



Year 11 Curriculum Overview

2024-2025

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	Autumn Term	Spring Term	Summer Term
English	<p>GCSE English is a core subject and is compulsory at KS4. GCSE emphasises the quality and accuracy of writing and core writing skills, such as spelling, punctuation and grammar. This allows candidates to demonstrate their ability in functional English. This also offers opportunities to investigate and analyse language, experiment and use language creatively.</p> <p>At Entry Level, Step Up to English helps entry-level pupils to build basic and relevant literacy skills and is suitable for pupils from Key Stage 3 onwards.</p>		
	GCSE		
	<p>Language focus Paper 2: Q2 & 4 & 5</p> <p>Literature focus</p> <ul style="list-style-type: none"> ▪ 19th Century Text: <i>The Sign of Four</i> – Conan Doyle ▪ Shakespeare: <i>Romeo and Juliet</i> (Act 1, 2 & 3) ▪ Practice retrieval and inference skills in response to Modern Text ▪ Opportunities for non-fiction writing – letter writing, diary entries ▪ Textual analysis and annotation of language features e.g. metaphor 	<p>Language focus Paper 1 and 2 mock exams</p> <p>Literature focus</p> <ul style="list-style-type: none"> ▪ Paper 1 and 2 mock exams ▪ Shakespeare: <i>Romeo and Juliet</i> (Act 4 &5) ▪ Revision ▪ Exam preparation ▪ Exam layout ▪ Feedback and redrafting responses 	<p>Language focus Revise all texts Exams: Paper 1 and 2</p> <p>Literature focus Revise all texts Exams: Paper 1 and 2</p> <ul style="list-style-type: none"> ▪ Use Modern Text extracts for Language Paper 1 revision ▪ Fiction and non-fiction writing (Language Q5s) based on literature text revision
	Entry Level		
<p>Literacy Topic: Non-Fiction Texts</p> <ul style="list-style-type: none"> ▪ Pets ▪ Charities ▪ Science Fiction <p>(Component 1 x 2 assessments)</p> <p>Speaking & Listening:</p> <ul style="list-style-type: none"> ▪ Discussion and presentation of ideas <p>Reading:</p> <ul style="list-style-type: none"> ▪ Vocabulary associated with the chosen topic ▪ Comment on writer’s choice of words ▪ Identifying text features e.g. headline, picture ▪ Explaining word meanings <p>Writing:</p> <ul style="list-style-type: none"> ▪ Non-fiction writing (check form of task) ▪ SPaG skills 	<p>Creative Reading & Writing: Fiction Texts (Component 2 x 1 assessment)</p> <ul style="list-style-type: none"> ▪ Holidays ▪ Hobbies ▪ Dystopia <p>Reading:</p> <ul style="list-style-type: none"> ▪ Identifying facts (‘List 4 things...’) ▪ True/false responses to statements ▪ Understanding characters, themes and ideas ▪ Comparing characters, themes and ideas <p>Writing:</p> <ul style="list-style-type: none"> ▪ Creative writing ▪ Using picture prompts to write a story ▪ SPaG skills 	<p>Functional Skills/Transition: Planning a Trip</p> <p>Reading:</p> <ul style="list-style-type: none"> ▪ Identifying facts (‘List 4 things...’) ▪ True/false responses to statements ▪ Understanding characters, themes and ideas ▪ Comparing characters, themes and ideas <p>Writing:</p> <ul style="list-style-type: none"> ▪ Creative writing ▪ Using picture prompts to write a story ▪ SPaG skills 	

