

**Gosfield School**  
Curriculum Outline

**Subject:** AQA GCSE BIOLOGY

**Year:** 11 Triple & Trilogy

**General Information:** Year 11 will continue the AQA GCSE Individual Science course (Biology, Chemistry and Physics) or Trilogy (Double Science) with a view to increasing and consolidating the practical skills and key concepts that form the basis for each subject.

Internally set and marked topic tests will take place throughout the year, but the terminal examinations for the course will not take place until the end of Year 11.

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
4.7 Ecology  In this section we will explore how humans are threatening biodiversity as well as the natural systems that support it. We will also consider some actions we need to take to ensure our future health, prosperity and well-being.	REVISION PROGRAMME  <ul style="list-style-type: none"><li>• Interventions</li><li>• Mock Exams</li><li>• Final revision</li></ul>	Targeted Revision and Exams

**Gosfield School**  
Curriculum Outline

**Subject:** GCSE Business

**Year: 11**

**General Information:** Students will be learning the Edexcel examination course (1BS0). There are two written examinations which will be taken at the end of Year 11: Theme 1 Investigating a Small Business and Theme 2 Building a Business. Both papers are 1 hour 30 minutes long, 90 marks and are worth 50% of the qualification each. Both papers are divided into three sections and consist of calculations, multiple-choice, short-answer and extended-writing questions.

During Year 10 students will learn the material and develop the required skills for Theme 1. This theme concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business.

During Year 11 students will learn the material and develop the required skills for Theme 2. This theme examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows.

**Autumn Term 1**

**Theme 2: Building a Business**

- Topic 2.1: Growing the business
- Theme 1 Revision

**Autumn Term 2**

**Theme 2: Building a Business**

- Topic 2.2: Making marketing decisions
- Theme 1 Revision

**Spring Term 1**

**Theme 2: Building a Business**

- Topic 2.3: Making operational decisions
- Topic 2.5: Making human resource decisions
- Theme 1 Revision

**Spring Term 2**

**Theme 2: Building a Business**

- Topic 2.5: Making human resource decisions
- Theme 1 and 2 Revision

**Summer Term 1**

**Targeted Revision**

**Summer Term 2**

**Revision and Exams**

# Gosfield School

## Curriculum Outline

**Subject: AQA GCSE Science: CHEMISTRY**

**Year: 11 Triple & Trilogy**

**General Information:** Year 10 will continue the AQA GCSE Individual Science course (Biology, Chemistry and Physics) or Trilogy (Double Science) with a view to increasing and consolidating the practical skills and key concepts that form the basis for each subject.

Internally set and marked topic tests will take place throughout the year, but the terminal examinations for the course will not take place until the end of Year 11.

(You'll find all the content of Combined Science: Trilogy, including the 21 required practicals, in the separate sciences. This means that this specification is fully co-teachable with the separate GCSE sciences).

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<p>5.7 Organic chemistry</p> <p>The chemistry of carbon compounds is so important that it forms a separate branch of chemistry. A great variety of carbon compounds is possible because carbon atoms can form chains and rings linked by C-C bonds.</p> <p>This branch of chemistry gets its name from the fact that the main sources of organic compounds are living, or once-living materials from plants and animals. These sources include fossil fuels which are a major source of feedstock for the petrochemical industry.</p> <p>Chemists are able to take organic molecules and modify them in many ways to make new and useful materials such as polymers, pharmaceuticals, perfumes and flavourings, dyes and detergents.</p>	<p>5.8 Chemical analysis Analysts have developed a range of qualitative tests to detect specific chemicals. The tests are based on reactions that produce a gas with distinctive properties, or a colour change or an insoluble solid that appears as a precipitate.</p> <p>Instrumental methods provide fast, sensitive and accurate means of analysing chemicals, and are particularly useful when the amount of chemical being analysed is small. Forensic scientists and drug control scientists rely on such instrumental methods in their work.</p> <p>5.9 Chemistry of the atmosphere The Earth's atmosphere is dynamic and forever changing. The causes of these changes are sometimes man-made and sometimes part of many natural cycles.</p> <p>Scientists use very complex</p>	<p>REVISION PROGRAMME</p> <ul style="list-style-type: none"><li>• Interventions</li><li>• Mock Exams</li><li>• Final revision</li></ul> <p>FINAL GCSE EXAMS</p>

	<p>software to predict weather and climate change as there are many variables that can influence this.</p> <p>The problems caused by increased levels of air pollutants require scientists and engineers to develop solutions that help to reduce the impact of human activity.</p>	
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**Gosfield School**  
Curriculum Outline

**Subject:** GCSE English Language and Literature

**Year:11**

**General Information:**

The specifications followed are AQA GCSE English Language (Specification 8700) and AQA GCSE English Literature (Specification 8702).

