Gosfield School

Curriculum Outline

Subject: GCSE Art **Year:** 11

General Information: GCSE: Edexcel Art and Design Unendorsed: Code 1AD0

The focus of year 11 is to produce the final outcomes for the coursework element of each individual student's portfolio, ensuring the attainment objectives have been met, and to prepare for the Externally Set Assignment. The paper for this is given out at the beginning of February.

Autumn Term 1	**Autumn Term 2**	**Spring Term 1**
<u>Interior/Exterior</u> • Create 2 final outcomes Drawing on 2 of the 5 subject areas Students will all be working on their own designs in a variety of Media	<u>Interior/ Exterior</u> • Continue work on final outcomes Students will all be working on their own designs in a variety of Media This term will include a mock exam for the practical element	<u>Exam Paper given/ ESA</u> • Primary research trip • Explore theme set • Collate research • Develop initial ideas Discuss theme with teacher and develop ideas Research, develop sketches and begin experimentation
Spring Term 2	**Summer Term 1**	**Summer Term 2**
<u>Exam Preparation</u> • Experiment with materials • Develop Designs • Develop Artist / Designer Knowledge Work on refining their ideas and developing responses to a high standard, producing individual pieces. Cover all attainment	<u>Final Exam(ESA)</u> • 10 hrs Practical exam over two days • Produce a response in any media discussed with the teacher • Hand in journal and final outcome	Submit Personal portfolio, ESA outcome and sketchbooks for moderation

objectives through the journal and the practical experiments		

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.

Autumn Term

- The Human Nervous System
  - Structure of Human Nervous System
  - Reflex Actions
  - The Brain (Triple)
  - The Eye (Triple)
- Hormonal Coordination
  - Blood Glucose Levels
  - Treating Diabetes
  - Negative Feedback
  - Menstrual Cycle
  - Control of Fertility
  - Fertility Treatments
  - Plant Hormones (Triple)
- Homeostasis in Action (Triple)
  - Controlling body temperature
  - Removing Waste Products
  - The Kidney
  - Dialysis
- Reproduction
  - Types of Reproduction
  - Meiosis

Spring Term

- Variation & Evolution
  - Variation
  - Evolution by Natural Selection
  - Selective Breeding
  - Genetic Engineering
  - Cloning (Triple)
- Genetics & Evolution
  - History of Genetics
  - Darwin
  - Speciation
  - Evidence for Evolution
  - Fossils & Extinction
  - Antibiotic-Resistance Bacteria
  - Classification
- Adaptation & Interdependence
  - Communities
  - Distribution & Abundance
  - Competition
  - Adaptations
- Organisation of an Ecosystem
  - Feeding Relationships
  - Materials cycling
  - Carbon Cycle
  - Rates of

Summer Term

REVISION

➢ DNA & The Genome ➢ Protein Synthesis ➢ Mutations ➢ Inherited Disorders	Decomposition (Triple) ❖ The Effect of Human Interactions on Ecosystems & Biodiversity ➢ Pollution ➢ Deforestation ➢ Global Warming ➢ Trophic Levels (Triple) ➢ Biomass transfers ➢ Food security (Triple)	

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 45 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 2.2: Making marketing decisions • Topic 2.3: Making operational decisions	**Autumn Term 2** **Theme 2: Building a Business** • Topic 2.5: Making human resource decisions • Topic 2.5: Making human resource decisions	**Spring Term 1** **Theme 2: Building a Business** • Mock exam, review, revision, past papers
Spring Term 2 **Theme 2: Building a Business** • Revision, past papers	**Summer Term 1** **Revision and Exams**	**Summer Term 2** **Revision and Exams**

Gosfield School

Curriculum Outline

Subject: AQA GCSE Science: CHEMISTRY **Year:** 10 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).

Autumn Term

- Structure & Bonding (Recap)
  - Ionic Bonding
  - Covalent Bonding
  - Metallic Bonding
- Chemical Calculations
  - Relative Masses and Moles
  - Equations & Calculations
  - Balanced Equations
  - Chemical Yield (Triple)
  - Atom Economy (Triple)
  - Concentration
  - Titrations (Triple)
  - Gases (Triple)
- Chemical Changes
  - Reactivity Series
  - Displacement Reactions
  - Extracting Metals
  - Salts from Metals
  - Salts from Bases
  - Neutralization
  - Strong & Weak Acids

Spring Term

- Electrolysis
  - Intro to Electrolysis
  - Changes at the Electrodes
  - Extracting Aluminium
  - Electrolysis of Aqueous Solutions
- Energy Changes
  - Exothermic & Endothermic Reactions
  - Reaction Profiles
  - Bond Energy Calculations
  - Chemical Cells & Batteries (Triple)
  - Fuel Cells (Triple)
- Rates and Equilibrium
  - Rates of Reaction
  - Collision Theory
  - Factors that affect Rates of Reaction
  - Catalysts
  - Reversible Reactions
  - Dynamic Equilibrium

Summer Term

- Crude Oil & Fuels
  - Hydrocarbons
  - Fractional Distillation
  - Burning Hydrocarbons
  - Cracking Hydrocarbons
- Organic Reactions (Triple)
  - Reactions of Alkenes
  - Alcohols
  - Carboxylic Acids
  - Esters
- Polymers
  - Addition Polymerisation
  - Condensation Polymerisation
  - Natural Polymers
  - DNA

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).

