



**ASHFIELD
SCHOOL**

Year 11

Curriculum content and key assessments



Year 11 Options Course

Art & Design GCSE

Awarding body: AQA

	Content	Assessment
Term 1	<p>Mock exam Project</p> <ul style="list-style-type: none"> • Title page, mood board, mind map. • Photography appropriate to chosen theme. • Observational drawing. • Artist pages (contextual research and analysis). • Developments in the style of the artist. • Final piece planning. • Final piece rough draft. • Final piece. • Evaluation. 	<p>Assessment 1 (Coursework)</p> <p>Assessment 2 (AQA Coursework Deadline, 60% of GCSE)</p>
Term 2	<p>Exam unit</p> <ul style="list-style-type: none"> • Title page, mood board, mind map. • Photography appropriate to chosen theme. • Artist pages (contextual research and analysis). • Observational drawing. • Developments in the style of the artist. • Final piece planning. 	<p>Assessment 3 (Exam unit)</p> <p>Assessment 4 (Exam unit)</p>
Term 3	<p>Exam unit (continued)</p> <ul style="list-style-type: none"> • Final piece rough draft. • 10 hour Controlled Assessment. 	<p>Assessment 5 (Exam unit)</p> <p>AQA 10 hour Controlled Assessment, 40% of GCSE)</p>



Year 11 Options Course

Business

Awarding body: Pearson

	Content	Assessment
Term 1	<p>Component 1 - Exploring Enterprises</p> <ul style="list-style-type: none"> The impact of internal factors on costs: markets and customer satisfaction, planning, financing, and marketing. The impact of external factors on costs: marketing, selling, regulations and revenue. Understanding situational analysis: SWOT. Understanding situational analysis: PEST. Reason an SME is successful, measuring success. <p>Component 2 - Planning for and Running and Enterprise</p> <ul style="list-style-type: none"> Generating ideas for a micro enterprise. Selecting an idea. Doing a skills audit. Planning for a micro enterprise activity. Goods and services. Identifying a target market, methods of communicating with customers. Resource required. Time scale. Risk assessment. 	<p>Assessment 1 (Coursework assignment 2, component 1)</p> <p>Assessment 2 (Coursework assignment 1, component 2)</p> <p>Assessment 3 (Year 11 Mock exam)</p>
Term 2	<p>Component 2 - Planning for and Running and Enterprise</p> <ul style="list-style-type: none"> Pitching a micro-enterprise activity. Presenting a business pitch. Reflection and Evaluation of business plan and pitch <p>Component 3 - Promotion and Finance</p> <ul style="list-style-type: none"> The promotional mix: methods and message. Market segmentation: demographic and geographic, psychographic, and behavioural. Factors influencing the choice of promotion. Financial documents. Payment methods. Sources of revenues and costs. Profit and loss accounts. Balance sheets. Profitability and liquidity, Cash flow, Sources of finance, 	<p>Assessment 4 (Coursework assignment 2, component 2)</p> <p>Assessment 6 (Coursework assignment 3, component 2)</p> <p>Pearson National exam (2nd sitting)</p>
Term 3	<p>Component 3 - Promotion and Finance (cont)</p> <ul style="list-style-type: none"> Profit and loss accounts. Balance sheets. Profitability and liquidity, Cash flow, Sources of finance, 	<p>Pearson National exam (2nd sitting)</p>



Year 11 Options Course

Child Development

Awarding body: OCR

	Content	Assessment
Term 1	<p>Understand the expected development norms from one to five years for developmental areas.</p> <ul style="list-style-type: none"> Explain physical, intellectual, and social developmental norms from birth to five years. <p>Understand the stages and types of play and how play benefits development.</p> <ul style="list-style-type: none"> Explain the types of play from birth to five years. Explain the stages of play from birth to five years. <p>Understand the benefits of play in relation to development.</p> <ul style="list-style-type: none"> Analyse different activities that support development. <p>Understand observation and recording development of a child aged between birth to five years.</p> <ul style="list-style-type: none"> Explain the methods of observation. Explain the methods of recording. <p>Understand the planning and evaluation of play activities for children aged one to five years.</p> <ul style="list-style-type: none"> Plan play activities for a chosen area of development. Evaluate plans for play activities. 	<p>Assessment 1 (OCR NEA Submission RO59)</p> <p>Assessment 2 (OCR NEA Submission RO59)</p>
Term 2	<p>Understand postnatal checks, postnatal provision, and conditions for development.</p> <ul style="list-style-type: none"> The postnatal checks carried out on the baby immediately after birth and within one to five days with the reasons why. <p>Understand the postnatal care of the mother.</p> <ul style="list-style-type: none"> Role of other professionals Role of the partner, family, and friends Sudden infant death syndrome and how to reduce risk. <p>Understand the development needs of children from birth to five years.</p> <ul style="list-style-type: none"> Explore the importance of a variety of development needs- warmth, feeding, love and emotional security, routines 	<p>Assessment 3 (OCR RO57 Exam)</p> <p>Assessment 4 (OCR RO57 Exam)</p>
Term 3	<p>Understand the general signs and symptoms of illness in children.</p> <ul style="list-style-type: none"> Understand how to recognise, manage, and prevent childhood illnesses. <p>Understand how to ensure a child-friendly safe environment.</p> <ul style="list-style-type: none"> Recognise common hazards and how to prevent them in the home, play areas and garden. The importance of safety labelling. 	<p>Assessment 5 (OCR Year 11 RO57 Mock exam)</p> <p>OCR National Exam</p>



Year 11 Options Course

Computer Science GCSE

Awarding body: OCR

	Content	Assessment
Term 1	<p>Programming Project</p> <ul style="list-style-type: none"> • Analysis of Project Task. • Success Criteria. • Pseudocode Design. • Test Design. • Program Code. • Testing. • Evaluation. • References. 	<p>Assessment 1 (Programming Project)</p> <p>Assessment 2 (Year 11 Mock exam)</p>
Term 2	<p>Component 2 Revisit</p> <ul style="list-style-type: none"> • Algorithms. • Iteration. • Boolean Logic. • Data Types and Structures. • Searching and Sorting Algorithms. • Inputs and Outputs. • Problem Solving. • Binary and Hexadecimal. • Binary Representation. • Programming Languages. 	
Term 3	<p>Component 1 Revisit</p> <ul style="list-style-type: none"> • Hardware. • Software. • Networks. • Security. • Concerns. • Algorithms. 	<p>OCR National exam</p>