Each GCSE builds towards two exams at the end of the course, assessing the skills built during Years 10 and 11. The course planned integrates teaching and learning in both Language and Literature, with frequent crossover in the application of skills developed between the two subjects. A grade between 9 and 1 will be awarded at the end of the course based on exam performance for each subject.

Additionally, GCSE English Language has a compulsory 'endorsed' Spoken Language component with skills such as presenting and responding to questions assessed separately, graded either as Pass, Merit or Distinction.

<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring Term 1</b>
<p><b>English Literature Paper 2</b></p> <ul style="list-style-type: none"> <li>• <i>Lord of the Flies</i> by William Golding - Revision</li> </ul> <p><b>Assessment</b> <b>Reading</b> - analysis of theme or character in style of Literature Paper 2</p> <p><b>English Literature Paper 1</b></p> <ul style="list-style-type: none"> <li>• <i>Macbeth</i> by William Shakespeare</li> </ul> <p><b>Assessment</b> <b>Reading</b> - essay question using an extract from the play, focused on a theme or character</p> <p><b>English Language Paper 1 and 2</b></p> <ul style="list-style-type: none"> <li>• Revision</li> </ul> <p><b>Covid Catch Up:</b> Revision of <i>Lord of the Flies</i> as this was studied during lockdown. Exam-style questions and range of revision strategies to recall prior knowledge and understanding.</p>	<p><b>English Literature Paper 1</b></p> <ul style="list-style-type: none"> <li>• <i>Macbeth</i> by William Shakespeare</li> </ul> <p><b>English Language Paper 1 and 2</b></p> <ul style="list-style-type: none"> <li>• Revision and Mock exam</li> </ul> <p><b>Assessment - Mock exams</b></p> <ul style="list-style-type: none"> <li>• English Language Paper 2</li> <li>• English Literature Paper 1</li> </ul> <p><b>Covid Catch Up:</b> To be planned in response needs identified in Autumn Term 1. Frequent opportunities to engage with exam-style questions. Targeted individual/group interventions in class.</p>	<p><b>English Literature Paper 1</b></p> <ul style="list-style-type: none"> <li>• <i>Jekyll and Hyde</i> by Robert Louis Stevenson (Revision)</li> </ul> <p><b>Assessment</b> <b>Reading</b> – essay question using an extract from the novel, focused on a theme or character</p> <p><b>English Language Paper 1 and 2</b></p> <ul style="list-style-type: none"> <li>• Revision</li> </ul> <p><b>Assessment</b> <b>Reading</b> - practise exam questions used during lesson time <b>Writing</b> - descriptive/narrative writing and writing for purpose in style of exam questions</p> <p><b>Covid Catch Up:</b> To be planned in response to needs identified from Autumn Term 2 Mock exams. Targeted individual/group interventions in class. Range of revision strategies.</p>

Spring Term 2	Summer Term 1	Summer Term 2
<p data-bbox="108 181 454 215"><b>English Literature Paper 2</b></p> <ul data-bbox="156 264 510 331" style="list-style-type: none"> <li data-bbox="156 264 510 297">• Poetry anthology and unseen skills (Revision)</li> </ul> <p data-bbox="108 378 531 412"><b>English Language Paper 1 and 2</b></p> <ul data-bbox="156 461 316 495" style="list-style-type: none"> <li data-bbox="156 461 316 495">• Revision</li> </ul> <p data-bbox="108 539 470 573"><b>Assessment - Mock exams:</b></p> <ul data-bbox="156 577 544 656" style="list-style-type: none"> <li data-bbox="156 577 544 611">• English Language Paper 1</li> <li data-bbox="156 616 544 649">• English Literature Paper 2</li> </ul> <p data-bbox="108 734 555 965"><b>Covid Catch Up:</b> To be planned in response to needs identified from Autumn Term 2 Mock exams. Targeted individual/group interventions in class. Range of revision strategies.</p>	<p data-bbox="587 181 703 215"><b>Revision</b></p> <ul data-bbox="635 264 1023 461" style="list-style-type: none"> <li data-bbox="635 264 1023 297">• English Literature Paper 1</li> <li data-bbox="635 302 1023 336">• English Literature Paper 2</li> <li data-bbox="635 383 1023 416">• English Language Paper 1</li> <li data-bbox="635 421 1023 454">• English Language Paper 2</li> </ul> <p data-bbox="587 734 1034 887"><b>Covid Catch Up:</b> To be planned in response to needs identified in Spring 2. Targeted skills based on Spring Term 2 mock exams.</p>	<p data-bbox="1066 181 1182 215"><b>Revision</b></p> <ul data-bbox="1114 264 1501 461" style="list-style-type: none"> <li data-bbox="1114 264 1501 297">• English Literature Paper 1</li> <li data-bbox="1114 302 1501 336">• English Literature Paper 2</li> <li data-bbox="1114 383 1501 416">• English Language Paper 1</li> <li data-bbox="1114 421 1501 454">• English Language Paper 2</li> </ul> <p data-bbox="1066 734 1513 920"><b>Covid Catch Up:</b> To be planned in response to needs identified in Spring 2 exams and Summer 1. Targeted skills based on Spring Term 2 mock exams.</p>

