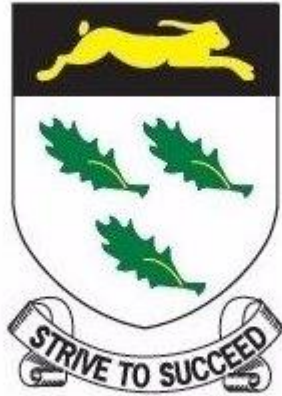


# The Hollins

## Year 11 Curriculum Guide



## Contents

|                                                                                                                                        |    |
|----------------------------------------------------------------------------------------------------------------------------------------|----|
| The Hollins Curriculum Intent .....                                                                                                    | 4  |
| Curriculum Overview .....                                                                                                              | 5  |
| Art Curriculum Vision / Intent:.....                                                                                                   | 7  |
| Business Studies Vision / Intent:.....                                                                                                 | 9  |
| Child development Curriculum Vision / Intent:....                                                                                      | 13 |
| Computing Curriculum Vision / Intent:.....                                                                                             | 16 |
| OCR Cambridge National in Creative iMedia: .....                                                                                       | 18 |
| Drama Curriculum Vision / Intent:.....                                                                                                 | 20 |
| Design Technology Curriculum Vision / Intent: .....                                                                                    | 24 |
| OCR Cambridge National – Engineering Manufacture: .....                                                                                | 26 |
| English Curriculum Vision / Intent .....                                                                                               | 28 |
| Ethics, Philosophy and Religion Curriculum Vision / Intent:.....                                                                       | 32 |
| Food, preparation & Nutrition Curriculum Vision / Intent: .....                                                                        | 36 |
| Geography Curriculum Vision / Intent .....                                                                                             | 38 |
| History Curriculum Vision / Intent: .....                                                                                              | 41 |
| This video by <i>That Movie Recap</i> gives an entertaining account of Edward Is character based on the film <i>Braveheart</i> . ..... | 43 |
| Maths Curriculum Vision / Intent: .....                                                                                                | 44 |
| MFL Curriculum Vision / Intent:.....                                                                                                   | 49 |
| GCSE Physical Education Curriculum Vision / Intent: .....                                                                              | 54 |
| OCR Sports Studies.....                                                                                                                | 56 |
| PSHE Vision / Intent:.....                                                                                                             | 58 |
| Science Curriculum Vision / Intent: .....                                                                                              | 61 |

|                                             |    |
|---------------------------------------------|----|
| Sociology Curriculum Vision / Intent: ..... | 65 |
|---------------------------------------------|----|

## The Hollins Curriculum Intent

It takes a dedicated partnership between parents and a school to raise a 21st Century child, particularly one who will be equipped to face life in an area of Lancashire that has a rich heritage of culture and diversity. Education at The Hollins will shape our young people into British Citizens who will make a positive contribution to society; who will have opportunities to explore and discover new experiences; and who will be well prepared for later life.

At The Hollins we are passionate about transforming the ordinary into the extraordinary. This is achieved by engendering a love of learning via a broad and balanced, deep and dynamic curriculum where teaching and learning is at the heart of everything we do.

To meet our aspirations, our curriculum:

- Offers extra-curricular activities where students have the opportunity to try new things, meet new people, and develop themselves outside of timetabled lessons.
- Provides opportunities to transfer knowledge, skills and understanding through a carefully planned wide range of National Curriculum subjects.
- Includes a local curriculum that provides opportunities to innovate and develop particular interests and specialisms.
- Builds on primary school knowledge, skills and understanding.
- Supports young people to make informed decision regarding all post-16 opportunities via aspirational careers education, information, advice and guidance.
- Recognises and encourages success.
- Is delivered by well-trained and dedicated staff.
- Reflects our core 7 values: kind, honest, resilient, reflective, respectful, responsible and aspirational.

All of these combine to enable all students to achieve their full educational potential and transform them into extraordinary citizens ready to face the challenges of life in modern Democratic Britain, and a global society. The appropriateness of our curriculum, both taught and untaught, helps support students' outstanding behaviour and their SMSC development.

**Our pupils deserve nothing less.**

## Curriculum Overview

At the Hollins we continue to provide a broad and balanced curriculum at KS4, aiming to provide our pupils with the best possible GCSE and Level 2 qualifications, preparing them to take the next steps into Post 16 study, employment or training.

The majority of pupils will take GCSE's in the following subjects:

English Language (Eduqas)

English Literature (Eduqas)

Maths (AQA)

Religious Studies (AQA) and PSHE

Science Trilogy (accounts for 2 GCSE's) (AQA)

Pupils will have chosen 3 subjects to study at KS4 from the following GCSEs.

- Art and Design (AQA)
- Business Studies (Pearson/Edexcel)
- Computer Science (OCR)
- Design Technology – Textiles (Eduqas)
- Design technology – Resistant Materials (Eduqas)
- Drama (OCR)
- Food Preparation and Nutrition (AQA)
- French (AQA)
- Geography (AQA)
- History (AQA)
- Music (AQA)
- Physical Education (OCR)
- Separate Science (AQA)
- Sociology (AQA)
- Spanish (AQA)

**Other KS4 courses offered at The Hollins:**

- OCR Cambridge National Child Development
- OCR Cambridge National Sports Studies
- OCR Cambridge National Creative iMedia
- OCR National Engineering Manufacture

Further information about the content of the curriculum for each subject can be found in this booklet.

**Enrichment opportunities**

At Hollins we believe in developing the whole child and want to give all our pupils opportunities to experience and enjoy extra-curricular activities, that will not only develop their understanding of the world outside of the town in which we live but also give them a thirst for knowledge and experiences beyond school. We believe residential trips are an integral part of developing our pupils into aspirational conscientious citizens.

- English - Theatre Trips
- Geography - Field Work Trips

For further information please contact Mrs Hargreaves [hargreavesp@thehollins.com](mailto:hargreavesp@thehollins.com)

## Art Curriculum Vision / Intent:

**Curriculum Leader:** Mrs L Keenan.

Art is a visual language that is universally understood and therefore a fundamental form of communication. We aim to equip our students with the necessary understanding and skills to be able to communicate their knowledge, ideas, feelings and experiences. Through the study of art, students at The Hollins will learn about themselves, their community, their environment and the different cultures and traditions around the world, through engagement with a variety of artists, genres and processes. They will be given the opportunity to:

- Engage with a wide variety of art genres, disciplines and traditions from different cultures around the world.
- Contextualise the art they study and produce and learn about how this fits into everyday life, careers and different cultures.
- Practise and improve skill in the use of the formal elements of art including line, tone, colour, texture, shape and form in order to visually communicate effectively.
- Develop knowledge and skills in the main processes of fine art including drawing, painting, sculpture, digital media, printmaking and mixed media.
- Generate, develop and refine ideas and present a personal and meaningful response to given themes.
- Describe, analyse, interpret and evaluate their own work, that of their peers and the work of various artists, genres and cultures.
- Develop creative and critical thinking skills that are transferrable across school and prepare them for wider life.

We strive to create a positive, energetic and creative atmosphere in our art department. It is important to us that students enjoy their lessons and feel able to express themselves, form opinions, talk about their own and other's work with confidence, take risks without fear and see mistakes as opportunities rather than stumbling blocks.

### Curriculum Aims:

In year 11 students will continue to develop projects, showing more autonomy and independence in their explorations and underpinning work with knowledge and understanding of relevant artists and genres. They will review, assess and refine work, and submit this as a portfolio. In January of year 11, students will start the externally set task where they will choose one starting point to base a project on, culminating in a controlled assessment, where they will produce their final outcomes.

| Year 11 Art Curriculum | Topics                                             | Key Knowledge                                                                                                                                                                                                                                                                     | Careers link                                                                                     |
|------------------------|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| Term 1                 | The completion and refinement of extended projects | <ul style="list-style-type: none"><li>• Drawing from observation and various sources</li><li>• The formal elements of art: line, tone, colour, texture, form.</li><li>• Artistic processes and how these are used in life such as printmaking, photography, collage, 3D</li></ul> | <ul style="list-style-type: none"><li>• Art and Design college and university pathways</li></ul> |

|               |                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                      |
|---------------|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
|               | and extension of personal ideas.                                                                  | How to effectively research, record, annotate and present work                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Apprenticeships in Art and Design</li> </ul>                                  |
| <b>Term 2</b> | The completion of the externally set task                                                         | <ul style="list-style-type: none"> <li>The GCSE assessment objectives: how to develop a project effectively</li> <li>The study of and response to the work of various artists, craftspeople, cultures and genres</li> <li>Experimentation, annotation and evaluation</li> <li>The realisation of intentions; present a personal, informed and meaningful response.</li> </ul> | <ul style="list-style-type: none"> <li>Wider careers/job skills acquired from the study of art and design</li> </ul> |
| <b>Term 3</b> | The completion of the externally set task<br>Improvement and refinement of the portfolio of work. | <ul style="list-style-type: none"> <li>Development of personally led projects<br/>Refinement, high quality outcomes</li> </ul>                                                                                                                                                                                                                                                |                                                                                                                      |

### What enrichment opportunities are available and how do these support learning?

- Art clubs where students can specialise in more advanced media and techniques, follow the process of an artist/designer by working to a project brief and often producing work to be displayed around school or the community
- Gallery visits, visits to colleges to take part in workshops and workshops in school run by visiting artists.
- Use of online galleries, video demonstrations and visits to artists' websites in order to learn independently and develop personal ideas and to gain specialist skills as taught by practising artists.

### Where can I visit to help with my learning?

<https://wmag.culturewarrington.org/whats-on/>

<https://www.whitworth.manchester.ac.uk/>

<https://www.tate.org.uk/visit/tate-liverpool>

<http://manchesterartgallery.org/>

<https://www.liverpoolmuseums.org.uk/walker/>

The overall aim of the business studies curriculum is to prepare students for later life. We aim to give students the transferable skills of financial management, presentation skills, public speaking, persuasion and negotiation, organisation skills and self-management.

Entrepreneurship and Enterprise skills development are inherent across the programme and whilst not all our students will start their own business they will all be impacted by business through their own working lives and the businesses they need as a global citizen.

In addition, students will become aware of how economic issues impact their lives. The effects of changes in society, technological change and the legal structures we work in are all examined.

We will provide opportunities for them to learn more about business careers and meet with local business people, give them an understanding of different types of business and an appreciation of calculated risk-taking.

Students will learn about the characteristics of successful entrepreneurs and will understand the need for hard work, ambition, self-belief, determination and motivation to succeed in every walk of life.

If our students have the ambition to be the next Karen Brady or Richard Branson we want to equip them with the skills, aptitudes and acumen to do so. If they don't the course will help equip them to be global citizens, politically and economically aware and ready to face both the challenges of, and make a difference to, life in modern democratic Britain.

#### **GCSE Course:**

Students are following the Edexcel GCSE (9-1) course in Business. This is assessed in two themes – Theme 1: Investigating Small Business, assessed through a written exam (1hr 45 mins) worth 50% of the qualification (90 marks) and Theme 2: Building a Business also assessed through a written exam (1hr 45 mins) worth 50% of the qualification (90 marks)

Both exams are sat in the summer of Y11

| Year 11 Curriculum | Topics                                                                                                                                                                                                                                                          | Key knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Careers link                                                                                                                                                                                                                                                                                                                                                        |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Term 1</b>      | 2.1.1 Business growth<br>2.1.2 Changes in business aims and objectives<br>2.1.3 Business and globalisation<br>2.3.1 Business operations<br>2.3.2 Working with suppliers<br>2.3.3 Managing quality<br>2.3.4 The sales process<br>2.5.1 Organisational structures | <p>Pupils will examine different methods of business growth and their impact:</p> <ul style="list-style-type: none"> <li>● they will look at internal (organic) growth: new products (innovation, research and development), new markets (through changing the marketing mix or taking advantage of technology and/or expanding overseas)</li> <li>● consider external (inorganic) growth such as mergers and takeovers</li> </ul> <p>Pupils will look at the types of business ownership for growing businesses:</p> <ul style="list-style-type: none"> <li>● public limited company (plc) Sources of finance for growing and established businesses:</li> <li>● internal sources: retained profit, selling assets</li> <li>● external sources: loan capital, share capital, including stock market flotation (public limited companies).</li> </ul> <p>Why business aims and objectives change as businesses evolve:</p> <ul style="list-style-type: none"> <li>● in response to: market conditions, technology, performance, legislation, internal reasons. How business aims and objectives change as businesses evolve:</li> <li>● focus on survival or growth</li> <li>● entering or exiting markets</li> <li>● growing or reducing the workforce</li> <li>● increasing or decreasing product range.</li> </ul> | <p>Business studies links to all businesses and a huge range of careers that require these transferable skills. In particular the course lends itself to future opportunities such as :</p> <p>Business analyst<br/>           Investment analyst<br/>           Retail buyer<br/>           Banker</p> <p>Accountant</p> <p>Quality control</p> <p>Sales staff</p> |

|               |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                               |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
|               |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                               |
| <b>Term 2</b> | <p>2.5.2 Effective recruitment</p> <p>2.5.3 Effective training and development</p> <p>2.5.4 Motivation</p> <p>2.2.1 Product</p> <p>2.2.2 Price</p> <p>2.2.3 Promotion</p> <p>2.2.4 Place</p> <p>2.2.5 Using the marketing mix to make business decisions</p> <p>2.4.1 Business calculations</p> <p>2.4.2 Understanding business Performance</p> <p>2.1.4 The environment and business</p> | <p>Pupils will understand how a business recruits, trains and retains it's staff. They will understand:</p> <ul style="list-style-type: none"> <li>• Different types of contracts</li> <li>• The impact of technology on ways we work</li> <li>• How businesses recruit people (looking at job descriptions and person specifications) and internal and external recruitment methods</li> <li>• Different types of training (formal and informal), target setting, benefits</li> <li>• The importance of motivation, financial and non-financial methods</li> </ul> <p>They will look at how a business makes marketing decisions looking at the marketing mix (product, place, promotion and price)</p> <p>They will be able to carry out business calculations including:</p> <ul style="list-style-type: none"> <li>• Gross profit margin</li> <li>• Net profit margin</li> <li>• Average rate of return</li> </ul> <p>They will understand how to measure a business's performance by looking at financial information and interpreting graphs.</p> <p>Pupils will examine environmental impacts on business such as sustainability and the impact of pressure groups</p> | <p>HR manager</p> <p>IT staff</p> <p>Marketing manager</p> <p>Advertising</p> <p>Social media marketing</p> <p>Accountant</p> <p>Investor</p> |

|               |                                                      |                                                                                                                                    |                                                   |
|---------------|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| <b>Term 3</b> | 2.1.4 Business ethics<br>Re vision for theme 1 and 2 | Pupils will look at ethical behaviour and what it means to be unethical.<br><br>They will then prepare for their GCSE examinations | Links to a range of careers in the charity sector |
|---------------|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|

### **What enrichment opportunities are available and how do these support learning?**

Visits from local business people

### **What resources can my child access for support?**

The Two Teachers You Tube channel for revision videos <https://www.youtube.com/c/twoteachers>

<https://senecalearning.com/en-GB/> students will be set homework and revision activities through this free site

[www.bbc.co.uk](http://www.bbc.co.uk) BBC – news programmes and articles on consumer changes.

