

Testwood School

# **Curriculum Booklet**

## **Year 11**

2023 - 2024

## ***Dear Parents/Carers and Students***

**A**s part of our drive to raise standards and support learning, we have compiled a Curriculum Booklet for Year 11. This document provides you with an overview of each of the subjects your son or daughter takes during this year.

However, please be aware that the curriculum may change in the weeks and months ahead. We will keep you informed.

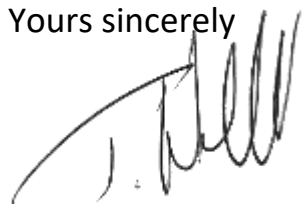
Knowing which topics are coming up each half term will enable students to plan ahead. Parents/Carers who have a particular interest in subjects may wish to talk to their sons and daughters about those topics to nurture their interest.

Curriculum Leaders have added helpful material, web pages and internet links to support further study and investigation. In some cases, there may be places to visit which might deepen the understanding of particular topics. These enrichment activities will enable all students to move forward 'at a pace' towards success as they move through the school.

Finally, as you know, we are keen to encourage further reading and we have put together an extended reading list for the students to use when they are looking for something good to read. The School Librarian in the LRC is always available to recommend material. However, your local library will also have a wide variety of books appropriate for particular age groups.

We hope that you find this booklet helpful in supporting your son or daughter's learning in 2023/2024. If you have any concerns or questions about a specific subject, please don't hesitate to contact the subject teacher.

Yours sincerely

A handwritten signature in black ink, appearing to read 'T. Webber', written over a light blue horizontal line.

Mr T Webber  
*Headteacher*

# 10 THE TOP BIG IDEAS IN ART & PHOTOGRAPHY

1

## **Art and Photography are composed of Visual Elements**

*Composition, arranging of Colour, texture, pattern, shape, tone, line, form*

2

## **The use of Tone is important and creates realism in the artwork**

*3D, realism, texture*

3

## **The ability to use Colour makes a difference to the artwork**

*Colour theory, primary and secondary colours – the colour wheel*

4

## **Drawing from Observation is vital in developing artistic skill**

*Drawing from direct and secondary sources*

5

## **The use of Media & Techniques broadens artistic skill**

*Drawing, painting, 3D, printmaking, digital manipulation and photography etc*

6

## **The use of Technical Drawing supports realism in the artwork**

*Facial and body proportions, distance and perspectives, enlargement*

7

## **Creating, Expanding and realising Ideas is crucial for the production of good Artwork**

*Experimentation, Idea development, Planning, Resulting Outcomes*

8

## **The use of Annotation is important to convey meaning and purpose**

*Explanation, Reasoning, Evaluation, Opinions, Critical Thinking*

9

## **Artists use many different Sources for Inspiration**

*Artists, art movements, cultures, current affairs, historical events, society*

10

## **It is vital to show the Creative Journey of the artwork**

*Creative journey, Sketchbooking, Presentation, Communication, Showing work progress*



# Fine Art

## GCSE ART AND DESIGN: FINE ART

Due to the changes for Art and Design GCSE assessment structure by AQA – students will no longer have a final exam project to complete. Students are to focus on completing their Portfolio projects.

Every project entered for the Portfolio must cover the 4 Assessment Objectives required by AQA. Each of the Assessment Objectives are equally marked and so worth 25% of a project.

The Assessment Objectives are:

AO1 Critical Understanding / Artist Research to develop Ideas

AO2 Explore and Experiment / Planning Ideas

AO3 Recording Ideas / Observations

AO4 Personal Response / Final Outcome realising Ideas

The projects and the mock exam can be entered for Component 1: Portfolio which is worth 60% of the total GCSE Fine Art grade.

The actual exam is Component 2: Externally Set Task which is worth 40% of the total GCSE Fine Art grade.

### Themed / Mock Exam project – Autumn Term

Students have been given a previous GCSE paper and will choose one of the 7 themes for them to develop their own independent work on. Students will have approximately 14 school weeks of lessons and homework to complete the preparatory work (AO1,2 and 3) and create their final outcome (AO4).

### The Exam – Spring / Summer Term

Students will be given the GCSE paper and will choose one of the 7 themes for them to develop their own independent work on. Students will have approximately 9 school weeks of lessons and homework to complete the preparatory work (AO1,2 and 3) and will create their final outcome (AO4) in the 10 hour timetabled exam.

## Reading list

- Visit the school library to see the range of art books on offer to give inspiration for own work
- Research artists on the internet
- Also these recommended Art Gallery websites –
  - In London - [www.tate.org.uk](http://www.tate.org.uk) ; [www.saatchigallery.com](http://www.saatchigallery.com) ; [www.nationalgallery.org.uk](http://www.nationalgallery.org.uk)
  - In New York - [www.moma.org](http://www.moma.org) ; [www.guggenheim.org](http://www.guggenheim.org) ; [www.metmuseum.org](http://www.metmuseum.org)
  - In Europe - [www.louvre.fr/en](http://www.louvre.fr/en) ; [www.centrepompidou.fr/en](http://www.centrepompidou.fr/en) ; [www.guggenheim-bilbao.es/en](http://www.guggenheim-bilbao.es/en)

## Possible enrichment activities at home

- Students must complete observation drawings at home to develop their skills
- Students must experiment with a range of media to develop their skills
- Students must research artists whose work inspires them
- Students should visit Southampton City Art Gallery to see the range of Art work

Students should also attend the GCSE revision session for Fine Art GCSE, where students are able to work independently with the Art department's resources and teacher support.



# **10** THE TOP **BIG** IDEAS IN **BUSINESS**



**1**

Customer needs and wants underpin all business activity.

**2**

Market research is key to the success of a business.

**3**

Business maths is all about understanding the costs and revenue.

**4**

Break even is the minimum objective for a business.

**5**

The product life cycle shows how businesses evolve over time.

**6**

A unique selling point helps a business to stand out from the crowd.

**7**

Businesses must work hard to attract and retain customers.

**8**

Advertising and promotion is used to get the interest of customers.

**9**

Finance to set up a business comes from many different places.

**10**

Functional areas all have a role to play in the success of a business.



# Business Studies (Enterprise & Marketing)

## **Autumn Term 1 – Marketing and Customer Segmentation, Design a Product and Financial Viability**

- Market Segmentation
- Types of Market Research
- Conducting Market Research
- Design a Product
- Analysis and Viability of a Business Product
- Business Costs
- Calculating Breakeven

## **Autumn Term 2 – Enterprise and Marketing Concepts**

- How to target a market
- What makes a product financially viable
- Understanding of product development
- How to attract and retain customers
- Factors when starting up a business

## **Spring Term 1 – Branding & Promotion and Business Pitches**

- Branding & Promotion
- Plan a Business Pitch

## **Spring Term 2 – Pitch a Business Proposal to an Audience**

- Presentation Skills
- Presenting a Business Pitch

## **Summer Term 1 – Analysis of Business Pitch**

- Review of Business Pitch
- Using Feedback to Identify Changes to Business Pitch

## **Reading list**

- <https://www.bbc.com/bitesize/subjects/zpsvr82> Business Revision
- <https://www.ocr.org.uk/qualifications/cambridge-nationals/enterprise-and-marketing-level-1-and-2-certificate-j819/> Course Information

## **Possible enrichment activities at home**

- Follow the business news by reading The Financial Times or looking at BBC Business News online [www.bbc.co.uk/news/business](http://www.bbc.co.uk/news/business)
- Practise relevant topic activities on [www.businessstudiesonline.co.uk](http://www.businessstudiesonline.co.uk)

# **10** THE TOP **BIG** IDEAS IN **COMPUTER SCIENCE**



**1**

The physical parts of a computer have specific functions.