Autumn Term	**Spring Term**	**Summer Term**
❖ Crude Oil & Fuels ➢ Hydrocarbons ➢ Fractional Distillation ➢ Burning Hydrocarbons ➢ Cracking Hydrocarbons ❖ Organic Reactions (Triple) ➢ Reactions of Alkenes ➢ Alcohols ➢ Carboxylic Acids ➢ Esters ❖ Polymers ➢ Addition Polymerisation ➢ Condensation Polymerisation ➢ Natural Polymers ➢ DNA ❖ Chemical Analysis ➢ Pure Substances & Mixtures ➢ Chromatograms ➢ Testing Gases ➢ Tests for Positive Ions (Triple) ➢ Tests for	❖ Our Atmosphere ➢ History of our Atmosphere ➢ Changes to the Atmosphere ➢ Greenhouse Gases ➢ Global Climate Change ➢ Atmospheric Pollutants ❖ The Earth's Resources ➢ Finite & Renewable Resources ➢ Potable Water ➢ Water treatment ➢ Extracting Metals from Ores ➢ Life Cycle Assessments ❖ Using our Resources (Triple) ➢ Rusting ➢ Alloys ➢ Polymers ➢ Glass, Ceramics & Composites ➢ The Haber Process ➢ Making Fertilisers in labs	REVISION

Negative Ions (Triple) ➢ Instrumental Analysis (Triple)	➢ Making Fertilisers in industry	

Gosfield School

Curriculum Outline

Subject: Spanish
Year: 11

General Information: Year 10 and Year 11 follow the Pearson Edexcel GCSE course. All skills are integral to each lesson (listening, speaking, reading, writing). Teachers and students use the target language as much as possible as the means of communication during lessons.

Autumn Term 1	**Autumn Term 2**
<u>5: A clase</u> Content: schools in Spain, a typical day at school, studies, how you would change your school, students and teachers at school, describing a school trip in the past Grammar: superlatives, relative pronouns, "lo que", conditional, impersonal verbs + infinitive, negatives, questions, adjectives and adverbs <u>6: Mi barrio y yo</u> Content: describing where you live and how a city has changed, shopping preferences, preferences about where you live Grammar: demonstrative adjectives, perfect tense, prepositions, imperfect tense, present subjunctive, comparatives	<u>7: Un mundo mejor para todos</u> Content: natural wonders, helping in the community, climate change, environmental actions Grammar: pronouns after prepositions, imperative, faltar, passe and imperfect continuous, passive, negatives <u>8: El futuro te espera</u> Content: dreams and plans for the future, getting a job, future career intentions Grammar: seguir/continuar + present participle, possessive pronouns, masculine and feminine nouns for jobs
Spring Term **MOCKS** <u>7: Un mundo mejor para todos</u> Content: solutions to environmental and societal	**Summer Term 1** ORAL examination Preparation for examinations

issues Grammar: present subjunctive for opinions, understanding multiple tenses <u>8: El futuro te espera</u> Content: the importance of learning languages, changes in the world of work, the impact of AI Grammar: modal verbs, para que + present subjunctive REVISION of ALL TOPICS EXAMINATION SKILLS and PRACTICE	

Gosfield School

Curriculum Outline 2025

Subject: GCSE Food Preparation 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. Pupils 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. It will also be assessed on two Non-exam assessments (NEAs). The first task is a Food Investigation worth 30 marks and the second is a Food Preparation assessment worth 70 marks. NEA 1 is assessed through a written or electronic report (1500-2000 words) including photographic evidence of the practical investigation. NEA 2 is assessed through a written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.

First Half Term Topics	Second Half Term Topics	Third Half Term Topics
3.5 FOOD CHOICE 3.5.3 Sensory evaluations 3.5.4 Food labeling and marketing **7.1 NON EXAMINED ASSESSMENT** NEA Task 1 practice task NEA Task 1 (10 hours)	**7.1 NON EXAMINED ASSESSMENT** NEA Task 2 practice task NEA Task 2 prep **7.2 THE WRITTEN EXAM** Mock preparation	**7.2 THE WRITTEN EXAM** Mock **7.1 NON EXAMINED ASSESSMENT** NEA Task 2 (21 hours)
Fourth Half Term Topics	**Fifth Half Term Topic Topics**	**Sixth Half Term Topics**
7.1 NON EXAMINED ASSESSMENT Completion of NEA Task 2 **REVISION** Revision of Units 1-3	**REVISION** Revision of Units 4-6	**REVISION**

Gosfield School
Curriculum Outline

Subject: Design and Technology **Year: 11**

General Information: AQA GCSE Design & Technology: Resistant Materials

Year 11 is largely dedicated to the completion of the Non-Examined Assessment based on a provided context. It is worth 50% of the GCSE.

