Curriculum Booklet
Year 11

2026 - 2027

Dear Parents/Carers and Students

As 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.

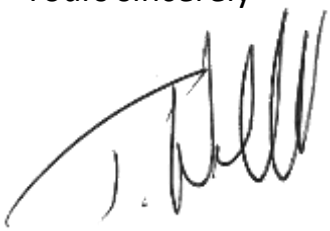
Knowing which topics are coming up each half term will enable students to plan ahead. Parents/Carers who have a particular interest in subjects may wish to talk to their sons and daughters about those topics to nurture their interest.

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 2026/2027. 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

THE TOP 10 BIG IDEAS IN ART & PHOTOGRAPHY

TESTWOOD SCHOOL

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 ; www.saatchigallery.com ; www.nationalgallery.org.uk
  In New York - www.moma.org ; www.guggenheim.org ; www.metmuseum.org
  In Europe - www.louvre.fr/en ; www.centrepompidou.fr/en ; 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.

THE TOP 10 BIG IDEAS IN BUSINESS

TESTWOOD SCHOOL

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

Two papers at the end of the 2 year course.

Paper 1 - 1 hour and 45 minutes.
Unit 1 - Business in the Real World
Unit 2 - Influences on Business
Unit 3 - Business Operations
Unit 4 - Human Resources

Paper 2 - 1 hour and 45 minutes.
Unit 1 - Business in the Real World
Unit 2 - Influences on Business
Unit 5 - Marketing
Unit 6 – Finance

Assessment criteria
AO1 - Demonstrate Knowledge and understanding
AO2 - Apply knowledge and understanding
AO3 - Analyse and evaluate to demonstrate understanding, make judgements and draw conclusions

Autumn Term 1 – 3.5 Marketing

- 3.5.1 Identifying and understanding customers
- 3.5.2 Segmentation
- 3.5.3 The purpose and methods of market research
- 3.5.4 Elements of the marketing mix
- 3.5.5 Using the marketing mix: product and pricing
- 3.5.6 Promotion and distribution

Autumn Term 2 – 3.6 Finance

- 3.6.1 Sources of Finance
- 3.6.2 Cash Flow and cashflow forecasts
- 3.6.3 Financial calculations - ARR/Break even
- 3.6.4 Analysing financial performance of a Business

Spring Term 1
Revision and exam techniques

Spring Term 2
Revision and exam techniques

Reading list

- CGP - GCSE AQA Business - ISBN - 9 7 1 78294689 2
- Good quality newspapers

Possible enrichment activities at home

- Watch programmes related to Business – Panorama, Inside the Factory, Four in A Bed, The Hotel Inspector, Hells Kitchen, Country File, The World's Most Expensive….
- Work experience

THE TOP 10 BIG IDEAS IN COMPUTER SCIENCE

TESTWOOD SCHOOL

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

- Understanding the layout of networks and topologies
- Looking at protocols and layers of wired and wireless networks
- Understanding the potential threats to networks and computer systems
- Identifying and preventing vulnerabilities

Autumn Term 2

- Mock exam preparation and 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

- OCR GCSE Revision Guide: https://www.cgpbooks.co.uk/secondary-books/gcse/computer-science/cor43-gcse-computer-science-ocr-revision?srsltid=AfmBOooqaLSJaB2I-ds_BcFhrLxOWBb9yjdcxb6HmDa1PB_kQgtJ9v5R
- Programming Revision Guide: https://www.cgpbooks.co.uk/secondary-books/gcse/computer-science/copyr42-python-programming-guide-for-gcse
- 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
- 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

- Active Recall Flashcards
- OCR Past Paper Sprints
- Code Challenge Platforms
- The "Teach it" Method

THE TOP 10 BIG IDEAS IN PHYSICAL EDUCATION

TESTWOOD SCHOOL

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 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 16th 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.

THE TOP 10 BIG IDEAS IN DRAMA

TESTWOOD SCHOOL

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 login- student@testwoodschool.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.

