



Curriculum Booklet
Year 11

Dear Parents/Carers

This booklet provides you with details of the curriculum which your son/daughter will follow in Year 11 at St Philip's School. Please support them by ensuring they bring a pencil case with basic stationery and their student planner to school each day. They must also bring their PE kit on days when they have timetabled PE lessons.

Due to the changes the Government are making to the GCSEs, we will confirm the curriculum for the Science course after October half term.

Your son/daughter will receive homework throughout the week. This may be a short task to be completed within a short time frame or a project to be completed over a longer period of time. Homework tasks will be recorded in the student planners. In addition, pupils should try to read each day at home. This could be a book brought home from school, a newspaper or magazine, a book from the library or something of interest on the internet. The expectation is that all pupils complete homework tasks and return them. If pupils do not complete homework without a justifiable reason they may receive a break time detention.

Making Learning Visible

Making Learning Visible (MLV) is learning about learning for both the young people and adults at St Philips. It is based in the idea of the capable child “who delights in taking responsibility for his or her own learning”.

The overall goal of Making Learning Visible is to create and sustain powerful cultures of learning in and across our classrooms that nurture and make visible individual and group learning, moving on from the fixed mindset of ability towards seeing our young people, and to help them see themselves as capable of developing their intelligence.

The process we have been using is to gather lots of different data: videos, photos, diary notes of dialogues we have had with young people, questions and comments they have made, ideas they have had individually and in groups. We are collecting all those light bulb moments, the things we see that we want to share with each other. We are trying to work out precisely what our students are learning and how they are doing it.

We are trying to work out how what we do affects that. We create a document for classroom display “trying to show the process of learning, making public our thoughts on learning and planning together our next steps in carrying that learning forward” so over the year everyone should end up with a display documenting typical learning in their classroom.

Top 5 Learning Skills



STOP AND THINK
I make sure I know what to do



PLANNING
I make sure I have a plan BEFORE I start work



CHECK AND CHANGE
Mistakes are good as they help me learn
I look for mistakes and change them



ASKING QUESTIONS
If something is confusing I use my skills to help make things clear, like asking questions



REMEMBERING
I use more than one piece of information at a time

English GCSE

Unit of Work	Knowledge and Content
English Language	<p>Students are following the AQA GCSE Language specification 8700.</p> <p>This specification offers a skills-based approach to the study of English Language in an untiered context. Questions are designed to take students on an assessment journey through lower tariff tasks to more extended responses. The specification offers the attraction of two equally-balanced papers, relating reading sources to the topic and theme of writing tasks. The reading sources act as stimulus for writing tasks, providing students with a clear route through each paper. Each paper has a distinct identity to better support high quality provision and engaging teaching and learning. Paper 1, Explorations in Creative Reading and Writing, looks at how writers use narrative and descriptive techniques to engage the interest of readers. Paper 2, Writers' Viewpoints and Perspectives', looks at how different writers present a similar topic over time. The specification is fully co-teachable with GCSE English Literature. Students will therefore benefit from the transferable skills developed across the two subjects.</p>

English Functional Skills

Functional skills are designed to equip students with the skills to operate confidently, effectively and independently in education, work and everyday life.

Functional Skills English at Entry Levels 1, 2 & 3 and Level 1, aims to ensure that each individual is able to communicate effectively and develop skills in:

- speaking, listening and communication
- reading
- writing.

For each component realistic contexts have been designed so that students develop the functionality they need. Students must pass each component at their chosen level in order to achieve the award for Functional Skills English.