Year 11 Options Course

Construction

Awarding body: WJEC

	Content	Assessment
Term 1	<ul style="list-style-type: none"> • Effects of factors in construction. • Sources of information. • Sequencing of projects. • Time apportioning. • Project tolerances. • Time. • Cost. • Technical sources of information. • Drawings specifications. • Building regulations. • Planning work. • Applying Joinery skills. 	<p>Assessment 1 (Year 11 Mock exam)</p>
Term 2	<ul style="list-style-type: none"> • Identify resources needed for a project. • Tools, equipment, PPE. • Materials. • Characteristics, qualities, limitations, sustainability. • Calculate quantities needed. • Success criteria for tasks. • Tolerances, time, quality. 	<p>Assessment 2 (Unit 3 practical coursework and written projects)</p>
Term 3	<ul style="list-style-type: none"> • Apply techniques • Apply Health and Safety • Evaluate quality of tasks 	<p>WJEC National Exam</p>



Year 11 Options Course

Creative i-Media

Awarding body: OCR

	Content	Assessment
Term 1	<p>Be able to plan a multiple page website</p> <ul style="list-style-type: none"> • Produce a visualisation diagram for a web page. • Identify the assets needed to create a multipage website. • Identify the resources needed to create and publish a multipage website. • Create and maintain a test plan to test a multipage website during production. <p>Be able to create a multiple page website</p> <ul style="list-style-type: none"> • Create a suitable master page as a template for a multipage website. • Use a range of tools and techniques in web authoring software to create a multipage website. • How to use version control when creating multipage websites. <p>Understand the purpose and content of Pre-Production</p> <ul style="list-style-type: none"> • Investigate the Purpose, content and uses for, Mood boards, Mind Maps, Visualisation Diagrams, Storyboards and scripts. <p>Be able to plan Pre-Production</p> <ul style="list-style-type: none"> • Interpret client requirements for pre-production. • Identify timescales for production based on target audience and end user requirements. • How to conduct and analyse research for a creative digital media product. • Produce a work plan and production schedule. • The importance of identifying the target audience and how they can be categorised. • Hardware, techniques, and software. • Health and safety considerations. • Legislation. • Properties and limitations of all file formats. • Review a pre-production document and identify areas of improvement. 	<p>Assessment 1</p> <p>OCR National Exam</p>
Term 2	<p>Be able to review a multiple page website.</p> <ul style="list-style-type: none"> • Review a multiple page website against a specific brief. • Identify areas for improvement and further development of a Multiple Page Website. (Activities are dependent on January R081 results) 	Assessment 2
Term 3		



Year 11 Options Course

Dance GCSE

Awarding body: AQA

	Content	Assessment
Term 1	<p>Component 2 - Written Exam</p> <ul style="list-style-type: none"> Linking of set works from the exam board to help answer 6-mark and 12-mark questions. Practice questions and timed responses to 6 and 12 markers carried out in preparation for the December mock and the written exam. <p>Component 1 - Practical</p> <ul style="list-style-type: none"> Performance - Improving set phrases ready for practical exam. Learning of the trio/duet ready for practical exam. Choreography - Researching, understand and creating motifs for the stimuli released from the exam board ready to create choreography for practical exam. 	<p>Assessment 1 (Year 11 Mock exam)</p>
Term 2	<p>Component 2 - Written Exam</p> <ul style="list-style-type: none"> Continue linking set works from the exam board. Understand how the skills used for practical elements have been used to help answer 6 marks questions in section B of the written exam. <p>Component 1 - Practical</p> <ul style="list-style-type: none"> Performance - continue developing trio/duet ready for the practical exam. Choreography - Using motif development, structure, choreographic device, use of actions, space, dynamics, and relationships to form choreography for practical exam. 	<p>Assessment 2 (Written and practical)</p>
Term 3	<p>Component 2 - Written Exam</p> <ul style="list-style-type: none"> Revision sessions held to prepare for the written paper looking at sections A, B and C. <p>Practical</p> <ul style="list-style-type: none"> Looking at movement from set works to be able to talk about in section C of the written paper. 	<p>AQA National exam</p>



Year 11 Options Course

Design & Technology GCSE

Awarding body: AQA

	Content	Assessment
Term 1	<p>NEA coursework 50% of final Grade (continued from year 10)</p> <ul style="list-style-type: none"> • Design ideas. • CAD drawing skills. • Prototype production. • Target Market and client identification. • Designing for a client. • Modelling and prototyping. • Plywood production processes. • Routing and gluing. • Surface finishes. • Evaluation and re-design. <p>Exam Focus</p> <ul style="list-style-type: none"> • Core Technical principles. • Paper and Board specialist technical principles. • Timber Specialist technical principles. • Designing and making principles. 	<p>Assessment 1 (Year 11 Mock exam)</p>
Term 2	<p>Exam Preparation</p> <ul style="list-style-type: none"> • Approaches to designing. • Designing products. • Energy and mechanisms. • Materials and their properties. • Tools equipment and processes. • New and emerging technologies. <p>Seneca Exam Preparation</p> <ul style="list-style-type: none"> • Core technical principles. • Paper and board specialist technical principles. • Timber specialist technical principles. • Designing and making principles. 	
Term 3	<p>Exam Preparation</p> <ul style="list-style-type: none"> • Approaches to designing. • Designing products. • Energy and mechanisms. • Materials and their properties. • Tools equipment and processes. • New and emerging technologies. <p>Seneca Exam Preparation</p> <ul style="list-style-type: none"> • Core Technical principles. • Paper and board specialist technical principles. • Timber specialist technical principles. • Designing and making principles. 	<p>AQA National exam</p>



Year 11 Options Course

Drama GCSE

Awarding body: AQA

	Content	Assessment
Term 1	<p>Written Examination Preparation</p> <ul style="list-style-type: none"> Practice questions and timed responses carried out in preparation for the December mock and the written exam in May. <p>Live Theatre Review</p> <ul style="list-style-type: none"> Take students to see a live professional production and then write practice responses in preparation for the December mock and the written exam in May. <p>Scripted Exam Preparation</p> <ul style="list-style-type: none"> Exploration of various performance scripts and groupings in preparation for the practical scripted exam. 	<p>Assessment 1 (Year 11 Mock exam)</p>
Term 2	<p>Scripted Examination Practical</p> <ul style="list-style-type: none"> Rehearsals and previews of scripted performance work in preparation for the examiner's visit in March. <p>Written Examination Preparation</p> <p>Revision sessions held to prepare for the written paper. Mock questions tackled and feedback given.</p>	<p>Assessment 2 (Component 2 scripted exam)</p>
Term 3	<p>Written Examination Preparation</p> <p>Revision sessions held to prepare for the written paper. Mock questions tackled and feedback given.</p>	<p>AQA National exam</p>