**2**

Computers impact the world we live in.

**3**

The use of computers can present threats to our safety and wellbeing.

**4**

When talking about computing we use specific terminology.

**5**

Computer data is stored in a variety of ways.

**6**

Computers use binary code.

**7**

Problems can be decomposed to help solve them.

**8**

The technique of abstraction is helpful in finding solutions.

**9**

Algorithms are used in programming.

**10**

The ability to use computational thinking skills to use computers effectively.



# Computer Science

## **Autumn Term 1 – Designing, Creating and Refining Algorithms**

- Flowcharts & Pseudocode
- Abstractions and decomposition
- Programming

## **Autumn Term 2 – Networks and Programming**

- Networks & Topologies
- Threats to a network and methods of protecting a network

## **Spring Term 1 – Defensive Design & Testing our Programs**

- Additional programming techniques
- Authentication & Validation
- The IDE

## **Spring Term 2 – System Software & Data Storage**

- The operating system
- Utility Software
- Data Representation

## **Summer Term 1 – Revision of Computer Science**

- The students will revise the content of the course in preparation for their final exams

## **Reading list**

- <http://www.bbc.co.uk/education/subjects/z34k7ty>
- <http://start.io/testwood> Useful links directory
- [http://www.teachict.com/2016/GCSE\\_Computing/OCR\\_J276/OCR\\_J276home.html](http://www.teachict.com/2016/GCSE_Computing/OCR_J276/OCR_J276home.html)
- GCSE Computer Science OCR Revision Guide - for the Grade 9-1 Course (CGP)

## **Possible enrichment activities at home**

- Southampton University Open Days
- Programming tutorials (<http://www.w3schools.com>)



# **10** THE TOP **BIG** IDEAS IN **CREATIVE** **iMEDIA**

**1**

The history of media underpins all designs.

**2**

Advertising and promotion is used to get the interest of customers.

**3**

Students need to be able to respond to a client brief.

**4**

Students need to plan and design a media product which fulfils the client brief accurately.

**5**

Students have to carefully research a wide variety of media artefacts in order to carefully design their own product.

**6**

Students are required to ensure the media product they create is suitable for the target audience.

**7**

Students can use photoshop to assist with their designs.

**8**

Students need to be able to evaluate their own work and work of peers.

**9**

Students can reflect and improve their product.

**10**

Students feel comfortable in taking risks with their designs and developing independent thought.



# Creative iMedia (ICT)

## **Autumn Term 1 – Designing and Creating a Digital Graphic**

- Client brief
- Creating a digital graphic
- Reviewing a digital graphic

## **Autumn Term 2 – Identify interactive multimedia products**

- Investigate range of multimedia product
- Identify connection types for multimedia products
- Identify design principles used with interactive multimedia products

## **Spring Term 1 – Plan the interactive multimedia product**

- Client brief
- Identify the target audience

## **Spring Term 2 – Create the interactive multimedia product**

- Create and source assets to be used in the interactive multimedia product
- Create the navigation system

## **Summer Term 1 – Reviewing the interactive multimedia product**

- Review final interactive multimedia product

## **Reading list**

- <https://www.ocr.org.uk/Images/115888-specification.pdf> Course specification
- <http://start.io/testwood> Useful links directory

## **Possible enrichment activities at home**

- National Museum of Computing
- The Design Museum

# **10** THE TOP **BIG IDEAS IN PHYSICAL EDUCATION**



- 1** Develop physical literacy and core skills to participate in a wide range of physical activities/sports.
- 2** Develop holistic skills to support work life including teamwork, leadership and communication.
- 3** Improve physical fitness to be able to complete everyday activities with ease.
- 4** Understand the impact of exercise on the body including the importance of an effective warm up and cool down, the importance of fitness and how to maintain it.
- 5** Develop tactical awareness and have the ability to develop strategies within a game.
- 6** Identify and understand the link between physical exercise and mental wellbeing.
- 7** Explore and develop creativity.
- 8** Develop knowledge of activities that are played around the world.
- 9** Develop a love or appreciation of physical activity to support lifelong participation.
- 10** Experience competitive activities to all and be aware of community links.



# Dance

## **Autumn 1 – Component 2 – Developing Skills and Techniques.**

**Cinderella**, New Adventures – Matthew Bourne.

- Exploring through professional repertoire and choreographic skills.
- Rehearsal/Performance videos.
- Final Assessment.

## **Autumn 2 – Introduction to Component 3**

- How to choreograph and devise.
- Choreographic structure, motif manipulation and choreographic devices.
- Rehearsal/performance videos.

## **Spring 1 – Component 3**

- Performing to a brief.
- Exam release date 16<sup>th</sup> January.
- Exploring the stimulus.

## **Spring 2 – Component 3**

- Performing to a brief.
- Milestone written assessments.

## **Summer 1 – Component 3**

- Performing to a brief.
- Final practical examination.
- Final milestone written assessment.

## **Reading list**

- Dance Tech Award Specification - <https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts.html>
- A Linha Curva, Swansong and Ghost Dances; Rambert Dance Company - <http://www.rambert.org.uk/performances/a-linha-curva/>
- Emancipation of Expressionism, Boy Blu Entertainment - <http://breakinconvention.com/videos/boy-blue-entertainment-emancipation-expressionism>

## **Possible enrichment activities**

- It is strongly recommended that extra dance rehearsal occurs, either at an external dance school or during extra-curricular opportunities.
- Stretching (yoga) and core exercise activities should occur every day for 30 minutes. This will improve overall dance performance and fitness.
- Participate in Rock Challenge and/or Hanger Farm performing arts evening events.



# 10 THE TOP BIG IDEAS IN DRAMA



1

Drama is about seeing the world from different perspectives to increase the awareness of your own.

2

Drama is the art of performing a live story to an audience.

3

Drama has been performed throughout history and all around the world.

4

Drama can be rehearsed or improvised on the spot.

5

Drama can be performed either solo, or in a group of infinite numbers.

6

Drama can be performed in many different styles and forms.

7

Drama is a form of physical, emotional and intellectual expression.

8

Drama can be experienced by an audience in many different settings and ways.

9

Drama has the ability to make audiences question, think and change their own personal lives.

10

Drama can encompass all forms of visual art, music for example.





# Drama

## Autumn Term 1 and 2

- C3 - Texts in Practice
- Students will re-cap basic skills and approaches to scripted performance.
- Students will prepare, rehearse and polish two extracts from their given scripted performances ready for the live external examination in school (Date SP1 TBC)
- C2 - Devised Performance Log - Devised performance log will be completed by end of AU2 for year 10 Summer performances.

## Spring Term 1

- C3 - Texts in Practice
- Students will prepare, rehearse and perform two extracts from their given scripted performances for external examination in school (Date TBC)
- C1 - Live theatre review- section c of written exam - Using previously viewed and digital theatre performances will take place in lessons and revision time in preparation for the written exam.

