

# **Curriculum Booklet**

## **Year 11**

**2025 - 2026**

## ***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.

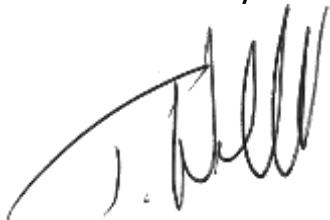
Knowing which topics are coming up each half term will enable students to plan ahead. Parents/Carers who have a particular interest in subjects may wish to talk to their sons and daughters about those topics to nurture their interest.

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 2025/2026. If you have any concerns or questions about a specific subject, please don't hesitate to contact the subject teacher.

Yours sincerely



Mr T Webber  
*Headteacher*

# 10 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

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.centre Pompidou.fr/en](http://www.centre Pompidou.fr/en) ; [www.guggenheim-bilbao.es/e](http://www.guggenheim-bilbao.es/e)

## **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 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

## **Autumn Term 1 – 3.6 Finance & Recap and Revision lessons**

- 3.6.1 Sources of Finance
- 3.6.2 Cash Flow and cashflow forecasts
- Recap lessons Revision for Units 1,2,3 & 4

## **Autumn Term 2 – 3.6 Finance & Recap and Revision lessons**

- 3.6.3 Financial calculations - ARR/Break even
- 3.6.4 Analysing financial performance of a Business
- Recap cap and revision lessons for Units 1,2,5 & 6

## **Spring Term 1**

- Recap for revision
- Exam techniques
- Past papers for Paper 1 and 2
- Maximising Grades

## **Spring Term 2**

- Recap for revision
- Exam techniques
- Past papers for paper 1 and 2
- Maximising Grades

## **Reading list**

- <https://www.bbc.com/bitesize/subjects/zpsvr82>
- CGP AQA GCSE Revision Guide
- AQA GCSE Business - by Malcolm Surridge & Andrew Gillespie (Hodder Education)

## **Possible enrichment activities at home**

- Past papers from Revision World or Seneca
- Watch daily news/read newspapers
- Conversations with parents about work/their working environment
- Watch programmes such as Inside the Factory, Dragons Den, Hotel Inspector, Panorama, The Apprentice, Hell's Kitchen
- [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

- Ethical, Legal, Environmental and Cultural Issues in Computer Science
- Answering 8-mark questions
- Understanding the layout of networks and topologies
- Looking at protocols and layers of wired and wireless networks

## Autumn Term 2

- Understanding the potential threats to networks and computer systems
- Identifying and preventing vulnerabilities
- Mock revision

## Spring Term 1

- Targeted Exam Revision Topics - Paper 2 Focus

## Spring Term 2

- Targeted Exam Revision Topics - Paper 1 Focus

## Summer Term

- Exams

## Reading list

- Isaac Computer Science: <https://isaaccomputerscience.org/topics/gcse#ocr>
- BBC Bitesize: <https://www.bbc.co.uk/bitesize/subjects/zvc9q6f>
- Teach ICT: [https://www.teach-ict.com/v/ks3/ks3\\_home.html](https://www.teach-ict.com/v/ks3/ks3_home.html)
- Code Academy: <https://www.codecademy.com/>
- Cisco Binary Games: <https://learningcontent.cisco.com/games/binary/index.html#>
- Typing Club: <https://www.typingclub.com/>

## Possible enrichment activities at home

- Bletchley Park
- National Museum of Computing
- The Science 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 – Introduction to Component 3**

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

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

- Mock exam of Component 3

## **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/performingarts.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-emancipationexpressionism>

## **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 BIG IDEAS IN DRAMA

THE TOP



**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.
- Involvement in the whole school production of 'Oliver Jr.'
- Visit [www.digitaltheatreplus.com](http://www.digitaltheatreplus.com) login- student@testwoodsschool.co.uk password- Student Here you can watch a wide variety of live filmed theatre performances.
- Remember you will need to rehearse with your C3 scripted groups outside of lessons.

