

Sydenham School

Curriculum Information for Parents

Summer Term 2022

Year 11



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Assessment Calendar

Year 11 Assessment Week	W/b 27 th September
Year 11 Assessment Week	W/b 4 th October
Year 11 Mock Exams	15 th – 26 th November
Year 11 Parents Evening	5 th January
Year 11 Speaking Mocks (Languages)	W/b 31 st January
Year 11 Mock Exams	21 st February – 2 nd March
Year 11 Speaking Exams (Languages)	Begin on 25 th April
Summer Exams Begin	18 th May

Year 11 English Curriculum Guide

<p>Staffing: Sarah Millar, Acting Curriculum Leader English and Media Faculty Email: s.millar@sydenham.lewisham.sch.uk</p>		
<p>Exam Board: AQA</p>		
<p>Assessment Overview:</p> <p><u>AQA English Language (8700)</u></p> <p>Paper 1: Explorations in Creative Reading and Writing</p> <ul style="list-style-type: none"> • Section A: Reading (questions on one literary fiction extract) • Section B: Writing (descriptive or narrative writing) • Written exam, 1 hour 45 minutes, 80 marks available, 50% of GCSE. <p>Paper 2: Writers' Viewpoints and Perspectives</p> <ul style="list-style-type: none"> • Section A: Reading (questions on one non-fiction extract and one literary non-fiction extract) • Section B: Writing (writing to present a viewpoint) • Written exam, 1 hour 45 minutes, 80 marks available, 50% of GCSE. <p><u>AQA English Literature (8702)</u></p> <p>Paper 1: 19th century novel and Modern Texts</p> <ul style="list-style-type: none"> • Students answer one question on <i>A Christmas Carol</i>. They will be required to write in detail about an extract from the novella and then write about the novella as a whole • Students will answer one essay question from a choice of two on <i>An Inspector Calls</i> • Written exam, 1 hour 40 minutes, 60 marks available. <p>Paper 2: Shakespeare and Unseen Poetry</p> <ul style="list-style-type: none"> • Section A Shakespeare: students will answer one question on <i>Macbeth</i>. They will be required to write in detail about an extract from the play and then write about the play as a whole • Section B Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem focusing on methods only • Written exam, 1 hour 45 minutes, 70 marks available. 		
<p>Subject Curriculum Intent:</p> <p>Students study a range of engaging and significant fiction and non-fiction as part of their preparation for exams in GCSE English Language and GCSE English Literature. The curriculum aims to support students to appreciate the depth and power of the English literary heritage and critically evaluate texts through close and careful examination of writers' methods (the ways writers make meaning) and purpose within the specific contexts in which the texts are produced and received. The course encourages personal and informed responses from students and encourages them to debate and challenge the interpretations of other readers building on the knowledge and skills they have developed through their Key Stage 3 study of English. Spoken language continues to underpin the development of students' reading and writing skills and students are supported to develop their speaking skills for a range of contexts confidently and competently.</p>		
<p>Curriculum Content Overview:</p>		
<p>Autumn Term 1:</p>	<p>Spring Term 1:</p>	<p>Summer Term 1:</p>

GCSE English Literature Paper 2: <i>Shakespeare's Macbeth</i>	GCSE English Literature Paper 1 Revision: <i>An Inspector Calls</i> and <i>A Christmas Carol</i>	GCSE English Language and GCSE English Literature Revision (specific to class needs)
GCSE English Literature Paper 1 Revision: Dickens' <i>A Christmas Carol</i>		
GCSE English Literature Paper 2 Revision: Unseen Poetry		
GCSE English Language Paper 1 Revision	GCSE English Language Paper 2 Revision	GCSE English Language and GCSE English Literature Revision (specific to class needs)
Autumn Term 2:	Spring Term 2:	Summer Term 2:
GCSE English Literature Paper 2: <i>Shakespeare's Macbeth</i>	GCSE English Literature Paper 2 Revision: <i>Macbeth</i> and Unseen Poetry	Public Examinations
GCSE English Literature Paper 1 Revision: Dickens' <i>A Christmas Carol</i>		
GCSE English Literature Paper 2 Revision: Unseen Poetry		
GCSE English Language Paper 1 Revision	GCSE English Language Paper 1 Revision	
How will your child be assessed in the Summer Term?		
Knowledge checks Exam questions and timed practice in lessons GCSE exams		
Summer Term Assessment Revision Topics (students will be given detailed checklists):		
<i>Dickens' A Christmas Carol</i> <i>Priestley's An Inspector Calls</i> <i>Shakespeare's Macbeth</i> Unseen Poetry English Language Paper 1 English Language Paper 2		
What can you do to support your child in English?		
<ul style="list-style-type: none"> • Encourage your child to read for pleasure every day and to re-read all of their Literature texts • Discuss the plot of the texts and the writers' wider ideas with your child, including how and to what extent these ideas are still relevant today • Encourage your child to make revision cards for their Literature texts focusing on plot, characters, key events, context, methods and messages • Encourage your child to identify key quotations from their Literature texts and analyse these in detail (zooming in on key words and techniques, and examining their effect) 		

- Encourage your child to practice planning and writing responses to exam questions, including in timed conditions

Wider reading and useful websites or activities to support learning:

- Oak National Academy resources: [English lessons for Key Stage 4 students - Oak National Academy \(thenational.academy\)](https://www.thenational.academy/lessons/english-lessons-for-key-stage-4-students)
- The British Library website (reading around texts and writers)
- Mr. Bruff (YouTube)
- BBC Bitesize
- Seneca Learning (students can create a free online account)

Year 11 Maths Curriculum Guide

Staffing: Mark Freakes Email: m.freakes@sydenham.lewisham.sch.uk		
Exam Board: Edexcel		
Assessment Overview: Exam assessed		
Subject Curriculum Intent To ensure that all pupils become fluent in recall of mathematical facts and algorithms, are able to reason mathematically and to combine these skills to then solve problems.		
Curriculum Content Overview:		
Autumn Term 1: Revision Fortnightly past papers to practice exam technique and identify learning gaps	Spring Term 1: Revision Fortnightly past papers to practice exam technique and identify learning gaps	Summer Term 1: Revision Fortnightly past papers to practice exam technique and identify learning gaps
Autumn Term 2: Revision Fortnightly past papers to practice exam technique and identify learning gaps	Spring Term 2: Revision Fortnightly past papers to practice exam technique and identify learning gaps	
How will your child be assessed in the Summer Term? 3 x 90 minutes formal external exam		
Summer Term Assessment Revision Topics Number, Algebra, Ratio and Proportion, Geometry and Measures, Probability and Statistics		
What can you do to support your child in Mathematics? Check they are using the HegartyMaths website on a regular basis for homework and revision Encourage them to attend Maths Clinic (Wednesday lunchtime) for extra support		
Wider reading and useful web-sites or activities to support learning: www.hegartymaths.com www.corbettmaths.com		

Year 11 Science Curriculum Guide

Staffing:

Amy Vickers, Curriculum Leader Science (a.vickers@sydenham.lewisham.sch.uk)

Sapna Reuben, Head of KS4 Science (s.reuben@sydenham.lewisham.sch.uk)

Separate (Triple) Science

11X1 Sinead Furlong (Biology), Sapna Reuben (Chemistry), Sarah Pavely (Physics)

11Y1 Muneema Rafea (Biology), Abimbola Bakare (Chemistry), Christopher Andrews (Physics)

Combined Science

11X2 Brenda Jinadu and Solomon Wilson **11Y2** Ian Martin and Sapna Reuben

11X3 Kirsty Abbs and Ian Martin **11Y3** Sinead Furlong and Emma Wijnberg

11X4 Christopher Andrews and Brenda Jinadu **11Y4** Abimbola Bakare and Sarah Pavely

11X5 Antonia McDonald and Catherine Pang **11Y5** Christopher Andrews and Amy Vickers

Exam Board: Pearson Edexcel GCSE (9-1)

Assessment Overview:

- Assessment 1
Fortnight commencing 27th September 2021
- Assessment 2 (Mock exams)
Fortnight commencing 15th November 2021
- Assessment 3 (Mock exams)
Fortnight commencing 21st February 2021

Subject Curriculum Intent:

- To provide an accessible course that builds from the students' previous scientific knowledge from Key Stage 3, Year 9 and Year 10.
- To continue to encourage in students an interest in science to promote (whenever appropriate) the relevance of the subject to everyday life, and its vital importance in the modern world.
- To broaden the student's practical abilities and investigative skills by introducing a wide range of new analytical techniques, through the comprehensive teaching of Core Practicals.

Curriculum Content Overview:

All classes are taught on rotation, while they will cover the content listed below, they may complete it in a different order.

Separate Science

Autumn Term 1		Autumn Term 2	
SB9	Ecosystems & material cycles	SB7	Animal coordination, control and homeostasis
SC20	Fuels	SC22	Hydrocarbons
SC21	Earth & atmospheric science	SC23	Alcohols & carboxylic acids
SP7	Astronomy	SP12	Magnetism & the motor effect
SP10	Electricity and circuits	SP13	Electromagnetic induction
SP11	Static electricity		

Spring Term 1	Spring Term 2
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SB7	Animal coordination, control and homeostasis <i>cont.</i>	SB8	Exchange and transport in animals
SC23	Alcohols & carboxylic acids <i>cont.</i>	SC25	Qualitative analysis
SC24	Polymers	SC26	Bulk and surface properties of matter
SP14	Particle model	SP15	Forces and matter <i>cont.</i>
SP15	Forces and matter		
Summer Term 1		Summer Term 2	
SB8	Exchange and transport in animals <i>cont.</i>	Revision	
SC26	Bulk and surface properties of matter <i>cont.</i>	GCSE Exams – Dates TBC	
Combined Science			
Autumn Term 1		Autumn Term 2	
CB9	Ecosystems & material cycles	CB7	Animal coordination, control and homeostasis
CC16	Fuels	CP10	Magnetism & the motor effect
CC17	Earth and atmospheric Science	CP11	Electromagnetic induction
Spring Term 1		Spring Term 2	
CB8	Exchange & transport in animals	Revision	
CP12	Particle model		
CP13	Forces and matter		
Summer Term 1		Summer Term 2	
Revision		Revision	
GCSE Exams – Dates TBC		GCSE Exams – Dates TBC	
How will your child be assessed in the Summer Term?			
<u>Separate Science</u>			
<ul style="list-style-type: none"> 6 x 1 hour 45 minutes external exam (2 per science) 			
<u>Combined Science</u>			
<ul style="list-style-type: none"> 6 x 1 hour 10 minutes external exam (2 per science) 			
Summer Term Assessment Revision Topics (students will be given detailed checklists):			
For more detail, please refer to the Advance Notice Information. Not all specification points in the units listed will be examined.			
<u>Separate Science - Paper 1</u>			
Biology	Chemistry	Physics	
SB1, SB2, SB3, SB4, SB5	SC5-7, SC8, SC9, SC10-11, SC13, SC14-16	SP1-2, SP3, SP4, SP5, SP6, SP7	
<u>Separate Science - Paper 2</u>			
Biology	Chemistry	Physics	
SB1, SB6, SB7, SB8, SB9	SC4, SC7, SC9, SC17- 19, SC20 -21, SC22-24, SC25-26	SP8-9, SP10-11, SP12-13, SC14-15	
<u>Combined Science - HIGHER - Paper 1</u>			
Biology	Chemistry	Physics	
CB1, CB2, CB3, CB4, CB5	CC5-7, CC8, CC9, CC10-11	CP1-2, CP3, CP4, CP5, CP6	
<u>Combined Science - HIGHER - Paper 2</u>			
Biology	Chemistry	Physics	