THE TOP 10 BIG IDEAS IN ENGLISH

TESTWOOD SCHOOL

'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 19th 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

THE TOP 10 BIG IDEAS IN PER

TESTWOOD SCHOOL

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 & 2 - The Island

- Survival
- Community
- Rites of Passage
- Special objects
- Celebration
- Laws and values
- Remembrance
- Holy Books
- Stories
- Sacred places

Spring Term 1 – Ideas about God

- Philosophy
- Polytheism
- Theism
- Agnosticism
- Atheism
- Science vs Religion

Spring Term 2 - Judaism

- Abraham
- Moses
- Passover and Seder
- Torah & Laws
- Shabbat

Summer Term 1 - Judaism & Christianity

- Kosher
- Synagogue
- Jewish Identity & Community
- Introduction to Christianity
- Denominations
- The Bible & Jesus

Summer Term 2 - Christianity

- Trinity
- Parables
- Holy Communion
- Agape

Reading list

- Read BBC news online to keep on top of current events and ethical debates
- Big Questions from Little People – Gemma Elwin Harris
- The If Machine – Peter Worley (Philosophy Foundation)
- What Do You Believe? – DK Eyewitness
- Science vs God? – Dr. Chris Done & David Wilkinson (short readings for schools)
- https://www.bbc.co.uk/bitesize/subjects/zh3rkqt (BBC Bitesize Religious Studies Key Stage 3)
- See Mrs Blake 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

THE TOP 10 BIG IDEAS IN FRENCH

TESTWOOD SCHOOL

1. French has different phonics. To 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

3.3 The environment and where people live

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

Autumn Term 2

3.3 The environment and where people live

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

Spring Term 1

3.2 Media and Technology

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

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

THE TOP 10 BIG IDEAS IN GEOGRAPHY

TESTWOOD SCHOOL

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
- **Paper 1, Section C:** River Landscapes in the UK

Autumn Term 2
- **Paper 1 Mock Exam**
- **Paper 2, Section B:** Changing Economic World

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

THE TOP 10 BIG IDEAS IN HEALTH & SOCIAL CARE

TESTWOOD SCHOOL

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=3QAQQFHEZHKCC&dib=eyJ2IjoiMS%20J9.m7RHSVyQYB6cNzweDi_7wtU7dyRDtlZaDZZtLPg-V5lyEDq63s4kykhUikDCj%20dlFd34sc_Co8IKeox8uNcGv_g139FWTZuMEc_n0o1qYuG7lqIL_KGMhx08ZzZj__3O%20YY4p8OaXTygB-6LogSENurEcAe4OyN534w7oh4KABuv%20kh3oORzHDiXrIAq1j1hOSlZ6Gu_qLA6Drw8HCBEXZW_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)

THE TOP 10 BIG IDEAS IN HISTORY

TESTWOOD SCHOOL

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
- Burseldon Brickworks museum
- Winchester City museum

THE TOP 10 BIG IDEAS IN MATHS KS4

TESTWOOD SCHOOL

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 GCSE [Edexcel]

Foundation

Throughout the year students will have assessment points as well as a formal exam.

Autumn

- Quadratic Equations
- Quadratic Graphs
- Circles, Cylinders, Cones and Spheres
- Simultaneous Equations
- Vectors

Spring

- Loci and Constructions
- Plans and Elevations
- Bearings
- Transformations

Summer

Final revision for the GCSE exam

Higher

Throughout the year students will have assessment points as well as a formal exam.

Autumn

- Direct and Inverse Proportion
- Quadratic Graphs, sketching and interpreting
- Graphing Inequalities
- Transformations of Graphs
- Working with different graphs
- Vectors and Geometric Proof

Spring

- Loci and Constructions
- Plans and Elevations
- Bearings
- Transformations

Summer

Final revision for the GCSE exam

Reading lists

- Revision Guides and Workbooks
- Can You Solve My Problems by Alex Bellos
- The Maths Book Big Ideas Simply Explained by DK and Matt Parker

Possible enrichment activities at home

- BBC sounds for podcasts by Marcus Du Sautoy or Simon Singh
- Visit to Bletchley Park/ Science museum in London
- Attend college open days or Southampton University open days - see the opportunities with Maths.

THE TOP 10 BIG IDEAS IN MEDIA STUDIES

TESTWOOD SCHOOL

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.

THE TOP 10 BIG IDEAS IN MUSIC

TESTWOOD SCHOOL

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 - Frozen
- 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

THE TOP 10 BIG IDEAS IN ART & PHOTOGRAPHY

TESTWOOD SCHOOL

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. 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 ; www.vam.ac.uk ; www.thephotographersgallery.org.uk
  In USA - www.moma.org ; www.mocp.org ; www.metmuseum.org
  In Europe - www.jeudepaume.org ; www.smb.museum ; 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.