Maths	<p>GCSE Maths is a core subject and is compulsory at KS4. The students follow the Edexcel GCSE course and it covers a range of topics including Number, Algebra, Ratio, Proportion, Geometry and Measure, Trigonometry, Statistics and Probability. The paper is made up of a mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand will increase as you progress through the paper.</p> <p>Entry level maths follow AQA which consists of 8 components. The language in the tests is straightforward to allow students to focus on the maths skills that they are able to demonstrate competency in.</p>		
	GCSE Foundation		
	<ul style="list-style-type: none"> ▪ Angles, lines and symmetry ▪ Equations ▪ Inequalities ▪ Polygons and parallel lines ▪ Sequences 	<ul style="list-style-type: none"> ▪ Perimeter and area ▪ 3D forms and Volume ▪ Transformations I ▪ Transformations II ▪ Ratio and proportion 	<ul style="list-style-type: none"> ▪ Probability ▪ Indices and standard form
	Entry Level		
<ul style="list-style-type: none"> ▪ Component 8 ▪ Statistics ▪ Component 4 ▪ Money 	<ul style="list-style-type: none"> ▪ Component 5 ▪ The Calendar and Time ▪ Component 6 ▪ Measures 	<ul style="list-style-type: none"> ▪ Component 7 ▪ Geometry 	
BSL	In KS4 pupils will follow the Signature Level Certificate in BSL. Pupils will be taught according to their individual ability and needs.		
	Pre-Level 1/Introduction to BSL		
	<p>Meeting people</p> <ul style="list-style-type: none"> ▪ Greetings ▪ Introductions ▪ Conversation 	<p>Weather</p> <ul style="list-style-type: none"> ▪ Expanding vocabulary for weather terms 	<p>Transport</p> <ul style="list-style-type: none"> ▪ Different modes of transport. ▪ Asking for directions
	<p>Using numbers and alphabet</p> <ul style="list-style-type: none"> ▪ Shopping ▪ Phone numbers ▪ Communicating 	<p>Relevant personal information</p> <ul style="list-style-type: none"> ▪ Name, age, address ▪ Family details brothers, sisters 	<p>Strategies for clarification</p> <ul style="list-style-type: none"> ▪ Repetition ▪ Changing questions structure
	Level 3		
	Covers 6 different topics: home life, social/recreational activities, education and training, employment, consumer issues and daily living, deaf history and culture.		
<p>Use receptive and productive skills to engage in varied social interaction.</p> <ul style="list-style-type: none"> ▪ Opinion and beliefs ▪ Instruction and advice ▪ Adapt own language appropriately (Formal and informal) 	<p>Maintain fluency, grammatical accuracy and coherence in sustained contributions containing varied language.</p> <ul style="list-style-type: none"> ▪ Timelines ▪ Range of aspect ▪ Range of modal verbs ▪ Classifiers ▪ Negation and affirmation 	<p>Understand sustained signed communication containing varied language</p> <ul style="list-style-type: none"> ▪ Recognise and distinguish facts, opinions, beliefs and feelings. ▪ Deaf studies 	

