

Sydenham School

Curriculum Information for Parents

Spring Term 2023

Year 11



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Assessment Calendar

Year 11 Mock Exams	31 st October – 11 th November
Year 11 Parents Evening	5 th October
Year 11 Invited Parents Evening	25 th January
Year 11 Mock Exams	20 th February – 1 st March
Year 11 Speaking Exams (Languages)	TBC
Summer Exams Begin	TBC

Year 11 English Curriculum Guide

<p>Staffing: Hannah Bornstein, Curriculum Leader English and Media Faculty Email: h.bornstein@sydenham.lewisham.sch.uk</p>		
<p>Exam Board: AQA</p>		
<p>Subject Curriculum Intent: 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: Shakespeare's <i>Macbeth</i> Anthology Poetry revision Spoken Language</p>	<p>Spring Term 1: Revision: Literature Paper 2, Language Paper 2</p>	<p>Summer Term 1: Revision of all papers</p>
<p>Autumn Term 2: Shakespeare's <i>Macbeth</i> Anthology Poetry revision Spoken Language</p>	<p>Spring Term 2: Revision: Literature Paper 1, Language Paper 1</p>	<p>Summer Term 2: Public Examinations</p>
<p>How will your child be assessed in the Spring Term? Knowledge checks Exam questions and timed practice in lessons Formal assessments, including mock exams, using GCSE Exam questions and papers</p>		
<p>Spring Term Assessment Revision Topics (students will be given detailed checklists): <i>An Inspector Calls</i> by J.B. Priestley Anthology Poetry Unseen Poetry English Language Paper 2 – non-fiction reading including 19th century non-fiction; opinion writing</p>		
<p>What can you do to support your child in English?</p> <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 \(thenational.academy\)](#)
- 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 Spring Term? 3 x 90 minutes formal GCSE test papers		
Spring 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? Make sure your child is completing their Homework They should be aiming for 100% on their Sparx tasks If they need extra help they can come to Maths Clinic, Wednesday lunchtimes in SL03		
Wider reading and useful web-sites or activities to support learning: Sparx Maths Videos and Worksheets – Corbettmaths		

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)			
Exam Board: Pearson Edexcel GCSE (9-1)			
Assessment Overview: Exam assessed			
Subject Curriculum Intent: The importance of Science to our students and how it impacts the world around us is emphasised from the beginning of Key Stage 3, and students can understand the purpose and significance of learning about the subject. Our Science curriculum enables students to use their knowledge and skills to develop a deeper understanding of the mechanisms that explain the world around us. All three disciplines are interlinked and taught to enable students to develop their knowledge of Biology, Chemistry and Physics. In line with the school intent, students develop a sense of their responsibilities and possible actions they should carry out as they learn of the important issues that we face as a society. Students can link their learning from across the curriculum and feel empowered to learn new, unfamiliar material, solve problems and hypothesize. The science curriculum offers students the chance to become High Performance Learners by building their confidence in vocabulary and numeracy skills which they can independently apply to explain observations and interpret data from contextual situations. The curriculum is well planned, and lessons are sequenced to build on prior learning. Lessons are taught with enthusiasm by teachers who delve into a deeper understanding of the material to meet the national curriculum and beyond. Teachers have high standards and expect to be ready to learn and work with perseverance. They use practical work, modelling, collaborative learning opportunities alongside a strong focus on deliberate practice and retrieval practice when planning and delivering the material. Students are encouraged to ask questions and postulate ideas and explanations of theory while developing their investigative and problem-solving skills.			
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	
Unit	Title	Unit	Title
SB7	Animal coordination, control and homeostasis	SB8	Exchange and transport in Animals
SC20	Fuels	SC22	Hydrocarbons
SC21	Earth & atmospheric science	SC23	Alcohols & carboxylic acids
SP10	Electricity and circuits	SP12	Magnetism & the motor effect
SP11	Static electricity	SP13	Electromagnetic induction
SPRING TERM 1		SPRING TERM 2	
Unit	Title	Unit	Title
SC24	Polymers	SC25	Qualitative analysis
SP14	Particle model	SC26	Bulk and surface properties of matter
SP15	Forces and matter		