[www.britishchambers.org.uk](http://www.britishchambers.org.uk) *British Chambers of Commerce* – a business network with links across the world.

[www.fsb.org.uk](http://www.fsb.org.uk) *Federation of Small Businesses* – provides members with a range of business services, including a voice in government.

[www.gov.uk/browse/business](http://www.gov.uk/browse/business) *Gov.UK* – a government website for small businesses and sole traders/self-employed people.

[www.moneysavingexpert.com](http://www.moneysavingexpert.com) *Money Saving Expert* – can be used to explain terms such as APR in business.

<http://smallbusiness.co.uk> *Small Businesses* – a useful website resource giving a range of information on financing, funding and running a small business.

[www.which.co.uk](http://www.which.co.uk) *Which?* – useful summaries of legislation.

### Child development Curriculum Vision / Intent:

**Child development Teacher:** E Barnett/ S Scott

The overall aim of the child development curriculum is to prepare students for later life. Students may well have the aim of working paediatric medicine, education or in social care or may well become parents themselves in their future lives.

The programme will give students the understanding of nutrition, development norms and health and well-being which are all transferable to their own self helping ensure they thrive as independent young people.

We will provide opportunities for them to learn more about parental responsibility, illnesses and child safety. This knowledge will assist them throughout their own development into adulthood.

### Curriculum Aims:

During year 10 child development students will develop the essential knowledge and understanding in child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, postnatal provision, conditions for development, childhood illnesses and child safety.

Throughout year 10 and 11 students will cover the theory needed to sit the exam (40%) and the two coursework elements, each worth 30%.

| Year 11 child development curriculum | Unit                                                                                                                              | Key Knowledge                                                                                                                                                                                                                                                                                                                                                                                              | Careers link                                                                                                                                                                                                                                                                                                    |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 11 half term 1                  | RO58<br>Topic area;<br>Creating a safe environment and understand the nutritional needs of children from birth to five years old. | <p>Completion of RO58</p> <ul style="list-style-type: none"><li>• Nutritional needs of children from birth to five years old.</li><li>• Plan for preparing a feed</li></ul> <p>As part of this NEA students will have to carry out a range of coursework tasks to show their knowledge and understanding of the above bullet points.</p> <p>Revision will be ongoing of all RO57 that has been taught.</p> | <p><b><u>Careers</u></b><br/>Nursery manager<br/>Nursery practitioner<br/>Child minder<br/>EYFS teacher<br/>Teaching assistant<br/><b><u>Skills for career progression</u></b><br/>Keeping children safe<br/>First aid<br/>Common childhood accidents<br/>Safety laws and restrictions<br/>Safety labelling</p> |

|                    |                                                                                      |                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                               |
|--------------------|--------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                    |                                                                                      |                                                                                                                                                                                                                                                          | Comparing products                                                                                                                                                                                                                                                                            |
| <b>Half term 2</b> | RO59<br>Topic area;<br>Understand the development of a child from one to five years. | <p>Introduction to RO59 (NEA part 2)</p> <p>In this unit students will learn;</p> <ul style="list-style-type: none"> <li>Physical, intellectual and social development norms from one to five years.</li> </ul> <p>Revision in preparation for exams</p> | <p><b><u>Careers</u></b></p> <p>Nursery practitioner<br/>Cook<br/>Child minder<br/>Welfare assistant<br/>Nutritionist<br/>Health visitor</p> <p><b><u>Skills for career progression</u></b></p> <p>Understand healthy diets<br/>Deficiencies<br/>Diet related illness<br/>Childrens needs</p> |
| <b>Half term 3</b> | RO59<br>Topic area;<br>Understand the development of a child from one to five years. | <ul style="list-style-type: none"> <li>The stages of play and how play benefits development</li> <li>The types of play</li> </ul> <p>Revision in preparation for exams</p>                                                                               | <p><b><u>Careers</u></b></p> <p>Midwife<br/>Health Visitor<br/>Child minder<br/>Nursery practitioner</p> <p><b><u>Skills for career progression</u></b></p> <p>Hygiene<br/>Safety</p>                                                                                                         |

|                    |                                                                                      |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Half term 4</b> | RO59<br>Topic area;<br>Understand the development of a child from one to five years. | <ul style="list-style-type: none"> <li>• Mini child study; observation of the development of a child aged one to five.</li> <li>• Plan and evaluate play activities for a child aged one to five years</li> </ul> <p>Revision in preparation for exams</p> | <p><b>Careers</b></p> <ul style="list-style-type: none"> <li>• GP</li> <li>• Midwife</li> <li>• Gynaecologist</li> </ul> <p><b><u>Skills for career progression</u></b></p> <p>Encouraging healthy lifestyles<br/>Biological knowledge</p>                                                                                                                                                             |
| <b>Half term 5</b> |                                                                                      | <p>Ensure all NEA is completed and printed.</p> <p>Revision in preparation for exam.</p>                                                                                                                                                                   | <p><b>Careers</b></p> <ul style="list-style-type: none"> <li>• Hospital midwife</li> <li>• Community midwife</li> <li>• Sonographer</li> <li>• GP</li> <li>• Gynaecologist</li> <li>• Paediatrician</li> <li>• Anaesthetist</li> <li>• Paramedic</li> </ul> <p><b><u>Skills for career progression</u></b></p> <p>Understanding birth defects and abnormalities<br/>Promoting support for families</p> |

**Where can I visit to help with my learning?**

<https://www.channel4.com/programmes/one-born-every-minute>

<https://www.channel4.com/programmes/the-secret-life-of-4-and-5-year-olds>

## Computing Curriculum Vision / Intent:

**Curriculum Leader:** Mr Ishtiaq

From self-driving cars to mobile phones, from smart homes to wearable computers; Computing will shape the present and the future that we live in.

Computing teaches us how to solve problems by breaking them down in to manageable chunks. When developing solutions to Computing problems we are required to be both logical and creative, this enables us to develop a set of skills that are transferable to almost all other disciplines. Our curriculum is designed to build confident, critical and independent students who are able to use a range of skills to plan, implement and review solutions to computing problems, through the development of ambitious, challenging and supportive learning experiences. We will equip our students to be digital citizens, creators, communicators and investigators. This is achieved by:

- Creating an environment in which all students are challenged and feel they can do well in Computing
- Allowing students to take part in a wide range of extra-curricular activities designed to create links between their classroom learning and the real world.
- Providing opportunities to develop knowledge and skills in Computing, IT and the design of multimedia products.
- Inspiring students by providing challenging and engaging lessons
- Giving students opportunities to take part in innovative projects to develop the skills needed in the 21st century digital landscape
- Allowing students the opportunity to reflect on their own use of Computing and how it impacts on their lives

| Year 11 GCSE Curriculum | Topics                                                                              | Key Knowledge                                                                                                                                                                                                                                                                                                | Careers link                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Term 1                  | <b><i>Application of Computational Thinking</i></b><br><b><i>6.2 Constructs</i></b> | <ul style="list-style-type: none"><li>• Understand the function of and be able to identify and write programs that make appropriate use of<ul style="list-style-type: none"><li>• 1D/2D Arrays</li><li>• Strings</li><li>• Sequencing/selection</li><li>• Repetition</li></ul></li><li>• Iteration</li></ul> | <ul style="list-style-type: none"><li>• App Developer - <a href="https://www.prospects.ac.uk/job-profiles/applications-developer">https://www.prospects.ac.uk/job-profiles/applications-developer</a></li><li>• Forensic Computer Analyst - <a href="https://www.prospects.ac.uk/job-profiles/forensic-computer-analyst">https://www.prospects.ac.uk/job-profiles/forensic-computer-analyst</a></li></ul> |

|               |                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                             |
|---------------|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|               | <b>Principles of Computer Science</b><br><b>3.2 Software</b><br><b>3.3 Programming Languages</b>                              | <ul style="list-style-type: none"> <li>• Understand the purpose and functionality of an OS</li> <li>• Understand the purpose and functionality of utility software</li> <li>• Understand the purpose and functionality of Developing Robust Software and methods of identifying vulnerabilities</li> <li>• Understand the characteristics and purpose of low level and high level languages</li> <li>• Understand the difference between a compiler and interpreter</li> </ul>                                                                                                                                               | <ul style="list-style-type: none"> <li>• Software Engineer - <a href="https://www.prospects.ac.uk/job-profiles/software-engineer">https://www.prospects.ac.uk/job-profiles/software-engineer</a></li> </ul> |
|               | <b>Principles of Computer Science</b><br><b>4.1 Networks</b><br><b>4.2 Network Security</b>                                   | <ul style="list-style-type: none"> <li>• Understand the different types of networks</li> <li>• Understand how the internet is structured (IP addressing, routers)</li> <li>• Understand how the characteristics of wired and wireless connectivity impact on performance (speed, range, latency, bandwidth)</li> <li>• Understand the role of and need for network protocols</li> <li>• Understand how the 4-layer TCP/IP model handles data transmission over a network</li> <li>• Understand the importance of network security, ways of identifying network vulnerabilities and methods of protecting networks</li> </ul> | <ul style="list-style-type: none"> <li>• Web Developer - <a href="https://www.prospects.ac.uk/job-profiles/web-developer">https://www.prospects.ac.uk/job-profiles/web-developer</a></li> </ul>             |
| <b>Term 2</b> | <b>Principles of Computer Science</b><br><b>5.1 Environmental</b><br><b>5.2 Ethical and Legal</b><br><b>5.3 Cybersecurity</b> | <ul style="list-style-type: none"> <li>• Understand environmental issues associated with:</li> <li>• Digital devices</li> <li>• The collection and use of personal data</li> <li>• Use of artificial intelligence, machine learning and robotics</li> <li>• Understand the threat to digital systems posed by malware and how hackers exploit technical vulnerabilities and use social engineering</li> <li>• Understand methods of protecting digital systems and data</li> </ul>                                                                                                                                           | <ul style="list-style-type: none"> <li>• Software Engineer - <a href="https://www.prospects.ac.uk/job-profiles/software-engineer">https://www.prospects.ac.uk/job-profiles/software-engineer</a></li> </ul> |
|               | <b>Exam prep/Revision</b>                                                                                                     | <ul style="list-style-type: none"> <li>• 6.1 Develop Code</li> <li>• 6.2 Constructs</li> <li>• 6.3 Data Types and Structures</li> <li>• 6.4 Inputs/Outputs</li> <li>• 6.5 Operators</li> <li>• 6.6 Sub Programs</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Data Scientist - <a href="https://www.prospects.ac.uk/job-profiles/data-scientist">https://www.prospects.ac.uk/job-profiles/data-scientist</a></li> </ul>          |

|               |                                      |                                                                                                                                                                                            |                                                                                                                                                                                                                                                           |
|---------------|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Term 3</b> | <b><i>Exam<br/>prep/Revision</i></b> | <ul style="list-style-type: none"> <li>• 2.1/2.2 Binary and Data Representation</li> <li>• 3.1 – 3.3 Hardware, Software and Programming Languages</li> <li>• 4.1 – 4.2 Networks</li> </ul> | <ul style="list-style-type: none"> <li>• Hardware Engineer - <a href="https://uk.indeed.com/career-advice/finding-a-job/how-to-become-hardware-engineer">https://uk.indeed.com/career-advice/finding-a-job/how-to-become-hardware-engineer</a></li> </ul> |
|---------------|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### OCR Cambridge National in Creative iMedia:

The Cambridge Nationals in Creative iMedia will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively

| <b>Year 11<br/>iMedia<br/>curriculum</b> | <b>Units.</b>                                      | <b>Key knowledge</b>                                                                                                                                                                                                                                                                                                                                                                               | <b>Careers link</b>                                                                                                                                                                                                                                                                     |
|------------------------------------------|----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Term 1</b>                            | <b>R093 – Creative media in the Media Industry</b> | Know the different sectors that form the media industry and how these are evolving<br>Understand how individual job roles contributes to the creation of media products<br>Understand how style, content and layout are adapted to meet each purpose<br>Understand the content, documentation and way of communicating client briefs<br>Know and be able to apply audience segmentation techniques | Web Designer - <a href="https://www.prospects.ac.uk/job-profiles/web-designer">https://www.prospects.ac.uk/job-profiles/web-designer</a><br>Web Developer - <a href="https://www.prospects.ac.uk/job-profiles/web-developer">https://www.prospects.ac.uk/job-profiles/web-developer</a> |
|                                          | <b>R095 – Characters and Comics</b>                | Understand Different types of character and how they are used within comics<br>Know how different design style options are determined by sector, purpose and audience<br>Use a range of techniques to plan and design comic book characters                                                                                                                                                        | Concept Artist – <a href="https://www.prospects.ac.uk/job-profiles/concept-artist">https://www.prospects.ac.uk/job-profiles/concept-artist</a><br>Illustrator –                                                                                                                         |

|               |                                                    |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------|----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|               |                                                    | <p>Understand and apply the conventions of comic design, layout, panel design and narrative when designing a comic</p> <p>Identify and use a range of resources to create characters and comics, including hardware and software</p> <p>Use a range of software skills and tools to effectively design characters and layouts for a comic book</p> | <a href="https://www.prospects.ac.uk/job-profiles/illustrator">https://www.prospects.ac.uk/job-profiles/illustrator</a>                                                                                                                                                                                                                                                                                                        |
| <b>Term 2</b> | <b>R093 – Creative media in the Media Industry</b> | <p>Understand the purpose of a range of pre-production documents and techniques</p> <p>Apply pre-production techniques to given scenarios</p> <p>Produce a range of pre-production documents for a range media products</p> <p>Review pre-production documents and evaluate the quality of given documents</p>                                     | <p>UX Designer - <a href="https://www.prospects.ac.uk/job-profiles/ux-designer">https://www.prospects.ac.uk/job-profiles/ux-designer</a></p> <p>Concept Artist - <a href="https://www.screenskills.com/job-profiles/browse/visual-effects-vfx/pre-production/concept-artist-visual-effects-vfx/">https://www.screenskills.com/job-profiles/browse/visual-effects-vfx/pre-production/concept-artist-visual-effects-vfx/</a></p> |
| <b>Term 3</b> | <b>Exam prep/Revision</b>                          |                                                                                                                                                                                                                                                                                                                                                    | <p>UX Designer - <a href="https://www.prospects.ac.uk/job-profiles/ux-designer">https://www.prospects.ac.uk/job-profiles/ux-designer</a></p> <p>Concept Artist - <a href="https://www.screenskills.com/job-profiles/browse/visual-effects-vfx/pre-production/concept-artist-visual-effects-vfx/">https://www.screenskills.com/job-profiles/browse/visual-effects-vfx/pre-production/concept-artist-visual-effects-vfx/</a></p> |

### Drama Curriculum Vision / Intent:

**Drama Teacher: L. White**

Drama at The Hollins is a diverse, practical and accessible subject for all pupils. It encourages pupils to think and act creatively, whilst developing critical thinking and problem solving.

Through their practical work and written activities, pupils are able to experience the world around them and begin to appreciate situations from more than one perspective. Drama is an important tool for preparing pupils to live and work in a world that is increasingly team-oriented. It encourages pupils to express themselves through creative processes and helps to develop tolerance and empathy.

Through Drama, pupils develop soft skills that employers look for such as communication, concentration, empathy, co-operation, commitment, self-discipline and creativity. Drama helps to reinforce the rest of the curriculum through the exploration of skills such as teamwork, confidence, independent work, time management, organisational skills and self-awareness.

However, our overall aim is to inspire a lifelong love of drama and theatre through the diverse exploration of plays, playwrights and theatre practitioners.

### **Curriculum Aims:**

GCSE Drama is designed to be a practical, engaging and creative specification for pupils to study. The curriculum provides opportunities to understand and create drama as a practical art form in which ideas and meaning are communicated to an audience through informed artistic choices. During the course, students gain a practical understanding of drama, and apply this knowledge to their performances as they develop their practical skills. Students can choose to be a performer or can take on the role of designer in lighting, sound, set or costume. Students must choose one role throughout the component but can choose different roles throughout the course.

Component 01/02: Devising drama - Students research and explore a stimulus, work collaboratively and create their own devised drama. They complete a portfolio of evidence during the devising process, give a final performance of their drama, and write an evaluation of their own work.

Component 03: Presenting and performing texts - Students develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text. The chosen extracts must allow sufficient exploration of dialogue, plot and/or subplot, and characterisation for students to work in depth on their acting or design skills.

Component 04: Drama: Performance and response - Students explore practically a whole performance text, and demonstrate their knowledge and understanding of how drama is developed, performed and responded to. They also analyse and evaluate a live theatre performance.

| Year 11 Drama Curriculum | Topics                                                                                           | Key Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Careers link                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Term 1                   | <p>Consolidation of year 10</p> <p>Introduction to Unit 03 – PRESENTING AND PERFORMING TEXTS</p> | <ul style="list-style-type: none"> <li>Blood Brothers - Practical Tasks and consolidation of learning, Technical and design elements, Designer/Director perspective, Introduction of 8 Mark questions</li> <li>Devising portfolio Redraft of coursework</li> <li>Live theatre - Character and plot development, Lighting, set design and sound Practice papers Section A and Section B</li> </ul> <p>This component pupils to be taught theatrical skills and then be assessed on what they have learnt in a practical way.</p> <ul style="list-style-type: none"> <li>Types of Rehearsal</li> <li>Selecting a Play</li> <li>Exploring period, naturalistic and abstract text</li> <li>Exploring monologue and duologue pieces for impact</li> <li>Exploring vocal and physical skills</li> <li>Application of skills within Rehearsal and group setting</li> <li>Milestone Showcase.</li> </ul> | <ul style="list-style-type: none"> <li>Set/Costume/Lighting Designer: Designers play a crucial role in devising drama by collaborating with the devising team to create the visual and atmospheric elements of the performance.</li> <li>Journalist - The role of a journalist is to gather, investigate, report, and communicate news and information to the public.</li> </ul> |



|  |  |                  |  |
|--|--|------------------|--|
|  |  | Course completed |  |
|--|--|------------------|--|

**What enrichment opportunities are available and how do these support learning?**

- School productions, allowing students to express themselves through several performing arts including acting, singing, and dancing.
- Extra-curricular visits to theatres in the North West to inspire and educate pupils about professional live theatre.

**Where can I visit to help with my learning?**

<https://www.nationaltheatre.org.uk/>

<https://www.bbc.co.uk/bitesize/guides/zsf8wmn/revision/1>

<https://www.royalexchange.co.uk/>

<https://thelowry.com/>

## Design Technology Curriculum Vision / Intent:

**Curriculum Leader:** Mrs Scott

Design and Technology teaching at The Hollins is inspiring, rigorous and practical. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.

The pupils acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. We believe that a high-quality design and technology education makes an essential contribution to the creativity, culture and wealth of the nation.

Through studying design and technology learners will be prepared to participate confidently and successfully in an increasingly technological world.

### **KS4 curriculum aims GCSE: Design technology**

The WJEC Eduqas GCSE in Design and Technology offers a unique opportunity in the curriculum for learners to identify and solve real problems by designing and making products or systems. Through studying GCSE Design and Technology, learners will be prepared to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors.

| Year 11 DT | Units | Key knowledge                                                                                                                                                                                                                                                                   | Careers link                                                                                                                                                                                                                                                                                        |
|------------|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Term 1     | NEA   | <ul style="list-style-type: none"><li>• Revisit theory</li><li>• Completion of NEA;</li><li>• Initial ideas, prototypes &amp; development of ideas. Gather feedback from users.</li><li>• Plan for making; make templates, gather resources &amp; begin construction.</li></ul> | <u><b>Careers</b></u> <ul style="list-style-type: none"><li>• Product design</li><li>• Mechanical engineer</li><li>• Building and construction</li><li>• Manufacture</li><li>• Quality controller</li></ul> <u><b>Skills for career progression</b></u> <p>Safety<br/>Working to a design brief</p> |

|               |                                                     |                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                     |
|---------------|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|               |                                                     |                                                                                                                                                                                                                        | Client needs/feedback<br>Quality control<br>Material properties                                                                                                                                                                                                                                                                                     |
| <b>Term 2</b> | <b>NEA</b>                                          | <ul style="list-style-type: none"> <li>• Revisit theory</li> <li>• Completion of NEA;</li> <li>• Complete product and produce a detailed manufacturing specification.</li> <li>• Test and evaluate product.</li> </ul> | <b><u>Careers</u></b> <ul style="list-style-type: none"> <li>• Fashion designer</li> <li>• Product designer</li> <li>• Interior designer</li> <li>• Machinist</li> </ul> <b><u>Skills for career progression</u></b><br>Material properties<br>Using tools and equipment<br>Environmental issues<br>Decorative techniques<br>Manufacture<br>CAD/CAM |
| <b>Term 3</b> | <b>NEA/revision<br/>Written<br/>examination 50%</b> | <ul style="list-style-type: none"> <li>• Submit NEA's for moderation</li> </ul>                                                                                                                                        | <ul style="list-style-type: none"> <li>•</li> </ul>                                                                                                                                                                                                                                                                                                 |

**What enrichment opportunities are available and how do these support learning?**

**The DT department run clubs at lunch times and after school in a range of areas and interests.**

**Where can I visit to help with my learning?**

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

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

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

[https://www.edugas.co.uk/qualifications/design-and-technology-gcse/#tab\\_overview](https://www.edugas.co.uk/qualifications/design-and-technology-gcse/#tab_overview)

### OCR Cambridge National – Engineering Manufacture:

This qualification will enable you to learn about the process of engineering manufacture, and understand the different materials that can be used to manufacture products. You will develop the ability to plan the production of a one-off product using a range of handheld pieces of equipment and machining methods. You will also learn how to program CNC equipment to manufacture.

| Year 11 Engineering curriculum | Units.                           | Key knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Careers link                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Term 4 &5                      | R016 (NEA)                       | <b>R016: Manufacturing in quantity</b><br>In this unit you will learn how to manufacture using simple jigs and templates to support manufacturing in volume using Computer Aided Design (CAD) software and Computer Numerical Control (CNC) equipment. Topics include: <ul style="list-style-type: none"><li>• Preparing for manufacture</li><li>• Develop programmes to operate CNC equipment</li><li>• Safely use processes and equipment to make products in quantity</li></ul> | <b>Careers</b> <ul style="list-style-type: none"><li>• Product design</li><li>• Mechanical engineer</li><li>• Building and construction</li><li>• Manufacture</li><li>• Quality controller</li></ul> <b>Skills for career progression</b><br>Safety<br>Working to a design brief<br>Client needs/feedback<br>Quality control<br>Material properties |
| Term 6                         | R014 (Examination)<br>R016 (NEA) | <ul style="list-style-type: none"><li>• Sit Written Examination</li><li>• Submit NEA for moderation</li></ul>                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"><li>• </li></ul>                                                                                                                                                                                                                                                                                                  |

What enrichment opportunities are available and how do these support learning?

The DT department run clubs at lunch times and after school in a range of areas and interests.

The department has run visits to The Clothes show, Cadbury's World, Burnley College Engineering dept.

Where can I visit to help with my learning?

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

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

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

<https://ocr.org.uk/qualifications/cambridge-nationals/engineering-manufacture-level-1-2-j823/>

## English Curriculum Vision / Intent:

**Curriculum Leader:** Ms S Haworth

A 'Hollins student' will have a passion for reading for pleasure. They will appreciate a wide variety of fictional genres and explore the conventions of each, developing a clear understanding of how narrative, characters and themes are constructed, and why reader empathy is evoked in different contexts through authorial intent. Students will be able to use their knowledge of literary and dramatic conventions to craft their own creative texts, developing imaginative extended pieces of writing whilst refining their technical accuracy with spelling, grammar and punctuation. Students will explore a plethora of poetry from across the ages, ranging from 16th century Shakespearean sonnets to the most recent work of our poet laureate. They will also have an appreciation of non-fiction texts, understanding their function in society. They will develop their expertise in constructing transactional pieces, such as articles and letters, for a range of purposes and audiences. Students will actively seek to edit and improve, understanding that skilled writers will always reflect in a constructively critical manner on their work. They will strive to use ambitious and precise vocabulary in all areas of written and verbal communication. When presenting, students will adapt their register, tone and vocabulary choices accordingly for the audience and purpose. They will understand the value of effective communication through reading, writing and oracy as an integral part to success in any future career.

### Curriculum Aims:

In Years 10-11, our aim is to secure KS3 skills and build on these excellent foundations to prepare our pupils for the rigours of academic reading and writing in exam conditions. After KS3, they should be used to forming articulate and thoughtful responses, but at KS4 they are expected to go beyond the superficial interpretations of a text and consider the wider influences on writers and readers across genre and throughout time periods. Pupils must also undertake a formal spoken presentation and write creatively in both narrative and transactional styles.