The NEA is broken down into 6 parts which are fulfilled by way of a 20 page design folio completed on Powerpoint.

These are...

Research – 10%

Design specification – 10%

Generating design ideas – 20%

Developing design ideas – 20%

Making the product – 20%

Evaluating – 20%

SENECA learning will run alongside the NEA in order to support preparation for a mock exam in January as well further develop students' understanding of the theory. A final 2hr exam paper will be sat in June during the summer term.

Autumn Term 1 **NEA Contextual Challenge** **SENECA theory learning**	**Autumn Term 2** **NEA Contextual Challenge** **SENECA theory learning**	**Spring Term 1** **NEA Contextual Challenge** **SENECA theory learning**
Spring Term 2 **NEA Contextual Challenge** **SENECA theory learning**	**Summer Term 1** **Revision** **SENECA theory learning**	**Summer Term 2** **Paper 1 – final examination**

Gosfield School

Curriculum Outline

Subject: Drama **Year: 11**

General Information

GCSE Drama follows the Eduqas syllabus, consisting of three Components which are all formally assessed in Year 11.
Component 1 is Devised Drama. Students work in groups to create an original piece of theatre in a chosen genre/style. This piece must be developed from a choice of stimuli given by the exam board. This is a controlled assessment, comprised of a performance, Portfolio of work and written evaluation of the final performance.
Component 2 is a scripted practical examination. Students work in groups to rehearse 2 extracts from a play, which is examined by a Visiting Examiner.
Component 3 is the written exam. There are two sections: Section A studies a set text, with questions about acting, directing and design choices the student may make about a production of the set text. Section B is an evaluation question based on a piece of live theatre the students will see during the course.

Assessment

Students can be assessed for Components 1 and 2 in either acting or theatre design (costume, set, lighting or sound design). Component 1 is worth 40%, Component 2 is worth 20% and Component 3 is worth 40% of the final GCSE. All three Components are assessed in Year 11.

Drama Aims to:

- Help students to develop into rounded individuals who are confident, creative, cooperative, collaborative and considerate.
- Develop their ability to work well as a team through the process of making theatre and giving constructive evaluation feedback to others.
- Train and develop students' performance skills in relation to a wide range of theatrical styles and genres
- Help students to consider the elements integral to creating effective Theatre especially the key dramatic techniques.
- Promote a passion and interest in the Performing Arts.

Autumn 1

- **C1 Genre Study:** Theatre In Education
- **C3: Section B:** Live Theatre evaluation practice
- **C1 Devising Theatre** Introduction and development of final piece
- **C3 Section A**: Find Me: practical study and exam technique

Assessment: C3 Exam Practice

Autumn 2

- **C1 Devising Theatre**: practical assessment November
- **C1 Devising Theatre:** completion of written elements
- **C3 Section A:** Find Me: practical study and exam technique
- **C3 Section B:** Live Theatre Evaluation practice and exam prep

Assessment: Final C1 assessment

Spring 1

- **C2 Performing from a Text** rehearsal
- **C3 Section A: Find Me:** practical study and exam technique
- **C3 Section B:** Live Theatre Evaluation exam practice

Assessment: Mock C3 Exam January

Spring 2

- **C2 Performing from a Text:** exam Mid April
- **C3 Section A:** Revision of practical work
- **C3 Section B:** Live Theatre Evaluation revision

Assessment: C2 practical exam

Summer 1

- **C3 Section A:** Set Text revision
- **C3 Section B:** Live Theatre Evaluation revision

Assessment: C2 practical exam

Summer 2

Course complete

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.

First Half Term Topics	Second Half Term Topics	Third Half Term Topics
English Literature Paper 2 revision • **Unseen Poetry** • *An Inspector Calls* • *Power and Conflict poetry*	**English Language Paper 2** **Nonfiction analysis and writing skills**	**Mock Examinations** **English Literature Paper 1 revision:** • *A Christmas Carol by Charles Dickens* • *Romeo and Juliet* **Spoken Language assessments**

Fourth Half Term Topics	Fifth Half Term Topics	Sixth Half Term Topics
English Paper 1 **Focused revision of topics previously covered**	**Final Examinations**	

Gosfield School

Curriculum Outline

Subject: Further Maths AQA Level 2 certificate Lunchtime club
Year: 10 and 11

General Information

Students in year 10 are invited to join the Further Maths lunch / after school club in the summer of Yr 10. Decisions about who joins the group are made within the maths department mainly influenced by their achievement levels by the summer term in Yr 10. Generally we invite students who have a demonstrated they have the ability to achieve a grade 8 or 9 in the maths GCSE. Students are encouraged to sit the AQA level 2 Further Maths certificate at the end of Yr 11 but some choose not to, recognising the additional work they do towards that course supports their understanding of the higher Maths skills required for the GCSE. As it is a lunch club, we are not able to deliver the whole of the specification for the Further Maths certificate, so are selective about topics with the aim to support the top end of the GCSE and cover new topics that provide an insight into the AS course.

