

## MEET THE HEAD OF YEAR AND PASTORAL TEAM



Miss R Wyatt  
Head of Year 7



Miss Levesley  
Head of Year 8



Miss F Neilan  
Head of Year 9



Miss H Plumb  
Head of Year 10



Miss J Elms  
Head of Year 11



Mrs J Rogers  
Year 7  
Pastoral Manager



Mrs M Quinn  
Year 8  
Pastoral Manager



Mrs J Martin  
Year 9  
Pastoral Manager



Mrs H Williams  
Year 10  
Pastoral Manager



Miss A Jarman  
Year 11  
Pastoral Manager

| Term Dates                    | All dates are Provisional |
|-------------------------------|---------------------------|
| Tues 21 December 2021         | Term Ends                 |
| Wed 5 January 2022            | Term starts               |
| Mon 14 - Fri 18 February 2022 | Half term                 |
| Fri 01 April 2022             | Term Ends                 |
| Tues 19 April 2022            | INSET Day                 |
| Wed 20 April 2022             | Term starts               |
| Mon 30 - Fri 03 June 2022     | Half term                 |
| Thu 21 July 2022              | INSET Day                 |
| Fri 22 July 2022              | INSET Day                 |
| Fri 22 July 2022              | Term Ends                 |

## MEET THE FORM TUTOR TEAM



11DV1

Mr Swindell



11DV2

Miss Pennington



11F1

Mrs Read



11F2

Ms Passmore



11G1

Mrs S Doyle



11G2

Mr Vivian



11P1

Mr Nair



11P2

Mrs Keet





## CURRICULUM INFORMATION - What are our Students studying this term?

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| <p>P.E</p>               | <p>Year 11 Girls: Table tennis, Fitness, Badminton, Basketball, Handball, Football<br/>Year 11 Boys: Football, Fitness, Badminton, Table tennis, Handball, Basketball</p> <p><b>KS4 Option: CNAT SPORT</b> (OCR)</p> <p><b>R052. Developing Sports Skills (coursework)</b></p> <p>LO1: Be able to use skills, techniques &amp; tactics/strategies/compositional ideas as an individual performer in a sporting activity</p> <p>LO2: Be able to use skills, techniques &amp; tactics/strategies/compositional ideas as a team performer in a sporting activity</p> <p>Lo3: Be able to officiate in a sporting activity</p> <p>LO4: Be able to apply practice methods to support improvement in a sporting activity</p> <p><b>R054. Sport and the media (coursework)</b></p> <p><b>LO1: Know how sport is covered across the media</b></p> <p><b>LO2: Understand the positive effects media can have on sport</b></p> <p><b>LO3: Understand the negative effects media can have on sport</b></p> <p><b>KS4: OPTION:</b></p> <p><b>PE GCSE</b> (EDEXCEL)</p> <p>Anatomy &amp; Physiology – Applied Anatomy &amp; Physiology, Movement Analysis, Physical training.<br/>Health, Fitness &amp; Well-Being, Sports.<br/>Psychology, Socio-cultural influences.</p> |
| <p>COMPUTING</p>         | <p>Year 11 ICT will continue to learn about how computer systems work and how to use ICT in business in preparation for their prelim.</p>  |
| <p>COMPUTING SCIENCE</p> | <p>Year 11 Computer Science will spend this half term revising the content of the Computer Science course. This will include past papers to make sure students are thoroughly prepared for their next set of prelims.</p>  |
| <p>BUSINESS</p>          | <p>Business students will continue to work there way through the GCSE course. This term they move on to look at the role of marketing and market segmentation. In the paper 2 lessons, they will continue their study of finance as well as looking at influences on business.</p>   |
| <p>PSYCHOLOGY</p>        | <p>GCSE Psychology, AQA:</p> <p>Students will be focusing on the Social Influence topic with Ms Harrison. They will begin looking into Conformity and Obedience, for example why people will obey certain authority figures. Parents could discuss real-life events such as the Nazi soldiers and why they obeyed such horrific orders in order to help the students apply their knowledge to real-life situations.</p> <p>With Miss Rabjohn the GCSE class will be moving onto Language, Thought and Communication topic. Within this module, students will look at different forms of effective communication, how to communicate in a more 'likeable' manner and then comparing animal vs human communication in preparation for our upcoming trip the Whipsnade Zoo where students will carry out an experiment or observation into the forms of communication.</p>  |