## Spring Term 2

- C1 - Blood Brothers- Section B of written paper
- Students will complete written and practical revision of set text in preparation for the exam.
- C1 - Section A - Revision and preparation for the written exam will be carried out both in school and after school revision.
- C2- Finalising of Devised portfolios ready to be moderated.

## Summer Term 1

- C1 - Written exam preparation and revision throughout the term.

## Summer Term 2

- Course finished after the written exam.

## Reading list

- AQA GCSE Drama textbook - Released in July 2017 - Can be purchased online.
- Dependent on Scripted performances given in AU1 - Read the whole play the scenes are extracted from.
- Blood Brothers - Willy Russell - Read and re-read your copy of Blood Brothers in prep for your written exam.

## Possible enrichment activities at home

- Reading around the play, book and author being studied will be invaluable research for your understanding.
- GCSE Drama Bitesize activities and revision.
- We will be watching live theatre as a class, but if you have the opportunity to see more, this will help your understanding of the theatre, performing and gives you more options for your review in the exam.
- Remember you will need to rehearse with your C2- devised and C3-scripted groups outside of lessons.

# 10 THE TOP BIG IDEAS IN ENGLISH



**'In English we strive to achieve an enabling environment where a mutual responsibility for teaching and learning is accepted by all.'**

**1**

**Reading and writing are two sides of the same coin. They are intricately linked.**

**2**

**Everything that is written has an intended purpose.**

**3**

**Reading is done for enjoyment, understanding and meaning.**

**4**

**Words shape meaning.**

**5**

**For writing to make sense and therefore provide understanding, technical accuracy is pivotal.**

**6**

**Communication requires effective listening and eloquent formation.**

**7**

**Decoding meaning leads to understanding.**

**8**

**Texts come in many forms; plays, novellas, articles, poems, letters, speeches. They all have a place in the world.**

**9**

**Context places the content of written and spoken word.**

**10**

**A rich vocabulary leads to better understanding.**



# English Language and Literature

## **Autumn Term: 'Romeo and Juliet' Shakespeare Study**

Students will take a thematic approach to this topic, exploring the contextual background to Romeo and Juliet whilst exploring the themes, characters and ideas of this tragedy. They will be expected to:

- Identify and interpret explicit and implicit information and ideas
- Analyse how writers use language and structure
- Make critical evaluations

Students will take two formal mock examinations in November, as well as regular in-class assessments.

## **Spring Term 1: English Literature Paper 2 examination preparation**

Students will prepare for the English Literature examination by revising and recapping on 'An Inspector Calls' and 'Power and Conflict' Poetry. Students will revise:

- The writer's characterisation through language, form and structure
- The social, moral and historical background of the texts
- Key quotations and evidence needed to support analysis

Students will take two formal mock examinations in March, as well as regular in-class assessments.

## **Spring Term 2: English Literature Paper 1 examination preparation**

Students will explore and revise 'Romeo and Juliet' in preparation for their final GCSE examination. They will revise:

- The writer's characterisation through language, form and structure
- The social, moral and historical background of both texts
- Key quotations and evidence needed to support analysis

## **Summer Term 1: Final revision for both English Language and English Literature**

### **Reading lists**

- 'An Inspector Calls' by J B Priestley
- 'Romeo and Juliet' by William Shakespeare
- 'I' newspaper – Non-fiction articles for English Language
- 19<sup>th</sup> Century Non-fiction texts

### **Possible enrichment activities at home**

- Any YouTube video by 'Mr Bruff'
- 'An Inspector Calls' stage production
- 'Poetry Live!' events across the UK

# **10** THE TOP **BIG** IDEAS IN **ETHICS & BELIEFS**

**1**

What it means to be religious is different for different people.

**2**

People understand the divine and the world around them in different ways.

**3**

Religion can help to give people a sense of right and wrong, but you do not have to be religious to have morals.

**4**

We do not have to agree with other people to respect their views.

**5**

For some religious people, belief is more important than practice; for others, practice is more important than belief.

**6**

Abrahamic (Judaism, Christianity and Islam) and Dharmic religions (Hinduism, Buddhism, and Sikhism) cannot be understood or categorised in the same way.

**7**

Religion can contribute both to global connectedness and global division.

**8**

A person's views on the afterlife will affect the way they live their life now.

**9**

All major world religions hold showing compassion to others in high regard.

**10**

The rules of a religion may not be compatible with the laws of a country.



# Ethics and Beliefs

## Autumn Term 1 & 2

- **Issues of Good and Evil**

- Good/Evil
- Forgiveness
- Free Will
- Justice
- Morality
- Punishment
- Sin
- Suffering

## Spring Term 1 & 2

- **Issues of Life and Death**

- Afterlife
- Environmental Sustainability
- Euthanasia
- Evolution
- Abortion
- Quality of life
- Sanctity of life
- Soul
- Hospice

## Summer Term 1 & 2

- Revision of all key topics.

## Reading list

- Read BBC news online to keep on top of current events and ethical debates.
- <https://www.bbc.co.uk/bitesize/examspecs/z68sjhv> (BBC Bitesize Religious Studies Key Stage 4).
- *WJEC Eduqas GCSE (9-1) Religious Studies Route A* by Joy White, Chris Owens, Ed Pawson & Amanda Ridley.
- *My Revision Notes WJEC Eduqas GCSE (9-1) Religious Studies Route A: Covering Christianity, Buddhism, Islam and Judaism* by Joy White & Gavin Craigen.
- *Discovering Religions: Judaism* by Sue Penney.
- *Discovering Religions: Christianity* by Sue Penney.
- See Mrs Campbell in the school LRC for advice on appropriate material to support the topics being studied.

## Possible enrichment activities at home

- Discussion and debate on the issues with people at home.
- Visit the WJEC/EDUQAS website and look at past papers for the Religious Studies course (Route A – Christianity/Judaism).



# 10 BIG IDEAS IN FRENCH



1

French has different phonics and be able to recognise high frequency phonics patterns in familiar words as well as applying them in less familiar words. A) DPSTX letters B) an / oi / eau / u / ou C) é / è D) ill / th / ss / s / ch / gn

2

Sentence building follows a pattern in French, which cannot easily be switched around without triggering significant changes.

3

French word order in sentences follows a structure.

- A) Adjectives AFTER the noun they describe (Except BANGS)
- B) Adverbs AFTER the verb
- C) Negatives AROUND the verb
- D) Direct and Indirect Object pronouns BEFORE the verb

4

French is a CONJUGATION language i.e. Verb endings change depending on WHO is doing the action expressed by the verb and WHEN this action takes place (subject and tense).

5

Present tense verb endings and time expressions.

6

Past tense formation & time phrases.

7

Future tense endings & time expressions.

8

Grammatical GENDER and NUMBER of nouns and the paramount importance of ARTICLES in French to signal this in a sentence

je mange UN bonbon - UN is needed so we know bonbon is a masculine noun

je mange DES bonbons - DES is needed so we know I eat more than one sweet as the S at the end of bonbons is silent

9

ADJECTIVAL agreement - making the adjective masculine / feminine / plural to match the grammatical GENDER and NUMBER of the nouns in a sentence

10

Mastering a language happens through small incremental steps and that as novices, pupils will need to rely on reference materials such as sentence builders but that over time, they will build a bigger range of language, i.e. vocabulary and grammatical structures, in their long-term memory.

