

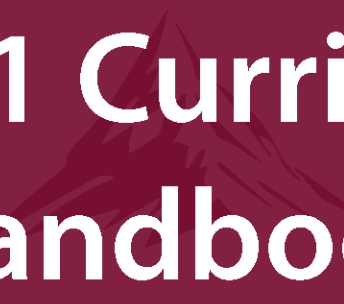


Barnhill
Community High School



Year 11 Curriculum Handbook

2026 - 2027



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Dear Parents/Carers,

The term has finally started! It has been an absolute pleasure to welcome all our students back on site for their learning at Barnhill this academic year. The energy and engagement seen in classrooms and around school has been palpable and we are all excited to work with our students; developing them further in their educational journey and supporting them to achieve their best in their GCSE's.

Our teachers have done a brilliant job designing an exciting, ambitious and creative curriculum in their subject areas for our students at Key Stage 4, one which is diverse, innovative and accessible for all. Our curriculum offer takes a student-centred approach, with a focus on developing independent learners, fostering creativity and developing critical thinking skills for the 21st century learner and preparing them for post 16 education and careers.

To help support our parents and students in understanding the curriculum throughout the academic year, you will find the curriculum guides very useful. These guides give you an overview of the topics being studied in each subject in at Key Stage 4 GCSE's. We have sequenced the learning to ensure every subject starts with the core basic knowledge and skills, then moving onto explore the *best of what has been thought and said in our world*. These guides will also help parents and students to plan ahead and explore areas they are studying and/or need to develop further. An individual copy has been given to each student, in addition to this you can find these on our website on our website under the curriculum area.

We would encourage all parents and students to go through these guides at your convenience to help gain an understanding of the curriculum offer and hope you find them useful. If you have any questions please direct them to the subject teacher or Curriculum Leader who are the subject specialists and will be happy to support with any queries.

Yours faithfully,

Tayyba Qureshi Deputy Headteacher

Dougie Hillman Assistant Headteacher

Year 11 Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Art	Practice Exam		Exam	Exam		
Business	Operational Decisions	Financial decisions	Marketing decisions	Growing a Business	HR decisions	
Computer Science	Systems architecture	Memory, storage Systems software	Computer networks, connections and protocols	Network security Ethical, legal, cultural and environmental impacts of digital technology	Revision and exam preparation	
Digital IT	PSA preparation	PSA 1	PSA 2	Component 3 Effective Digital Practices		
Drama	Understanding the Theatre	Performing to a Brief				
English	<u>English Literature Paper 1:</u> Macbeth & A Christmas Carol <u>alongside:</u> <u>English Language Paper 1:</u> Explorations in Creative Reading & Writing	<u>English Language Paper 2 (Non-Fiction Reading & Writing):</u> Writers' Viewpoints & Perspectives <u>alongside:</u> <u>English Literature Paper 2B (Poetry):</u> Power & Conflict & <u>English Literature Paper 2C (Poetry):</u> Unseen Poetry	<u>English Language Paper 2 (Non-Fiction Reading & Writing):</u> Writers' Viewpoints & Perspectives <u>alongside:</u> <u>English Literature Paper 2A (Modern Drama):</u> An Inspectors Calls	<u>English Literature Paper 1:</u> Macbeth & A Christmas Carol <u>alongside:</u> <u>English Language Paper 1:</u> Explorations in Creative Reading & Writing	Revision & External Examinations	
French	Future aspirations	Future aspirations	Global dimension	Global dimension	Revision	
Geography	The Changing Economic World	The Changing Economic World - NEE & UK	Living World	The Challenge of Resource Management		
History	Weimar Germany	Rise of Nazi Party	The Nazi Dictatorship	Life in Nazi Germany	Revision	
Mathematics	Algebra	Vectors & geometric proof	Proportions & Graphs			
Music	Revisit AoS1 and AoS4 Work on set brief composition		Revisit AoS2 and AoS3 Complete all NEA Performance and Composition components		Exam Revision	
Photography	Personal Project		Exam	Exam		
Religious Studies	Matters of Life and Death (Muslim Belief)	Crime and Punishment (Islam)	Living the Muslim Life	War & Peace	Revision	
Science: Biology	Homeostasis and Response	Inheritance, Variation & Evolution	Ecology	Ecology	Revision	
Science: Chemistry	The rate and extent of chemical change	Organic Chemistry	Chemical Analysis	Using Resources	Revision	

Science: Physics	Forces	Forces	Waves	Magnetism & Electromagnetism	Revision	
Sociology	The Sociology of Crime & Deviance		Social Stratification		Revision & Exam Prep	
Spanish	Future aspirations, study, work		International & global dimension		Revision	
Sport Science	Training to improve fitness for Sport and Activity		Nutrition for Sport and Activity		Psychological Impact on Sport and Activity Performance	
Statistics	Probability		Index Number		Probability Distribution	

Subject Overview	Students will complete a final 'portraiture' project that enables them to apply their prior learning and demonstrate their skill. In January, students will be issued with an exam paper from AQA detailing several project briefs for them to choose from. During the next 4 months, they will work on an individually driven examination project prior to a 10-hour GCSE exam where they create a final artwork to conclude their studies. Themes could be as diverse as 'the weather', 'in the news' or 'the human body', providing students with the opportunity to demonstrate their skills in the following areas: Research and Analysis – students will be encouraged to apply their developing research and analysis skills to a variety of artists, crafts people and designers of their own choice, using these examples in the development of their own ideas. Experimentation and Refinement –through the exploration and application of various techniques and processes, students will develop a personal approach to the creation of their own artwork, reviewing their responses towards a final outcome. Students will also have the opportunity to experiment with how they record in various settings, applying the knowledge gained throughout the course to experiment and refine their ideas. Recording – students will have the opportunity to record from both primary and secondary sources, applying their developing skills in both wet and dry materials. Photographic recording will be supported with analytical notes as students move towards the development of a final outcome. Response – students will produce various mini-outcomes as they develop their independent project, exploring ideas about the theme of their choice. Students will produce a personal response that explores their ideas and how meaning is created within a painting.										
Curriculum Content											
Autumn 1	Portraiture Project: What is portraiture? How do portraits convey meaning? Hyper realistic portrait painting Chuck Close – artist copy /Chuck Close – artist response Colour mixing / Acrylic paint techniques Portrait painting using acrylic										
Autumn 2	<table border="0"> <tr> <td>Fauvism - Artist copy</td><td>Photoshoot / Thumb nails</td></tr> <tr> <td>Response planning</td><td>Media trials / A4 mock piece</td></tr> <tr> <td>Fauvism- Artist response</td><td>Final outcome (self-portrait)</td></tr> <tr> <td>Initial ideas</td><td></td></tr> <tr> <td>Third artist (students select their own artist) Artist copy and response</td><td></td></tr> </table>	Fauvism - Artist copy	Photoshoot / Thumb nails	Response planning	Media trials / A4 mock piece	Fauvism- Artist response	Final outcome (self-portrait)	Initial ideas		Third artist (students select their own artist) Artist copy and response	
Fauvism - Artist copy	Photoshoot / Thumb nails										
Response planning	Media trials / A4 mock piece										
Fauvism- Artist response	Final outcome (self-portrait)										
Initial ideas											
Third artist (students select their own artist) Artist copy and response											
Spring 1	Exam Project: Investigations into exam theme – mind map, mood board Initial tonal drawings Artist research 1 inc copy / Artist response 1/Artist research 2 inc copy / Artist response 2 Primary research (response to trip) artist research and response based on primary research compositional ideas /experiments in various media /practice painting										
Spring 2	10-hour exam where students creates a final personal, meaningful outcome to their exam unit project.										
Additional Information											
Assessment	Coursework is assessed against AO1 – 4 each half term to ensure students are working towards its successful completion. A final coursework mark will take place in January 22 (coursework is collected in December 21). The exam project is marked against AO1 – 4 following the official exam and submitted to the exam board before the end of May 22.										
Homework Structure	Homework will be set out throughout the course. This will include practical and research-based homework.										
Enrichment	After school catch-up sessions.										
Online Resources	Microsoft Teams Lessons and homework resources are uploaded to Teams.										
	https://www.tate.org.uk/ Tate museum website										
	https://www.moma.org/ Museum of modern at website										
Extra Reading	Hobbs, J (2014) Sketch your World Apple Press Marr, A (2013) A Short Book About Drawing Quandrille Valli, M & Ibara, A (2013) Walk the Line. The Art of Drawing Laurence King Wright, C (2008) The Magic of Drawing Impact										