Our pupils study for the WJEC Eduqas exam board

| Year 11 English Curriculum | Topics                      | Key Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                    | Careers link                                        |
|----------------------------|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| Term 1                     | Fiction Reading and Writing | Pupils study the GCSE English Language course in the Autumn term of Year 11 with Component 1 (Fiction Reading & Writing). Pupils will study a range of short stories, analysing how different authors impact and engage the readers. In the exam, pupils are asked five questions of developing length and challenge on an extract of 20 <sup>th</sup> century fiction, and then follow this with writing their own narrative. This unit focuses | <a href="#">Writing Careers</a> Careers in writing. |

|  |                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                          |
|--|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>Anthology Poetry</p> <p>Macbeth</p> | <p>upon teaching and honing these skills, with particular focus on reading and writing creatively in timed conditions.</p> <p>Further study of the GCSE poetry anthology focuses on poems that link to the theme of nature, namely, Hawk Roosting, The Prelude, Death of a Naturalist and To Autumn.</p> <p>Students will study Shakespeare's Macbeth to embed knowledge of the plot and characters, as well as identifying and analysing themes across the texts and critical reading. Teaching will focus on understanding the writer's craft and adapting the knowledge to a wide range of examination questions.</p> | <p>Apprenticeships in English information.</p> <p><a href="#">Apprenticeships in English</a></p> <p><a href="#">Video informing about Apprenticeships in English</a></p> |
|--|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



|               |                    |                                                                                                                                                                                                                                                       |  |
|---------------|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Term 3</b> | Bespoke Curriculum | By this stage, pupils have completed the study of each element of the English Literature and English Language GCSE and therefore all remaining lesson time is devoted to revision according to the needs of individual pupils and each class overall. |  |
|---------------|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

### **What enrichment opportunities are available and how do these support learning?**

We aim to offer pupils the opportunity to experience a theatre production of at least one of the GCSE texts during either Year 10 or Year 11 (dependent upon local availability). We also aim to inspire pupils in their love of poetry through annual visits to “Poetry Live” which is an excellent opportunity for pupils to hear poems read by the poets themselves and listen to them speak about their writing and inspiration. Pupils could also visit areas of interest and influence, such as the Lake District (Extract from ‘The Prelude’) and London (*A Christmas Carol*, ‘London’). We firmly believe that experiencing worlds of the writers as closely as possible fosters a more implicit understanding of the ideas and messages of the texts we study.

### **Where can I visit to help with my learning?**

- Oak National Academy continue to offer worthwhile lessons on a range of complementary topics.
- SenecaLearning.com
- BBC Bitesize
- GCSE Pod
- The British Library
- YouTube analysis videos, e.g. ‘Mr Bruff’ poetry annotations; DystopiaJunkie poetry annotations

## Ethics, Philosophy and Religion Curriculum Vision / Intent:

**Curriculum Leader:** Miss Guiste

At The Hollins we study Ethics Philosophy and Religion in order to nurture the natural human need to enquire and ask questions about our existence and the meaning of life. Within the subject we aim to enable students to apply historical, philosophical and theistic ideology to an ever evolving world. Therefore enabling students to leave The Hollins as global citizens who embrace debate on all belief systems without prejudice. Scholars in Religious Studies are expected to describe, explain and evaluate, forming their own judgements about current affairs and moral issues. Successful students are able develop arguments from more than one point of view and refer to religious teachings within this, equipping them with the ability to evaluate, a key skill in life. Regardless of whichever belief a student holds, including those without any belief, religious studies can provide students with the aptitude of acceptance of all members of society. Students will be able to make informed decisions about their own beliefs within a safe and supportive environment. At The Hollins we accept all cultures and faiths and aim to instil this quality within our learners, a skill which will in turn be beneficial for anyone aiming to live in modern day Britain.

### Curriculum Aims:

At KS4 we study the AQA Specification A GCSE Religious Studies

| KS 4 Curriculum | Topics                            | Key Knowledge                                                                                                                                                                                                                                                               | Careers link                                                                                                                                                                                                                                                                                                                          |
|-----------------|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                 | <b><i>Christian Practices</i></b> | <ul style="list-style-type: none"><li>• Worship</li><li>• Prayer</li><li>• Sacraments including The Eucharist and Baptism</li><li>• The role of pilgrimage</li><li>• Celebrations of Christmas and Easter</li><li>• The role of the Church in the wider community</li></ul> | <ul style="list-style-type: none"><li>• Debate skills through the evaluation skills – Law Primary Teacher – RE Lead Secondary RE teacher Tour Guide – Places of Pilgrimage Evangelist / Missionary Charity work – Open doors / reconciliation / LEDC’S Nurse/ Doctor/ Chef/ MOD/ Police – Understanding of Religious needs.</li></ul> |

|  |                                 |                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                      |
|--|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b><i>Islam Beliefs</i></b>     | <ul style="list-style-type: none"> <li>• The six articles of faith</li> <li>• The oneness of God</li> <li>• The nature of God</li> <li>• Angels</li> <li>• Predestination</li> <li>• Life after death</li> <li>• Authority including Holy Books and prophet hood</li> </ul>                                                                                                                                       | <ul style="list-style-type: none"> <li>• Debate skills through the evaluation skills<br/>Islamic Lawyer – Shari’ah Law Tour guide – Pilgrimage Mekkah Primary Teacher – RE Lead Secondary RE teacher Nurse/ Doctor/ Chef/ MOD/ Police – Understanding of Religious needs.</li> </ul> |
|  | <b><i>Islam Practices</i></b>   | <ul style="list-style-type: none"> <li>• The Five Pillars</li> <li>• The Ten Obligatory Acts</li> <li>• Distinction between Shia and Sunni practices</li> <li>• Salah and its importance including movements (rak’ahs) and recitations and Friday prayer (Jummah)</li> <li>• Duties and festivals</li> </ul>                                                                                                      |                                                                                                                                                                                                                                                                                      |
|  | <b><i>Relationships</i></b>     | <ul style="list-style-type: none"> <li>• Contraception</li> <li>• Sexual relationships before and outside of marriage</li> <li>• Human sexuality including heterosexual and homosexual relationships</li> <li>• Marriage and divorce and remarriage</li> <li>• Ethical arguments related to divorce</li> <li>• Gender equality</li> <li>• The purpose of families including contemporary family issues</li> </ul> | <ul style="list-style-type: none"> <li>• Sexual health nurse<br/>Relationship Councillor Play group – parenting classes<br/>Marriage/ Divorce Lawyer</li> </ul>                                                                                                                      |
|  | <b><i>Religion and Life</i></b> | <ul style="list-style-type: none"> <li>• Origins of the universe</li> <li>• The origin and value of human life</li> <li>• Sanctity of life and quality of life</li> <li>• Ethical arguments related to abortion</li> <li>• Euthanasia</li> <li>• Beliefs about death and an afterlife and their impact on belief</li> </ul>                                                                                       | <ul style="list-style-type: none"> <li>• Environmental Activist Ecologist Conservationist Animal Rights Lawyer Scientist – Animal experimentation Chef – Use of animals for food. Especially Halal or Vegetarian. Doctor/ Nurse – Abortion, Euthanasia, Hospice</li> </ul>           |

|  |                                    |                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                          |
|--|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b><i>Peace and Conflict</i></b>   | <ul style="list-style-type: none"> <li>• The meaning and significance of peace, justice, forgiveness and reconciliation</li> <li>• Violence and violent protest</li> <li>• Terrorism</li> <li>• Reasons for war</li> <li>• Just war theory</li> <li>• Holy war</li> <li>• Pacifism</li> <li>• 21<sup>st</sup> century conflict including Nuclear weapons and the work of peace keepers</li> </ul> | <ul style="list-style-type: none"> <li>• Police Any work in the Justice System<br/>Anti- Terrorism police<br/>MOD Humanitarian<br/>Aid worker NATO<br/>Nuclear Weapons –<br/>Manufacturing etc<br/>Peacekeeper</li> </ul>                |
|  | <b><i>Crime and Punishment</i></b> | <ul style="list-style-type: none"> <li>• Corporal punishment</li> <li>• Death penalty</li> <li>• Forgiveness</li> <li>• Reasons for crime including poverty and upbringing</li> <li>• Hate crimes</li> <li>• The aims of punishment</li> <li>• The treatment of criminals</li> <li>• The death penalty</li> </ul>                                                                                 | <ul style="list-style-type: none"> <li>• Police Any work in the justice system<br/>Probation officer<br/>Prison officer Victim<br/>Support Restorative<br/>Justice Community<br/>Service Office<br/>Amnesty<br/>International</li> </ul> |

**What resources can my child access for additional support?**

Overall information regarding the specification and examination

<https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062> (AQA website)

Christianity

<https://www.bbc.co.uk/bitesize/topics/zbndy9q>

Islam

<https://www.bbc.co.uk/bitesize/topics/z4v7gwx>

Revision Guide

[https://www.amazon.co.uk/AQA-GCSE-Religious-Studies-Christianity/dp/0198422830/ref=sr\\_1\\_8?dchild=1&keywords=gcse+rs+aqa+spec+a+revision+guide&qid=1623398186&sr=8-8](https://www.amazon.co.uk/AQA-GCSE-Religious-Studies-Christianity/dp/0198422830/ref=sr_1_8?dchild=1&keywords=gcse+rs+aqa+spec+a+revision+guide&qid=1623398186&sr=8-8)

[https://www.amazon.co.uk/Revision-Notes-Religious-Studies-Specification/dp/1510404791/ref=asc\\_df\\_1510404791/?tag=googshopuk-21&linkCode=df0&hvadid=310891116632&hvpos=&hvnetw=g&hvrnd=14077177485580175327&hvpone=&hvptwo=&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=1006458&hvtargid=pla-562550525510&psc=1&th=1&psc=1](https://www.amazon.co.uk/Revision-Notes-Religious-Studies-Specification/dp/1510404791/ref=asc_df_1510404791/?tag=googshopuk-21&linkCode=df0&hvadid=310891116632&hvpos=&hvnetw=g&hvrnd=14077177485580175327&hvpone=&hvptwo=&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=1006458&hvtargid=pla-562550525510&psc=1&th=1&psc=1)

**What enrichment opportunities are there and how do they support learning?**

Animal Rights Day- December 10<sup>th</sup> (Religion and Life)

Martin Luther King Day- 17<sup>th</sup> January (Peace and conflict)

Pride Day- 27<sup>th</sup> June (Relationships)

## Food, preparation & Nutrition Curriculum Vision / Intent:

**Subject Teacher: Mrs C Holmes / Mrs P Hargreaves**

Food is a vital and essential part of our daily lives. At The Hollins, students will be equipped with skills for life such as learning how to prepare, cook and present food. This part of the curriculum will engage and challenge pupils and in turn pupils will be expected to demonstrate independence and resilience. Valuable time will be spent nurturing students' practical cookery skills, whilst at the same time developing an understanding of the importance of a healthy diet. Students will be introduced to the science behind the dishes they make, looking at the origins of everyday ingredients and becoming more conscious of the impact our food choices have on the environment.

### **KS4 curriculum aims GCSE: Food, Preparation & Nutrition**

- demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks – we want our pupils to be independent, critical chefs with a love of cooking and experimenting with food.
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health and be advocates for healthy eating amongst their peers.
- understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices.
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food. Pupils will gain 'in-house' certification to show a good level of understanding of food hygiene.
- understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes.

| Year 11 | Units | Key knowledge                                                                                                                                                                                                                                                                                                  | Careers link                                                                                                                                                                                                                                |
|---------|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Term 1  | NEA1  | <b>Non-examined assessment: Food Investigation</b><br>Students will investigate the working characteristics and the functional and chemical properties of a particular ingredient through practical investigation. They will produce a report which will include research into 'how ingredients work and why'. | <b>Careers</b> <ul style="list-style-type: none"><li>• Chef</li><li>• Baker</li><li>• Nutritionist</li><li>• Restaurant manager</li><li>• Street food trader</li><li>• Food scientist</li></ul> <b><u>Skills for career progression</u></b> |
| Term 2  | NEA2  | <b>Non-examined assessment: Practical Assessment</b><br>Students will prepare, cook and present a final menu of three dishes to meet the needs of a specific context. Students must select appropriate technical skills and processes and create 3 - 4 dishes to showcase their skills. They will then produce |                                                                                                                                                                                                                                             |

|               |                                     |                                                                                                                                                                                                                                    |                                                                          |
|---------------|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
|               |                                     | their final menu within a single period of no more than 3 hours, planning in advance how this will be achieved.                                                                                                                    | Health and safety<br>Time management<br>Multi-tasking<br>Problem solving |
| <b>Term 3</b> | Revision<br>Written examination 50% | Students will complete revision across all topics: <ul style="list-style-type: none"> <li>• Food, nutrition and health</li> <li>• Food science</li> <li>• Food safety</li> <li>• Food choice</li> <li>• Food provenance</li> </ul> | Following instructions                                                   |

**What enrichment opportunities are available and how do these support learning?** Trips have been run to Cadbury World, Good Food Show, Ice cream factory for example. Pupils will be encouraged to watch baking programmes for the skills and techniques they may need in their cooking practice.

School has subscribed to Good Food magazine and created a mini library of magazines for pupils.

**Where can I visit to help with my learning?**

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

<https://www.bbc.co.uk/bitesize/subjects/zdn9jlv>

<https://illuminate.digital/aqafood/> see Miss Beswick for log on information

## Geography Curriculum Vision / Intent:

**Curriculum Leader:** Mr Dunne

The study of geography by our pupils is undoubtedly the key to unlocking and extending their understanding and appreciation of their world. This ranges from the study of global physical features such as mountain ranges, deserts and rainforests, to the locations and characteristics of different countries and the people who live there. Studying geography provides a unique insight into the interactions – both positive and negative, intentional and unintentional – between us and the living world in which we live, which are crucial for pupils today to be aware of.