**Gosfield School**  
Curriculum Outline 2020-21

**Subject:** GCSE Food and Nutrition

**Year:** 11

**General Information:**

The specification followed is the AQA GCSE Food (Specification 8585).

The Food Preparation and Nutrition GCSE focuses on the knowledge, understanding and skills required to cook and application of the principles of food science, nutrition and healthy eating.

The majority of the course is delivered through preparation and making activities. Students must make the connections between theory and practice to apply their understanding of food and nutrition to practical preparation.

Topics and themes have been grouped: Food, nutrition and health, Food Science, Food Safety, Food Choice and Food Provenance.

The GCSE will be examined in a 1 hour 45 minute written exam at the end of Year 11 worth 100 marks and 50% of the GCSE. Due to COVID, it will now be assessed on ONE Non-exam assessments (NEA2). This is a Food Preparation assessment worth 70 marks and 50% of the GCSE. NEA 2 is assessed through a written or electronic portfolio including photographic evidence. Photographic evidence of the two final dishes must be included.

<p><b>Autumn Term 1</b></p> <p><b>3.5 FOOD CHOICE</b> 3.5.3 Sensory evaluations 3.5.4 Food labeling and marketing</p> <p>REVISION of topics covered in Year 10 in preparation for mock exam and to check knowledge gaps</p>	<p><b>Autumn Term 2</b></p> <p><b>7.1 NON EXAMINED ASSESSMENT</b> NEA Task 2 practice task NEA Task 2 prep</p> <p><b>7.2 THE WRITTEN EXAM</b> Mock preparation</p>	<p><b>Spring Term 1</b></p> <p><b>7.2 THE WRITTEN EXAM</b> Mock</p> <p><b>7.1 NON EXAMINED ASSESSMENT</b> NEA Task 2 (20 hours)</p>
<p><b>Spring Term 2</b></p> <p><b>7.1 NON EXAMINED ASSESSMENT</b> Completion of NEA Task 2</p> <p><b>REVISION</b> Revision of Units 1-3</p>	<p><b>Summer Term 1</b></p> <p><b>REVISION</b> Revision of Units 4-6</p>	<p><b>Summer Term 2</b></p> <p><b>REVISION</b></p>

# Gosfield School

## Curriculum Outline

**Subject:** GCSE French

**Year:** 11

**General Information:** Students follow the AQA examination course. Based on the GCSE requirements there are four components to the exam. Students sit exams in reading (25%), listening (25%), writing (25%) and speaking (25%) at the end of Year 11. A French/English dictionary is required for use at home.

As part of our Covid Catch Up strategies, we will use each half term to focus on specific skills; checking for understanding and providing platforms for extension. Interventions will usually be carried out within the class setting with differentiated work and targeted support, monitored by the teacher.