CB1, CB6, CB7, CB8, CB9	CC4, CC9, CC13-15, CC16-17	CP7, CP9, CP10-11, CP12,
Combined Science - FOUNDATION - Paper 1		
Biology	Chemistry	Physics
CB1, CB2, CB3, CB4, CB5	CC1-2, CC3-4, CC5-7, CC8, CC.9, CC10	CP1-2, CP3, CP4, CP5, CP6
Combined Science - FOUNDATION - Paper 2		
Biology	Chemistry	Physics
CB1, CB6, CB7, CB8, CB9	CC4, CC5, CC9, CC13-15, CC16-17	CP7, CP9, CP10, CP12
What can you do to support your child in Science?		
<ul style="list-style-type: none"> • Encourage your child to read Science articles and news stories along with documentaries on platforms such as BBC iPlayer. • Ask your child questions about what they have been learning in Science. • Encourage your child to make revision cards for the texts they are studying. • Ask your child about upcoming assessments, to make sure they have a full understanding of the expectations. 		
Wider reading and useful websites or activities to support learning:		
<ul style="list-style-type: none"> • ActiveLearn.co.uk Student logins have been issued by teachers of the class. • SamLearning.co.uk Student logins have been issued by teachers of the class. • BBC Bitesize Science • Revision guides, flashcards and practice question booklets are available to buy through ParentPay. 		

Year 11 French Curriculum

Staffing: Danielle Walker Email: d.walker@sydenham.lewisham.sch.uk		
Exam Board:		
Assessment Overview: Assessed formatively throughout learning using vocabulary tests, online independent work through https://quizlet.com/ on different topics. Reading and listening past papers, writing assessments. These are carried out once a term.		
Subject Curriculum Intent The Language Faculty at Sydenham School believes that language learning is a life long skill. We are not just aiming to develop students into proficient linguists, but also into individuals who can look beyond the garden gate and demonstrate a cultural knowledge and understanding of the countries where the language they learn is spoken. We teach creatively and interactively and provide our students opportunities to become true global citizens. Students are allowed to gain systematic knowledge of the vocabulary, grammar, and sound and spelling systems (phonics) of their new language, and how these are used by speakers of the language. Students then need to reinforce this knowledge in lessons and at home with extensive planned practice and use in order to build the skills needed for communication. Students will become confident in understanding and producing the key sounds of the language they will study. Per year approximately 360 words are taught with systematic revisiting of vocabulary within a month, within a term, and within a year. The focus is to teach the most frequently used vocabulary of the language. Students will be taught high-frequency grammar functions which are revisited several times over KS3 and KS4, in particular features for persons, subjects, tenses and aspect and a range of key syntax (word order and relations between words). We develop High Performance Learners. Our practice is frequent, spaced, meaning and form-focused, and involves an element of struggle. Learning is carefully planned to support progression for all learners.		
Curriculum Content Overview:		
Autumn Term 1: Holidays, accommodation, transport Talking in more than three tenses Using the perfect tense to describe a holiday	Spring Term 1: Social issues, environmental issues. Discussing fair trade, global warming, extreme weather conditions. Using complex grammar phrases to write essays/	Summer Term 1: Exam period
Autumn Term 2: Jobs, careers and ambitions Further studies, future employment	Spring Term 2: Revision and feedback from Mock exams Foundation:	Summer Term 2: Exam period

Using imperfect modal verbs Using the conditional tense to describe what student would like to do after finishing secondary school	Focus on consolidating three tenses and completing 90 word essay Higher: Focus on using complex grammar within a 150 word essay	
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How will your child be assessed in the Summer Term?

They will be assessed through reading, listening, writing, speaking.

Summer Term Assessment Revision Topics (students will be given detailed checklists):

All topic vocabulary and grammar focus

What can you do to support your child?

You can support by ensuring your child has an online account with Quizlet and monitor their progress by checking they have completed 'flashcards, learn, test, write, spell'

Wider reading and useful web-sites or activities to support learning:

<https://quizlet.com/>

[French lessons for Key Stage 4 students - Oak National Academy \(thenational.academy\)](https://www.thenational.academy/)

<https://www.memrise.com/>

<https://www.bbc.co.uk/bitesize/subjects/zc7xpv4>

Year 11 German Curriculum

<p>Staffing: Andrea Bauer, Danielle Walker,</p> <p>Email: a.bauer@sydenham.lewisham.sch.uk, d.walker@sydenham.lewisham.sch.uk</p>		
<p>Exam Board: AQA</p>		
<p>Assessment Overview:</p> <p>Assessed formatively throughout learning using vocabulary tests, online independent work through https://quizlet.com/ on different topics. Reading and listening past papers, writing assessments. These are carried out once a term.</p>		
<p>Subject Curriculum Intent</p> <p>The Language Faculty at Sydenham School believes that language learning is a life long skill. We are not just aiming to develop students into proficient linguists, but also into individuals who can look beyond the garden gate and demonstrate a cultural knowledge and understanding of the countries where the language they learn is spoken. We teach creatively and interactively and provide our students opportunities to become true global citizens.</p> <p>Students are allowed to gain systematic knowledge of the vocabulary, grammar, and sound and spelling systems (phonics) of their new language, and how these are used by speakers of the language. Students then need to reinforce this knowledge in lessons and at home with extensive planned practice and use in order to build the skills needed for communication.</p> <p>Students will become confident in understanding and producing the key sounds of the language they will study. Per year approximately 360 words are taught with systematic revisiting of vocabulary within a month, within a term, and within a year. The focus is to teach the most frequently used vocabulary of the language. Students will be taught high-frequency grammar functions which are revisited several times over KS3 and KS4, in particular features for persons, subjects, tenses and aspect and a range of key syntax (word order and relations between words).</p> <p>We develop High Performance Learners. Our practice is frequent, spaced, meaning and form-focused, and involves an element of struggle. Learning is carefully planned to support progression for all learners.</p>		
<p>Curriculum Content Overview:</p>		
<p>Autumn Term 1:</p> <p>Holidays, accommodation, transport</p> <p>Talking in more than three tenses</p> <p>Using the perfect tense to describe a holiday</p>	<p>Spring Term 1:</p> <p>Social issues, environmental issues.</p> <p>Discussing fair trade, global warming, extreme weather conditions.</p> <p>Using complex grammar phrases to write essays/</p>	<p>Summer Term 1:</p> <p>Exam period</p>

<p>Autumn Term 2:</p> <p>Jobs, careers and ambitions</p> <p>Further studies, future employment</p> <p>Using imperfect modal verbs</p> <p>Using the conditional tense to describe what student would like to do after finishing secondary school</p>	<p>Spring Term 2:</p> <p>Revision and feedback from Mock exams</p> <p>Foundation:</p> <p>Focus on consolidating three tenses and completing 90 word essay</p> <p>Higher:</p> <p>Focus on using complex grammar within a 150 word essay</p>	<p>Summer Term 2:</p> <p>Exam period</p>
<p>How will your child be assessed in the Summer Term?</p> <p>They will be assessed through reading, listening, writing, speaking.</p>		
<p>Summer Term Assessment Revision Topics</p> <p>All assessments will have content from all topics.</p>		
<p>What can you do to support your child in Languages?</p> <p>You can support by ensuring your child has an online account with Quizlet and monitor their progress by checking they have completed 'flashcards, learn, test, write, spell'</p>		
<p>Wider reading and useful web-sites or activities to support learning:</p> <p>https://quizlet.com/</p> <p>German lessons for Key Stage 4 students - Oak National Academy (thenational.academy)</p> <p>https://www.memrise.com/</p> <p>https://www.bbc.co.uk/bitesize/subjects/z426n39</p>		

Year 11 Spanish Curriculum

<p>Staffing: Gina Ossa, Yolanda Arteaga, Nora Landaluce</p> <p>Email: g.ossa@sydenham.lewisham.sch.uk y.arteaga@sydenham.lewisham.sch.uk n.landaluce@sydenham.lewisham.sch.uk</p>
<p>Exam Board: AQA</p>
<p>Assessment Overview: Assessed formatively throughout learning using vocabulary tests, online independent work through https://quizlet.com and past papers. These are carried out in regular intervals.</p>
<p>Subject Curriculum Intent</p> <p>The Language Faculty at Sydenham School believes that language learning is a lifelong skill. We are not just aiming to develop students into proficient linguists, but also into individuals who can</p>

look beyond the garden gate and demonstrate a cultural knowledge and understanding of the countries where the language they learn is spoken. We teach creatively and interactively and provide our students opportunities to become true global citizens.

Students can gain systematic knowledge of the vocabulary, grammar, and sound and spelling systems (phonics) of their new language, and how these are used by speakers of the language. Students then need to reinforce this knowledge in lessons and at home with extensive planned practice and use to build the skills needed for communication.

Students will become confident in understanding and producing the key sounds of the language they will study. Approximately 360 words are taught each year, with systematic revisiting of vocabulary within a month, within a term, and within a year. The focus is to teach the most frequently used vocabulary of the language. Students will be taught high-frequency grammar functions which are revisited several times over KS3 and KS4, in particular features for persons, subjects, tenses and aspect and a range of key syntax (word order and relations between words). We develop High Performance Learners. Our practice is frequent, spaced, meaning and form-focused, and involves an element of struggle. Learning is carefully planned to support progression for all learners.

