

Croft Road  
Hurworth-on-Tees  
Darlington  
DL2 2JG  
T: 01325 720424/721188

**E:** [enquiries@hurworth.swiftacademies.org.uk](mailto:enquiries@hurworth.swiftacademies.org.uk)

**W:** [www.hurworth.swiftacademies.org.uk](http://www.hurworth.swiftacademies.org.uk)

**Chief Executive:** Mr D Judson, BEd, NPQH

**Head of School:** Mrs R Somerville, BA Hons, MA

Wednesday 28<sup>th</sup> September 2022

## Curriculum Overview - Year 11

Dear Parents/Carers,

**At Hurworth it is our aim to provide a broad, balanced and challenging curriculum that ignites students' love of learning and successfully unlocks the true potential of each individual.** We believe that students are empowered by what they know and that, if immersed in a knowledge-rich curriculum, they are more likely to become the best versions of themselves.

In this letter, you will find an overview of the work that your child will be studying during this half term. We've included key details on what they will be looking at in each subject, Independent Learning Tasks, how they'll be assessed, as well as opportunities for you to support your child's education by using the Knowledge Organisers provided by each subject, doing additional research on new topics or using departmental Read and Watch lists to further encourage their curiosity and enthusiasm to learn. The aim is for this to make it easier for you to work with the school supporting your child as they begin their GCSE journey.

All lessons last for one hour. In Year 11, all students study the following subjects:

**English Language and Literature, Maths, Separate or Combined Science, Core PE and SMSC.**

They will have also chosen their own Option subjects from:

**Spanish, Design and Technology, History, Geography, Religious Studies, Music, Art, Computer Science, Health and Social Care, Engineering (GCSE and VCERT), Business Studies, PE, Sports Studies, iMedia, Enterprise and Marketing and Hospitality and Catering.**

The information for each subject is categorised as follows:

- **Topics taught:** This is an overview of the topics Year 11 will be covering this half term.
- **Learning Outcomes:** This explains what areas students will be looking at, and the skills they will be developing during the half term.
- **ILTs:** This provides an outline of when students will be receiving Independent Learning Tasks for each subject.
- **Assessment:** This explains how students will be assessed on their understanding of this topic.
- **How I can support my child:** This gives suggestions of how you can offer your child support, as well as ways students can explore this area in more detail if they wish.

Further information for all subjects can be found on our school website, including our yearly learning journeys, links to departmental Read and Watch lists and all exam specifications.

Yours sincerely,

*S. Reilly*

Mrs S. Reilly, Assistant Head Teacher



SEND Inclusion Award



## Art

<b>Topics Taught:</b>	<p>Identity</p> <p><i>This is a personal response to the theme Identity; each student will follow their own interests and explore their own ideas.</i></p>
<b>Learning Outcomes:</b>	<p>Create a personal project/journey based on the theme Identity. Each project should explore artists, application techniques, experimentation of medium and ideas and annotations that explain ideas.</p>
<b>ILTs:</b>	<p>Ongoing throughout the project, students will be asked to develop their individual research and work at home to ensure that they have sources of inspiration and a continual flow of resources and ideas to assist them with their projects.</p> <p>Your child will have access to the art room every lunch and afterschool most evenings. They are welcome to complete all tasks during this time.</p>
<b>Assessment:</b>	<p>Assessment is ongoing throughout GCSE, students will be given regular targets on how to improve their work and presentation.</p> <p>There will be two deadlines for sketchbook progression this half term. Sketchbooks will be assessed holistically using the AQA marking scheme. After each deadline individual targets will be set and a discussion on what is required to improve.</p>
<b>How I can support my child:</b>	<p>Encourage your child to:</p> <ul style="list-style-type: none"> <li>• Practice their drawing skills at home.</li> <li>• Research artists and collate images that will inspire their own artwork.</li> <li>• Watch YouTube videos that explore application techniques or their chosen artist.</li> <li>• Visit museums and galleries.</li> <li>• Complete work swiftly at home or school to ensure that deadlines are managed.</li> </ul>
<b>Exam Specification:</b>	<p><a href="#"><u>AQA (9-1) Art and Design, 8201</u></a></p>

## Biology – Separate Science

<b>Topics Taught:</b>	<ul style="list-style-type: none"> <li>• Ecosystems and Material Cycles.</li> <li>• Animal Coordination, Control and Homeostasis.</li> </ul>
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• What is biodiversity and why is it important?</li> <li>• What is the water cycle?</li> <li>• What is the carbon cycle?</li> <li>• What is the nitrogen cycle?</li> <li>• What factors affect the rate of decomposition?</li> <li>• Why is food security important for humans?</li> <li>• How do some living organisms help to identify pollution?</li> <li>• How do hormones control the functions of the human body?</li> <li>• How do hormones control metabolic rate?</li> <li>• How do hormones control the menstrual cycle?</li> <li>• How do hormones control blood sugar levels?</li> <li>• What is diabetes?</li> <li>• How does the human body maintain a constant internal temperature?</li> <li>• How do the kidneys function?</li> </ul>
<b>ILTs:</b>	<ul style="list-style-type: none"> <li>• Ecosystems and Material Cycles Steps to Science Success.</li> <li>• Educake Retrieval Quizzes.</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Ecosystems and Material Cycles end of unit assessment.</li> </ul>
<b>How I can support my child:</b>	<ul style="list-style-type: none"> <li>• Direct your child to YouTube clips from educational providers such as FuseSchool, Freesciencelessons and Cognito.</li> <li>• Discuss the learning outcomes with your child and ask them to teach you the content they have been learning.</li> </ul>
<b>Exam Specification:</b>	<ul style="list-style-type: none"> <li>• <a href="#">Edexcel (9-1) Biology 1B10 F/H</a></li> </ul>
<b>Revision Materials:</b>	<ul style="list-style-type: none"> <li>• Revision Guides</li> <li>• YouTube Videos <ul style="list-style-type: none"> <li>○ Freesciencelessons</li> <li>○ FuseSchool</li> <li>○ Cognito</li> </ul> </li> <li>• BBC Bitesize</li> <li>• Physicsandmathstutor.com</li> <li>• Teams Area Resources</li> </ul>

