Personal values and assertive communication-in relation to sexual health | GCSE exam preparation | GCSE exam preparation     |

| Unit   | Learning Objectives/Outcomes  |
|--|---|
| Building for the future: Exam preparation and managing risk              | <ul style="list-style-type: none"> <li>• Mind and Memory. How to master knowledge retention</li> <li>• GCSE revision skills</li> <li>• The dangers of risky behaviour</li> <li>• The impact of binge drinking</li> <li>• Issues posed by tattoos and piercings</li> <li>• How to manage personal safety</li> </ul>  |
| Careers and Aspirations: preparing for                                   | <ul style="list-style-type: none"> <li>• To explain the requirements for a professional CV and a cover letter</li> <li>• To create a CV and covering letter to use in interview</li> <li>• To identify different aspects of correct interview etiquette</li> <li>• To explain the reasons behind interview etiquette</li> <li>• Describe and explain the importance of interview preparation</li> </ul>                   |
| Personal values and assertive communication-in relation to sexual health | <ul style="list-style-type: none"> <li>• About gender identity, gender expression and sexual orientation</li> <li>• How to communicate assertively</li> <li>• How to handle unwanted attention, including online</li> <li>• How to challenge harassment and stalking, including online</li> <li>• About various forms of relationship abuse</li> <li>• About unhealthy, exploitative and abusive relationships</li> </ul> |

|                       |   |
|-----------------------|---|
|                       | <ul style="list-style-type: none"><li>• how to access support in abusive relationships and how to overcome challenges in seeking support</li></ul>  |
| GCSE exam preparation | <ul style="list-style-type: none"><li>• Consider effective methods of revision</li><li>• Consider the role of learning styles on effective revision</li><li>• Plan and prepare revision plans to ensure effective exam preparation</li><li>• Consider how distractions can adversely affect revision and create strategies to overcome them</li></ul> |



# Physical Education

## Team Byrchall - Sport for Life

- Promoting and celebrating success
- Encouraging all to lead a healthy, active lifestyle
- Giving any ability the chance to participate and engage
- Motivating all members of the school community
- Helping talented performers further develop
- Developing fair play and sportsmanship in students

'Team Byrchall – Sport for Life' encourages lifelong participation in sporting activity. The Team Byrchall ethos helps students to build confidence and security in PE, which in turn impacts on the high volume of students who are involved in extra-curricular activities both in and out of school.

## Physical

- To promote an appreciation of physical movement through observation and analysis.
- To develop the student's ability to plan and compose movement sequences in a wide variety of activities.
- To develop the capacity to create and express ideas through the media of planning, performing and evaluating movement.
- To utilise modern technology to analyse physical performance and movement.
- To encourage the appreciation of and the ability to monitor physical fitness.
- To encourage students to remember, adapt and apply knowledge, skills and concepts in a variety of movement related activities.
- To promote the development of movement coordination, confidence and the acquisition of a range of motor skills.

## Personal

- To allow for students to work cooperatively and develop interpersonal and communication skills.
- To encourage responsible attitudes towards safety and develop a working knowledge of safe practice in all activities.
- To educate students with regard to health, hygiene and fitness. To give students the opportunity to discover and to use appropriately the facilities available locally.
- To develop a healthy attitude towards competition.
- To provide through all activities the highest form of enjoyment.