Curriculum Content Overview:

<p>Autumn Term 1: Talk about places and directions</p> <p>Present tense hay vs ESTAR Indefinite articles Describe the features of a region Present tense: Se puede(n) + infinitive Adjectival agreement Plan what to do Future tense Shop for clothes and presents Present tense two-verb structures; GUSTAR-type, PREFERIR, SOLER + infinitive Demonstrative adjectives Talk about pros and cons of where you live Past (imperfect) Past (perfect) Conditional Describe a visit in the past Past (preterite) Past (imperfect) Future Repaso Guided writing: Home town / region</p>	<p>Spring Term 1: Talk about different jobs</p> <p>Present tense: two-verb structures (TENER que, SOLER) Conditional Talk about work experience Past (preterite) vs Past (imperfect) Talk about the importance of learning languages Present (continuous) CONOCER vs SABER Apply for a summer job Indirect object pronouns Using Usted Talk about gap years Conditional 24-hour clock Discuss plans for the future Two-verb structures QUERER, TENER la intención de, ESPERAR, PENSAR IR a + infinitive</p>	<p>Summer Term 1: Talk about typical foods</p> <p>Passive Compare different festivals Present: Pronoun se and 3rd person plural verbs Describe a special day Past (preterite) reflexive use of verbs Order in a restaurant Past (preterite) irregular verbs Absolute superlatives Talk about illness and injury Past (perfect) reflexive use of verbs: romperse, cortarse, quemarse, OVS word order: DOLER, desde hace vs desde Talk about a music festival Two-verb structures: para +, al+, sin +, antes de +, después de + infinitive Repaso Guided writing: A special event</p>
<p>Autumn Term 2: Talk about typical foods Passive</p> <p>Compare different festivals Present: Pronoun se and 3rd person plural verbs Describe a special day Past (preterite) reflexive use of verbs Order in a restaurant</p>	<p>Spring Term 2:</p> <p>Subjunctive present after cuando (future meaning) Repaso Guided writing: Work and future plans Past habitual (imperfect) vs past completed action (preterite) Using three tenses together Talk about international sporting events</p>	<p>Summer Term 2: Revisión and exams</p>

<p>Past (preterite) irregular verbs Absolute superlatives Talk about illness and injury Past (perfect) reflexive use of verbs: romperse, cortarse, quemarse, OVS word order: DOLER, desde hace vs desde Talk about a music festival Two-verb structures: para +, al+, sin +, antes de +, después de + infinitive Repaso Guided writing: A special event</p>	<p>3rd person present singular vs plural Present perfect vs preterite Present perfect vs pluperfect Talk about natural disasters Present vs Imperfect continuous Imperfect continuous vs preterite Repaso Guided writing: Social and global issues</p>	
<p>How will your child be assessed in the Summer Term?</p> <p>Formal assessment following the board of examination specification in all abilities</p>		
<p>Summer Term Assessment Revision Topics: please note that some of the topics have been done in Y9 and 10</p> <p>Theme 1: Identity and culture Topic 1: Me, my family and friends Topic 2: Technology in everyday life Topic 3: Free-time activities Topic 4: Customs and festivals in Spanish-speaking countries/communities</p> <p>Theme 2: Local, national, international and global areas of interest Topic 1: Home, town, neighborhood and region Topic 2: Social issues Topic 3: Global issues Topic 4: Travel and tourism</p> <p>Theme 3: Current and future study and employment Topic 1: My studies Topic 2: Life at school/college Topic 3: Education post-16 Topic 4: Jobs, career choices and ambitions</p>		
<p>What can you do to support your child in Languages?</p> <ol style="list-style-type: none"> 1. Buy a revision guide 2. Encourage your child do revise vocabulary on their teacher class on Quizlet, at least 10 minutes daily some experts' advice 15. 3. Encourage your child to input questions and answers on QUIZELET for the speaking assessment on Quizlet and to their speaking and listening homework every two weeks 		
<p>Wider reading and useful web-sites or activities to support learning:</p> <ul style="list-style-type: none"> • https://www.bbc.com/bitesize/subjects/z4dqxnbn (Choose AQA specification and start revising!) • https://studyspanish.com/grammar (unit one, two and six are particularly useful) • http://www.spanishlistening.org/ (watch videos and answer comprehension questions; transcript available) • https://spanishgcseonthenet.co.uk/ • https://languagesonline.org.uk/Hotpotatoes/index.html 		

Year 11 Latin Curriculum

<p>Staffing: Andrea Bauer</p> <p>Email: a.bauer@sydenham.lewisham.sch.uk</p>		
<p>Exam Board: eduqas</p>		
<p>Assessment Overview: Assessed formatively throughout learning using vocabulary tests, online independent work through https://quizlet.com and past papers. These are carried out in regular intervals.</p>		
<p>Subject Curriculum Intent</p> <p>The Language Faculty at Sydenham School believes that language learning is a life long skill. We are not just aiming to develop students into proficient linguists, but also into individuals who can look beyond the garden gate and demonstrate a cultural knowledge and understanding of the countries where the language they learn is spoken. We teach creatively and interactively and provide our students opportunities to become true global citizens.</p> <p>We develop High Performance Learners. Our practice is frequent, spaced, meaning and form-focused, and involves an element of struggle. Learning is carefully planned to support progression for all learners.</p>		
<p>Curriculum Content Overview:</p>		
<p>Autumn Term 1:</p> <p>Re-visit Grammar and Vocabulary from Y7 – Y10</p> <p>Literature</p> <p>Source Images Horace: Omens good and bad</p>	<p>Spring Term 1:</p> <p>Revision Grammar and Vocabulary from Y7 – Y10</p> <p>Literature</p> <p>Pliny: An alarming dream comes true Suetonius: Portents before the murder of Julius Caesar Virgil: Dido prepares a curse</p>	<p>Summer Term 1:</p> <p>Exam period</p>
<p>Autumn Term 2:</p> <p>Revision Grammar and Vocabulary from Y7 – Y10</p> <p>Literature</p> <p>Martial: Cures for bad dreams Ovid: Dipsas the sorceress Petronius: A spooky story</p>	<p>Spring Term 2:</p> <p>Revision Grammar and Vocabulary from Y7 – Y10</p> <p>Revision Literature – all sources and texts</p> <p>Roman Civilisation – Daily Life in a Roman town</p>	<p>Summer Term 2:</p> <p>Exam period</p>
<p>How will your child be assessed in the Summer Term?</p> <p>They will be assessed through vocabulary tests and exam style questioning,</p>		

Summer Term Assessment Revision Topics

All assessments will have content from all topics.

What can you do to support your child in Languages?

You can support by ensuring your child has an online account with Quizlet and monitor their progress by checking they have completed 'flashcards, learn, test, write, spell'

Wider reading and useful web-sites or activities to support learning:

[Quizlet](#)

[Eduqas GCSE Latin \(9-1\)](#)

Year 11 History Curriculum

Staffing: Rachel Wylie, Jess Stoddart, Stuart Pickford, Josephine Alexander, Emma Quartey Email: R.Wylie@sydenham.lewisham.sch.uk		
Exam Board: EDEXCEL		
Assessment Overview: Paper 1: Medicine through time c1250- Present Paper 2: Early Elizabethan England Paper 3: Weimar and Nazi Germany, 1918 -1939		
Subject Curriculum Intent Our history curriculum aims to provide students with a deep understanding of how the past has shaped the world we live in, equipping them to make sense of the dynamic environment of the twenty-first century. Our curriculum will explore ‘hidden histories’ to enable students to explore the diversity of the past. Students learn how to use sources to discover and construct the past, igniting their curiosity. The history curriculum is rooted in subject discipline. The history curriculum empowers students to read, engage with and analyse historical scholarship, understanding that the past is also constructed. They are supported by strong substantive and disciplinary knowledge, enabling them to achieve academically. Our history curriculum aims to encourage students to develop a chronological framework of British and world history to help them make sense of the knowledge they acquire. Through our history curriculum, students will expand their historical vocabulary and communicate their ideas in discussion, debates and in extended written work, demonstrating depth of historical thinking and argument. We develop high performance learning by teaching historians to be analytical and critical thinkers, able to articulate the importance of freedom, democracy and the challenges faced to get there.		
Curriculum Content Overview:		
Autumn Term 1: Weimar & Nazi Germany, 1918-1939	Spring Term 1: Weimar & Nazi Germany, 1918-1939 Revision and Exam Skills	Summer Term 1: Revision and Exam Skills
Autumn Term 2: Weimar & Nazi Germany, 1918-1939	Spring Term 2: Revision and Exam Skills	Summer Term 2: Public Exams
How will your child be assessed in the Summer Term? Exam Style Questions to prepare students for the summer exams		
Summer Term Assessment Revision Topics (students will be given detailed checklists): Medicine through Time C1250 - Present The British Sector of the Western Front: Injuries, treatment and trenches 1914-1918 Early Elizabethan England 1558 - 1588		
What can you do to support your child in History? Support quizzing on key historic terms and core knowledge Look out for historic documentaries on TV to broaden your child’s historic knowledge. Look out especially for anything on Elizabeth I or the rise of the Nazis for example Hitler’s Circle of Evil Encourage your child to read widely; history is a written subject and reading helps with writing great history. Historic fiction is a good place to start.		
Wider reading and useful web-sites or activities to support learning:		

[Weimar and Nazi Germany, 1918-39 - BBC Bitesize](#)

[Medicine through time - Video only - GCSE History Revision - BBC Bitesize](#)

[A summary of Elizabeth I - Elizabeth I - KS3 History Revision - BBC Bitesize](#)

The Black Death by John Hatcher

Time Travellers Guide to Elizabethan England by Ian Mortimer

The Coming of the Third Reich by Richard Evans

Year 11 Geography Curriculum

<p>Staffing: Thomas Davidson, Caitlin Dunham, Deborah Gostling, Adam Dallimore-Levinson, George Ranson Email: t.davidson@sydenham.lewisham.sch.uk</p>		
<p>Exam Board: AQA</p>		
<p>Assessment Overview: Paper 1: Living with the Physical Environment (1hr 30 mins) Paper 2: Challenges in the Human Environment (1hr 30 mins) Paper 3: Geographical Applications (1hr 30 mins)</p>		
<p>Subject Curriculum Intent: By the end of Year 11, students will have studied a broad range of topics that focus on some of geography's most fundamental concepts. Students will explore a range of issues and learn about both the natural world and human society. These issues will also support students to broaden their 'geographic literacy' - the ability to understand the world around us and to consider our place within it. During Year 11, Sydenham geographers will hone their core geographic skills such as critical thinking, data interpretation and extended writing with a focus on discussing major issues by using real-world examples, facts and figures. Year 11 is a chance for students to revisit and consolidate learning from across their GCSE before sitting their final exams. We aim to provide all students with tools that enable them to engage in discussion and thought about our changing world, and their role within it, with the intention of preparing those students who wish to pursue A Level Geography.</p>		
<p>Curriculum Content Overview:</p>		
<p>Autumn Term 1: <i>Weather Hazards and the Global Atmospheric Circulation Model</i></p>	<p>Spring Term 1: <i>Challenge of Resource Use - UK</i></p>	<p>Summer Term 1: <i>Pre-release and Revision</i></p>
<p>Autumn Term 2: <i>Hot Deserts</i></p>	<p>Spring Term 2: <i>Mocks and revision</i></p>	<p>Summer Term 2: <i>Revision & Exams</i></p>
<p>How will your child be assessed in the Summer Term?</p> <ul style="list-style-type: none"> • Between April and July, your child will work towards completing their GCSE exams • The focus of work will be on revision and in-class assessment. This assessment will primarily be through the use of exam-style questions 		
<p>Summer Term Assessment Revision Topics (students will be given detailed checklists):</p> <ul style="list-style-type: none"> • Revision during the Summer half-term will cover topics across the breadth of the GCSE specification, with specific focus on target topics, as identified by class teachers • During this period, students will also be supported to engage with the 'issue evaluation', an exam component that requires students to explore and evaluate a current geographic issue. • Information on this particular issue is released by exam boards over Easter and teachers will spend time working on this with their classes during the Summer term 		
<p>What can you do to support your child in Geography?</p> <ul style="list-style-type: none"> • Engage with your child around homework and retrieval (revision) of key knowledge. Quizzes and discussion are good ways to encourage students to test their understanding. • Watch documentaries or films about the natural world. Geography is a broad so anything that focuses on the natural world or how our planet is changing would be relevant. • Encourage your child to read widely; websites, books and magazines are all great places to learn about current global issues. 		
<p>Wider reading and useful web-sites or activities to support learning:</p>		

- Seneca Learning
- News sites (i.e. BBC, Guardian, Vox)
- Internetgeography.net
- AQA Geography GCSE Past Papers (available online)