Subject Overview	Students are on a two-year course with students covering topics 2.1 to 2.5 in Year 11 “Building a business” The focus is on growing a business, making marketing decisions, operational decisions, financial decisions and human resource decisions	
Curriculum Content		
Autumn 1	2.3 Operational decisions, technology and productivity and production, managing stock, procurement, quality, the sales process	
Autumn 2	2.4 Making financial decisions, business calculations, understanding business performance 2.3 Making marketing decisions, marketing mix, design mix	
Spring 1	2.1 Growing a business, methods of growth, changes of aims and objectives, globalisation, ethics, the environment and business	
Spring 2	2.5 Making human resource decisions, organisational structures, effective communication, different ways of working, effective recruitment, effective training and development, motivation	
Summer 1	Revision and Paper 1 assessment covering 1.1 to 1.5 Revision and Paper 2 assessment covering 2.1 to 2.5	
Summer 2	Revision up to exams	
Additional Information		
Assessment	Exam style questions in class. End of topic tests – mixture of multi choice, knowledge questions and extended writing tasks.	
Homework Structure	Homework will be set on Teams and will consist of research and pre reading into next topics, so students are ready for the next challenge!	
Enrichment	Business trips will be planned when applicable. Guest speakers/virtual talks.	
Online Resources	https://www.bbc.co.uk/bitesize/examspecs/z98snbk	https://revisionworld.com/gcse-revision/business-studies
	https://mrshearingbusinessstudies.weebly.com/	Digital copy of textbook is on Teams
	https://senecalearning.com/en-GB/seneca-certified-resources/business-gcse-edexcel/	
Extra Reading	https://www.bbc.co.uk/news/business https://news.sky.com/business https://www.theguardian.com/uk/business https://www.reuters.com/news/archive/businessNews	

Subject Overview	In year 11 Students will Start their Course York Component 1. Understand and Explore the Characteristics of Children’s Growth and Development. This is internally assessed and has a waiting value of 30% of the total course work. Once component 1 is completed, Students will then learn about component 2 which is another Course work task which is set and mark internally. Developing an Understanding of how Children Learn through play. Students will have the opportunity to do outdoor games, allow their parents and Carers to bring in younger siblings and interact with them and makes games and do reading with them. This will help them in doing their course work. Students will get the opportunity to participate in several role play activities which will enhance their understanding of certain key concepts. Both Course work will be marked, and External Moderator will request named students work to be sent off for moderation. Students have two opportunities to submit work.	
Curriculum Content		
Autumn 1	Children, growth and development Component 1 Completing their course work on Learning Aim A	
Autumn 2	Learning Aim B using Case studies to look at factors which affects a child Development.	
Spring 1	Component 2: Learning through play, Looking at different types of play and the benefits to children.	
Spring 2	The role of the Adults in play and the support given	
Summer 1	Component 2 – Preparation of the course work start working on Learning Aim A in component 2 Course work (PSA)	
Summer 2	Feedback from moderators report discussed and preparation for resit if needed.	
Additional Information		
Assessment	Assessment will be done in line with school assessment, also once course work is submitted it will be marked and entered unto tracking sheets so students can check their progress once finished will be sent off to be externally moderated.	
Homework Structure	This will be set throughout the year and student will be given a list with dates to be placed in their planner and will also set on Team in the folder.	
Enrichment	There will be intervention and Lunch time club every Wednesday for students who want to work with less crowd. There will also be targeted intervention group for those that need additional support. (SEND, EAL, WB)	
Online Resources	Microsoft teams	Examples of format will be uploaded unto and sites to use for references
	https://www.bbc.co.uk/bitesize/subjects/znyb4wx BTEC TECH AWARD IN Child Development	BC website will support with further information. www.edexcel.com
	https://qualifications.pearson.com/en/qualifications/btec-tech-awards/childdevelopment	This will allow you access to the specification to gain a broader understanding on the topics of component 2 and component 3
Extra Reading	BTEC Tech Award Student Book, Call the Midwife, the lost boy. Watch the secret life of 4and 5-year-old. Students can watch other videos that links to children to help them gain understanding of how children develop and play.	

Subject Overview	GCSE in Computer Science is engaging and practical, encouraging creativity and problem solving. It encourages students to develop their understanding and application of the core concepts in computer science. Students also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs.	
Curriculum Content		
Autumn 1	1.1 Systems architecture	
Autumn 2	1.2 Memory and storage 1.5 Systems software	
Spring 1	1.3 Computer networks, connections and protocols	
Spring 2	1.4 Network security 1.6 Ethical, legal, cultural and environmental impacts of digital technology	
Summer 1	Revision and exam preparation [Programming tasks will be set throughout the year]	
Summer 2		
Additional Information		
Assessment	Each unit will have an end of unit assessment. All assessment are written in preparation for their formal written exam at the end of Year.	
Homework Structure	Homework will be set throughout the course as required. It can include self-directed learning, quizzes that can be used to reinforce the learning that took place in the classroom, and extension activities to push students further. Homework tasks will also include programming tasks that students are expected to either complete or make a good attempt at completing.	
Enrichment	After school clubs	
Online Resources	https://www.microsoft.com/en-gb/microsoft-teams/log-in	This is where lessons and homework resources are uploaded to the class team. The Class Notebook (also through the OneNote App) is accessible here.
	https://quizizz.com/join	Quiz-style revision activities for the pupils. There will be a “code” for each activity.
	https://www.bbc.co.uk/bitesize/examspecs/zmtchbk	The BBC has released materials on the various topics that are covered which can assist the student or push them further.
Extra Reading	https://www.bbc.co.uk/news/technology The Design of Everyday Things, Don Norman The Cuckoo’s Egg: Tracking a Spy Through the Maze of Computer Espionage, The Code Book, Simon Singh Creation, Life and How to Make it, Steve Grand Artificial Life, Steven Levy	