## GCSE PE Y11

| Unit  | Duration (lessons)             | Learning Objectives/Outcomes  |
|---|--------------------------------|---|
| Coursework<br>Started in Y10 – completed in Y11 | 14 hrs (controlled conditions) | <ul style="list-style-type: none"> <li>• Learners will assess the physical fitness/strengths/weaknesses of the performer being analysed using tests for the different components of fitness. (2–3 hours)</li> <li>• For a chosen physical activity learner will (3–4 hours):               <ol style="list-style-type: none"> <li>a) analyse the importance of the different components of fitness for the activity</li> <li>b) give an overview of the key skills in the activity</li> <li>c) assess the strengths/weaknesses of the performer being analysed in the activity.</li> </ol>               For a specific skill or technique in the chosen activity learners will (1–2 hours):               <ol style="list-style-type: none"> <li>d) analyse a movement involved – joint, type of movement, muscle group(s), muscle function/role</li> <li>classify the skill on the difficulty and environmental continua.</li> <li>e) Produce an action plan (not to be implemented) to improve an aspect of the performance of the performer being analysed in the chosen activity (4–5 hours).</li> </ol> </li> </ul> |
| Paper 2 – Psychology in Sport                   | 10                             | <ul style="list-style-type: none"> <li>- Characteristics of skillful movement</li> <li>- Classification of skill – open v closed/simple v complex</li> <li>- Targets setting/Goals (Setting SMART Targets)</li> <li>- Mental Preparation Techniques (4)</li> <li>- Guidance</li> <li>- Feedback in sport (6 techniques with sporting examples)</li> </ul>   |
| Paper 2 – Health, Fitness and Well Being        | 8                              | <ul style="list-style-type: none"> <li>- Consequences of a sedentary lifestyle – Physical / Mental/Social</li> <li>- Definitions of healthy lifestyles and associated issues</li> <li>- Diet and food groups</li> </ul>   |

|  |    |  |
|--|----|--|
|  |    | <ul style="list-style-type: none"> <li>- Depth and stretch – revision and rich tasks</li> </ul>  |
| Paper 2 – Factors Affecting Participation/ Engagement Patterns | 8  | <ul style="list-style-type: none"> <li>- Agencies involved in provision of sport. Campaigns to improve participation.</li> <li>- Activity trends in sport.</li> <li>- Factors affecting participation.</li> <li>- Factors affecting participation and strategies to improve participation.</li> <li>- Commercialisation and the golden triangle.</li> </ul>  |
| Paper 2 - Ethics and Socio-Cultural Issues in Sport            | 6  | <ul style="list-style-type: none"> <li>- Compare and contrast-sportsmanship / gamesmanship and deviance in sport</li> <li>- Create reasons for violence in sport (relate to sporting examples)</li> <li>- Examine the use of performance enhancing drugs in sport.</li> </ul>  |
| Revision   | 15 | <p><b>Paper 1</b></p> <ul style="list-style-type: none"> <li>• Cardiovascular system</li> <li>• Respiratory system</li> <li>• Skeletal system</li> <li>• Muscular system</li> <li>• Energy for exercise – aerobic v anaerobic</li> <li>• Components of skill – including how to test for each one</li> <li>• Movement analysis - planes, axis, levers.</li> <li>• Training for sport – training methods / principles / session.</li> <li>• Warm up/Cool down</li> <li>• Risk assessment - safety in sport</li> </ul> <p><b>Paper 2</b></p> <ul style="list-style-type: none"> <li>• Influences on participation/factors effecting participation.</li> <li>• Strategies in improve participation.</li> <li>• Engagement patterns.</li> <li>• Commercialisation of sport 8- golden triangle, trends</li> </ul> |



|  |  |  |
|--|--|--|
|  |  | <p>in sports participation.</p> <ul style="list-style-type: none"><li>• Health – physical/mental/social</li><li>• Psychology of Sport – guidance, feedback, goal setting (SMART TARGETS), mental preparation, characteristics of skillful movement</li><li>• Classification of skill - open v closed &amp; simple v complex</li><li>• Ethics of sport – sportsmanship/gamesmanship/deviance/violence in sport.</li><li>• Drugs in sport – influences to take. Steroids/beta blockers/stimulants – effects and side effects.</li><li>• Diet in Sport – 7 food nutrients – balancing a diet/food for sport</li></ul> |
|--|--|--|



# Product Design

**“Creativity is allowing yourself to make mistakes, Design is knowing which ones to keep” - Scott Adams**

All PD staff will strive to enthuse, facilitate and shape our Byrchall students to be creative problem solvers who are confident, resilient and most importantly passionate about the products they design and make.

| Autumn   | Spring  | Summer                        |
|--|---|-------------------------------|
| NEA - design and development of ideas. Exam preparation. | NEA – Final practical and evaluation. Exam preparation. | Exam revision and preparation |

Homework will be set in the following formats to support independent learning in our subject.