THE TOP 10 BIG IDEAS IN PHYSICAL EDUCATION

TESTWOOD SCHOOL

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 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 Wed4 Mon1/Wed2/Fri5	**11x/PE2** Wed4 Mon1/Wed2/Fri5	**11x/PE3** Wed4 Mon1/Wed2/Fri5	**11y/PE1** Tues5 /Fri3 Mon4 / Thur5	**11y/PE2** Tues5 /Fri3 Mon4 / Thur5	**11y/PE3** Tues5 /Fri3 Mon4 / Thur5
01.09.26 – 25.09.26 (4 weeks)	Badminton *(Trainers)*	Netball *(Trainers)*	Rugby *(Outside/Boots)*	Badminton *(Trainers)*	Netball *(Trainers)*	Rugby *(Outside/Boots)*
28.09.26 – 23.10.26 (4 weeks)	Fitness *(Trainers)*	Badminton *(Trainers)*	Handball (SH) *(Trainers)*	Fitness *(Trainers)*	Badminton *(Trainers)*	Handball (SH) *(Trainers)*
02.11.26 – 27.11.26 (4 weeks)	Fitness *(Trainers)*	First Aid *(Classroom)*	Football *(Outside/Boots)*	Fitness *(Trainers)*	First Aid *(Classroom)*	Football *(Outside/Boots)*
30.11.26 – 17.12.26 (3 weeks)	Dance *(Trainers)*	Dance *(Trainers)*	Netball *(Trainers)*	Dance *(Trainers)*	Dance *(Trainers)*	Netball *(Trainers)*
04.01.27 – 21.01.27 (3 weeks)	Teaching Space - Gymnasium	Fitness *(Trainers)*	Badminton *(Trainers)*	Teaching Space - Gymnasium	Fitness *(Trainers)*	Badminton *(Trainers)*
25.01.27 – 12.02.27 (3 weeks)	Table Tennis *(Trainers)*	Fitness *(Trainers)*	GCSE PE Moderation Prep	Table Tennis *(Trainers)*	Fitness *(Trainers)*	GCSE PE Moderation Prep
25.02.27 – 12.03.27 (3 weeks)	First Aid *(Classroom)*	Football *(Outside/Boots)*	Basketball *(Trainers)*	First Aid *(Classroom)*	Football *(Outside/Boots)*	Basketball *(Trainers)*
15.03.27 – 25.03.27 (2 weeks)	Badminton *(Trainers)*	Teaching Space – Main Hall	American Football *(Outside/Boots)*	Badminton *(Trainers)*	Teaching Space – Main Hall	American Football *(Outside/Boots)*
12.04.27 – 28.05.27 (7 weeks)	Summer Activities	Summer Activities	Summer Activities	Summer Activities	Summer Activities	Summer Activities

Summer Activities include; athletics, striking & fielding games, volleyball

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

Pace Youth Football Club
www.pitchero.com

Totton & Eling Football Club
www.pitchero.com

Tottonians Rugby Club
www.tottonians.com

Southampton Hockey Club
www.southamptonhc.org

Calmore Cricket Club
www.calmoresports.co.uk

Testwood Gymnastics Club
www.testwoodgymnastics.co.uk

Totton & Eling Tennis Centre
www.servingtennis.net/totton.htm

GCSE PE

Autumn 1

Sports Psychology

- Theory behind skills
- SMART targets
- Information Processing
- Applying it to sporting activities.
- Assessment

Autumn 2

Socio-cultural Influences

- Different social groups
- Commercialisation
- Ethical influences
- Applying it to sporting activities.
- Assessment

Spring 1

Health, Fitness & Wellbeing

- Lifestyle Choices
- Diet and nutrition
- Applying it to sporting activities.
- Assessment

Spring 2

- Revision and retrieval
- External Moderation

Summer 1

- Revision and retrieval

Reading list

- AQA Specification GCSE PE https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/specification
- BBC Bitesize https://www.bbc.co.uk/bitesize/examspecs/zp49cwx
- Sport England - https://www.sportengland.org/

Possible enrichment activities at home

- 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.

THE TOP 10 BIG IDEAS IN PDP

TESTWOOD SCHOOL

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.



PDP

PDP (Personal Development Programme) is run on a rotation of 6 different topic areas; all based around the school values. Students will study one topic with a specialist teacher before changing to another specialist teacher for another topic

Caring Unit 1

Students will focus on how to keep themselves mentally prepared for their upcoming exams with a focus on stress, emotional wellbeing and sleep. They will also look at how to keep themselves physically healthy after they leave school

Caring Unit 2

Students will explore how to manage money effectively and move away from the spending/saving cycle and into the wealth building cycle.

Inclusive Unit 1

Students will explore the consequences of poor adult relationships with a focus on rape, sexual assault and domestic violence. Students will explore how to avoid situations like this and where to seek help if necessary. Students will also explore the impact that AI has had on pornography, including the use of 'deepfakes'.