Students complete various assessments in the club and will do at least 2 timed past papers as mock for their exam preparation.

Yr 10 summer Term 1 • Solving quadratics; factorising, completing the square, quadratic formulae • Calculations with surds • Simplifying algebraic fractions • Solving algebraic fractions • Quadratic / linear simultaneous equations	**Yr 10 summer Term 2** • Algebraic proof • Product rule for counting • Quadratic sequences • Solving inequalities • Rearranging equations	**Yr 11 Autumn Term 1** • Equations of straight lines • Parallel and perpendicular lines • Binomial expansion • Differentiation • Rates of change
Year 11 Autumn Term 2 • 3D trigonometry and pythagoras • Sine and cosine rule • Trig identities • Normal and tangents to curve • 2^{nd} derivative	**Year 11 Spring term 1** • Solving trig equations • Matrices • Functions; inverse and composite • Domain and range of function • Quadratic inequalities	**Year 11 Spring Term 2** • Factor theorum • Matrices and transformations • The unit square and combined transformations • Exam Preparation

GCSE Physical Education

Delivery Outline

Component 1 – Fitness and Body Systems

Topic 1 – Applied Anatomy and Physiology

1.1 The structure and functions of the musculo-skeletal system			
	Delivered By	Year	Timeline
1.1.1 The functions of the skeleton	Bir	10	Sept to October Half Term
1.1.2 Classifications of bones	Bir	10	Sept to October Half Term
1.1.3 Structure of skeleton	Bir	10	Sept to October Half Term
1.1.4 Classification of joints	Bir	10	Sept to October Half Term
1.1.5 Movement possibilities at joints	Bir	10	Sept to October Half Term
1.1.6 Role of ligaments and tendons	Bir	10	Sept to October Half Term
End of Half term Test	**Bir**	**10**	**October Half term**
1.1.7 Classification and characteristics of muscle types	Bir	10	Oct half term to Christmas
1.1.8 Location and role of the voluntary muscular system	Bir	10	Oct half term to Christmas
1.1.9 Antagonistic pairs of muscles	Bir	10	Oct half term to Christmas
1.1.10 Characteristics of fast and slow twitch muscle fibre types	Bir	10	Oct half term to Christmas
1.1.11 How the skeletal and muscular systems work together	Bir	10	Oct half term to Christmas
End of term test	**Bir**	**10**	**End of Autumn term**

1.2 The structure and functions of the cardio-respiratory system			
	Delivered By	Year	Timeline
1.2.1 Function of the cardiovascular system	Bir	10	Christmas to Feb half term
1.2.2 Structure of the cardiovascular system	Bir	10	Christmas to Feb half term
1.2.3 Structure of the arteries, capillaries and veins	Bir	10	Christmas to Feb half term
1.2.4 Redistribution of blood flow	Bir	10	Christmas to Feb half term
1.2.5 Function of red and white blood cells	Bir	10	Christmas to Feb half term
End of Half term Test	**Bir**	**10**	**Feb Half term**
1.2.6 Composition of air	Bir	10	Feb Half term to Easter
1.2.7 Vital capacity and tidal volume	Bir	10	Feb Half term to Easter
1.2.8 Components of respiratory system	Bir	10	Feb Half term to Easter
1.2.9 Structure of alveoli	Bir	10	Feb Half term to Easter
1.2.10 How cardiovascular and respiratory systems work together	Bir	10	Feb Half term to Easter
End of term Test	**Bir**	**10**	**Spring Term**

3.1 The relationship between health and fitness and the role that exercise plays in both			
	Delivered By	Year	Timeline
3.1.1 Definitions of fitness, health, exercise and performance and the relationship between them	Bir & isi	10	Easter to Summer
3.2 The components of fitness, benefits for sport and how fitness is measured and improved			
3.2.1 The components of fitness and the relative importance of these components in physical activity and sport	Bir & isi	10	Easter to Summer
3.2.2 Fitness tests	Bir & isi	10	Easter to Summer
3.2.3 Collection and interpretation of data from fitness results	Bir & isi	10	Easter to Summer
3.2.4 Fitness tests for specific components of fitness	Bir & isi	10	Easter to Summer
3.2.5. How fitness is improved – see 3.3.1 – 3.3.3	Bir & isi	10	Easter to Summer
3.3 The principles of training and their application to personal exercise/training programme			
3.3.1. Planning training using the principles of training	Bir & isi	10	Easter to Summer
3.3.2 Factors to consider when deciding the most appropriate training methods and training intensities	Bir & isi	10	Easter to Summer
3.3.3 The use of different training methods for specific components of fitness, physical activity and sport	Bir & isi	10	Easter to Summer
3.4 The long term effects of exercise			
3.4.1. Long term effects of aerobic and anaerobic training	Bir & isi	10	Easter to Summer
3.4.2 Long term training effects – train for longer and more intensely	Bir & isi	10	Easter to Summer
3.4.3 Long term training for effects and benefits – muscular system	Bir & isi	10	Easter to Summer
3.4.4 long term training for effects and benefits – cardiovascular system	Bir & isi	10	Easter to Summer
3.6 Effective use of warm-ups and cool downs			
3.6.1 The purpose and importance of warm ups and cool downs	Bir & isi	10	Easter to Summer
3.6.2 Phases of warm up	Bir & isi	10	Easter to Summer
3.6.3 Activities included in	Bir & isi	10	Easter to Summer