SUMMER TERM 1			SUMMER TERM 2		
Unit	Title		GCSE Exams – Dates below		
SB1-5	Biology Revision				
SC1-16	Chemistry Revision				
SP1-7	Physics Revision				
SEPARATE SCIENCE GCSE EXAM DATES					
Subject	Exam code	Title	Date	Time	Duration
Biology	1BIO 1H	Paper 1 Higher Tier	Tuesday 16 May 2023	AM	1h 45m
	1BIO 2H	Paper 2 Higher Tier	Friday 09 June 2023	PM	1h 45m
Chemistry	1CHO 1H	Paper 1 Higher Tier	Monday 22 May 2023	AM	1h 45m
	1CHO 2H	Paper 2 Higher Tier	Tuesday 13 June 2023	AM	1h 45m
Physics	1PHO 1H	Paper 1 Higher Tier	Thursday 25 May 2023	AM	1h 45m
	1PHO 2H	Paper 2 Higher Tier	Friday 16 June 2023	AM	1h 45m
COMBINED SCIENCE					
AUTUMN TERM 1			AUTUMN TERM 2		
Unit	Title		Unit	Title	
CB7	Animal coordination, control and homeostasis		CB8	Exchange & transport in animals	
CP9	Electricity and circuits		CP10	Magnetism & the motor effect	
			CP11	Electromagnetic induction	
			CP12	Particle model	
			CP13	Forces and matter	
SPRING TERM 1			SPRING TERM 2		
Unit	Title		Unit	Title	
CB1	Reteach Key concepts in Biology		CB2	Reteach Cells and control	
CB6	Reteach Plant structures and their functions		CB3	Reteach Genetics	
CB9	Reteach Ecosystems and material cycles		CB4	Reteach Natural selection and GM	
CC3-4	Reteach Atomic structure and the periodic table				
CC5-7	Reteach Bonding and Types of substances				
CC9	Reteach Calculations with masses		CB5	Reteach Health, disease and medicine	
CC10-12	Reteach Electrolysis, metals and reversible reactions		CC1-2	Reteach States and separating	
CC13-15	Reteach Groups, Rates and Energy changes		CC8	Reteach Acids and alkalis	
CC16-17	Reteach Fuels and the atmosphere		CP1-2	Reteach Motion and forces	
CP7-8	Reteach Forces and their effects				
SUMMER TERM 1			SUMMER TERM 2		
Unit	Title		Unit	Title	
CC11-12	Reteach Metals and reversible reactions		Revision		
CP3	Reteach Energy		GCSE Exams – Dates below		
CP4-5	Reteach Waves and light				
CP6	Reteach Radioactivity				

COMBINED SCIENCE GCSE EXAM DATES

Subject	Exam code	Title	Date	Time	Duration
Biology	1SC0 1BF	Paper 1: Biology 1 Foundation Tier	Tuesday 16 May 2023	AM	1h 10m
	1SC0 1BH	Paper 1: Biology 1 Higher Tier	Tuesday 16 May 2023	AM	1h 10m
	1SC0 2BF	Paper 4: Biology 2 Foundation Tier	Friday 09 June 2023	PM	1h 10m
	1SC0 2BH	Paper 4: Biology 2 Higher Tier	Friday 09 June 2023	PM	1h 10m
Chemistry	1SC0 1CF	Paper 2: Chemistry 1 Foundation Tier	Monday 22 May 2023	AM	1h 10m
	1SC0 1CH	Paper 2: Chemistry 1 Higher Tier	Monday 22 May 2023	AM	1h 10m
	1SC0 2CF	Paper 5: Chemistry 2 Foundation Tier	Tuesday 13 June 2023	AM	1h 10m
	1SC0 2CH	Paper 5: Chemistry 2 Higher Tier	Tuesday 13 June 2023	AM	1h 10m
Physics	1SC0 1PF	Paper 3: Physics 1 Foundation Tier	Thursday 25 May 2023	AM	1h 10m
	1SC0 1PH	Paper 3: Physics 1 Higher Tier	Thursday 25 May 2023	AM	1h 10m
	1SC0 2PF	Paper 6: Physics 2 Foundation Tier	Friday 16 June 2023	AM	1h 10m
	1SC0 2PH	Paper 6: Physics 2 Higher Tier	Friday 16 June 2023	AM	1h 10m

How will your child be assessed in the Spring Term?

Separate Science

- 3 X Written exams (one for each science)
- 3 x 1 hour 45 minutes exams (one for each science)

Combined Science

- 3 X Written exams (one for each science)
- Duration of each: 1 hour 10 minutes

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

Separate Science - Paper 2

Biology SB6, SB7, SB8, SB9	Chemistry SC17, SC18, SC19, SC20, SC21, SC22, SC23, SC24, SC25	Physics SP8, SP9, SP10, SP11, SP12, SP13, SP14, SP15
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Combined Science – HIGHER AND FOUNDATION - Paper 2

Biology CB6, CB7, CB8, CB9	Chemistry CC13, CC14, CC15, CC16, CC17	Physics CP7, CP8, CP9, CP10, CP11, CP12, CP13
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What can you do to support your child in Science?

- 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.
- Encourage your child to read Science articles and news stories along with documentaries on platforms such as BBC iPlayer.

Wider reading and useful websites or activities to support learning:

- ActiveLearn.co.uk: student logins have been issued by teachers of the class.
- BBC Bitesize Science
- Seneca Learning
- Revision guides, flashcards and practice question booklets are available to buy through ParentPay.

Year 11 French Curriculum

<p>Staffing: Sarah Waddingham, Danielle Walker Email: s.waddingham@sydenham.lewisham.sch.uk; d.walker@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/ on different topics. Reading and listening past papers, writing assessments. These are carried out once a term.</p>		
<p>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.</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>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>Summer Term 1:</p> <p>Exam period</p>
<p>Autumn Term 2:</p> <p>Social issues, environmental issues.</p>	<p>Spring Term 2:</p> <p>Revision and feedback from Mock exams</p> <p>Foundation:</p>	<p>Summer Term 2:</p> <p>Exam period</p>

<p>Discussing fair trade, global warming, extreme weather conditions.</p> <p>Using complex grammar phrases to write essays/</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>	
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How will your child be assessed in the Spring Term?

