

Year 11 Curriculum Guide 2022/23

Year 11 Curriculum Guide

Introduction

Dear Parents and Carers

Welcome to the Year 11 Curriculum Guide. Our aim is for students to study a rigorous curriculum focused on the key knowledge and understanding that will both prepare our students for the challenges of GCSE and give them the foundation to go on to live rich and fulfilling lives.

Working in partnership with you ensures your child has a smooth academic year. The purpose of this guide is to provide you with the full details of the subjects your child will be studying this year, expectations of homework, how and when your child will be assessed and what you can do to support your child's learning.

If you have any questions about a particular subject, please do not hesitate to contact your child's subject teacher. If your questions are about a range of subjects, your child's Personal Tutor should be your first point of contact.

Yours faithfully

Chatham Grammar

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Assessment in Year 11

For GCSE, students will be awarded a numerical score (9 – 1) in each of their subjects. As a Year 10 student at CG, students will be awarded a grade based on their attainment in relation to their grade 9 – 1 target grade.

Please see the table below for further information on assessments and reporting of progress for Year 10s.

By the end of Term 2	By the end of Term 4	Summer Exam Terms 5 and 6	Grades Given
Mini mock exams	Full mock exams	Public examinations	GCSE 9 – 1 Classwork/Attitude to learning grade. Homework grade.

Please note – core RE, PE and PSHE subjects will not be graded.

Subject: Art**Subject Leader: Miss Furnell****Email: furnell@universityofkentacademiestrust.org.uk****Course Content:**

Students will complete, and develop, their portfolios from year 10. Students will receive their externally set assessment paper in January; they will complete their project using their chosen starting point from the exam board before sitting their practical exam in May.

Component 1: Portfolio (60% of GCSE grade)

- workshop 1. Portrait: Impressionism
- workshop 2. Fine Art/still life: Paul Cezanne
- Workshop 3. Shells: printmaking and sculpture
- Sustained project: Organic form

Component 2: Externally set assessment (40% of GCSE grade)

- Students complete a sustained project from one of the starting points provided by the exam board (AQA) which culminates in a 10 hour practical exam.

Key Assessments:

Mock exam

Group Organisation:

Students are taught in mixed ability groups

Course Books/Website/Apps:

www.tate.org.uk

www.nationalgallery.org.uk

www.npg.org.uk

pinterest

Additional Material/Equipment Required:

Ring bound sketchbook (A4 or A3) minimum 140 gsm (can be purchased through school)

Sketching pencils (with B and H range)

It would be beneficial for students to have access to acrylic, water colour and oil paints for homeworking, in addition to dry materials (colour pencils, chalk pastels, oil pastels)

Subject: Business Studies

Subject Leader: Mrs Sanger

Email: sanger@universityofkentacademiestrust.org.uk

Course Content:

Pearson Edexcel GCSE Business Studies GCSE (9-1) (1BS0)

Theme 2 is studied throughout year 11, with 3 hours of teaching and 1 one homework per week.

Theme 2: Building a business (Paper code: 1BS0/02)

2.2 Making marketing decisions (Product. Price. Promotion. Place. Using the marketing mix)

2.3 Making operational decisions (Operations. Suppliers. Quality. The sales process)

2.4 Making financial decisions (Calculations. Understanding business performance)

2.5 Making human resource decisions (Structures. Recruitment. Training and development. Motivation)

Key Assessments:

- 1 Learning Mats where we answer exam style questions based on a case study at the end of each unit
- 2 Unit tests where we answer exam style questions for each unit
- 3 Multiple choice answer quizzes are completed at the end of each unit
- 4 Theme 2 assessment exam paper
- 5 Theme 1 and 2 final exam papers

All exam questions will consist of calculations, multiple-choice, short-answer and extended-writing questions.

Group Organisation:

Students are taught in mixed ability groups based on options

Course Books/Website/Apps:

The course companion is available electronically

Seneca platform is used to aid revision

BBC Bitesize is recommend for extra support

A booklet of worksheets for starter and homework activities and exam questions is issued for each unit throughout the year.

Teams is used to store all resources and for submission of work

Additional Material/Equipment Required:

Ring Binder to keep all work organised

Calculator

Pen, pencil, ruler

[Click here to see the full specification](#)

Subject: Dance

Subject Leader: Mrs Mabb

Email: mabb@universityofkentacademiestrust.org.uk

Course Content:

The AQA GCSE in Dance offers a broad study of dance and encourages students to:

- Develop as creative and artistic individuals.
- Create creative and imaginative responses to a range of stimuli.
- Use your imagination, problem solving skills and creativity.
- Communicate your ideas, feelings, emotions, meanings and moods.
- Apply knowledge, skills and understanding of performing.
- Develop physical, technical, mental and expressive skills.
- Communicate choreographic intention and artistry through performance.
- Participate in and appreciate dance from more than one style.
- Critically appreciate at least two professional works by at least two choreographers.
- Develop knowledge, skills and understanding of health, well-being and safe and professional practice relevant to dance.
- Improve own work through analysis, critical self-reflection and evaluation.

Key Assessments and exam details:

- Assessments combine practical and theoretical elements of dance.
- Performance is weighted at 30% of the overall grade for GCSE dance. Students set phrases through a solo performance lasting approximately one minute in length. Students then complete a duet/trio performance (lasting **three** minutes).
- Choreography is weighted at 40% of the overall grade for GCSE dance. Students complete a solo or group choreography.
- Dance Appreciation is weighted at 40% of the overall grade for GCSE dance. Students sit a written exam that focuses on their knowledge and understanding of choreographic processes and performing skills through a detailed understanding of critical appreciation of own work and professional works.