Year 11 Options Course

Engineering

Awarding body: WJEC

	Content	Assessment
Term 1	<p>Unit 1 producing Engineering products.</p> <ul style="list-style-type: none"> • Interpret standards symbols. • Interpret engineering drawings. • Selection of appropriate materials • Selection of appropriate tools and processes. • Producing a detailed production plan with timeline of activities. • Risk assessments. • Produce and engineered product using a range of skills and processes. • Complete tolerance checks on outcome and compare against success criteria. • Evaluation of practices and processes. • Suggest improvements to the product and the engineering process. 	<p>Assessment 1 (Unit 1 manufacturing task)</p>
Term 2	<p>Unit 2 Designing engineering products.</p> <ul style="list-style-type: none"> • Analysis of product functions including: - Electrical components, mechanical components, component properties. • Suggests and contrast similar engineering products. • Produce a range of design solutions that meet the brief and specification given. • Evaluate your own designs against the brief and criteria and recommend best solution. • Present your final idea through a series of engineering drawings including: - Orthographic projection, isometric views, exploded views, sectional views. • Produce a detailed engineering specification to allow a third party to produce you engineering solution. 	<p>Assessment 2 (Unit 2 re-design task)</p>
Term 3	<p>Unit 3 solving Engineering problems examination preparation.</p> <ul style="list-style-type: none"> • Structural design concepts. • Mechanical design concepts. • Electronics and smart technology. • Engineering materials. • Engineering processes. • Environmental impact of engineering products including: - Cost, transportation, production, usage, disposal, recycling, and sustainability. 	<p>WJEC National exam</p>



Year 11 Core Course

English Language GCSE

Awarding body: AQA

	Content	Assessment
Term 1	<p>English Language Paper 1 Creative Reading and Writing</p> <p>- 20th and 21st century texts on a range of themes</p> <ul style="list-style-type: none"> Identify relevant information. Provide an analysis of language and structure. Identify and analyse writer's methods using appropriate subject terminology. Give relevant evidence. Give judgments on effects and reasons for these. <p>Using a range of texts as a springboard into revising key skills to describe and narrate.</p> <ul style="list-style-type: none"> Organise ideas, using a range of accurately punctuated sentences. Adopt an appropriate tone and style, using appropriate narrative and descriptive devices. Develop editing and proofreading strategies to improve work. Develop a broader vocabulary with accurate spelling. 	<p>Assessment 1</p> <p>(Year 11 Mock exam paper 1)</p>
Term 2	<p>English Language Paper 2 Viewpoint Reading and Writing -</p> <p>19th and 20th c non-fiction texts on a range of themes</p> <ul style="list-style-type: none"> Identify relevant information. Identify and analyse the effects of a writer's methods using appropriate subject terminology. Give relevant evidence. Compare viewpoints in different texts. Give judgements on effects and reasons for these. <p>Using a range of viewpoint texts as a springboard into revising key skills to persuade:</p> <ul style="list-style-type: none"> Plan and organise ideas, using a range of accurately punctuated sentences. Adopt an appropriate tone and style, using appropriate rhetorical and persuasive devices. Develop editing and proofreading strategies to improve work. Develop a broader vocabulary with accurate spelling. 	<p>Assessment 2</p> <p>(Year 11 Mock exam paper 2)</p>
Term 3	<p>Revision of both Language papers</p>	<p>AQA National exam</p>



Year 11 Core Course

English Literature GCSE

Awarding body: AQA

	Content	Assessment
Term 1	<p>English Literature Paper 1 Shakespeare and 19th Century Novel: <i>Macbeth</i> and <i>The Strange Case of Dr Jekyll and Mr Hyde</i></p> <ul style="list-style-type: none"> • Re-read key scenes from text-annotating key scenes. • Analyse language and structural features. • Analyse key scenes. • Consider contextual factors. • Long term memory strategies - learning quotations and key events. • Exam technique. 	<p>Assessment 1 (Year 11 Mock exam)</p>
Term 2	<p>English Literature Paper 2 Modern Text and Poetry <i>An Inspector Calls</i>, <i>Love and Relationships Anthology Poetry</i>, <i>Unseen Poetry</i></p> <ul style="list-style-type: none"> • Re-read key scenes from text. • Revise the key poems from anthology. • Analyse language, form, and structural features. • Make comparisons between poems. • Consider contextual factors. • Long term memory strategies - learning quotations and key facts. • Exam technique. 	
Term 3	Revision and exam technique for all texts	AQA National exam



Year 10 Options Course
Ethics and Philosophy GCSE

Awarding body: AQA

	Content	Assessment
Term 1	<p>Crime and Punishment</p> <ul style="list-style-type: none"> • Punishment. • Prison. • Capital punishment. • Forgiveness. • Corporal punishment. • Sanctity of life. • Ethical arguments. • Good and evil intentions. <p>Relationships and Families</p> <ul style="list-style-type: none"> • Human sexuality. • Marriage. • Sex. • Contraception and family planning. • Divorce. • Remarriage. • Nature of families. • Purpose of families. • Gender equality. 	<p>Assessment 1 (Crime test)</p> <p>Assessment 2 (Relationships and Families test)</p> <p>Assessment 3 (Year 11 Mock exam)</p>
Term 2	<p>Human Rights and Social Justice</p> <ul style="list-style-type: none"> • Introduction to social justice. • Introduction to human rights. • Prejudice and discrimination. • Religious expression. • Disability discrimination. • Racism. • Poverty. • Exploitation of the poor. • Charity. <p>Consolidation and Revision</p>	<p>Assessment 4 (Human Rights and Social Justice test)</p> <p>Assessment 5 (Christianity and Judaism test)</p>
Term 3	Structured revision	AQA National exam