Unit of Work	Knowledge and Content
Speaking, Listening and Communicating	Students are expected to meet the following criteria during a group discussion and one to one conversations: <ul style="list-style-type: none">• Follow the main points of discussions• Use techniques to clarify and confirm understanding• Give own point of view and respond appropriately to others' points of view• Use appropriate language in informal and formal discussions/exchanges• Make relevant contributions allowing for and responding to others' input.
Reading	Students are expected to meet the following criteria: <ul style="list-style-type: none">• Understand the main points of texts• Obtain specific information through detailed reading• Use organisational features to locate information• Read and understand texts in different formats using strategies/techniques appropriate to the task
Writing	Students are expected to meet the following criteria: <ul style="list-style-type: none">• Plan, draft and organise writing• Sequence writing logically and clearly• Use basic grammar including appropriate verb-tense and subject-verb agreement• Check work for accuracy, including spelling.

Maths

Students following the Functional Skills course will learn the following content:

Knowledge and Content

Level 1

- Use whole numbers, positive and negative numbers in practical contexts
- Add, subtract, multiply and divide whole numbers
- Understand equivalences between common fractions, decimals and percentages.
- Add and subtract decimals up to two decimal places
- Solve simple problems involving ratio, where one number is a multiple of the other
- Use simple formulae expressed in words
- Solve problems requiring calculation with common measures, including money, time, length, weight, capacity and temperature
- Convert units of measure in the same system
- Work out areas and perimeters in practical situations
- Construct geometric diagrams and models and shapes
- Extract and interpret information from tables, diagrams, charts and graphs
- Collect and record discrete data and organize and represent information in different ways
- Find mean and range
- Use data to assess the likelihood of an outcome

Level 2

- Understand and use positive and negative numbers of any size in practical contexts
- Carry out calculations with numbers of any size in practical contexts, to a given number of decimal places
- Understand, use and calculate ratio and proportion, including problems involving scale
- Understand and use equivalences between fractions, decimals and percentages.
- Understand and use simple formulae and equations involving one- or two-step operations
- Recognize and use 2D representations of 3D objects
- Find area, perimeter and volume of common shapes
- Use, convert and calculate using metric and, where appropriate, imperial measures
- Collect and represent discrete and continuous data, using ICT where appropriate.
- Use and interpret statistical measures, tables and diagrams, for discrete and continuous data, using ICT where appropriate
- Use probability to assess the likelihood of an outcome

Maths

Students following the Entry level courses will learn the following content:

Unit of Work	Knowledge and Content
Entry Level 1	<ul style="list-style-type: none">• Numbers up to 10• Words up to 10• Comparing sizes• Patterns of 2• Describing shapes• Adding and subtracting• More, less or the same?• Ordering• Where does it belong?• Sides and corners• Cubes• Where and when?• Calculator numbers
Entry Level 2	<ul style="list-style-type: none">• Counting to 20• Repeating patterns• Up to 100 and beyond• Ordering• Counting in steps• Measuring lines• Angles• Adding and subtracting• Using a calculator• Measuring• Collecting data and presenting it in a table• Block graphs• Turning shapes• Shapes and their properties• Shopping and squares• Shopping problems• How much more?• Matching diagrams• Sharing
Entry Level 3	<ul style="list-style-type: none">• Hundreds, tens and units• Addition and subtraction• Symmetry• 2-D and 3-D Shapes• Pictograms• Sequences• Journeys• Time• Folding and shading• Half of• Fractions• Money• Angles• Reading scales• Colder and colder• Two way tables• Number patterns• Multiples• Remainders

Year 11 Science

Students will be following the AQA Entry Level course and will be learning the following content throughout Year 10 and Year 11.