- Keywords followed by spelling and meaning test in lessons.
- Watching a video to learn a specific skill or to support activity linked to controlled assessment.

Practising a particular skill just as:

- Sketching (2D and 3D)
- Producing a working drawing with measurements
- Generating design ideas
- Developing ideas
- Idea modelling
- CAD (Corel Draw/Google sketch up)

Collecting research information

- Measurements to ensure a product is ergonomic and uses relevant anthropometric data
- Imagery/inspiration
- Regular customer interviews/feedback
- Industry visits to look at existing products
- Product Analysis
- Exploring a design movement/designer to enable students to design ‘in the style of...’
- Investigating possible pathways with local colleges and universities
- Finding out local industries & jobs including apprenticeships

Improving theory knowledge and understanding at GCSE.

- Practising exam questions
- Watching GCSE PODS on key topics.
- Reading Blue Revision Book

| Unit  | Duration (lessons) | Learning Objectives/Outcomes   |
|---|--------------------|--|
| <p>NEA - design and development of ideas.</p> <p>Mock exam preparation.</p> | 14                 | <p><b>Finalise Research section for NEA ( Coursework) A01 A</b></p> <ul style="list-style-type: none"> <li>• Research design brief and select a variety of sources to help research the task.</li> <li>• Find a suitable end user to design, make + develop product for</li> <li>• Analyse findings and produce a design criteria suitable for chosen client</li> <li>• Analyse existing products to gain knowledge on how other designers have solved the problem</li> </ul> <p><b>Complete AO1 B- Identify, investigate &amp; outline design possibilities</b></p> <ul style="list-style-type: none"> <li>• Finalise design brief and be able to create a detailed design specification to show you understand your client's needs and wants.</li> </ul> <p><b>Generating design ideas A02 C</b></p> <ul style="list-style-type: none"> <li>• Using a planned design strategy and inspiration, create imaginative ideas using a range of techniques. Include annotation to help explore initial thoughts.</li> <li>• Evaluate ideas against specification to help choose which one meets the client's needs the best</li> <li>• Share more suitable ideas with client and using feedback decide on which one is best to develop. Be able to justify your choice.</li> </ul> <p><b>Developing design ideas A02 D</b></p> <ul style="list-style-type: none"> <li>• Use primary and secondary data to help work out sizes for prototype</li> <li>• Demonstrate a variety of modelling skills, including CAD CAM to test chosen idea</li> <li>• Refine and develop idea by making improvements to model / prototype.</li> <li>• Select appropriate materials &amp; components based on their properties. Demonstrate technical knowledge with regards to how materials are processed, worked &amp; finished. Consider how different materials impact on the world's natural resources and justify why your final idea is the most suitable</li> <li>• Finalise plans (2D &amp;3D CAD drawings). Produce</li> </ul> |