<p><b>Autumn Term 1</b></p> <ul style="list-style-type: none"> <li>Talking about holiday preferences</li> <li>Describing a holiday in the past</li> <li>Talking about visiting a French city</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>The perfect tense</li> <li>The imperfect tense</li> <li>Après avoir / être</li> <li>Venir de + infinitive</li> <li>Using present, past and future tenses together</li> </ul> <p><b>Covid Catch up:</b> Frequent opportunities to revise Grammar, Listening and Speaking skills in response to remote learning.</p>	<p><b>Autumn Term 2</b></p> <ul style="list-style-type: none"> <li>Talking about environmental problems</li> <li>Talking about how to help the environment</li> <li>Revision for mock examination</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Si sentences</li> <li>Revision of all tenses</li> </ul> <p><b>Covid Catch up:</b> Frequent opportunities to check all 4 skills. Targeted group interventions within class if necessary. Unit test this half term to assess all skills.</p>	<p><b>Spring Term 1</b></p> <ul style="list-style-type: none"> <li>Talking about global issues</li> <li>Talking about poverty and inequality in the world</li> <li>Discussing the school day</li> <li>Talking about schools in different countries</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Pluperfect tense</li> <li>Revision of en and y</li> <li>The subjunctive</li> <li>Verbs of possibility</li> <li>Permettre de + infinitive</li> <li>Revision of present and perfect tenses</li> <li>Adverbs</li> </ul> <p><b>Covid Catch Up:</b> To be planned in response to the needs identified from the Autumn Term.</p>
<p><b>Spring Term 2</b></p> <ul style="list-style-type: none"> <li>Talking about your ideal school</li> <li>Talking about school rules and uniform</li> <li>Talking about future options</li> <li>Discussing different jobs</li> </ul>	<p><b>Summer Term</b></p> <ul style="list-style-type: none"> <li>Preparation for speaking exam</li> <li>Preparation for the listening, reading and writing exams</li> </ul>	<p><b>Summer Term 2</b></p> <ul style="list-style-type: none"> <li>Preparation for speaking exam</li> <li>Preparation for the listening, reading and writing exams</li> </ul>

<p><b>Grammar</b></p> <ul style="list-style-type: none"><li>• The conditional tense</li><li>• The future tense</li><li>• Si sentences</li><li>• The passive</li><li>• Time phrases</li><li>• Modal verbs</li><li>• Obligation verbs</li></ul> <p><b>Covid Catch Up:</b> Unit test to take place this half term to check progress. Specific skills tbc.</p>	<p><b>Grammar</b></p> <ul style="list-style-type: none"><li>• Revision of all grammar points</li></ul> <p><b>Covid Catch Up:</b> To be planned in response to the needs identified from the Spring Term.</p>	<p><b>Grammar</b></p> <ul style="list-style-type: none"><li>• Revision of all grammar points</li></ul> <p><b>Covid Catch Up:</b> Revision to cover all units and skills in preparation for GCSE examinations. Specific details to be confirmed.</p>
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**Gosfield School**  
Curriculum Outline

**Subject:** GCSE Geography

**Year:** 11

**General Information:** AQA GCSE Course – In Year 11 the remaining GCSE topics are covered. In addition work on earlier units will be revised in lessons and as homework.

<p><b>Autumn Term 1</b></p> <p>Changing Economic world</p> <ul style="list-style-type: none"> <li>• Economic development and quality of life</li> <li>• Reducing global development gap</li> <li>• Economic development in Nigeria</li> <li>• Economic change in the UK</li> </ul> <p>Revise work through low risk tests. Continue to work on exam technique and work.</p>	<p><b>Autumn Term 2</b></p> <p>Challenge of Resource Management</p> <ul style="list-style-type: none"> <li>• Global resource management</li> <li>• Resources in the UK</li> <li>• Energy resources               <ol style="list-style-type: none"> <li>(1) Global patterns of Energy</li> <li>(2) Factors affecting supply</li> <li>(3) Energy insecurity</li> <li>(4) Natural gas</li> <li>(5) Sustainable energy</li> </ol> </li> </ul> <p>Revise work through low risk tests. Continue to work on exam technique and work.</p>	<p><b>Spring Term 1</b></p> <p>Geographical Skills</p> <ul style="list-style-type: none"> <li>• Map Reading</li> <li>• Grid references</li> <li>• Scales</li> <li>• Statistics</li> </ul> <p>Revise work through low risk tests. Continue to work on exam technique and work.</p>
<p><b>Spring Term 2</b></p> <ul style="list-style-type: none"> <li>• Revision Physical topics and exam skills</li> </ul>	<p><b>Summer Term 1</b></p> <ul style="list-style-type: none"> <li>• Revision of Human topics and exam skills</li> </ul>	<p><b>Summer Term 2</b></p>

# Gosfield School

## Curriculum Outline

**Subject:** History

**Year:** 11

**General Information:** In History, pupils develop the skills to understand past events, analyse cause and effect, recognise patterns and evaluate sources with increasing confidence and sophistication. The GCSE course is from the Edexcel board. There will be three written papers (all in May/June of Year 11)

**Autumn Term 1**

Anglo Saxon and Norman England, 1060-88

- Rival Claimants to the throne
- Norman Invasion
- Establishing control
- Anglo-Saxon resistance

Revise work on Anglo-Saxons, through low risk tests. Continue to work on exam technique and work.