Unit of Work	Knowledge and Content
Component 1 – Biology: The Human Body	<p>By the end of the module, students have covered the following topics:</p> <ul style="list-style-type: none">• What the body is made of.• How the body works.• How the body fights disease.• How the body is coordinated. <p>Students will sit a 45minute exam paper on the content of this module which is set by AQA.</p>
Component 1 – Biology: The Human Body Teacher devised assignment	<ul style="list-style-type: none">• Students will plan and carry out an experiment that meets the objectives of this module.• This will be carried out during class time and will count towards their overall score at the end of the entry level qualification.• They will be required to select appropriate equipment to carry out the experiment and write a clear step by step method.• After completing the experiment safely students will be required to draw a graph and write a conclusion to explain what their results show.
Component 3 – Chemistry: Elements, mixtures and compounds	<p>By the end of the module, students have covered the following topics:</p> <ul style="list-style-type: none">• Atoms, elements and compounds.• How the structure of a material affects its properties.• Separating mixtures.• Metals and alloys.• Polymers <p>Students will sit a 45minute exam paper on the content of this module which is set by AQA.</p>
Component 3 – Chemistry: Elements, mixtures and compounds Teacher devised assignment	<ul style="list-style-type: none">• Students will plan and carry out an experiment that meets the objectives of this module.• This will be carried out during class time and will count towards their overall score at the end of the entry level qualification.• They will be required to select appropriate equipment to carry out the experiment and write a clear step by step method.• After completing the experiment safely students will be required to draw a graph and write a conclusion to explain what their results show.
Component 6 – Physics: Electricity, magnetism and waves	<p>By the end of the module, students have covered the following topics:</p> <ul style="list-style-type: none">• Electrical current.• Domestic electricity supply.• Magnetism and electromagnetism.• Different types of waves.• Electromagnetic waves. <p>Students will sit a 45minute exam paper on the content of this module which is set by AQA.</p>
Component 6 – Physics: Electricity, magnetism and waves Teacher devised assignment	<ul style="list-style-type: none">• Students will plan and carry out an experiment that meets the objectives of this module.• This will be carried out during class time and will count towards their overall score at the end of the entry level qualification.• They will be required to select appropriate equipment to carry out the experiment and write a clear step by step method. <p>After completing the experiment safely students will be required to draw a graph and write a conclusion to explain what their results show.</p>

IT

Unit of Work	Knowledge and Content
Software	Students should have knowledge and understanding of: functions of an operating system, types of application software in different contexts, types of system software in different contexts and types of utility software in different contexts
Computing Technology trends	Students should have knowledge and understanding of: a computing technology and how it has developed, examples of that technology, technical terms relevant to their chosen technology and what are meant by ethical, social and legal considerations.
Hardware - What is inside a PC, INPUT,OUTPUT AND STORAGE DEVICES	Students should have knowledge and understanding of: <ul style="list-style-type: none">• components of a computer• internal components of a computer and their function• peripherals and their function.
Logic/Binary	Students should have knowledge and understanding of: <ul style="list-style-type: none">• binary numbers• logic gates• sequencing of instructions.
Programming	Programming algorithms for sorting and searching, Selection, iteration, sequence, pseudocode, flowcharts, variables, storing input in a variable, Boolean and arithmetic operators

Art

Unit of work	Knowledge and Contents
<u>Module 1</u> African Art – Pottery	By the end of the module all students should be able to: <ul style="list-style-type: none">• Develop ideas through investigations, demonstrating critical understanding of sources• Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes• Record ideas, observations and insights relevant to intentions as work progresses• Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language
<u>Module 2</u> African Art – Masks	
<u>Module 3</u> The topic will be adapted to the GCSE areas of development	By the end of the module all students: <ul style="list-style-type: none">• Will develop the skills required for the GCSE
<u>Module 4</u> The topic will be adapted to the GCSE areas of development	By the end of the module all students: <ul style="list-style-type: none">• Will develop the skills required for the GCSE
<u>Module 5</u> The topic will be adapted to the GCSE areas of development	By the end of the module all students: <ul style="list-style-type: none">• Will develop the skills required for the GCSE
<u>Module 6</u> The topic will be adapted to the GCSE areas of development	By the end of the module all students: <ul style="list-style-type: none">• Will develop the skills required for the GCSE

Photography

Unit of Work	Knowledge and Content
Landscapes	Artist Study: Ansel Adams What is a landscape? Analysis of others' and own photographs, referencing compositional techniques. Digital manipulation of images. Visits to Richmond Park and Bushy Park
Portraits	Artist Study: Vivian Maier Portraits – Inside and outside. Using external lighting. Selfies Analysis of others' and own photographs, referencing compositional techniques. Digital manipulation of images.
Coursework and Set Task	Art & Design Coursework Portfolio: Candidates produce a portfolio of work developed from personal and/or centre-devised starting points, or centre devised briefs/projects/assignments. Set Task: Candidates select one question from an early release question paper to which they produce a personal response. Candidates will be given ten hours of controlled time in which to work on realising their ideas to outcome(s).