Subject Overview	To develop as a performer, you will need a broad understanding of performance work and influences. To gain a realistic overview of performing arts repertoire, you will learn about the skills and techniques of singing, dancing and/or acting. This component will help you to understand the requirements of being an actor, dancer or musical theatre performer across a range of performances and performance styles. You will develop knowledge and understanding of a range of performance styles. You will look at elements such as roles, responsibilities and the application of relevant skills and techniques. You will broaden your knowledge through observing existing repertoire and by learning about the approaches of practitioners, and how they create and influence performance material.	
	This component will give you an understanding of practitioners’ work and the processes and practices that contribute to a range of performance styles. You will develop transferable skills, such as research and communication.	
	Curriculum Content	
Autumn 1	Complete PSA for component 2	
Autumn 2	Complete PSA for component 2	
Spring 1	Start preparation for PSA of component 3	
Spring 2	Continue work on PSA of component 3	
Summer 1	Complete exam for component 3 PSA	
Summer 2	Written work for component 3 PSA	
Additional Information		
Assessment	Completion of components 1 and 2 will give them 60% of their coursework. They will complete the external exam in spring and summer terms	
Homework Structure	This will be set throughout the year and will focus on coursework related to component 1, 2 and 3	
Enrichment	The school production, showcases and trips to the theatre	
Online Resources	Microsoft teams	Coursework support and completion.
	https://www.bbc.co.uk/bitesize/subjects/zbckjxs	This BBC website will support with further information on the topics for component 2
	https://qualifications.pearson.com/en/qualifications/btec-tech-awards/PerformingArts	This will allow you access to the specification to gain a broader understanding on the topics of component 2 and component 1
Extra Reading	Pearsons Performing Arts Revision Guide	

Subject Overview	This qualification Tech Award level 1 and 2 in Digital Information Technology gives learners the opportunity to develop sector specific knowledge and skills in a practical learning environment. This course consists of three units: Component 1: Exploring User Interface Design Principles and Project Planning Techniques. Component 2: Collecting, Presenting and Interpreting Data. Component 3: Effective Digital Working Practices.	
Curriculum Content		
Autumn 1	Preparation for External PSA project for Components 1 & 2 Component 3 theory topic C The wider implications of digital systems	
Autumn 2	External PSA project for Components 1 Component 3 theory topic D Planning and communication in digital systems	
Spring 1	External PSA project for Components 2 Component 3 theory topic A Modern technologies	
Spring 2	External PSA project for Components 2 Component 3 theory topic B Cyber Security	
Summer 1	External exam revision	
Additional Information		
Assessment	Completion of component 1 and 2 external practical assessment (60% of final grade). They will also complete a written external exam in spring and summer terms (40% of final grade) There is ongoing formative assessment to allow constant checking knowledge of topic, through quizzes mini test	
Homework Structure	Exam preparation questions via teams	
Enrichment	There will be intervention sessions. There will also be targeted intervention group for those that need additional support. Contextual learning in preparation for the external PSA work	
Online Resources	Available via Microsoft teams	Resources posted
	https://quizizz.com/join	Various quizzes posted to aid revision
	https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/information-technology/2022/specification-and-sample-assessments/btec-tech-award-digital-information-technology-spec.pdf	This will allow you access to the specification to gain a broader understanding on the topics
	https://quizlet.com/join/uPuDkTGKJ?i=39vv1c&x=1bqt	Quizlet key terms activities for component 3
Extra Reading	https://www.bbc.co.uk/news/technology Pearson Digital IT Revision guide	

Subject Overview	The Language specification is designed to inspire and motivate our students, providing appropriate stretch and challenge whilst ensuring that the assessment and texts are, as far as possible, accessible to all students. It enables our students to develop the skills they need to read, understand and analyse a wide range of different texts and write clearly. There are two equally balanced papers, each assessing reading and writing in an integrated way.
Curriculum Content	
Autumn 1	English Language Paper 1: Explorations in Creating Reading & Writing (Fiction unit) Q1: Identify four facts in a segment of an extract Q2: Focusing on a specified section of the extract, write an analytical response about how the writer uses language to present people, places or events. Q3: Analyse how the writer has structured information in the text to progress character, plot and/or atmosphere. Q4: Focusing on a specified section of the extract, write an evaluation in response to a statement about character, plot or event. Q5: In response to an image or written brief, create your own original piece of creative writing (creative writing).
Autumn 2	English Language Paper 2: Writers' Viewpoints & Perspectives (Non-Fiction unit) Q1: Identify the four true statements. Q2: Focusing on both extracts, write a summarised comparison about the differences between people, places or events. Q3: Focusing on one extract only, write an analytical response about how the writer uses language to present people, places or events. Q4: Focusing on both extracts, analytically compare how both writers present their perspectives about people, places or events. Q5: In response to a statement, write your own original opinion piece (transactional writing).
Spring 1	English Language Paper 2: Writers' Viewpoints & Perspectives (Non-Fiction unit) Q1: Identify the four true statements. Q2: Focusing on both extracts, write a summarised comparison about the differences between people, places or events. Q3: Focusing on one extract only, write an analytical response about how the writer uses language to present people, places or events. Q4: Focusing on both extracts, analytically compare how both writers present their perspectives about people, places or events. Q5: In response to a statement, write your own original opinion piece (transactional writing).
Spring 2	English Language Paper 1: Explorations in Creating Reading & Writing (Fiction unit) Q1: Identify four facts in a segment of an extract Q2: Focusing on a specified section of the extract, write an analytical response about how the writer uses language to present people, places or events. Q3: Analyse how the writer has structured information in the text to progress character, plot and/or atmosphere. Q4: Focusing on a specified section of the extract, write an evaluation in response to a statement about character, plot or event. Q5: In response to an image or written brief, create your own original piece of creative writing (creative writing).
Summer 1	Revision topics are decided by the CL in liaison with Year 11 teachers depending on class's needs in preparation for the external examinations in May-June.
Summer 2	External Examinations & Bespoke revision sequence
Additional Information	
Assessments	Autumn Term: Full English Literature Paper 1 & Language Paper 1 (November PPE cycle) Spring Term: Full Literature Paper 2 & Language Paper 2 (February/March PPE cycle) Summer Term: External GCSE Examinations Weekly extended essay writing practice with live-marking and feedback by the classroom teachers.

Homework Structure	• Bespoke Revision and Cue Flashcards per Literature text • Depending on the needs of the class, teachers will set the following typed homework tasks: • Wider reading of non-fiction and completing a practice question in response. • DIRT a task completed in the lesson, following teacher's feedback. • Complete a timed essay and booklets at home.
Enrichment	• Author visits, when available. • British Library (wider reading). • Wider viewing and reading about current events. • National Theatre Productions
Online Resources	Electronic Progress packs (provided by the English Department)
	YouTube (Mr. Bruff, Course Hero, Mark Birch, etc.)
	Electronic knowledge organisers (provided by the English Department)
Extra Reading	British Library resources; Current affairs articles from 'The Guardian'; BBC News; CGP Revision Guides.