# French

## Autumn Term 1

- Theme 3 - My Studies
  - 3.1: My Studies
  - 3.2: Life at school or college

## Autumn Term 2

- Theme 3 - Education Post-16, jobs and ambitions
  - 3.3: Education post-16
  - 3.4: Jobs, career choices and ambitions
  - Exam technique and Speaking practice

## Spring Term 1

- Theme 1 & 3 - Jobs and careers
  - 1.1: Me, my family and friends (Marriage/partnership)
  - 3.4: Jobs, career choices and ambitions

## Spring Term 2

- Themes 1, 2 and 3 revision
  - Speaking exam preparation
  - Cross topic practice of exam skills in all four skills (Listening, Speaking, Reading and Writing)

## Summer Term 1

- Themes 1, 2 and 3 revision
  - Cross-topics revision and exam preparation
  - Speaking practice - role play, photo card and general conversation
  - Listening, Reading and Writing exam skills
  - Translation techniques

## Support materials

- AQA GCSE French Revision Guide and Workbook (CGP)
- AQA GCSE past papers on [revisionworld.com](https://www.revisionworld.com)
- Phone applications such as Duolingo and Gojimo

## Possible enrichment activities at home

- Comics such as Astérix, Tintin, les Schtroumpfs, le Chat...
- All GCSE vocabulary lists are on Quizlet; pupils are invited to the Testwood vocab group
- French films and TV series on streaming services (with subtitles in English or even in French!)
- Duolingo app for smartphones
- Websites such as Memrise, Busuu or Babbel
- Listening to French music on Youtube
- Finding a French speaking channel on radio.garden

# **10** THE TOP **BIG IDEAS IN GEOGRAPHY**



**1**

We are part of an interconnected global community.

**2**

We are interdependent - we rely on each other and natural systems are connected.

**3**

Understanding one's place in the world.

**4**

Knowledge and understanding of how and why the world changes.

**5**

How other people across the world live and adapt to their surroundings.

**6**

Access to Geographical Information Systems.

**7**

Interpretation and understanding of Geographical Information Systems.

**8**

Understand how one's individual actions affect the human and natural environment.

**9**

Understand the need to live more sustainably and manage waste more effectively.

**10**

Be able to question our surroundings and challenge what we see and hear as we travel the world, both personally and through media.





# Geography

## Autumn Term 1

- Economic World
  - The development gap
  - Nigeria - an example of a NEE

## Autumn Term 2

- The Changing Economic World
  - The Changing UK Economy

## Spring Term 1

- Revision
  - Focus on work completed during remote learning
  - Rivers
  - Resource Management

## Spring Term 2

- Pre - release exam material
  - Paper 3 preparation on unseen fieldwork

## Summer Term

- Revision and exam preparation
  - Paper 1 – Physical Geography
  - Paper 2 – Human Geography
  - Paper 3 – Fieldwork and Issue Evaluation

## Reading lists

### The textbook we use in the classroom is

- GCSE Geography AQA Student Book Paperback – 1 May 2016 by Simon Ross (Author), Nick Rowles (Author), Oxford University Press ISBN-13: 978-0198366614

### Recommended Revision Guide

- GCSE 9-1 Geography AQA Revision Guide Paperback – 18 Jan 2018 by Tim Bayliss (Author), Rebecca Tudor (Author), Catherine Hurst (Author), Bob Digby (Series Editor). Oxford University Press ISBN-13: 978-0198423461

## Possible enrichment activities at home

- Watching the news and following news stories on social media to keep up to date with what is going on in the world
- Visiting local areas with links to the topics being studied
- Download and use a news app
- BBC Bitesize <https://www.bbc.com/bitesize/examspecs/zy3ptyc>
- <http://www.coolgeography.co.uk/> - this website is written by a Geography teacher for the AQA course. It has resources for each topic, video clips, revision activities and games. It is a great resource
- <https://quizizz.com> – search for our topics and complete the revision quizzes
- <https://www.senecalearning.com/> - a superb revision website

# 10 THE TOP BIG IDEAS IN HISTORY



- 1 History is global and can be told from many perspectives.
- 2 History is a construct; there are different interpretations of the past.
- 3 The reasons for different interpretations of the past can be explained.
- 4 Some people, events and changes have been given more historical significance than others.
- 5 There are many reasons why things happen and there are many consequences of events.
- 6 Within time periods, and across time periods, some things change and some things stay the same.
- 7 Not everyone's experience of the past was the same.
- 8 The changing nature of beliefs has shaped societies over time.
- 9 The changing nature of conflict has shaped societies over time.
- 10 The changing nature of power has shaped societies over time.





# History

## Autumn Term 1

- Life in Nazi Germany
  - Germany in War
  - Occupation

## Autumn Term 2

- Making of America 1797 - 1900
  - America's Expansion to 1838
  - Expansion of slavery
  - Expulsion of Eastern Nations
  - Lives and cultures in the West
  - Migration West
  - The Mormons
  - Impact of gold
  - Causes of the civil war

## Spring Term 1

- Making of America 1797 - 1900
  - African American experiences
  - Reconstruction
  - Arrival of Homesteads
  - Impact of the railways
  - Growth of cattle ranches
  - Conflict on the plains
  - American lives 1877 - 1900

## Spring Term 2

- Revision
  - Portchester Castle
  - People's Health
  - Norman Conquest
  - Living Under Nazi rule

## Summer Term 1

- Revision
  - Living Under Nazi rule
  - Making of America

## Reading lists

- The History of Medicine, Ian Dawson
- Medieval Medicine and the Plague, Lynne Elliott
- Ralph Taylor's Summer: A Scrivener, his City and the Plague, Keith Wrightson
- Dirty Old London: The Victorian Fight Against Filth, Lee Jackson
- The Norman Conquest, Marc Morris
- The Norman Conquest: a very short introduction, George Garnett
- Wulf the Saxon, a story of the Norman Conquest, GA Henty
- Castle, A History of the Building that shaped Medieval Britain, Marc Morris
- Writing Local History, John Beckett

## Websites

- BBC Bitesize revision websites
- History of Portchester Castle [www.english-heritage.org.uk/visit/places/portchester-castle/history/](http://www.english-heritage.org.uk/visit/places/portchester-castle/history/)
- History of Portchester Castle (unofficial) [www.portchestercastle.co.uk](http://www.portchestercastle.co.uk)

## Films and Documentaries

- Hitler, A Warning from History (on DVD and YouTube)
- Medicine Through Time – History File documentary (YouTube)
- Simon Schama, A History of Britain – Part 2 'Conquest' (YouTube)
- Battlefield Britain, Episode 2, 'Hastings' (YouTube)

## Possible enrichment activities at home

- Science Museum (Medicine exhibition) [www.sciencemuseum.org.uk](http://www.sciencemuseum.org.uk)
- Imperial War Museum, London (Holocaust Exhibition and WWII): [www.iwm.org.uk/visits/iwm-london](http://www.iwm.org.uk/visits/iwm-london)
- The Wellcome Collection, London [www.wellcomecollection.org.uk](http://www.wellcomecollection.org.uk)
- The British Museum [www.britishmuseum.org](http://www.britishmuseum.org)
- Portchester Castle
- Arundel Castle

# 10 BIG

THE TOP

IDEAS IN

# DESIGN & TECHNOLOGY



1

Understand how to work safely.