Geography is a highly dynamic and living subject, and geography teaching at The Hollins aims to embrace this quality. Through the use of a wide range of sources and adapting our curriculum to incorporate significant global and national events as they occur, our geography students are actively encouraged to work independently and within groups to engage with and pursuing the big geographical questions of ‘Who...?’, ‘What...?’, ‘Where...?’ and, perhaps most importantly, ‘Why...?’. Our pupils are encouraged to think critically about the information they are given and to present and justify their own views as balanced arguments.

Whilst geography can be taught in the classroom, it is our belief that it best experienced beyond it. We aim to allow all students the opportunity to experience geography beyond the classroom, through fieldwork activities and educational visits both within the UK and internationally. Through this, we aim to support and enrich classroom learning whilst developing the sense of awe and wonder which can only be obtained by physical experiences.

### Curriculum Aims:

The year 11 geography builds on knowledge and skills developed in KS3 and Y10 and develops them further through the AQA GCSE Geography (8035) specification. Pupils will be challenged to deepen their understanding of the human and physical world and the interactions between these two at different scales, from local to international. During lessons, links will increasingly be drawn between current and previous topics, and through retrieval practice pupils will strengthen their prior knowledge in order to develop holistic understanding of their geographical knowledge as a whole.

| Year 11 Geography Curriculum | Topics                                                                                                                                                                              | Key Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Living World                 | <i>In this unit, pupils will study two major biomes (tropical rainforests and tundra). For each one they will investigate it's characteristic features, the effects of economic</i> | <ul style="list-style-type: none"><li>• What are ecosystems and biomes?</li><li>• What are the components of an ecosystem?</li><li>• What are the world's major biomes and how are they distributed?</li><li>• What are the characteristics of tropical rainforests?</li><li>• How do plants and animals adapt to the conditions found in tropical rainforests?</li><li>• How is economic development leading to deforestation in tropical rainforests?</li><li>• What are the local, national and international impacts of deforestation of tropical rainforests?</li></ul> |

|                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                       | <p><b><i>development and how it can be used and managed sustainably into the future.</i></b></p>                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• How does deforestation lead to climate change?</li> <li>• What is the value of maintaining tropical rainforests?</li> <li>• What strategies can be used to manage tropical rainforests sustainably?</li> <li>• What are the characteristics of the tundra biome?</li> <li>• How do plants and animals adapt to the conditions found in cold environments?</li> <li>• What opportunities exist for economic development in cold environments?</li> <li>• What are the challenges in the economic development of cold environments and how can these be overcome?</li> <li>• Why are cold environments valuable and why should these fragile environments be protected?</li> <li>• How can the need for economic development and conservation be balanced in cold environments?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>Changing Economic World</b></p> | <p><b><i>In this unit, pupils will study the global variation in economic development and people's quality of life. They will look at the development gap, and how this can be closed. Pupils will study one developing country and investigate the social, environmental and cultural changes taking place as it develops. Finally, pupils will study the UK's economic development, its employment patterns and issues surrounding the different rates of</i></b></p> | <ul style="list-style-type: none"> <li>• What is 'development' and how can we measure it?</li> <li>• What is 'quality of life' and can this be measured?</li> <li>• Are all measures of development useful? What are their limitations?</li> <li>• How does development over time affect population structures?</li> <li>• What is the current global pattern of economic development?</li> <li>• What factors mean that some countries today are more economically developed than others?</li> <li>• What are the impacts of unequal economic development around the world?</li> <li>• To what extent is there a global development gap?</li> <li>• What strategies can be used to try and close the development gap, and are these successful?</li> <li>• How is a newly emerging economy like India important regionally and internationally?</li> <li>• How is India's economic structure changing over time?</li> <li>• What influence have transnational companies (TNC's) had on India's development?</li> <li>• How is India's political and trading relationship with the rest of the world changing?</li> <li>• What is 'international aid' and what forms can it take?</li> <li>• What are the environmental impacts of economic development?</li> <li>• What are the impacts of economic development of quality of life for the population of a developing country?</li> <li>• What has caused the decline of the manufacturing industry in the UK over the last 50 years?</li> <li>• What does the UK's 'post-industrial' economy look like today?</li> <li>• What makes the UK's modern industries more environmentally sustainable?</li> <li>• How is the population of the UK's countryside changing?</li> </ul> |

|  |                                              |                                                                                                                                                                                                                                                                                                                                                                               |
|--|----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b><i>regional growth within the UK.</i></b> | <ul style="list-style-type: none"> <li>• How is our infrastructure (roads, railways, ports and airports) changing?</li> <li>• What is the UK's 'north-south divide'?</li> <li>• What strategies can be used to 'level up' the north of the UK?</li> <li>• In what ways is the UK important within Europe and the rest of the world in the 21<sup>st</sup> Century?</li> </ul> |
|--|----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**What enrichment opportunities are available and how do these support learning?**

- Visit to Iceland (Y10) – Supports cultural capital and a wide range of knowledge required for GCSE geography
- Fieldwork within the local area – supporting the development of geographical skills learned in the classroom
- Local visits and walks – pupils should be familiar with their immediate surroundings

**What resources can my child access for support?**

[www.bbcbitesize.com](http://www.bbcbitesize.com)

[www.teachitgeography.co.uk/ks4](http://www.teachitgeography.co.uk/ks4)

[www.geography.learnontheinternet.co.uk/ks4/index.htm](http://www.geography.learnontheinternet.co.uk/ks4/index.htm)

[www.nationalgeographic.com](http://www.nationalgeographic.com)

<https://timeforgeography.co.uk/>

[www.rgs.org](http://www.rgs.org)

<https://www.oxfam.org.uk>

<https://www.internetgeography.net/>

## History Curriculum Vision / Intent:

**Curriculum Leader:** Mr Watson

History aims to provide all pupils with a high-quality education that will help them gain a broad, balanced & coherent understanding of the rich vibrancy of Britain's past and its unique interconnections with the wider world. It has at its heart a desire to fire pupils' curiosity and give them an increasing thirst for learning about the past.

To this end pupils, are progressively challenged to understand the complexity of people's lives in the past, the significance of key events and the process of change overtime, all within the context of their own lives. The history curriculum is designed to equip all pupils with an increasingly sophisticated ability to ask perceptive questions, think critically, weigh evidence, sift arguments & refine their perspective and judgement. In this way it is intended to support the development of the whole child and furnish them with a range of key concepts and key skills that enable them to reach their full potential.

### Curriculum Aims:

| Year 11 History Curriculum                                       | Topics                                                                              | Key Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Careers link                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PAPER 2:<br/>AQA GCSE<br/>HISTORY:<br/>Shaping the Nation</b> | <b>PAPER 2/A:<br/>Thematic Study<br/>PAPER 2/A:<br/>Britain Health &amp; People</b> | <p><b>Why Here &amp; Now:</b></p> <p>This unit has been <u>specifically chosen/ sequenced here</u> since it further <u>develops/ refines</u> the themes covered in <a href="#">Paper 1/ A Germany 1890-1945</a> (anti-Semitism, propaganda/ censorship → medieval church, effects war- WW1/2 → Crusades/ Franco Prussian) by focusing on how medicine and public health developed in Britain from medieval times to 20<sup>th</sup> C.</p> <p>It analyses key concepts like war, religion, government, science &amp; role of individual &amp; evaluates how these worked together to bring about changes in the treatment/ understanding causes of disease. It also considers the role of key individuals/ organisations played in shaping the course of events (Hippocrates, Galen, Vesalius, Pare, Jenner, Pasteur, Koch, NHS)</p> <p><b>By the end of this unit pupils will know:</b></p> <ol style="list-style-type: none"><li>1. the key factors which influenced relative stagnation of medicine &amp; health during Medieval period - church, superstition, supernatural, Hippocrates, Galen.</li><li>2. the key people which revolutionised medicine &amp; health during Renaissance/ 18<sup>th</sup>/ 19<sup>th</sup> C &amp; their relative importance – Vesalius, Pare, Harvey, Jenner, Pasteur, Koch</li></ol> | <p><b>Career Links:</b></p> <p>Can be made to jobs that require:</p> <ul style="list-style-type: none"><li>• a genuine interest in the past &amp; preserving/ presenting it a way that interests others like a <a href="#">museum curator</a>.</li><li>• a fascination in the workings of government &amp; an ability to deliver vital services that ensure the smooth day to day running of the country like in the <a href="#">Civil Service</a>.</li></ul> |

|                                                                      |                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PAPER 2:<br/>AQA GCSE<br/>HISTORY:<br/>Shaping the<br/>Nation</b> |                                                                                                                    | 3. how ground breaking advances in medicine & health in 20 <sup>th</sup> C has impacted the lives of population. – Flemming, WW1, WW2, Liberal Social Reforms, Beveridge Report,<br>4. how far war, religion, government, science, role of the individual has been the main factor in improving medicine & health                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• a passionate desire to preserve historic sites so people can enjoy them for years to come like a <b>heritage manager</b>.</li> <li>• a real interest in investigating the past &amp; a desire to preserve it for future generations like an <b>archaeologist</b>.</li> <li>• an eye for historical detail &amp; a desire to work in the entertainment industry like an <b>historical film advisor</b>.</li> <li>• strong leadership qualities &amp; an ability to successfully manage others like a <b>teacher</b></li> </ul> |
|                                                                      | <b>PAPER 2/B:<br/>British<br/>Depth<br/>Studies<br/>PAPER 2/B:<br/>Medieval<br/>England<br/>Reign<br/>Edward I</b> | <p><b>Why Here &amp; Now:</b></p> <p>This unit has been <u>specifically chosen/ sequenced</u> here since it <u>further develops/ refines</u> themes covered <b>Paper 2/A Britain Health &amp; People</b> (Crusades, Feudal System, Roger Bacon, importance of church, growth medieval towns public health, injuries in medieval battles) by focusing on Edward I's attempts to create a United Kingdom under his control.</p> <p>It analyses key pieces of legislation (Statutes of Gloucester/ Westminster/ Mortmain/ Jewry/ Rhuddlan) &amp; evaluates how these effected lives of people in Medieval England/ Scotland/ Wales. It also considers the role of key individuals/ organisations played in shaping the course of events (Robert Burnell, Llewelyn, William Wallace, Acton-Burnell/ Model Parliaments)</p> <p><b>By the end of this unit pupils will know:</b></p> <ol style="list-style-type: none"> <li>1. how Edwards early life shaped is desire to become stronger king than his father Henry III: Crusades, King Arthur, Barons War, Provisions of Oxford.</li> <li>2. the key changes that Edward introduced to government, economy, education, law &amp; order that made him most formidable medieval monarch of his time - Statutes of Gloucester Westminster Merchants, Jewry</li> <li>3. the motivation &amp; methods involved in Edwards conquest/ colonisation Wales/ Scotland.</li> <li>4. what title best suits his reign: New Arthur, New Justinian, Hammer of the Scots</li> </ol> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

### What enrichment opportunities are available and how do these support learning?

- **Wider Reading Tasks:** Pupils will be challenged to review a number of articles from leading historical publications in a way that builds on/ extends their knowledge of the topics mentioned above (e.g. Peter Proce 'Edward I: Hero or Villain' All About History Magazine)
- **Create a 'pen portrait' of Edward I challenge:** Pupils will analyse the reign of Edward I & explain what were his most enduring characteristics.
- **Research Project:** Pupils will research the key characteristics of Stokesey Castle using resource material provided by AQA / English Heritage in order answer the 16 mark historic environment question on this year's exam.
- **Subject Knowledge Enhancement:** Pupils will use a free online testing service (Seneca) to boost their factual understanding of the key people, places & events that are examined in AQA GCSE History Paper 2: Shaping the Nation

### Where can I go for more information?

<https://m.youtube.com/watch?v=1AcwAyA8COW>

This video by Dr Nigel Spivey (University of Cambridge) details the story of one of England's greatest Medieval monarchs Edwards I, nicknamed by his subjects 'Longshanks' & 'Hammer of the Scots'

<https://www.youtube.com/watch?v=1UYAbpnnFVg>

This video by *That Movie Recap* gives an entertaining account of Edward Is character based on the film *Braveheart*.

<https://www.youtube.com/watch?v=kpy7N90BtIQ>

In this video by *BBC Teach*, historian Robert Bartlett tells the story of Edward Is conquest/ colonisation of Wales & Scotland.

<https://www.bbc.co.uk/teach/class-clips-video/medicine-through-time/zdcy8xs>

This superb series of animated clips by *BBC Teach* looks at the key turning points in the history of medicine.

**Curriculum Intent:**

The overreaching aim of the Maths department is that our students will become independent thinkers (learners) who demonstrate a positive mindset and enjoy working together to solve problems and produce creative solutions in unfamiliar situations. Our focus is to make maths enjoyable, exciting, and interesting for all students irrespective of their prior attainment.

Maths is not just a subject studied in the classroom. It is relevant and important in our lives beyond the school gates. At The Hollins, we aim to equip all our students with functional mathematical skills that can be used throughout their lives. To enable them to appreciate that maths is more than 'sums,' so that they consider that it appears all around us and how it can be used in everyday life.