Additional Material/Equipment Required:

- Having the internet at home and YouTube is particularly useful in enabling students to access dance works studied.
- Appropriate dance kit will be needed for the majority of lessons. Chatham Grammar PE kit is expected, black leotard and leggings is also acceptable and will be used for all practical exams, the expectation is bare feet at all times in the dance studio.

Subject: Drama

Subject Leader: Mr Ware

Email: ware@universityofkentacademiustrust.org.uk

Subject Teacher: Mr Coare

Email: coare@universityofkentacademiustrust.org.uk

Course Content:

The Eduqas GCSE in Drama offers a broad and coherent course of study which encourages students to:

- Engage actively in the process of devising and creating original drama based on a given stimulus.
- Develop performing skills individually and in groups using plays and script extracts.
- Broaden drama experience and interests, develop imagination through acting or design.
- Develop awareness of roles within a theatre and learn skills in acting, designing or technical.
- Develop as effective and independent learners with enquiring minds.
- Reflect upon and evaluate their own performances and the performances of others.

Key Assessments and exam details:

Component 1 is called *Devising Theatre* and is worth 40% of the overall drama qualification. Students are assessed on either acting or design. They participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner **or** a genre. The evidence portfolio includes;

- a realisation of their piece of devised theatre
- a portfolio of supporting evidence
- an evaluation of the final performance or design

Component 2 is called *Performing from a Text* and is worth 20% of the overall drama qualification. Students are assessed on either acting or design. They study two extracts from the same performance text, and they then participate in **one** performance using sections of text from both extracts.

Component 3 is called *Interpreting Theatre* and is a written based examination lasting 1 hour 30 minutes and is worth 40% of the overall qualification. Students sit a written based examination in the Summer of the qualifying year. The examination is in two parts. Section A focusses on a set text. Students are asked a series of questions on the set text *Hard to Swallow* by Mark Wheeler. Section B is a live theatre review. Students answer one question from a choice of two, requiring detailed analysis and evaluation of a given aspect of a live theatre production seen during the course.

Course Books/Website/Apps:

- Students will need a copy of the set play, currently *Hard to Swallow* written by Mark Wheeler.
- The BBC bitesize website is particularly helpful for GCSE drama.
- All other course materials will be provided as needed.

Additional Material/Equipment Required:

Having access to the internet at home and YouTube is particularly useful in enabling students to access live theatre and drama workshops.

Home Support:

Rehearsing lines for any performance or assessment will be very important.

Subject: English Language and Literature

Subject Leader: Mrs Wantling

Email: wantling@universityofkentacademiestrust.org.uk

Deputy Subject Leader: Ms Ward

Email: ward@universityofkentacademiestrust.org.uk

Course Content:

All students study both GCSE English Language and GCSE English Literature, receiving two separate qualifications.

Students explore a range of fiction and non-fiction texts for the English Language qualification in order to develop reading skills, such as inference, comparison and analysis. Students also explore a range of writing techniques in order to support them in being able to produce descriptive and narrative writing, as well as a range of non-fiction writing, including letters, speeches and newspaper reports.

The English Literature qualification explores prose, poetry and drama and exposes students to a wide range of texts. These might include A Christmas Carol, An Inspector Calls and Macbeth, as well as a variety of different poems.

Both courses are linear with no coursework requirement. In order for students to have the English Language GCSE accredited, they must sit a Speaking and Listening assessment that focuses on presentation skills.

Areas of study in Year 11:

Term 1: Students will use this term for revision. The first two lessons of the week will be Language practice and revision, the final lesson of the week will be Literature.

Term 2: Students have mocks this term, in between exams they will be practicing their fiction and non-fiction writing skills.

Term 3-5: Revision of all elements of English Literature and Language in preparation for GCSE exams. The focus for these lessons will be driven by data, the class teacher will see which texts/skills need to be worked on.

Key Assessments:

Term 1: Two assessments based on the English Language Paper 1 exam. One will focus on the reading section and the other on the writing section of the paper. (40 marks each).

Term 2: Two assessments based on the English Language Paper 2 exam. One will focus on the reading section and the other on the writing section of the paper. (40 marks each).

Terms 3 -5: Two assessments per term covering all elements of the English Literature and Language GCSEs.

Group Organisation:

The students are taught in ability groups

Course Books/Website/Apps:

Resources for this course are put onto Teams. This can be accessed through the groups your child has joined.

Additional useful resources include:

- Massolit (login can be gained from their teacher).
- York Notes revision guides.

Additional Material/Equipment Required:

It is recommended that students have their own copies of the set texts for English Literature in order to highlight and make notes. These are 'Macbeth' by William Shakespeare, 'A Christmas Carol' by Charles Dickens and 'An Inspector Calls' by J.B. Priestley.

Subject: Ethics - Personal, Social, Health and Economic Education (PSHE)

Subject Leader: Ms Thomas

Email: thomasv@universityofkentacademiestrust.org.uk

Course Content: Year 11

Personal, Social, Health and Economic Education (PSHE) is a subject through which students develop the knowledge, skills and attributes they need to keep themselves healthy and safe, to prepare for life and work in modern Britain. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for students, particularly the most vulnerable and disadvantaged. Students will learn skills and knowledge that will allow them to progress from education in to the world of employment, with confidence and a broad set of personal qualities and employable skills. PSHE lessons are broken down into the following three main areas:

Health and Wellbeing

- Mental Health-coping with exam stress
- Sexuality/Pregnancy/contraception
- Teenage pregnancy /parenting
- HIV/STI's
- Awareness of pornography
- Accessing local sexual advice services

Relationships

- Communication in relationship – Living in an inclusive society
- Skills to make positive informed choices -to reduce risk

The Wider World

- CV /emails Job interview techniques
- Radicalisation, British values/extremism
- Online safety

Key Assessments:

There is no qualification for PSHE. Each session will involve informal formative and summative assessments, and the students will build a portfolio of

Group Organisation:

Students work within their classes.