**Autumn Term 2**

Anglo Saxon and Norman England, 1060-88

- Legacy of resistance
- Revolt of the Earls 1075
- Feudal system
- Church
- Review and Exam technique

Revise work on Superpower Rivalry, through low risk tests. Continue to work on exam technique and work.

**Spring Term 1**

Weimar and Nazi Germany, 1918-39

- Origins of the Weimar Republic 18-19
- The early challenges to Weimar Republic 19-23
- The recovery of the Republic 24-29
- Development of the Nazi Party
- Munich Putsch and the lean years
- Growth of Nazi support 29-32
- Hitler becoming Chancellor 32-33

**Spring Term 2**

Weimar and Nazi German 1918-39

- The creation of a dictatorship
- The police State
- Controlling and influencing attitudes.
- Opposition, resistance and conformity
- Nazi policies towards women.
- Nazi policies towards the young.
- Employment and living standards.
- Persecution of

**Summer Term 1**

- Revision

**Summer Term 2**

- Revision and Exams

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**Gosfield School**  
Curriculum Outline

**Subject:** Mathematics

**Year:** 11 Higher

**General Information**

Students in years 9-11 follow a 3-year GCSE course. The current resource used is the Collins GCSE Maths textbook. At the end of the course, there are 3 x 1.5-hour examinations.

Students will complete various assessments on key topics throughout the year to check and consolidate their learning. Formal assessments will be sat at the end of each topic, when appropriate in the Scheme of Work, and students will always be given advanced notice of any assessment with dates and information set on Show My Homework. In addition, students sit an End of Year exam that is graded and compared to their targets to check progress made.

*COVID CATCH UP:* Class teachers will frequently assess prior knowledge prior to a new topic. This may be in various forms including, but not limited to, in class strategies, the use of online programmes and homework. This knowledge will form part of our internal review of all learning opportunities. Consequently, each class may work faster or slower than the outline below.

<b>Autumn Term 1</b> <ul style="list-style-type: none"><li>• Circle Theorems</li><li>• Direct proportion</li><li>• Inverse proportion</li><li>• Proportion graphs</li></ul>	<b>Autumn Term 2</b> <ul style="list-style-type: none"><li>• November mock exams</li><li>• Sine Rule</li><li>• Cosine Rule</li><li>• Area of a triangle using sine</li><li>• Distance-time graphs</li><li>• Velocity-time graphs</li><li>• Area under a curve</li><li>• Rates of change</li><li>• Transforming functions</li></ul>	<b>Spring Term 1</b> <ul style="list-style-type: none"><li>• Algebraic fractions</li><li>• Changing the subject of a formula</li><li>• Functions</li><li>• Iteration</li><li>• Properties of vectors</li><li>• Vector geometry</li></ul>
<b>Spring Term 2</b> <ul style="list-style-type: none"><li>• March mock exams</li><li>• Recap and revision</li></ul>	<b>Summer Term 1</b> <ul style="list-style-type: none"><li>• Revision</li><li>• External GCSE Maths exams</li></ul>	<b>Summer Term 2</b> <ul style="list-style-type: none"><li>• External GCSE Maths exams</li></ul>

**Gosfield School**  
Curriculum Outline

**Subject:** Mathematics

**Year:** 11 Foundation

**General Information**

Students in years 9-11 follow a 3-year GCSE course. The current resource used is the Collins GCSE Maths textbook. At the end of the course, there are 3 x 1.5 hour examinations.

Students will complete various assessments on key topics throughout the year to check and consolidate their learning. Formal assessments will be sat at the end of each topic, when appropriate in the Scheme of Work, and students will always be given advanced notice of any assessment with dates and information set on Show My Homework. In addition, students sit an End of Year exam that is graded and compared to their targets to check progress made.

**COVID CATCH UP:** Class teachers will frequently assess prior knowledge prior to a new topic. This may be in various forms including, but not limited to, in class strategies, the use of online programmes and homeworks. This knowledge will form part of our internal review of all learning opportunities. Consequently each class may work faster or slower than the outline below.