1.4 The short and long term effects			
	Delivered By	Year	Timeline
1.4.1 Short and long term effects of physical activity on lactate accumulation etc	ZFo	11	Sept to October Half Term
1.4.2 Short and long term effects of physical activity on the heart etc	ZFo	11	Sept to October Half Term
1.4.3 Short and long term effects of physical activity on breathing	ZFo	11	Sept to October Half Term
1.4.4 Respiratory and cardiovascular systems work together in physical activity	ZFo	11	Sept to October Half Term
1.4.5 Long term effects of exercise on the body systems	ZFo	11	Sept to October Half Term
1.4.6 Interpretation of graphs	ZFo	11	Sept to October Half Term
End of Half term test	**ZFo**	**11**	**October Half term**

Topic 2 – Movement Analysis

2.1 Lever systems			
	Delivered By	Year	Timeline
2.1.1 First, second and third class levers and their use in physical activity and sport	ZFo	11	October Half Term to Christmas
2.1.2. Mechanical advantage and disadvantage	ZFo	11	October Half Term to Christmas
2.2 Planes and Axes of Movement	ZFo	11	October Half Term to Christmas
2.2.1. Movement patterns using body plans and axes	ZFo	11	October Half Term to Christmas
2.2.2 Movement in the sagittal plane about the frontal axis	ZFo	11	October Half Term to Christmas

2.2.3 Movement in the frontal plane about the sagittal axis	ZFo	11	October Half Term to Christmas
2.2.4 Movement in the transverse plan about the vertical axis	ZFo	11	October Half Term to Christmas
END OF UNIT TEST			

1.3 Anaerobic and Aerobic Exercise			
	Delivered By	Year	Timeline
1.3.1 Energy	ZFo	11	Christmas to Feb Half term
1.3.2 Energy sourses	Zfo	11	Christmas to Feb Half term

3.5 How to optimise training and prevent injury			
3.5.1 The use of PARQ to assess personal readiness for training	Zfo	11	Christmas to Feb Half term
3.5.2 Injury prevention	Zfo	11	Christmas to Feb Half term
3.5.3 Injuries that can occur in physical activity and sport	Zfo	11	Christmas to Feb Half term
3.5.4 RICE	Zfo	11	Christmas to Feb Half term
3.5.5 Performance enhancing drugs	Zfo	11	Christmas to Feb Half term

Component 2 – Health and Performance

Topic 1 – Health, Fitness and Well Being

1.1 Physical, emotional and social health, fitness and wellbeing			
	Delivered By	Year	Timeline

1.1.1 Physical health	Isi	10	Sept to October Half Term
1.1.2 Emotional health	Isi	10	Sept to October Half Term
1.1.3 Social health	Isi	10	Sept to October Half Term
1.1.4 Impact on fitness on well being	Isi	10	Sept to October Half Term
1.1.5 How to promote personal health	Isi	10	Sept to October Half Term
1.1.6 Lifestyle choices	Isi	10	Sept to October Half Term
1.1.7 Positive and negative impact on lifestyle choices	Isi	10	Sept to October Half Term
End of half term test	**Isi**	**10**	
1.2 The consequences of a sedentary lifestyle			
1.2.1 A sedentary lifestyle and its consequences	Isi	10	October Half Term to Christmas
1.2.2 Interpretation and analyse of graphical representation of data associated with trends in physical health issues	Isi	10	October Half Term to Christmas
1.3 Energy use, diet, nutrition and hydration			
1.3.1 Nutritional requirements and ratio of nutrients for a balanced diet	Isi	10	October Half Term to Christmas
1.3.2 The role and importance of macronutrients	Isi	10	October Half Term to Christmas
1.3.3 The role and importance of micronutrients	Isi	10	October Half Term to Christmas
End of Term Test	**Isi**	**10**	**Christmas**
1.3.4 The factors affecting optimum weight	Isi	10	Christmas to feb Half term
1.3.5 The variations in optimum weight according to roles in specific physical activities and sport	Isi	10	Christmas to feb Half term
1.3.6 The correct energy balance to maintain a healthy weight	Isi	10	Christmas to feb Half term
1.3.7 Hydration for physical activity and sport	Isi	10	Christmas to feb Half term
End of Half term Test	**Isi**	**10**	