|   |    |  |
|---|----|--|
|   |    | <p>manufacturing specification and cutting list to enable a third party to manufacture your product. Consider quality checkpoints to ensure practical work is made to high standard</p> <p><b>Exam Preparation</b></p> <p>Continue to recap on theory covered in Y9 and 10. Focus on core technical principles, specialist technical principles (timber) and designing and making principles</p>   |
| <p>NEA – Final practical and evaluation.</p> <p>Exam preparation.</p> | 14 | <p><b>Realising design ideas A02 E</b></p> <ul style="list-style-type: none"> <li>• Continue to evaluate, test + develop during your practical work</li> <li>• Use appropriate marking out methods and specialist tools &amp; equipment to create final prototype, including a range of CAD CAM</li> <li>• Work efficiently, safely and with precision to produce a high-quality outcome</li> <li>• Apply final finishes to prototype</li> <li>• Collate photographic evidence throughout practical sessions to clearly show how you have manufactured your product.</li> </ul> <p><b>Analysing and evaluating A03 F</b></p> <ul style="list-style-type: none"> <li>• Involve the client to test prototypes throughout the design process and analyse how well your final idea meets their needs.</li> <li>• Compare the final outcomes against your original design specification. Discuss possible improvements and complete final evaluation.</li> </ul> <p><b>Exam Preparation</b></p> <ul style="list-style-type: none"> <li>• Continue to recap on theory covered In Y9 and 10. Focus on core technical principles, specialist technical principles (timber) and designing and making principle</li> </ul> |
| <p>Exam revision and final preparation</p>                            | 8  | <p><b>Exam Preparation</b></p> <ul style="list-style-type: none"> <li>• Practice answering relevant multiple-choice questions – learn how to narrow answer down by disregarding irrelevant answers</li> <li>• Practise answering mathematical questions.</li> <li>• Develop confidence in answering “long” questions</li> </ul>  |

- |  |  |  |
|--|--|--|
|  |  | <ul style="list-style-type: none"><li>• Develop exam technique in order to maximise marks on the paper.</li><li>• Be able to manage time in order to complete all questions effectively.</li></ul> |
|--|--|--|



# Religious Education.

**Religious Education. It's more RElevant than you think**

- What is the meaning of life?
- Why are we here?
- Is there a higher power?

Throughout the millennia of human experience, religion has expressed the deepest questions human beings can ask, and it holds a central place in the lives of all civilisations and cultures.

Religious Studies at Byrchall aims to provide children with both a strong respect for faiths and cultures beyond Christianity and an understanding of the world around us.

Posing challenging questions, we aim to encourage students to reflect their own values and the values of others. In an increasingly material and technological world, that creates barriers between human interaction, we seek to connect young people spiritually, morally and culturally to the world around them.

We seek to engender a righteous sense of respect and tolerance for others, questioning assumptions, challenging casual prejudice and seeking answers to the questions that will confront them as citizens in modern Britain.

| Autumn  | Spring  | Summer           |  |
|---|---|------------------|--|
| Crime and Punishment<br>Human Rights and Social Justice | Human Rights and Social Justice<br>Bespoke revision | Bespoke revision |  |

Regular homework is an integral part of learning. Tasks set will help students to consolidate, develop or broaden their learning. It also helps students to become confident and independent learners, which will help them throughout their time at school and in adult life.

- Homework will be set fortnightly.
- Homework will focus on several key skills in preparation for examination. Deepening learning to improve subject knowledge, improve religious literacy through testing of key terms, GCSE question types and revision homework prior to assessment.

| Unit                            | Duration (lessons) | Learning Objectives/Outcomes  |
|---------------------------------|--------------------|---|
| Crime and Punishment            | 8                  | <ul style="list-style-type: none"> <li>• Good and Evil</li> <li>• The causes of crime</li> <li>• Religious attitudes to law breaking</li> <li>• The aims of punishment</li> <li>• How do religions combat suffering?</li> <li>• Treatment of criminals</li> <li>• Should we always forgive?</li> <li>• Should we reintroduce the death penalty?</li> </ul>                                    |
| Human Rights and Social Justice | 9                  | <ul style="list-style-type: none"> <li>• Rights and responsibilities</li> <li>• Prejudice and discrimination</li> <li>• How can we combat different types of prejudice?</li> <li>• Religious freedoms</li> <li>• Wealth and poverty</li> <li>• How are the poor exploited?</li> <li>• Who is responsible for helping those less fortunate than ourselves?</li> </ul>                          |
| Bespoke revision programme      | 12                 | <ul style="list-style-type: none"> <li>• Post mock revision programme to focus on the following units:</li> <li>• Christianity beliefs</li> <li>• Christianity worship</li> <li>• Relationships</li> <li>• Life issues</li> <li>• Crime and punishment</li> <li>• Human rights</li> <li>• Buddhist beliefs</li> <li>• Buddhist worship</li> <li>• Exam technique and essay writing</li> </ul> |

# Science

Inspiring young scientists of the futures, atom by atom

Science surrounds us. It is everywhere in our daily lives – all day, every day! We want Science to inspire students to explore the world around them and recognise and understand this. We aim to excite and enrich with the practical applications of the subject, teaching students that doing science develops our ability to ask questions, collect information, organise and test our ideas, problem-solve and apply what we learn.