<p><b>Autumn Term 1</b></p> <ul style="list-style-type: none"><li>• Sectors</li><li>• Pyramids</li><li>• Cones</li><li>• Spheres</li><li>• Patterns in number</li><li>• Number sequences</li><li>• nth term</li><li>• Special sequences</li></ul>	<p><b>Autumn Term 2</b></p> <ul style="list-style-type: none"><li>• November mock exams</li><li>• Pythagoras' theorem</li><li>• Trigonometry</li></ul>	<p><b>Spring Term 1</b></p> <ul style="list-style-type: none"><li>• Congruency</li><li>• Similarity</li><li>• Combined events</li><li>• Two-way tables</li><li>• Venn diagrams</li><li>• Powers (indices)</li><li>• Standard form</li></ul>
<p><b>Spring Term 2</b></p> <ul style="list-style-type: none"><li>• March mock exams</li><li>• Recap and revision</li><li>• Simultaneous equations</li><li>• Distance-time graphs</li><li>• Velocity-time graphs</li><li>• Quadratics graphs</li><li>• Cubic and reciprocal graphs</li></ul>	<p><b>Summer Term 1</b></p> <ul style="list-style-type: none"><li>• Revision</li><li>• External GCSE Maths exams</li></ul>	<p><b>Summer Term 2</b></p> <ul style="list-style-type: none"><li>• External GCSE Maths exams</li></ul>



# Gosfield School

## Curriculum Outline

**Subject:** Physical Education / Games

**Year:** 11/12/13

**General Information:**

Physical Education and Games in Years 11, 12 and 13 focuses on development and application of advanced skills needed in competitive game activities and athletics. Students also consistently apply strategies and tactics to competitive situations. Students are given the opportunity to apply all these skills and strategies in competitive games against external opposition. Students are also given the opportunity to experience a wider curriculum to encourage lifelong participation in physical activity. Students are assessed at the end of each half term: they are awarded an approach to learning grade.

**Autumn Term 1**

**Football**

- Skills: passing, dribbling, shooting, heading, creating space, movement on & off ball
- Tactics: attack & defence strategies, set plays, game evaluation & analysis
- Game play, rules, coaching, scoring & refereeing

**Trampolining**

- Skills: shapes, landings, combinations, twists, turns
- Routines
- Health & safety issues
- Putting out & away trampolines

**Badminton**

- Skills: different types of shot both forehand and backhand, rallies
- Introduce serves
- Tactics
- Game play (singles and doubles), rules and scoring

**Autumn Term 2**

**Rugby**

- Skills: passing, scoring, creating space, movement on and off ball
- Tactics: positions & responsibilities, attack & defence strategies, set plays, game evaluation & analysis
- Game play, rules, coaching, scoring & refereeing

**Netball**

- Skills: passing; footwork, shooting, movement on and off ball, attacking & defensive play
- Tactics: attack & defence strategies, set plays, game analysis & evaluation
- Game play, match analysis rules, coaching, scoring & umpiring

**Spring Term 1**

**Handball**

- Skills: passing, dribbling, tackling, shooting
- Tactics: basic principles of attack/defence
- Game play, rules & scoring

**Hockey**

- Skills: passing, dribbling, tackling, shooting
- Tactics: positions & responsibilities, attack & defence strategies
- Game play, match analysis, rules, scoring, coaching & refereeing

<p><b>Spring Term 2</b></p> <p><b><u>Options Block</u></b></p> <ul style="list-style-type: none"> <li>• Students to select activity areas they would like to participate in as well as continuing to have the option of fixtures</li> </ul>	<p><b>Summer Term 1</b></p> <p><b><u>Athletics</u></b></p> <ul style="list-style-type: none"> <li>• Skills: refine running throwing &amp; jumping skills</li> <li>• Measurement: times &amp; distances</li> <li>• Peer instruction, analysis &amp; coaching</li> <li>• Tactics</li> <li>• Competitions</li> <li>• Organisation of own mini Olympics event</li> </ul>	<p><b>Summer Term 2</b></p> <p><b><u>Striking and Fielding Activities</u></b></p> <ul style="list-style-type: none"> <li>• Skills: throwing, catching, batting, bowling, and fielding</li> <li>• Tactics, attack &amp; defence strategies, game analysis and evaluation</li> <li>• Game play, match analysis, rules, coaching, scoring &amp; umpiring</li> </ul>
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# Gosfield School

## Curriculum Outline

**Subject:** GCSE Physical Education

**Year:** 11

### General Information:

GCSE PE students have three sixty-minute theory lessons per cycle where students are taught the syllabus, and two 120-minute practical lessons per cycle. Students are assessed at the end of each half term on their theory work and at the end of each practical sport unit. They are awarded an effort grade and achievement grade in line with the Gosfield format. They are marked out of 35 for each practical sport undertaken as per the Pearson specification.