2

Learn how to work with a range of materials.

3

Development of confidence in executing skills.

4

Plan/Re-plan/Adapt.

5

Visualise and realise a design using creativity and imagination.

6

Troubleshoot and adapt.

7

Develop resilience and perseverance.

8

Evaluate the process.

9

Develop understanding of the role of professionals in industry, including career paths.

10

Develop understanding of the use of design and technology around the world.



# Hospitality and Catering

**Practical cooking lessons will occur throughout the year.**

## **Autumn Term 1**

- Practise Brief Walk-Through
- Swiss Roll
- Chicken Kiev
- Fishcakes
- Cheese and Vegetable Pasties
- Burgers / Brioche Buns

## **Autumn Term 2**

- Mock Exam Preparation
- Practical Mock Exam (Unit 2)
- Choc Mousse and Viennese Biscuits
- Fresh Pasta and Roux Cheese Sauce

## **Spring Term 1**

- Poached Pear and Custard
- Meat Bolognese
- Unit 2 Exam Preparation
- Unit 2 Practical Exam

## **Spring Term 2**

- Unit 2 Practical Exam (Evaluation / Review)
- Unit 1 Revision / Recap

## **Summer Term 1**

### **Revision**

- Preparation for the final written exam.
- Unit 1 Revision / Recap

## **Reading lists**

- WJEC Food Preparation & Nutrition (Revision Guide)
- <https://www.cgpbooks.co.uk/secondary-books/gcse/design-technology/food-prep-nutrition/fnwcub41-gcse-food-preparation-nutrition>

# 10 THE TOP BIG IDEAS IN MATHS KS4



1

Statistical representation - two way tables, frequency trees, scatter graphs, pie charts, stem and leaf diagrams and Venn diagrams

2

Probability

3

Prime factorisation, LCM and HCF and Standard Index Form leading to index laws

4

Forming and solving equations

5

Quadratics expanding and factorising

6

Straight line graphs

7

Transformations - translations, enlargements, rotations and reflections

8

Area and volume of shapes including circles

9

Pythagoras

10

Problem solving of all these skills



# Mathematics

## Foundation

### **Autumn**

Students will undertake formal mocks in November and retrieval practice will form part of the preparation.

- Circles, sectors and arc length
- Constructions, loci and bearings; plans and elevations.
- Straight line graphs
- Real life graphs with proportion
- Transformations.
- Revision - probability, Venn diagrams
- Revision - averages
- Standard index form, index laws
- Prime - HCF, LCM

### **Spring**

- Similarity and congruence in 2D.
- Vectors.
- Graphs: Equations of lines using  $y = mx + c$
- Equations: Rearranging and proofs
- Percentages

### **Summer**

Final revision for the GCSE exam

## Higher

### **Autumn**

Students will undertake formal mocks in November and retrieval practice will form part of the preparation.

- Quadratics - completing the square, turning points and sketching graphs
- Quadratic inequalities
- Functions
- Rationalising surds
- Non linear graphs, area under the curve and gradient at a point
- Trigonometry exact values
- Revision - probability, averages, standard index form, primes

### **Spring**

- Multiplicative reasoning
- Proportion direct and inverse, rates and ratio with algebraic terms
- Geometric reasoning
- Capture/recapture

### **Summer**

Final revision for the GCSE exam

## **Reading lists**

- Revision Guides and Workbooks
- Alex's Adventures in Numberland by Alex Bellos

## **Possible enrichment activities at home**

- mathsworkout.co.uk
- A visit to Bletchley Park or Science museum in London
- Try looking at the Maths you find around you - bus timetable into Southampton, cooking at home, money skills.
- BBC bitesize for some revision or bbc sounds for podcasts by Marcus du Sautoy or Simon Singh
- Apps for instant revision of times tables and those core knowledge skills
- Tackling sudoku puzzles or the brain teasers



# **10** THE TOP **BIG IDEAS IN MUSIC**



**1**

Music is a way to use sound organised in time, pitch, tone and volume in order to communicate.

**2**

Music is a part of culture and reflects societies' and individuals' experience of life.

**3**

Attitude and practice are vital components of musical success.

**4**

Music can be transcribed and recorded using a variety of notations and recordings.

**5**

Performing requires a mixture of instrumental mastery, practice, flair and confidence.

**6**

Composing music is being creative within set parameters.

**7**

Music can inspire people on both an emotional and aesthetic level.

**8**

Familiarity with different genres, traditions and styles increases comfort.

**9**

Music can be performed, composed and enjoyed in a variety of contexts including solo, and groups.

**10**

Music is inclusive.



# Music

## OCR GCSE Music

### **Autumn 1**

- Solo Performance (minimum 2 minutes)
- Revision of Elements of Music
- Conventions of Pop
  - Rock 'n' roll 50s-60s
  - Rock Anthems 60s-70s
  - Pop Ballads 70s-90s
  - Solo Artists 90s-present

### **Autumn 2**

- Composition 1 - free composition (minimum 1.5 minutes)
- Film and Videogame Music

### **Spring 1**

- Composition 2 - composition to a set brief (minimum 1.5 minutes)
- Concerto through the Ages
  - The Baroque solo Concerto and Concerto Grosso
  - The Concerto of the Classical era
  - The Romantic Concerto

### **Spring 2**

- Group Performance - (minimum 2 minutes)
- Rhythms of the World
  - Music from India and the Punjab
  - Music from the Eastern Mediterranean and Middle East
  - Music from Africa
  - Music from Central and South America

### **Possible enrichment activities at home**

- Revise using BBC Bitesize
- Listen to a variety of radio stations, styles, genres and music from different periods and analyse the music using the following questions:
  - What is the metre?
  - What is the tempo?
  - What instruments can you hear?
  - Can you notate the melody?
  - What are the characteristics of the style?
  - When was it written?
  - What is the mood? And how is the mood created?
  - Who is likely to have written the music?
- It is vital that students have access to an instrument at home and practise regularly (4-5 times a week for 20-30 minutes) if they are to make good progress.
- Practice using Noteflight at home

### **Extra-Curricular Opportunities**

Throughout the year there are a number of opportunities to groups to get involved with including:

- Production - Matilda Jr.
- Instrumental lessons - £82 for paired lessons a term
- Band - Thursday lunchtimes

# 10 THE TOP BIG IDEAS IN ART & PHOTOGRAPHY



1

**Art and Photography are composed of Visual Elements**

*Composition, arranging of Colour, texture, pattern, shape, tone, line, form*

2

**The use of Tone is important and creates realism in the artwork**

*3D, realism, texture*

3

**The ability to use Colour makes a difference to the artwork**

*Colour theory, primary and secondary colours – the colour wheel*

4

**Drawing from Observation is vital in developing artistic skill**

*Drawing from direct and secondary sources*

5

**The use of Media & Techniques broadens artistic skill**

*Drawing, painting, 3D, printmaking, digital manipulation and photography etc*

6

**The use of Technical Drawing supports realism in the artwork**

*Facial and body proportions, distance and perspectives, enlargement*

7

**Creating, Expanding and realising Ideas is crucial for the production of good Artwork**

*Experimentation, Idea development, Planning, Resulting Outcomes*

8

**The use of Annotation is important to convey meaning and purpose**

*Explanation, Reasoning, Evaluation, Opinions, Critical Thinking*

9

**Artists use many different Sources for Inspiration**

*Artists, art movements, cultures, current affairs, historical events, society*

10

**It is vital to show the Creative Journey of the artwork**

*Creative journey, Sketchbooking, Presentation, Communication, Showing work progress*





# Photography

## GCSE ART AND DESIGN: PHOTOGRAPHY

Due to the changes for Art and Design GCSE assessment structure by AQA – students will no longer have a final exam project to complete. Students are to focus on completing their Portfolio projects.