# 10 BIG IDEAS IN ENGLISH

THE TOP



**'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: 'Macbeth' Shakespeare Study**

Students will take a thematic approach to this topic, exploring the contextual background to 'Macbeth' 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 'Macbeth' 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
- 'Macbeth' 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 BIG IDEAS IN PER

THE TOP

**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.



# Philosophy, Ethics & Religion

## Autumn Term 1 - Muslim Beliefs

- Introduction to Islam
- Six Beliefs/Articles of Faith
- Five Roots
- Nature of Allah
- Prophets as Messengers
- Holy Books
- Angels
- Predestination
- Afterlife

## Autumn Term 2 - Crime and Punishment

- Justice
- Crime
- Good, Evil and Suffering
- Punishment
- Aims of Punishment
- Forgiveness
- Treatment of Criminals
- Death Penalty

## Spring Term 1 - Living the Muslim Life

- Ten Obligatory Acts
- Shahadah
- Salah
- Zakah & Khums
- Sawm
- Hajj
- Jihad
- Commemorations and Celebrations

## Spring Term 2 - Peace and Conflict

- Peace
- Peacemaking
- Conflict
- Pacifism
- Just War Theory
- Holy War
- Weapons of Mass Destruction
- Issues Surrounding Conflict

## Summer Term 1 - Ethical Theories

- Utilitarianism
- Situation Ethics
- Atheism
- Applying the Theories

## 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).
- Revision Guide 1
- Revision Guide 2
- Revision Guide 3

## 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)

# THE TOP 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

The French GCSE specification revolves around three main themes, subdivided in topics.

1. People and Lifestyle
2. Popular Culture
3. Communication and the World around Us

## Autumn Term 1

### 3.2 Media and Technology

- What I use technology for
- Comparing then and now
- The tech of the future: risks and dangers

## Autumn Term 2

### 3.3 The environment and where people live

- My local area
- Advantages and disadvantages of where I live
- Places of interest for tourists or business

## Spring Term 1

### 3.3 The environment and where people live

- Environmental issues and solutions
- Impact of environmental issues on daily life or future choices

## Spring Term 2

Revision of all three themes:

- Speaking practice - role play, reading aloud, photo cards and unprepared conversation
- Cross topic practice of exam skills in all four skills areas (Listening, Speaking, Reading and Writing)

## Summer Term 1

- Cross-topics revision and exam preparation
- Listening, Reading and Writing exam skills
- Translation techniques

## Support materials

- AQA GCSE French Revision Guides and Workbooks (CGP - from 2026)
- AQA GCSE past papers on revisionworld.com
- Phone applications such as Duolingo
- lyricstraining.com
- ilini.com

## Possible enrichment activities at home

- Comics such as Astérix, Tintin, les Schtroumpfs, le Chat...
- All GCSE vocabulary lists are on Quizlet and 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

# 10 BIG IDEAS IN GEOGRAPHY

THE TOP



- 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

- **Revision Programme** - focus on Paper 1 content in class

## Autumn Term 2

- **Paper 1 Mock Exam**
- **Revision Programme** - focus on Paper 2 content in class

## Spring Term 1

- **Paper 2 Mock Exam**
- **Revision Programme** - focus on Papers 1, 2 and 3

## Spring Term 2

- **Paper 3, Section A: Issue Evaluation**

## Summer Term 1

- **GCSE Exams - Paper 1**

## Summer Term 2

- **GCSE Exams - Paper 2, Paper 3**

## 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>
- AQA GCSE Geography past papers, using the 2016 Specification - past paper practice is the best way to revise and improve exam technique

# 10 BIG IDEAS IN THE TOP HEALTH & SOCIAL CARE

- 1** Individuals grow and develop differently at different life stages.
- 2** A variety of factors can affect an individual's health and wellbeing, both positively and negatively.
- 3** Different health and social care services are available to individuals, each of which cater for different needs.
- 4** Individuals need to be made aware of how to access the different health and social care services available to them.
- 5** Health and lifestyle can be measured in a variety of different ways (e.g. body mass index, systolic/diastolic blood pressure).
- 6** Health and lifestyle data can be used to help identify risks to physical health.
- 7** Health and wellbeing improvement plans need to be designed specifically for the individual concerned, with a holistic approach being taken.
- 8** Health and wellbeing improvement plans need to include realistic and achievable objectives.
- 9** Individuals may not always receive appropriate treatment due to barriers of access to health and social care services.
- 10** The care values (empowerment and independence, respect for others, preserving dignity, safeguarding and duty of care, maintaining confidentiality, effective communication, anti-discriminatory practice) should be promoted within all roles in health and social care.