Topic 2 – Sport Psychology

2.1 Classification of skill			
	Delivered By	Year	Timeline
2.1.1 Classification of a range of sports skills using the open/closed, basic, complex, low organisation/high organisation continua	Isi	10	feb Half term to Easter
2.1.2 Practice structures	Isi	10	feb Half term to Easter
2.1.3 Application of knowledge of practice and skill classifications	Isi	10	feb Half term to Easter
2.2 Thes use of goal setting and SMART targets to improve and/or optimise performance			
2.2.1 The use of goal setting	Isi	10	feb Half term to Easter
2.2.2 Principles of SMART targets	Isi	10	feb Half term to Easter
2.2.3 Setting and reviewing targets	Isi	10	feb Half term to Easter
End of Term Test	Isi	10	Easter

2.3 Guidance and feedback on performance			
2.3.1 Types of guidance to optimise performance	**Cbr**	**11**	Sept to October Half term
2.3.2 Advantages and disadvantages of each type of performance	**Cbr**	**11**	Sept to October Half term
End of Half term Test	**Cbr**	**11**	
2.3.3 Types of feedback	**Cbr**	**11**	Sept to October Half term to Christmas
2.3.4 Interpretation and analysis of graphs of data associated with feedback on performance	**Cbr**	**11**	Sept to October Half term to Christmas
2.4 Mental preparation for performance			
2.4.1 Mental preparation for performance	**Cbr**	**11**	Sept to October Half term to Christmas
End of Half term test	**Cbr**	**11**	Sept to October Half term to Christmas

Topic 3 – Socio-cultural influences

3,1 Engagement patterns of different social groups in physical activity

	Delivered By	Year	Timeline
3.1.1 Participation rates in sport	**Cbr**	**11**	Christmas to feb half term
3.1.2 Interpretation and analysis of graphs of data associated with trends in participation rates	**Cbr**	**11**	Christmas to feb half term
3.2 Commercialisation of physical activity and sport			
3.2.1 The relationship between commercialisation the media and physical activity and sport	**Cbr**	**11**	Christmas to feb half term
3.2.2 The advantages and disadvantages of commercialisation and the media	**Cbr**	**11**	Christmas to feb half term
3.2.3 Interpretation and analysis of graphs of data associated with trends in the commercialisation of physical activity and sport	**Cbr**	**11**	Christmas to feb half term
End of half term Test	**Cbr**	**11**	
3.3 Ethical and socio- cultural issues in physical activity and sport			
3.3.1 The different types of sporting behaviour	**Cbr**	**11**	feb half term to Easter
3.3.2 Interpretation and analysis of graphs of data associated with trends in ethical and socio-cultural issues in physical activity and sport	**Cbr**	**11**	feb half term to Easter
End of term Test			

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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.

Autumn Term 1	**Autumn Term 2**	**Spring Term 1**
Changing Economic world • Economic development and quality of life • Reducing global development gap • Economic development in Nigeria • Economic change in the UK Revise work through low risk tests. Continue to work on exam technique and work.	Challenge of Resource Management • Global resource management • Resources in the UK • Energy resources (1) Global patters of Energy (2) Factors affecting supply (3) Energy insecurity (4) Natural gas (5) Sustainable energy Revise work through low risk tests. Continue to work on exam technique and work.	Geographical Skills • Map Reading • Grid references • Scales • Statistics Revise work through low risk tests. Continue to work on exam technique and work.
Spring Term 2	**Summer Term 1**	**Summer Term 2**
• Revision Physical topics and exam skills	• Revision of Human topics and exam skills	Exams

Gosfield School

Curriculum Outline

Subject: Mathematics **Year: 10 - 11**

General Information

Students in years 10-11 follow a 2-year GCSE course. The current resource used is the Just Maths' GCSE scheme of work. Higher students follow the 'Cross-Over'' and 'Working Above' schemes. Intermediate students follow a selection of 'Working Towards' and the 'Cross-Over' schemes. Foundation students study the 'Working Towards' scheme and a small selection of topics from the 'Cross-Over' scheme.

At the end of the course, there are 3 x 1.5-hour GCSE examinations for both tiers (Foundation, Higher).

Students will complete various assessments on key topics throughout the year to check and consolidate their learning. Formal assessments will be sat when appropriate in the Scheme of Work, and students will always be given advanced notice of any assessment. In addition, students sit an End of Year exam that is graded and compared to their (CEM) targets to check progress made. These are comprised of GCSE questions to gain a more reliable measure of where our students are in their learning.

As a result of how different students learn, teachers may adjust their approach to teaching by altering the flow of topics dependent on the level at which the students are working. The flow of topics will also depend on the group a student is in. Consequently, each class may work faster or slower according to the needs and learning styles of the students.