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

Spring 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 Spring Term?</p> <p>They will be assessed through reading, listening, writing, speaking.</p>		
<p>Spring 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>

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 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</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</p>	<p>Summer Term 2: Revisión and exams</p>

<p>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>Talk about international sporting events 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 Spring Term?</p> <p>Formal assessment following the board of examination specification in all abilities</p>		
<p>Spring 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 Spring Term?</p> <p>They will be assessed through vocabulary tests and exam style questioning,</p>		

Spring 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

<p>Staffing: Rachel Wylie, Jess Stoddart, Stuart Pickford, Joe Pengelly, Eleanor George Email: R.Wylie@sydenham.lewisham.sch.uk</p>		
<p>Exam Board: EDEXCEL</p>		
<p>Assessment Overview: Paper 1: Medicine through time c1250- Present Paper 2: Early Elizabethan England / Superpower Relations & the Cold War Paper 3: Weimar and Nazi Germany, 1918 -1939</p>		
<p>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.</p>		
<p>Curriculum Content Overview:</p>		
Autumn Term 1: Elizabethan England	Spring Term 1: Superpower Relations & the Cold War	Summer Term 1: Revision and Exam Skills
Autumn Term 2: Elizabethan England	Spring Term 2: Superpower relations and the Cold War	Summer Term 2: Public Exams
<p>How will your child be assessed in the Spring Term? Exam Style Questions to prepare for summer Exams including mock exams</p>		
<p>Spring Term Assessment Revision Topics (students will be given detailed checklists): Early Elizabethan England 1558 - 1588 Weimar & Nazi Germany</p>		
<p>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.</p>		
<p>Wider reading and useful web-sites or activities to support learning: Weimar and Nazi Germany, 1918-39 - BBC Bitesize</p>		

[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

Staffing: Caitlin Dunham, Adam Dallimore-Levinson, George Ranson Email: g.ranson@sydenham.lewisham.sch.uk		
Exam Board: AQA		
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)		
Subject Curriculum Intent: <p>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.</p> <p>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.</p> <p>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>		
Curriculum Content Overview:		
Autumn Term 1: <i>Weather Hazards and the Global Atmospheric Circulation Model</i>	Spring Term 1: <i>Challenge of Resource Use - UK</i>	Summer Term 1: <i>Pre-release and Revision</i>
Autumn Term 2: <i>Hot Deserts</i>	Spring Term 2: <i>Mocks and revision</i>	Summer Term 2: <i>Revision & Exams</i>
How will your child be assessed in the Spring Term? <ul style="list-style-type: none"> By Friday 10th February students will sit an end of unit assessments for Challenge of Resource Use <ul style="list-style-type: none"> Students will also sit a mock exam in March. This mock will comprise of at least 		
Spring Term Assessment Revision Topics - students will be given detailed checklists) <ul style="list-style-type: none"> Pattern of food, energy and water in the UK Roles of organic and industrial farming processes Food miles Causes and effects of water scarcity 		

- Role of water transfer projects

What can you do to support your child in Geography?

- 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.

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

- 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, Rachel Wylie Subject/Faculty Leader: Abigail Thirunavukarasu 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: Life after death	Spring Term 1: Islam	Summer Term 1: Christianity/Exam prep
Autumn Term 2: Christianity Beliefs and Teachings	Spring Term 2: Relationship	Summer Term 2: Exam prep
How will your child be assessed in the Spring Term? Exam paper		
Spring Term Assessment Revision Topics (students will be given detailed checklists): <ul style="list-style-type: none"> • Prophets • Allah • 6 articles of faith 5 roots of faith • Prophet Muhammad (PBUP) • The holy books 		
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 challenges. 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: GSCE 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 Spring Term? Classwork		
Spring Term Assessment Revision Topics (students will be given detailed checklists): N/A		
What can you do to support your child? Discuss topical issues and preparation for 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 Spring Term?

End of topic assessment

Spring 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: Externally set exam project. Students will develop drawing, painting and print making outcomes. Deadline for exam portfolio 31st March.</p>	<p>Summer Term 1: GCSE Art Exhibition for parents carers and students in May TBC</p>
<p>Autumn Term 2: Refine all outcomes to a personal and meaningful realisation, connecting colour, form, and compositional elements to express own ideas. All coursework to be completed for assessment.</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 Spring Term?</p>		

This term is the externally set exam Unit 2 and students will complete a series of artworks to show breadth of skill through drawing, painting and printing. The final 10 hour exam will be completed on 29th and 30th March 2023.

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

Drawing and painting skill refinement across all outcomes is needed.

What can you do to support your child in Art?

- Encourage your child to 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](#)
- [STOP Trying To Paint OBJECTS And Paint SHAPES - YouTube](#)
- [Portrait Painting Process Broken Down - Bing video](#)

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 their component 1 assessment with a final performance of their devised work worth 15%. Once the practical work is filmed a final draft of their written portfolio is completed looking at the key questions for assessment (25%). 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</p> <p>Component 1</p> <ul style="list-style-type: none"> • Practical Performance Assessment – work will be filmed 15% • Complete component 1 written portfolio 25% <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 	<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>C2 Exam Spring Term 2</p> <ul style="list-style-type: none"> • Visiting examiner March 2023 	<p>Summer Term 1</p> <ul style="list-style-type: none"> • Component 1 Portfolio deadline 15th May 2022 • Component 3 Exam – Theatre makers in Practice. 15th May 2023 • Set text DNA • LIVE theatre production- Small Island <p>Throughout the Year</p> <ul style="list-style-type: none"> • Practice exam style questions on Teams

- Interpretation of a range of play texts suitable for component 2 exploring historical and social context.
- Performance skills looking at audience impact

How will your child be assessed in the Spring Term?