Course Books/Website/Apps:

Due to the range of subjects covered in PSHE, students may need Internet access at home for research purposes. Websites and literature links will be given when the homework is set.

Additional Material/Equipment Required:

PSHE sessions will not be setting homework for students from week-to-week. Due to the range of topics covered, there may be research tasks set that can easily be achieved with Internet access, to give the students a chance to begin sessions with a base knowledge of a topic.

Students being involved in any club would support the PSHE programme as part of social, moral and physical development.

Subject: French

Subject Leader: Mrs Helen Evans

Email: evansh@universityofkentacademiestrust.org.uk

Course Content:

In the two year course you will:

- develop your understanding of French in a variety of contexts;
- develop your knowledge of the French language learning skills;
- develop your ability to communicate effectively in French;
- develop your awareness and understanding of French speaking communities around the world.

Key Assessments:

Unit 1: Listening (25%)

Assessed by listening examination (answers in English and the target language).

Unit 2: Speaking (25%)

Assessed by a speaking examination at the end of Year 11. Students will need to do a role-play, discuss a photo card and have a general conversation.

Unit 3: Reading (25%)

Assessed by reading examination (answers in English and the target language).

Unit 4: Writing (25%)

Assessed by written examination. Students need to do a structured writing task, an open-ended writing task and a translation into the target language.

Group Organisation:

You will communicate using all four skills of listening, speaking, reading and writing.

Target language is used in lessons.

Use of Apps such as Duolingo and Memrise to support language acquisition.

Study of music and cultural topics specific to each language.

There will be additional after school/before school revision sessions for Yr 11 each week.

Course Books/Website/Apps:

Kerboodle digital book –French

Use of Apps such as Duolingo and Memrise to support language acquisition

Study of music and cultural topics specific to each language

GCSE Bitesize

GCSE Revision guide

Link to French AQA specification

<https://www.aqa.org.uk/subjects/languages/gcse/french-8658>

Additional Material/Equipment Required:

ipad

Subject: Geography**Subject Leader:** Mrs L Parsons**Email:** parsons@universityofkentacademistrust.org.uk**Course Content:**

Students will be taught content following the OCR B Geography for Enquiring Minds specification <https://www.ocr.org.uk/qualifications/gcse/geography-b-geography-for-enquiring-minds-j384-from-2016/specification-at-a-glance/>

The content for year 11 study includes:

UK in the 21st Century - A diverse range of cultures, identities and economies make up the patchwork of the UK. This topic poses questions about the changing nature of people's lives and work in the UK in the 21st century. It asks students to consider some of the drivers for this change. As new economic superpowers emerge, questions have been posed about the global significance of the UK. This will be investigated through a study of the UK's political and cultural connections with the rest of the world.

Sustaining Ecosystems- Life on Earth is supported by global ecosystems and the link between human wellbeing and ecosystem wellbeing is vital. This topic seeks to explore the distribution and characteristics of the Earth's ecological wonders. Students investigate the two contrasting ecosystems of tropical rainforests and polar environments, exploring physical cycles and processes that make these ecosystems distinctive, the threats posed to their existence and how humans are attempting to manage them for a more sustainable future.

Resource Reliance - Supplies of food, energy and water are three of the most challenging issues the world faces. Significant numbers of people are resource poor, whilst others consume more than their fair share. This topic investigates emerging patterns, where demand is outstripping supply, before taking the issue of food security and considering the question 'can we feed nine billion people?'. Students will investigate what it means to be food secure, how countries try to achieve this and reflect upon the sustainability of strategies to increase food security.

Geographical Exploration – Paper 3 is synoptic in nature and draw on the content taught for papers 1 and 2 which are applied, as appropriate, in relation to a specific unseen country context. The synoptic nature of bringing together ideas from different topics will allow students to 'think like a geographer'.

Key Assessments:

There will be regular assessments based on individual topics as well as multiple topics throughout the course.

Group Organisation:

Students are taught in mixed ability groups based on their option choices.

Course Books/Website/Apps:

Students are loaned two textbooks for the duration of the GCSE, one covers the course content and the other covers the skills and fieldwork aspect of the course.

Useful websites include The Oak Academy <https://www.thenational.academy/> and Revision World <https://revisionworld.com/gcse-revision/geography>

The Geography PiXL App

Additional Material/Equipment Required:

It is highly beneficial for students to have a world map they can regularly use at home, one on the bedroom wall is ideal.

Revision guides are useful for continued revision and are offered for sale by the department (cheaper than the shops) early in year 10.

GCSE Geography Pocket Poster book would also be useful for revision and includes a digital download.

Subject: German**Subject Leader: Ms Helen Evans****Email: evansh@universityofkentacademiustrust.org.uk****Course Content:**

In the two year course you will:

- develop your understanding of German in a variety of contexts;
- develop your knowledge of the German language learning skills;
- develop your ability to communicate effectively in German;
- develop your awareness and understanding of German speaking communities around the world.

Key Assessments:

Unit 1: Listening (25%)

Assessed by listening examination (answers in English and the target language).

Unit 2: Speaking (25%)

Assessed by a speaking examination at the end of Year 11. Students will need to do a role-play, discuss a photo card and have a general conversation.

Unit 3: Reading (25%)

Assessed by reading examination (answers in English and the target language).