Horticulture

Unit of Work	Knowledge and Content
Recognise plants Entry 2 D/502/0517	To enable learners to demonstrate their ability to recognise one example of each of tree, shrub, vegetable and fruit commonly found in a horticultural setting
Plant flower bulbs Entry 3 H/504/5337	This unit introduces the skills required to plant bulbs for naturalisation or for bedding
Introduction to sowing seed indoors in containers Entry 2 L/600/0287	This unit introduces the learner to the knowledge, understanding and skills needed to prepare for, sow and care for seed immediately after sowing and leave the work area clean and tidy
Prepare and plant an area Entry 2 F/502/0526	To enable learners to demonstrate their ability to prepare and plant an area of land

Or for Level 1:

Unit of Work	Knowledge and Content
Propagate by stem cuttings L/502/5132 Willow	The aim of the unit is to enable learners to develop the knowledge and skills required to propagate by stem cuttings. These may be soft or semi-ripe; nodal or inter-nodal
Care for a planted area F/502/5127	The aim of the unit is to enable learners to develop the knowledge and skills required to recognise and remove unwanted weeds, leaves or other debris, cultivate the soil surface and maintain an acceptable visual appearance
Water a bed, border or area of plants in containers Y/502/4968	The aim of the unit is to enable learners to develop the knowledge and skills involved in providing sufficient water to plants, at the correct rate, and to recognise when plants are in need of water
Sow seed outdoors in drills by hand T/502/5044	The aim of the unit is to enable learners to develop the knowledge and skills required to sow seeds outdoors in drills by hand, including final soil preparation, setting a taut line and sowing the seeds

Media

Unit of Work	Knowledge and Content
<p align="center">Film Genre</p>	<p>By the end of the module all students should be able to:</p> <ul style="list-style-type: none"> • Identify film genres. • Identify films from genres. • Identify similarities between films in genres. • Identify typical settings of film genres. • Identify typical characters of film genres. • Identify typical events of film genres. • Identify a title for a new film. • Identify the setting of the new film. • Identify key characters from the new film. • Identify main events in the new film's story.
<p>Making an audio visual sequence</p>	<p>By the end of the module all students should be able to:</p> <ul style="list-style-type: none"> • Outline a range of common camera shot types in audio-visual sequences. • Identify examples of sound used in audio-visual sequences. • Develop a range of ideas for an audio-visual sequence. • Identify a range of camera shots to be used in the sequence. • Identify a clear order for the camera shots to be used in the sequence. • Identify examples of sound to be used in the sequence. • Use a range of common camera shots. • Order camera shots in a clear sequence. • Use added sound.
<p>Using the voice in a dramatic context</p>	<p>By the end of the module all students should be able to:</p> <ul style="list-style-type: none"> • Identify and use a minimum of two different types of vocal skills • Establish when to use vocal skills in different situations • Identify at least 2 types of vocal skills thinking about various moods and emotions. • Use and understand the meaning of pace, pitch and pause. • Identify and use their vocal skills to create appropriate and various roles • Create roles using accents, status and age.
<p>Contributing to a dramatic improvisation</p>	<p>By the end of the module all students should be able to:</p> <ul style="list-style-type: none"> • Use body movements and vocal skills to create different characters • Change their voices through the use of tone, volume, pitch and pace. • Create improvised scenes based on starter lines • Develop characters and scenes through improvisations • Create an improvisation and develop it through planning and rehearsing. • Use a stimulus to create an improvised piece of drama and establish the beginning, middle and end of a created scene. • Work in a group to create and develop an improvised drama based on stimulus

Sports Leader This is a rolling program over the two year course (Year 10 & 11). We will work on all six modules at various times throughout the course.