- **Component 2 Exam March 2023**
- Component 3 practice questions online

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

- Deliberate practice rehearsals for component 2
- LIVE theatre analysis and evaluation terminology

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 has 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)
- GCSE drama revision guides
- Practice questions using forms on Teams
- Exemplar material and student support guides on Teams
- GCSE drama glossary of key terms

Year 11 Food Curriculum

Staffing: Ms. Adeyemo Email: a.adeyemo@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 Spring Term?

Assessment will be based on Mock exam 2 50%

50% NEA 2

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

Food commodities

Fruits and Vegetables- provenance and growth

Variety and Nutrition of Fruit and Vegetables – Seasonality

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 their teacher 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.

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 Altinok

Email: m.napp@sydenham.lewisham.sch.uk ; H.altinok@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 (coursework unit)

Unit R027-Creative Activities in Health and Social Care (coursework unit)

Spring Term 1:

R021: EXTERNAL EXAM -Monday 9th January 2023

R025: L01-L04 Coursework finalisation

R027: L01-Coursework –Different types of creative activities

Spring Term 2:

R021-L01-L04-Recap

R025: L01-L04 Coursework finalisation

R027:

L02-Coursework- The benefits of participating in creative activities

L03-Practical Demonstration-Conducting creative activities in Health and Social Care

Summer Term:

Finalisation of all coursework units

R021- External Exam-Retake opportunity: Monday 5th June 2023

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:

Autumn 1:	Spring Term 1:	Summer Term 1:
<p>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>R021:L01-L04- Recap</p> <p>R025: L03-Medical Conditions that affect progress through the life stages</p> <p>R027: L01-Coursework –Different types of creative activities</p> <p>L02-Coursework- The benefits of participating in creative activities</p>	<p>Revision/Coursework completion all units</p>

Autumn Term 2:	Spring Term 2:	Summer Term 2:
<p>R021:</p> <p>L03- Legislation impacts on care settings</p> <p>L04- Personal hygiene, safety, and security</p> <p>R025: L02-The ageing process in older adulthood</p>	<p>R021:L01-L04- Recap</p> <p>R025: L04-Creating Support Plans</p> <p>L02-Coursework- The benefits of participating in creative activities</p> <p>L03-Practical Demonstration- Conducting creative activities in Health and Social Care</p>	<p>Retake opportunity: Monday 5th June 2023)</p>

How will your child be assessed in the Spring Term?

R021: External assessment
 R025: Written Coursework Assessment
 R027: Written coursework Assessment

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

R021: Rights of Individuals in Health and Social Care
 Legislation
 Values and Personal Hygiene
 R025: Stages of development
 R027:
 Creative Activities

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
 Support your child with accessing the revision materials from home

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.ukwww.nhs.uk/conditions

www.mind.org.uk

www.makaton.org

www.rnib.org.uk

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 edition), Linking Theory and Practice

Year 11 Media Studies Curriculum

<p>Staffing: L Marcus</p> <p>Email: l.marcus@sydenham.lewisham.sch.uk</p>		
<p>Exam Board: Eduqas (part of WJEC)</p>		
<p>Assessment Overview:</p> <p>Autumn 1: Media Language and context questions based on The IT Crowd and Friends</p> <p>Autumn 2: Component 1 exam paper and short version of Component 2 exam paper (situation comedy)</p> <p>Spring 1: Assessment of Component 3 film marketing production work (coursework)</p> <p>Spring 2: Component 2 exam paper (Situation Comedy and music video)</p> <p>Summer 1: Component 1 'Walking talking' practice exam/s for Component 1 and Component 2</p> <p>Summer 2: External GCSE Exams</p>		
<p>Subject Curriculum Intent</p> <p>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 music videos and websites 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.</p>		
<p>Curriculum Content Overview:</p>		
<p>Autumn Term 1:</p> <p>Component 3: NEA (Coursework)</p> <p>Component 2: Music Video</p>	<p>Spring Term 1:</p> <p>Component 2: Music Video and Online Media</p>	<p>Summer Term 1:</p> <p>Revision of Component 1 Section B</p> <p>Revision of Component 2</p>

Autumn Term 2: Component 3: NEA (Coursework) Component 2: Music Video	<u>Spring Term 2:</u> Component 2: Music Video and Online Media Revision of Component 1 Section A	Summer Term 2: GCSE Exams
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How will your child be assessed in the Spring Term?

Assessment of Component 3 film marketing production work (coursework).

Component 2 exam paper (Situation Comedy and Music Video)

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

Component 2:

- How media language is used to construct meaning in The IT Crowd episode.
- How media language is used to construct meaning in the Friends episode.
- How media language is used to construct representations in The IT Crowd.
- How media language is used to construct representations in the Friends episode.
- Media contexts and sitcoms.
- Media Industries and sitcoms.
- Media Audiences and sitcoms.

Music Video (Rio – Duran Duran): media contexts, media language and representations.