Unit 4: Writing (25%)

Assessed by written examination. Students need to do a structured writing task, an open-ended writing task and a translation into the target language.

Group Organisation:

You will communicate using all four skills of listening, speaking, reading and writing.

Target language is used in lessons.

Use of Apps such as Duolingo and Memrise to support language acquisition.

Study of music and cultural topics specific to each language.

There will be regular before/after school revision sessions held each week for Year 11 students

Course Books/Website/Apps:

Stimmt digital book – German

Use of Apps such as Duolingo and Memrise to support language acquisition

Study of music and cultural topics specific to each language

GCSE Bitesize

GCSE Revision guide

<https://filestore.aqa.org.uk/resources/german/specifications/AQA-8668-SP-2016.PDF>

Subject: History

Subject Leader: Miss Slater

Email: slater@universityofkentacademistrust.org.uk

Course Content:

The Pearson Edexcel GCSE (9-1) in History consists of three externally examiner papers.

The aims and objectives of this qualification are to enable students to:

- develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience
- engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
- develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them
- organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

In Year 11, students will study the following units:

- The American West, c.1835-c.1895
- Weimar and Nazi Germany, 1918-39

Key Assessments:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
The American West, c.1835-c.1895	Weimar and Nazi Germany, 1918-39			Revision	
Development of the Plains, c1862 – c1876	The Weimar Republic, 1918 – 1929				
Conflicts and Conquest, c1876 - c1895	Hitler's Rise to Power, 1919 – 1933				
	Nazi Control and Dictatorship, 1933 – 1939				
	Life in Nazi Germany, 1933 - 1939				

Assessments will be set in class and for homework. All assessment questions will be exam questions from past papers.

Group Organisation:

In Key Stage 4 (Years 10 and 11) History is organised by mixed ability option classes.

Students will use enquiry-based learning to develop their analytical and evaluative skills. Each lesson will focus on a key question to engage students' interest and will provide opportunities for students to develop a variety of historical skills. Students will compare and contrast source materials, discuss the strength of their judgements and present their opinions in a variety of ways.

Alongside frequent verbal and written feedback from teachers, students will assess themselves and their peers against shared criteria to develop their understanding of the assessment requirements.

Home learning tasks, guided reading and revision activities will be set regularly.

Course Books/Website/Apps:

Pearson Active Learn Online textbook

My Revision Notes Revision Guides

GCSEpod

www.bbc.co.uk/bitesize

Additional Material/Equipment Required:

A dictionary app would help to support literacy within History.

Subject: Mathematics

Subject Leader: Mr Holden

Email: holden@universityofkentacademistrust.org.uk

Deputy Subject Leader: Mrs Vine

Email: vine@universityofkentacademistrust.org.uk

Course Content:

All students study GCSE Mathematics.

Students began to study GCSE Mathematics in Year 9. Full details of the course and copy of the specification are available at www.edexcel.com. Edexcel GCSE Mathematics (9 - 1) is a linear course and all students will study for and be entered for Higher tier for which grades 4 to 9 are available. There are six content domains covered within the specification. The table below shows the content domains and their weighting in higher tier.

Content	Weighting of marks		Weighting of marks
Number	15%	Geometry and measures	20%
Algebra	30%	Probability	15%
Ratio, proportion and rates of change	20%	Statistics	

Students study the following in Year 11:

Term 1 – More Algebra

Term 2 – Vectors and Geometric Proof

Term 3 – Proportion and Graphs

Term 4 – Revision and Examination Preparation

Term 5 – Revision and Examination Preparation

Key Assessments:

In Year 11 students are assessed at the end of each unit of work using a short (30-45 minute) test.

Students then receive feedback on what they did well and areas for improvement are identified. In addition, students will complete a Mock Examination in Term 2, which will focus on all GCSE content completed at that point. Students will receive a list of the content to be covered at least two weeks prior to the assessment. Students will also sit another full Mock Examination in Term 4. Both mock examinations are fully analysed and topics for improvement are identified for each student.

Group Organisation:

The year is formed of two bands. Students are allocated a class within that band allowing for movement between them where possible.

Course Books/Website/Apps:

Every student has been given a login for pearsonactivelearn.com, which allows them to access their textbook via their iPad both in class and at home. Students also have a login for Hegarty

Maths. Homework tasks may be set from this or other resources and all tasks will be shared on their class Teams page if appropriate.

Additional Material/Equipment Required:

Wherever possible students should have their own scientific calculator (Casio recommended), green pen, ruler, compass and protractor for all mathematics lessons.

Subject: Music

Subject Leader: Mr Ware

Email: Ware@universityofkentacademiustrust.org.uk

Course Content:

The Eduqas GCSE in Music offers a broad and coherent course of study which encourages students to:

- Engage actively in the process of music study.
- Develop performing skills individually and in groups to communicate musically with fluency and control of the resources used.
- Develop composing skills to organise musical ideas and make use of appropriate resources.
- Recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music.
- Broaden musical experience and interests, develop imagination and foster creativity.
- develop knowledge, understanding and skills needed to communicate effectively as musicians.
- Develop awareness of a variety of instruments, styles and approaches to performing and composing.
- Develop awareness of music technologies and their use in the creation and presentation of music.
- Recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology.
- Develop as effective and independent learners with enquiring minds.
- Reflect upon and evaluate their own and others' music.
- Engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development.

Key Assessments:

- Appraising tasks will be set for the purposes of assessing progress and these may be conducted verbally in lessons or set via teams.
- For some assessments – www.focusonsound.com will be used and students will be given a login by their teacher.
- Practical performances by students using their instruments and/or voices.
- Showcasing compositions and development of student's creativity. Using Flat education software.