Consequently, our curriculum is focused on building on their prior mathematical understanding through work that is interesting, useful, and challenging. We aim to develop a resilience in our students' learning so that they feel confident to make mistakes in exploring the subject and deepening their understanding.

**What resources can my child access for additional support.**

Technology is very much integrated into the teaching of Maths at the Hollins. To support your child's learning at home, we recommend the following websites:

Sparx [www.sparxmaths.uk](http://www.sparxmaths.uk). Sparx **personalises each child's homework**, creating a weekly set of questions **tailored to their level of understanding and learning pace**. The questions are designed to be achievable whilst offering the stretch that learners need to make progress.

Each week, topics are set by your child's maths teacher and will make up the majority of the homework questions. Questions from previous topics will also be included in the homework so that students can keep practising the skills they have learned.

Learning by questions [www.lbq.org](http://www.lbq.org)

Corbett Maths [www.corbettmaths.com](http://www.corbettmaths.com)

GCSE Pod [www.gcsepod.com](http://www.gcsepod.com)

## The Hollins - Scheme of Work: Year 11 (Foundation)

| Unit                                                          | Key 'Build a Mathematician' (BAM) Indicators                                                                                                                                                                                                                                                                                                                                                     | Essential knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Careers link                                                              |
|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| <a href="#">Investigating properties of shapes</a>            | <ul style="list-style-type: none"> <li>• <a href="#">Solve problems involving direct and inverse proportion</a></li> <li>• <a href="#">Solve quadratic equations by factorising</a></li> <li>• <a href="#">Apply trigonometry in two dimensions</a></li> <li>• <a href="#">Calculate volumes of spheres, cones and pyramids</a></li> <li>• <a href="#">Understand and use vectors</a></li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Know the convention for labelling the sides in a right-angle triangle</a></li> <li>• <a href="#">Know the trigonometric ratios, <math>\sin\theta = \frac{\text{opposite}}{\text{hypotenuse}}</math>, <math>\cos\theta = \frac{\text{adjacent}}{\text{hypotenuse}}</math>, <math>\tan\theta = \frac{\text{opposite}}{\text{adjacent}}</math></a></li> <li>• Know the exact values of <math>\sin\theta</math> and <math>\cos\theta</math> for <math>\theta = 0^\circ, 30^\circ, 45^\circ, 60^\circ</math> and <math>90^\circ</math></li> <li>• Know the exact value of <math>\tan\theta</math> for <math>\theta = 0^\circ, 30^\circ, 45^\circ</math> and <math>60^\circ</math></li> <li>• Know the information required to describe a transformation</li> <li>• Know the special case of the difference of two squares</li> <li>• Know set notation</li> <li>• <a href="#">Know the formulae for the volume of a sphere, a cone and a pyramid</a></li> <li>• Know the formulae for the surface area of a sphere, and the curved surface area of a cone</li> <li>• Know the meaning of roots, intercepts and turning points</li> </ul> | <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul> |
| <a href="#">Calculating</a>                                   |                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                           |
| <a href="#">Solving equations and inequalities I</a>          |                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                           |
| <a href="#">Mathematical movement I</a>                       |                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                           |
| <a href="#">Algebraic proficiency: tinkering</a>              |                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                           |
| <a href="#">Proportional reasoning</a>                        |                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                           |
| <a href="#">Pattern sniffing</a>                              |                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                           |
| <a href="#">Calculating space</a>                             |                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                           |
| <a href="#">Exploring fractions, decimals and percentages</a> |                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                           |
| <a href="#">Algebraic proficiency: visualising</a>            |                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                           |
| <a href="#">Solving equations and inequalities II</a>         |                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                           |
| <a href="#">Analysing statistics</a>                          |                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                           |
| <a href="#">Mathematical movement II</a>                      |                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                           |



## The Hollins - Scheme of Work: Year 11 (Higher)

| Unit                                                  | Key 'Build a Mathematician' (BAM) Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Essential knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Careers link                                                           |
|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| <a href="#">Investigating properties of shapes</a>    | <ul style="list-style-type: none"> <li><a href="#">Simplify surds, including rationalising the denominator of a surd expression</a></li> <li><a href="#">Manipulate quadratic expressions by completing the square</a></li> <li><a href="#">Deduce roots and turning points of quadratic functions</a></li> <li><a href="#">Understand the concept of an instantaneous rate of change</a></li> <li><a href="#">Sketch translations and reflections of given functions</a></li> <li><a href="#">Solve quadratic inequalities in one variable</a></li> <li><a href="#">Use the sine and cosine rules to solve problems</a></li> </ul> | <ul style="list-style-type: none"> <li>Know that <math>\sqrt{a \pm b} \neq \sqrt{a} \pm \sqrt{b}</math>, <math>\sqrt{\frac{a}{b}} = \frac{\sqrt{a}}{\sqrt{b}}</math> and <math>\sqrt{a \times b} = \sqrt{a} \times \sqrt{b}</math></li> <li>Know the formula for solving quadratic equations</li> <li>Know function notation</li> <li>Know graphs of exponential and trigonometric functions</li> <li><a href="#">Know the sine rule, <math>a/\sin A = b/\sin B = c/\sin C</math></a></li> <li><a href="#">Know the cosine rule, <math>a^2 = b^2 + c^2 - 2bc \cos A</math></a></li> <li><a href="#">Know area of triangle = <math>\frac{1}{2}ab \sin C</math></a></li> <li>Know that histograms should be plotted using frequency density when groups are of unequal widths</li> </ul> | <ul style="list-style-type: none"> <li></li> <li></li> <li></li> </ul> |
| <a href="#">Calculating</a>                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                        |
| <a href="#">Solving equations and inequalities I</a>  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                        |
| <a href="#">Mathematical movement I</a>               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                        |
| <a href="#">Algebraic proficiency: tinkering</a>      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                        |
| <a href="#">Proportional reasoning</a>                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                        |
| <a href="#">Pattern sniffing</a>                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                        |
| <a href="#">Solving equations and inequalities II</a> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                        |
| <a href="#">Algebraic proficiency: visualising I</a>  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                        |
| <a href="#">Analysing statistics</a>                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                        |
| <a href="#">Algebraic proficiency: visualising II</a> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                        |
| <a href="#">Mathematical movement II</a>              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                        |
|                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                        |

## Maths Calendar

*Based on 8 maths lessons per fortnight*

| Week 1                                                                             | Week 2  | Week 3                                                        | Week 4  | Week 5                                                      | Week 6                                                                                         | Week 7       | Week 8                                                                 | Week 9                          | Week 10                                         | Week 11                   | Week 12                              | Week 13 |
|------------------------------------------------------------------------------------|---------|---------------------------------------------------------------|---------|-------------------------------------------------------------|------------------------------------------------------------------------------------------------|--------------|------------------------------------------------------------------------|---------------------------------|-------------------------------------------------|---------------------------|--------------------------------------|---------|
| <a href="#">Investigating properties of shapes</a><br><br><a href="#">11M7 BAM</a> |         |                                                               |         | <a href="#">Calculating</a><br><br><a href="#">11M1 BAM</a> | <a href="#">Solving equations and inequalities I</a><br><br><a href="#">11M2 BAM, 11M3 BAM</a> |              |                                                                        | Assessment<br>1                 | <a href="#">Movement I</a>                      | <a href="#">Tinkering</a> | <a href="#">Prop'l<br/>reasoning</a> |         |
| Week 14                                                                            | Week 15 | Week 16                                                       | Week 17 | Week 18                                                     | Week 19                                                                                        | Week 20      | Week 21                                                                | Week 22                         | Week 23                                         | Week 24                   | Week 25                              | Week 26 |
| <a href="#">Solving equations II</a><br><br><a href="#">11M6 BAM</a>               |         | <a href="#">Visualising I</a><br><br><a href="#">11M5 BAM</a> |         | <a href="#">Analysing statistics</a>                        |                                                                                                | Assessment 2 | <a href="#">Visualising<br/>II</a><br><br><a href="#">11M4<br/>BAM</a> | <a href="#">Movement<br/>II</a> | The Final Countdown<br><br>Review of key topics |                           |                                      |         |
| Week 27                                                                            | Week 28 | Week 29                                                       | Week 30 | Week 31                                                     | Week 32                                                                                        | Week 33      | Week 34                                                                | Week 35                         | Week 36                                         | Week 37                   | Week 38                              | Week 39 |
|                                                                                    |         |                                                               |         |                                                             |                                                                                                |              |                                                                        |                                 |                                                 |                           |                                      |         |

Please note Y10 and Y11 is based on the higher scheme of work. Those students entered in for foundation tier will follow a different scheme of work in KS4 that aims to develop the skills and understanding required on the topics covered within this paper.

## MFL Curriculum Vision / Intent:

**Curriculum Leader:** Miss King

Modern Foreign Language teaching at The Hollins is interactive, challenging and enables students to become resilient, independent and confident communicators, which are invaluable skills that they will need throughout their school careers and beyond. The aim of MFL at The Hollins is to introduce pupils to language learning skills that they can apply to learning other foreign languages in the future. Our aim is to spark curiosity and we always encourage our pupils to ask questions. We believe in the importance of making links with different languages and especially with their native one, English.

### Curriculum Aims:

We want to develop pupils with the ability to speak spontaneously and with confidence in French and Spanish. In addition, we also teach students about the culture of French and Spanish speaking countries around the globe both in lessons and during our extra-curricular activities, encouraging understanding and acceptance of other beliefs and cultures reflecting our diverse intake with a view to breaking down preconceptions or stereotypes. To further promote cultural understanding in lessons, the use of authentic videos and songs capture students' imaginations as they piece language together to decode meaning and become independent and resilient linguists.

MFL students are challenged from the minute they walk in to their language lessons. MFL teachers use the target language as much as possible to immerse students into Foreign Language worlds. Pupils are encouraged to speak as much French and Spanish as possible and interact with the teacher and each other in the target language.

MFL at the Hollins equips pupils for lifelong language learning and we echo the Hollins' ethos that our pupils deserve nothing less than the best education - each and every one of our pupils deserves this. We seek to create characters who breed tolerance, empathy and respect within our local community, the wider world and in life to become responsible citizens who can make a positive contribution to society.

| Year 11 French Curriculum | Topics                                                                                  | Key Knowledge                                                                                                                                                                                                                                                                                                                                                                               | Careers link                                                                                                                |
|---------------------------|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Term 1                    | <u>Theme 2: Local, national, international and global areas of interest</u><br>Holidays | <ul style="list-style-type: none"><li>• To be able to talk about where they usually go on holiday and what they do.</li><li>• Talking about holidays in the present, past and future.</li><li>• To be able to talk about an ideal holiday.</li><li>• Using the conditional.</li><li>• To be able to book and review hotels.</li><li>• Using reflexive verbs in the perfect tense.</li></ul> | <ul style="list-style-type: none"><li>• 'Service Civique' - French volunteer project run by the French government</li></ul> |

|               |                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                             |
|---------------|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
|               | <p><u>Theme 3: Current and future study and employment</u><br/>School</p>                                  | <ul style="list-style-type: none"> <li>• To be able to order food in a restaurant.</li> <li>• Using 'en' and present participle.</li> <li>• To be able to talk about travelling.</li> <li>• Using 'avant de' and infinitive.</li> <li>• To be able to talk about holiday disasters.</li> <li>• Using the pluperfect tense.</li> </ul><br><ul style="list-style-type: none"> <li>• To be able to talk about their school, their school subjects and timetable.</li> <li>• Using the present, perfect, imperfect, future and conditional with the topic of school.</li> <li>• To be able to compare school in the UK and French-speaking countries.</li> <li>• Using the pronoun 'ils' and 'elles'</li> <li>• To be able to discuss school rules.</li> <li>• Using 'il faut' and 'il est interdit de'.</li> <li>• To be able to talk about a school exchange.</li> <li>• Using past, present and future timeframes.</li> </ul> <p>In the first term, pupils will continue to be immersed in the target language and a lot of work will be done on recapping grammar learnt previously, and ensuring that pupils are confident in understanding transactional French and also the foundations of the language such as key verbs.</p> <p>Pupils will be practising reading, listening, speaking, writing and translation skills.</p> <p>Pupils will learn about the French educational system and will be able to see a French school planner as well as French reports.</p> |                                                                                                                                             |
| <b>Term 2</b> | <p><u>Theme 3: Current and future study and employment</u><br/>Current and future study and employment</p> | <ul style="list-style-type: none"> <li>• To be able to discuss jobs and work preferences.</li> <li>• To be able to discuss career choices and using structures such as 'better/ worse/ the best / the worst thing'.</li> <li>• To be able to talk about plans, hopes and wishes.</li> <li>• To be able to understand the subjunctive.</li> <li>• Using direct object pronouns</li> <li>• Using verbs followed by 'à' or 'de'.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Explicit jobs teaching and saying what they would like to do in their careers in future</li> </ul> |

|               |                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                   |
|---------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
|               | <u>Theme 2: Local, national, international and global areas of interest</u><br>Health      | <ul style="list-style-type: none"> <li>• To be able to discuss healthy living.</li> <li>• Using the imperative.</li> <li>• To be able to discuss vices (alcohol, drugs, tobacco).</li> <li>• Using a range of tenses: present, perfect, imperfect, future and conditional.</li> </ul> <p>Exam-style questions will continue so as to prepare students well. Pupils will also continue to be exposed to as much relevant authentic material as possible. Pupils will continue to practise all the different skills.</p>                                                                                                                                                   |                                                                                   |
| <b>Term 3</b> | <u>Theme 2: Local, national, international and global areas of interest</u><br>Environment | <ul style="list-style-type: none"> <li>• To be able to discuss problems facing the world.</li> <li>• To be able to talk about protecting the environment.</li> <li>• Using the modal verbs 'pouvoir' and 'devoir' in the conditional.</li> <li>• To be able to discuss ethical shopping.</li> <li>• Using the passive.</li> <li>• To be able to talk about volunteering.</li> <li>• Using indirect object pronouns.</li> <li>• To be able to discuss big events giving arguments for and against.</li> </ul> <p>Pupils will continue to practise reading, listening, speaking, writing and translating skills in preparation for their GCSE exams happening mid-May.</p> | <ul style="list-style-type: none"> <li>• Volunteering and charity work</li> </ul> |

#### **What resources can my child access for additional support?**

- Pupils have access to [www.languagehut.com](http://www.languagehut.com) where they can play a range of games to practise the language learnt in class. Sometimes teachers will direct pupils to specific topics/exercises, but pupils have access to Linguascope throughout the year, so can use it to revise, learn vocabulary and practise their skills at any time.
- Pupils have access to [www.vocabexpress.com](http://www.vocabexpress.com) where they learn and practise the AQA vocab list and help them prepare for the reading and listening GCSE exams.
- Knowledge organisers for each topic can be found on Teams so that could help your child learning and revising the vocabulary covered in class.
- Pupils can access the online dictionary [www.wordreference.com](http://www.wordreference.com)
- [www.languagesonline.org.uk](http://www.languagesonline.org.uk) will help pupils with vocabulary and grammar.