Year 11 Options Course

Food Prep & Nutrition GCSE

Awarding body: AQA

	Content	Assessment
Term 1	<p>Non-Examined Assessment (NEA) 1 Introduction to the NEA 1 assessment.</p> <ul style="list-style-type: none"> • Time allowed and length of the task. • Assessment criteria. • Guidelines for feedback and assessment. <p>Food investigation task</p> <ul style="list-style-type: none"> • Analysis of the task. • Research and conclusions linked to the working characteristics, functional and chemical properties of ingredients. • Hypothesis and investigation planning. • Investigations x 3 to 4. • Analyse and evaluate. <p>Seneca learning - Revision material:</p> <ul style="list-style-type: none"> • Food, nutrition, and health. • Food Science. • Food Safety. 	<p>Assessment 1 (Mock exam1)</p> <p>Assessment 2 (NEA 1 formal assessment)</p> <p>Assessment 3 Year 11 Mock exam 2</p>
Term 2	<p>Non-Examined Assessment (NEA) 2 Introduction to the NEA 2 assessment.</p> <ul style="list-style-type: none"> • Time allowed and length of the task. • Assessment criteria. • Guidelines for feedback and assessment. <p>Food Preparation Task</p> <ul style="list-style-type: none"> • Analysis of the task. • Research using primary and secondary sources. • Planning possible dishes. • Demonstrating technical skills - x 3 to 4 dishes. • Practical time plan. • Practical exam x 3 dishes final menu in three hours. • Presentation of final menu, nutritional analysis, and evaluation. <p>Seneca learning - Revision material:</p> <ul style="list-style-type: none"> • Food choices. • Food Provenance 	<p>Assessment 4 (Practical exam, 3 dishes in 3 hours)</p> <p>Assessment 5 (NEA 2 formal assessment)</p> <p>Assessment 6 (Mock exam 3)</p>
Term 3	<p>Revision program</p> <ul style="list-style-type: none"> • Organisation of the written exam. • The command words used in the written exam. • The types of questions that are asked in the written exam: Multiple choice, data response, structured questions and open-ended responses or free response questions. • General revision material based on the main subject content topics. 	<p>AQA National exam</p>



Year 11 Options Course

Geography GCSE

Awarding body: AQA

	Content	Assessment
Term 1	<p>Fieldwork</p> <ul style="list-style-type: none"> Fieldwork trip preparation. Fieldwork trip. Human and Physical Fieldwork write-up to include: Data collection. Data presentation. Data analysis Reaching conclusions and evaluating both enquiries. <p>Paper 2 revision for Y11 mock examination</p> <ul style="list-style-type: none"> 6 weeks of lesson time is to be used to prepare students for a full paper 2 mock examination in December. <p>Physical Landscapes in the UK: Coasts</p> <ul style="list-style-type: none"> The physical processes that shape the coast Characteristics and formation of landforms resulting from erosion, transportation, and deposition. 	<p>Assessment 1 (Fieldwork)</p> <p>Assessment 2 (Year 11 Mock Exam)</p>
Term 2	<p>Physical Landscapes in the UK: Coasts</p> <ul style="list-style-type: none"> An example of the Dorset coast to identify its major landforms of erosion and deposition. The costs and benefits of coastal management strategies An example of a coastal management scheme in the UK: Lyme Regis <p>Paper 1 revision</p> <p>6 weeks of lesson time to be used to prepare students for Paper 1.</p>	<p>Assessment 3 (Physical landscapes in the UK: Coasts)</p>
Term 3	<p>Issue evaluation Pre-release</p> <ul style="list-style-type: none"> 12 weeks before the start of the examinations a pre-release booklet is issued to students. We will spend 3 weeks in class working through the booklet and enabling them to become familiar with the material within. <p>Paper 2 revision</p> <ul style="list-style-type: none"> 6 weeks of lesson time to be used to prepare students for Paper 2. 	<p>AQA National exam</p>



Year 11 Options Course

Hair & Beauty

Awarding body: VTCT

	Content	Assessment
Term 1	<p>Design in the hair and beauty sector</p> <p>The principles which underpin working with design briefs in a range of contexts related to the hair and beauty sector.</p> <ul style="list-style-type: none"> • Design briefs in the hair and beauty sector. • How to plan and develop a design brief project. • How to present and review a design brief project. 	<p>Assessment 1 (Mock exam)</p>
Term 2	<p>Business and entrepreneurship in the hair and beauty sector</p> <p>Explore the different types of businesses within the hair and beauty sector and their interdependent links with other industries, legislation, working practices and career pathways.</p> <ul style="list-style-type: none"> • The structure and concept of hair and beauty businesses. • Enterprise and entrepreneurship in the hair and beauty sector. • Marketing and its role in the promotion of hair and beauty products and services. 	<p>Assessment 2 (Externally set Synoptic assignment Mock examination)</p>
Term 3	<p>Anatomy, physiology, and cosmetic science</p> <p>Provides an understanding of cosmetic chemistry, the anatomy and physiology of the integumentary system and the development of hair and beauty products.</p> <ul style="list-style-type: none"> • The role of cosmetic ingredients. • The structure and function of the integumentary system. • The development of hair and beauty products. 	<p>VTCT National Exam</p>



Year 11 Options Course

Health & Social Care

Awarding body: Pearson

	Content	Assessment
Term 1	<p>Component 2</p> <ul style="list-style-type: none"> • The Skills and Values used in Health and Social Care • The attributes used in Health and Social Care • The benefits to individuals <p>Component 3</p> <ul style="list-style-type: none"> • Person centred approach to care • Physiological data and its affects • Paper structure/ technique 	<p>Assessment</p> <p>Attributes write up assessment.</p> <p>Assessment</p> <p>Controlled assessment</p>
Term 2	<p>Component 3</p> <ul style="list-style-type: none"> • Revision of person-centred approach to care • Revision of physiological data and its affects • Paper structure/ technique overview • Revision on factors which affect health. • Revision of targets, obstacles, and barriers 	<p>Assessment</p> <p>January exam</p> <p>Assessment</p> <p>Mock exam for students resitting exam.</p>
Term 3	<p>Component 3</p> <ul style="list-style-type: none"> • Revision of person-centred approach to care • Revision of physiological data and its affects • Paper structure/ technique overview • Revision on factors which affect health. • Revision of targets, obstacles, and barriers 	<p>Assessment</p> <p>External May exam</p>