Group Organisation:

- Lessons are equally divided to cover the three main assessment strands of the course; performing, composing and appraising.
- Workshops and visits are organised where appropriate to the topics being studied.
- Choir is scheduled every Tuesday after school from 3.15pm to 4.15pm and Orchestra on Thursdays from 3.15pm to 4.15pm. All students are welcome.
- Our annual school production takes place in terms 5 & 6 and all students are welcome to participate.

Course Books/Website/Apps:

- Students will be issued with a *Step Up to GCSE Music Study Guide* that will support them with the introductory content of the course.
- Students will have access to the Rhinegold *EDUQAS GCSE Music* textbook along with a range of additional text based and digital resources.
- Students will watch performances by musicians live or online covering a range of styles and genres of music.
- Students have the opportunity to attend extra-curricular activities and can have private instrumental lessons with our qualified and experienced team of instrumental tutors.

Additional Material/Equipment Required:

- Having access to the internet at home and YouTube is particularly useful in enabling students to access a range of different musical styles and genres in support of classroom learning.
- Students should have access to their musical instrument(s) and/or voice(s) to enable regular practice and development of practical skills throughout the course.

Home Support:

- Rehearsing material learned in preparation for the next lesson or assessment.
- Microsoft Teams and Focus on Sound assessments.
- Catch up on any lessons missed via Microsoft Teams.

Subject: GCSE PHYSICAL EDUCATION

Subject Leader: Julie Wakeman

Email: wakeman@universityofkentacademiestrust.org.uk

Course Content:

Theoretical content:

Movement analysis: Knowledge of lever systems, their use in activity and the mechanical advantage they provide in movement. Planes and axes of movement.

Engagement patterns of social groups in physical activity and sport

Commercialisation of physical activity and sport: types of sponsorship and the media and the positive/negative impacts of these, impacts of technology.

Ethical and socio-cultural issues in physical activity and sport: conduct of performers, prohibited substances and methods (blood doping), why performers might take prohibited substances and the disadvantages to the sport as well as themselves, spectator behaviour, why hooliganism occurs and strategies employed to combat hooliganism.

Practical content:

Sports covered and assessed within practical lessons: Netball, Handball and Athletics. Badminton offered at after school clubs

Development and application of core skills/techniques in increasingly demanding and progressive drills.

Development of knowledge, understanding and ability to effectively apply attacking/defensive principles and set plays.

Development of knowledge, understanding and application of rules and umpiring.

Evaluation and analysis of performance and knowledge of how to improve performance.

Application of theoretical content, such as performing warm-ups and cool downs and demonstration of psychological control (arousal, aggression, anxiety etc).

Key Assessments:

Term 1: Non-Examination Assessment- Part 2 (Evaluation and the use of theoretical principles to cause improvement) first draft. Final assessment of Netball skills ready for submission to exam board.

Term 2: Non-Examination Assessment- Part 2 (Evaluation and the use of theoretical principles to cause improvement) FINAL draft. Mock examination and final assessment of Netball skills within competitive game situations.

Additional activities students wish to be assessed in because they take part in these activities outside of school, should submit video evidence by the end of this term. This allows teachers to assess work and submit grades to the exam board in time.

Term 3: End of topics test, extended answer question and final assessment of Handball skills

Term 4: Mock examination and final assessment of Handball skills within competitive game situations.

Term 5: Moderation from external assessor of Non-Examination Assessment (this includes practical performance).

Group Organisation:

2 Theory lessons a week

1 Practical lesson a week (Students will also undertake coaching, peer assessment and umpiring roles within these lessons)

Course Books/Website/Apps:

Kahoot

BBC bitesize GCSE P.E

You tube for professional games being played

Additional Material/Equipment Required:

Revise AQA GCSE (9-1) Physical Education REVISION GUIDE (Purchased on parent pay or available online)

Revise AQA GCSE (9-1) Physical Education WORKBOOK (Purchased on parent pay or available online)

Subject: Core Physical Education**Subject Leader: Julie Wakeman****Email: wakeman@universityofkentacademiestrust.org.uk****Course Content:**

Students will work within a games for understanding approach for sports previously studied and will be introduced to new sports.

Badminton Continue developing tactical play to effectively outwit opponents, lead and manage tournaments, umpire doubles games and tournaments and coach peers to improve performance.

Basketball Continue developing tactical play to effectively outwit opponents, lead and manage tournaments, umpire games and tournaments and coach peers to improve performance.

Fitness Design and create a training programme for specific needs and evaluate the effectiveness of this programme.

Tag Rugby Develop tactical play through game play to effectively outwit opponents, lead and manage small games, umpire games and coach peers to improve performance.

Football Develop tactical play through game play to effectively outwit opponents, lead and manage small games, umpire games and coach peers to improve performance.

Touchball Develop tactical play through game play to effectively outwit opponents, lead and manage small games, umpire games and coach peers to improve performance.

Volleyball Develop tactical play through game play to effectively outwit opponents, lead and manage small games, umpire games and coach peers to improve performance.

Frisbee Develop tactical play through game play to effectively outwit opponents, lead and manage small games, umpire games and coach peers to improve performance.

Rounders Continue developing tactical play to effectively outwit opponents, lead and manage tournaments, umpire games and tournaments and coach peers to improve performance.

Tennis Continue developing tactical play to effectively outwit opponents, lead and manage tournaments, umpire doubles games and tournaments and coach peers to improve performance.

Key Assessments:

Non-examination. Students are given an attitude to learning grade, with assessment ongoing throughout the year.

Group Organisation:

Students are in mixed ability classes.