Year 11 RE Curriculum

Staffing: Abigail Thirunavukarasu, Josephine Alexander, Email: a.thirunavukarasu@sydenham.lewisham.sch.uk		
Exam Board: EDUQAS		
Assessment Overview: Paper 1: Christians Teachings and Beliefs 25% Paper 2: Islamic Teachings and Belief 25% Paper 3: Religion, Philosophy & Ethics (Relationships, Life and Death) 50%		
Subject Curriculum Intent: Throughout year 11 we aim to continue developing student understanding on Christian and Islamic beliefs in preparation for their GCSE examination in the summer term. Through this course we aim to enable that all students at Sydenham are given the opportunity to explore two of the six world religions whilst looking at religious scriptures to gain an in-depth understanding to religious viewpoints. The subject encourages students to develop as individuals. It gives students the opportunity to work out what they believe in and question why they do. It allows them to discuss their views on a range of ethical issues, from euthanasia to the death penalty. Importantly, it teaches students to empathise with those who hold opposing or different views to their own. It enables students to formulate their own understanding beyond GCSE as they are given the key skills to delve deeper within religion and themselves The academic benefits of students following Religious Studies courses have been well documented. A-Level Religious Studies is recognised as a 'Facilitating Subject' by Russell Group universities, as it develops critical thinking amongst students. Wherever you work or live, religion plays a part in people's lives, by giving students the opportunity to study the subject, we empower them by giving the skills to evaluate and analyse the strengths and weaknesses on critical matters.		
Curriculum Content Overview:		
Autumn Term 1: Muslim Beliefs and Teachings	Spring Term 1: Life after death	Summer Term 1: Christianity/Exam prep
Autumn Term 2: Muslim Beliefs and Teachings	Spring Term 2: Relationship	Summer Term 2: Exam prep
How will your child be assessed in the Summer Term? 15 mark exam question		
Summer Term Assessment Revision Topics (students will be given detailed checklists): Students will be looking at all for modules in prep for exam		
What can you do to support your child? <ul style="list-style-type: none"> • Use your child's glossary at the back of their books to support quizzing on key religious terms. • Encourage your child to read the news on topics focused to religion as it could help them with their link to life • Have conversations with your child about how religion affects everyday life. • Use knowledge organiser to test key knowledge and religious questions 		
Wider reading and useful web-sites or activities to support learning: Relationships and lifestyle - GCSE Religious Studies Revision - BBC Bitesize Islam - GCSE Religious Studies Revision - Eduqas - BBC Bitesize Study of Christianity - GCSE Religious Studies Revision - Eduqas - BBC Bitesize		

[Matters of life and death - BBC Teach](#)

Year 11 PSHE Curriculum

Staffing: Halicon Virgo-Furrs Email: h.virgo-furrs@sydenham.lewisham.sch.uk		
Exam Board: N/A		
Assessment Overview: Effort Grades		
Subject Curriculum Intent <p>The PSHE curriculum intent is to provide a safe environment where our students develop their confidence, sense of responsibility and resilience when faced with challenge. To deliver a curriculum which is accessible to all and that will maximize the outcomes for every child. Our PSHE curriculum equips students with relevant and meaningful content, which is supported through a strong emphasis on emotional literacy, nurturing mental and physical health.</p> <p>We further enable through curriculum the development of students' respect, acceptance, and celebration of the diversity of modern society. It helps them to understand how they are developing personally and socially, and tackles many of the moral, social, and cultural issues that are part of growing up. Our students will have a more in-depth understanding of the importance of relationships, health, and well-being, connecting to the wider world and the impact this has on their everyday lives.</p> <p>We develop High Performance Learners by teaching students how to use meta-cognition in a wide range of thinking approaches and transfer knowledge from one circumstance to another. To show concern for society in their ability to empathize with those less fortunate, to show and respect diversity as a key part of our society. To work collaboratively, to listen to the views of others and show willingness to work in teams.</p>		
Curriculum Content Overview:		
Autumn Term 1: Building for the future	Spring Term 1: Independence	Summer Term 1: GCSE EXAMS
Autumn Term 2: Next steps Mock exam Preparation	Spring Term 2: Exam Preparation Communication in relationships	Summer Term 2:
How will your child be assessed in the Summer Term? Classwork		
Summer Term Assessment Revision Topics (students will be given detailed checklists): N/A		
What can you do to support your child? GCSE exams		
Wider reading and useful web-sites or activities to support learning: <ul style="list-style-type: none"> • Newsround: Watch Newsround - CBBC Newsround • BBC Bitesize: KS3 PSHE and Citizenship - BBC Bitesize 		

Year 11 Business Studies Curriculum

Staffing: H. Heidari Email: h.heidari@sydenham.lewisham.sch.uk		
Exam Board: Edexcel		
Assessment Overview: Autumn 1: Making operational Decision Autumn 2: Making Financial Decisions Spring 1: Making Human Resources Decisions Assessment Week: Component 1 Exam Paper (short version) Spring 2: Revision – Theme 1 & Theme 2 Summer 1: Revision Theme 1 & Theme 2 Assessment Week: Theme 2 Exam Paper (longer version) Summer 2: GCSE Exams		
Subject Curriculum Intent: Business will help you to develop understanding of: <ul style="list-style-type: none"> • Business concepts • Business terminology • Business objectives • The integrated nature of business activity • The impact of business on individuals and wider society <p>By studying this subject, you will have the opportunity to apply knowledge and understanding to contemporary business issues ranging from small local businesses to national and global context. As a result, you will develop the skills and confidence to think commercially and creatively and be able to draw on evidence to make informed business decisions and solve problems.</p> <p>Through the class activities and examinations, you develop analytical skills which will enable you to develop well – argued, evidenced, balanced, and structured arguments enabling you to demonstrate the depth and breadth of your knowledge. Furthermore, you will develop quantitative skills relevant to business and business performance.</p> <p>Business is a unique subject as it allows you to apply skills learned from other subjects such as English, Mathematics and/ or science, art etc. directly to this subject.</p>		
Curriculum Content Overview:		
Autumn Term 1: Making Operational Decisions – (Managing Quality, The Sales Process)	Spring Term 1: Making Human Resources Decisions	Summer Term 1: Revision Theme 2
Autumn Term 2: Making Financial Decisions – (Business Calculations & Understanding Business Performance)	Spring Term 2: Revision Theme 1	Summer Term 2: GCSE Exams

How will your child be assessed in the Summer Term?

GCSE exam

Summer Term Assessment Revision Topics (students will be given detailed checklists):

Students to use revision checklists to prepare for exam

What can you do to support your child?

Ask your child to summarise the key ideas from a lesson; ask them to teach you a key idea/concept.

- Watch news about business and world affairs
- Read newspapers including The Financial Times (will help your child to get into the habit of gathering detailed analysis of business news).

Discuss specific business news and ask your child to explain the meanings in the text using business language points; discuss how different businesses may be affected differently, how this event affects society in different ways.

Wider reading and useful web-sites or activities to support learning:

[GCSE Business - Edexcel - BBC Bitesize](#)

BBC News (Business News)

Yahoo Finance

Financial Times (copies should be available in the library)

Year 11 Art Curriculum

<p>Staffing: C. Henderson, S. Bailey, M. Edwards, K. Slipper, L. Griffiths Email: C.Henderson@sydenham.lewisham.sch.uk</p>		
<p>Exam Board: OCR</p>		
<p>Assessment Overview: Fine Art Assessment Objective 1 Develop Develop a diverse range of ideas through investigations informed by artists' work and other sources, demonstrating analytical and cultural understanding. Assessment Objective 2 Refine Refine work through experimenting and selecting appropriate resources, media, materials, techniques and processes. Assessment Objective 3 Record Selecting and recording from sources is purposeful, relevant and clear. Assured use of visual/other forms, consistent command of skills, techniques. Any specialist terms are expressed accurately. Assessment Objective 4 Present A personal and meaningful final outcome showing knowledge and understanding to realise intentions. Connections made between visual and other elements.</p>		
<p>Subject Curriculum Intent: In GCSE Art students will develop their art skills to record ideas through photography, drawing, painting, and printing. Students develop the techniques needed for visual expression. They will learn the skills needed to represent accurate observations of the Urban environment and portraits. Student's knowledge is deepened through learning about art history and the work of contemporary artists. Students are expected to create a portfolio of art work and final outcomes for examination in Year 11.</p>		
<p>Curriculum Content Overview:</p>		
<p>Autumn Term 1: Portfolio development towards developed personalised outcomes through photography, painting, printing and drawing skills.</p>	<p>Spring Term 1: Refine all outcomes to a personal and meaningful realisation, connecting colour, form, and compositional elements to express own ideas. Deadline for exam portfolio 31st March.</p>	<p>Summer Term 1: GCSE Art Exhibition for parents carers and students TBC</p>
<p>Autumn Term 2: Portfolio development towards developed personalised outcomes through photography, painting, printing and drawing skills.</p>	<p>Spring Term 2: Bridging tasks for A'Level and a chance to experiment with screenprint, collage and monoprinting.</p>	<p>Summer Term 2:</p>
<p>How will your child be assessed in the Summer Term? All exam work will have been completed by the Exam deadline 31st March. There will be no further assessment just opportunities to experiment with printing media.</p>		
<p>Summer Term Assessment Revision Topics (students will be given detailed checklists):</p>		

Students will experiment with printing media and those going onto A' Level there will be opportunities for bridging tasks.

What can you do to support your child in Art?

- Encourage your child complete at least two hours of homework to refine and complete tasks fully.
- Ask your child to explain the techniques and processes they use and why?
- Discuss the ideas and links in your child's work.
- Encourage your child to make use of online tutorials and to discuss how they are developing precision in their work.
- Ensure your child meets the coursework deadlines.

Wider reading and useful websites or activities to support learning:

Microsoft Sway tutorials

- [Year 10 Urban Tone Drawing \(office.com\)](#)
- [Advanced Colour Theory 1 \(office.com\)](#)
- [Advanced Colour Theory 2 \(office.com\)](#)
- [BBC iPlayer - Britain's Best Young Artist - Series 1: 2. Street Art](#)

Year 11 Drama Curriculum

<p>Staffing: Maylene Catchpole and Sian Morrison</p> <p>Subject/Faculty Leader: Maylene Catchpole</p> <p>Email: m.catchpole@sydenham.lewisham.sch.uk</p>		
<p>Exam board: Pearson Edexcel</p>		
<p>Subject Curriculum Intent:</p> <p>Year 11 begins with students completing a final draft of their portfolio based on the practical assessment for component 1. Students then select monologues or duologues for component 2 and begin applying their knowledge to their chosen text extracts as a performer or designer. Using deliberate practice students then prepare work for examination in the Spring term. Throughout the year students revise their knowledge of the set text for component 3 and practice exam style questions using exemplar materials and support guides. Component 3 is then sat in the summer term.</p>		
<p>Curriculum Content Overview:</p>		
<p>Autumn Term 1 and 2:</p> <p>Component 1</p> <ul style="list-style-type: none"> • Complete component 1 written portfolio <p>Autumn term 2</p> <p>Component 3</p> <ul style="list-style-type: none"> • Set text study with key examination practice questions <p>Component 3 – LIVE theatre analysis preparation</p> <ul style="list-style-type: none"> • In depth analysis of a range of LIVE productions • Interpretation of a range of play texts suitable for component 2 exploring historical and social context. 	<p>Spring Term 1 and 2:</p> <p>Component 2 exploration</p> <p>Text in Performance</p> <ul style="list-style-type: none"> • In depth character analysis exploring motivation and status. • Interpretation of chosen play text • Performance skills looking at audience impact. • Character interpretation and communication of intent <p>Summer Term</p> <ul style="list-style-type: none"> • Component 1 Portfolio deadline 15th May 2022 • Component 3 written exam – Theatre makers in Practice. 19th May 2022 	<p>Through the Year</p> <ul style="list-style-type: none"> • Practice exam style questions on Teams

- Performance skills looking at audience impact

- Set text The Crucible
- LIVE theatre production- Small Island

How will your child be assessed in the Summer Term?