# Health and Social Care

**In Year 11 students will complete the Component 2 Health and Social Care Services and Values coursework, which is worth 30% of their final BTEC grade. They will also complete their final exam in May which examines what they have learnt in Component 3. The exam is worth 40% of their final BTEC grade.**

## Autumn Term 1 & 2

### Component 2: Health and Social Care Services and Values

- Healthcare services
- Social care services
- Barriers to accessing services
- Skills and attributes in health and social care
- Values in health and social care
- The obstacles individuals requiring care may face

## Spring Term 1 & 2

### Component 3: Health and Wellbeing

- Factors which affect health and wellbeing
- Learning about physiological and lifestyle indicators
- The benefits of person centred approaches
- Formulating health and wellbeing plans

## Reading lists

### The textbook we use in the classroom is:

- BTEC Tech Award 2022 Health and Social Care Student Book (BTEC Tech Award Health and Social Care) Pearson - ISBN-13 : 978-1292444628

### Recommended revision resources:

- Tutor2U Knowledge Booklets: Component 3
- Revision Guide for Component 3 [https://www.amazon.co.uk/Pearson-REVISE-Health%20SocialRevision/dp/1292436123/ref=sr\\_1\\_4?crid=3QAQQFHEZHCC&dib=eyJ2ljoiMS%20J9.m7RHSVyQYB6cNzweDi\\_7wtU7dyRDtlZaDZztLPg-V5lyEDq63s4kykhUikDCj%20d1Fd34sc\\_Co8IKeox8uNcGv\\_g139FWTZuMEc\\_n0o1qYuG7lqlL\\_KGMhx08ZzZj\\_\\_3O%20YY4p8OaXTygB-6LogSENrEcAe4OyN534w7oh4KABuv%20kh3oORzHDiXrlAq1j1hOSIZ6Gu\\_qLA6Drw8HC\\_BEXZW\\_SoRjmwM03sV9zHRyMZk.7%20XXAD2mvV69LUBBP1hxcH17LQ\\_yAjtO0fF\\_SqHZLsjw&dib\\_tag=se&keywords=btec+%20tech+award+health+and+social+care&qid=1728240639&sprefix=%2Caps%2C545&sr%20=8-4](https://www.amazon.co.uk/Pearson-REVISE-Health%20SocialRevision/dp/1292436123/ref=sr_1_4?crid=3QAQQFHEZHCC&dib=eyJ2ljoiMS%20J9.m7RHSVyQYB6cNzweDi_7wtU7dyRDtlZaDZztLPg-V5lyEDq63s4kykhUikDCj%20d1Fd34sc_Co8IKeox8uNcGv_g139FWTZuMEc_n0o1qYuG7lqlL_KGMhx08ZzZj__3O%20YY4p8OaXTygB-6LogSENrEcAe4OyN534w7oh4KABuv%20kh3oORzHDiXrlAq1j1hOSIZ6Gu_qLA6Drw8HC_BEXZW_SoRjmwM03sV9zHRyMZk.7%20XXAD2mvV69LUBBP1hxcH17LQ_yAjtO0fF_SqHZLsjw&dib_tag=se&keywords=btec+%20tech+award+health+and+social+care&qid=1728240639&sprefix=%2Caps%2C545&sr%20=8-4)

### Useful websites:

- BBC Health News: <https://www.bbc.co.uk/news/health>
- Babycentre: <https://www.babycentre.co.uk/>
- NHS: <https://www.nhs.uk/>