Course Books/Website/Apps:

YouTube or sports channels, to give you the opportunity to watch games being played will always be useful.
BBCbitesize

Additional Material/Equipment Required:

Full PE kit that can be found on the uniform list.
Hairbands to ensure hair is tied up and out of students faces.

Home Support:

Knowledge of the rules of the various games is always useful and if you have the opportunity to watch games on YouTube or sports channels, it would also be beneficial.

We run a range of extra-curricular clubs after school.

Clubs will vary within terms 1, 2, 3 and 4: (However, some clubs are likely to run right through from term 1 to 4).

The following clubs will be offered (days to be confirmed).

Badminton

Basketball

Netball

Fitness

Further clubs may be introduced as the year develops.

Terms 5 and 6: We will be offering cricket, tennis, rounders and athletics in the summer terms (days to be confirmed).

Subject: Art Photography**Subject Leader: Miss Furnell**Email: furnell@universityofkentacademiestrust.org.uk**Course Content**

Students will complete, and develop, their portfolios from year 10. Students will receive their externally set assessment paper in January; they will complete their project using their chosen starting point from the exam board before sitting their practical exam in May.

Component 1: Portfolio (60% of GCSE grade)

-workshop 1. Perspective. Students learn about composition and angle whilst considering the effects produced by different perspectives.

-workshop 2. Light and movement. Students experiment with lighting, including coloured filters and studio lighting to create dramatic portraits. They will learn how to use DSLR cameras to create the effect of movement in their photographs.

-Workshop 3. Changes. Students will explore a range of physical and digital techniques to transform their photographs.

-Sustained project: Manipulating reality. Using a starting point of 'manipulating reality', students will explore the work of other Art photographers to inspire their own ideas. The sustained project provides students with the opportunity to pursue and develop their own interests.

Component 2: Externally set assessment (40% of GCSE grade)

-Students complete a sustained project from one of the starting points provided by the exam board (AQA) which culminates in a 10 hour practical exam.

Key Assessments:

Mock exam

Group Organisation:

Students are taught in mixed ability groups

Course Books/Website/Apps:www.Photopea.com

Google photo

Fish eye App

photoshop

Additional Material/Equipment Required:

Ring bound sketchbook (black pages)-These are available to purchase from the school

Access to printing facilities

Photographic paper for final outcomes

Subject: Psychology**Subject Leader:** Ms Shergold**Email:** laurashergold@universityofkentacademistrust.org.uk**Course Content:**

Students will cover a range of topics, which will inspire and engage them by developing an understanding of the ideas and values that characterise themselves and those around them. These topics cover a broad range including social influence, the brain and neuropsychology, psychological problems and research methods. In the social influence topic, students will understand the influence of other people, for example, why people obey orders, even when they know it to be wrong. Explanations and treatments for psychological disorders, such as schizophrenia and clinical depression are also covered.

The Psychology course will provide students with a sound understanding of the various methods and approaches at an introductory level. Students will gain knowledge of methods and approaches to Psychology by looking at various topic areas such as biological, cognitive, social, developmental and individual differences. This will enable students to relate the knowledge learnt in Psychology to everyday life.

Areas of study in Year 11:

Term 1: Language, thought and communication (paper 2) – students will learn theories of language and thought, including those by Piaget and Sapir-Whorf.

Term 2: Brain and neuropsychology (paper 2) – within this topic, students will learn the concept of localisation of function and be able to identify and explain the different lobes of the brain. Students will understand the use of different brain scanning techniques.

Term 3: Psychological problems (paper 2) – within this topic, student study two mental health problems: addiction and depression and explore different ways to explain and treat these health problems.

Term 4-5: revision and exam preparation for final GCSE Exams

Key Assessments:

Students will be assessed throughout year 11 in the three key assessment objectives: knowledge and understanding, application and evaluation. Students will complete short Teams quizzes every week to check current and prior (including year 10) understanding and knowledge. Every two weeks they will complete a short (6-10 mark) exam questions to assess their application and evaluative skills.

In terms 2, 4 students will complete summative assessments, which will form part of their tracking data. Students will sit their final GCSE exams in term 5-6

Term 2: the assessment will include questions to assess all three assessment objectives in the topics: social influence, language, thought and communication, brain and neuropsychology, and research methods.

Term 4: the assessment will include questions to assess all three assessment objectives in the topics:, perception, development, psychological problems and research methods.

Term 5-6: final GCSE exams. Both papers are worth 50% of the final GCSE grade, 100 marks, lasting 1 hour 45 minutes.

Paper 1: memory, perception, development, research methods

Paper 2: social influence, language thought and communication, brain and neuropsychology, and psychological problems

*Research methods will be examined throughout papers 1 and 2.

Group Organisation:

The subject is organised by mixed ability.

Course Books/Website/Apps:**Textbooks**

Access to the electronic textbook will be provided to students at the beginning of the course. The textbook and additional revision resources (Illuminate Publishing) can be purchased through Amazon.

Websites

www.learndojo.org

www.simplypsychology.com

Additional Material/Equipment Required:

iPads should be brought to each lesson to complete Teams assignments and to be able to access the online textbooks.

Subject: Religious Studies**Subject Leader: Ms Thomas****Email: thomasv@universityofkentacademiestrust.org.uk**

At Chatham Grammar all students are taught Religious Studies, students can choose if they wish, to study this subject for GCSE.

Course content:

In year 11 students will study two units in Religious studies which; are Human rights and social justice and Peace and conflict All units will focus on philosophical and ethical studies in the modern world. Students who wish to study Religious Studies as a GCSE will also cover units about beliefs, teaching and practices in Christianity and Islam.