Speech & Language Therapy (SaLT)	Speech and Language Therapy is embedded into the school timetable and delivered through a combination of role play, pictures, short stories, video analysis and off site experiences.		
	<p>Autumn Term 1 Themes: Critical Thinking and Problem Solving Principles</p> <ul style="list-style-type: none"> ▪ To analyse, discuss and problem solve individually and in a small group. <p>Language Skills</p> <ul style="list-style-type: none"> ▪ Blanks Levels 3 and 4 ▪ Thinking beyond the concrete ▪ Inferring thoughts, feelings and actions ▪ Deducing and explaining ▪ Answering 'Why' in terms of others perception <p>Communication Skills Team working skills</p> <ul style="list-style-type: none"> ▪ Re-tell, Explain, Reason ▪ Take on board others ideas ▪ Use reason and come to conclusions <p>Autumn Term 2 Themes: Presentations Principles</p> <ul style="list-style-type: none"> ▪ To create a presentation to present to the class group <p>Language Skills</p> <ul style="list-style-type: none"> ▪ Analysis and evaluation of other examples of presentations ▪ Discussions and identification of key features ▪ Research and development of own presentation ▪ Presentation given to class <p>Communication Skills</p> <ul style="list-style-type: none"> ▪ Social confidence to present to others ▪ Ability to follow script and present clearly ▪ Spoken English presentations to be used for Functional English course 	<p>Spring Term 1 Theme: Autobiographical Memories Principles</p> <ul style="list-style-type: none"> ▪ To store memories of life events and learning which includes impact, consequence, feelings and thoughts rather than just facts based memories. <p>Language Skills:</p> <ul style="list-style-type: none"> ▪ Blanks level 3 and 4 ▪ Telling a story ▪ Asking questions ▪ Adding comments ▪ Expanding vocabulary <p>Communication Skills</p> <ul style="list-style-type: none"> ▪ Confidence to communicate in front of a small group ▪ Asking and answering questions within a group ▪ Mental time travel to retell and learn from experiences ▪ Elaborating on language, adding to and renegotiating the story <p>Spring Term 2 Theme: Revision Strategies Principles</p> <ul style="list-style-type: none"> ▪ To develop memory skills further ▪ To identify and practise revision strategies ▪ To identify revision strategies for self. <p>Language Skills</p> <ul style="list-style-type: none"> ▪ Consolidate and develop memory skills ▪ Use revision strategies <p>Communication Skills</p> <ul style="list-style-type: none"> ▪ Discuss and evaluate different strategies ▪ Make choice and apply to self ▪ Predict benefit and practise 	<p>Summer Term 1 Theme: Revision Strategies and Support Principles</p> <ul style="list-style-type: none"> ▪ To practically develop the use of revision strategies and to apply these individually as students prepare for exams

Science	<p>At GCSE Students follow the Edexcel iGCSE Single Science Specification. This consists of:</p> <ul style="list-style-type: none"> 5 Biology units, 4 Chemistry units and 8 Physics units, taught in parallel, one lesson on each subject area per week. This is examined through 3 papers in year 11. <p>At Entry Level - Students follow the OCR Entry Level Science Specification. This consists of:</p> <ul style="list-style-type: none"> A maximum of 36 topics, each assessed by an end of topic test set externally, marked internally (End of item tests) A minimum of one practical investigation incorporating identified aspects of working scientifically (Practical Task) A range of practical science activities, normally delivered within the topic teaching, assessed and recorded for skill assessment (can-do tasks) <p>Topics are delivered in different sequences with different groups to ensure that resources are available to each class as required.</p>		
	GCSE		
	<p>Biology</p> <ul style="list-style-type: none"> Ecology and the environment Use of biological resources <p>Practice exams Revision and preparation for exams</p>	<p>Chemistry</p> <ul style="list-style-type: none"> Physical chemistry Organic chemistry <p>Practice exams Revision and preparation for exams</p>	<p>Physics</p> <ul style="list-style-type: none"> Solids, liquids and gases Magnetism and electromagnetism Radioactivity and particles Astrophysics <p>Practice exams Revision and preparation for exams</p>
	Entry Level		
	<p>Practical investigation ELP7 Our electricity supply ELP8 Attractive forces ELP9 Pushes and pulls ELP10 Driving along ELP11 Fly me to the moon ELP12 Final frontiers</p>	<p>ELC7 Let's get together ELC8 Heavy metal ELC9 Fuels ELC10 Are you overreacting? ELC11 How fast? How slow? ELC12 CSI plus</p>	<p>ELB7 You can only have one life – look after it ELB8 Body wars ELB9 Creepy crawlies ELB10 Extinction ELB11 My genes ELB12 Food factory</p>
Computing	<p>At GCSE students follow the OCR Exam Board Scheme of Work which comprises two exams (Comp1 and Comp2) and a programming project. In Year 11 students will be following the theory work required for Comp2.</p> <p>At Entry Level students are following the WJEC Entry Level Pathways which will enable them to achieve an ICT Users Award or ICT Users Certificate (dependent on how many units are completed) at either Entry Level 1, Entry Level 2, Entry Level 3 or Level 1</p>		
	GCSE		
	<p>Units followed will be:</p> <ul style="list-style-type: none"> 2.1 Algorithms 2.2 Programming Fundamentals <p>Revision and preparation for exams</p>	<p>Units followed will be:</p> <ul style="list-style-type: none"> 2.3 Producing robust programs 2.4 Boolean Logic <p>Revision and preparation for exams</p>	<p>Units followed will be:</p> <ul style="list-style-type: none"> 2.5 Programming Languages and IDEs <p>Revision and preparation for exams</p>