- Component 1 Portfolio Deadline is 15th May 2022
- The Component 3 written paper is on 19th May 2022 and worth 40%.

Summer Term Assessment Revision Topics (students will be given detailed checklists):

- Set text the Crucible
- Key exam terminology
- Exam question structure
- LIVE theatre analysis and evaluation –Production Small Island

What can you do to support your child in Drama?

- Support your child by asking them about their drama learning
- Encourage your child to practice learning lines at home where appropriate
- Engage with homework via classcharts and Teams
- Support you child using Teams for independent study
- Facilitate your child to visit the theatre or watch filmed theatre performances online (The school have a subscription to Digital Theatre plus -see link below)
- Encourage your child to read a wide range of books including play texts (this helps with their imagination and creativity as well as their understanding of genre)

Wider reading and useful web-sites or activities to support learning:

Digital Theatre www.edu.digitaltheatreplus.org

BBC bitesize drama [GCSE Drama - Edexcel - BBC Bitesize](#)

Set text reading for component 3 (DNA/ The Crucible)

GCSE drama revision guides

Practice questions using forms on Teams

Revision guides and material on Teams

Exemplar material and student support guides on Teams

GCSE drama glossary of key terms

Year 11 Food Curriculum

Staffing: Ms. Thompson Email: a.thompson@sydenham.lewisham.sch.uk		
Exam Board: WJEC Eduqas (course code 601/8093/6)		
Assessment Overview: Baseline test Questions based on stimulus material. Structured, short and extended response questions to assess content related to food preparation and nutrition - Low-stakes quizzes and tests- GCSE Model questions – Link to aspects of the 6 Core topics. Planning work being assessed by the teacher for practical and experimental activities. Practical and Experimental activities being monitored by the teacher and assessed on criteria of Technical skills shown, working safely, time management, quality control when working and quality of finish.		
Subject Curriculum Intent: We aim to foster an environment in which students are equipped with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition, and healthy eating. The focus is on creating a balance between practical and theoretical knowledge and understanding; thus, enabling students to demonstrate effective and safe cooking skills by planning, preparing, and cooking a variety of food commodities whilst using different cooking techniques and equipment.		
Curriculum Content Overview:		
Autumn Term 1: <u>Food commodities</u> <u>Review Food Commodities</u> Fruits and Vegetables- provenance and growth Variety and Nutrition of Fruit and Vegetables – Seasonality Writing time plan Introducing NEA 1- A scientific food investigation (task set by WJEC board and issue to students in 1 st half of the Autumn Term) which will assess students’ knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food. <u>NEA1 COURSEWORK</u> These assessments will be based on a choice of tasks released by WJEC annually Section (a) <u>Research and</u> plan the task; propose a hypothesis, create a plan of	Spring Term 1: NEA2 COURSEWORK NEA2 Power point advice/guidance Section (a) Trial and testing. Selecting a menu and making dovetailed time plan for practical Exam. Written Exam Preparation	Summer Term 1: <u>Written Exam Preparation</u> Exam Preparation power point- written exam advice Revision and practice for written paper Walking talking mocks

<p>action, or an educated prediction of what the outcome will be.</p> <p>Section (b) <u>Investigate</u> the working characteristics and the functional and the chemical properties of ingredients through practical experimentation. Use findings to achieve a particular result. Photographic evidence is essential.</p>		
<p>Autumn Term 2: <u>NEA1 COURSEWORK</u></p> <p>Section (c) <u>Analyse</u> and evaluate the task; analyse the data and results, compare and draw conclusions from the results you have collected. Explain whether your prediction was proven and document the reasons or the success or failure of the investigation.</p> <p>GCSE Model question – Link to Principles of nutrition in GCSE</p> <p>GCSE Model question – <i>GCSE Model question</i> – Link to Principles of nutrition and Diet and good health in GCSE.</p> <p>Written Exam Preparation Review- Cooking food</p> <p><u>NEA 2 Practical EXAM Guide</u> These assessments will be based on a choice of tasks released by WJEC annually)</p> <p><u>NEA2 COURSEWORK</u> NEA2 Power point advice/guidance - Section (a) <u>Research</u>, trialling and testing, selecting a menu and making dovetailed time plan.</p>	<p>Spring Term 2: <u>NEA2 COURSEWORK</u> <u>NEA2 Power point advice/guidance</u></p> <p>Section (b) Show casing your technical skills: This is where you must show your examiner that you can carry out your chosen recipes successfully and competently, finishing up with excellent presentation skills and well-cooked dishes.</p> <p>Section (c) Analyse and evaluate the task; in this section you will need to show that you are able to evaluate the technical skills that you have selected and demonstrated during your cooking, and that you can use sensory descriptors and consider the taste, texture, aroma and appearance of your dishes.</p> <p><u>Written Exam Preparation</u></p> <p>Exam Preparation power point-written exam advice Revision and practice for written paper Walking talking mocks</p>	

How will your child be assessed in the Summer Term?

Assessment will be based on Mock exams 50%

50% NEA 2 SECTION A.

Summer Term Assessment Revision Topics (students will be given detailed checklists):

- Factors that influence food choices
 - Methods of Cooking
 - Eatwell Guide
 - Poultry
 - Egg Cookery
 - Genetically Modified Foods
 - Food Packaging
 - Sensory analysis
 - Food Storage
 - Food Terminologies

Theory revision list will be handed out in class as well as being uploaded to Class Charts and Teams.

What can you do to support your child in Food Preparation and Nutrition?

Be aware of deadlines and check work occasionally to assess that it is at an appropriate standard
Discuss what has been happening in class and ask if they are having difficulties. Encourage your child to ask Ms. Thompson for help if they need it.

Familiarise yourself with school systems like Teams and Class Charts so that you can further support your child in online assignments etc.

Contact Ms. Thompson if you have any queries or concerns.

Wider reading and useful websites or activities to support learning:

- <https://www.nutrition.org.uk/nutritionscience/nutrients-food-and-ingredients/protein.html>
- <https://www.nutrition.org.uk/healthyliving/healthyeating/protein.html>
- <https://www.nutrition.org.uk/nutritioninthenews/headlines/eatwell.html>
- [www.BBC bitesize.co.uk/foodpreparation](http://www.BBCbitesize.co.uk/foodpreparation)
- www.nutrition.org.uk
- www.foodafactoflife.org.uk
- www.nutrition.training
- <https://www.nutrition.org.uk/nutritionscience/nutrients-food-and-ingredients/minerals-and-trace-elements.html>

Year 11 Health and Social Care Curriculum

Staffing: Ms Napp & Ms Shirfield
Email: m.napp@sydenham.lewisham.sch.uk

Exam Board: OCR Cambridge Nationals

Assessment Overview:

Year 11 units covered:

Unit R021-Essential Values of care for use with individuals in care settings(Exam unit

Unit R025-Human Lifespan Development

Autumn 1: R021: L01 Supporting Individuals to maintain their rights (part 1)

R025: L01-The Life stages of development from young people to adulthood The Life stages of development from young people to adolescence (Coursework)

Autumn 2: R021: L01 Supporting Individuals to maintain their rights (part 2)R025: I02-The ageing process in older adulthood

Spring 1: R021: The importance of the values of care R025: L03-Medical Conditions that affect progress through the life stages Assessment Week: R021

Spring 2: R021: Legislation and the Impact on care settingsR025: L04-Creating Support Plan

Summer 1: REVISION

Summer Term 2:R021 EXTERNAL EXAM –Retake opportunity (Thursday 16th June 2022)

Subject Curriculum Intent:

Health and Social Care studies encourages learners to think creatively, innovatively, analytically, logically and critically to develop independence and confidence in using skills that would be relevant to the health and social care sector and more widely. The curriculum will assess the application of Health and Social Care through their practical use. It will provide learners with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aim of enhancing their employability when they leave education, contributing to both their personal development and future economic well-being. Cambridge Nationals in Health and Social Care will equip learners with sound specialist knowledge and skills for everyday use. They will also challenge all learners, including high attaining learners, by introducing them to demanding material and skills, encouraging independence and creativity; providing tasks that engage with the most taxing aspects of the National Curriculum (including Values of Care and the current legislation requirements and the importance of softer skills such as communication skills to ensure individuals right to independence and dignity).The subject incorporates the use of the hands-on approach for both teaching and learning and aims to appropriately support with the way young people use new technology and underpins a highly valid approach to the assessment of their skills. The qualification design incorporates a range of units that enable learners the freedom to explore more deeply the things that interest them as well as providing good opportunity to enhance their learning in a range of curriculum areas.

Curriculum Content Overview:

<p>Autumn Term 1: R021: RECAP L01 Supporting Individuals to maintain their rights</p> <p>RECAP L02-The importance of care values and how they are applied</p> <p>R025: L01-The Life stages of development from young people to adulthood</p>	<p>Spring Term 1: R021: L01- Supporting Individuals to maintain their rights L02- The importance of care values and how they are applied</p> <p>R025: L03-Medical Conditions that affect progress through the life stages</p>	<p>Summer Term 1: Revision/Coursework completion</p>
<p>Autumn Term 2: R021: L03- Legislation impacts on care settings L04- Personal hygiene, safety, and security</p> <p>R025: L02-The ageing process in older adulthood</p>	<p>Spring Term 2: R021: L03- Legislation impacts on care settings L04- Personal hygiene, safety, and security</p> <p>R025: L04-Creating Support Plans</p>	<p>Summer Term 2: R021 EXTERNAL EXAM –Retake opportunity (Thursday 16th June 2022)</p>
<p>How will your child be assessed in the Summer Term? R021-External examination 10/1/22 (Please note External exam Retakes are on 16/6/22) R025- Coursework assignments for L03 and L04</p>		
<p>Summer Term Assessment Revision Topics (students will be given detailed checklists): R021: All Lo's L01- Supporting Individuals to maintain their rights L02- The importance of care values and how they are applied L03- Legislation impacts on care settings L04- Personal hygiene, safety, and security</p> <p>R025- L03-Medical Conditions that affect progress through the life stages L04- Creating support plans</p>		
<p>What can you do to support your child? You can support your child in managing their coursework deadlines Help them to access the wider reading and learning available on our Teams platform</p>		
<p>Wider reading and useful websites or activities to support learning: Websites www.ageuk.org.uk www.alzheimers.org.uk www.autism.org.uk www.banardos.org.uk www.mencap.org.uk www.nhs.uk www.nhs.uk/conditions www.mind.org.uk www.makaton.org www.rnib.org.uk</p>		

www.scie.org.uk

Books

Fisher, A Blackmore, C., McKie, S Riley, M., Seamons, S. and Tyler, M (2012) Applied AS Health & Social Care Student Book for OCR. Oxford

Butler, S. J. (2004) Hearing and sight loss-A Handbook for Professional Carers, Age Concern England.