## Business Studies

<b>Topics Taught:</b>	<ol style="list-style-type: none"> <li>1. Organisational Structures</li> <li>2. Recruitment and Selection</li> <li>3. Motivation</li> <li>4. Training</li> </ol>
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• Understand flat and tall structures.</li> <li>• Understand centralisation and decentralisation.</li> <li>• Understand the need for recruitment.</li> <li>• Understand methods of recruitment and selection.</li> <li>• Understand the importance of motivations.</li> <li>• Understand financial/non-financial methods of motivation.</li> <li>• Understand the importance of training staff.</li> <li>• Understand the methods of training staff.</li> </ul>
<b>ILTs:</b>	<ul style="list-style-type: none"> <li>• 3 retrieval tasks based around topics individual students have gaps in their knowledge.</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• End of topic “mini” assessments.</li> <li>• Assessment on “Unit 3 – Operations.”</li> </ul>
<b>How I can support my child:</b>	<ul style="list-style-type: none"> <li>• Testing students at home using a digital copy of the GCSE Business textbook on Teams.</li> <li>• Discuss current affairs relating to Business.</li> </ul>
<b>Exam Specification:</b>	<ul style="list-style-type: none"> <li>• <a href="#">AQA (9-1) Business Studies 8132</a></li> </ul>
<b>Revision Materials:</b>	<ul style="list-style-type: none"> <li>• CGP AQA Business revision guide £5 (not available to buy at school).</li> <li>• GCSE Bitesize website (AQA Specification).</li> <li>• Seneca Learning website (AQA Specification).</li> </ul>

## Chemistry – Separate Science

<b>Topics Taught:</b>	<ul style="list-style-type: none"> <li>Fuels, Earth and Atmospheric Science</li> <li>Hydrocarbons</li> </ul>
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>What are hydrocarbons?</li> <li>Why are hydrocarbons so useful?</li> <li>How is crude oil separated into useful fractions?</li> <li>What happens during the complete and incomplete combustion of hydrocarbons?</li> <li>What problems are caused by acid rain?</li> <li>Why is cracking needed?</li> <li>What are the advantages and disadvantages of hydrogen and petrol as vehicle fuels?</li> <li>How has the Earth's atmosphere changed over time?</li> <li>What are the problems caused by climate change?</li> <li>How might we limit the impact of climate change?</li> <li>What are the names, formulae and structure of the four smallest alkanes?</li> <li>What functional group is present in all alkenes?</li> <li>How can bromine water be used to distinguish between alkanes and alkenes?</li> <li>How can we make alcohol solutions more concentrated?</li> <li>What are the names, formulae and structures of the four smallest alcohols?</li> <li>How are carboxylic acids produced?</li> </ul>
<b>ILTs:</b>	<ul style="list-style-type: none"> <li>Fuels, Earth and Atmospheric Science Steps to Science Success.</li> <li>Educake Retrieval Quizzes.</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>Fuels, Earth and Atmospheric Science end of unit assessment.</li> </ul>
<b>How I can support my child:</b>	<ul style="list-style-type: none"> <li>Direct your child to YouTube clips from educational providers such as FuseSchool, Freesciencelessons and Cognito.</li> <li>Discuss the learning outcomes with your child and ask them to teach you the content they have been learning.</li> </ul>
<b>Exam Specification:</b>	<ul style="list-style-type: none"> <li><a href="#">Edexcel (9-1) Chemistry 1CH0 F/H</a></li> </ul>
<b>Revision Materials:</b>	<ul style="list-style-type: none"> <li>CGP Revision Guides were provided to all students at the start of Year 10.</li> <li>YouTube Videos               <ul style="list-style-type: none"> <li>Freesciencelessons</li> <li>FuseSchool</li> <li>Cognito</li> </ul> </li> <li>BBC Bitesize</li> <li>Physicsandmathstutor.com</li> <li>Teams Area Resources</li> </ul>

## Combined Science

<b>Topics Taught:</b>	<ul style="list-style-type: none"> <li>• Ecosystems and Material Cycles</li> <li>• Animal Co-ordination, Control and Homeostasis</li> <li>• Fuels, Earth and Atmospheric Science</li> <li>• Magnetism and the Motor Effect</li> <li>• Electromagnetic Induction</li> </ul>
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• What is biodiversity and why is it important?</li> <li>• What is the water cycle?</li> <li>• What is the carbon cycle?</li> <li>• What is the nitrogen cycle?</li> <li>• How do some living organisms help to identify pollution?</li> <li>• How do hormones control the functions of the human body?</li> <li>• How do hormones control metabolic rate?</li> <li>• How do hormones control the menstrual cycle?</li> <li>• How do hormones control blood sugar levels?</li> <li>• What is diabetes?</li> <li>• What are hydrocarbons?</li> <li>• Why are hydrocarbons so useful?</li> <li>• How is crude oil separated into useful fractions?</li> <li>• What happens during the complete and incomplete combustion of hydrocarbons?</li> <li>• What problems are caused by acid rain?</li> <li>• Why is cracking needed?</li> <li>• What are the advantages and disadvantages of hydrogen and petrol as vehicle fuels?</li> <li>• How has the Earth's atmosphere changed over time?</li> <li>• What are the problems caused by climate change?</li> <li>• How might we limit the impact of climate change?</li> <li>• What is a magnet?</li> <li>• How do magnets affect each other?</li> <li>• What shape are magnetic fields?</li> <li>• How can we investigate the shape of magnetic fields?</li> <li>• What is an electromagnet?</li> <li>• How can we increase the strength of an electromagnet?</li> <li>• How does the magnetic field around a wire change when the wire is made into a coil?</li> <li>• How can electricity and magnetism combine to produce forces?</li> </ul>