Human rights and social justice unit covers the following;

- Human rights and the responsibilities that come with rights, including the responsibility to respect the rights of others.
- Prejudice and discrimination in religion and belief, including the status and treatment within religion of women and homosexuals.
- Prejudice and discrimination-disability and race
- Ethical arguments related to racial discrimination (including positive discrimination), including those based on the ideals of equality and justice.
- Issues of equality, freedom of religion and belief including freedom of religious expression.
- Religious teachings, beliefs and attitudes about the responsibilities of wealth including the duty to tackle poverty and its causes.
- Exploitation of the poor including issues relating to fair pay, excessive interest on loans and people trafficking.
- The responsibilities of those living in poverty to help themselves overcome the difficulties they face.
- Charity, including issues related to giving money to the poor.

Peace and conflict unit covers the following;

- Religious teachings about peace and justice
- Religious teachings about forgiveness and reconciliation.
- Religious understanding of attitudes to violence and violent protests
- Religious understanding of and attitudes to terrorism.
- Religious attitudes to war, including the reasons for war including greed, self-defence and retaliation.
- Religious attitudes to the use of weapons of mass destruction.
- What are the criteria for a just war: holy war?
- Why does religious belief sometimes cause war and violence?
- What does pacifism mean? What do religions understand about pacifism?
- To look at the work of individuals who helped make peace because of their religious teachings.
- To look at a present day religious organisation that helps victims of war.

Developing skills in RE

Students will develop skills in investigation, interpretation, reflection, synthesis, empathy, evaluation, analysis, application and expression.

Key assessments:

Each session will involve informal formative and summative assessments, and the students will build a portfolio of work. Student will develop keys skills that will support them with Religious Studies GCSE qualification.

Group organisation:

The year is formed of two bands based on ability, students are then allocated a class within that band allowing for movement between them.

Course books/website/apps:

Due to the range of subjects covered in Religious Studies, students may need Internet access at home for research purposes. Websites and literature links will be given when the homework is set.

Subject: Science

Subject Leader: Ms Lauren Cherry

Email: laurencherry@universityofkentacademiustrust.org.uk

Course Content:

Year 11 finds students reaching 'mastery' on the spiral curriculum, where 10 key themes are revisited in greater depth year on year. The 10 themes are as follows: forces, electromagnets, energy, waves, matter, reactions, earth, organisms, ecosystems, and genes. Students will study these across the sciences in the year. Students will either study core science (AQA Trilogy – 4h/wk) or take triple science (AQA Single Science – 4h/wk). Per the curriculum plan below, topics are divided into Biology, Chemistry or Physics topics and preceded with B, C or P and their unit number for reference against the AQA Specifications. The content covered by each syllabus (Trilogy/Triple) is similar, with Triple going in to slightly more depth.

Term	Key Theme	Topic
1	Ecosystems	B4.4 – Bioenergetics
	Earth	C4.7 – Organic Chemistry
	Waves	P4.6 – Waves
2	Organisms	B4.5 – Homeostasis
	Matter	C4.8 – Identifying Ions
3	Electromagnets	P4.7 – Electricity
	Genes	B4.6 – Inheritance
4	Earth	C4.9 – Chemistry of Atmosphere
	Ecosystems	B4.7 – Ecology
	Earth*	P4.8 – Space Physics*
5	Earth	C4.10 – Earth's Resources

* indicates a topic covered by triple science physics students only.

Students will spend any surplus lesson time in T5/6 revising and revisiting skills.

Key Assessments:

Six papers in total: Two in Biology, two in Chemistry and two in Physics (each 1 hour 45 minutes for **triple** or 1 hour 30 minutes for **trilogy**). Each paper will assess different topics.

Built into the GCSE papers are questions assessing the required practical assessments. These are specific practical activities that the students complete throughout the course. These are completed and recorded in practical books that are provided to the students. The practical activities and the skills they develop will be tested in the final examinations.

Purple Assessments (PA's) will be set in-class every 6 lessons or so to assess progress and understanding.

Constructive, bespoke feedback will be provided for all students, and they will be given opportunities to improve within class time with teacher-led support. Students will be told in advance of the PA but should be continuously revising to ensure progress is made.

Group Organisation:

Students are grouped according to ability. The subject is taught through a series of theory and practical lessons. Students will learn collaboratively within lessons. The teachers will use a variety of teaching strategies to engage students, utilising real life situations, presentations and peer and self-assessment techniques. Homework will be set to be completed outside lessons.

Course Books/Website/Apps:

In Year 11 students are continuing to learn as per the GCSE Single Science specifications and so information and resources from Combined Science will not be suitable.

Students have access to a copy of the textbook via the relevant icons on their iPads.

Supporting material can be found at:

https://www.cgpbooks.co.uk/Student/books_gcse_science

The specification and other exam board information can be found at:

<https://www.aqa.org.uk/subjects/science/gcse>

Educake (online web page) is used to provide students with homework using exam-style questions.

Additional Material/Equipment Required:

There are no additional materials required beyond normal school stationery and equipment.

Home Support:

If your child needs any further support or clarification, then YouTube can be a good place to start. We would suggest that Free Science Lessons (found via a YouTube search for Free Science Lessons) can be a valuable resource, as can other channels such as Tyler DeWitt ([again found through a YouTube search of Tyler Dewitt](#)) and Primrose Kitten (also found through a YouTube search of Primrose Kitten) which has some useful extension questions.