Music video (Roar – Katy Perry): media language

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; 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

N.B. The Eduqas student textbook and revision guide is available in the school library and available to buy:

[WJEC/Eduqas GCSE Media Studies Revision Guide: Amazon.co.uk: Sheard, Hayley: 9781911208891: Books](https://www.amazon.co.uk/Sheard-Hayley-9781911208891-Books)

*Students should also regularly use Retrieval Practice to revise the Component 1 and 2 texts studied in Years 9 and 10, as well as using the Fact Sheets for the texts which they can access online in the Year 10/11 Media Studies Team (in Teams) and on the Eduqas website (See link above)

Year 11 Sociology Curriculum

Staffing: Ms Begum & Ms Harbon

Email: j.begum@sydenham.lewisham.sch.uk c.harbon@sydenham.lewisham.sch.uk

Exam Board: AQA

Assessment Overview:

- Autumn 1: Crime and Deviance
- Autumn 2: Social Stratification

Assessment Week: Mock paper (short version)

- Spring 1: Social Stratification
- Spring 2: Social stratification

Assessment Week: Exam Paper on Paper 2

- Summer 1: Revision
- Summer 2: Revision

Assessment week: SUMMER GCSE ASSESSMENT

Subject Curriculum Intent

Topic: Crime and deviance

- 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'.

Topic: Social stratification

- Different views of the functionalist theory of social stratification.
- The work of Davis and Moore on social stratification from a functionalist perspective.
- Different views of socio-economic class.
- The work of Marx and Weber on socio-economic class.
- Different views on factors affecting life chances.

- The work of Devine revisiting the idea of the affluent worker.
- Different interpretations of poverty as a social issue.
- The work of Townsend on relative deprivation and Murray on the underclass.
- Different forms of power and authority.
- The work of Weber on power and authority.
- Describe and explain different views on factors affecting power relationships.
- The work of Walby on patriarchy.

Curriculum Content Overview:

Autumn Term 1: Crime and Deviance	Spring Term 1: Social Stratification	Summer Term 1: Social Stratification
Autumn Term 2: Social Stratification	Spring Term 2: Revision	Summer Term 2: Revision

How will your child be assessed in the Spring Term?

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

- Crime and Deviance: End of unit assessment.

Revision: Mock assessments on paper 2 (crime and deviance / social stratification).

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

Crime and Deviance (students to be given specific breakdown of the topics)

What can you do to support your child?

Encourage them to get into the habit of revision.

Encourage them to read outside of the classroom through wider reading.

Wider reading and useful websites or activities to support learning:

[AQA | Sociology | GCSE | Sociology](#)

[Free Homework & Revision for A Level, GCSE, KS3 & KS2 \(senecalearning.com\)](#)

GCSE Collins 9-1 revision guide

Year 11 Textiles Curriculum

<p>Staffing: Ms Winters</p> <p>Email: a.winters@sydenham.lewisham.sch.uk</p>		
<p>Exam Board: AQA (course code 8552)</p>		
<p>Assessment Overview:</p> <p>Overall mark: 50% NEA project (design and make) 50% Exam</p> <p>Low-stakes quizzes and tests, Mock Exams and Final External Exam</p> <p>NEA project (Investigating, Designing, Making, Evaluating) in PowerPoint portfolio – assessed by teacher and moderated by external examiner</p> <p>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:</p> <p>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 textiles workroom. 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><u>NEA Section A – Investigation, Section B - Design brief and Specification and Section C – Generating design ideas</u></p> <p>Client investigation</p> <p>Market research</p> <p>Moodboard</p> <p>Colourways</p> <p>Design Brief</p> <p>Specification</p> <p>Design strategies</p> <p>Note: most of the work in this half-term is getting section A of the NEA up to the highest</p>	<p>Spring Term 1: <u>Continuation of NEA Section D and start section E – Realising design ideas</u></p> <ul style="list-style-type: none"> • 3D development • Testing and Evaluation • Toiles • Materials and component selection • Start realising (making) final design 	<p>Summer Term 1: <u>Final checks for NEA</u></p> <ul style="list-style-type: none"> • Final tweaks to NEA and send work to Moderator. • Retrieval practice and exam preparation

standard as a quality basis for Section B, C, D, E and F.		
<p>Autumn Term 2:</p> <p><u>Continuation of NEA. Section C</u> <u>Generating Design ideas and</u> <u>Developing Design ideas.</u></p> <ul style="list-style-type: none"> • Design strategies • Product analysis • 2D and 3D design communication • Environmental and social impact • Anthropometrics and ergonomics • 3D modelling. • Decorative and structural samples <p>Mock 1 exam</p>	<p>Spring Term 2: <u>Continuation of NEA Section E and start Section F – Testing and evaluating.</u></p> <p>2D and 3D communication</p> <ul style="list-style-type: none"> • Realising (making) Final design • 2D Communication • Manufacturing specification • Testing and evaluating • Retrieval practice <p>Deadline for NEA</p> <p>Mock 2 exam</p>	<p>Summer Term 2:</p> <p><u>Final exam</u></p>
<p>How will your child be assessed in the Autumn Term?</p> <p>50% NEA progress with Sections A, B and C</p> <p>50% Mock exam 1</p>		
<p>Autumn Term Assessment Revision Topics (students will be given detailed checklists):</p> <p>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 Spring Term?</p> <p>50% NEA progress with Sections A, B, C, D and E</p> <p>50% Mock exam 2</p>		
<p>Spring Term Assessment Revision Topics (students will be given detailed checklists):</p> <p>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?</p> <p>50% Final NEA including section A, B, C, D, E and F - assessed by teacher and moderated by external examiner</p> <p>50% Final externally marked exam</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