	Entry Level		
	Units followed will be: <ul style="list-style-type: none"> Word Processing Software Students will be using this time to ensure that any missing elements of work are rectified. 	Units followed will be: <ul style="list-style-type: none"> Improving Productivity Using IT 	<ul style="list-style-type: none"> Students will be using this time to ensure that any missing elements of work are rectified.
Geography	<p>In GCSE - Geography students complete 3 components which are divided in to 2 or 3 sections: Living in the UK today: 3 sections - Landscapes of the UK, people of the UK and UK Environmental challenges The World around us; 3 sections - Ecosystems of the planet, People of the Planet and Environmental Threats to our planet. Geographical Skills: 2 sections – geographical skills and fieldwork skills. Students complete human and physical fieldwork. Each component has an exam at the end of year 2.</p>		
	<ul style="list-style-type: none"> Landscapes of the UK UK Environmental Challenges 	<ul style="list-style-type: none"> People of the UK Environmental Threats to our planet 	<ul style="list-style-type: none"> Environmental Threats to our planet Revision of all units
Humanities	<p>In Humanities Entry Pathways students complete a variety of units linked to geography, history and RE. Units are worth credits and the aim is to complete 13 credits to achieve an Entry Level certificate. Students will work at Entry level 2 or Entry Level 3. All work is coursework based which is sent off to examiners to be verified at the start of May in year 2.</p>		
	<p>Threatened Ecosystems</p> <ul style="list-style-type: none"> LO1 Know the features of a range of threatened ecosystems at a national and global scale and why they are endangered. LO2 Know how people endanger the continued existence of threatened ecosystems at a national and global scale. LO3 Know how threatened ecosystems can be protected at both national and global scales. <p>Entry Pathways</p> <p>Places of Worship Entry Level 2</p> <ul style="list-style-type: none"> AC1.1 Identify features found in two places of worship which are used in worship. AC1.2 Identify reasons why certain religious features are used in worship AC2.1 Select reasons why certain religious features found in places of worship are important to believers. 	<p>Important ceremonies in life and death</p> <ul style="list-style-type: none"> LO1 Know how religious ceremonies are performed. AC1.1 Identify features of religious ceremonies (E2) AC1.1 Outline features of religious ceremonies (E3) AC1.2 Identify the main people involved in religious ceremonies(E2) AC1.2 Outline the main people involved in religious Ceremonies (E3) LO2 Understand why religious ceremonies are practised and the religious significance of the features involved. AC2.1 Select reasons why religious ceremonies take place (E2) AC2.1 Give reasons why religious ceremonies take place (E3) AC2.2 Outline the religious significance of the features involved in religious ceremonies. (E3) 	<p>Completion of all subject units, ready to collate and submit requested work by the exam board in the first week of May.</p>

- AC2.2 Select reasons why the buildings used as places of worship are important to believers
- AC2.3 Select reasons why places of worship are important to the wider community
- AC3.1 Identify appropriate behaviour in each place of worship.
- AC3.2 Select reasons why certain behaviour is expected in these places of worship

Entry Level 3

- AC1.1 Outline features found in two places of worship which are used in worship
- AC1.2 Outline how certain religious features are used in worship
- AC2.1 Give reasons why certain religious features found in places of worship are important to believers
- AC2.2 Give reasons why the buildings used as places of worship are important to believers
- AC2.3 Give reasons why places of worship are important to the wider community.
- AC3.1 Outline appropriate behaviour in each place of worship.
- AC3.2 Give reasons why this behaviour is expected in each place of worship