Science is a platform for building confidence, developing communication skills, and making sense of the world around us.





|   | Autumn                        |                           | Spring  |                               | Summer   |          |
|---|-------------------------------|---------------------------|---|-------------------------------|----------|----------|
| B | B7 Ecology (Ecosystems)       | B7 Ecology (Biodiversity) | Biology revision                                      | Consolidation and application | Revision | Revision |
| C | C7 Organic Chemistry          | C8 Chemical analysis      | C9 Chemistry of the Atmosphere<br>C10 Using Resources | Consolidation and application |          |          |
| P | P7 Magnets and Electromagnets | P8 Space (Physics Only)   | Physics revision                                      | Consolidation and application |          |          |

Science homework is an integral part of each students learning journey. Therefore the Science department will issue regular homework.

The homework set is designed to:

- Consolidate learning
- Allow further research on subjects
- Develop and practise essential scientific skills
- Provide extra challenge and support for students

Students will be set two pieces of homework per week. One piece will be based on the current learning and the second homework will be a piece of recall work to consolidate previous topic and aid revision. Students studying separate sciences will receive three pieces of homework per week but of a shorter duration.

Homework is not expected to be completed in isolation and we actively encourage parents or any other person to help and support students while completing the tasks set. If a student is having difficulty completing homework they must bring this to the attention of their class teacher who will arrange a time suitable to go over any problem areas.

| Unit              | Learning Objectives/Outcomes  |
|-------------------|---|
| Ecology           | <ul style="list-style-type: none"> <li>• Adaptations / interdependence / competition</li> <li>• Communities</li> <li>• Abiotic factors</li> <li>• Biotic factors</li> <li>• Adaptations</li> <li>• Organisms in an ecosystem</li> <li>• Carbon cycle</li> <li>• Decomposition (Biology only)</li> <li>• Impact of environmental change (Biology only)</li> <li>• Biodiversity</li> <li>• Waste management</li> <li>• Land use</li> <li>• Deforestation</li> <li>• Global warming</li> <li>• Maintaining biodiversity</li> <li>• Food production / farming / sustainability</li> </ul> |
| Organic chemistry | <ul style="list-style-type: none"> <li>• Fractional distillation</li> <li>• Cracking</li> <li>• Hydrocarbons and properties</li> <li>• Alkanes and alkenes</li> <li>• Reactions of alkenes</li> <li>• Alcohols (HIGHER)</li> <li>• Carboxylic acids (HIGHER)</li> <li>• Addition polymerisation, condensation polymerisation</li> <li>• Amino acids</li> </ul>  |
| Chemical analysis | <ul style="list-style-type: none"> <li>• Pure substances</li> <li>• Chromatography</li> <li>• Identification of common gases</li> <li>• Flame tests</li> <li>• Metal hydroxides / carbonates / halides / sulfates</li> <li>• Instrumental methods</li> </ul>  |