Subject Overview	The English Literature specification has been designed to inspire, challenge and motivate every student, regardless of ability level.	
	A range of texts is included to cater for the needs of our students. There are texts that will be familiar, as well as new ones that will inspire young readers.	
	It's fully co-teachable with GCSE English Language, so students will benefit from the transferable skills.	
Curriculum Content		
Autumn 1	English Literature Paper 1: - William Shakespeare's <i>Macbeth</i> (Shakespearean play) - Charles Dickens' <i>A Christmas Carol</i> (C19th novella)	
Autumn 2	n/a	
Spring 1	English Literature Paper 2: - J.B. Priestley's <i>An Inspector Calls</i> (C20th Modern play) <i>Power & Conflict Poetry Anthology</i> (Seen Poetry) <i>Unseen Poetry</i>	
Spring 2	English Literature Paper 1 - William Shakespeare's <i>Macbeth</i> (3 weeks) - Charles Dickens' <i>A Christmas Carol</i> (3 weeks)	
Summer 1	Revision topics are decided by the CL in liaison with individual teachers in preparation for the external exam	
Summer 2	External GCSE Examinations	
Additional Information		
Assessment	Autumn Term: Full Literature Paper 1 Spring Term: Full Literature Paper 2 Summer Term: External Examinations	
Homework Structure	Depending on the needs of the class, teachers will set the following typed homework tasks: Create specified revision materials on specified sub-topics (supported by the 'How to Revise for English' document). Wider reading on a specified theme in a text. DIRT a task completed in the lesson, following feedback. Complete a timed essay at home. Completed specified wider reading and make cue cards or knowledge organisers, condensing the information read. Homework booklets have been given to all students and teachers assign tasks weekly to supplement revision.	
Enrichment	External theatre companies perform the texts, when available. Pupils can see adaptations in class. Wider critical reading to prepare students for A-Level study.	
Online Resources	Shmoop.com BBC Bitesize	Electronic Progress packs (provided by the English Department)
	YouTube (Mr. Bruff, Course Hero, Mark Birch, etc.)	Electronic knowledge organisers (provided by the English Department)
Extra Reading	We provide a range of primary and secondary reading, sourced from the British Library, The Guardian, JSTor, the BBC website, theatre review websites and even commentaries from the authors, poets and playwrights, themselves. Recommended wider reading can be found at the back of the progress packs. There are a range of articles for each Literature text and is assigned according to student need.	

Subject Overview	Exam Board: Edexcel/Pearson - The specification covers five distinct themes: Theme 1: Identity and Culture Theme 2: Local area, holiday and travel Theme 3: School Theme 4: Future aspirations, study and work Theme 5: International and global dimension These themes apply to all four question papers. Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where French is spoken.																																									
	Curriculum Content																																									
Autumn 1	Theme: Future aspirations, study and work Discussing jobs and work preferences Talking about plans, hopes and wishes Understanding the subjunctive Discussing the importance of languages																																									
Autumn 2	Theme: Future aspirations, study and work Applying for jobs Talking about how you earn pocket money Discussing work experience Understanding case studies																																									
Spring 1	Theme: International and global dimension Discussing problems facing the world Making connections between word types Talking about protecting the environment Discussing ethical shopping																																									
Spring 2	Revision and preparation for the Speaking Exam/Endorsement																																									
Summer 1	Revision of the five themes Practice Past Papers for Listening, Reading, Writing  Pearson Edexcel GCSE Summer 2022 Examination Timetable - Provisional Subject Index: FHomepage 																																									
Summer 2	<table><tr><th>Subject</th><th>Examination code</th><th>Title</th><th>Date</th><th>Time</th><th>Duration</th></tr><tr><td rowspan="6">French</td><td>1FR0 1F</td><td>Paper 1: Listening and understanding in French Foundation Tier</td><td>Friday 27 May</td><td>Afternoon</td><td>0h 35m</td></tr><tr><td>1FR0 1H</td><td>Paper 1: Listening and understanding in French Higher Tier</td><td>Friday 27 May</td><td>Afternoon</td><td>0h 45m</td></tr><tr><td>1FR0 3F</td><td>Paper 3: Reading and understanding in French Foundation Tier</td><td>Friday 27 May</td><td>Afternoon</td><td>0h 45m</td></tr><tr><td>1FR0 3H</td><td>Paper 3: Reading and understanding in French Higher Tier</td><td>Friday 27 May</td><td>Afternoon</td><td>1h 00m</td></tr><tr><td>1FR0 4F</td><td>Paper 4: Writing in French Foundation Tier</td><td>Thursday 16 June</td><td>Afternoon</td><td>1h 15m</td></tr><tr><td>1FR0 4H</td><td>Paper 4: Writing in French Higher Tier</td><td>Thursday 16 June</td><td>Afternoon</td><td>1h 20m</td></tr></table>					Subject	Examination code	Title	Date	Time	Duration	French	1FR0 1F	Paper 1: Listening and understanding in French Foundation Tier	Friday 27 May	Afternoon	0h 35m	1FR0 1H	Paper 1: Listening and understanding in French Higher Tier	Friday 27 May	Afternoon	0h 45m	1FR0 3F	Paper 3: Reading and understanding in French Foundation Tier	Friday 27 May	Afternoon	0h 45m	1FR0 3H	Paper 3: Reading and understanding in French Higher Tier	Friday 27 May	Afternoon	1h 00m	1FR0 4F	Paper 4: Writing in French Foundation Tier	Thursday 16 June	Afternoon	1h 15m	1FR0 4H	Paper 4: Writing in French Higher Tier	Thursday 16 June	Afternoon	1h 20m
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Additional Information																																										
Assessment	Pupils will complete assessments in listening, speaking, reading and writing over the course of the year. There will also be full rounds of mock exams for Y11 pupils in the Autumn and Spring terms.																																									
Homework Structure	Homework is set on a weekly basis, related to the topic that they have studied that lesson. It could be a worksheet, a piece of writing or vocabulary learning. They will also be asked to do exam style questions, preparation for speaking or writing exams and reading and listening past papers.																																									
Enrichment	Incorporated into the curriculum are opportunities for students to investigate French speaking countries and their culture. To celebrate the European Day of Languages, students are encouraged to take part in a variety of activities and competitions, designed to broaden their understanding of foreign languages and countries.																																									
Online Resources	www.bonjourdefrance.com www.bbc.co.uk/languages BBC - Languages - French - Ma France Apprendre et enseigner le français RFI SAVOIRS Duolingo (SPEAK) Learn French with FrenchPod101.com - YouTube		This is a mobile/web learning app where pupils will be able to learn the vocabulary used in the class with interactive flashcards, games and other learning tools. Courses and phrases, audio and video, vocabulary, pronunciation, grammar, activities and tests																																							
Extra Reading	https://lingua.com/french/reading/ https://french.kwiziq.com/learn/reading https://aspirelanguages.wordpress.com/2017/08/04/reading-in-french-for-pleasure/																																									