<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• How can we calculate the size of the force produced by a current in a magnetic field?</li> <li>• How can you produce an electric current using a magnet and conductor?</li> <li>• How does a transformer work?</li> <li>• How can we calculate the current and voltage produced by transformers?</li> </ul>
<b>ILTs:</b>	<ul style="list-style-type: none"> <li>• Ecosystems and Material Cycles Steps to Science Success.</li> <li>• Fuels, Earth and Atmospheric Science Steps to Science Success.</li> <li>• Magnetism, the Motor Effect and Electromagnetic Induction Steps to Science Success.</li> <li>• Educake Retrieval Quizzes.</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Ecosystems and Material Cycles end of unit assessment.</li> <li>• Fuels, Earth and Atmospheric Science end of unit assessment.</li> <li>• Magnetism, the Motor Effect and Electromagnetic Induction end of unit assessment.</li> </ul>
<b>How I can support my child:</b>	<ul style="list-style-type: none"> <li>• Direct your child to YouTube clips from educational providers such as FuseSchool, Freesciencelessons and Cognito.</li> <li>• Discuss the learning outcomes with your child and ask them to teach you the content they have been learning.</li> </ul>
<b>Exam Specification:</b>	<ul style="list-style-type: none"> <li>• <a href="#">Edexcel (9-1) Combined Science 1SC0 F/H</a></li> </ul>
<b>Revision Materials:</b>	<ul style="list-style-type: none"> <li>• CGP Revision Guides were provided to all students at the start of Year 10.</li> <li>• YouTube Videos <ul style="list-style-type: none"> <li>○ Freesciencelessons</li> <li>○ FuseSchool</li> <li>○ Cognito</li> </ul> </li> <li>• BBC Bitesize</li> <li>• Physicsandmathstutor.com</li> <li>• Teams Area Resources</li> </ul>

## Computer Science

<b>Topics Taught:</b>	1. Programming Fundamentals 2. Creating Robust Programs
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• Programming Basics and Mathematics.</li> <li>• Data Types and String Manipulation.</li> <li>• Selection and Boolean Operators.</li> <li>• Input Sanitation and Validation.</li> <li>• Validation and Authentication.</li> <li>• Iteration While Loops.</li> <li>• Iteration While Loops.</li> <li>• Iteration For Loops.</li> </ul>
<b>ILTs:</b>	Read the revision guide / watch the video which explains the knowledge required for the next lesson and create brief notes to evidence this.
<b>Assessment:</b>	Formative assessment every five lessons to inform intervention. End of unit summative assessments based on past exam questions.
<b>How I can support my child:</b>	Ensure that notes are created before lessons based on watching the video or reading the relevant knowledge in the revision guide.
<b>Exam Specification:</b>	<a href="#"><u>OCR (9-1) Computer Science J277</u></a>
<b>Revision Materials:</b>	<ul style="list-style-type: none"> <li>• CGP Complete revision and practice book were provided to all Year 10 students.</li> <li>• CGP Revision Cards were provided to all Year 10 students.</li> <li>• CGP 10 minute tests provided to all Year 11 students.</li> <li>• Class materials on OneNote.</li> <li>• Seneca.</li> </ul>



## Creative iMedia

<b>Topics Taught:</b>	Creating digital graphics.
<b>Learning Outcomes:</b>	Mastering the following tools and techniques in Adobe Photoshop: <ul style="list-style-type: none"><li>• Toolbar and layers.</li><li>• Bucket fill and gradient.</li><li>• Text tool and text fx.</li><li>• Shapes and shapes fx.</li><li>• Magic wand and eraser.</li><li>• Lasso and filters.</li><li>• Clone, healing and cropping tools.</li><li>• Adjustments and transform.</li><li>• Blur, smudge and sharpen.</li></ul>
<b>ILTs:</b>	Complete missing skills building tasks using photopea.com.
<b>Assessment:</b>	Non-Examined Assessment (NEA) will take place after October half term.
<b>How I can support my child:</b>	Encourage students to use photopea.com to practice skills.
<b>Exam Specification:</b>	<a href="#"><u>OCR Level 1 / 2 Cambridge National in Creative iMedia J817</u></a>
<b>Revision Materials:</b>	<ul style="list-style-type: none"><li>• PGOnline revision guide will be provided for all students.</li></ul>

## Design & Technology

<b>Topics Taught:</b>	Continuing with Non-Examined Assessment: <ol style="list-style-type: none"> <li>1. Developments in new materials</li> <li>2. Materials and their working properties</li> <li>3. Specialist Technical principals</li> </ol>
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• Gather a further understanding on the developments in new materials.</li> <li>• Describe materials and their working properties.</li> <li>• Develop and build on knowledge and understanding of the following specialist technical principles.</li> <li>• Non-Examined Assessment Coursework.</li> </ul>
<b>ILTs:</b>	<ul style="list-style-type: none"> <li>• Theory booklet.</li> <li>• Non-Examined Assessment.</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Verbal feedback for Non-Examined Assessment / low stakes assessment.</li> <li>• Practice exam questions will be used to test and refine knowledge, exam technique and exam preparation.</li> </ul>
<b>How I can support my child:</b>	<ul style="list-style-type: none"> <li>• Testing at home using revision material/</li> <li>• Encouraging students to meet Non-Examined Assessment deadlines.</li> <li>• Testing key vocabulary.</li> <li>• Testing key knowledge.</li> </ul>
<b>Exam Specification:</b>	<a href="#"><u>AQA (9-1) Design &amp; Technology 8552</u></a>
<b>Revision Materials:</b>	Students have been provided with Read and Watch lists and Knowledge Organisers to aid revision.