Year 11 Options Course

History GCSE

Awarding body: Pearson

	Content	Assessment
Term 1	<p>Year 11 mock revision In lesson revision to prepare and support students for their Year 11 mock.</p> <p>Weimar and Nazi Germany 1918-1939 The Weimar Republic 1918-29</p> <ul style="list-style-type: none"> • The legacy of the First World War. • The impact of the Treaty of Versailles. • Political and economic challenges faced by the Weimar. • Stresemann- The Golden Era. • Life in Weimar Germany. • The role of Women. • Culture in Weimar Germany. <p>Weimar and Nazi Germany 1918-1939 Hitler's rise to power, 1919-33</p> <ul style="list-style-type: none"> • The early years of the Nazi Party. • The Munich Putsch. 	<p>Assessment 1 Year 11 mock- American West and Elizabethan England</p> <p>Assessment 2 (The Weimar Republic knowledge recall and exam skills)</p>
Term 2	<p>Weimar and Nazi Germany 1918-1939 Hitler's rise to power, 1919-33</p> <ul style="list-style-type: none"> • The Lean years. • Impact of the Wall Street Crash for Nazi support. • Propaganda. • Hitler's rise to power- LIMPPAPER. <p>Weimar and Nazi Germany 1918-1939 Creation of a dictatorship 1933-34</p> <ul style="list-style-type: none"> • Creation of a dictatorship- GREENTOP. • Police State. • Opposition- Religion and youth. • Nazi Culture. <p>Weimar and Nazi Germany 1918-1939 Life in Nazi Germany</p> <ul style="list-style-type: none"> • Life for women under the Nazis. • Policies towards the youth. 	<p>Assessment 2 (Hitler's Rise to Power knowledge recall and exam skills)</p> <p>Assessment 3 (Life in Nazi Germany knowledge recall test)</p>
Term 3	<p>Weimar and Nazi Germany 1918-1939 Life in Nazi Germany</p> <ul style="list-style-type: none"> • Life for women under Nazi rule • Unemployment. • Work. • Persecution of minority groups. • Persecution of the Jews. <p>Revision for GCSE examinations- Teacher led activities on Weimar and Nazi Germany.</p>	<p>Assessment 4 (Life in Nazi Germany knowledge recall and exam skills)</p> <p>Pearson National exam</p>



Year 11 Options Course

Hospitality & Catering

Awarding Body: WJEC

	Content	Assessment
Term 1	<p>Hospitality and Catering in Action</p> <ul style="list-style-type: none"> • Introduction into hospitality. • Nutrients. • Nutritional needs. • Menu planning. • Menu planning to meet customer's needs. • Production of dishes. • Techniques used in preparation. • Presentation techniques. • Commodities. • Environmental issues. • Reviewing of Dishes • Evaluating Cooking skills 	<p>Assessment 1</p> <p>Mock controlled assessment</p>
Term 2	<ul style="list-style-type: none"> • Revision and preparation for Controlled assessment. <p>The Hospitality and Catering Industry</p> <ul style="list-style-type: none"> • Hospitality and catering providers • Working conditions in Hospitality & Catering • Contributing factors to success of Hospitality & Catering • How Hospitality & Catering providers operate 	<p>Assessment 2</p> <p>(Practical - 12 hour Controlled Assessment)</p>
Term 3	<p>The Hospitality and Catering Industry</p> <ul style="list-style-type: none"> • Health and Safety within H&C • Food safety in H&C • Revision of unit 	<p>WJEC National exam</p>



Year 11 Options Course

Languages GCSE

Awarding body: AQA

	Content	Assessment
Term 1	<p>Bon travail - The world of work</p> <ul style="list-style-type: none"> • Mon stage - work experience. • Role play work-based situations. • At the hotel. • At the restaurant. • In a shop. • At the leisure centre. • Informal and formal address. • Revision and consolidation of Past, Present, Future, Imperfect and conditional tenses. • Le pire/le meilleur, future + conditional. 	<p>Assessment 1 (Year 11 Mock exam, Speaking)</p> <p>Assessment 2 (Year 11 Mock exam, Listening, Reading, Writing)</p>
Term 2	<p>Un œil sur le monde - Global and social issues</p> <ul style="list-style-type: none"> • Charity work/volunteering. • Homelessness. • Poverty. • Environmental issues. • Disasters. • Issues facing Francophone countries. • Revision and consolidation of Past, Present, Future, Imperfect and conditional tenses. • Using the passive, Modal verbs, arguments pour et contre. 	<p>Assessment 3 (Year 11 Mock exam, Listening, Reading, Writing)</p> <p>AQA National exam, Speaking exam window</p>
Term 3	<p>Revision of all GCSE Themes 1-3</p> <ul style="list-style-type: none"> • Self, Family and friends. • Free time. • Technology. • Festivals/customs. • Hometown. • Global and social issues. • Life at school. • Post 16. • Future plans. 	<p>AQA National exam</p>



Year 11 Core Course

Maths (Foundation) GCSE

Awarding body: OCR

	Content	Assessment
Term 1	<p>Gradients and lines</p> <ul style="list-style-type: none"> Interpret and use $y = mx + c$ Find the equation of a straight line. <p>Multiplicative reasoning</p> <ul style="list-style-type: none"> Use scale factors. Understand direct and indirect proportion. Ratio problems including speed and density. <p>Simultaneous equations</p> <ul style="list-style-type: none"> Solve simultaneous equations algebraically. Solve simultaneous equations graphically. <p>Angles and bearings</p> <ul style="list-style-type: none"> Interpret scale diagrams. Measure and read bearings. Measure and read scales. Solve problems involving bearings and scale. <p>Vectors</p> <ul style="list-style-type: none"> Understand, read, and use vectors. Add, subtract, multiply, and divide vectors. 	<p>Assessment 1 (Year 11 Mock Exam)</p>
Term 2	<p>Manipulating expressions</p> <ul style="list-style-type: none"> Simplify algebraic expressions. Use identities. <p>Change the subject</p> <ul style="list-style-type: none"> Rearrange formulas. <p>Sequences</p> <ul style="list-style-type: none"> Find the nth term of a linear sequence. Use rules for sequences. <p>Functions</p> <ul style="list-style-type: none"> Use function machines. Substitute into formulas and expressions. Graphs of quadratic functions. <p>Transformations</p> <ul style="list-style-type: none"> Perform and describe translations, reflections, rotations, and reflections. Perform basic constructions with a ruler and compass. Solve loci problems. <p>Listing and describing</p> <ul style="list-style-type: none"> Work with organised lists Sample space and probability Use and draw Venn diagrams. 	<p>Assessment 2 (Year 11 Mock Exam)</p>
Term 3	<p>Revision and exam preparation</p>	<p>OCR National Exam</p>