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

www.technologystudent.com

BBC bitesize

Seneca learning

Year 11 Product Design Curriculum

<p>Staffing: Mr Bima</p> <p>Email: d.bima@sydenham.lewisham.sch.uk</p>		
<p>Exam Board: AQA (course code 8552)</p>		
<p>Assessment Overview:</p> <p>Overall mark: 50% NEA project (design and make) 50% Exam</p> <p>Low-stakes quizzes and tests, Mock Exams and Final External Exam</p> <p>NEA project (Investigating, Designing, Making, Evaluating) in PowerPoint portfolio – assessed by teacher and moderated by external examiner</p> <p>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:</p> <p>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)</p> <p>Ergonomics and Anthropometrics (through NEA client research)</p> <p>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)</p> <p>Risk Assessment (taught through NEA)</p> <p>QA & QC (taught through NEA)</p> <p>Tolerances</p> <p>Working to a Specification</p> <p>Continuous Improvement</p> <p>Jigs & Templates</p> <p>Review Polymers</p> <p>Sustainability</p> <p>Manufacturing Processes Review</p> <p>Review Smart Materials: Overview</p> <p>Sustainability</p> <p>Processes (vacuum-forming, blow-moulding, Bending, Injection Moulding, Extrusion)</p> <p>Textiles Overview</p> <p>2 Existing Design Companies (Homework research task)</p>	<p>Summer Term 1:</p> <p>Focus on theory and exam practice</p> <p>Review forces: Types of Levers</p> <p>Types of movement</p> <p>Gear ratios</p> <p>Manufacturing: Flexible Manufacturing Systems (FMS)</p> <p>Lean Manufacturing</p> <p>Just In Time Manufacture (JIT)</p> <p>Rapid Prototyping (RP)</p> <p>Automation (eg pick and place electronics)</p> <p>Review Sustainability:6Rs vs Landfill/Waste-Disposal</p> <p>Finite vs Non-Finite Resources</p> <p>Carbon Footprint</p> <p>Fairtrade</p>

		Ethical Design Planned Obsolescence vs Design for Repair and Ethical Design COSHH and H&S Systems and Control: Input, Process, Output
<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) 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) 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 Spring Term? Overall mark: 50% NEA project (design and make) 50% Exam Mock 2 Exam NEA project (Investigating, Designing, Making, Evaluating) in PowerPoint portfolio – assessed by teacher and moderated by external examiner</p>		
<p>Spring Term Assessment Revision Topics (students will be given detailed checklists):</p> <p>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?</p> <p>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.</p>		

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

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

YouTube channels

How It's Made

Product Design Maker

Producttank

Websites

www.technologystudent.com

BBC bytesize

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 - R019: 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.

<p>Autumn Term 1:</p> <p>Unit 1: Revision – Child Safety and Childhood Illnesses</p>	<p>Spring Term 1:</p> <p>Unit 1 Exam (January 2023)</p> <p>Unit 3: Physical, intellectual and social developmental norms from birth to five years</p> <p>Unit</p>	<p>Summer Term 1:</p> <p>Unit 3: Plan different play activities for a chosen developmental area with a child from birth to five years</p>
<p>Autumn Term 2:</p> <p>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:</p> <p>Unit 3: The benefits of learning through play</p>	<p>Summer Term 2:</p> <p>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>

How will your child be assessed in the Spring Term?

The official exam will be held in January 2023. Grades available in March 2023.

Your child will be assessed through undertaking coursework assignments.

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

RO20:

LO1- Physical, intellectual and social developmental norms from birth to five years

LO2 - The benefits of learning through play

What can you do to support your child?

- 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).

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

- [Learn About Child Development | CDC](#)
- [Baby and toddler safety - NHS \(www.nhs.uk\)](http://www.nhs.uk)
- [Child Accident Prevention Trust \(capt.org.uk\)](http://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

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</p> <p><u>Musical Forms and Devices and composition (AOS1)</u></p> <p>In this area of study, learners place music within a broad historical context. The area of study focuses on understanding structural forms and devices across a variety of genres and styles from the Western Classical Tradition 1650-1910. Students will learn the set work Badinerie by J.S.Bach for Flute and String Orchestra with Harpsichord (Final movement, Orchestral Suite No.2 in B minor, BWV 1067.</p> <p>Autumn Term 2</p> <p><u>Popular Music and composition (AOS4)</u></p> <p>Students will work as a group to perform a piece of Popular Music with focus on Fusions and Bhangra. Students will explore rehearsal techniques and typical band set up. Exploring the set work of 'Africa' by Toto.</p> <p>Students will continue to develop their composition skills and commence their brief composition</p>	<p>Spring Term 1</p> <p><u>Musical Forms and Devices and composition (AOS1)</u></p> <p>In this area of study, learners place music within a broad historical context. The area of study focuses on understanding structural forms and devices across a variety of genres and styles from the Western Classical Tradition 1650-1910. Students will learn the set work Badinerie by J.S.Bach for Flute and String Orchestra with Harpsichord (Final movement, Orchestral Suite No.2 in B minor, BWV 1067.</p> <p>Spring Term 2</p> <p><u>Music for Ensemble and Composition (AOS 2)</u></p> <p>Students will learn to perform in smaller ensembles with focus on chamber music, musical theatre and jazz.</p> <p>Students will continue to develop their composition skills alongside this.</p> <p>Focus on composition and completion of coursework.</p>	<p>Summer Term</p> <p><u>Film Music and Composition (AOS 3)</u></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><u>Revision, Coursework and Examination preparation</u></p> <p>Focus on composition and completion of coursework, exam techniques, past papers and revision.</p>
<p>How will your child be assessed in the Spring Term?</p> <p>Students will be assessed with a full mock examination. They will also be required to submit a solo performance, ensemble performance and two compositions by Easter.</p>		
<p>Spring Term Assessment Revision Topics (students will be given detailed checklists):</p> <p>Forms and Devices</p> <p>Popular Music</p> <p>Film Music</p>		

Music for Ensemble

Africa 'Toto' - Set work

Badinerie – Set Work

Solo Performance

Ensemble Performance

Free composition and/or brief composition

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.