## GCSE Engineering

<b>Topics Taught:</b>	Students are currently undertaking their Non-Examined Assessment (NEA).
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"><li>• Problem Solving.</li><li>• Drawings and Conventions.</li><li>• Applying Systems Technology.</li><li>• Production Planning.</li><li>• Engineering Skills.</li><li>• Testing and Evaluating.</li></ul>
<b>ILTs:</b>	Exam style questions covering the following topics: <ul style="list-style-type: none"><li>• Engineering materials/Engineering manufacturing processes.</li><li>• Systems testing and investigation.</li><li>• Impact of modern Technologies.</li><li>• Engineering Skills.</li></ul>
<b>Assessment:</b>	The Non-Examined Assessment (NEA) is the method of assessment for the practical side of the course and makes up 40% of the student's final mark.
<b>How I can support my child:</b>	<ul style="list-style-type: none"><li>• Encourage students to engage with the resources in the Read and Watch list.</li><li>• Encouraging students to meet NEA deadlines.</li><li>• Testing key vocabulary.</li><li>• Testing key knowledge.</li></ul>
<b>Exam Specification:</b>	<a href="#">AQA (9-1) GCSE Engineering 8852</a>
<b>Revision Materials:</b>	Students have been provided with Read and Watch lists and Knowledge Organisers to aid revision.

## Engineering VCERT

<b>Topics Taught:</b>	<ol style="list-style-type: none"> <li>1. Safe and Correct Use of Tools, Equipment and Machines.</li> <li>2. Revision of topics delivered in Year 10.</li> </ol>
<b>Learning Outcomes:</b>	Preparation for the <b>GCSE VCert exam 24<sup>th</sup> November 2022</b> . Safe and Correct Use of Tools, Equipment and Machines: <ul style="list-style-type: none"> <li>• Preparation and use.</li> <li>• Control measures.</li> </ul>
<b>ILTs:</b>	<ul style="list-style-type: none"> <li>• Revision strategies.</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Verbal feedback / low stakes assessment.</li> <li>• Practice exam questions will be used to test and refine knowledge, exam technique and exam preparation.</li> </ul>
<b>How I can support my child:</b>	<ul style="list-style-type: none"> <li>• Testing at home using revision material.</li> <li>• Encouraging students to complete retrieval tasks.</li> <li>• Testing key vocabulary.</li> <li>• Testing key knowledge.</li> </ul>
<b>Exam Specification:</b>	<a href="#">NCFE Level 1 / 2 Technical Award in Engineering</a>
<b>Revision Materials:</b>	Students have been provided with Read and Watch lists and Knowledge Organisers to aid revision.

## English Literature

<b>Topics Taught:</b>	Conflict and Unseen Poetry – Literature Paper 2, Section B
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• Developing an understanding of how poets communicate their feelings and ideas about conflict through the creative use of form, language &amp; structure.</li> <li>• Questioning: What different forms can conflict take? Why does conflict occur and how can/have views/ideas and approaches to conflict changed over time?</li> <li>• Studying and comparing a range of conflict poetry from the Edexcel Poetry Anthology and a range of unseen poems.</li> <li>• Building on students' prior knowledge of bias within the media – KS3 'Opposing Forces' media power module. KS5: Specific links to Language and Power and the presentation of gender, political and historical issues and ideas across Literature.</li> <li>• Developing a strong knowledge of the power and significance of poetry as a platform will allow students to make personal judgements on a range of texts.</li> <li>• Improving the students' reading and writing skills to produce personalised and analytical responses to the texts.</li> </ul>
<b>ILTs:</b>	A range of retrieval strategies to further embed key knowledge of the selection of conflict poems including: context, form, language and structural devices, and key quotations.
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Verbal feedback / low stakes assessment.</li> <li>• End of assessment GCSE style question on two of the conflict poems.</li> <li>• Practice exam questions will be used to test and refine knowledge, exam technique and exam preparation.</li> </ul>
<b>How I can support my child:</b>	<ul style="list-style-type: none"> <li>○ Utilise the Conflict and Unseen Poetry Knowledge Organisers to test key vocabulary and knowledge.</li> <li>○ Use BBC Bitesize to encourage the student's retrieval of knowledge of the conflict poems from the Edexcel Anthology.</li> <li>○ Sharing of knowledge including past papers, exemplar responses and key support for each of the poems from the Edexcel/Pearson website.</li> </ul>
<b>Exam Specification:</b>	<ul style="list-style-type: none"> <li>○ <a href="#">Edexcel (9-1) English Literature 1ET0</a></li> </ul>
<b>Revision Materials:</b>	<ul style="list-style-type: none"> <li>• Revision notes are provided.</li> <li>• All students are provided with CGP Macbeth revision guide.</li> <li>• If you wish to purchase other revision guides, we recommend:             <ul style="list-style-type: none"> <li>○ Pearson Revise Edexcel GCSE (9-1) English Language Revision Guide</li> <li>○ CGP Edexcel: Unseen Poetry Guide</li> <li>○ CGP Edexcel: An Inspector Calls - Text guide</li> <li>○ CGP Edexcel: Conflict Poetry Guide</li> <li>○ CGP Edexcel: A Christmas Carol</li> </ul> </li> </ul>

## Enterprise and Marketing

<b>Topics Taught:</b>	<ul style="list-style-type: none"> <li>• Task 2 of coursework “Design a business proposal.”</li> <li>• Learning Outcome 1: Understand how to target a market.</li> <li>• Learning Outcome 2: Understand what makes a product or service financially viable.</li> </ul>
<b>Learning Outcomes:</b>	<p><b>Understand how to target a market:</b></p> <ul style="list-style-type: none"> <li>• The need for customer segmentation.</li> <li>• Types of market segmentation.</li> <li>• The benefits of market segmentation.</li> <li>• The purpose of market research.</li> <li>• Primary (field) market research methods (physical or digital) and their benefits.</li> <li>• Secondary (desk) market research sources and their benefits.</li> <li>• The types of customer feedback techniques available to business start-ups.</li> </ul> <p><b>Understand what makes a product or service financially viable:</b></p> <ul style="list-style-type: none"> <li>• Cost of producing the product or service.</li> <li>• Revenue generated by sales of the product or service.</li> <li>• Use of break-even as an aid to decision making.</li> <li>• Profit level.</li> </ul>
<b>ILTs:</b>	<ul style="list-style-type: none"> <li>• Topic 1 revision task.</li> <li>• Calculating revenue, costs and profit worksheet.</li> <li>• Topic 2 revision task.</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Task 1 &amp; 2 coursework.</li> <li>• Topic 1 assessment.</li> <li>• Topic 2 assessment.</li> </ul>
<b>How I can support my child:</b>	<ul style="list-style-type: none"> <li>• Testing at home using revision material.</li> <li>• Discuss current affairs relating to business.</li> </ul>
<b>Exam Specification:</b>	<ul style="list-style-type: none"> <li>• <a href="#">OCR Level 1 / 2 Cambridge National in Enterprise &amp; Marketing J819</a></li> </ul>
<b>Revision Materials:</b>	<ul style="list-style-type: none"> <li>• All revision notes provided.</li> </ul>