At the end of the academic year students sit two theory papers which accounts for 60% of the overall grade awarded. Students also have a practical exam where they perform in 3 sporting activities which contributes 30% of the final grade. The final 10% is made up by a performance exercise programme coursework element.

<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring Term 1</b>
<p><b>Theory</b></p> <p><b>Physical training</b></p> <ul style="list-style-type: none"><li>• PARQ's</li><li>• Warm up and cool downs</li><li>• Components of fitness</li><li>• Fitness tests</li><li>• Principles of training and applying the principles to a PEP</li><li>• Methods of training and applying to a PEP</li></ul> <p><b>Sport Psychology</b></p> <ul style="list-style-type: none"><li>• Goal setting and SMART targets</li><li>• Classification of skills</li><li>• Forms of practice</li><li>• Types of guidance</li><li>• Mental preparation</li><li>• Feedback</li><li>• Use of data</li></ul>	<p><b>Physical Training</b></p> <ul style="list-style-type: none"><li>• Long term training effects on the muscular- skeletal system</li><li>• Long term training effects on the cardio respiratory system</li><li>• Injury types, treatment and prevention</li><li>• Performance enhancing drugs – types, advantages and disadvantages</li></ul>	<p><b>Theory</b></p> <p><b>Socio-cultural Influences</b></p> <ul style="list-style-type: none"><li>• Factors impacting on participation</li><li>• Data interpretation</li><li>• Commercialisation and the media</li><li>• Advantages and disadvantages of commercialisation</li><li>• Sporting behaviours</li><li>• Deviance in sport</li></ul> <p><b>Practical:</b></p> <ul style="list-style-type: none"><li>• All GCSE PE practical activities selected from Year 10 repeated</li></ul>
<b>Spring Term 2</b>	<b>Summer Term 1</b>	<b>Summer Term 2</b>
<p><b>Theory</b></p> <p>Revision</p>	<p><b>Theory</b></p> <p>Revision</p>	<p><b>Theory</b></p> <p>Examinations</p>

# Gosfield School

## Curriculum Outline

**Subject:** PSHEE

**Year:** 11

**General Information:** PSHEE at Gosfield School is taught to all students from Years 7 - 11. The core themes taught under the PSHEE umbrella are:

- 1) Health and Wellbeing
- 2) Relationships
- 3) Living in the Wider World

The aims of PSHEE are to:

- Improve students' knowledge of local and global issues and issues that have an effect over their lives
- Help students to gain skills and personal qualities that will help them in life after Gosfield School
- Help build students' understanding of a wide range of issues
- Help students build confidence and self-esteem
- Help students become more effective learners
- Help students develop an awareness of risk, and making appropriate choices based on this awareness
- To help raise the students' awareness and appreciation of British Values in today's society

Topics covered will change to reflect current events and the students' needs and requests.

<p><b>Autumn Term 1</b></p> <p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Why is PSHEE so important?</li> <li>• Obesity and body positivity</li> <li>• Fertility and reproductive Health</li> <li>• Disrespect Nobody</li> </ul>	<p><b>Autumn Term 2</b></p> <p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• The importance of sleep</li> <li>• Risk taking and decision making</li> <li>• Gambling and online gambling</li> <li>• Digital footprints</li> </ul>	<p><b>Spring Term 1</b></p> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Types of relationships</li> <li>• Consent, rape and sexual harassment</li> <li>• Safe sex and chem sex</li> <li>• Relationships break ups</li> </ul>
<p><b>Spring Term 2</b></p> <p><b>Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>• Sex and the media</li> <li>• Internet safety-the dark web</li> <li>• Cybercrime and online fraud</li> </ul>	<p><b>Summer Term 1</b></p> <p><b>Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>• Applying to College or University</li> <li>• Independent Living Skills</li> </ul>	<p><b>Summer Term 2</b></p> <p><b>Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>• GCSE revision and study skills</li> </ul>

**Gosfield School**  
Curriculum Outline

**Subject:** GCSE Spanish

**Year:** 11

**General Information:** Students follow the AQA examination course. Based on the GCSE requirements there are four components to the exam. Students sit exams in reading (25%), listening (25%), writing (25%) and speaking (25%) at the end of Year 11. A Spanish/English dictionary is required for use at home.