Listen to your child performing their solo piece and help them to develop confidence performing in front of others.

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 BTEC Sport Curriculum

<p>Staffing: Cassain Chandler and Alice Fullilove</p> <p>Email: c.chandler@sydenham.lewisham.sch.uk / a.fullilove@sydenham.lewisham.sch.uk</p>		
<p>Exam Board: Edexcel</p>		
<p>Assessment Overview: Unit 1 exam to be taken in June 2023. Coursework assignments for Unit 3 and 6. Practical assessment for unit 6</p>		
<p>Subject Curriculum Intent</p> <p>The BTEC Firsts in Sport give students the opportunity to knowledge, skills and understanding through practical participation and performance in a range of sports, exercise, and health-related fitness activities. This allows them to become familiar with the language, skills and processes required to work, participate, and compete in sport and leisure.</p> <p>BTEC Sport promotes ‘learning through doing’, giving students a balance between theoretical and practical assignments (planning, delivering, officiating and evaluating sporting performances of their peers and themselves) This helps students to gain a broad understanding and knowledge of skills in sport.</p> <p>The exam taken within BTEC Sport is a virtual exam with the ability to be retaken later in year 11. BTEC Sport offers a range of avenues for students to explore their practical skills but giving a wide range of sporting activities to choose from. BTEC Sport encourages students to become members of sporting clubs outside of school by using these skills to be recorded and submitted as part of their final grade.</p>		
<p>Curriculum Content Overview:</p>		
<p>Autumn Term 1:</p> <p><u>Unit 1: Fitness for Sport and Exercise</u> Unit</p> <p><u>Unit 3: Applying the principles of Personal Training</u></p>	<p>Spring Term 1:</p> <p>Unit 1: Fitness for Sport and Exercise Unit 3: Applying the principles of Personal Training</p>	<p>Summer Term 1:</p> <p>Unit 1: Fitness for Sport and Exercise Unit 6: Leading Sports Activities</p>
<p>Autumn Term 2:</p> <p><u>Unit 1: Fitness for Sport and Exercise</u> Unit 3: Applying the principles of Personal Training</p>	<p>Spring Term 2:</p> <p><u>Unit 2: practical performance in Sport (practical)</u> Unit 6: Leading Sports Activities</p>	<p>Summer Term 2:</p> <p>Unit 6: Leading Sports Activities</p>
<p>How will your child be assessed in the Spring Term?</p>		

Low stake quizzes and assessments. Unit 1 exam mock in February. Unit 2 and 3 deadlines and moderation

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

Unit 1:

- * Components of physical fitness
- * Components of skill-related fitness
- * Fitness components for successful participation
- * Exercise intensity and how it can be determined
- * The basic principles of training (FITT)
- * Additional principles of training
- * Fitness training methods
- * Fitness test methods for components of fitness: Importance of fitness testing to sports performers and coaches, Requirements for administration of each fitness test, Interpretation of fitness test results

Unit 2:

- * Understand the rules, regulations and scoring systems for selected sport
- * Practically demonstrate skills, techniques and tactics in selected sports
- * Review sports performance

Unit 3:

- *The design a personal fitness training programme
- *The musculoskeletal system and cardiorespiratory

system and the effects on the body during fitness training

- * **Implementing a self-designed personal fitness training**

programme to achieve own goals and objectives

Unit 6:

- * The attributes associated with successful sports

leadership

- * **Undertaking the planning and leading of sports activities**
- * **Reviewing the planning and leading of sports activities**

What can you do to support your child?

Encourage your child to watch professional sports.

Use flashcards and marking schemes to help students with independent task (Homework and exam revision).

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

Pearson REVISE BTEC First in Sport Revision Guide: [Pearson REVISE BTEC First in Sport Revision Guide: for home learning, 2021 assessments and 2022 exams \(BTEC First Sport\): Amazon.co.uk: Howard Hughes: 9781446906705: Books](#)

Given to students in Year 10 and to return to the school at the end of year 11

BTEC First in Sport Revision Workbook: [BTEC First in Sport Revision Workbook: for home learning, 2021 assessments and 2022 exams \(BTEC First Sport\): Amazon.co.uk: Gledhill: 9781446906712: Books](#)

New BTEC First in Sport: Study & Exam Practice - for the exams in 2020 and beyond (CGP BTEC First): [New BTEC First in Sport: Study & Exam Practice - for the exams in 2020 and beyond \(CGP BTEC First\) : CGP Books, CGP Books: Amazon.co.uk: Books](#)

New BTEC First in Sport: Revision Question Cards: https://www.amazon.co.uk/New-BTEC-First-Sport-Revision/dp/1789086876/ref=asc_df_1789086876/?tag=googshopuk-21&linkCode=df0&hvadid=463119466023&hvpos=&hvnetw=g&hvrnd=2033233865448603028&hvhone=&hvptwo=&hvqmt=&hvdev=c&hvdvcml=&hvlocint=&hvlocphy=9045879&hvtargid=pla-1064507553520&psc=1&th=1&psc=1