- AC2.2 State the religious significance of the features involved in religious ceremonies (E2)
- AC2.2 Outline the religious significance of the features involved in religious ceremonies. (E3)
- LO3 Understand the importance of religious ceremonies to believers and non-believers
- AC3.1 Select reasons why religious ceremonies are important to a believer. (E2)
- AC3.1 Give reasons why religious ceremonies are important to a believer. (E3)
- AC3.2 Select reasons why non-believers also take part in these ceremonies (E2)
- AC3.2 Give reasons why non-believers also take part in these ceremonies. (E3)

A Non-British Society in the Past

Entry Level 2

- AC1.1 Identify features and characteristics connected with a particular non-British society in the past.
- AC1.2 Identify people from a particular non-British society in the past
- AC2.1 Show how people's lives in a particular non British society in the past were similar to life today.
- AC2.2 Show how people's lives in a particular non British society in the past were different from life today.
- AC3.1 Identify different types of historical sources from a particular non-British society in the past.
- AC3.2 Select information from historical sources about a particular non-British society in the past.

		<p>Entry Level 3</p> <ul style="list-style-type: none"> ▪ AC1.1 Outline features and characteristics of a particular non-British society in the past. ▪ AC1.2 Outline the importance of certain people in a particular non-British society in the past. ▪ AC2.1 Identify similarities between a particular non-British society in the past and their own times. ▪ AC2.2 Outline how people’s lives in a particular non British society in the past were different from life today. ▪ AC3.1 Categorise different types of historical sources from a particular non-British society in the past. ▪ AC3.2 Use historical sources to make observations about a particular non-British society in the past. 	
GCSE			
Art & Design	<p>At GCSE it is designed to encourage learners to develop knowledge, skills and understanding along with creativity and imagination. Learners show this through their responses to a range of visual and written stimuli. It provides an opportunity for learners to experiment and take risks with their work whilst developing their own style. In Art, Craft and Design, learners must work in two or more titles from the following; fine art: drawing, painting, printmaking or sculpture, graphic communication: illustration, packaging or advertising, textile design: printed and digital textiles, stitched and/or embellished textiles, three dimensional design: ceramics, product design or jewellery.</p>		
	<p>In OCR’s Entry Level Certificate in Art and Design provides learners with creative, exciting and practical opportunities to develop their artistic skills through their individual exploration of art, craft and design. It enables learners to develop creativity, imagination, communication and practical skills, and to express ideas, feelings and meanings through art, craft and design.</p>		
	<p>Component 01: Portfolio This is a portfolio of work produced to a centre- or learner-set starting point leading to final artefact(s)/product(s)/personal outcome(s).</p> <p>Learners must show they have:</p> <ul style="list-style-type: none"> ▪ Developed ideas through investigations and demonstrated critical understanding of sources from a given starting point. 	<p>Component 02: Externally set task For this component, an early release paper will be despatched to centres and will be available from 2 January.</p>	<p>How to develop an art portfolio?</p> <ul style="list-style-type: none"> ▪ To refine and adapt own portfolio and externally set task for the external moderation’s visit