Year 11 Core Course

Maths (Higher) GCSE

Awarding body: OCR

	Content	Assessment
Term 1	<p>Gradients and lines</p> <ul style="list-style-type: none"> Parallel and perpendicular lines. Exponential graphs. Graphs of circles. Equation of tangents to any curve. <p>Multiplicative reasoning</p> <ul style="list-style-type: none"> Use complex direct proportion equations. Construct inverse proportion equations. <p>Simultaneous equations</p> <ul style="list-style-type: none"> Solve simultaneous equations including quadratics algebraically. Solve simultaneous equations including quadratics graphically. <p>Angles and bearings</p> <ul style="list-style-type: none"> Solve bearing problems involving sine and cosine rules. <p>Vectors</p> <ul style="list-style-type: none"> Explore vector journeys. Understand parallel vectors including colinear points. Use vectors in geometric proofs. 	<p>Assessment 1 (Year 11 Mock exam)</p>
Term 2	<p>Manipulating expressions</p> <ul style="list-style-type: none"> Simplify and solve algebraic fractions. <p>Change the subject</p> <ul style="list-style-type: none"> Understand the iterative process. Solve equations using iteration. <p>Sequences</p> <ul style="list-style-type: none"> Find the nth term of a quadratic sequence. Represent numbers algebraically. Algebraic proofs. <p>Functions</p> <ul style="list-style-type: none"> Solve quadratic inequalities. Understand and use trigonometric graphs. Sketch and identify functions of graphs. Transform and identify functions of graphs. <p>Transformations</p> <ul style="list-style-type: none"> Identify invariant points. Perform and describe negative enlargements. <p>Listing and describing</p> <ul style="list-style-type: none"> Use the product rule for counting. 	<p>Assessment 2 (Year 11 Mock exam)</p>
Term 3	<p>Revision and exam preparation</p>	<p>OCR National exam</p>



Year 11 Options Course

Music GCSE

Awarding body: OCR

	Content	Assessment
Term 1	<p>Listening and Appraising Exam</p> <ul style="list-style-type: none"> • AoS2: Concerto Through Time. • AoS3: Rhythms of the World. <p>Composition Coursework</p> <ul style="list-style-type: none"> • Creation and development of set-brief compositions. <p>Performance Coursework</p> <ul style="list-style-type: none"> • Rehearsal and recording of ensemble performance. 	<p>Assessment 1 (Listening and Appraising Mock Exam)</p> <p>Assessment 2 (Recording of ensemble performance)</p>
Term 2	<p>Listening and Appraising Exam</p> <ul style="list-style-type: none"> • AoS4: Film Music. • AoS5: Conventions of Pop. <p>Composition Coursework</p> <ul style="list-style-type: none"> • Development and completion of set-brief compositions. <p>Performance Coursework</p> <ul style="list-style-type: none"> • Rehearsal and recording of solo performance. 	<p>Assessment 3 (Submission of set-brief composition)</p> <p>Assessment 4 (Recording of solo performance)</p>
Term 3	<p>Listening and Appraising Exam</p> <ul style="list-style-type: none"> • Revision of exam content (AoS2-5) • Revision of aural skills, melodic dictation • Revision of exam technique • Practice questions 	<p>OCR National Exam</p>



Year 11 Options Course

Music Technology

Awarding body: Pearson

	Content	Assessment
Term 1	<p>Unit 4 - Introduction to Composition</p> <ul style="list-style-type: none"> • Responding to a brief. • Creating initial ideas. • Developing ideas into a full piece. <p>Unit 5 - Introduction to Performance</p> <ul style="list-style-type: none"> • Skills audit and target setting. • Development of technique. • Rehearsing and recording performances. <p>Unit 6 - Introduction to Recording</p> <ul style="list-style-type: none"> • Planning a recording session. • Recording multitrack audio. • Mixing and editing audio. 	<p>Assessment 1 (Submission of Unit 4/5/6 portfolio)</p>
Term 2	<p>Unit 7: Introducing Music Sequencing</p> <ul style="list-style-type: none"> • Note inputting and editing. • Applying effects to music. • Composer/stylistic intentions. • Recording and editing audio. • Mixing techniques. 	<p>Assessment 2 (Submission of Unit 7 Learning Aim A)</p>
Term 3	<p>Unit 7: Introducing Music Sequencing</p> <ul style="list-style-type: none"> • Mixing techniques. • Final alterations and submissions. 	<p>Assessment 3 (Submission of complete Unit 7)</p>



Year 11 Core Course

Personal Development Education

	Content	Assessment
Term 1	<p>Term 1</p> <ul style="list-style-type: none"> • Financial Capability • Exam preparation and revision techniques • Attitudes towards women and INCEL culture. • Cancer Prevention and self-checking • Gambling and addictive behaviour • Substance misuse • New Psychoactive substances 	
Term 2	<p>Term 2</p> <ul style="list-style-type: none"> • Addiction • Conception and options • Pregnancy, loss, and birth • Cyberbullying and online criminal activities • Fraud • Homelessness • Cultural Awareness • LGBTQAI+ in Sport 	
Term 3	<p>Term 3</p> <ul style="list-style-type: none"> • SEXions (Consent, sexual health, and contraception). • VIA Education (preparation for driving). <p>Revision Sprint (how to alleviate exam anxiety, revision techniques and CORE subject revision).</p>	



Year 11 Core Course

Physical Education

	Content	Assessment
<p>Term 1</p>	<p>A 6-week rotation of the following activities</p> <ul style="list-style-type: none"> • Outdoor invasion games. • Indoor invasion games. • Table tennis. • Swimming. • Athletics. • Striking and fielding. • Gymnastics. • Racket sports. 	<p>Assessment 1 (Head: reasons for a warmup and cool down)</p> <p>Practical Assessment in the activities taking place.</p>
<p>Term 2</p>	<p>A 6-week rotation of the following activities</p> <ul style="list-style-type: none"> • Outdoor invasion games. • Indoor invasion games. • Table tennis. • Swimming. • Athletics. • Striking and fielding. • Gymnastics. • Racket sports. 	<p>Assessment 2 (Hand: ways in which to beat an opponent under pressure and/or work collaboratively for the same goal).</p> <p>Practical Assessment in the activities taking place.</p>
<p>Term 3</p>		