Moss, B. (2015) Communication Skills in Health and Social Care (3rd edition), Sage Publications Ltd

Moonie, N., Aldworth, ., Billingham, M. and Talman, H (2010) BTEC Level 3 National Health & Social Care Book 1. Pearson.

Lindon, J. (2012) Equality and Inclusion in Early Childhood (2nd edn), Linking Theory and Practice

Year 11 Media Studies Curriculum

Staffing: L Marcus

Email: l.marcus@sydenham.lewisham.sch.uk

Exam Board: Eduqas (part of WJEC)

Assessment Overview:

Autumn 1: Component 2 Assessment Task on Situation Comedy Texts (The IT Crowd and Friends)

Autumn 2: Component 2 Mock Exam on Situation Comedy Texts (The IT Crowd and Friends)

Spring 1: Component 2 Assessment Task on Rio by Duran Duran or Roar by Katy Perry

Spring 2: Component 2 Mock Exam on Situation Comedy Texts (The IT Crowd and Friends) and Music Video (Rio by Duran Duran)

Summer 1: Practice Component 2 Exam on Situation Comedy Texts (The IT Crowd and Friends) and Music Video Texts (Roar by Katy Perry and Freedom by Pharell Williams)/Music Websites (Katy Perry)

Summer 2: Formal GCSE Exams – Component 1 and Component 2.

Subject Curriculum Intent:

Media Studies will help you to develop skills that you'll be able use in your other subjects such as critical thinking, analysis, research, planning, practical skills, time management, essay writing skills and more. As a GCSE Media Studies student, you will analyse how media products like TV programmes use images, sounds, language, and representations to create meaning. You will learn about the media industry and how the industry affects how media products are made. You will investigate media audiences, exploring who are the people who watch, read and consume the products, and consider how different people might be affected by media products differently, and why. In your practical work, you'll also be able to apply what you've learned about the media to the production of your own media products.

Curriculum Content Overview:

<p>Autumn Term 1: <u>Component 3:</u> Non-examined Assessment (coursework). Production of DVD cover, film poster and written Statement of Aims. <u>Component 2:</u> Music Video – Rio by Duran Duran</p>	<p>Spring Term 1: <u>Component 2:</u> Music Videos and online texts (websites). As Autumn Term 2.</p>	<p>Summer Term 1: Revision for Component 1 and Component 2 exams</p>
<p>Autumn Term 2: <u>Component 3:</u> Non-examined Assessment (coursework). Production of DVD cover, film poster and written Statement of Aims. <u>Component 2:</u> Music Videos and online texts - Roar by Katy Perry and Freedom by Pharell Williams</p>	<p>Spring Term 2: <u>Component 2:</u> Music Videos and online texts (websites). As Autumn Term 2.</p>	<p>Summer Term 2: Formal GCSE exams</p>
<p>How will your child be assessed in the Summer Term?</p> <p>Practice questions on the Component 1 set texts for the adapted GCSE exam in 2022:</p> <ul style="list-style-type: none"> • Media Language in print adverts for Quality Street and This Girl Can. • Representation in the Pride magazine front cover and an unseen lifestyle magazine text. • Representation – how social/cultural contexts affect representations in the Pride magazine front cover and an unseen lifestyle magazine text. • Media Industries in the Spectre film poster and website. • Media Audiences in the Fortnite video game (website). <p>Component 2 Practice Exam Paper:</p> <ul style="list-style-type: none"> • Media Language and Media Contexts - Situation Comedy (The IT Crowd and Friends) • Representation - Music Videos (Roar by Katy Perry and Freedom by Pharell Williams) • Media Industries – Music Website (Katy Perry) <p>Component 3: Non-examined Assessment (DVD Cover, Film Poster and written Statement of Aims) - Final mark.</p>		
<p>Summer Term Assessment Revision Topics (students will be given detailed checklists):</p> <p>Component 1:</p> <ul style="list-style-type: none"> • Media Language in print adverts for Quality Street and This Girl Can. • Representation in the Pride magazine front cover and an unseen lifestyle magazine text. • Representation – how social/cultural contexts affect representations in the Pride magazine front cover and an unseen lifestyle magazine text. • Media Industries in the Spectre film poster and website. • Media Audiences in the Fortnite video game (website). <p>Component 2:</p> <ul style="list-style-type: none"> • Media Language and Media Contexts - Situation Comedy (The IT Crowd and Friends) • Representation - Music Videos (Roar by Katy Perry and Freedom by Pharell Williams) • Media Industries – Music Website (Katy Perry) 		

What can you do to support your child in Media?

Ask your child to summarise the key ideas from a lesson; ask them to teach you a key idea/concept; look at examples of print texts (magazine front cover/newspaper front page/print advert/film poster, as well as the home page of a website) and ask your child to explain the meanings in the text using media language points; look at examples of moving image texts (extract from a TV programme/film trailer/music video) and ask your child to explain the meanings in the text using media language points; discuss how different groups in society may interpret a media text in different ways.

Wider reading and useful websites or activities to support learning:

<https://www.bbc.co.uk/bitesize/subjects/ztnygk7>

https://www.eduqas.co.uk/qualifications/media-studies-gcse/#tab_overview

https://www.youtube.com/results?search_query=mrs+fisher+gcse+media

WJEC/EDUQAS GCSE MEDIA STUDIES: REVISION GUIDE (ILLUMINATE PUBLISHING)

Year 11 Sociology Curriculum

<p>Staffing: H Altinok Email: h.altinok@sydenham.lewisham.sch.uk J Begum Email: J.Begum@sydenham.lewisham.sch.uk</p>		
<p>Exam Board: AQA</p>		
<p>Assessment Overview:</p> <ul style="list-style-type: none"> Autumn 1: Social Stratification Autumn 2: Social Stratification <p>Assessment Week: Mock paper (short version)</p> <ul style="list-style-type: none"> Spring 1: Social Stratification Spring 2: Revision <p>Assessment Week: Exam Paper on Paper 2</p> <ul style="list-style-type: none"> Summer 1: Revision Summer 2: Revision <p>Assessment week: SUMMER GCSE ASSESMENT</p>		
<p>Subject Curriculum Intent</p> <p>Topic: Education</p> <ul style="list-style-type: none"> Different views of the role and functions of education. The functionalist perspective of Durkheim on education as the transmission of norms and values and Parsons on achieved status and the operation of schools on meritocratic principles. Different views of the correspondence principle on the relationship between education and capitalism as developed from a Marxist perspective by Bowles and Gintis. Factors affecting educational achievement. The work of Halsey on class-based inequalities and Ball on parental choice and competition between schools. Processes within schools affecting educational achievement. The work of Ball on teacher expectations and Willis on the creation of counter school cultures. <p>Topic: Crime and deviance</p> <ul style="list-style-type: none"> The social construction of concepts of crime and deviance and explanations of crime and deviance. The work of Merton on the causes of crime from a functionalist perspective and Becker from an interactionist perspective. Formal and informal methods of social control. The work of Heidensohn on female conformity in male dominated patriarchal societies. Factors affecting criminal and deviant behaviour and ways in which criminal and deviant behaviour have generated public debate. The work of Albert Cohen on delinquent subcultures and Carlen on women, crime and poverty. The usefulness of the main sources of data on crime, the collection of official data on crime, patterns and trends in crime figures and the 'dark figure'. 		
<p>Curriculum Content Overview:</p>		
<p>Autumn Term 1: Social Stratification</p>	<p>Spring Term 1: Social Stratification</p>	<p>Summer Term 1: Revision</p>

Autumn Term 2: Social Stratification	Spring Term 2: Revision	Summer Term 2: Revision
<p>How will your child be assessed in the Summer Term?</p> <p>Spring Term Assessment Revision Topics (students will be given detailed checklists):</p> <ul style="list-style-type: none"> • Social Stratification: End of unit assessment. • Revision: Mock assessments. 		
<p>Summer Term Assessment Revision Topics (students will be given detailed checklists):</p> <ul style="list-style-type: none"> • Social Stratification (students to be given specific breakdown of the topics) 		
<p>What can you do to support your child?</p> <p>Encourage them to get into the habit of revision.</p> <p>Encourage them to read outside of the classroom through wider reading.</p>		
<p>Wider reading and useful web-sites or activities to support learning:</p> <p>AQA Sociology GCSE Sociology</p>		

Year 11 Textiles Curriculum

Staffing: Ms Winters Email: a.winters@sydenham.lewisham.sch.uk		
Exam Board: AQA (course code 8552)		
Assessment Overview: Overall mark: 50% NEA project (design and make) 50% Exam Low-stakes quizzes and tests, Mock Exams and Final External Exam NEA project (Investigating, Designing, Making, Evaluating) in PowerPoint portfolio – assessed by teacher and moderated by external examiner Practical activities being monitored by the teacher and assessed on criteria of skills shown, working safely, quality control when working and quality of finish.		
Subject Curriculum Intent: We aim to foster an environment in which students can express their creativity and make their ideas a reality through exercising the practical skills we teach them in the textiles workroom. The focus is on investigation, experimentation and evaluation, leading to improved high quality products and more independent learning of knowledge and skills. Students will gain a deeper understanding of the impact their choices, as a designer, can have on society and the wider world.		
Curriculum Content Overview:		
Autumn Term 1: NEA Section A – Investigation, Section B - Design brief and Specification and Section C – Generating design ideas Client investigation Market research Moodboard Colourways Design Brief Specification Design strategies Note: most of the work in this half-term is getting section A of the NEA up to the highest standard as a quality basis for Section B, C, D, E and F.	Spring Term 1: Continuation of NEA Section D and start section E – Realising design ideas <ul style="list-style-type: none"> • 3D development • Testing and Evaluation • Toiles • Materials and component selection • Start realising (making) final design 	Summer Term 1: Final checks for NEA <ul style="list-style-type: none"> • Final tweaks to NEA and send work to Moderator. • Retrieval practice and exam preparation
Autumn Term 2: Continuation of NEA. Section C Generating Design ideas and Developing Design ideas. <ul style="list-style-type: none"> • Design strategies • Product analysis • 2D and 3D design communication • Environmental and social impact • Anthropometrics and ergonomics 	Spring Term 2: Continuation of NEA Section E and start Section F – Testing and evaluating. 2D and 3D communication <ul style="list-style-type: none"> • Realising (making) Final design • 2D Communication • Manufacturing specification • Testing and evaluating • Retrieval practice 	Summer Term 2: Final exam