## Possible Enrichment Activities

- Watching out for free events at Southampton General Hospital and University of Southampton.
- Watching documentaries on health and social care related subjects, e.g. 'Trust Me I'm a Doctor'.
- Discussing health campaigns featured in the media, e.g. Dry January, Stoptober. Watching 'Operation Ouch' on BBC iPlayer to gain knowledge of basic health conditions and an insight into working in health and social care.
- Students may need to complete computer-based tasks at home or in the LRC. Homework tasks will be recall quizzes on a weekly basis (although not during the coursework)

# 10 BIG IDEAS IN HISTORY

THE TOP



**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

- **People's Health**
- Industrial Britain c.1750 - 1900
- Britain since 1900

## Autumn Term 2

- **Living Under Nazi Rule**
- Establishing the dictatorship
- Establishing control; propaganda, terror and opposition
- Life for workers, women and young people, and Nazi racial policy 1933 - 1939

## Spring Term 1

- **Living Under Nazi Rule**
- Impact of war
- Experiences of occupation
- The Holocaust

## Spring Term 2

- **Revision programme**

## Summer Term 1

- **GCSE Exams - Paper 1 History Around Us**  
(Portchester)

## Summer Term 2

- **GCSE Exams - Paper 2 (People's Health and Normans), Paper 3 (America and Nazi Rule)**

## Reading lists

- The History of Medicine, Ian Dawson
- A History of Modern Britain, Andrew Marr
- Dirty Old London: The Victorian Fight Against Filth, Lee Jackson
- A village in the Third Reich by Julia Boyd
- Night, by Elie Wiesel

## Films and Documentaries

- Hitler, A Warning from History (on DVD and YouTube)
- BBC History File on Rise of the Nazis, Living in Nazi Germany and Opposition (YouTube)
- Sophie Scholl, The Final Days
- Valkyrie

## Recommended Revision Guide

- Hodder My Revision Notes GCSE 9-1 OCR B Schools History Project (SHP) History

## Possible enrichment activities at home

- Imperial War Museum, London (Holocaust Exhibition and WWII): [www.iwm.org.uk/visits/iwm-london](http://www.iwm.org.uk/visits/iwm-london)
- Burseldon Brickworks museum
- Winchester City museum

# 10 BIG IDEAS IN MATHS KS4

THE TOP

**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  | Higher   |
|---|--|
| <b>Autumn</b><br>Students will undertake formal mocks in November and retrieval practice will form part of the preparation. <ul style="list-style-type: none"><li>• Circles, sectors and arc length</li><li>• Constructions, loci and bearings; plans and elevations.</li><li>• Straight line graphs</li><li>• Real life graphs with proportion</li><li>• Transformations.</li><li>• Revision - probability, Venn diagrams</li><li>• Revision - averages</li><li>• Standard index form, index laws</li><li>• Prime - HCF, LCM</li></ul> | <b>Autumn</b><br>Students will undertake formal mocks in November and retrieval practice will form part of the preparation. <ul style="list-style-type: none"><li>• Quadratics - completing the square, turning points and sketching graphs</li><li>• Quadratic inequalities</li><li>• Functions</li><li>• Rationalising surds</li><li>• Non linear graphs, area under the curve and gradient at a point</li><li>• Trigonometry exact values</li><li>• Revision - probability, averages, standard index form, primes</li></ul> |
| <b>Spring</b> <ul style="list-style-type: none"><li>• Similarity and congruence in 2D.</li><li>• Vectors.</li><li>• Graphs: Equations of lines using <math>y = mx + c</math></li><li>• Equations: Rearranging and proofs</li><li>• Percentages</li></ul>  | <b>Spring</b> <ul style="list-style-type: none"><li>• Multiplicative reasoning</li><li>• Proportion direct and inverse, rates and ratio with algebraic terms</li><li>• Geometric reasoning</li><li>• Capture/recapture</li></ul>   |
| <b>Summer</b><br>Final revision for the GCSE exam   | <b>Summer</b><br>Final revision for the GCSE exam  |