Subject Overview	<i>Pupils will cover a range of topics within Geography, covering both physical and human concepts essential for their GCSE course. Students will have opportunities to develop their written and map-skills throughout the year, whilst drawing upon case studies in the UK and beyond.</i>	
Curriculum Content		
Autumn 1	The Changing Economic World – The Development Gap <i>Why is the world unequal?</i> <i>What indicators do we look at to decide whether countries are developed?</i> <i>What can be done to reduce the gap between countries?</i> <i>How can tourism help a country develop economically?</i>	
Autumn 2	The Changing Economic World – Nigeria & the UK <i>How and why has Nigeria’s economic structure changed?</i> <i>How has this impacted the environment and quality of life?</i> <i>How has the UK’s economy changed?</i> <i>What is being done to reduce regional inequality in the UK?</i>	
Spring 1	Living World – Tropical Rainforests <i>What are the causes and impacts of deforestation?</i> <i>How can we manage tropical storms sustainably?</i>	
Spring 2	Living World – Hot Deserts <i>What are the causes and impacts of desertification?</i> <i>How can we manage Hot Deserts sustainably?</i>	
Summer 1	Resource management: <i>How are food, water and energy fundamental to social and economic development?</i> <i>What is the overview of global inequalities in the supply and consumption of resources?</i> <i>How does the changing demand and provision of resources create opportunities and challenges?</i>	
Summer 2	Issue Evaluation & Revision <i>How can we use the resource booklet to plan for Paper 3?</i> <i>What have we struggled with?</i> <i>How are we going to work on those gaps?</i>	
Additional Information		
Assessment	Mid-unit – 6 or 9-mark assessed exam question End-of-unit – section from GCSE exam paper	
Homework Structure	A combination of exam questions, pre-reading and wider-reading activities all set on Teams.	
Enrichment	Fieldwork opportunities and opportunities to explore career pathways in Geography.	
Online Resources	https://www.microsoft.com/en-gb/microsoft-teams/log-in	This is where lessons and homework resources are uploaded to the class team.
	https://senecalearning.com/en-GB/	Self-assessed quizzes for each topic. Your child will have a “class code” to access the work
	https://www.internetgeography.net/aqa-gcse-geography/	Revision website
Extra Reading	See wider reading channel on Teams for extra reading such as: http://vle.langton.kent.sch.uk/file.php/997/GeoActive_434_Sustainable_urban_living_-_Birmingham.pdf	

Subject Overview	Edexcel, History GCSE Paper 3, Weimar and Nazi Germany, 1918-1939 Paper 2, The American West, c.1835-c.1895	
Curriculum Content		
Autumn 1	Paper 3: Weimar Republic, 1918-1929 Paper 3: Hitler’s rise to power, 1919-1933	
Autumn 2	Paper 3: Nazi control and dictatorship, 1933-1939 Paper 3: Life in Nazi Germany, 1933-1939	
Spring 1	Paper 2: Early settlement of the West, c.1835-c.1862 Paper 2: Development of the Plains, c.1862-c.1876	
Spring 2	Paper 2: Development of the Plains, c.1862-c.1876 Paper 2: Later developments in the West, c.1876-c.1895	
Summer 1	Revision	
Summer 2	Revision	
Additional Information		
Assessment	End of unit assessments. PPE - full past papers.	
Homework Structure	Knowledge Revision Exam Question practice	
Enrichment	Students will receive opportunities to extend, broaden and deepen their subject knowledge through Historical Film Club, visits to sites, museums and exhibitions. Teams will also be used to share relevant articles and videos.	
Online Resources	Year 11 History Teams Site: includes, lessons, resources, past paper questions, and textbooks.	YouTube Revision videos: https://www.youtube.com/channel/UCYBSYNLQQFe6NEuEg2WYSVg/playlists
	https://history.org.uk/student (please ask your teacher for the login to the student zone)	Please see the ‘Important textbooks, resources and websites section’ under History: https://www.barnhill.school/History/
Extra Reading	Please see the History reading list on the school website: https://www.barnhill.school/History/	

Subject Overview	The WJEC Vocational Award in Hospitality and Catering is a two-year course that begins in Y10 and culminates in Y11 with an internal graded cooking exam and an external exam in the summer.	
	This course will develop students’ knowledge and understanding of the Hospitality and Catering sector and provide them with opportunities to develop associated practical skills. It covers the hospitality and catering industry and hospitality and catering in action.	
Curriculum Content		
Autumn 1	Unit 1 - Commercial and non-commercial hospitality sectors. Job roles - criteria and requirements continuation of coursework	
Autumn 2	Unit 1 - Employments rights and contracts, working conditions and personal attributes.	
Spring 1	Unit 2 - Understand the importance of nutrition: meal and menu planning. Cooking practical's considering meal and menu planning factors.	
Spring 2	LO2 - Production of dishes for a menu with a time plan in place. Use of commodities to prepare dishes according to design brief. Final cooking exams	
Summer 1	Revision for final exams.	
Summer 2		
Additional Information		
Assessment	Assessment will be done in line with school assessment. Coursework is tracked and assessed according to WJEC criteria Mock exams Knowledge audits Practical assessment - internal Written assessment - external	
Homework Structure	This will be set throughout the year and student will be given a list with dates to be placed in their planner and will also set on Microsoft Teams in the folder.	
Enrichment	There will be intervention sessions. There will also be targeted intervention group for those that need additional support.	
Online Resources	Microsoft teams	Examples of format will be uploaded unto and sites to use for references
	WJEC Hospitality and Catering level 1/2	This will allow you access to the specification to gain a broader understanding on the topics
Extra Reading	Students will be encouraged to use website links, the Hospitality and Catering Level 1/2 textbook and cook books.	

Subject Overview	Year 11 Mathematics develops students’ skills in algebra, geometry, measurement, and data analysis, while introducing more advanced topics like quadratic relationships, trigonometry, and probability. Students learn to solve equations, graph functions, calculate areas and volumes, and interpret data using statistical measures and diagrams. Financial mathematics is also covered, including budgeting and interest calculations. In advanced courses, students explore indices, surds, and may be introduced to basic calculus. Assessment includes tests, projects, assignments, and exams, laying the foundation for further study in Mathematics.	
Curriculum Content		
Autumn 1	Changing the subject of formulae (more complex), algebraic fractions, solving equations arising from algebraic fractions, rationalising surds, proof Circle theorems Circle geometry Vectors and geometric proof	
Autumn 2	Reciprocal, exponential graphs and Transformation of Graphs Quadratics, expanding more than two brackets, sketching graphs, graphs of circles, cubes and quadratics	
Spring 1	Revision / Exam practice	
Spring 2	Revision/ Exam practice	
Summer 1	Revision / Exam practice	
Summer 2	Revision / Exam practice	
Additional Information		
Assessment	Mini assessments every term/Autumn summative assessment/Spring summative assessment/Summer summative assessment	
Homework Structure	Mathswatch – Homework is set on a weekly basis and is based on what skills are being/will be taught during the unit. Pupils are notified on Teams about their homework on a weekly basis.	
Enrichment	Chess club: the game of chess helps young people to learn to concentrate, think logically, overcome obstacles, sport patterns and categorize information. Puzzle of the week: A free international puzzle competition for schools. Students submit answers to a puzzle which is published weekly on Mondays. UKMT/Mentoring scheme: Provides sets of challenging and engaging problems each month to help students develop their problem-solving skills. Mentees work with volunteer mentor who provides encouragement and guidance about tackling the problems and writing solutions.	
Online Resources	MathsGenie: www.mathsgenie.co.uk	Exam papers, exam questions by topic
	Corbett Maths: http://www.corbettmaths.com	Videos and worksheets for all topics from KS2 to KS4.
	MathsWatch: https://vle.mathswatch.co.uk/vle/	Videos and worksheets for all topics from KS2 to KS4
Extra Reading	Euclid's Window: The Story of Geometry from Parallel Lines to Hyperspace by Leonard Mlodinow (NF) Fermat's Last Theorem: The story of a riddle that confounded the world's greatest minds for 358 years by Simon Singh (NF) Flatland by Edwin A. Abbott (F) The Fractal Murders by Mark Cohen (F) The Mathematical Universe: Alphabetical Journey Through the Great Proofs, Problems & Personalities by William Dunham (NF) Seventeen Equations that Changed the World by Ian Stewart (NF)	