Unit of Work	Knowledge and Content
<p>Plan, lead and review a sport / activity</p>	<ul style="list-style-type: none"> • Take part in the planning of a sport / activity • Take part in the leading of a sport / activity • Understand how to communicate with participants • Use verbal and non-verbal communication • Take part in the review of a sport / activity session
<p>Developing leadership skills</p>	<ul style="list-style-type: none"> • Understand the skills, qualities and values that a leader will need • Motivate participants • Manage participant behaviour
<p>Lead activities that promote a healthy lifestyle</p>	<ul style="list-style-type: none"> • Identify the factors that contribute to a healthy lifestyle • Plan, lead a review a session designed to increase participants' heart rate through physical activity
<p>Fair play in sport</p>	<ul style="list-style-type: none"> • Understand what is meant by fair play • Apply the concept of fair play
<p>The role of the official</p>	<ul style="list-style-type: none"> • Understand the roles and responsibilities of officials • Understand the rules and regulations of a specific sport / activity • Act as an official
<p>Opportunities in sport and recreation</p>	<ul style="list-style-type: none"> • Understanding the provision of sport and recreation activities in the local community

PSHE (Entry Level 1 & 2)

Unit of Work	Knowledge and content (Rolling programme in Year 10 & 11)
Healthy Lifestyles	<p>Entry Level 1 Choose, from given materials, three things needed for a healthy body. Communicate two ways to protect the body from the sun. Recognise, from given materials, three healthcare services. Communicate the location of a local health facility.</p> <p>Entry Level 2 Communicate three things needed for a healthy body. Identify three good eating habits. Identify three physical activities which promote fitness. Communicate one reason why protection from the sun is important. Communicate two ways to achieve this. Identify the roles of four given healthcare services.</p>
Personal Safety	<p>Entry Level 1 Communicate three potential dangers found in the home or Garden. Identify, from given material, three precautions to take when crossing a busy road. Identify, from given material, a social network site. Communicate one risk associated with the use of social network sites. Identify one agency that gives advice on safety. Identify, from given material, what type of advice is given.</p> <p>Entry Level 2 Identify three potential dangers found in the home. Identify two potential dangers found in a garden. Identify three precautions to take when crossing a busy road Give one example of 'joy riding'. Communicate one negative consequence of 'joy riding'. Identify one social network site and its age restriction. Communicate one risk associated with the use of social network sites. Name an agency that gives advice on safety. Identify the type of advice it gives.</p>
Emotional Wellbeing	<p>Entry Level 1 Communicate (a) two happy experiences (b) two sad experiences. Recognise who might help deal with two given emotional experiences e.g. break-up of parents, bereavement. Recognise one action that can be seen as bullying. Identify, through participation in or observation of role play, an assertive attitude to bullying. Identify a person to tell if bullying is taking place. Communicate one way to help a friend.</p> <p>Entry Level 2 Identify four emotions. Communicate how two given emotional experiences might be managed. Recognise three actions that can be seen as bullying. Communicate an assertive attitude to bullying. Name one agency that supports the victims of bullying. Identify three ways to be a good friend. Identify given illnesses as mental or physical.</p>
Making informed career choices	<p>Entry Level 1 Communicate the jobs or careers of three known people. Recognise an important requirement for each of three given jobs or careers. Recognise two alternatives to paid employment e.g. further education, voluntary work. Choose an appropriate employment, training or FE destination. Obtain some information on the preferred option.</p> <p>Entry Level 2 Communicate two sources of career or job information or advice. Communicate own career or job ideas. Choose two appropriate preferred careers or jobs. Recognise three requirements for each of the two careers or jobs. Match own skills and /or qualities to the requirements of the two preferred careers or jobs.</p>
SRE	<p>Entry Level 1 Communicate the name of a friend, a family member, and any other person with whom a different relationship exists. Communicate one feeling about each of these relationships. Recognise, from given material, a change in a relationship. Recognise, from given material, a sexual relationship. Recognise appropriate body space in close and formal relationships. Recognise three physical differences between male and female at puberty. Recognise that an egg and a sperm make a baby. Recognise from which part of the body a baby is born.</p> <p>Entry Level 2 Communicate three different kinds of relationship. Communicate two good and two bad features that can exist in relationships. Communicate how a relationship may change over time. Recognise a sexual relationship. Recognise the difference between appropriate and inappropriate physical contact. Recognise and locate three parts of the male and three parts of the female reproductive systems. Recognise the main stages of reproduction and birth. Communicate how one method of contraception works. Make a decision on an appropriate method of contraception for a healthy young couple in a stable relationship. Indicate how the transmission of sexually transmitted infections can be prevented.</p>
Drugs & Alcohol	<p>Entry Level 1 Sort six given substances into safe and unsafe categories when swallowed. Recognise, from given material, two legal drugs in common use, e.g. alcohol, tobacco. Recognise, from given material, two over-the-counter medicine. Recognise, from given materials, two illegal drugs. Communicate one problem relating to the abuse of alcohol. Communicate one problem relating to the use of tobacco. Recognise the legal age for buying tobacco and alcohol.</p> <p>Entry Level 2 Sort six given substances into safe and unsafe categories when used inappropriately. Communicate one reason for each decision. Sort six given drinks into alcoholic and non- alcoholic. Identify three problems relating to alcohol abuse. Identify three problems connected to the use of tobacco. Identify the legal age for buying alcohol and tobacco. Identify two precautions relating to the use of medicines. Identify three illegal drugs. Identify three addictive drugs.</p>