|  |
|--|
| <b>Reading lists</b> <ul style="list-style-type: none"><li>• Revision Guides and Workbooks</li><li>• Alex's Adventures in Numberland by Alex Bellos</li></ul>  |
| <b>Possible enrichment activities at home</b> <ul style="list-style-type: none"><li>• <a href="http://mathsworkout.co.uk">mathsworkout.co.uk</a></li><li>• A visit to Bletchley Park or Science museum in London</li><li>• Try looking at the Maths you find around you - bus timetable into Southampton, cooking at home, money skills.</li><li>• BBC bitesize for some revision or bbc sounds for podcasts by Marcus du Sautoy or Simon Singh</li><li>• Apps for instant revision of times tables and those core knowledge skills</li><li>• Tackling sudoku puzzles or the brain teasers</li></ul> |

# 10 BIG IDEAS IN MEDIA STUDIES

- 1** Every media product created has an intended meaning and purpose.
- 2** Media products are anything designed to be consumed by an audience.
- 3** Media texts come in many forms: newspapers, film, TV, radio, advertising, video games, music videos, etc.
- 4** Communication requires a message and an audience.
- 5** Context places the content of the media product in relation to its production.
- 6** The media industry forms the background of a media product.
- 7** Decoding meaning leads to a better understanding of a media product.
- 8** Representation in media is key.
- 9** Consuming many forms of media strengthens our understanding.
- 10** Media is meant to be enjoyed, but with the understanding that media should be consumed carefully.



# Media Studies

## Autumn 1 – Crime Drama

- Learn the key media terminology for Crime Dramas
- Learn how to apply the key terminology to moving image
- Study the set texts of the Luther and The Sweeney

## Autumn 2 – TV and Radio Industry

- Study the TV set texts - The Sweeney
- Understand the TV industry and its marketing strategies
- Study the Radio set texts - The Archers
- Understand the Radio industry and its marketing strategies

## Spring 1 – Music and Online Media

- Research the Music industry and the online social media that works with music marketing
- Study the Music set texts - Taylor Swift and Stormzy
- Apply key media terminology to both sets of products

## Spring 2 – Music and Video Games

- Research the historical music industry with a focus on appealing to an audience
- Study the historical Music set text - TLC Waterfalls
- Learn about the laws and legislations around video games.
- Revision of the Video Game set text - Fortnite

## Summer 1 – Exam Revision

- Revision of the exam content

## Summer 2 – Exam Revision

- Revision of the exam content

## Reading list

- YouTube challenge: 'Mrs Fisher' - full of helpful information on all of the Media Studies theories.
- BBC iPlayer - stay up to date with current TV media texts.
- Media magazines - Empire, NME, Mojo, etc.
- Articles on current events - the news is a form of media too!
- The BFI
- IntoFilm - loads of articles, courses and resources on film making.

## Possible enrichment activities at home

- Discuss current news with students.
- Discuss their lessons, projects and ideas with them
- Discuss the media techniques that you see at the theatre/on the TV/in movies/in adverts.
- Speak with friends and relatives about the films, TV, music etc. they enjoy.

# 10 BIG IDEAS IN MUSIC

THE TOP



**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

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

## Spring

- Revision and Exam Techniques

## Summer

- Revision

## 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 - Grease
- Music Tech Club Mondays after school ICT 1
- Instrumental lessons - £84 for paired lessons a term
- Revision TBA
- The Music Department is open most days at lunch time and after school for students to practise, compose and revise in

# 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 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.



# Core PE

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.