Topics exclusive to the higher paper are in bold.

Autumn 1	**Autumn 2**	**Spring 1**
• Prime Factorisation • Factors and Multiples • Pythagoras' theorem, including in 3D • Trigonometry • **Similarity** • Rectangles • Compound shapes • Area of 2D shapes • Circles, theorems • Transformations • Pythagoras' theorem, **including in 3D** • **Trigonometry** • Negative/fractional powers • Limits of accuracy • **Cumulative Frequency**	• Probability • Mutually exclusive and exhaustive outcomes • Expectation • Two-way tables • Venn diagrams • **Quadratic formula** • Standard form • Mutually exclusive and exhaustive outcomes • Experimental probability • 3D shapes • Volume & surface area • Mutually exclusive and exhaustive outcomes • Expectation • Two-way tables • Venn diagrams • **Algebraic fractions**	• Linear inequalities • **Graphical inequalities** • Trial and improvement • Reciprocals, recurring decimals • Negative/fractional powers • **Surds & bounds** • Limits of accuracy • Solving linear equations • Variable on both sides • Trial and improvement • **Sine & Cosine rule** • Percentage increase / decrease • Vectors – **proof questions** • **Congruency**

Spring 2	Summer 1	Summer 2

• **Completing the square**
• Solving linear and non-linear equations
• Sampling data
• Frequency polygons
• Cumulative frequency graphs
• **Box plots**
• Histograms
  • Equivalent FDPs
  • Percentages
  • Compound measures
  • Reverse percentages
  • Direct and inverse proportion
  • Quadratic graphs
  • Percentage increase/decrease
	• Combined events
	• Tree diagrams
	• Independent events
	• **Conditional probability**
	• Sampling
	• Pie charts
	• Scatter diagrams
	• Grouped data and averages
	• Constructions
	• Loci
	• Tree diagrams
	• Independent events
	• Conditional probability
	• Solving linear and non-linear equations
	• Frequency polygons
	• Cumulative frequency graphs
	• **Histograms**
		• Consolidation/Revision
		• End of Year exams

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.

Autumn Term

- Forces in Balance
  - Vectors & Scalars
  - Forces between Objects
  - Resultant Forces
  - Moments (Triple)
  - Levers & Gears (Triple)
  - Centre of Mass
- Motion
  - Speed
  - Distance-Time Graphs
  - Velocity & Acceleration
  - Velocity-Time Graphs
- Force and Motion
  - Newton's Laws
  - Weight
  - Terminal Velocity
  - Forces and Braking
  - Momentum
  - Impact Forces (Triple)
  - Elasticity & Hooke's Law
- Force and Pressure (Triple)
  - Pressure & Surfaces
  - Pressure in

Spring Term

- Electromagnetism
  - Magnetic Fields
  - Magnetic Fields & Electric Currents
  - Electromagnetic Devices
  - The Motor Effect
  - The Generator Effect (Triple)
  - Transformers (Triple)
- Space (Triple)
  - The Solar System
  - Lifecycle of Stars
  - Orbits
  - Expanding Universe
  - Beginning & Future of the Universe

REVISION

Summer Term

REVISION

Liquids ➢ Atmospheric Pressure ➢ Upthrust & Flotation		

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SENIOR SCHOOL PE PROGRAMME

	Sept – Oct Half Term	Oct Half term – Christmas	Christmas to Feb Half Term	Feb Half term to Easter	Summer Term
YEAR 7, 8, 9 Boys	Basketball Group 1 Football Group 2	Basketball Group 1 Football Group 1	Rackets Sports Group 1 Rackets Sports Group 2	Attacking Principles of Play Group 1 & Group 2	Athletics until Half term Tennis & Golf
Year 7,8,9 Girls	Netball	Football	Attacking Principles of Play	Racket Sports	Athletics until Half term Tennis & Golf

Boys PE – Groups 1 & 2 will be finalised after the First week of term and pupils will be informed of what group they are in

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SENIOR SCHOOL GAMES PROGRAMME

	Autumn Term	Spring Term	Summer Term
YEAR 7 & 8 BOYS	Football	Rugby or Basketball and Touch Rugby	Athletics & Cricket (45 mins of each for the first 3 weeks, then cricket only)
YEAR 7 & 8 GIRLS	Hockey	Netball	
YEAR 9 BOYS	Football	Rugby or Basketball and Touch Rugby	Athletics & Cricket (45 mins of each for the first 3 weeks, then cricket only)
YEAR 9 GIRLS	Hockey	Netball	
YEAR 10, 11,	Hockey all girls Football Boys all boys There will be U15 & U16 Hockey, Netball and Football Fixtures this term	**Choice of** Rugby Rugby Touch Netball Basketball Table Tennis / Badminton / Weights (These choices are subject to change depending on facility and staff availability) If in previous years you have played Netball or Football for school it will be expected you play these sports in this term's games afternoon There will be U16 rugby, Netball Fixtures this term	**Choice of** Girls Cricket Boys Cricket Athletics (team) (These choices are subject to change depending on facility and staff availability) If in previous years you have played Cricket for school it will be expected you play this sport in this term's games afternoon

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Curriculum Outline

Subject: Computer Science	**Years:** 10-11

General Information: Pupils will develop their e-safety awareness, digital soft skills and text-based coding skills throughout the course of the year.