	<ul style="list-style-type: none"> ▪ Produced material informed by context that is relevant to the development of their ideas ▪ Refined work by exploring ideas, selecting and experimenting with media appropriate to their chosen title and area of study ▪ Recorded ideas, observations and insights relevant to intentions as work progresses ▪ Presented a personal and meaningful response that realises intentions 	<p>This paper will give learners a choice of five themes, each with a choice of visual starting points. From this paper, learners are expected to choose one option for which they will generate an appropriate personal response of one or more artefact(s) within a 10-hours supervised time period.</p>	
Entry Level			
	<p>Component 01: Portfolio This is a portfolio of work produced to a centre- or learner-set starting point leading to final artefact(s)/product(s)/personal outcome(s). Learners must show they have:</p> <ul style="list-style-type: none"> ▪ Developed ideas through investigations and demonstrated critical understanding of sources from a given starting point. ▪ Produced material informed by context that is relevant to the development of their ideas ▪ Refined work by exploring ideas, selecting and experimenting with media appropriate to their chosen title and area of study ▪ Recorded ideas, observations and insights relevant to intentions as work progresses ▪ Presented a personal and meaningful response that realises intentions 	<p>Component 02: Externally set task For this component, an early release paper will be despatched to centres and will be available from 2 January. This paper will give learners a choice of twenty five themes, each with a choice of visual starting points. From this paper, learners are expected to choose one option for which they will generate an appropriate personal response of one or more artefact(s) within a 10-hours supervised time period.</p>	<p>How to develop an art portfolio? To refine and adapt own portfolio and externally set task for the external moderation's visit</p>
<p>Food Technology</p>	<p>At GCSE level, pupils will be complete AQA Food Preparation and Nutrition. There are five preparation skills that the students will cover, these are: food, nutrition and health, food science, food safety, food choice and food provenance. At the end of the two year course, pupils complete a written exam which totals 50% of the GCSE mark. The other 50% is attained through completion of two coursework projects, one being a food investigation, whereby pupils will show an understanding of the working characteristics, functional and chemical properties of ingredients. The second coursework involves the assessment of food preparation, whereby pupils' knowledge, skills and understanding in relation to planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Pupils will prepare, cook and present a final menu of three dishes within a single period of time, normally a maximum of three hours.</p>		

	At Entry Level 3 WJEC Food Preparation, Cooking and Serving, pupils will be able to plan, make and serve dishes independently, showing confidence and independence in: culinary skills, weighing and measuring, safety, hygiene and be able showcase a wide selection of dishes of consistent quality.		
	GCSE		
	Pupils will complete a mock practice task of food investigation. Pupils will complete their food investigation coursework, set by the AQA Board.	Pupils will complete their second piece of assessed coursework. Pupils will prepare, cook and present their final three dishes in practical exam conditions.	Revision, recap of the topics outlined above. Past exam practice papers, in preparation for the written external exam.
	Entry Level		
Safety and hygiene in the kitchen. Pupils will learn a variety of culinary skills for the preparation of dishes. Pupils will be able to weigh and measure liquids/dry foods accurately and independently.	Pupils will be able to identify and select correct equipment for the dish they are making. Pupils will be able to use a variety of equipment safely and independently e.g. oven, grill, hob and sharp knives.	Pupils will be able to cook and serve a selection of dishes of consistent quality e.g. main dishes, desserts, party foods and snacks.	
Design & Technology	GCSE - During the D&T GCSE in Y11 pupils will complete the non-exam assessment portfolio they began in June of Y10. They should have finished the analysis stage and be ready to write their specification. They will then produce a range of design ideas, develop these ideas into a working prototype and finally evaluate its success. Pupils will continue to work towards the GCSE theory exam by learning about all the key aspects of materials, sustainability and design principles. After Easter they will begin completing a range of practise examination style question in preparation for their GCSE written exam.		
	AQUAS - During the D&T Unit Award Scheme pupils will complete a variety of practical projects using a range of materials and media to further their knowledge and abilities. The joints practise work they completed in Y10 will be put into practise and the students will create a pair of carpentry and joinery type units to review and improve their skills. This will support pupils who wish to take the subject in P16 at a more vocational and hands on level.		
	<ul style="list-style-type: none"> ▪ Pewter logo – design and manufacture a logo for yourself using inspiration and cast it using pewter metal ▪ Wooden Cabinet – Use a range of traditional joints including rebate, finger, housing, and T-halving to create a small timber cabinet ▪ Wooden Side Table – Use a range of traditional joints including mortice and tenon and rebate joints to create a small timber table ▪ Pinball machine – manufacture a working pinball game using timber and electronics, program the game to react to inputs and control outputs 		
Healthy Living & Fitness (No current cohort for this subject but will be next year)	Entry Pathways Healthy Living and Fitness qualification provides learners with the opportunity to participate in a variety of sporting and health and fitness activities. Learners will develop an understanding of factors which contribute to their own and others healthy living and fitness		
	Entry Level 3 Certificate		
	Food and Health The unit aims to provide learners with the opportunity to develop an understanding of the link between food and health.	Making the most of leisure time This unit aims to introduce learners working at Entry 2 to a range of leisure activities and encourage them to express their preferences for what they do in their leisure time.	