|   | 11x/PE1<br>Mon1 / Th3<br>Mon1 / Tu2     | 11x/PE2<br>Mon1 / Th3<br>Mon1 / Tu2 | 11x/PE3<br>Mon1 / Th3<br>Mon1 / Tu2     | 11x/PE4<br>Mon1 / Th3<br>Mon1 / Tu2     | 11y/PE1<br>Mon5 / Fri2<br>Tu1 / Fri5    | 11y/PE2<br>Mon5 / Fri2<br>Tu1 / Fri5 | 11y/PE3<br>Mon5 / Fri2<br>Tu1 / Fri5    |
|---|---|-------------------------------------|---|---|---|--------------------------------------|---|
| 03.09.25 – 03.10.25<br>(4 weeks)                              | Netball<br>(Trainers)                   | Badminton<br>(Trainers)             | Football<br>(Outside/Boots)             | Football<br>(Outside/Boots)             | Netball<br>(Trainers)                   | Badminton<br>(Trainers)              | Football<br>(Outside/Boots)             |
| 06.10.25 – 07.11.25<br>(4 weeks)                              | Badminton<br>(Trainers)                 | Fitness<br>(Trainers)               | Hockey<br>(Outside/Boots)               | Rugby<br>(Outside/Boots)                | Badminton<br>(Trainers)                 | Fitness<br>(Trainers)                | Rugby<br>(Outside/Boots)                |
| 10.11.25 – 12.12.25<br>(5 weeks)<br><b>Y11 Mocks 17.11.25</b> | First Aid<br>(Classroom)                | Dance<br>(Trainers)                 | Basketball /<br>Badminton<br>(Trainers) | American<br>Football<br>(Outside/Boots) | First Aid<br>(Classroom)                | Dance<br>(Trainers)                  | American<br>Football<br>(Outside/Boots) |
| 15.12.25 – 23.01.26<br>(4 weeks)<br><b>Y11 Mocks 12.01.26</b> | Table Tennis<br>(Trainers)              | First Aid<br>(Classroom)            | Fitness<br>(Trainers)                   | Basketball /<br>Badminton<br>(Trainers) | Table Tennis<br>(Trainers)              | First Aid<br>(Classroom)             | Basketball<br>(Trainers)                |
| 26.01.26 – 27.02.26<br>(4 weeks)                              | Football<br>(Outside/Boots)             | Table Tennis<br>(Trainers)          | First Aid<br>(Classroom)                | Handball<br>(Outside/Boots)             | Football<br>(Outside/Boots)             | Table Tennis<br>(Trainers)           | Badminton<br>(Trainers)                 |
| 02.03.26 – 27.03.26<br>(4 weeks)                              | Handball /<br>Hockey<br>(Outside/Boots) | Frisbee                             | Handball<br>(Outside/Boots)             | First Aid<br>(Classroom)                | Handball /<br>Hockey<br>(Outside/Boots) | Frisbee                              | First Aid<br>(Classroom)                |
| 13.05.26 –<br>12.06.26 (8 weeks)<br><b>Y10 Mocks 08.06.26</b> | Summer<br>Activities                    | Summer<br>Activities                | Summer<br>Activities                    | Summer<br>Activities                    | Summer<br>Activities                    | Summer<br>Activities                 | Summer<br>Activities                    |

| 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<br><a href="http://www.watersidettc.co.uk">www.watersidettc.co.uk</a>                      |
| Pace Youth Football Club<br><a href="http://www.pitchero.com">www.pitchero.com</a>                                     |
| Totton & Eling Football Club<br><a href="http://www.pitchero.com">www.pitchero.com</a>                                 |
| Tottonians Rugby Club<br><a href="http://www.tottonians.com">www.tottonians.com</a>                                    |
| Southampton Hockey Club<br><a href="http://www.southamptonhc.org">www.southamptonhc.org</a>                            |
| Calmore Cricket Club<br><a href="http://www.calmoresports.co.uk">www.calmoresports.co.uk</a>                           |
| Testwood Gymnastics Club<br><a href="http://www.testwoodgymnastics.co.uk">www.testwoodgymnastics.co.uk</a>             |
| Totton & Eling Tennis Centre<br><a href="http://www.servingtennis.net/totton.htm">www.servingtennis.net/totton.htm</a> |

# 10 BIG IDEAS IN PSHE

THE TOP



- 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.



# PSHE

PSHE is run on a rotation of 6 different topics. Students will study one topic with a specialist teacher before changing to a different teacher who specialises in a different topic.