Autumn Term 1: *Back to Basics and 1.3 Networks* Pupils will learn: ○ what the different internal components of a computer are; ○ how to write code to ask the user for an input and manipulate it; ○ what the internet is; ○ how the internet works; ○ what the difference is between a LAN and WAN; ○ what hardware is needed in a network; ○ the differences of different networks; ○ how to draw and identify network topologies; ○ the advantages and disadvantages of wired and wireless connections.	**Autumn Term 2:** *1.4 Network Security and 2.1 Algorithms* Pupils will learn: ○ about different types of malware; ○ about different network attacks including DoS; ○ how networks are tested for weaknesses in security; ○ the different types of hacker; ○ how networks can be protected; ○ how to read and draw flowcharts to solve problems; ○ how to perform Bubble, Merge and Insertion Sorts; ○ how to write pseudocode; ○ how to perform Binary and Linear Searches.	**Spring Term 1:** *1.1. Systems Architecture* Pupils will learn: ○ what the Central Processing Unit (CPU) is; ○ how the CPU works; ○ what the cache is and where it is located; ○ what a peripheral is; ○ what primary memory is; ○ what Von Neumann Architecture is; ○ what affects CPU performance; ○ what embedded systems are.
Spring Term 2: *1.5 Systems Software and 2.2 Programming Fundamentals* Pupils will learn: ○ what an Operating System (OS) is and what they do; ○ what compression is; ○ what defragmentation is; ○ what encryption is; ○ what variables are;	**Summer Term 1:** *1.6 Ethical Issues and 2.3 Robust Programming* Pupils will learn: ○ ethical issues surrounding device use; ○ cultural issues surrounding device use; ○ privacy issues surrounding device use;	**Summer Term 2:** *1.2 Memory and Storage and 2.4 Boolean Logic* Pupils will learn: ○ what primary storage is; ○ what secondary storage is; ○ data is measured in; ○ how images are stored; ○ how audio files are stored; ○ what file compression is;

○ what and how to use variables; ○ what sequencing and selection is; ○ what and how to use iterations; ○ how to use string casting; ○ what data persistence is; ○ what SQLs are; ○ what arrays are.	○ law and legislations surrounding device use; ○ how…	○ what logic gates are; ○ draw logic circuits; ○ read and create truth tables;
Autumn Term 3: *Component 1 Revision and 2.5 Programming Languages* <u>Pupils will learn:</u> ○ how to	**Autumn Term 4:** *Component 1 Revision and 2.2 Programming Fundamentals Revision* <u>Pupils will learn:</u> ○ how to u	**Spring Term 3:** *Component 1 Revision and 2.2 Programming Fundamentals Revision* <u>Pupils will learn:</u> ○ how to
Spring Term 4: *Component 1 Revision and 2.2 Programming Fundamentals Revision* <u>Pupils will learn:</u> ○ how to	**Summer Term 5:** *Components 1 and 2 Revision* <u>Pupils will learn:</u> ○ how to	

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Curriculum Outline

Subject: French **Year**: 11

General Information: Year 10 and Year 11 follow the Pearson Edexcel GCSE course. Year 10 began the GCSE units 1-3 in Year 9. All skills are integral to each lesson (listening, speaking, reading, writing). Teachers and students use the target language as much as possible as the means of communication during lessons.

Autumn Term 1 **<u>6: Our planet</u>** **Content:** geography and the climate, francophone countries, environmental problems, how we can work together to protect the environment, small actions to protect the environment, new technologies **Grammar:** comparatives and superlatives, present tense passive voice, nous-form imperative, perfect and imperfect tenses together, en + present participle, *être en train de* and *venir de*	**Autumn Term 2** **<u>7: My World</u>** **Content:** describing your town or village, understanding and asking for directions, shopping for clothes, your ideal home, visiting another town or city **Grammar:** demonstrative adjectives, the pronoun *y*, depuis, *de* for possession, *si* clauses, questions in different tenses	**Spring Term 1** **Mock examinations** **Feedback and target setting** **<u>8: Future Plans</u>** **Content:** hopes and plans for the future, travelling, buying tickets **Grammar:** 3 future tenses, *après avoir* + past participle, verbs that take être in the perfect tense (revise)
Spring Term 2 **<u>8: Future Plans</u>** **Content:** earning money, career paths, different jobs **Grammar:** verbs followed by *à* or *de* **Practice and preparation for the Speaking examination after Easter**	**Summer Term 1** **GCSE Speaking examination** **All topic revision + Examination practice**	**Summer Term 2** **Examinations**