## Geography

<b>Topics Taught:</b>	<ul style="list-style-type: none"> <li>• Fieldwork</li> <li>• Living World</li> </ul>
<b>Learning Outcomes:</b>	<p>Students will investigate whether Newcastle presents more opportunities than challenges. This will involve not only the collection of primary data, but also the presentation of the data students have collected in order to draw conclusions.</p> <p><b>Living World:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to link the geographical location of biomes to the climate.</li> <li>• Students will develop an understanding of food chains and nutrient cycles.</li> <li>• Students will deepen their understanding of the adaptations for a tropical rainforest and will focus on the threats and management.</li> <li>• Students will deepen their understanding of the adaptations for a tundra and will focus on the threats and management.</li> </ul>
<b>ILTs:</b>	<ul style="list-style-type: none"> <li>• Key words.</li> <li>• Seneca quizzes.</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Seneca ILT quizzes.</li> <li>• End of topic walk through assessment followed by end of topic formal assessment.</li> </ul>
<b>How I can support my child:</b>	<ul style="list-style-type: none"> <li>• Ensure students are signed into Seneca.</li> <li>• Ensure students are following the department instagram for all of the additional subject reading/sign posting/reminders about deadlines!</li> <li>• Check they are attending their additional classes.</li> <li>• Quiz them on their case study knowledge.</li> </ul>
<b>Exam Specification:</b>	<a href="#"><u>AQA (9-1) Geography 8035</u></a>
<b>Revision Materials:</b>	<ul style="list-style-type: none"> <li>• Knowledge Organisers, Key Vocabulary, Topic Revision Guides and Case Study notes are all provided.</li> <li>• Seneca should be used as an online quiz tool.</li> <li>• Keep up with current affairs and read about Geography.</li> <li>• If you wish to purchase a revision guide we recommend:             <ul style="list-style-type: none"> <li>○ Collins AQA Geography Revision Guide</li> <li>○ GCSE 9-1 Geography AQA</li> <li>○ CGP AQA Geography</li> </ul> </li> </ul>

## Health and Social Care

<b>Topics Taught:</b>	Essential Values of Care for use with individuals in care settings.
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• Understand how to support individuals to maintain their rights.</li> <li>• Understand the importance of the values of care and how they are applied.</li> </ul>
<b>ILTs:</b>	<ul style="list-style-type: none"> <li>• Students will be given deadlines for work to be completed. This links directly to their classroom learning tasks.</li> <li>• Students will be expected to attend after school classes as and when appropriate to ensure that coursework has been completed.</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Verbal feedback.</li> <li>• Live marking.</li> <li>• Practice exam questions will be used to test and refine knowledge, exam technique and exam preparation.</li> </ul>
<b>How I can support my child:</b>	<ul style="list-style-type: none"> <li>• Encouraging students to complete retrieval tasks.</li> <li>• Testing key vocabulary.</li> <li>• Testing key knowledge.</li> <li>• Reading newspaper articles related to Health and Social Care settings which cover how service users are looked after.</li> <li>• Watching service-based documentaries (e.g. Ambulance, 24 hours in A &amp; E, Hospital, Childrens' Ward).</li> </ul>
<b>Exam Specification:</b>	<ul style="list-style-type: none"> <li>• <a href="#"><u>OCR Level 1 / 2 Cambridge National in Health &amp; Social Care J811</u></a></li> </ul>
<b>Revision Materials:</b>	<ul style="list-style-type: none"> <li>• Students are provided with the relevant sections from My Revision Notes: Cambridge National Level 1/2 Health and Social Care.</li> </ul>



## History

<b>Topics Taught:</b>	<ul style="list-style-type: none"> <li>• Medicine and Health.</li> <li>• The Industrial and Modern Periods.</li> </ul>
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• Further develop ability to apply similarity, difference, change, continuity and significance to their knowledge and understanding of the period. Analyse and evaluate contemporary source material.</li> <li>• Develop a coherent understanding of the complexity of society and different aspects within it and understand the nature of the historic environment and the events contained within the study.</li> <li>• Make connections and evaluate how specific sites have shaped or been shaped by events and developments of the time. Application of causation, change and consequence to knowledge and understanding. Analyse and evaluate two interpretations to make their own historical claims.</li> <li>• Develop extended writing skills – producing clear line of argument, focused explanation and analysis and substantiated judgements in relation to GCSE questions.</li> </ul>
<b>ILTs:</b>	<ul style="list-style-type: none"> <li>• Retrieval Strategies.</li> <li>• Examination Questions.</li> </ul>
<b>Assessment:</b>	<p>End of unit assessment: Medicine – four question types:</p> <ul style="list-style-type: none"> <li>• How useful?</li> <li>• Significance.</li> <li>• Compare for similarity.</li> <li>• Factors judgement.</li> </ul>
<b>How I can support my child:</b>	<ul style="list-style-type: none"> <li>• Encourage preparation for mock and Summer examinations.</li> <li>• Check revision retrieval strategies.</li> <li>• Use knowledge organisers to question for understanding.</li> </ul>
<b>Exam Specification:</b>	<a href="#"><u>AQA (9-1) History 8145 (B08 - 1AB &amp; 1BB, 2AA &amp; 2BA)</u></a>
<b>Revision Materials:</b>	<ul style="list-style-type: none"> <li>• Oxford AQA GCSE History revision guides – available to buy from school for £6. <ul style="list-style-type: none"> <li>○ Conflict and Tension: The Inter-War years 1918-39</li> <li>○ Germany 1890-1945</li> <li>○ Britain; Health and the People</li> <li>○ The Normans 1066-1100</li> </ul> </li> </ul>