PSHE (Entry Level 3)

Unit of Work	Knowledge and content (Rolling programme in Year 10 & 11)
Emotional Wellbeing	Link five emotions to different events. Identify two stressful situations and explain how each could be managed. Identify three ways to improve self-confidence. Recognise that bullying can be both physical and non-physical and know an assertive attitude to bullying. Outline the work of one agency that supports the victims of bullying. Use examples to show how peer pressure works. Identify the main difference between physical and mental illness. To know what anxiety, depression and OCD. To be able to describe and understand about autism and ADHD.
Sex and Relationships Education (SRE)	Communicate three different kinds of relationships (including peer pressure) and what good/respectful and that bad and abusive relationships can exist and where to get help. Recognise a sexual relationship. Recognise the difference between appropriate and inappropriate physical contact. Recognise the main stages of reproduction and birth. Communicate how one method of contraception works and how the transmission of sexually transmitted infections can be prevented. To know about delaying sexual interaction. To know about sexual offences and the law. To know what risky online behaviour is including explicit images and the law and how to stay safe and protect yourself online. Protecting girls and their health and how it can affect a girl and where to go for help. To know what domestic violence is and where to go for help. To know what realityVsfantasy with games/internet.
Drugs & alcohol	To be able to identify the current government advice for men and women on safe alcohol consumption. To be able to identify three problems associated with alcohol abuse, including peer pressure. To be able to state briefly the law relating to the purchase and use of alcohol and tobacco. To be able to explain why people smoke and to identify the main health risks associated with tobacco. To be able to classify five given illegal drugs into Class A, B or C. To identify three health risks associated with the use of illegal drugs. To be able to describe and understand what 'stop and search' is and the law around this. To know what shisha is and what legal highs are. To know first aid training related to alcohol and drugs.
Diversity, prejudice and discrimination	Give two examples of differences between people, e.g. in food, fashion or music. Give two examples of similarities between people. State briefly what is meant by prejudice. Give two examples of prejudice. Give two reasons why a person might become prejudiced. Give two examples of discrimination. Name two laws that are designed to prevent discrimination. To know what racism is and to be able to give examples.
Healthy Lifestyles	Identify how choices in respect of diet and exercise can affect health. Identify local facilities which promote physical wellbeing. Produce a plan to promote own health. Communicate one reason why protection from the sun is important. Communicate three ways to achieve this. List three organisations which offer support in respect of specific health-related problems. Outline the support available from one of these organisations. Apply, in a simulated situation basic first aid. State the main features of anorexia. State the main features of bulimia – food disorders. To know about domestic violence and where to get help.
Personal Safety	Identify three dangers found in a home and garden and state how each could be made safe. Produce a plan to evacuate own household in case of a fire. Identify three precautions to take when crossing a busy road. Describe three negative consequences of 'joy riding'. Identify one social network site and its age restriction. Identify the potential dangers of social network sites. Outline the support available from one organisation that gives advice on another aspect of safety. To know what gang crime is the law and where to go for help and support. To understand more about road and personal safety from the Police. To understand about assaults, knife and weapons and the law.
Applying for jobs and courses	Produce a basic letter of application and CV for a given job or course. Prepare answers which might be asked in an interview for a given job or course. Identify two examples of good practice and two of bad practice when attending an interview and give a reason for each. Select three pieces of relevant information that can be used to support an application for a given job or course and communicate why each is relevant.