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| <p>DESIGN &amp;<br/>TECHNOLOGY</p>               | <p><b>Engineering 1 year option:</b> Cambridge National in Engineering Design helps students understand the processes of engineering design and how market requirements inform client briefs. Through practical activities they develop skills in computer modelling and model making and how to communicate design ideas effectively. This term students will be designing/developing their Lamp concepts and planning for manufacture to produce a prototype.</p> <p><b>GCSE—Design and Technology option:</b> Students will be working of theory and Non Examination Assessment.</p> <p><b>Theory:</b> Students will cover various aspects of core technical principles, specialist technical principles and designing and making principles.</p> <p><b>NEA:</b> Students' will be working on investigation into a contextual challenge, defining the needs and wants of the user and include relevant research to produce a design brief and specification. They will be generating design ideas with flair and creativity and develop these to create a final design solution (including modelling). A manufacturing specification will be produced to conclude their design findings leading into the realisation of a final prototype that is fit for purpose and a final evaluation. Students will investigate, analyse and evaluate throughout the portfolio and evidence all decisions made.</p> |
| <p>CHILD<br/>DEVELOPMENT<br/>(1 year option)</p> | <p>The 5 topics of Unit 2 (spring) are:</p> <ul style="list-style-type: none"> <li>- Understand the expected pattern of child development</li> <li>- Understand the importance of observations and assessments</li> <li>- Understand the factors that might affect development</li> <li>- Understand how to use everyday care, routines and activities</li> <li>- Understand how to support children through transitions</li> </ul> <p>This unit is a coursework unit. The pupils will produce 9 pieces of coursework this term.</p> <p><u>How a parent can help:</u> talk about how your children (and others) developed when they were younger. Show pictures/ watch videos. Were there any factors that affected their development? Can they remember when the first went to nursery/ pre-school? Can you? What were your experiences like as an under 8?</p>   |
| <p>HOSPITALTY/CATERING</p>                       | <p><u>Year 11 (1 year option)</u></p> <p>Students will continue their controlled assessment this term which is worth 60% of their overall grade. As part of this they will look at planning menus for different groups of people as well as environmental issues that should be considered. They will further their understanding of how dishes meet customer needs and know how to prepare a plan of production. Exam topics will include how Hospitality &amp; Catering provisions operate as well as Health &amp; Safety requirements &amp; responsibilities. Practical lessons will cover a variety of cooking skills &amp; techniques to prepare students for their practical exam at the end of term where they will cook and present a two course meal.</p>   |

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| ETHICS                 | Students will build upon their study of the Holocaust in Year 8 History. Using materials from the Holocaust Education Trust and the UCL Centre for Holocaust Education, students will increase their knowledge of Jewish life in Europe before the Holocaust. They will explore the reasons behind individual actions and consider the challenges and opportunities faced by Holocaust survivors after liberation.  |
| ART                    | Collections – developing drawing and artist analysis skills.  |
| HEALTH AND SOCIAL CARE | Students will have completed the first part of their coursework and will be beginning their second piece. This is called Component 2: Health and Social Care Services and Values and it looks into specific careers in H&SC and how the care values that are needed to perform them. Within this coursework, students will be creating a role play situation between health care professionals and a health care user which they will be acting out and recording for part of their coursework grade.   |
| GCSE PHOTOGRAPHY       | <p>Movement - exploring motion in photography and animation.</p> <p>Looking at different speed settings on our camera to freeze and slow motion.</p>  |
| MFL - SPANISH          | <p>Depending on the set they are in, Year 11 will be studying module 6 and 7 of their text book. (either <b>De Costumbre- Festivals and customs, GCSE Theme: 'Identity and Culture'</b> and/or <b>¡A currar! – Work, GCSE: Theme (Current and future study and employment)</b>).</p> <p><i>Students will be assessed in the 3 skills (listening, speaking, reading &amp; writing during the March preliminary exams).</i></p> <p>Parents could help their child revise <b>on a regular basis</b> the vocabulary for the module they are learning (double page vocab)- The question they could ask is “have you spent 10 minutes revising the vocabulary?” or “if I say the English, can you translate it in French/ Spanish?”. Students could listen to music or watch films in the target language as well as using free language apps to learn or revise key phrases and grammar whilst having fun.</p> <p>Linguascope- Students have all be given a username and password to access this great language website.</p> |
| MFL - FRENCH           | <p>Y11 will be studying module 6 and 7 (either <b>School and Future aspirations and International dimension</b>) These modules are part of GCSE Theme 3 and 4.</p> <p><i>Students will be assessed in the 4 skills (listening, speaking, reading &amp; writing during the March preliminary exams.)</i></p> <p>Parents could help their child revise <b>on a regular basis</b> the vocabulary for the module they are learning (double page vocab)- The question they could ask is “have you spent 10 minutes revising the vocabulary?” or “if I say the English, can you translate it in French/ Spanish?”. Students could listen to music or watch films in the target language as well as using free language apps to learn or revise key phrases and grammar whilst having fun.</p> <p>Linguascope- Students have all be given a username and password to access this great language website.</p>   |