## Hospitality and Catering

<b>Topics Taught:</b>	Students are currently undertaking their mock Non-Examined Assessment (NEA) before commencing the actual NEA later in the term.
<b>Learning Outcomes:</b>	<p>The importance of nutrition in menu planning:</p> <ul style="list-style-type: none"> <li>• The functions of nutrients in the human body.</li> <li>• The nutritional needs of specific groups.</li> <li>• The characteristics of unsatisfactory nutritional intake.</li> <li>• How cooking methods impact on nutritional value.</li> </ul> <p>Understanding menu planning:</p> <ul style="list-style-type: none"> <li>• How dishes on a menu address environmental issues.</li> <li>• How menu dishes meet customer needs.</li> <li>• How to plan the production of dishes for a menu.</li> </ul>
<b>ILTs:</b>	ILT will be revision tasks set to make sure students are retaining the non-negotiable knowledge secured in Year 10 whilst undertaking their Non-Examined Assessment (NEA).
<b>Assessment:</b>	The Non-Examined Assessment (NEA) is the method of assessment for the practical side of the course and makes up 60% of the student's final mark. The mock NEA will be marked in the same way as the actual NEA.
<b>How I can support my child:</b>	<ul style="list-style-type: none"> <li>• Encourage students to engage with the resources in the Read and Watch list.</li> <li>• Encouraging students to meet NEA deadlines.</li> <li>• Testing key vocabulary.</li> <li>• Testing key knowledge.</li> </ul>
<b>Exam Specification:</b>	<a href="#"><u>WJEC Level 1 / 2 Award in Hospitality &amp; Catering</u></a>
<b>Revision Materials:</b>	Students have been provided with Read and Watch lists and Knowledge Organisers to aid revision.

## Maths

<b>Topics Taught:</b>	<p><b>Higher</b></p> <ul style="list-style-type: none"> <li>• Similar Shapes</li> <li>• Further factorising and solving quadratic equations</li> <li>• Further Trigonometry</li> </ul> <p><b>Foundation</b></p> <ul style="list-style-type: none"> <li>• Pythagoras &amp; Trigonometry</li> <li>• Probability</li> <li>• Constructions &amp; Loci</li> </ul>
<b>Learning Outcomes:</b>	<p>Students continue their studies of the GCSE curriculum and build upon the knowledge and skills studied across all years to date.</p> <p>Building upon core methods, the development of fluency, reasoning and problem solving is again structured into every topic area and all topics are again assessed by GCSE style questions.</p> <p>Past exam papers are utilised to identify students' strengths and areas for development; this is used to tailor their future revision lessons.</p> <p>Students will see more and more how the different topics are inter-linked and develop the skills needed to move seamlessly between the topics within a larger problem solving scenario.</p>
<b>ILTs:</b>	<p>Your child will receive an ILT each week, excluding the final week of a term. They will notice that their ILT is longer than at KS3.</p> <p><b>Paper-based ILT</b></p> <p>The paper based ILT is broken down into 3 sections. The first section covers the key knowledge needed for their exams. The second section focusses on retrieval. Your child has a copy of a Knowledge Organiser to support them with this section. The final section includes exam style questions based on the retrieval task.</p> <p><b>Online ILT</b></p> <p>Your child will be complete an ILT online using the website <b>mathswatch.vle</b>. Each student has their own login for this with the default password set as <b>circle</b>.</p>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• ILTs.</li> <li>• End of Unit Assessments.</li> <li>• Mock Exams.</li> </ul>

## Maths Continued

<b>How I can support my child:</b>	Encourage your child to use their Knowledge Organisers for both types of ILT. When completing the online ILT, there are supporting videos for each question that your child should watch when required.
<b>Exam Specification:</b>	<a href="#"><u>Edexcel (9-1) Mathematics 1MA1 F/H</u></a>
<b>Revision Materials:</b>	<ul style="list-style-type: none"><li>• Revise Edexcel GCSE (9-1) Mathematics Revision Guide Higher/Foundation – available from school for £2.50.</li><li>• Revise Edexcel GCSE (9-1) Mathematics Revision Workbook Higher/Foundation – available from school for £2.50.</li><li>• Revise Edexcel GCSE (9-1) Mathematics Higher/Foundation revision cards – available from school for £9.</li><li>• Range of different websites consisting of practice questions, exam papers and supporting videos:<ul style="list-style-type: none"><li>○ Corbettmaths.com</li><li>○ Mathsgenie.co.uk</li><li>○ Onmaths.com</li></ul></li></ul>

## Music

<b>Topics Taught:</b>	<ul style="list-style-type: none"> <li>• Composition work to continue.</li> <li>• Performance work to continue.</li> <li>• Listening and Appraising: Consolidation of knowledge of keywords and study pieces.</li> </ul>
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• Finish composition 1 – controlled assessment.</li> <li>• Start composition 2 based on the brief set by the exam board (issued end September 2022).</li> <li>• Continue to work on both performance pieces and prepare for exam.</li> <li>• Continue to recap and expand on keywords.</li> <li>• To consolidate knowledge of Mozart's Clarinet Concerto study piece.</li> </ul>
<b>ILTs:</b>	<ul style="list-style-type: none"> <li>• Minimum 1 hour per week instrumental/vocal practise.</li> <li>• Revision of musical keywords and study pieces.</li> </ul>
<b>Assessment:</b>	<p><b>PERFORMANCE:</b> Students will be required to do one musical performance of their choice throughout the first half term.</p> <p><b>LISTENING:</b> Monitoring knowledge and understanding of keywords and study pieces.</p>
<b>How I can support my child:</b>	<ul style="list-style-type: none"> <li>• Ensure your child is regularly practising their chosen instrument/voice. Encourage them to perform their chosen pieces in front of you and others to help build up confidence.</li> <li>• Assist with learning subject-specific vocabulary to ensure an understanding of the keywords – copies of these can be supplied.</li> </ul>
<b>Exam Specification:</b>	<a href="#"><u>AQA (9-1) Music 8271</u></a>
<b>Revision Materials:</b>	<ul style="list-style-type: none"> <li>• Key vocabulary list - provided.</li> <li>• AQA notes for study pieces – provided.</li> </ul>