Construction

Unit of work	Knowledge and Content	Skills
<p>Health and safety</p>	<p>By the end of the module students should be able:</p> <ul style="list-style-type: none"> • To understand the rules of the Workshop and know why we have these rules. • To understand safety signage in the workshop. • To be able to identify hazards on a construction site • To understand that there are different fire extinguishers all with different purposes • To be able to identify suitable hazard prevention methods for a construction site • To understand the role of PPE in safe working practice 	<p>Working safely Hazard detection Hazard prevention.</p>
<p>Joinery</p>	<ul style="list-style-type: none"> • To be able to manufacture a range of wood joints • To be able to measure and mark out accurately • To cut an appropriate wood joint • To be able to construct a wooden stool/table from plans • To be able to use a Tenon saw safely and accurately • To be able to use a chisel safely and accurately • To understand the need for a paint or varnish finish to a wooden product 	<p>Safe working practice Sawing Measuring Use of chisel Finishing (painting/varnishing)</p>
<p>Bricklaying</p>	<ul style="list-style-type: none"> • To understand the associated Hazards of bricklaying • To be able to identify a range of bricklaying tools • To be able to build a wall up to 4 courses high • To be able to use a range of brick bonds • To be able to use a string line to aid in the building process • To understand the manufacturing process of bricks • To be able to mix mortar safely. • To be able to use a trowel safely and accurately 	<p>Safe working practice Laying out Mixing mortar Brick laying</p>

Food Technology

Over Year 10 and 11 students will cover

Unit of Work	Knowledge and Content	Skills
<p>Basic Food Preparation and cooking</p>	<p>By the end of the module students will be able to:</p> <ul style="list-style-type: none"> - Name the principle methods of cooking - State typical cooking methods for different foods - Prepare, cook and present simple dishes using different methods of cooking - Clean work areas and equipment safely and hygienically - Evaluate own performance and make suggestions for future improvements 	<p>Finely chopping Finely slicing Dicing Chopping herbs Ribboning De-seeding Peeling Grating Weighing Mixing Simmering Boiling Draining Baking Grilling Frying Stir-frying Planning Researching Evaluating Tasting Washing up Drying Cleaning</p>
<p>Using Kitchen Equipment</p>	<p>By the end of the module students will be able to:</p> <ul style="list-style-type: none"> - Give examples of large kitchen equipment and describe how they are used - Give examples of small kitchen equipment and describe how they are used - State the safety requirements for using kitchen equipment - Select the correct equipment for routine tasks - Use different kitchen equipment safely and hygienically - Follow correct procedures when cleaning equipment 	<p>As previous unit</p>
<p>Introduction to food commodities</p>	<p>By the end of the module students will be able to:</p> <ul style="list-style-type: none"> - Describe the main types of food commodity - State where different commodities can be obtained - State the benefits of using different suppliers for different commodities - State safe and hygienic storage methods for food commodities 	<p>As previous units</p>