Physical Education (PE)	<p>The PE curriculum is designed to improve the well-being and fitness of all pupils at RSDD through a variety of sports. Pupils are also given the opportunity to take part in inter and intra sporting competitions and festivals.</p>		
	<p>Basketball Apply and embed knowledge and understanding in the essentials skills – Offensive - Dribbling, passing and receiving, shooting, rebounding. Defensive – blocking, stealing, marking and rebounding (Entry Level Assessed)</p> <p>Fitness Centre Apply and embed knowledge and understanding in the essential skills – cardiovascular/respiratory endurance, stamina, strength, flexibility, coordination and agility. To apply safe practice when using various gym equipment and follow and complete a fitness programme. (Entry Level Assessed)</p>	<p>Trampolining Apply and embed knowledge and understanding in the essential skills – balance, strength, flexibility and coordination will be taught through basic twists, basic seat landings, basic back landings and basic front landings (Entry Level Assessed)</p> <p>Badminton Consolidate and apply knowledge and understanding in the essentials skills grip, stance serve, footwork and shots (clear, drop, smash and net)</p> <p>Golf Develop, refine and consolidate knowledge and understanding in the essentials skills – .pre swing fundamentals – grip, aim and setup, club face control, swing – strike, width in golf swing and pivot.</p>	<p>BMX Develop, refine and consolidate knowledge and understanding in the essentials skills – riding out of the seat, braking, shifting of weight, balance, body posture and cornering.</p> <p>Cycling Continue to develop and refine knowledge, understanding and confidence in the essential bike skills – brakes, observing the terrain which your cycling on , gears, balance, riding out of the saddle and cornering</p> <p>Athletics Apply and embed knowledge and understanding in the essential skills – track and field events – throwing for distance (strength), jumping for distance (flexibility)running for time (speed and endurance) (Entry Level Assessed)</p> <p>Rounders Apply and embed knowledge and understanding in the essential skills –batting, throwing, catching, bowling and running</p>

Citizenship	<p>Citizenship equips young people with the knowledge, skills and understanding to play an effective role in public life. Citizenship encourages interest in controversial topics to engage young people in discussions and debates. Pupils learn about rights, responsibilities and take part in decision making activities.</p>		
	<p>How is UK society diverse and changing?</p> <ul style="list-style-type: none"> ▪ What is identity and how can we be defined? ▪ What are the debates around identity in the UK? ▪ How is the UK population changing? ▪ How diverse is UK society? ▪ Is there mutual respect and understanding of diverse groups in the UK? ▪ Can a changing and diverse society lead to unity? <p>How do others govern?</p> <ul style="list-style-type: none"> ▪ What is the difference between democratic and non-democratic government? ▪ How do different systems of government compare? ▪ How does government work in a non-democratic nation? (case study North Korea) ▪ What are the key differences between the Westminster parliament and the US Congress? ▪ How does the role of the UK Prime Minister differ to elected leaders in other countries? ▪ How do elections work in different countries? 	<p>Why do we need the right to protest in democracy?</p> <ul style="list-style-type: none"> ▪ What are rights and where do they come from? ▪ What is the right to protest within a democracy with the rule of law? ▪ What change has protest achieved? ▪ What are changemakers? ▪ Should protesters ever break the law? ▪ What are pressure groups? 	<p>Finances</p> <ul style="list-style-type: none"> ▪ Income, expenditure, credit and debt? ▪ Insurance, savings and pensions <p>Leavers Planning and Memories</p> <ul style="list-style-type: none"> ▪ Prepare for work experience ▪ Prepare information for the leavers video ▪ Film and edit the leavers video