Subject Overview	In the second year of GCSE Music students complete 4 pieces of coursework. They will perform solo as well as part of an ensemble and will compose 2 pieces of music. They will then review their learning from year 10 in preparation for the end of year examination.	
Curriculum Content		
Autumn 1	Revision of AoS1 and AoS4, Solo performance, Brief composition	
Autumn 2	Revision of AoS2 and AoS3, Ensemble performance, Free composition	
Spring 1	Revision of set works and exam technique	
Spring 2	Exam preparation and additional focus on essay-based questions	
Summer 1	Exam Revision Comparative Questions Exam technique practice	
Summer 2	Exam Revision Comparative Questions Exam technique practice	
Additional Information		
Assessment	Assessment is conducted via three strands of the curriculum - Appraisal (40%) Performance (30%) Composition (30%). Students sit PPEs in school as well as in class tests and tests for homework. Their performance and composition are teacher assessed and moderated by the exam board.	
Homework Structure	Individual instrument practise at home and outside of lesson times during the school day Homework activities set on Focus on Sound Some paper-based activities sent home across the year	
Enrichment	Extra-curricular clubs running at lunchtimes and after-school Termly concerts at the end of each school term	
Online Resources	Focus on Sound portal.focusonsound.com Teoria ear training for dictation exam questions https://www.teoria.com/en/exercises/md.php	https://www.risingsoftware.com/auralia https://www.risingsoftware.com/musition MusicFirst
	https://www.microsoft.com/en-gb/microsoft-teams/log-in	This is where lessons and homework resources are uploaded to the class team.
	BBC Bitesize	Self-assessed quizzes for each assessment area.
Extra Reading	Pupils are encouraged to read and listen outside of lessons. Listening lists with links to pieces are provided to students. They are also encouraged to listen outside of these provided pieces.	

Subject Overview	Students will complete a final ‘hidden portraiture’ project that enables them to apply their prior learning and demonstrate their skill. In January, students will be issued with an exam paper from AQA detailing several project briefs for them to choose from. During the next 4 months, they will work on an individually driven examination project prior to a 10-hour GCSE exam where they create a final outcome to conclude their studies. Themes could be as diverse as ‘the weather’, ‘in the news’ or ‘the human body’, providing students with the opportunity to demonstrate their skills in the following areas:	
	Research and Analysis – students will be encouraged to apply their developing research and analysis skills to a variety of photographers, artists, crafts people and designers of their own choice, using these examples in the development of their own ideas.	
	Experimentation and Refinement –through the exploration and application of various techniques and processes, students will develop a personal approach to the creation of their own idea, reviewing their responses towards a final outcome. Students will also have the opportunity to experiment with how they record in various settings, applying the knowledge gained throughout the course to experiment and refine their ideas.	
	Recording – students will have the opportunity to record from primary sources, using a range of photographic media and techniques. Recording will be supported with analytical notes as students move towards the development of a final outcome.	
	Response – students will produce various mini-outcomes as they develop their independent project, exploring ideas about the theme of their choice. Students will produce a personal response that explores their ideas and how meaning is created within a photograph.	
Curriculum Content		
Autumn 1	Hidden Portraiture Project: What is portraiture? How do portraits convey meaning? Lighting in portraiture – girl with the pearl earring study Artist study 1 – Rene Magritte Artist response shoot 1 Artist study 2 – Rankin Artist response shoot 2	
Autumn 2	Dark room studies Mixed media experimentation using the darkroom Final piece ideas Individual artist research / Individual artist response	Final shoot Final outcome experimentation using Photoshop or mixed media Final outcome
Spring 1	Exam Project Investigations into exam theme – mind map, mood board Initial response shoot Artist research 1 inc copy / Artist response 1 Artist research 2 inc copy / Artist response 2 Primary research (response to trip) artist research and response based on primary research final piece ideas experiments in various media practice outcome	
Spring 2	10-hour examination where student creates a final personal, meaningful outcome to their exam unit project.	
Additional Information		
Assessment	Coursework is thoroughly assessed against AO1 – 4 each half term to ensure students are working towards its successful completion. A final coursework mark will take place in January 22 (coursework is collected in December 21). The exam project is marked against AO1 – 4 following the official exam and submitted to the exam board before the end of May 22.	
Homework Structure	Homework will be set out throughout the course. This will include practical and research-based homework.	
Enrichment	After school catch-up sessions.	
Online Resources	https://www.microsoft.com/en-gb/microsoft-teams/log-in	This is where lessons and homework resources are uploaded to the class team.
	https://www.tate.org.uk/	Tate museum website
	https://www.moma.org/	Museum of modern art website

Subject Overview	In Year 11 students are coming to the end of their core studies in science, and will study a wide range of topics across all 3 sciences. They should be able to use prior knowledge from previous years to build their understanding and access some of the more difficult concepts in this year.		
Curriculum Content			
	Biology	Chemistry	Physics
Autumn 1	Homeostasis and response	The rate and extent of chemical change	Forces
Autumn 2	Inheritance Variation and Evolution	Organic Chemistry	Forces
Spring 1	Ecology	Chemical Analysis	Waves
Spring 2	Ecology	Using Resources	Magnetism and Electromagnetism
Summer 1	Revision	Revision	Revision
Summer 2	Final Exams	Final Exams	Final Exams
Additional Information			
Assessment	Small class assessments will be given to students throughout the year. These will mostly focus on one unit at a time but will have some questions from previous units to continue building on their learning. Students will be given 2 PPEs (Larger mock assessments) throughout this year so that we may confidently track their progress and assess students' areas of strength and weaknesses.		
Homework Structure	Each week students will be given regular homework by their teacher which will support in class learning and revision. One hour of homework per week per Science Subject is set. Week A homework is pre-reading and exam questions. Week B homework is Exam booklet. All homework is printed out. All homework must be corrected by students in green pen. Students should have their own revision timetable for home-studying in which exam practice questions and full exam papers should be completed each week in order to prepare them for their final exams.		
Enrichment	Speakers on careers in science, women in science, the national grid, engineering. Support from sixth-form students applying for Medicine and Dentistry.		
Online Resources	www.kerboodle.co.uk - Text Book resources (Institution code: jb7)		www.educake.co.uk - Short exam questions.
	www.senecalearning.co.uk - Support and fill in the gap questions.		Focus E-learning – Required practical simulations and guidance
	Phet – Interactive physics simulations		www.physicsandmathstutor.com - Practice Exam Papers
Extra Reading	Science magazines: New Scientist, BBC Focus Science Biology Books: The Selfish Gene - Richard Dawkins, Sapiens – Noah Yuval Harari Chemistry Resources: www.edu.rsc.org/student Physics Books: Six Easy Pieces – Richard Feynman		