## **Unit 1: Careers**

Students will focus on the process of finding and acquiring employment with a specific focus on writing CVs and applications as well as interviewing.

## **Unit 2: Finance**

Students will continue to explore budgeting with a focus on wealth growth and management. Students will explore concepts of frugality and how to grow wealth by using different streams of income and interest.

## **Unit 3: Philosophy**

Students will explore the topic of Religion in Sport and see the effects on people from different religions partaking in sporting activities.

## **Unit 4: Mental Health**

Students will explore how to mentally prepare for examinations and life outside of Testwood with a particular focus on stress and sleep.

## **Unit 5: Physical Health**

Students will focus on how to keep themselves safe in a world outside of Testwood. With a focus on nutrition, drugs and alcohol.

## **Unit 6: Relationships and Sex Education**

Students will explore intimacy and how we create intimate relationships that are positive. Students will also look at the impact of non-consensual activity and pornography.

## **Useful Websites:**

### **General advice and support**

- Childline - [www.childline.org.uk](http://www.childline.org.uk)
- NSPCC - [www.nspcc.org.uk](http://www.nspcc.org.uk)

### **Sex and Relationships**

- Let's talk about it - [www.letstalkaboutit.nhs.uk](http://www.letstalkaboutit.nhs.uk)

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

- Discussing and exposing your child to the work family members are in
- Budgeting with your child
- Reading and discussing daily news

# THE TOP 5 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)

|   |  |
|---|--|
| <p><b>Autumn Term 1</b></p> <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> <p><b>Autumn Term 2</b></p> <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> <p><b>Spring Term 1</b></p> <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> | <p><b>Spring Term 2</b></p> <ul style="list-style-type: none"><li>• Revision</li></ul> <p><b>Summer Term 1</b></p> <ul style="list-style-type: none"><li>• Revision and Exams</li></ul> <p><b>Summer Term 2</b></p> <ul style="list-style-type: none"><li>• Revision and Exams</li></ul> |
|---|--|

\*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 Additional Science Revision Guide\*\*
- Forces and Motion (Physical Science in Depth) (D.Dreier)
- Biology, Chemistry, Physics AQA Revision (mp3 download)
- Biology, Chemistry, Physics AQA Revision App
- [www.samlearning.com](http://www.samlearning.com)
- [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

# 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> |
|--|---|

\*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 Biology Revision Guide\*\*
- Biology AQA Revision (MP3 download)
- Biology 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 in local area

# **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> |
|---|---|

\*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> |
|--|--|

\*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 Physics Revision Guide\*\*
- Forces and Motion (Physical Science in Depth) (D.Dreier)
- Physics AQA Revision (mp3 download)
- Physics 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 in the local area
- Watching Master Chef on TV
- Practical Cookery at home
- Cooking Competitions and Courses

# 10 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/82412specification.pdf>
- BBC Bitesize - <http://www.bbc.co.uk/education/levels/z98jmp3>
- 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.

# 10 BIG IDEAS IN TEXTILES

THE TOP



1

## Art is a Response

We design because we want to say something about the world.

2

## Textiles Speak

Fabric, colour, stitch and surface are a creative language

3

## Explore to Grow

New ideas come from testing techniques and materials

4

## Learn From Others

Artists, designers and cultures inspire our practice

5

## Record Your Journey

Sketchbooks, samples and photos show how your ideas develop

6

## Skills Build Power

The more techniques you learn, the more creative freedom you have

7

## Surfaces Tell Stories

Dye, print, embellishment and stitch transform fabric into art

8

## Design = Function + Aesthetics

Great textiles balance usefulness and beauty

9

## Be Sustainable, Be Creative

Responsible choices with materials spark innovation

10

## Show Your Voice

Your final outcomes reflect your style, values and creativity



# Textiles

## Pearson Set Assignment Theme: Biomimicry, Animals

### Autumn Term – Component 2 Mock Project

In the autumn term, students will undertake a **mock project** based on a **previous Pearson Set Assignment (PSA)** to prepare them for the live exam brief released in January. This project will mirror the structure and expectations of the official Component 2 assessment, allowing students to practise independent research, design development, and time management.