<ul style="list-style-type: none"> • 3D modelling. • Decorative and structural samples <p>Mock 1 exam</p>	<p>Deadline for NEA Mock 2 exam</p>	
<p>How will your child be assessed in the Autumn Term? 50% NEA progress with Sections A, B and C 50% Mock exam 1</p>		
<p>Autumn Term Assessment Revision Topics (students will be given detailed checklists): Theory content for revision will be set at the time and handed out in class as well as being emailed out to students.</p>		
<p>How will your child be assessed in the Summer Term? 50% Final NEA including section A, B, C, D, E and F - assessed by teacher and moderated by external examiner 50% Final externally marked exam</p>		
<p>Summer Term Assessment Revision Topics (students will be given detailed checklists): Theory content for revision will be set at the time and handed out in class as well as being emailed out to students.</p>		
<p>What can you do to support your child in Product Design? Be aware of deadlines and check work occasionally to check that it is at an appropriate standard. Discuss what has been happening in class and ask if they are having difficulties. Encourage your child to ask their teacher for help if they need it. Familiarise yourself with school systems like Teams and ClassCharts so that you can be more involved in the online uploading of assignments etc Contact Ms Winters if you have any queries or concerns</p>		
<p>Wider reading and useful web-sites or activities to support learning:</p> <p>Websites www.technologystudent.com BBC bitesize Seneca learning</p>		

Year 11 Product Design Curriculum

<p>Staffing: Mr Bima Email: d.bima@sydenham.lewisham.sch.uk</p>		
<p>Exam Board: AQA (course code 8552)</p>		
<p>Assessment Overview: Overall mark: 50% NEA project (design and make) 50% Exam Low-stakes quizzes and tests, Mock Exams and Final External Exam NEA project (Investigating, Designing, Making, Evaluating) in PowerPoint portfolio – assessed by teacher and moderated by external examiner Practical activities being monitored by the teacher and assessed on criteria of skills shown, working safely, quality control when working and quality of finish.</p>		
<p>Subject Curriculum Intent: We aim to foster an environment in which students can express their creativity and make their ideas a reality through exercising the skills we teach them in the workshop. The focus is on experimentation and analysis of successes and mishaps, leading to improved products and more independent learning of knowledge and skills.</p>		
<p>Curriculum Content Overview:</p>		
<p>Autumn Term 1:</p> <p>Project: NEA Section A (Investigating the Context) Ergonomics and Anthropometrics (through NEA client research) Revise Physical and Mechanical Properties</p> <p>Note: most of the work in this half-term is getting section A of the NEA moving</p>	<p>Spring Term 1:</p> <p>Project: NEA Section E (Making) & F (Evaluation and Testing) Risk Assessment (taught through NEA) QA & QC (taught through NEA) Tolerances Working to a Specification Continuous Improvement Jigs & Templates Review Polymers Sustainability Manufacturing Processes Review Review Smart Materials: Overview Sustainability Processes (vacuum-forming, blow-moulding, Bending, Injection Moulding, Extrusion) Textiles Overview 2 Existing Design Companies (Homework research task)</p> <p>Assessment Content for Assessment Fortnight:</p> <ul style="list-style-type: none"> • Mock Exam (50%) • NEA Project (50%) Assessment based on completion of sections A to C (Section C deadline was 5 January 2022) and some of section D, primarily modelling and CAD evidence in the NEA PowerPoint portfolio. 	<p>Summer Term 1:</p> <p>Focus on theory and exam practice Review forces: Types of Levers Types of movement Gear ratios Manufacturing: Flexible Manufacturing Systems (FMS) Lean Manufacturing Just In Time Manufacture (JIT) Rapid Prototyping (RP) Automation (eg pick and place electronics) Review Sustainability:6Rs vs Landfill/Waste-Disposal Finite vs Non-Finite Resources Carbon Footprint Fairtrade Ethical Design Planned Obsolescence vs Design for Repair and Ethical Design COSHH and H&S Systems and Control: Input, Process, Output</p>

<p>Autumn Term 2: Project: NEA Section B (Brief & Specification), C (Initial Designs) & D (Developing Final Design and Planning to Make)</p> <p>Review Woods: Overview Sustainability Processes Maths: Scale, Area & Volume Rapid Prototyping and 3D printing Systems Diagrams (planning to make in section D of NEA) Review Papers and Boards: Processes (offset lithography, die-cutting) Finishes (lamination, varnishing, embossing, foil blocking, spot varnishing)</p> <p>2 Existing Designers (Homework research task)</p> <p>SPRING MOCK 1 EXAM</p>	<p>Spring Term 2: NEA DEADLINE END OF FEBRUARY (first week back from half-term)</p> <p>Product Analysis Power Production: Fossil Fuels Nuclear Renewable (Wind, Solar, Hydro, Biomass) Power Storage: Alkaline & Rechargeable Batteries Kinetic Pumped Storage Systems (eg Tidal Power)</p> <p>Trigonometry and Pythagoras in D&T Review CNC: Wood router Co-ordinates as used in 2D CNC Inclusive Design Technological Push vs Market Pull Impact of New Technology on Society</p>	<p>Summer Term 2 Final Exams:</p>
<p>How will your child be assessed in the Summer Term? Overall mark: 50% NEA project (design and make) 50% Exam Final External Exam NEA project (Investigating, Designing, Making, Evaluating) in PowerPoint portfolio – assessed by teacher and moderated by external examiner</p>		
<p>Summer Term Assessment Revision Topics (students will be given detailed checklists): These will be set at the time and handed out in class as well as being emailed out to students.</p>		
<p>What can you do to support your child in Product Design? Be aware of deadlines and check work occasionally to check that it is at an appropriate standard Discuss what has been happening in class and ask if they are having difficulties. Encourage your child to ask Mr Bima for help if they need it. Familiarise yourself with school systems like Teams and ClassCharts so that you can be more involved in the online uploading of assignments etc Contact Mr Bima if you have any queries or concerns</p>		
<p>Wider reading and useful web-sites or activities to support learning:</p> <p>YouTube channels How It's Made Product Design Maker Producttank</p> <p>Websites www.technologystudent.com BBC bitesize</p>		

Year 11 Child Development Curriculum

Staffing: Sinead Shirfield Email: s.shirfield@sydenham.lewisham.sch.uk		
Exam Board: OCR Cambridge Nationals		
Assessment Overview: 3 units over 3 years Unit 1 – R018 Health and well-being for child development (exam) Unit 2 - R020: Understand the equipment and nutritional needs of children from birth to five years (coursework) Unit 3 - R020: Understand the development of a child from birth to five years (coursework)		
Subject Curriculum Intent: Child Development covers all aspects of child development and parental responsibility, from conception to five years. Students develop the essential theoretical knowledge and practical skills needed to create the best conditions for a child's development and well-being. This qualification will prepare students for further qualifications in Child Care, Health and Social Care, Psychology, Sociology and Biology.		
Curriculum Content Overview: Unit 1: The first topic of study underpins all of the other learning in this qualification. Students will develop the essential knowledge and understanding in child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, postnatal provision, conditions for development, childhood illnesses and child safety. Knowledge gained would be of use for further studies in PHSE, Biology and other child development qualifications. Unit 2: In the second topic of study, students will gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all of these needs. This topic will also cover nutrition and hygiene practices and students will be given the opportunity to investigate feeding solutions, comparing these to nutritional requirements and evaluating the outcomes. Evaluation skills are developed, which would be of use in further studies in a number of areas Unit 3: In the third topic of study, students will gain an understanding of the development norms from birth to five years and the stages and benefits of play. Students will gain knowledge of, and skills in, developing activities to observe development norms in children up to the age of five. This topic will include researching, planning and carrying out activities with a child and observing and evaluating these activities, as well as comparing the child to the expected development norms. Researching, planning, observing and evaluating skills would be useful in further studies as these are transferable skills and could be applied to many subject areas.		
Autumn Term 1: Unit 1: Revision – Child Safety and Childhood Illnesses	Spring Term 1: Unit 1 Exam Unit 3: Physical, intellectual and social developmental norms from birth to five years Unit	Summer Term 1: Unit 3: Plan different play activities for a chosen developmental area with a child from birth to five years

<p>Autumn Term 2: Unit 1: Revision – Postnatal checks, postnatal provision and conditions for development</p> <p>Unit 1: Revision – Antenatal care and preparation for birth</p> <p>Unit 1: Revision – Reproduction and the roles and responsibilities of parenthood</p>	<p>Spring Term 2: Unit 3: The benefits of learning through play</p>	<p>Summer Term 2: Unit 3: Carry out and evaluate different play activities for a chosen developmental area with a child from birth to five years</p> <p>Unit 1 Exam Resits (date TBC)</p>
<p>How will your child be assessed in the Summer Term?</p> <p>An end of term test will be completed that covers the content of autumn term. Mock exams to be sat to identify areas of improvement.</p> <p>Your child will be assessed through undertaking coursework assignments.</p>		
<p>Summer Term Assessment Revision Topics (students will be given detailed checklists):</p> <p>RO20: LO1- Physical, intellectual and social developmental norms from birth to five years LO2 - The benefits of learning through play</p>		
<p>What can you do to support your child?</p> <ul style="list-style-type: none"> • Ask child to recall what they learnt in their class • Provide a quiet space (where possible) to complete homework tasks. • Be a revision buddy – go through practice mock questions with your child (provided in class). • Encourage child to attend ‘Child Development Club’ – an extra curriculum activity group offering one to one support for assessments. Provides an opportunity to practice for practical skills assessments (e.g bottle making). 		
<p>Wider reading and useful web-sites or activities to support learning:</p> <ul style="list-style-type: none"> • Learn About Child Development CDC • Baby and toddler safety - NHS (www.nhs.uk) • Child Accident Prevention Trust (capt.org.uk) • Interactive Child Development Timeline NHS GGC • Cambridge National Level 1/2 Child Development. Author: Miranda Walker. ISBN: 9781471899751 		

Year 11 Music Curriculum

Sydenham School Year 11 GCSE Music Curriculum Guide

Staffing: Joe Mathers and Ayesha Akkari

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Exam Board: Eduqas

Assessment Overview:

Component 1: Performing

Internally assessed, externally moderated 30% of qualification A

Component 2: Composing

Non-exam assessment: internally assessed, externally moderated 30% of qualification

Component 3: Appraising Written examination

1 hour 15 minutes (approximately) 40% of qualification

Subject Curriculum Intent

GCSE in Music offers a broad and coherent course of study which encourages learners to:

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

Curriculum Content Overview:		
<p>Autumn Term 1 and 2</p> <p>Film Music</p> <p>. Through this area of study learners are encouraged to consider how music for film is created, developed and performed, and the impact this has on the audience. Learners will have the opportunity to compose and perform film music and are encouraged to use musical technology to create mood and atmosphere through engaging with the story of the film.</p>	<p>Spring Term 1 and 2</p> <p>Popular Music</p> <p>Through this area of study learners are encouraged to explore the musical idioms associated with a variety of popular music, and they will have the opportunity to perform popular music as well as compose music associated with a popular music genre. Learners are also encouraged to use music technology, understanding the impact this has on the way music is developed and performed in popular music.</p> <p>Musical Forms and Devices</p> <p>Forms and devices are of fundamental importance in musical composition, and many of the common musical forms and devices used by composers today have their origin in the Western Classical Tradition. The music of the Baroque, Classical and Romantic eras provides the context for a study of binary, ternary, minuet and trio rondo, variation and strophic forms. Learners are encouraged to engage with a variety of music from the prescribed eras, through a range of performing, composing and appraising activities. They are also encouraged to make links between music they listen to, pieces they perform and their own compositions, as well as music by composers from the twentieth and twenty-first centuries who use these forms and devices.</p>	<p>Summer Term 1 and 2</p> <p>Appraising</p> <p>Revision of all areas of study covered so far. Working on examination technique, wider listening and set works. Building upon all skills learned throughout Year 9 to Year 11. Learners will have the opportunity to practise past papers and work on feedback throughout the term.</p>
<p>How will your child be assessed in the Summer Term?</p> <p><i>Students will be assessed in three areas of Performing, Composing and Listening. They will be asked to recognise the key musical layers, structure and texture in popular music.</i></p>		
<p>Summer Term Assessment Revision Topics (students will be given detailed checklists):</p> <p>Focuses on TIMBRE, TONE COLOUR, DYNAMICS</p> <p>TOPIC 1 – Film Industry</p>		

TOPIC 2 – Musical Elements in Film Music

TOPIC 3 – Musical Devices in Film Music

TOPIC 5 – Appraising Film Music

What can you do to support your child in Music GCSE?