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 Cybersecurity Networks	Spring Term 1: Programming with Python Representing Images & Sound Compression	Summer Term 1: Revision and exam preparation
Autumn Term 2: Programming with Python Hardware Software	Spring Term 2: Programming with Python Environmental Impact Ethical and Legal Impact	Summer Term 2: Exam
How will your child be assessed in the Spring Term? Two exams: Paper 1 – Principles of Computer Science – written Paper 2 – Application of Computational Thinking – onscreen		
Spring 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 H Redfern
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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 Spring Term?</p> <p>Performance Assessment of repertoire and written evaluation coursework.</p> <p>Demonstration of how to develop skills and techniques that are needed to realise the accurate learning of repertoire.</p> <p>Written reflection of the process and outcome coursework.</p>		
<p>Spring Term Assessment Revision Topics (students will be given detailed checklists):</p> <p>Research of professional repertoire and choreographers</p> <p>Written and practical model exemplar materials</p> <p>Evaluation and review written coursework</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>		

Year 11 GCSE Citizenship Curriculum

<p>Staffing: Halicon Virgo-Furrs and Fay Nkrumah</p> <p>Email: h.virgo-furrs@sydenham.lewisham.sch.uk f.nkrumah@sydenham.lewisham.sch.uk</p>		
<p>Exam Board: Edexcel</p>		
<p>Assessment Overview:</p> <p>AO1 - knowledge & understanding (30% final mark)</p> <p>AO2 – application of knowledge & understanding to examples/actions (30% final mark)</p> <p>AO3 – analyse and evaluation evidence to develop reasoned arguments (40% final mark)</p>		
<p>Subject Curriculum Intent</p> <p>KS4 students can also choose Citizenship as an option and undertake the Edexcel GCSE exam. It is the intent of the Citizenship curriculum to create well rounded and confident citizens able to engage with the wider world, engage with the democratic process, understand the role of law and value diversity and tolerance. The study of Citizenship is about enabling students to make their own decisions; to take responsibility for their own lives and their communities. This subject encourages active citizenship and empowers students to consider local, national and international issues.</p>		
<p>Curriculum Content Overview:</p>		
<p>Autumn Term 1:</p> <p>Theme C Law and Justice (Part1)</p> <p>The role of law in everyday life in dealing with complex problems</p> <p>Why we need laws in society</p> <p>Principles and sources of law</p> <p>The purposes of criminal law</p> <p>Theme E Taking Citizenship Action</p> <p>Identify an issue, form a team and carry out initial research</p> <p>Undertake primary research</p>	<p>Spring Term 1:</p> <p>Revision</p> <p>Theme A :</p> <p>How have communities developed in the UK?</p> <p>What is identity?</p> <p>What are democratic values and where do they come from?</p> <p>How does local democracy work?</p> <p>Theme B</p> <p>Who runs the country?</p> <p>How does Parliament work?</p> <p>How is power shared between</p>	<p>Summer Term 1:</p> <p>GCSE Exams</p>

<p>Represent your own and different points of view</p>	<p>Westminster and the devolved administrations?</p> <p>How does government manage public money</p> <p>Theme C</p> <p>What is the law for and how does it affect us?</p> <p>How does the justice system work?</p> <p>Is crime increasing in society?</p>	
<p>Autumn Term 2:</p> <p>Theme E Taking Citizenship Action</p> <p>Plan the action</p> <p>Apply skills of collaboration, negotiation and influence as you deliver the activity</p> <p>Revision and exam prep</p> <p>Theme C Law and Justice (Part2)</p> <p>The justice system in England and Wales</p> <p>Courts and tribunals</p> <p>Youth justice</p>	<p>Spring Term 2: Revision</p> <p>Theme D Power and influence</p> <p>The UK's role and relations with the rest of Europe</p> <p>The UK's role in the rest of the world</p> <p>Rights and responsibilities in challenging global situations</p>	<p>Summer Term 2:</p>
<p>How will your child be assessed in the Spring Term?</p> <p>Extended writing tasks</p> <p>Short Answers</p>		
<p>Spring Term Assessment Revision Topics (students will be given detailed checklists):</p> <p>Paper 2</p> <p>Revision</p> <p>Theme A :</p>		

How have communities developed in the UK?

What is identity?

What are democratic values and where do they come from?

How does local democracy work?

Theme B

Who runs the country?

How does Parliament work? How is power shared between Westminster and the devolved administrations?

How does government manage public money

What can you do to support your child?

Use your child's knowledge organiser to support quizzing on key Citizenship terms and core knowledge

Watch [Prime Minister's Questions - UK Parliament](#)

Read up on Human Rights issues

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

Edexcel GCSE Citizenship Student's Book 4th edition (Collins Citizenship Today)

[Citizenship in the UK - GCSE PSHE and Citizenship Revision - BBC Bitesize](#)

[The Whole of Edexcel GCSE Citizenship Paper 1!! - YouTube](#)

[The Whole of Edexcel GCSE Citizenship Paper 2!! - YouTube](#)

[Edexcel Citizenship GCSE - Theme A - 1 What is a community? - YouTube](#)

Newsround, Newspapers