- The more vocabulary pupils know, the better they will understand and be able to speak French. Therefore, pupils are encouraged to use their books to recap vocabulary on a regular basis.
- <https://www.bbc.co.uk/bitesize> is a super website which includes activities pupils can use to practise all of the skills.
- The topics studied this year lend themselves well to looking at French websites for a holiday in a French-speaking country.

**What enrichment opportunities are there and how do they support learning?**

- Pupils are exposed to authentic materials.
- Pupils will be able to look at how the college André Malraux in Dijon works and be able to compare French schools to schools in the UK.

| Year 11 Spanish Curriculum | Topics                                                                                                                                              | Key Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Careers link                                                                              |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| <b>Term 1</b>              | <u>Home town, charity and voluntary work</u><br>*Types of accommodation<br>*Types of area<br>*Descriptions of houses<br>*Charity and voluntary work | Pupils will learn how to understand descriptions of homes and areas and be able to describe their own and others' homes and the local area.<br>Descriptions of charities and voluntary work will also be covered.<br>Specific knowledge of the following will be addressed:<br>*Rooms in a house and different activities which take place in each room<br>*Positive and negative aspects of regions/amenities<br>*revision of all 3 tenses<br>*The use of the conditional to describe what you <i>would</i> do to help charities                                          | <ul style="list-style-type: none"> <li>• Volunteering and charity work</li> </ul>         |
| <b>Term 2</b>              | <u>Holidays and environment</u><br>*Types of accommodation<br>*weather/seasons<br>*environmental issues                                             | Pupils will cover all of the following in sufficient detail, and through a variety of inputs so as to be able to understand spoken and written descriptions as well as being able to talk and write about: <ul style="list-style-type: none"> <li>• How one could travel and where one could stay when going on holiday</li> <li>• The activities one could take part in when it is good/bad weather</li> <li>• Dealing with problems (eg in the hotel/restaurant etc.)</li> <li>• Key environmental issues and the impact they have/how it is possible to help</li> </ul> | <ul style="list-style-type: none"> <li>• Holidays in Spain – job opportunities</li> </ul> |

|               |                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                        |
|---------------|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Term 3</b> | <u>School and future plans</u><br>*School subjects<br>*Adjectives to describe people (teachers) and opinions<br>*types of job | A key revision point within this topic is the use of the future (there are 2 ways of forming this in Spanish and pupils will have to recognise both and also be able to talk about the future themselves). A recap of how to use “time” is also important here so as to be able to talk in detail about the school day and routines.<br>Other key knowledge: <ul style="list-style-type: none"> <li>• The advantages/disadvantages of work vs studying</li> <li>• Revision of 2 types of past tense (the imperfect and preterit)</li> <li>• How to use “you must” to discuss school rules</li> </ul> | <ul style="list-style-type: none"> <li>• Explicit teaching of jobs and saying what they would like to be when they’re older</li> </ul> |
|---------------|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|

#### **What resources can my child access for additional support?**

- Pupils have access to [www.languagenut.com](http://www.languagenut.com) where they can play a range of games to practise the language learnt in class. Sometimes teachers will direct pupils to specific topics/exercises, but pupils have access to Linguascope throughout the year, so can use it to revise, learn vocabulary and practise their skills at any time.
- Pupils have access to [www.vocabexpress.com](http://www.vocabexpress.com) where they learn and practise the AQA vocab list and help them prepare for the reading and listening GCSE exams.
- Knowledge organisers for each topic can be found on Teams so that could help your child learning and revising the vocabulary covered in class.
- Pupils can access the online dictionary [www.wordreference.com](http://www.wordreference.com)
- [www.languagesonline.org.uk](http://www.languagesonline.org.uk) will help pupils with vocabulary and grammar.
- The more vocabulary pupils know, the better they will understand and be able to speak Spanish. Therefore, pupils are encouraged to use their books to recap vocabulary on a regular basis.
- <https://www.bbc.co.uk/bitesize> is a super website which includes activities pupils can use to practise all of the skills.
- The topics studied this year lend themselves well to looking at Spanish websites for buying houses and job-hunting

#### **What enrichment opportunities are there and how do they support learning?**

- Use of online guided tours, links to culture so that pupils can have a better understanding of Spanish-speaking countries. We use links to towns, to food, to famous people so that pupils learn independently and have a better understanding about Spanish around the world.
- Pupils are exposed to authentic materials such as films, Spanish people speaking, newspaper and magazine articles.
- We aim to take pupils studying GCSE Spanish to a Spanish restaurant during their GCSE course if possible.
- Spanish music/songs are used to bring an element of Spanish culture into the classroom and to help pupils to learn a variety of vocabulary from a variety of contexts.

## GCSE Physical Education Curriculum Vision / Intent:

**Curriculum Leader:** Mrs Murray

The Physical Education department is committed to providing opportunity for participation, enjoyment and performance in a range of physical activities with active, challenging and dynamic learning situations. Lessons are designed to cater for each individual pupil in respect of promoting the development of movement co-ordination and the acquisition of motor skills. In addition, pupils will be taught other roles such as a leader, coach and official. This will help develop leadership skills, learn how to be assertive and communicate effectively.

### Curriculum Aims:

In KS4 pupils will develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance. They will understand how the physiological and psychological state affects performance in physical activity and sport. During practical lessons pupils will perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/ or compositional ideas. They will also develop their ability to analyse and evaluate to improve performance in physical activity and sport. Pupils will understand the contribution which physical activity and sport make to health, fitness and well-being. Finally, they will understand key socio-cultural influences which can affect people's involvement in physical activity and sport.

| Year 11 PE Curriculum | Topics                                                                                         | Key Knowledge                                                                                                                                                                                                                                                                      | Careers link                                                                                                                                                                                                                                                                                                        |
|-----------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Term 1                | <b>Theory</b><br>Engagement patterns<br><br>Commercialisation of sport<br><br><b>Practical</b> | <ul style="list-style-type: none"><li>Physical activity and sport in the UK.</li><li>Participation in physical activity and sport</li><li>Commercialisation of sport</li><li>Violence in sport</li><li>Ethics in sport</li><li>Drugs in sport</li></ul> <b>Volleyball/Handball</b> | <ul style="list-style-type: none"><li><b>Sports Analyst/Commentator:</b><br/>Providing analysis and commentary on sports events for television, radio, or online media.</li><li><b>Sports Event Planner:</b><br/>Planning and organizing sporting events, including logistics, scheduling, and promotion.</li></ul> |

|               |                                                                        |                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                              |
|---------------|------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Term 2</b> | <b>Theory</b><br>Health fitness and well being<br><br><b>Practical</b> | AEP <ul style="list-style-type: none"> <li>• Health fitness and well being</li> <li>• Diet and nutrition</li> </ul><br><b>Moderation preparation</b> | <ul style="list-style-type: none"> <li>• <b>Fitness Club Manager:</b><br/>Managing and overseeing the operations of fitness centres and gyms.</li> <li>• <b>Nutritionist/Dietitian:</b><br/>These professionals provide dietary guidance to individuals and athletes to optimize their nutrition and performance.</li> </ul> |
| <b>Term 3</b> | <b>Revision</b>                                                        |                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                              |

### What resources can my child access for additional support?

Information and resources for different sports can be found in the relevant National Governing Body websites. We use the Everlearner which gives pupils access to tutorials, low stake quizzes and tests. <https://theeverlearner.com/> Pupils can also access revision information from BBC bite size <https://www.bbc.co.uk/bitesize/subjects/znyb4wx>

### What enrichment opportunities are there and how do they support learning?

GCSE students need to take part in competitive competitions and they will have an opportunity to do this through inter-house and inter school competitions that will run regularly throughout the year. We encourage GCSE pupils to take part in the extra-curricular programme and teams are selected from those students who attend the clubs.

## OCR Sports Studies

| Year 11 sports studies Curriculum | Topics                                               | Key Knowledge                                                                                                                                                                                                                                                                                                                              | Careers link                                                                                                                                                                                                                                                                                        |
|-----------------------------------|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Term 1</b>                     | Unit RO52: Developing Sports Skills<br><br>Practical | <ul style="list-style-type: none"> <li>Be able to officiate in a sporting activity (theory lessons to learn rules/regulations/research chosen official roll and practical to practice and develop officiating skills)</li> <li>Be able to apply practice methods to support improvement in a sporting activity.</li> </ul> <p>Handball</p> | <ul style="list-style-type: none"> <li><b>Sports Coach:</b> Coaches work with athletes and teams to improve their skills and performance in various sports.</li> <li><b>Physical Education Teacher:</b> PE teachers educate students about physical fitness, sports, and healthy living.</li> </ul> |
| <b>Term 2</b>                     | RO54: Sport and the Media                            | <ul style="list-style-type: none"> <li>Know how sport is covered across the media</li> <li>Understand positive effects that the media can have on sport</li> <li>Understand the negative effects that the media can have on sport.</li> </ul>                                                                                              | <ul style="list-style-type: none"> <li><b>Sports Journalist:</b> Sports journalists report on sporting events, athletes, and sports-related news for various media outlets.</li> </ul>                                                                                                              |
| <b>Term 3</b>                     | RO54: Sport and the Media                            | <ul style="list-style-type: none"> <li>Understand the relationship between sport and the media</li> <li>Be able to evaluate media coverage of sport.</li> </ul>                                                                                                                                                                            | <ul style="list-style-type: none"> <li><b>Sports Journalist:</b> Sports journalists</li> </ul>                                                                                                                                                                                                      |

|  |  |  |                                                                                         |
|--|--|--|-----------------------------------------------------------------------------------------|
|  |  |  | report on sporting events, athletes, and sports-related news for various media outlets. |
|--|--|--|-----------------------------------------------------------------------------------------|

**What resources can my child access for additional support?**

Information and resources for different sports can be found in the relevant National Governing Body websites.

**What enrichment opportunities are there and how do they support learning?**

Sports studies students are encouraged to apply for the role of a sports leader to support them in the leadership module. We encourage Sports Studies pupils to take part in the extra-curricular programme and teams are selected from those students who attend the clubs.

## PSHE Vision / Intent:

Curriculum Leader: Miss Guiste

Curriculum Aims: At The Hollins we will teach your children how to be safe and healthy in all aspects of school life. The development of the whole child is at the heart of PSHE. We aim to remove barriers to learning, raise aspirations and prepare them for life after school. In PSHE, students will explore the three core themes for successful living which are, health and wellbeing, relationships and living in the wider world (including economic wellbeing, finances, enterprise and career education).

The true emotional development of our students will be shown through their empathy for others and self-awareness. We explore topics relevant to young people growing up in Accrington, specifically and overall, in Britain in the 21st Century. Through the delivery of our PSHE curriculum we aim to address issues such as teenage pregnancy, substance misuse, unhealthy eating and lack of physical activity. Our aim is to produce 'Mentally Healthy' students who have emotional and physical coping mechanisms for life. We are continuously developing the curriculum to keep our students up to date with relevant issues in our ever-evolving society, for example the addition of lessons that address knife crime, county lines and image sharing.

Our PSHE curriculum will prepare our students for the plethora of situations life may offer any individual. Students have opportunities to meet and work with people from different backgrounds including the Police, NHS staff, Ministry of Defence, ex-drug addicts, Gambling agencies and Hyndburn and Ribble Valley (HARV) Domestic Abuse Team. Ultimately, we ensure that all pupils at every level receive a rich and fulfilling Citizenship/PSHE curriculum to ensure that they are valuable members of our school and local communities.