The theme for the mock project will be based on a theme from the exam board, and students will complete **Tasks One, Three, and Four** from the PSA structure. They will begin with **primary research**, exploring animal forms, patterns, and textures, followed by **secondary research** using online sources to extend their visual understanding. Students will then complete **artist research**, studying three relevant artists or designers and producing practical work **in the style of their chosen artist**.

A **moodboard** will be created to present their ideas and show what they intend to make — options include a **corset, tote bag, cushion, or waistcoat**. Students will then **design and make their final piece**, completing this within an **8-hour practical session**, before producing a **digital portfolio (2½ hours)** to document their creative process from research through to evaluation.

### Spring Term – Pearson Set Assignment (Component 2)

The official **Pearson Set Assignment (Component 2)** will be released during the second week of **January 2025**, with the **final deadline at the start of May 2025**. Students will respond to a **theme set by the exam board**, working through the full sequence of assessed tasks:

- **Task 1 – Research and Development**
- **Task 2 – Computer Task (design and digital development)**
- **Task 3 – Making the Final Piece**
- **Task 4 – Digital Portfolio**

Throughout this project, students will demonstrate their ability to respond creatively to a brief, plan and develop ideas independently, and produce a resolved and well-presented textile outcome that meets BTEC assessment criteria.

## Reading List

- **Loved Clothes Last – Orsola de Castro**  
*Explores how repairing, reusing, and rethinking our clothes can change the fashion industry - ideal for sustainability and ethical design themes.*
- **Fashionopolis: The Price of Fast Fashion and the Future of Clothes – Dana Thomas**  
*Investigates how the fashion industry works and the innovators driving positive change - perfect for research and discussion work.*
- **The Art of Manipulating Fabric – Colette Wolff**  
*Practical and visual guide to pleating, gathering, smocking, and fabric construction - great for developing technical and experimental skills.*
- **Alexander McQueen: Savage Beauty – Andrew Bolton**  
*Inspiring look at McQueen's conceptual and technical brilliance, showing how textiles can be used to tell powerful stories.*
- **Contemporary Textiles: The Fabric of Fine Art – Black Dog Publishing**  
*Showcases modern textile artists blending fine art, fashion, and technology - perfect for creative project inspiration.*

### **Possible enrichment activities**

- Watch The Great British Sewing Bee and discuss design ideas- what they would create, what you would create, how would they do it differently
- Discuss their lessons, projects and design ideas with them
- Encourage them to practise their hand stitching - scrap fabric, repairs etc
- Discuss costumes and garments that you see at the theatre/ on the TV/ in movies
- Speak with friends and relatives about Make do and Mend

# Recommended Reading for Year 11

**For Every One** by Jason Reynolds

**The Hate U Give** by Angie Thomas

**My Side of the Diamond** by Sally Gardner

**The Survival Game** by Nicky Singer

**Moonrise** by Sarah Crossan

**The Weight of a Thousand Feathers** by Brian Conaghan

**The 57 Bus** by Dashka Slater

**White Rabbit, Red Wolf** by Tom Pollock

**Goodbye, Perfect** by Sara Barnard

**After the Fire** by Will Hill

**Saint Death** by Marcus Sedgwick

**The Book Thief** by Markus Zusak

**Unbecoming** by Jenny Downham

**The Rest of Us Just Live Here** by Patrick Ness

**A Song for Ella Grey** by David Almond

**Noble Conflict** by Malorie Blackman

**Hello Darkness** by Anthony McGowan

**The Bunker Diary** by Kevin Brooks

**Life: An Exploded Diagram** by Mal Peet

**Between Shades of Gray** by Ruta Sepetys

**Brave New World** by Aldous Huxley

**The Great Gatsby** by F Scott Fitzgerald

**Catch 22** by Joseph Heller

**Mischling** by Affinity Konar

**Frankenstein** by Mary Shelley

**Anita and Me** by Meera Syal