|                             |   |
|-----------------------------|---|
| Chemistry of the atmosphere | <ul style="list-style-type: none"> <li>• Gases in the atmosphere</li> <li>• The earths early atmosphere</li> <li>• Changes in the earth's atmosphere</li> <li>• Greenhouse gases</li> <li>• Human impact on the environment / atmosphere</li> <li>• Climate change</li> <li>• Carbon footprint</li> <li>• Atmospheric pollutants from fuels</li> </ul>              |
| Using resources             | <ul style="list-style-type: none"> <li>• Earth's resources</li> <li>• Water/water treatment</li> <li>• Extracting metals</li> <li>• Recycling</li> <li>• Haber process</li> <li>• Production and uses of NPK fertilisers</li> </ul>   |
| Magnets and electromagnets  | <ul style="list-style-type: none"> <li>• Poles of a magnets</li> <li>• Magnetic fields</li> <li>• Electromagnets</li> <li>• Flemings left hand rule (HT)</li> <li>• Electric motors (HT)</li> <li>• Loudspeaker (HT)</li> <li>• Induced potential (HT)</li> <li>• Uses of generator effect (HT)</li> <li>• Microphones (HT)</li> <li>• Transformers (HT)</li> </ul> |
| Space physics               | <ul style="list-style-type: none"> <li>• Solar system</li> <li>• Life cycle of a star</li> <li>• Natural and artificial satellites</li> <li>• Red shift</li> </ul>  |

# Spanish

We aim to create lifelong linguists who thrive in the 21<sup>st</sup> century

We provoke students' curiosity and appreciation of wider cultures and develop aspirational and independent linguists who achieve their full potential. We create a learning environment that nurtures the enjoyment of language learning, engenders pride in successful linguistic acquisition and application while providing a diverse, challenging and inspirational menu of language skills for all learners.

| Autumn       |          | Spring                           |                                  | Summer  |   |
|--------------|----------|----------------------------------|----------------------------------|---|---|
| De costumbre | A currar | Retention and Mastery Curriculum | Retention and Mastery Curriculum | Retention and Mastery Curriculum<br>Summer Examinations | Retention and Mastery Curriculum<br>Summer Examinations |

Homework at GCSE comes in a variety of forms:

- Vocabulary learning
- Tasks to complete on the Active Learn system (as instructed and explained in class time)
- Revision for GCSE style speaking assessments - whether picture based, conversation or role play (once per term)
- Extended/creative writing tasks
- Additional grammar exercises

| Unit                        | Learning Objectives/Outcomes   |
|-----------------------------|--|
| De costumbre<br>- Festivals | <ul style="list-style-type: none"> <li>• Describing meal times and daily routine</li> <li>• Talking about illnesses</li> <li>• Discussing festivals</li> <li>• Using the passive voice</li> <li>• Understanding phrases to show increase/decrease</li> <li>• Using the 'they' form of verbs</li> <li>• Describing a special day</li> <li>• Inferring meaning in literary texts</li> <li>• Using reflexive verbs in the preterite</li> <li>• Ordering in a restaurant</li> <li>• Spotting irregular verbs in the preterite</li> <li>• Using absolute superlatives</li> <li>• Discussing music festivals</li> <li>• Using expressions followed by an infinitive</li> </ul> |
| A currar                    | <ul style="list-style-type: none"> <li>• To be able to recognise different professions</li> </ul>  |

|   |   |
|---|---|
| <p>- The working world</p>              | <ul style="list-style-type: none"> <li>• Using soler in the imperfect tense</li> <li>• To be able to discuss how to earn money</li> <li>• Using the imperfect and preterite together</li> <li>• To be able to discuss work experience</li> <li>• Using saber and conocer</li> <li>• Using the present tense</li> <li>• Using the present continuous</li> <li>• To be able to discuss the importance of learning languages</li> <li>• Using indirect object pronouns</li> <li>• To be able to write a formal letter</li> <li>• Using the conditional tense</li> <li>• Using the subjunctive tense with cuando</li> </ul> |
| <p>Retention and Mastery Curriculum</p> | <ul style="list-style-type: none"> <li>• Exam technique and revision</li> <li>• Tackling the general conversation, photo card and role play</li> <li>• Handling and producing extended pieces of writing with confidence</li> <li>• Translation skills</li> <li>• Handling French to French questions in reading and listening</li> <li>• Understanding authentic texts</li> <li>• Question formation</li> <li>• Listening for deeper understanding.</li> <li>• Reading for deeper understanding</li> </ul>   |







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