Provide opportunities for your child to listen to music and talk to them about the musical instruments and elements they hear. Ask them to talk to you about how it makes them feel and what it is in the music that does that.

Encourage your child to look into more examples of the music we are studying at this time and to explore how the same or different musical elements are present in each piece.

Wider reading and useful web-sites or activities to support learning:

BBC Bitesize KS4 Music Eduqas: [GCSE Music - Eduqas - BBC Bitesize](#)

Exam Specification: [eduqas-gcse-music-spec-from-2016 \(28.04.15\)](#)

Year 11 GCSE PE Curriculum

Sydenham School Year 11 GCSE PE Curriculum Guide

<p>Staffing: Alice Fullilove</p> <p>Email: A.fullilove@sydenham.lewisham.sch.uk</p>		
<p>Exam Board: Edexcel</p>		
<p>Assessment Overview:</p> <p>Low stakes assessments and quizzes</p> <p>Mock exam- component 1- 1hour 45 minutes</p> <p>Mock exam component 2- 1 hour 15 minutes</p> <p>Component 3- practical assessment in 2 chosen sports- recorded and moderated</p> <p>Component 4- Personal Exercise Program- coursework</p>		
<p>Subject Curriculum Intent</p> <p>GCSE PE will equip students with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. Students will also gain understanding of how physical activities benefit health, fitness and wellbeing.</p> <p>Students will develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve their performance.</p> <p>Students will perform effectively in different physical activities by developing skills and techniques and selecting and applying tactics/strategies.</p>		
<p>Curriculum Content Overview:</p>		
<p>Autumn Term 1:</p> <p>Component 2-Health, fitness and well being</p> <ul style="list-style-type: none"> Physical, social and emotional health Impact of fitness on well being Balance diet <p>Component 3- practical sport</p> <ul style="list-style-type: none"> Rock climbing trip Carrying out PEP training sessions 	<p>Spring Term 1:</p> <p>Component 2- sports psychology</p> <ul style="list-style-type: none"> Classification of skills Practice structures Goal setting Smart targets Types of guidance <p>Component 3-Practical sport-</p> <ul style="list-style-type: none"> post PEP fitness tests Badminton assessments 	<p>Summer Term 1:</p> <p>Components 1 and 2- revision</p> <p>Component 3- Practical moderation</p>

<p>Component 4- coursework</p> <p>Fitness testing</p> <p>Planning section</p>	<p>Component 4- continuation of coursework- monitoring section</p>	
<p>Autumn Term 2:</p> <p>Component 2- Health, fitness and well being</p> <ul style="list-style-type: none"> • Lifestyle choices • Sedentary lifestyle • Optimum weight • Maintaining a healthy weight • <p>Component 3- carrying out PEP training sessions</p>	<p>Spring Term 2: Component 2- socio-cultural influences</p> <ul style="list-style-type: none"> • Participation rates • Commercialization in sport • Types of sporting behaviour <p>Component 3- Practical assessments and recording of sporting performance</p> <p>Component 4- continuation of coursework- Evaluation section</p>	<p>Summer Term 2:</p> <p>Public Examinations</p>
<p>How will your child be assessed in the Summer Term?</p> <ul style="list-style-type: none"> • Low stakes assessments- component 1 and 2 • Mock exam- component 1 and 2- 1 hour 15 minutes 		
<p>Summer Term Assessment Revision Topics (students will be given detailed checklists):</p> <p>Students will be given a range of practice questions and knowledge organisers</p>		
<p>What can you do to support your child in GCSE PE?</p> <ul style="list-style-type: none"> • Support your child by asking them about their PE learning • Help you child to revise using the revision guides • Encourage your child to participate in their chosen sport in school and outside of school • Engage with homework via classcharts and Teams • Support you child using Teams for independent study • Encourage your child to watch sport on TV 		
<p>Wider reading and useful web-sites or activities to support learning:</p> <p>Edexcel GCSE PE BBC bitesize</p> <p>Teams resources- knowledge organisers</p>		

[Revision guide-](#)

[Command Words- GCSE](#)

[GCSE PE parent pack questions- paper 1](#)

[GCSE PE parent pack questions- paper 2](#)

Year 11 Computer Science Curriculum

Staffing: Michelle Warner Email: m.warner@sydenham.lewisham.sch.uk		
Exam Board: Edexcel		
Assessment Overview: Paper 1 – written examination – 1hr 30mins – 50% qualification Paper 2 – onscreen examination – 2hrs – 50% qualification		
Subject Curriculum Intent: Further develop students’ knowledge and understanding of Computer Science through studying the importance of computation in the world, and how it will evolve in the future.		
Curriculum Content Overview: Principles of Computer Science: - Computational Thinking, Data, Computers, Networks, and Issues and Impact Application of Computational Thinking: - Computational Thinking and Problem solving with programming		
Autumn Term 1: Programming with Python Operating Systems	Spring Term 1: Programming with Python Environmental Impact Languages	Summer Term 1: Revision and exam preparation
Autumn Term 2: Programming with Python Cybersecurity Networks	Spring Term 2: Programming with Python Data representation Ethical and Legal Impact	Summer Term 2:
How will your child be assessed in the Summer Term? Two exams: Paper 1 – Principles of Computer Science - written – Monday 16 May 2022 Paper 2 – Application of Computational Thinking – onscreen - Friday 27 May 2022		
Summer Term Assessment Revision Topics (students will be given detailed checklists): Topic 1: Computational Thinking Topic 2: Data Topic 3: Computers Topic 4: Networks Topic 5: Issues and Impact Topic 6: Problem solving with programming		
What can you do to support your child in Computer Science? Ensure access to a suitable device with internet access Encourage completion of all class work in OneNote Notebook Support completion of all homework to deadline For missed lessons, ensure independent completion of all missed classwork and homework		
Wider reading and useful web-sites or activities to support learning: Videos: https://student.craigndave.org/gcse-edexcel-videos Learning Tool and flash cards: https://quizlet.com/en-gb BBC Bitesize: https://www.bbc.co.uk/bitesize/examspecs/zdqy7nb		

Year 11 Dance Curriculum

Staffing: A.Hemstead T.Walker
Email: A.Hemstead@sydenham.lewisham.sch.uk
Exam Board: Pearson
Assessment Overview: 3 Components over 2 years Component 1 – Exploring the Performing Arts (Coursework) Component 2 - Developing Skills and Techniques in the Performing Arts (coursework) Component 3 – Responding to a Brief (Exam)
Subject Curriculum Intent The BTEC Level 1/Level 2 Tech Award in Performing Arts is for learners who want to acquire technical knowledge and technical skills through dance. The qualification recognises the value of learning skills and knowledge covering the <ul style="list-style-type: none">• development of key skills that prove your aptitude in Dance such as reproducing repertoire or responding to stimuli• process that underpins effective ways of working in the Performing Arts, such as development of ideas, rehearsal and performance• attitudes that are considered most important in the Performing Arts, including personal management and communication• knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, performance disciplines and styles.
Curriculum Content Overview: Component 1 <ul style="list-style-type: none">▶ This unit gives you a broad understanding of performance work and influences, looking at how practitioners create their work and the process they take from creation, developments and performance.▶ You will study three professional works each of a different style both theoretically and practically.▶ You will present a written report to show your findings from your research. Component 2 <ul style="list-style-type: none">▶ This unit assesses your ability as a dancer and your technical and interpretive skills. You will explore a chosen style of dance and participate in regular technique and creative classes in this style.▶ This unit also requires you to study an already existing piece of work in the chosen dance style to replicate.▶ You will focus on your physical and interpretive skills, setting yourself targets and reviewing these regularly to understand and improve your performance.▶ You will apply these skills in a final performance to a live audience. Component 3 <ul style="list-style-type: none">▶ This unit is externally marked by the exam board.▶ You will be able to work in small groups of 3 – 7 dancers.▶ The exam board will provide you with a stimulus on which you must choreograph a group performance lasting between 10-15 minutes.

<ul style="list-style-type: none"> ▶ Your performance must respond appropriately to the given stimulus and communicate your ideas clearly to a target audience of your choice. ▶ You will evaluate your creative process which will be completed in controlled assessment conditions. 		
<p>Autumn Term 1: Performance</p> <p>Component 2: Developing skills and techniques for performance</p>	<p>Spring Term 1: Choreography</p> <p>Component 3: Responding to a brief</p> <p>Understand how to respond to brief and select and develop skills and techniques in response to a brief.</p>	<p>Summer Term 1:</p>
<p>Autumn Term 2: Performance</p> <p>Component 2: Developing and applying skills and techniques for performance.</p> <p>Review own development and contribution to the performance</p>	<p>Spring Term 2: Choreography</p> <p>Component 3: Responding to a brief</p> <p>Apply skills and techniques in a workshop performance in response to a brief.</p> <p>Evaluate the development process and outcome in response to a brief</p>	<p>Summer Term 2:</p>
<p>How will your child be assessed in the Summer Term?</p> <p>3 written Controlled Assessments and 1 Performance Assessment</p> <p>Understanding of how to respond to a brief through discussion and practical exploration activities</p> <p>Demonstration of how to select and develop skills and techniques that are needed to realise the creative ideas in response to a brief</p> <p>Skills and techniques</p> <p>Working effectively with others</p> <p>Communication of ideas through performance</p> <p>Reflection of the process and outcome.</p>		
<p>Summer Term Assessment Revision Topics (students will be given detailed checklists):</p> <p>Research in response to the brief</p> <p>Written and practical model exemplar materials</p>		
<p>What can you do to support your child?</p> <p>Encourage your child to meet deadlines when submitting homework.</p> <p>Ask your child to explain the work they are doing and evaluate their success and areas for development.</p> <p>Encourage your child to practise their work at home.</p> <p>Encourage your child to watch live Dance performances either at an outside venue or online.</p> <p>Encourage your child to participate in Dance Curriculum Enrichment Activities including clubs and the annual Dance Show.</p> <p>Encourage your child to attend Dance classes outside of school or to learn dances via online tutorials.</p>		
<p>Wider reading and useful websites or activities to support learning:</p> <p>Research into professional practitioners and professional dances to support choreography</p> <p>Written and practical model exemplar materials</p> <p>Glossary of subject specific vocabulary AQA Subject specific vocabulary</p>		