Year 11 Options Course

Physical Education GCSE

Awarding body: AQA

	Content	Assessment
Term 1	<p>Sports psychology. Socio-cultural influences and well-being in physical activity and sport.</p> <ul style="list-style-type: none"> • Skill and ability, including classification of skill. Definitions and types of goals. • The use and evaluation of setting performance and outcome goals, including the use of SMART targets to improve/optimize performance. • Basic information processing. • Examples of and evaluation of the types of feedback and guidance. • Arousal and the Inverted U theory. • Application of how optimal arousal must vary in relation to the skill/stress management techniques. • Aggression and personality. Intrinsic and extrinsic motivation, including evaluation of their merits. • Application of theory content to coursework. 	<p>Assessment 1 (Of practical sports)</p> <p>Assessment 2 (Sports psychology test)</p> <p>Assessment 3 (Year 11 Mock Exam)</p>
Term 2	<p>Socio-cultural influences. Socio-cultural influences and well-being in physical activity and sport.</p> <ul style="list-style-type: none"> • Engagement patterns and the factors affecting them. Commercialisation, sponsorship, and the media. • Positive and negative impacts of sponsorship and the media. • Positive and negative impacts of technology. Conduct of performers and introduction to drugs. • Sporting examples of drug taking. • Advantages/disadvantages to the performer/the sport of taking PED's. • Spectator behaviour and hooliganism, including strategies to combat hooliganism. 	<p>Assessment 4 (Of practical sports)</p> <p>Assessment 5 (Socio-cultural influences test)</p>
Term 3	<p>Exam preparation.</p> <ul style="list-style-type: none"> • Review and amending NEA coursework. • Exam preparation and long mark questioning. • Practical sport booster sessions. 	<p>AQA National exam</p>



Year 11 Options Course

Photography GCSE

Awarding body: AQA

	Content	Assessment
Term 1	<p>Component 1- Project 3- Mock Assessment- Continuation of the extended project set in Year 10.</p> <ul style="list-style-type: none"> • A project based on the previous year's externally set assignment. • Choose one starting point and use the process of researching and responding to chosen photographers and/or artists to create a synthesis of ideas or concepts inspired by the responses. • Independent work, utilising skills learned through other projects or researching to learn new skills. 	Student booklet designed to log the continuous understanding of the creative process.
Term 2	<p>Component 2- Externally Set Assignment</p> <ul style="list-style-type: none"> • A project achieved in a preparatory period of 11 weeks and ending in 10 hours of exam-style supervised time. • Choose one starting point and use the process of researching and responding to chosen photographers and/or artists to create a synthesis of ideas or concepts inspired by the responses. • Independent work, utilising skills learned through other projects or researching to learn new skills. 	<p>Student booklet designed to log the continuous understanding of the creative process.</p> <p>AQA External exam assignment</p>
Term 3	<p>Component 1</p> <ul style="list-style-type: none"> • Improvements to all coursework including Project 3 based on feedback given. 	



Year 11 Core Course

Religious Education

	Content	Assessment
Term 1	<p>Curriculum Content</p> <ul style="list-style-type: none"> • Financial capability • The use of wealth • Incel culture • Radicalisation • Cancer prevention • Gambling • Substance misuse <p>Pastoral Provision</p> <ul style="list-style-type: none"> • Cultural Diversity • Holocaust Memorial Day • Black History Month • Charity • Atonement <p>Additional Student Opportunities</p> <ul style="list-style-type: none"> • World Kindness Day • Winter Celebration • Xmas Jumper Swap 	
Term 2	<p>Curriculum Content</p> <ul style="list-style-type: none"> • New Psychoactive Substances • Addiction • Fraud • LGBTQA+ in Sport • Sexions (Sexually Transmitted Infections) <p>Pastoral Provision</p> <ul style="list-style-type: none"> • World Religion Day • Faith • Stewardship <p>Additional Student Opportunities</p> <ul style="list-style-type: none"> • World Faith Day • Spring Celebration 	
Term 3	<p>Pastoral Provision</p> <ul style="list-style-type: none"> • LGBTQAI+ • Your community <p>Additional Student Opportunities</p> <ul style="list-style-type: none"> • Pride 	



Year 11 Core Course

Science (Biology) GCSE

Awarding body: AQA

	Content	Assessment
Term 1	<p>Homeostasis and Response</p> <ul style="list-style-type: none"> • Homeostasis and the nervous system. • The reflex arc. • Human reaction time. • The endocrine system and negative feedback. • Controlling blood glucose and diabetes. • Puberty and the menstrual cycle. • Contraception. • Hormonal help for fertility. • The brain. (Triple only). • The eye. (Triple only). • Controlling body temperature. (Triple only). • Kidney function and ADH. (Triple only). Kidney failure. (Triple only). • Plant hormones and their uses. (Triple only). <p>Infection and response</p> <ul style="list-style-type: none"> • Monoclonal antibodies. • Culturing micro-organisms. • Plant disease and plant defence responses. 	<p>Assessment 1 (Year 11 Mock exam, paper 1)</p>
Term 2	<p>Inheritance, Genetics and Evolution</p> <ul style="list-style-type: none"> • DNA, genes, genomes, and chromosomes. • Mitosis and Meiosis. • Monohybrid inheritance. • Genetic disorders. • Embryonic screening and sex determination. • Variations and mutations. • Evolution. • Selective breeding and Genetic engineering. • Speciation. • Evidence for evolution. • Extinction. • Antibiotic resistance. • DNA structure and protein synthesis (Triple only). • Advantages and disadvantages of different forms of reproduction (Triple only). • Cloning (Triple only). • Development and theory of evolution (Triple only). • Understanding of genetics (Triple only) <p>Ecology (Triple only)</p> <ul style="list-style-type: none"> • Rates of decomposition. • Trophic levels and biomass. Transfer of biomass. • Food production. 	<p>Assessment 2 (Year 11 Mock exam, paper 2)</p>
Term 3	Revision	AQA National exam