Subject Overview	Pupils will cover four key units exploring different elements of Islam. Pupils will begin by learning about the core beliefs of Muslims and will address common misconceptions about Islam. They will then look at how these core beliefs are applied in real life situations and how different Muslims respond to matters such as crime and punishment, how faith might impact a Muslim’s life, and differing Muslim views on modern day ethical issues surrounding warfare and attitudes towards peace. Pupils will discuss, debate, evaluate Muslim views and have the opportunity to contribute and develop their own opinions at the same time as broadening their own understanding of British Muslim and global Muslim culture.	
Curriculum Content		
Autumn 1	Muslim beliefs: The Six Beliefs of Sunni Islam, the Five Roots of Shi’a Islam, The Nature of Allah, Risalah (Prophethood), Kutub (Holy Books), Malaikah (Angels)	
Autumn 2	Muslim beliefs: Al-Qadr (Predestination), Akhirah (Life after death) Crime and Punishment: Justice, Crime, Good & Evil & Suffering, Forgiveness	
Spring 1	Crime and Punishment: Punishment, Aims of Punishment, Treatment of Criminals, Death Penalty	
Spring 2	Living the Muslim Life: Shahadah, Five Pillars, Sawm, Zakah and Khums, Hajj, 10 Obligatory Acts	
Summer 1	Living the Muslim Life: Jihad, Celebration & Commemorations Peace and Conflict: Peace, Peacemaking, Nature and Causes of Conflict, Issues surrounding conflict	
Summer 2	Peace and Conflict: Pacifism, Just War Theory, Holy War, Weapons of Mass Destruction	
Additional Information		
Assessment	Assessment of these units will involve a combination of in-class questions, exam style questions set on Teams, and practice exam papers at the end of each major unit (1-2x per full term)	
Homework Structure	This will set on Teams throughout the course and will involve short answer exam style questions as well as revision for assessments.	
Enrichment	We will be looking at the differing lived experiences of many Muslims and will focus our learning on how these views can relate to our own lives as well as how they can help us understand and be tolerant of the views of others.	
Online Resources	Microsoft Teams	Lessons, resources and homework will be posted here
	BBC Bitesize Edexcel (E.G. Muslim Beliefs à The Six Beliefs)	Information on each of the topics can be found here including quotations
	YouTube Edexcel Religious Studies (E.G. Muslim Beliefs à The Six Beliefs)	Videos on the topics can be found on YouTube
Extra Reading	Newspaper articles, news on the TV, documentaries or TV programmes that deal with the ethical issues (such punishment and war) or philosophical discussions (such as what are our responsibilities in the world) and political debates (such as those on Weapons of Mass Destruction).	

Subject Overview	Pupils will cover 2 main topics within Sociology in Year 11, however there will also be an opportunity to revisit previous topics with a particular focus on application of assessment skills. The rationale behind Year 11 Sociology is to develop the students understanding of Crime & Deviance and how our understanding of these concepts is subject to social constructs. The Social Stratification topic is central to teaching students synoptic links as this particular chapter relies on student’s prior knowledge in order to provide examples, in-depth analysis and evaluation.	
Curriculum Content		
Autumn 1	The Sociology of Crime and Deviance Factors affecting criminal and deviant behaviour Debates on Crime Developing skills	
Autumn 2	Crime and Deviance Theories of crime Formal & Informal Social Control Factors affecting criminal behaviour Debates on Crime Methods in Context	
Spring 1	Social Stratification What is stratification Sociological Perspectives on Stratification Life Chances	
Spring 2	Social Stratification Poverty Underclass Welfare State Power/ Power Relationships Methods In Context	
Summer 1	Application of skills whilst re-visiting prior knowledge Methods & Theory Education Families	
Summer 2	Revision	
Additional Information		
Assessment	Each half term or end of topic will include an assessment. This may be in the format of a closed or open book assessment.	
Homework Structure	Students will be provided with a bank of questions and a PLC for each topic. The H.W will revolve mainly around assessing students’ knowledge and providing opportunities for them to improving student’s subject knowledge (Using PLC). The past paper questions allow students to practice literacy and application of skills. Wider reading tasks will be set regularly in order for students to be able to develop in depth understanding of the topics being covered.	
Enrichment	Wider reading task reflection opportunities. Class debates and discussions.	
Online Resources	AQA – Exam board website https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192	This is where your child will be able to get past papers as well as a breakdown of the topics per the specification.
	https://www.shortcutstv.com/blog/wp-content/uploads/2018/03/Sociology-Revision_guide.pdf	Free copy of a comprehensive revision guide (Unit 1)
	https://quizlet.com/subject/sociology/	Allows students to practice key terminology
Extra Reading	Daily News Paper Animal Farm – George Orwell Any report offering statistical data regarding issues in society.	

Subject Overview	Exam Board: Edexcel/Pearson The specification covers five distinct themes: Theme 1: Identity and Culture Theme 2: Local area, holiday and travel Theme 3: School Theme 4: Future aspirations, study and work Theme 5: International and global dimension These themes apply to all four question papers. Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where Spanish is spoken.
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Curriculum Content