Philosophy, Ethics and Religion

Students will look at how religion impacts sports and look at many different topics such as gender equality and religious clothing

Ambitious Unit 1

Students will complete their careers programme by looking at the job application process and how to best succeed in an interview.

Ambitious Unit 2

Students will look towards the exam season in Year 11 by developing curated and individual resources perfect for revision.

Useful Websites:

General advice and support

- Childline - www.childline.org.uk
- NSPCC - www.nspcc.org.uk

Sex and Relationships

- Let's talk about it - 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

TESTWOOD SCHOOL

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 or 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)

Autumn Term 1
- B9 - Respiration
- B10 - The Human Nervous System
- C9 - Crude Oil and Fuels
- C10 - Chemical Analysis
- P11 - Waves and Electromagnetism
- P12 - Electromagnetic Waves

Autumn Term 2
- B11 - Hormonal Co-ordination
- B12 - Reproduction
- C11 - The Earth's Atmosphere
- C12 - The Earth's Resources
- P13 - Electromagnetism
- B13 - Variation and Evolution

Spring Term 1
- B14 - Genetics and Evolution
- B15 - Adaptation and Animals
- B16 - Organising an Ecosystem
- B17 - Biodiversity and Ecosystems

Spring Term 2
- Revision

Summer Term 1
- Revision and Exams

Summer Term 2
- Revision and Exams

*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
- www.bbc.co.uk/bitesize
- www.senecalearning.com
- 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)

Autumn Term 1 • B12 Homeostasis • B13 Reproduction **Autumn Term 2** • B14 Variation and Evolution • B15 Genetics and Evolution **Spring Term 1** • B16 Adaptation, interdependence and Evolution • B17 Organising an Ecosystem • B18 Biodiversity and Ecosystems	**Spring Term 2** • Revision **Summer Term 1** • Revision and Exams **Summer Term 2** • Exams finish

*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
- www.senecalearning.com
- 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)

Autumn Term 1 • C9 Crude Oil and Fuels • C10 Organic Reactions **Autumn Term 2** • C11 Polymers • C12 Chemical Analysis **Spring Term 1** • C13 The Earth's Atmosphere • C14 The Earth's Resources • C15 Using Our Resources	**Spring Term 2** • Revision **Summer Term 1** • Organic Chemistry Unit 3.5 (part 2) • Revision and Exams **Summer Term 2** • Revision and Exams

*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
- www.senecalearning.com
- 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)

Autumn Term 1 • P11 Force and Pressure • P12 Wave Properties **Autumn Term 2** • P13 Electromagnetic Waves • P14 Light **Spring Term 1** • P15 Electromagnetism • P16 Space	**Spring Term 2** • Revision **Summer Term 1** • Revision and Exams **Summer Term 2** • Exams

*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
- www.senecalearning.com
- 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

THE TOP 10 BIG IDEAS IN TEXTILES

TESTWOOD SCHOOL

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: Set by exam board (Recent themes - Biomimicry, Animals, Summertime)

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 2027**, with the **final deadline at the start of May 2027**. 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

Make & Create

- Upcycle an old T-shirt, bag, or jeans.
- Try visible mending – repair holes with colourful stitching.
- Make something small from fabric scraps (e.g. scrunchie, keyring, or mini cushion).
- Practise hand stitches like running, chain, and blanket stitch.

Design & Research

- Create a mood board using magazines or Pinterest.
- Research a designer or artist (e.g. Vivienne Westwood, Alexander McQueen).

Digital & Creative

- Make a digital inspiration board for a fashion theme.
- Create a mini design brief (e.g. “Festival outfit” or “Eco fashion”).

Reflect & Share

- Keep a small journal of sketches and samples.
- Set up a mini “textile exhibition” at home with your work.

Recommended Reading for Year 11

The Isles of The Gods by Annie Kaufman

Fake Dates and Mooncakes by Sher Lee

Different For Boys by Patrick Ness

The Society For Souless Girls by L K Steven

If Tomorrow Doesn't Come by Jen St Jude

Their Vicious games by Joelle Wellington

I Kissed Shara Wheeler by Cassey McQuiston

Such Charming Liars by Karen M McManus

Play by Luke Palmer

War of the Wind by Victoria Williamson

An Improbable Season by Rosalyn Eves

Apocalypse Cow by O R Sorrel

The Girl You Know by Elle Gonzalez Rose

Memory Wars by M J Sullivan

Sisters of the Moon by Marie-Louise Fitzpatrick

Totally Deceased by Sue H Cunningham

Not for the Faint Hearted by Lex Croucher

Lover Birds by Leanne Egan

The Ruling Class by Jennifer Lynn Barnes

Never Trust A Gemini by Freja Nicole Woolf