Every project entered for the Portfolio must cover the 4 Assessment Objectives required by AQA.

Each of the Assessment Objectives are equally marked and so worth 25% of a project.

The Assessment Objectives are:

- AO1 Critical Understanding / Artist Research to develop Ideas
- AO2 Explore and Experiment / Planning Ideas
- AO3 Recording Ideas / Observations
- AO4 Personal Response / Final Outcome realising Ideas

The projects and the mock exam can be entered for Component 1: Portfolio which is worth 60% of the total GCSE Fine Art grade.

The actual exam is Component 2: Externally Set Task which is worth 40% of the total GCSE Fine Art grade.

### Themed / Mock Exam project – Autumn Term

Students have been given a previous GCSE paper and will choose one of the 7 themes for them to develop their own independent work on. Students will have approximately 14 school weeks of lessons and homework to complete the preparatory work (AO1,2 and 3) and create their final outcome (AO4).

### The Exam – Spring / Summer Term

Students will be given the GCSE paper and will choose one of the 7 themes for them to develop their own independent work on. Students will have approximately 9 school weeks of lessons and homework to complete the preparatory work (AO1,2 and 3) and will create their final outcome (AO4) in the 10 hour timetabled exam.

## Reading list

- Visit the school library to see the range of art books on offer to give inspiration for own work.
- Research artists on the internet:
- Also these recommended Art and Photography Gallery websites –  
*In London* - [www.tate.org.uk](http://www.tate.org.uk) ; [www.vam.ac.uk](http://www.vam.ac.uk) ; [www.thephotographersgallery.org.uk](http://www.thephotographersgallery.org.uk)  
*In USA* - [www.moma.org](http://www.moma.org) ; [www.mocp.org](http://www.mocp.org) ; [www.metmuseum.org](http://www.metmuseum.org)  
*In Europe* - [www.jeudepaume.org](http://www.jeudepaume.org) ; [www.smb.museum](http://www.smb.museum) ; [www.guggenheim-bilbao.es/en](http://www.guggenheim-bilbao.es/en)

## Possible enrichment activities at home

- Students must complete observation shoots at home to develop their skills.
- Students must experiment with a range of media to develop their skills.
- Students must research artists whose work inspires them.
- Students should visit Southampton City Art Gallery to see the range of Art work.

Students should also attend the GCSE revision session for Photography GCSE, where students are able to work independently with the Art department's resources and teacher support.



# 10 THE TOP BIG

# IDEAS IN PHYSICAL EDUCATION



1

Develop physical literacy and core skills to participate in a wide range of physical activities/sports.

2

Develop holistic skills to support work life including teamwork, leadership and communication.

3

Improve physical fitness to be able to complete everyday activities with ease.

4

Understand the impact of exercise on the body including the importance of an effective warm up and cool down, the importance of fitness and how to maintain it.

5

Develop tactical awareness and have the ability to develop strategies within a game.

6

Identify and understand the link between physical exercise and mental wellbeing.

7

Explore and develop creativity.

8

Develop knowledge of activities that are played around the world.

9

Develop a love or appreciation of physical activity to support lifelong participation.

10

Experience competitive activities to all and be aware of community links.



# Physical Education

Throughout the year, the students will be involved in a range of activities that develop personal fitness and promotes an active, healthy lifestyle. They will be encouraged to use and develop a variety of tactics and strategies to overcome opponents. New activities will be introduced to enhance participation opportunities.

	11x1	11x2	11x3	11x4	11y1	11y2	11y3
<b>04.09.23 – 20.10.23</b>	Badminton	Football	Netball	Football	Badminton	Netball	Football
<b>30.10.23 – 15.12.23</b>	Fitness / First Aid	Rugby	Badminton	Rugby	Fitness	Badminton	Rugby
<b>02.01.24 – 26.01.24</b>	Table Tennis	First Aid	Fitness	Basketball	First Aid	Table Tennis	Basketball
<b>29.01.24 – 01.03.24</b>	Multi-Activity	Table Tennis	First Aid	Badminton	Table Tennis	First Aid	Badminton
<b>04.03.24 – 28.03.24</b>	Netball	Badminton	Football	Table Tennis	Dance	Volleyball	Table Tennis
<b>15.04.24 – 14.06.24</b>	Summer Activities	Summer Activities	Summer Activities	Summer Activities First Aid	Summer Activities	Summer Activities	Summer Activities First Aid

## Extra-Curricular Opportunities

After school clubs and teams

Why not try setting yourself a daily step challenge. Can you beat the number of steps a PE staff member completes?

Why not follow a work out session from Youtube.

How about a family cycle outing!

## Out of School Opportunities

Waterside Table Tennis Club

[www.watersidettc.co.uk](http://www.watersidettc.co.uk)

Pace Youth Football Club

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

Totton & Eling Football Club

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

Tottonians Rugby Club

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

Southampton Hockey Club

[www.southamptonhc.org](http://www.southamptonhc.org)

Calmore Cricket Club

[www.calmoresports.co.uk](http://www.calmoresports.co.uk)

Testwood Gymnastics Club

[www.testwoodgymnastics.co.uk](http://www.testwoodgymnastics.co.uk)

Totton & Eling Tennis Centre

[www.servingtennis.net/totton.htm](http://www.servingtennis.net/totton.htm)

# 10 THE TOP BIG IDEAS IN PSHE



1

**Physical Health** - getting to know how to keep our bodies physically fit and cared for.

2

**Mental Health** - learning how to take care of our minds and emotional wellbeing.

3

**Growing and changing** - understanding that there will be physical and emotional changes as we grow.

4

**Personal Safety** - learning how to keep ourselves safe, online and offline.

5

**Relationships and Sex** - knowing how to build healthy, consensual relationships and boundaries with people

6

**Inclusivity** - understanding that everyone is accepted in our community and how we can respect each other's differences.

7

**Digital Literacy** - in an ever changing world, our digital literacy helps us to navigate all forms of communication in an effective manner.

8

**Finance** - discovering how our finances may look in the future and how to keep these well-managed and secure

9

**Careers** - Learning how to access various opportunities, and learn the pathways to future aspirations.

10

**Community and responsibility** - PSHE encompasses all the building blocks that lead us to becoming well-rounded, responsible citizens in our community.



## Year 11 PSHE 2023/24

PSHE at Testwood School is split into 5 key areas: Mental Health, Physical Health, Global Community, Careers and Finance, and RSE (Relationships and Sex Education). We have dedicated staff in place to teach each area.