Year 11 Core Course

Science (Chemistry) GCSE

Awarding body: AQA

	Content	Assessment
Term 1	<p>Chemical Changes</p> <ul style="list-style-type: none"> • Reactivity series. • Reduction with carbon. • Oxidation and half equations. • Acid and alkali reactions. • Strong and weak acids. • Soluble salts. • Electrolysis of lead bromide, of zinc chloride, of aluminium oxide). • Electrolysis of aqueous solutions. • Neutralisation. (Triple only) • Cells and batteries. Fuel cells. (Triple only) <p>Energy Changes</p> <ul style="list-style-type: none"> • Exothermic and endothermic reactions. • Activation energy and energy profile. • Bond making and breaking. <p>Atoms and the periodic table (Triple only)</p> <ul style="list-style-type: none"> • Transition metals. <p>Using resources (Triple only)</p> <ul style="list-style-type: none"> • Corrosion and prevention. Expansion on complex alloys. Ceramics. Polymers and composites. The Haber process and industrial uses of ammonia. NPK fertilisers. <p>Structure and bonding (Triple only)</p> <ul style="list-style-type: none"> • Nanoparticles 	<p>Assessment 1 (Year 11 Mock exam, paper 1)</p>
Term 2	<p>Quantitative Chemistry</p> <ul style="list-style-type: none"> • Relative formulae mass. • Conservation of mass and balancing equations. • The mole. • Amounts of substances in equations. • Using moles to balance equations. • Concentration of solutions. • Percentage yield and atom economy. (Triple only) • Using concentrations of solutions in mol dm⁻³. (Triple only) • The use of the amount of substances in relation to the volume of gases. (Triple only) <p>Organic chemistry (Triple only)</p> <ul style="list-style-type: none"> • Alkenes. Carboxylic acids. Addition and condensation polymerisation. <p>Chemical analysis (Triple only)</p> <ul style="list-style-type: none"> • Flame tests • Metal hydroxides. Carbonates. Sulphates and halides. Flame emission spectroscopy. 	<p>Assessment 2 (Year 11 Mock exam, paper 2)</p>
Term 3	<p>Revision</p>	

Year 11 Core Course

Science (Physics) GCSE

Awarding body: AQA

	Content	Assessment
Term 1	Forces <ul style="list-style-type: none"> Speed and velocity. $d=st$ Distance-time graphs. Velocity-time graphs. Uniform acceleration. $a = \Delta v/t$, $v^2-u^2 = 2as$ Newton's 3 laws of motion. $F=ma$ Terminal velocity. Reaction time and vehicle stopping distance. Momentum and conservation of momentum. $P=mv$ Changes in momentum. $F=m\Delta v/\Delta t$ (Triple only) Moments, levers, and gears (Triple only). Atmospheric pressure (Triple only). 	Assessment 1 (Year 11 Mock exam, paper 1)
Term 2	Required Practical's (recap) <ul style="list-style-type: none"> Specific heat capacity of a material. $E = mc\Delta\theta$ The factors affecting resistance. I-V characteristics of a resistor, lamp, and diode. Density of regular and irregular solids and liquids. Force and extension for a spring. Force and the acceleration of an object. f, λ and c for waves in a ripple tank or on a string. Absorption and reflection of I-R radiation. Using materials as thermal insulators. (Triple only) The reflection and refraction of light. (Triple only) Particle Model of Matter (Triple only) <ul style="list-style-type: none"> Pressure in gases. $PV = \text{constant}$ (Triple only). Pressure in a fluid. $P = F/A$. $P = \rho gh$ (Triple only). Atomic structure (Triple only) <ul style="list-style-type: none"> Hazards and uses of ionising radiation. Nuclear fission and fusion. Electricity (Triple only) <ul style="list-style-type: none"> Static electricity and electric fields. Magnetism and electromagnetism (Triple only) <ul style="list-style-type: none"> Loudspeakers. The generator effect and transformers. $V_p/V_s = N_p/N_s$. $V_s I_s = V_p I_p$ Waves (Triple only) <ul style="list-style-type: none"> Reflection. Using sound waves for detection and exploration. Lens diagrams. Magnification = image h/object h Black bodies. Space (Triple only) <ul style="list-style-type: none"> Our solar system. The lifecycle of a star. Satellites in orbit. Red shift and The Big Bang. 	Assessment 2 (Year 11 Mock exam, paper 2)
Term 3	Revision	AQA National exam



Year 11 Options Course

Sport

Awarding body: Pearson

	Content	Assessment
Term 1	<p>Fitness for Sport and Exercise</p> <ul style="list-style-type: none"> • The components of fitness and the principles of training. • Exploring different fitness training methods. • Investigating fitness testing to determine fitness levels. 	<p>Assessment 1 (Coursework)</p>
Term 2	<p>Synoptic module</p> <ul style="list-style-type: none"> • Applying the Principles of Personal Training provides the synoptic assessment for this qualification. • Draw on knowledge from previous units to complete this assessment. 	<p>National Edexcel exam (1st sitting)</p> <p>Assessment 2 (Coursework)</p>
Term 3	<p>Synoptic module</p> <ul style="list-style-type: none"> • Applying the Principles of Personal Training provides the synoptic assessment for this qualification. • Draw on knowledge from previous units to complete this assessment. 	<p>National Edexcel exam (2nd sitting)</p>



Year 11 Options Course

Textiles

Awarding body: Pearson

	Content	Assessment
Term 1	<p>Unit 3 - Communicating ideas in 2D - Internal assessment</p> <ul style="list-style-type: none"> • Researching a brief • Primary research • Secondary research • Working with decorative Textile technique • Resist dyeing methods. • Free machine embroidery • Felting and embellishment 	<p>Assessment 1 (Coursework)</p>
Term 2	<p>Unit 4 - Communicating ideas in 3D - Internal assessment</p> <ul style="list-style-type: none"> • Researching a brief • Primary research • Secondary research • Working with 3D construction processes • Production of a garment • Recycling and upcycling • Developing new fabrics 	<p>Assessment 2 (Coursework)</p>
Term 3	<p>Unit 4 - Communicating ideas in 3D (continued)</p> <ul style="list-style-type: none"> • Completion of Unit 4 	<p>Assessment 3 (Coursework)</p>



Year 11 Core Course

Tutor time

	Content	Assessment
<p>Term 1</p>	<p>Theme of the week</p> <ul style="list-style-type: none"> • Self-motivation. • Accountability. • Democracy. • Road safety. • Cultural diversity. • Black history. • On-line safety. • The rule of law. • Remembrance. • Anti-bullying. • Anti-drugs. • Positive attitudes. • Relationships. • Charity. 	
<p>Term 2</p>	<p>Theme of the week</p> <ul style="list-style-type: none"> • Co-operation. • Healthy lifestyles. • World religion day. • Holocaust remembrance. • Exploitation. • Mental health awareness. • Resilience. • World book day. • International women’s day. • British science week. • Faith. • Anxiety. 	
<p>Term 3</p>	<p>Theme of the week</p> <ul style="list-style-type: none"> • Consent. • Stress. • Eco-schools. • Respect. • Informed personal finance. • Appreciation. • Volunteering in your community. • Pride month. • Prevention. • Aspirations. • Self-care. • Tolerance. • Individual liberties. • Achievement. 	