## GCSE PE

<b>Topics Taught:</b>	Socio-Cultural Influences.
<b>Learning Outcomes:</b>	Students should develop knowledge and understanding of the socio-cultural factors that impact on physical activity and sport, and the impact of sport on society.
<b>ILTs:</b>	<ul style="list-style-type: none"><li>• Performance Enhancing Drugs case study (1 hour).</li><li>• Hooliganism and Spectator Behaviour case study (1 hour).</li></ul>
<b>Assessment:</b>	End of unit assessment.
<b>How I can support my child:</b>	Promote use of the EverLearner programme. Encourage wider reading around the subject. Encourage watching or participating in physical activity/sport.
<b>Exam Specification:</b>	<a href="#"><u>AQA (9-1) GCSE Physical Education 8582</u></a>
<b>Revision Materials:</b>	<ul style="list-style-type: none"><li>• Command Verb Exam Booklets.</li><li>• Past Papers broken down into topic areas.</li><li>• EverLearner.</li><li>• Recommended revision guide - GCSE PE Simplified.</li></ul>

## Physics – Separate Science

<b>Topics Taught:</b>	<ul style="list-style-type: none"> <li>• Magnetism and the Motor Effect.</li> <li>• Electromagnetic Induction.</li> </ul>
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• What is a magnet?</li> <li>• How do magnets affect each other?</li> <li>• What shape are magnetic fields?</li> <li>• How can we investigate the shape of magnetic fields?</li> <li>• What is an electromagnet?</li> <li>• How can we increase the strength of an electromagnet?</li> <li>• How does the magnetic field around a wire change when the wire is made into a coil?</li> <li>• How can electricity and magnetism combine to produce forces?</li> <li>• How can we calculate the size of the force produced by a current in a magnetic field?</li> <li>• How can you produce an electric current using a magnet and conductor?</li> <li>• How is induction used in generators and microphones?</li> <li>• How does a transformer work?</li> <li>• How can we calculate the current and voltage produced by transformers?</li> </ul>
<b>ILTs:</b>	<ul style="list-style-type: none"> <li>• Magnetism, the Motor Effect and Electromagnetic Induction Steps to Science Success Task.</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Magnetism, the Motor Effect and Electromagnetic Induction end of unit assessment.</li> <li>• Educake Retrieval Quizzes.</li> </ul>
<b>How I can support my child:</b>	<ul style="list-style-type: none"> <li>• Direct your child to YouTube clips from educational providers such as FuseSchool, Freesciencelessons and Cognito.</li> <li>• Discuss the learning outcomes with your child and ask them to teach you the content they have been learning.</li> </ul>
<b>Exam Specification:</b>	<ul style="list-style-type: none"> <li>• <a href="#">Edexcel (9-1) Physics 1PH0 F/H</a></li> </ul>
<b>Revision Materials:</b>	<ul style="list-style-type: none"> <li>• Revision Guides</li> <li>• YouTube Videos               <ul style="list-style-type: none"> <li>○ Freesciencelessons</li> <li>○ FuseSchool</li> <li>○ Cognito</li> </ul> </li> <li>• BBC Bitesize</li> <li>• Physicsandmathstutor.com</li> <li>• Teams Area Resources</li> </ul>

## Religious Studies

<b>Topics Taught:</b>	<ul style="list-style-type: none"> <li>• Human Rights and Social Justice.</li> <li>• Christian Practices.</li> <li>• Islamic Practices.</li> </ul>
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• What is meant by human rights and the responsibilities that come with rights including the responsibility to respect the rights of others.</li> <li>• Christian views on social justice.</li> <li>• Issues of equality, freedom of religion and belief including freedom of religious expression.</li> <li>• Prejudice and discrimination in religion and belief including the status of women and the treatment of gay people.</li> <li>• Christian and Muslim attitudes to wealth including the use of wealth, responsibilities of having wealth and the duty to tackle poverty.</li> <li>• Describe and explain the problem of exploitation of the poor including issues relating to fair pay, excessive interest on loans and people trafficking.</li> <li>• Giving money to the poor, including religious teachings about giving money to the poor and religious beliefs about charity.</li> </ul>
<b>ILTs:</b>	<p>ILT is set via senecalearning.com</p> <p>Assignments are set every Thursday of Week 2 and students have a fortnight to complete the work.</p>
<b>Assessment:</b>	<p>Students complete assessed questions every Thursday of Week 2. We call this 'Blue Thursday' as we complete all assessed questions on blue paper. We use an assessment strategy which focusses on reducing cognitive loading to support students who feel anxious about assessments.</p>
<b>How I can support my child:</b>	<p>You can join our Seneca community and see the assignments which have been set each fortnight. Please follow <a href="#">this link</a> to get started or click the link which was emailed to you.</p> <p>We also have a range of texts and programmes which can support further study via our watch and read lists. These are available via the school website.</p> <p>If students want to practice their knowledge retrieval they can purchase the quiz books that we use in class via these links:</p> <p><a href="#">Knowledge Quiz: Religious Studies - Christianity (Knowledge quizzes): Amazon.co.uk: Dawn Cox: 9781912906772: Books</a></p> <p><a href="#">Knowledge Quiz: Religious Studies - Islam (Knowledge quizzes): Amazon.co.uk: Dawn Cox: 9781912906789: Books</a></p>