In year 11, we have chosen to focus on three of those topics: Careers and Finance, Relationships and Sex Education and Mental Health.

These key areas are taught during tutor time on a Thursday morning.

<b>Autumn Term 1</b> <ul style="list-style-type: none"><li>Careers and Finance</li></ul> <b>Autumn Term 2</b> <p>Relationships and Sex Education</p> <b>Spring Term 1</b> <ul style="list-style-type: none"><li>Mental Health</li></ul> <b>Spring Term 2</b> <ul style="list-style-type: none"><li>Revision</li></ul>	<b>Summer Term 1</b> <ul style="list-style-type: none"><li>Exams</li></ul> <b>Summer Term 2</b> <ul style="list-style-type: none"><li>Exams</li></ul>
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<b>Useful Websites:</b> <b>General advice and support</b> <ul style="list-style-type: none"><li>Childline - <a href="http://www.childline.org.uk">www.childline.org.uk</a></li><li>NSPCC - <a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a></li></ul> <b>Sex and Relationships</b> <ul style="list-style-type: none"><li>Let's talk about it - <a href="http://www.letstalkaboutit.nhs.uk">www.letstalkaboutit.nhs.uk</a></li></ul>
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# 5 THE TOP BIG IDEAS IN SCIENCE



1

**Cells** are the fundamental building blocks of all living things. They reproduce to cause organisms to grow and can become specialised to take on many different roles. They can co-ordinate and communicate to form organs or entire organisms.

2

**Interdependence** – living things depend on each other for food and other resources. Changes to feeding relationships occur when biotic or abiotic factors in ecosystems are disturbed, and this can result in catastrophic collapse and loss of biodiversity.

3

**Forces** change the shape and motion of objects in the universe. The fundamental forces such as gravity, electrostatic, nuclear shape the behaviour of all objects from atoms to stars, galaxies and the entire universe.

4

**Energy** cannot be created or destroyed, it is transferred from one energy store to another. Energy is a useful concept that can allow us to describe the behaviour of open and closed systems.

5

**Particles (atoms & molecules)** are the fundamental building blocks of all materials in the universe. The behaviour of simple materials and reactions can be described by the particle model and kinetic theory. All of the different elements in the periodic table were forged in the heart of a dying star. Each type of element is made of a single type of atom and understanding the patterns caused by building atoms from protons, neutrons and electrons is fundamental to unlocking the secrets of chemistry.



# Science (Trilogy)

(Some topics will have been started in Year 10)

<b>Autumn Term 1</b> <ul style="list-style-type: none"><li>• B9 - Respiration</li><li>• B10 - The Human Nervous System</li><li>• C9 - Crude Oil and Fuels</li><li>• C10 - Chemical Analysis</li><li>• P11 - Waves and Electromagnetism</li><li>• P12 - Electromagnetic Waves</li></ul> <b>Autumn Term 2</b> <ul style="list-style-type: none"><li>• B11 - Hormonal Co-ordination</li><li>• B12 - Reproduction</li><li>• C11 - The Earth's Atmosphere</li><li>• C12 - The Earth's Resources</li><li>• P13 - Electromagnetism</li><li>• B13 - Variation and Evolution</li></ul> <b>Spring Term 1</b> <ul style="list-style-type: none"><li>• B14 - Genetics and Evolution</li><li>• B15 - Adaptation and Animals</li><li>• B16 - Organising an Ecosystem</li><li>• B17 - Biodiversity and Ecosystems</li></ul>	<b>Spring Term 2</b> <ul style="list-style-type: none"><li>• Revision</li></ul> <b>Summer Term 1</b> <ul style="list-style-type: none"><li>• Revision and Exams</li></ul> <b>Summer Term 2</b> <ul style="list-style-type: none"><li>• Revision and Exams</li></ul>
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\*Please note that the order of these topics may vary from group to group to allow us to ensure provision of practical apparatus.

<b>Reading lists</b> <ul style="list-style-type: none"><li>• CGP 9-1 AQA Additional Science Revision Guide**</li><li>• Forces and Motion (Physical Science in Depth) (D.Dreier)</li><li>• Biology, Chemistry, Physics AQA Revision (mp3 download)</li><li>• Biology, Chemistry, Physics AQA Revision App</li><li>• <a href="http://www.samlearning.com">www.samlearning.com</a></li><li>• <a href="http://www.bbc.co.uk/bitesize">www.bbc.co.uk/bitesize</a></li><li>• <a href="http://www.senecalearning.com">www.senecalearning.com</a></li><li>• <a href="http://www.freesciencelessons.co.uk">www.freesciencelessons.co.uk</a></li></ul> <p>**The topics listed above match those in the AQA revision guide.</p>
<b>Possible enrichment activities at home</b> <ul style="list-style-type: none"><li>• Southampton University open days</li><li>• Winchester Science Centre and Planetarium</li><li>• General Hospital open days (Medicine)</li><li>• The Science Museum, London</li><li>• Lectures</li></ul>

# Science (Triple)

## Biology

(Some topics will have been started in Year 10)

<b>Autumn Term 1</b> <ul style="list-style-type: none"><li>• B12 Homeostasis</li><li>• B13 Reproduction</li></ul> <b>Autumn Term 2</b> <ul style="list-style-type: none"><li>• B14 Variation and Evolution</li><li>• B15 Genetics and Evolution</li></ul> <b>Spring Term 1</b> <ul style="list-style-type: none"><li>• B16 Adaptation, interdependence and Evolution</li><li>• B17 Organising an Ecosystem</li><li>• B18 Biodiversity and Ecosystems</li></ul>	<b>Spring Term 2</b> <ul style="list-style-type: none"><li>• Revision</li></ul> <b>Summer Term 1</b> <ul style="list-style-type: none"><li>• Revision and Exams</li></ul> <b>Summer Term 2</b> <ul style="list-style-type: none"><li>• Exams finish</li></ul>
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\*Please note that the order of these topics may vary from group to group to allow us to ensure provision of practical apparatus.

<b>Reading lists</b> <ul style="list-style-type: none"><li>• CGP 9-1 AQA Biology Revision Guide**</li><li>• Biology AQA Revision (MP3 download)</li><li>• Biology AQA Revision App</li><li>• <a href="http://www.bbc.co.uk/bitesize">www.bbc.co.uk/bitesize</a></li><li>• <a href="http://www.senecalearning.com">www.senecalearning.com</a></li><li>• <a href="http://www.freesciencelessons.co.uk">www.freesciencelessons.co.uk</a></li></ul> <p>**The topics listed above match those in the AQA Revision Guide.</p>
<b>Possible enrichment activities at home</b> <ul style="list-style-type: none"><li>• Southampton University Open Days</li><li>• Winchester Science Centre and Planetarium</li><li>• General Hospital Open Days (Medicine)</li><li>• The Science Museum, London</li><li>• Lectures in local area</li></ul>

## Chemistry

(Some topics will have been started in Year 10)

<b>Autumn Term 1</b> <ul style="list-style-type: none"><li>• C9 Crude Oil and Fuels</li><li>• C10 Organic Reactions</li></ul> <b>Autumn Term 2</b> <ul style="list-style-type: none"><li>• C11 Polymers</li><li>• C12 Chemical Analysis</li></ul> <b>Spring Term 1</b> <ul style="list-style-type: none"><li>• C13 The Earth's Atmosphere</li><li>• C14 The Earth's Resources</li><li>• C15 Using Our Resources</li></ul>	<b>Spring Term 2</b> <ul style="list-style-type: none"><li>• Revision</li></ul> <b>Summer Term 1</b> <ul style="list-style-type: none"><li>• Organic Chemistry Unit 3.5 (part 2)</li><li>• Revision and Exams</li></ul> <b>Summer Term 2</b> <ul style="list-style-type: none"><li>• Revision and Exams</li></ul>
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\*Please note that the order of these topics may vary from group to group to allow us to ensure provision of practical apparatus

### Reading lists

- CGP 9-1 AQA Chemistry Revision Guide\*\*
- Chemistry AQA Revision (mp3 download)
- Chemistry AQA Revision App
- [www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)
- [www.senecalearning.com](http://www.senecalearning.com)
- [www.freesciencelessons.co.uk](http://www.freesciencelessons.co.uk)

\*\*The topics listed above match those in the AQA Revision Guide.