As part of our Covid Catch Up strategies, we will use each half term to focus on specific skills; checking for understanding and providing platforms for extension. Interventions will usually be carried out within the class setting with differentiated work and targeted support, monitored by the teacher.

<p><b>Autumn Term 1</b></p> <ul style="list-style-type: none"> <li>• Talking about school subjects</li> <li>• Giving opinions</li> <li>• Describing the school day</li> <li>• Talking about school uniform and rules</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Using tener que</li> <li>• Revision of present tense</li> <li>• Personal a</li> <li>• Adjectival agreements</li> <li>• Comparatives and superlatives</li> <li>• Using lo malo / lo bueno</li> </ul> <p><b>Covid Catch up:</b> Frequent opportunities to revise Grammar, Listening and Speaking skills in response to remote learning.</p>	<p><b>Autumn Term 2</b></p> <ul style="list-style-type: none"> <li>• Talking about available options at 18</li> <li>• Talking about future plans</li> <li>• Talking about the benefits of university</li> <li>• Talking about different jobs</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• The future tense</li> <li>• The conditional tense</li> <li>• Using different tenses together</li> <li>• Using the subjunctive</li> <li>• Opinion phrases</li> <li>• Common suffixes</li> </ul> <p><b>Covid Catch up:</b> Frequent opportunities to check all 4 skills. Targeted group interventions within class if necessary. Unit test this half term to assess all skills.</p>	<p><b>Spring Term 1</b></p> <ul style="list-style-type: none"> <li>• Talking about types of holiday accommodation</li> <li>• Talking about holiday activities</li> <li>• Looking at tourist information leaflets</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Preterite tense</li> <li>• Imperfect tense</li> <li>• Pluperfect tense</li> <li>• Comparisons and superlatives</li> <li>• Infinitive constructions</li> <li>• Expressions of sequence</li> </ul> <p><b>Covid Catch Up:</b> To be planned in response to the needs identified from the Autumn Term.</p>
<p><b>Spring Term 2</b></p> <ul style="list-style-type: none"> <li>• Talking about environmental problems</li> </ul>	<p><b>Summer Term 1</b></p> <ul style="list-style-type: none"> <li>• Preparation for speaking exam</li> </ul>	<p><b>Summer Term 2</b></p> <ul style="list-style-type: none"> <li>• Preparation for the listening,</li> </ul>

<ul style="list-style-type: none"> <li>• Talking about ways to protect the environment</li> <li>• Talking about homelessness and how to help</li> <li>• Talking about charities</li> <li>• Preparation for speaking exam</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• If sentences</li> <li>• Modal verbs</li> <li>• Obligation verbs / expressions</li> <li>• Gerund</li> <li>• Using different tenses together</li> </ul> <p><b>Covid Catch Up:</b> Unit test to take place this half term to check progress. Specific skills tbc.</p>	<ul style="list-style-type: none"> <li>• Preparation for the listening, reading and writing exams</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Revision of all grammar points</li> </ul> <p><b>Covid Catch Up:</b> To be planned in response to the needs identified from the Spring Term.</p>	<p>reading and writing exams</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Revision of all grammar points</li> </ul> <p><b>Covid Catch Up:</b> Revision to cover all units and skills in preparation for GCSE examinations. Specific details to be confirmed.</p>
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**Gosfield School**  
Curriculum Outline

**Subject:** AQA GCSE PHYSICS

**Year:** 11 Triple & Trilogy

**General Information:** Year 11 will continue the AQA GCSE Individual Science course (Biology, Chemistry and Physics) or Trilogy (Double Science) with a view to increasing and consolidating the practical skills and key concepts that form the basis for each subject.

Internally set and marked topic tests will take place throughout the year, but the terminal examinations for the course will not take place until the end of Year 11.

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<p>6.7 Magnetism and electromagnetism</p> <p>Electromagnetic effects are used in a wide variety of devices.</p> <p>Engineers make use of the fact that a magnet moving in a coil can produce electric current and also that when current flows around a magnet it can produce movement.</p> <p>It means that systems that involve control or communications can take full advantage of this.</p>	<p>REVISION PROGRAMME</p> <ul style="list-style-type: none"><li>• Interventions</li><li>• Mock Exams</li><li>• Final revision</li></ul>	<p>Targeted revision and exams.</p>