Autumn 1	Theme: Future aspirations, study and work Talking about different jobs Talking about how you earn money Talking about work experience Talking about the importance of learning languages																																																										
Autumn 2	Theme: Future aspirations, study and work Applying for a summer job Discussing gap years Discussing plans for the future																																																										
Spring 1	Theme: International and global dimension Considering global issues Talking about local actions Discussing healthy lifestyles Talking about international sporting events Talking about international sporting events																																																										
Spring 2	Revision and preparation for the Speaking Exam/Endorsement																																																										
Summer 1	Revision of the five themes Practice Past Papers for Listening, Reading, Writing  Pearson Edexcel GCSE Summer 2022 Examination Timetable - Provisional Subject Index: SHomepage 																																																										
Summer 2	<table><tr><th>Subject</th><th>Examination code</th><th>Title</th><th>Date</th><th>Time</th><th>Duration</th></tr><tr><td rowspan="6">Spanish</td><td>1SP0 1F</td><td>Paper 1: Listening and understanding in Spanish Foundation Tier</td><td>Thursday 26 May</td><td>Morning</td><td>0h 35m</td></tr><tr><td>1SP0 1H</td><td>Paper 1: Listening and understanding in Spanish Higher Tier</td><td>Thursday 26 May</td><td>Morning</td><td>0h 45m</td></tr><tr><td>1SP0 3F</td><td>Paper 3: Reading and understanding in Spanish Foundation Tier</td><td>Thursday 26 May</td><td>Morning</td><td>0h 45m</td></tr><tr><td>1SP0 3H</td><td>Paper 3: Reading and understanding in Spanish Higher Tier</td><td>Thursday 26 May</td><td>Morning</td><td>1h 00m</td></tr><tr><td>1SP0 4F</td><td>Paper 4: Writing in Spanish Foundation Tier</td><td>Friday 17 June</td><td>Morning</td><td>1h 15m</td></tr><tr><td>1SP0 4H</td><td>Paper 4: Writing in Spanish Higher Tier</td><td>Friday 17 June</td><td>Morning</td><td>1h 20m</td></tr><tr><td rowspan="4">Statistics</td><td>1ST0 1F</td><td>Paper 1 Foundation Tier</td><td>Tuesday 14 June</td><td>Afternoon</td><td>1h 30m</td></tr><tr><td>1ST0 1H</td><td>Paper 1 Higher Tier</td><td>Tuesday 14 June</td><td>Afternoon</td><td>1h 30m</td></tr><tr><td>1ST0 2F</td><td>Paper 2 Foundation Tier</td><td>Friday 24 June</td><td>Morning</td><td>1h 30m</td></tr><tr><td>1ST0 2H</td><td>Paper 2 Higher Tier</td><td>Friday 24 June</td><td>Morning</td><td>1h 30m</td></tr></table>	Subject	Examination code	Title	Date	Time	Duration	Spanish	1SP0 1F	Paper 1: Listening and understanding in Spanish Foundation Tier	Thursday 26 May	Morning	0h 35m	1SP0 1H	Paper 1: Listening and understanding in Spanish Higher Tier	Thursday 26 May	Morning	0h 45m	1SP0 3F	Paper 3: Reading and understanding in Spanish Foundation Tier	Thursday 26 May	Morning	0h 45m	1SP0 3H	Paper 3: Reading and understanding in Spanish Higher Tier	Thursday 26 May	Morning	1h 00m	1SP0 4F	Paper 4: Writing in Spanish Foundation Tier	Friday 17 June	Morning	1h 15m	1SP0 4H	Paper 4: Writing in Spanish Higher Tier	Friday 17 June	Morning	1h 20m	Statistics	1ST0 1F	Paper 1 Foundation Tier	Tuesday 14 June	Afternoon	1h 30m	1ST0 1H	Paper 1 Higher Tier	Tuesday 14 June	Afternoon	1h 30m	1ST0 2F	Paper 2 Foundation Tier	Friday 24 June	Morning	1h 30m	1ST0 2H	Paper 2 Higher Tier	Friday 24 June	Morning	1h 30m
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Additional Information

Assessment	Pupils will complete assessments in listening, speaking, reading and writing over the course of the year. There will also be full rounds of mock exams for Y11 pupils in the Autumn and Spring terms.
Homework Structure	Homework is set on a weekly basis, related to the topic that they have studied that lesson. It could be a worksheet, a piece of writing or vocabulary learning. They will also be asked to do exam style questions, preparation for speaking or writing exams and reading and listening past papers.
Enrichment	Incorporated into the curriculum are opportunities for students to investigate French speaking countries and their culture. To celebrate the European Day of Languages, students are encouraged to take part in a variety of activities and competitions, designed to broaden their understanding of foreign languages and countries.
Online Resources	QUIZLET – www.quizlet.com GCSE Spanish – BBC Bitesize Learn a language. Meet the world. Memrise This is a mobile/web learning app where pupils will be able to learn the vocabulary used in the class with interactive flashcards, games and other learning tools.

Subject Overview	You will study the key aspects of Sport Science. It will equip you with sound specialist knowledge and you will have the opportunity to apply what you learn through a number of practical experiences.	
Curriculum Content		
Autumn 1	Different factors which influence the risk and severity of injury Warm up and cool down routines Different types and causes of sports injuries EXAM	
Autumn 2	Reducing risk, treatment and rehabilitation of sports injuries and medical conditions Causes, symptoms and treatment of medical conditions. EXAM	
Spring 1	The cardio-respiratory system and how the use of technology supports different types of sports and their intensities The musculo-skeletal system and how the use of technology supports different types of sports and their movement COURSEWORK	
Spring 2	Short-term effects of exercise on the cardiorespiratory and musculo-skeletal systems Long-term effects of exercise on the cardiorespiratory and musculo-skeletal systems COURSEWORK	
Summer 1	Recap of Exam content for Exam resits	
Summer 2	Recap of Exam content for Exam resits	
Additional Information		
Assessment	Students must complete three units: • One mandatory externally assessed unit (exam) Year 11 • One mandatory centre-assessed unit (NEA) • One optional centre-assessed unit (NEA), from a choice of two. Year 11	
Homework Structure	Homework is set regularly to consolidate learning and to allow further opportunities to make progress. Students will be provided revision materials (flash cards, revision guides, lesson PowerPoints) these are to be accessed in their own time and will be set as regular homework. Students are also encouraged to work on their coursework in their own time.	
Enrichment	Barnhill PE Department offer an extensive extra-curricular programme, students are encouraged to take on sports leader or officiating roles within these in order to develop leadership skills such as communication and organisation	
Online Resources	https://www.ocr.org.uk/Images/610952-specification-cambridge-nationals-sport-science-j828.pdf	This is where your child will be able to get past papers as well as a breakdown of the topics per the specification
	https://www.microsoft.com/en-gb/microsoft-teams/log-in	
	https://www.bbc.co.uk/bitesize/examspecs/z6chkmn	Self-assessed quizzes for each assessment area.
Extra Reading	Pupils are encouraged to read outside of lessons. Listening lists with links to pieces are provided to students. They are also encouraged to listen outside of these provided pieces.	

Subject Overview	At Barnhill Community High School we aim to develop confident, fluent in GCSE Statistics with the ability to apply and interpret within context. Through investigations, regular recall and mathematical discussion, pupils will gain understanding and knowledge of the concepts and procedures needed to be able to reason articulately. By building resilience when faced with problem solving tasks and the ability to work both independently and collaboratively, our pupils will be well prepared with the skills and attitude needed to succeed in further education, work and the wider world.	
	This year builds on prior knowledge from Year 10 to prepare students for GCSE examination. There is regular use of recall tasks as well as a building student understanding of exam techniques in preparation for the summer.	
Curriculum Content		
Autumn 1	Chapter 6 - Probability	
Autumn 2	Chapter 6 – Probability	
Spring 1	Chapter 7 – Index Number	
Spring 2	Chapter 7 – Index Number	
Summer 1	Chapter 8 – Probability Distributions	
Summer 2	Chapter 8 – Probability Distributions	
Additional Information		
Assessment	Mini assessments every term/Autumn summative assessment/Spring summative assessment/Summer summative assessment	
Homework Structure	Homework is set on a weekly basis and is based on what skills are being/will be taught during the unit. Pupils are notified on Teams about their homework on a weekly basis.	
Enrichment	Chess club - the game of chess helps young people to learn to concentrate, think logically, overcome obstacles, spot patterns and categorize information. UKMT - Intermediate Mathematical Challenge: The IMC is a 60-minute, multiple-choice competition aimed at students across the UK. It encourages mathematical reasoning, precision of thought, and fluency in using mathematical techniques to solve interesting problems.	
Online Resources	Mathswatch: https://vle.mathswatch.co.uk/vle/	Videos and quizzes for every maths topic. Login required.
	Corbett Maths https://corbettmaths.com/contents/	Videos and worksheets for every topic.
Extra Reading	Professor Stewart's Cabinet of Mathematical Curiosities by Ian Stewart (NF) Hitchhiker's Guide to the Galaxy by Douglas Adams (F)	