Subject: Sociology**Subject Leader: Gemma Lynch**Email: lynch@universityofkentacademistrust.org.uk**Course Content:**

Eduqas GCSE Sociology Component 2: Understanding Social Structures

Topic 1: Crime and deviance

- What is crime and deviance? Introduction to concepts and a recap of the agencies of socialisation and social control
- Patterns of crime for gender, class, ethnicity and age
- Theories of crime including functionalism, Marxism, interactionism, feminism and subcultures
- Analysing crime and deviance data sources including policing, official statistics, victims and institutional racism

Topic 2: Social differentiation and stratification

- Theories of stratification including Marxism, functionalism, feminism, New Right and Weberian
- Theories of power and authority
- Inequality and life chances within education, family, work, health, education, crime and the media and how they are impacted by age, class, disability, ethnicity, gender and/or sexuality
- Poverty and the implications for society and individuals in a local and global context

Topic 3: Applied methods of sociological enquiry

- This will be a recap of elements taught at the end of year 10 in research methods and linked to the exam papers be assessed and interwoven into the teaching throughout the year

Key Assessments:

Terms 2, 4 and 6 assessment questions will come from the exam board as officially provided resources or past papers. Formative assessment will also include questions in the style of exam questions but tailored to the needs of the students during ongoing learning.

Term 1

Component 1 exam questions

4-15 mark crime questions linked to agencies of social control and patterns of crime

Term 2

Mock exam combining Component 1 and 2 covering crime, applied research methods and education

1 hour 45 minute paper

Term 3

Mixture of exam questions 1-15 mark range looking back at component 1 topics

8-15 mark questions to cover content from within all crime topics

Term 4

Mock exam Full Component 2 paper covering stratification, crime and applied research methods

1 hour 45 minute paper

Exam papers will be sat three times a year reviewing year 10 content and building in year 11 content so that student experience the full GCSE assessment requirements. During lessons and for homework they will also complete exam style questions to be peer, self or teacher marked.

Group Organisation:

Sociology is an optional subject so the groups will be mixed ability based on the option chosen.

Within lesson there will be a range of activities that include debates, group work, research and exam practice that will require students to mix with other students in the class.

Course Books/Website/Apps:

https://www.edugas.co.uk/qualifications/sociology-gcse/#tab_overview

WJEC Edqas GCSE Sociology Student Book

Steve Tivey, Marion Davies

WJEC Edqas GCSE Sociology Revision Book

Steve Tivey, Kathryn Bowman

Tutor2u.net for physical resources and online support

Thesociologyguy.com or youtube channel for videos to explain concepts

Additional Material/Equipment Required:

Students will be supplied with a textbook, folder and exercise book to use for the GCSE course. They may wish to purchase the revision guide suggested above.

Subject: Spanish

Subject Leader: Mrs Helen Evans

Email: evansh@universityofkentacademiustrust.org.uk

Course Content:

In the two year course you will:

- develop your understanding of Spanish in a variety of contexts;
- develop your knowledge of the Spanish language learning skills;
- develop your ability to communicate effectively in Spanish;
- develop your awareness and understanding of Spanish speaking communities around the world.

Key Assessments:

Unit 1: Listening (25%)

Assessed by listening examination (answers in English and the target language).

Unit 2: Speaking (25%)

Assessed by a speaking examination at the end of Year 11. Students will need to do a role-play, discuss a photo card and have a general conversation.

Unit 3: Reading (25%)

Assessed by reading examination (answers in English and the target language).

Unit 4: Writing (25%)

Assessed by written examination. Students need to do a structured writing task, an open-ended writing task and a translation into the target language.

Group Organisation:

You will communicate using all four skills of listening, speaking, reading and writing.

Target language is used in lessons.

Use of Apps such as Duolingo and Memrise to support language acquisition.

Study of music and cultural topics specific to each language.

There will be additional Year 11 revision sessions held before/ after school each week.

Course Books/Website/Apps:

Viva digital book – Spanish

Use of Apps such as Duolingo and Memrise to support language acquisition

Study of music and cultural topics specific to each language

GCSE Bitesize

GCSE Revision guide

Subject: Art Textiles

Subject Leader: Miss Furnell

Email: furnell@universityofkentacademiestrust.org.uk

Course Content:

Students will complete, and develop, their portfolios from year 10. Students will receive their externally set assessment paper in January; they will complete their project using their chosen starting point from the exam board before sitting their practical exam in May.

Component 1: Portfolio (60% of GCSE grade)

- workshop 1. Textile Portraits. Students will learn new processes and techniques, including dying, weaving and trapunto to create their quilted portrait.
- workshop 2. Fruit and Vegetables: fabric manipulation. Students will investigate shape and surface texture to create their own embellished textile outcomes
- Workshop 3. Shells: printmaking, underwater inspired headwear. Students will explore printing processes inspired by shells. They will experiment with a range of techniques in response to the theme under the sea. Taking inspiration from Selfridges 'washed up' exhibition, students will design and make their own underwater inspired head wear.
- Sustained project: Organic form. Students will begin their sustained project in which they will select the artists/designers that they wish to explore. They will continue with the project in year 11.

Component 2: Externally set assessment (40% of GCSE grade)

- Students complete a sustained project from one of the starting points provided by the exam board (AQA) which culminates in a 10 hour practical exam.

Key Assessments:

Mock exam

Group Organisation:

Students are taught in mixed ability groups

Course Books/Website/Apps:

www.vam.ac.uk

www.fashionmuseum.co.uk

www.ftmlondon.org

www.textileartist.org

www.arttextilesmadeinbritain.co.uk

pinterest

Additional Material/Equipment Required:

- Ring bound sketchbook (available to purchase from school)
- Basic hand embroidery equipment (embroidery hoop, embroidery threads and needles)
- Basic drawing materials, including: drawing and colour pencils, watercolour paints.
- Natural calico (1 metre)