### Possible enrichment activities at home

- Southampton University Open Days
- Winchester Science Centre and Planetarium
- General Hospital Open Days (Medicine)
- The Science Museum, London
- Lectures



## Physics

(Some topics will have been started in Year 10)

<b>Autumn Term 1</b> <ul style="list-style-type: none"><li>• P11 Force and Pressure</li><li>• P12 Wave Properties</li></ul> <b>Autumn Term 2</b> <ul style="list-style-type: none"><li>• P13 Electromagnetic Waves</li><li>• P14 Light</li></ul> <b>Spring Term 1</b> <ul style="list-style-type: none"><li>• P15 Electromagnetism</li><li>• P16 Space</li></ul>	<b>Spring Term 2</b> <ul style="list-style-type: none"><li>• Revision</li></ul> <b>Summer Term 1</b> <ul style="list-style-type: none"><li>• Revision and Exams</li></ul> <b>Summer Term 2</b> <ul style="list-style-type: none"><li>• Exams</li></ul>
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\*Please note that the order of these topics may vary from group to group to allow us to ensure provision of practical apparatus.

<b>Reading lists</b> <ul style="list-style-type: none"><li>• CGP 9-1 Physics Revision Guide**</li><li>• Forces and Motion (Physical Science in Depth) (D.Dreier)</li><li>• Physics AQA Revision (mp3 download)</li><li>• Physics AQA Revision App</li><li>• <a href="http://www.bbc.co.uk/bitesize">www.bbc.co.uk/bitesize</a></li><li>• <a href="http://www.senecalearning.com">www.senecalearning.com</a></li><li>• <a href="http://www.freesciencelessons.co.uk">www.freesciencelessons.co.uk</a></li></ul> <p>**The topics listed above match those in the AQA revision guide.</p>
<b>Possible enrichment activities at home</b> <ul style="list-style-type: none"><li>• Southampton University Open Days</li><li>• Winchester Science Centre and Planetarium</li><li>• General Hospital Open Days (Medicine)</li><li>• The Science Museum, London</li><li>• Lectures in the local area</li><li>• Watching Master Chef on TV</li><li>• Practical Cookery at home</li><li>• Cooking Competitions and Courses</li></ul>

# 10 THE TOP BIG

## IDEAS IN

# PHYSICAL EDUCATION



1

Develop physical literacy and core skills to participate in a wide range of physical activities/sports.

2

Develop holistic skills to support work life including teamwork, leadership and communication.

3

Improve physical fitness to be able to complete everyday activities with ease.

4

Understand the impact of exercise on the body including the importance of an effective warm up and cool down, the importance of fitness and how to maintain it.

5

Develop tactical awareness and have the ability to develop strategies within a game.

6

Identify and understand the link between physical exercise and mental wellbeing.

7

Explore and develop creativity.

8

Develop knowledge of activities that are played around the world.

9

Develop a love or appreciation of physical activity to support lifelong participation.

10

Experience competitive activities to all and be aware of community links.



# Sport Studies

## **Autumn 1 – Developing Sport Skills**

- Conclusion of Developing Sport Skills. Final assessments of team and individual sports and officiating of a sport.

## **Autumn 2 – Leadership**

- Explore the personal qualities, styles, roles and responsibilities a good leader should have.
- Plan a sports activity session.

## **Spring 1 – Contemporary Issues in Sport**

- Sport values and behaviour – Olympic and Paralympic movement.
- National Initiatives, such as Sport England.
- Physiological demands on the body and performance-enhancing drugs.

## **Spring 2 – Contemporary Issues in Sport**

- Factors affecting participation.
- Individual differences in performers.
- Sporting opportunities.

## **Summer 1 - Contemporary Issue in Sport**

- Complete any outstanding coursework.
- Prepare for written exam.

## **Reading List**

- OCR Sport Studies Specification - <http://www.ocr.org.uk/Images/82412-specification.pdf>
- BBC Bitesize - <http://www.bbc.co.uk/education/levels/z98jimp3>
- Sport England - <https://www.sportengland.org/>
- Lance Armstrong, drugs cheat - <https://www.youtube.com/watch?v=PgRBxsW26vY>
- International Olympic Committee - <https://www.olympic.org/the-ioc>
- International Paralympic Committee - <https://www.paralympic.org/>

## **Possible enrichment activities**

- Weekly discussion with family about sport in the media. <http://www.bbc.co.uk/sport>
- Students should attend extra-curricular activities as a participant, coach or official at least twice a week.
- Students should set a target of competing for the school in a chosen sport.
- Students should participate in physical activity that raises the heart rate and should occur for at least 30 minutes per day.

Students should set a target of becoming a member of an external sports club or leisure centre.

# Recommended Reading for Year 11

**Atonement** by *Ian McEwan*

**Dracula** by *Bram Stoker*

**A Room with a View** by *EM Forster*

**Half a Yellow Sun** by *Chimamanda Ngozi Adichie*

**The Sherlock Holmes series** by *Arthur Conan Doyle*

**The Colour Purple** by *Alice Walker*

**The Perks of Being a Wallflower** by *Stephen Chbosky*

**Dune** by *Frank Herbert*

**The Handmaid's Tale** by *Margaret Atwood*

**Shadow and Bone (entire Grishaverse series)** by *Leigh Bardugo*

**A Court of Thorns and Roses series** by *Sarah J Maas*

**A Song of Ice and Fire series** by *George RR Martin*

**Empire of the Sun** by *JG Ballard*

**The Kite Runner** by *Khaled Hosseini*

**Do Androids Dream of Electric Sheep?** By *Phillip K Dick*

**Never Let Me Go** by *Kazuo Ishiguro*

**The Discworld series** by *Terry Pratchett*

**Concrete Rose** by *Angie Thomas*

**The Inheritance games series** by *Jennifer Lynn Barnes*

**The Crescent City series** by *Sarah J Maas*

**The Hobbit** by *J R R Tolkien*

**Ender's Game** by *Orson Scott Card*

**A Clockwork Orange** by *Anthony Burgess*

**On the Road** by *Jack Kerouac*

**Brighton Rock** by *Graham Greene*

**Schindler's List/Schindler's Ark** by *Thomas Keneally*

**Night** by *Elie Wiesel*