## Religious Studies Continued

<b>Exam Specification:</b>	<a href="#"><u>AQA (9-1) Religious Studies A 8062</u></a>
<b>Revision Materials:</b>	<ul style="list-style-type: none"><li>• Revision guides, notebooks and flashcards are all provided for students.</li><li>• If students want to practice their knowledge retrieval, they can purchase the quiz books that we use in class:<ul style="list-style-type: none"><li>○ Knowledge Quiz: Religious Studies - Christianity (Knowledge quizzes) by Dawn Cox.</li><li>○ Knowledge Quiz: Religious Studies - Islam (Knowledge quizzes Dawn Cox.</li></ul></li></ul>

## Spanish

<b>Topics Taught:</b>	Module 5: Town/ Region
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"><li>• To describe where you live (including what you would change and why).</li><li>• To discuss the advantages and disadvantages of living in a city versus living in the countryside.</li><li>• Discuss what you have done recently in your town/region.</li><li>• Discuss which other towns/regions you have visited.</li><li>• Be able to interact in shops.</li></ul>
<b>ILTs:</b>	See ILT sheet on TEAMS.
<b>Assessment:</b>	Listening/ Reading/ Speaking/ Writing. Vocabulary checks.
<b>How I can support my child:</b>	Encourage them to engage with the tasks outlined on the ILT sheet (see TEAMS).
<b>Exam Specification:</b>	<a href="#">AQA (9-1) Spanish 8698</a>
<b>Revision Materials:</b>	<ul style="list-style-type: none"><li>• All students are joined onto Memrise for revision.</li></ul>

## Sport Studies

<b>Topics Taught:</b>	<ul style="list-style-type: none"> <li>• Leadership in Sport.</li> </ul>
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership.</li> <li>• Be able to plan a sports activity session.</li> <li>• Be able to deliver a sports activity session.</li> <li>• Be able to evaluate own performance in delivering a sports activity session.</li> </ul>
<b>ILTs:</b>	To ensure coursework deadlines are met.
<b>Assessment:</b>	Leadership in Sport Coursework.
<b>How I can support my child:</b>	<p>Encourage wider reading around the subject.</p> <p>Encourage watching or participating in physical activity/sport.</p> <p>Encourage them to complete their coursework and make improvements by the set deadlines.</p>
<b>Exam Specification:</b>	<a href="#"><u>OCR Level 1 / 2 Cambridge National in Sport Studies J813</u></a>

## SMSC

<b>What is SMSC?</b>	<p>SMSC stands for Social, Moral, Spiritual and Cultural. Our SMSC lessons cover our PSHCE (Personal, Social, Health and Citizenship Education) and our compulsory Religious Studies offer.</p> <p>Our SMSC curriculum aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking whilst giving students opportunities to develop their understanding of democracy and justice, rights and responsibilities and identities and diversity.</p> <p>To embrace the challenges of creating a happy and successful adult life, students need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Students can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. SMSC can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.</p>
<b>Learning Outcomes:</b>	<p>We use a spiral curriculum in PSHCE and SMSC. This means that students revisit the same key themes of Being Me, Relationships, Risk, Health, Diversity and the Wider World in an age and stage appropriate way each year.</p> <p>This half term students will be looking at the theme 'Being Me'. You can find out more about our SMSC curriculum learning journey on the school website.</p>
<b>Assessment:</b>	<p>Students complete a baseline assessment at the start of each topic. This shows the teacher what their current understanding of an issue is. At the end of the topic, the students revisit this baseline and demonstrate what they have learnt and more importantly explain how they can use what they have learnt.</p>
<b>How I can support my child:</b>	<p>We know it can be difficult to have conversations about PSHCE topics with your child. To support you, we have Safe Media lists on our school website. These lists are suggestions of clips you could watch with your child to prompt discussion. We also signpost a range of services and organisations which can help.</p> <p>If you need any further support or have any questions, then please get in touch with your child's Head of Year.</p>

## Important Dates

As Year 11 students begin the final part of their journey here at Hurworth, and move towards Summer 2023, we felt it would be of benefit to parents/carers to be aware of important dates that have been scheduled into our school calendar to help Year 11 prepare for their final examinations. This includes Mock examinations and progress review dates, when parents/carers should expect information to be published regarding their child's progress.

There is also the opportunity for parents/carers to attend evenings to discuss their child's progress and attend an exam preparation evening, whereby they can find out more information about revision topics students need to focus on, revision materials and books that students will access in the run up to the final examinations, and an opportunity for parents/carers to discuss how best to support their children.

Event	Date
Wednesday 12 <sup>th</sup> October 2022	Y11 Supporting your child - Exam Preparation Evening
Tuesday 1 <sup>st</sup> November – Friday 11 <sup>th</sup> November 2022 inclusive	Y11 Mock Examinations (1)
Thursday 24 <sup>th</sup> November 2022	Engineering Studies External Examination
Monday 28 <sup>th</sup> November – Tuesday 9 <sup>th</sup> November 2022 inclusive	Vocational mock examinations (Enterprise & Marketing, Health & Social Care, iMedia, Sports Studies)
Monday 12 <sup>th</sup> December 2022 – Thursday 15 <sup>th</sup> December 2022	Art Mock examinations
Week beginning Monday 19 <sup>th</sup> December 2022	Progress review – mock exam (1) information published to parents/carers
Monday 6 <sup>th</sup> February – Friday 17 <sup>th</sup> February 2023 inclusive	Y11 Mock Examinations (1)
Week beginning Monday 13 <sup>th</sup> March 2023	Progress review Mock exam (2) information published to parents/carers
Thursday March 16 <sup>th</sup> 2023	Y11 progress evening
Monday 17 <sup>th</sup> April – Thursday 20 <sup>th</sup> April 2023	Art examinations
Week beginning Monday 8 <sup>th</sup> May 2023	Final projected grades published to parents
Monday 15 <sup>th</sup> May 2023	Y11 final exams start

**Please note: your child's Head of Year and Mentor will be in contact with you throughout the academic year should this be necessary. Please do not hesitate to contact either of these members of staff should you have any queries or concerns regarding your child.**