# YEAR 11 SPRING NEWSLETTER

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|---------------------------|---|
| <p>PERFORMING ARTS</p>    | <p>Options: Music – Unit 2 – Designing and Creating Podcasts as a Music Product; Completing work for unit 1 – The Music Industry (external exam) in 13th January and beginning work on the sequencing unit (unit 7) and unit 5 (performing).</p> <p>Options: Drama - Component 1: exploring different styles of drama through repertoire of live professional performance.</p> <p>Options: Dance - Component 1: exploring different styles of dance through repertoire of live professional performance.</p>  |
| <p>TRAVEL AND TOURISM</p> | <p><b>Travel and Tourism OPTION</b> - Exam Board = Edexcel/Pearson</p> <p>The coursework – we will be continuing with unit 3 on Customer Service.</p> <p>We will focus on Drayton Manor, Papermill and Visit Britain as our 3 organisations and how they use customer service. We will be looking at how the organisations deal with internal and external customers along with role play and procedures that organisations put in place to deal with complaints.</p> <p>We will then start unit 4 where we will be focusing on the features in short and long-haul destinations. Students will link these features to different types of customers and be able to explain how the different features at the different destinations appeal to them. They will continue to focus on different types of destinations from around the World and plan an itinerary for different visitor types to 2 different destinations, justifying their choices. For the higher marks pupils will have to adapt the holiday to be suited to a different customer type and explain why they would make these changes to suit the new customer types' needs'.</p> <p>The exam – we will be focusing on different tourism industries including; travel agents, tour operators, transport, arts and entertainment, visitor attractions, accommodation and tourism development. The students will need to learn about the types of each industry, the roles they have and the products and services they offer.</p> |
| <p>RELIGIOUS STUDIES</p>  | <p>Religious Studies GCSE AQA A.</p> <p>Students will begin to study Paper 2—Thematic Studies. They will look at the teachings in Christianity and Islam on Relationships and Families, Religion and Life, Religion, Crime and Punishment and Religion, Human Rights and Social Justice.</p>  |
| <p>PSHE</p>               | <p>Relationships and Sex Education will continue into the Spring term for year 11 in PSHCE. This includes lessons on consent and healthy relationships, reproductive and sexual health, contraception, STIs and pregnancy choices.</p>  |



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|---------------------|--|
| SOCIOLOGY           | GCSE Sociology, AQA : Focusing on the Crime and Deviance topic. Looking specifically at reasons for people committing crimes and the differences in crime rates among gender, social class, age and ethnicity. Pupils will also get the opportunity to explore how crime is measured and reported in society, specifically looking at the impact of the media. Pupils will also be looking at the Social Stratification topic, more specifically understanding life chances of individuals in different social classes and ethnicities. Further, pupils will explore the idea of poverty and power and authority in depth.   |
| HISTORY             | Industrial; Modern; Causes and treatments of illness;  |
| DESIGN & TECHNOLOGY | <p><b>Engineering 1 year option:</b> Cambridge National in Engineering Design helps students understand the processes of engineering design and how market requirements inform client briefs. Through practical activities they develop skills in computer modelling and model making and how to communicate design ideas effectively. This term students will be designing/developing their Lamp concepts and planning for manufacture to produce a prototype.</p> <p><b>GCSE—Design and Technology option:</b> Students will be working of theory and Non Examination Assessment.</p> <p><b>Theory:</b> Students will cover various aspects of core technical principles, specialist technical principles and designing and making principles.</p> <p><b>NEA:</b> Students' will be working on investigation into a contextual challenge, defining the needs and wants of the user and include relevant research to produce a design brief and specification. They will be generating design ideas with flair and creativity and develop these to create a final design solution (including modelling). A manufacturing specification will be produced to conclude their design findings leading into the realisation of a final prototype that is fit for purpose and a final evaluation. Students will investigate, analyse and evaluate throughout the portfolio and evidence all decisions made.</p> |
| CITIZENSHIP         | <p><b>AQA GCSE Citizenship</b></p> <p>Students will continue to work on their Citizenship Action, a compulsory project that they must undertake for the course, which is assessed as part of the final examinations.</p> <p>Having worked with their groups to investigate a citizenship issue of their choice and plan their Action in the Autumn term, they will carry out this Action in the Spring term. This will aim to deliver a benefit or change for a particular community or wider society and will involve trying to influence someone/a group in a position of power, in order to achieve this.</p> <p>Students will also be starting to revise key topic areas in preparation for their final exams.</p>   |