Careers Education Information & Guidance	Careers Education Information and guidance is an important part of preparing our students for the opportunities, responsibilities and experiences of life.		
	<p>START Profile</p> <ul style="list-style-type: none"> Introduction to the START profile system Create personal profiles Application processes, including writing CVs, personal statements and interview technique <p>Exploring future pathways</p> <ul style="list-style-type: none"> Meet with the external careers advisor Create an action plan Support to look at future pathways College visits Post 16 open evening to look at provision and options 	<p>Next steps</p> <ul style="list-style-type: none"> How to use feedback constructively when planning for the future How to set and achieve SMART targets Effective revision techniques and strategies About options post-16 and career pathways About application processes, including writing CVs, personal statements and interview technique How to maximise employability, including managing online presence and taking opportunities to broaden experience About rights, responsibilities and challenges in relation to working part time whilst studying How to manage work/life balance 	<p>Work Experience</p> <ul style="list-style-type: none"> Opportunity to attend a work experience placement either in Derby or the local home area
PSHE/Wellbeing	PSHE is designed to help our pupils develop fully as individuals and as members of families and social and economic communities. Pupils will have the opportunity to be equipped with the knowledge, understanding, attitudes and practical skills to live healthily, safely, productively and responsibly.		
	<p>Building for the future</p> <ul style="list-style-type: none"> How to manage the judgement of others and challenge stereotyping How to balance ambition and unrealistic expectations How to develop self-efficacy, including motivation, perseverance and resilience How to maintain a healthy self-concept About the nature, causes and effects of stress Stress management strategies, including maintaining healthy sleep habits About positive and safe ways to create content online and opportunities this offers How to balance time online World Mental Health Day (10/10/24) 	<p>Communication in relationships</p> <ul style="list-style-type: none"> About core values and emotions About sexual orientation How to communicate assertively How to communicate wants and needs How to handle unwanted attention, including online How to challenge harassment and stalking, including online About various forms of relationship abuse About unhealthy, exploitative and abusive relationships How to access support in abusive relationships and how to overcome challenges in seeking support 	<p>Exam Stress management Families</p> <ul style="list-style-type: none"> Different types of families and changing family structures How to evaluate readiness for parenthood and positive parenting qualities Fertility, how it varies and changes Pregnancy, birth and miscarriage Unplanned pregnancy options, abortion Adoption and fostering How to manage change, loss, grief and bereavement 'Honour based' violence and forced marriage and how to safely access support

		<p>Independence</p> <ul style="list-style-type: none"> ▪ How to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads) ▪ Emergency first aid skills ▪ How to assess emergency and non-emergency situations and contact appropriate services ▪ The links between lifestyle and some cancers ▪ The importance of screening and how to perform self-examination ▪ Vaccinations and immunisations ▪ Registering with and accessing doctors, sexual health clinics, opticians and other health services ▪ How to manage influences and risks relating to cosmetic and aesthetic body alterations ▪ Blood, organ and stem cell donation 	<p>Transition</p> <ul style="list-style-type: none"> ▪ How to manage the challenges of moving to a new college/the P16 base
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Duke of Edinburgh Award	All pupils will have the opportunity to participate in the Bronze Duke of Edinburgh Award.
	<p>The Bronze Award has four main parts</p> <ul style="list-style-type: none"> ▪ Volunteering section ▪ Skills section ▪ Physical activity section ▪ Expedition which includes camping, cooking outside and travelling by foot/cycle/canoe in the countryside for two days and one night. ▪ Full training ensures that you will be safe and confident