PE

Unit of Work	Knowledge and Content
YMCA	The gym option is delivered at the YMCA Gym in Surbiton. During the term the students will be taught a range of safety rules which will enable them to access the gym and use the equipment safely and independently. They will be able to demonstrate that they can set up and access a range of equipment and understand effects of training. These include Heart rate, hydration and recovery. It also includes the importance of warming up and down.
Golf	The Golf sessions are delivered in partnership with Chessington Golf Course. During the programme the students will learn a range of skills both at the driving range, putting greens and on the golf course. The sessions are delivered by a qualified PGA instructor and are aimed at encouraging participation outside of school hours.
Tennis	The Tennis course is run at Surbiton Tennis Club. The groups are taught a range of skills, which build on those they were taught in Key Stage 3. The students are shown a range of tactics and strategies to overcome opponents in direct competition. They are also encouraged to develop their technique and improve their performance.
Games	As part of the games offer, students will be given the opportunity to take part in a variety of sports and activities. As part of these activities the students are encouraged to analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best. In addition the students are taught to apply basic principles suitable for attacking and defending. They will also be given the chance to take part in a number of inter school competitions. These include badminton, basketball, cricket, futsal, and boccia.
Swimming	The swimming sessions are delivered at the Kingfisher in Kingston. During the lessons the students are taught to swim competently, confidently and proficiently over a distance of at least 25 metres. They are encouraged to use a range of strokes effectively. These include, front crawl, backstroke and breaststroke. They are also taught water safety which includes self-rescue.
Canoeing	The Canoeing sessions are delivered in partnership with Albany Park Boating Centre in Kingston. During the programme the students will learn a range of skills using a variety of boats. These include kayaks, bell boats and canadian canoes. The sessions are delivered by a qualified RYA/BCU instructor and are aimed at encouraging participation outside of school hours.
Dance	The students will learn to perform a range of dances using a range of movement patterns. These sessions will be delivered at school and by a qualified dance teacher. There will be opportunities to perform these dances during assemblies and whole school productions.

Animal Care

Unit of Work	Knowledge and Content
Introduction to Reptiles	To be able to identify minimum of three features of reptiles To be able to identify a reptile that uses heliothermy To be able to identify a reptile that uses thigmathermy To be able to identify two ways in which snakes can kill their prey and how snakes eat their food To identify at least two different features of a lizard and at least two risks it faces in its natural environment how the sex of a tortoise can be determined To identify at least one risk of handling snakes, one method of restraint, and one example of the equipment to use To identify at least one risk of handling lizards, one method of restraint, and one example of the equipment to use To identify at least one risk of handling tortoises, one method of restraint, and one example of the equipment to use Experience how to set up a vivarium for a named species.
Responsible Dog Ownership	Students will have an understanding of the following: at least three possible problems with dogs in the community at least three breeds popular with young people at least two reasons why young people choose popular breeds to have an understanding of section 3 of the Dangerous Dogs Act to have an understanding of section 1 of the Dangerous Dogs Act to identify at least three responsibilities of dog ownership to identify at least two consequences of owning a banned breed at least three reasons dogs may bite at least two reasons for neutering
	First half of summer term will focus on completion of coursework.

Steps to Transition (Careers)

In Year 11 students will consolidate the skills and knowledge from the previous year to find appropriate courses for Post 16. They will visit colleges and other Post 16 providers. They will receive information and guidance from the local authority on a one to one basis. They will also make choices about their work experience placements in these lessons.