At KS4 we consult the agreed syllabus to ensure the main themes are covered. These sessions will be delivered one lesson per half-term within the Ethics, Philosophy and Religion lessons and the rest of the curriculum is delivered over two days off timetable, within careers meetings and events and during tutor time.

|  | Topics                                        | Key Knowledge                                                                                                                                                                                                                                                                                                                              | Careers link                                                                                                      |
|--|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
|  | <b><i>Mental Health and Wellbeing</i></b>     | <ul style="list-style-type: none"><li>• How does privilege impact us and our health</li><li>• Fertility</li><li>• How to deliver CPR</li><li>• Understanding our Mental Health</li></ul>                                                                                                                                                   | <ul style="list-style-type: none"><li>• Health care worker</li><li>• Mental Health advisor</li></ul>              |
|  | <b><i>Relationships and Sex Education</i></b> | <ul style="list-style-type: none"><li>• Conflict management</li><li>• Forced Marriage</li><li>• Contraception and STI's</li><li>• Stalking</li><li>• An awareness of exploitation, bullying, harassment and control in relationships and the legal and personal risks associated with being asked for or sharing intimate images</li></ul> | <ul style="list-style-type: none"><li>• Domestic abuse worker</li><li>• Social worker</li><li>• Teacher</li></ul> |

|  |                                         |                                                                                                                                                                                                                                                                                                     |                                                                                        |
|--|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
|  | <b><i>Living in the Wider World</i></b> | <ul style="list-style-type: none"> <li>• County Lines</li> <li>• Youth offending</li> <li>• Develop their career identity: rights and responsibilities at work</li> <li>• changing patterns of employment</li> <li>• Career progression, including in education, training and employment</li> </ul> | <ul style="list-style-type: none"> <li>• Police</li> <li>• Criminal Justice</li> </ul> |
|--|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|

***Relevant PSHE themes discussed within Ethics, Philosophy and Religion:***

- How lifestyle choices affect a developing foetus
- Wider risks and consequences of legal and illegal substance use
- Equal relationships
- Marriage and civil partnerships
- Parenting and family life
- Managing changes in personal relationships including the ending of relationships
- The impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances
- Statutory and voluntary organisations that support relationships
- Diversity in sexual attraction and developing sexuality
- Understand and respect others' faith and cultural expectations concerning relationships and sexual activity
- Contraception
- Pregnancy
- Adoption/fostering
- Abortion, including the current legal position and the range of beliefs and opinions about it
- Discrimination

**What resources can my child access for additional support?**

Current affairs:

BBC Newsround (website): <https://www.bbc.co.uk/newsround>

BBC bitesize (website): <https://www.bbc.co.uk/bitesize/subjects/ztv9j6>

### Charity

Christian Aid (website) <https://www.christianaid.org.uk/our-work/what-we-do/gender-power-and-inclusion>

Islamic relief (website): <https://www.islamic-relief.org.uk/about-us/what-we-do/funding-futures/>

### Health

NHS (website): <https://www.nhs.uk/>

### LGBT:

Stonewall (website): <https://www.stonewall.org.uk/>

**What enrichment opportunities are there and how do they support learning?**

**Please see the whole school PSHE Calendar**

## Science Curriculum Vision / Intent:

### **Science Curriculum Vision / Intent:**

**Curriculum Leader:** Mr Carassale

Here at The Hollins our science staff aim to equip young people with the knowledge and skills they need to become 'science thinkers'.

We want to empower students to develop a hungry curiosity about the world around them and value their own contribution – be it big or small.

Students need to firmly believe that science is important and relevant to all their lives and that the skills they develop are transferrable and far-reaching.

Science attainment and engagement are important considerations of good science teaching but the seeing the 'bigger picture' requires more diverse skill integration.

We want our students to ask questions, hunt for clues, gather information and develop ideas that lead to possible solutions. They shouldn't be afraid to take charge, set goals and become resilient learners. Mistakes should be welcomed and accepted as a way to overcome problems and move forward.

Our school leavers need to feel that their science journey has been meaningful and had purpose for them as individuals, wherever their future path takes them.

### **KS4 curriculum aims:**

The curriculum is designed to match students with opportunities to progress and reach appropriate levels of attainment which realise their potential.

Specialist teaching staff match tasks to the needs and abilities of students and create a learning environment which is challenging and stimulating.

Ultimately, teaching and learning strategies are designed to equip students with the knowledge and skills needed to confidently proceed to the next level.

The majority of students study AQA combined science GCSE (trilogy) as core with separate sciences as an option choice.

| Year 11 science curriculum           | Units.            | Key knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Careers link<br><a href="https://nationalcareers.service.gov.uk/job-categories/science-and-research">https://nationalcareers.service.gov.uk/job-categories/science-and-research</a> .<br><b>Career skills developed: planning, observation, analysis and evaluation.</b><br><b>Examples of careers...</b>                                                                                                                |
|--------------------------------------|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Term 1</b><br><br><b>Term 1-2</b> | <b>Biology B2</b> | <ul style="list-style-type: none"> <li>• Homeostasis and response – nervous system, endocrine system, controlling blood glucose, puberty and fertility.</li> <li>• Inheritance and variation – differences, DNA, reproduction, cell division, inheritance of characteristics and disease, family trees and embryo screening.</li> <li>• Evolution – classification, evolutionary theory and evidence, fossils, antibiotic-resistance in bacteria and extinction.</li> <li>• Selective breeding and genetic modification.</li> <li>• Ecology – abiotic/biotic factors, competition, food chains/webs and cycles. Sampling techniques, biodiversity, global warming, deforestation, land use and sustainability.</li> </ul> <p><b>Separate science</b></p> <p><b>Study the above with the following additions.</b></p> <ul style="list-style-type: none"> <li>• <b>Eye and brain.</b></li> <li>• <b>Kidneys.</b></li> <li>• <b>IVF.</b></li> <li>• <b>Plant hormones.</b></li> <li>• <b>Germination.</b></li> <li>• <b>Mendel.</b></li> <li>• <b>Speciation.</b></li> <li>• <b>Cloning.</b></li> <li>• <b>Biomass.</b></li> <li>• <b>Rate of decay.</b></li> </ul> | <p>Medical/ health scientists and specialist nursing.<br/>Geneticists and genetic counsellors.<br/>R &amp; D scientists.</p> <p>Archaeologist and paleontologist.<br/>Farming, zoologist and biotechnologist.<br/>Environmental scientists, ecologists and marine biologists.</p> <p>As above with additional applications;</p> <p>Ophthalmics and Opticians.<br/>Renal scientists.</p> <p>Horticultural scientists.</p> |

|        |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                   |
|--------|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        | Physics P2   | <ul style="list-style-type: none"> <li>• <b>Food security.</b></li> <li>• Forces – types of forces, resultant force and work done, elasticity, distance, speed, velocity, acceleration, Newton’s laws, motion, distance and reaction times.</li> <li>• Waves – types and parts of waves, refraction, electromagnetic spectrum, uses of waves, IR radiation and dangers of waves.</li> <li>• Magnetism and electromagnetism- permanent and induced magnets, electromagnets and their uses.</li> </ul> <p><b>Separate science</b></p> <p><b>Study the above with the following additions.</b></p> <ul style="list-style-type: none"> <li>• <b>Moments.</b></li> <li>• <b>Reflection and refraction.</b></li> <li>• <b>Lenses.</b></li> <li>• <b>Generators, microphones and transformers.</b></li> <li>• <b>Space.</b></li> </ul> | <p>Mechanical engineering, manufacturing, product design, aerodynamics &amp; R &amp; D.</p> <p>Radiologist, radioactive management and safety.<br/>Product design, MRI operations and clinical physicists.</p> <p>As above with ...</p> <p>Ophthalmic design.<br/>Sound and light engineers.<br/>Astronomers.</p> |
| Term 3 | Chemistry C2 | <ul style="list-style-type: none"> <li>• Rates of chemical change – factors affecting rate of reaction, measuring rates and reversible reactions.</li> <li>• Organic chemistry – hydrocarbons, crude oil, fractional distillation and cracking.</li> <li>• Chemical analysis – purity, formulations, chromatography and gas tests.</li> <li>• Chemistry of the atmosphere – evolution of the atmosphere, greenhouse gases and climate change, carbon footprints and air pollution.</li> </ul>                                                                                                                                                                                                                                                                                                                                   | <p>Chemical engineers, biochemists and production chemists.<br/>Industrial and geochemical chemists.</p> <p>Pharmacologist, toxicologist and forensic scientists.</p> <p>Meteorologist and climate scientists.</p> <p>Environmental chemists.</p>                                                                 |

|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                         |
|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
|  |  | <ul style="list-style-type: none"> <li>Using resources – finite/renewable resources, recycling/reusing, life cycle assessments, potable water, desalination and waste water treatment.</li> </ul> <p><b>Separate science</b></p> <p><b>Study the above with the following additions.</b></p> <ul style="list-style-type: none"> <li><b>Alkene reactions.</b></li> <li><b>Types of polymer/polymerisation reactions.</b></li> <li><b>Testing ions.</b></li> <li><b>Materials, properties and corrosion.</b></li> <li><b>Haber process and fertilisers.</b></li> </ul> | <p>As above with ...</p> <p>Petrochemical scientist.<br/>Forensic scientist.<br/>Materials scientists.<br/>Agrochemical scientists.</p> |
|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|

### **What resources can my child access for additional support?**

What resources can my child access for support? Your child will have access to online resources through Kerboodle (Oxford), [www.bbcbitesize.com](http://www.bbcbitesize.com), Lbq, Seneca learning and other links (made accessible as required; some through teams and synergy).

**What enrichment opportunities are there and how do they support learning?** A range of enhancement activities have been used to support and develop wider application of scientific principles and increase awareness of the wider impact of science. These include visits (internal and external), science week activities and access to up to date virtual resources and experiences.

## Sociology Curriculum Vision / Intent:

**Curriculum Leader:** Miss Guiste

Sociology at The Hollins is delivered with the belief that the subject can give students the opportunity to delve deeper into society and understand how it functions through critically examining ways of life. The Sociology curriculum is aiming to create young Sociologists who evaluate society around them and allow them to gain an appreciation of how and why society works in the way that it does. Students will be exposed to a range of sociological skills and knowledge as well as an appreciation for the work of key sociologists in the past and present. Students will look at assumptions that are made about certain people and groups and adopt an investigative approach to these with the aim to bust any myths. It is taught so that students are motivated to have a critical perspective in regards to the social world and suggest means of positive change.

### Curriculum Aims:

At GCSE we following the AQA Sociology specification

| KS 4 Curriculum | Topics                                  | Key Knowledge                                                                                                                                                                                                                           | Careers link |
|-----------------|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
|                 | <b><i>The sociological approach</i></b> | <ul style="list-style-type: none"><li>• Conflict vs consensus</li><li>• Different sociological perspectives on social structures, social processes and social issues</li><li>• Sociological key terms and concepts</li></ul>            | •            |
|                 | <b><i>Families</i></b>                  | <ul style="list-style-type: none"><li>• Functions of the family</li><li>• Family forms</li><li>• Conjugal roles</li><li>• Changing relationships within families</li><li>• Criticisms of families</li><li>• Divorce</li><li>•</li></ul> | •            |
|                 | <b><i>Education</i></b>                 | <ul style="list-style-type: none"><li>• Roles of education</li><li>• Relationship between education and capitalism</li><li>• Educational achievement</li><li>• Processes within schools</li></ul>                                       | •            |

|  |                                     |                                                                                                                                                                                                                                                       |   |
|--|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
|  | <b><i>Crime and punishment</i></b>  | <ul style="list-style-type: none"> <li>• Social construction of crime and deviance</li> <li>• Social control</li> <li>• Criminal and deviant behaviour</li> <li>• Data on crime</li> </ul>                                                            | • |
|  | <b><i>Social stratification</i></b> | <ul style="list-style-type: none"> <li>• Functionalist theory of stratification</li> <li>• Socio-economic class</li> <li>• Life chances</li> <li>• Poverty as a social issue</li> <li>• Power and authority</li> <li>• Power relationships</li> </ul> | • |

### **What resources can my child access for additional support?**

#### Overall information regarding the specification and examination

<https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/specification-at-a-glance> (AQA website)

<https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/assessment-resources>

#### Practice questions from other sources

[https://www.solihull.tgacademy.org.uk/files/2020/09/AQA-new-spec-question-board-sheets-for-use-in-all-topics\\_.pdf](https://www.solihull.tgacademy.org.uk/files/2020/09/AQA-new-spec-question-board-sheets-for-use-in-all-topics_.pdf)

<https://www.southwolds.co.uk/site/data/files/5%20students/curriculum%20-%20sociology/36E055506301C945902ED89BD8E0981A.pdf>

#### Revision Guide

[https://www.wob.com/en-gb/books/collins-gcse/aqa-gcse-9-1-sociology-all-in-one-complete-revision-and-practice/9780008227456?gclid=Cj0KCQjwmdGYBhDRARIsABmSEePEdjEzvRpwVCR1D0kklGLyF5Tyk65EFGSIgELITJR73eoxA612foaAv56EALw\\_wcB#GOR009314159](https://www.wob.com/en-gb/books/collins-gcse/aqa-gcse-9-1-sociology-all-in-one-complete-revision-and-practice/9780008227456?gclid=Cj0KCQjwmdGYBhDRARIsABmSEePEdjEzvRpwVCR1D0kklGLyF5Tyk65EFGSIgELITJR73eoxA612foaAv56EALw_wcB#GOR009314159)

[https://www.wob.com/en-gb/books/ian-woodfield/my-revision-notes-aqa-gcse-9-1-sociology/9781510423237?gclid=Cj0KCQjwmdGYBhDRARIsABmSEeMcNndvg2KN1Vsr-G26GUImWIWFwrU8B3FR1Bp08yUqQx8IezMBBckaAof4EALw\\_wcB#GOR010247516](https://www.wob.com/en-gb/books/ian-woodfield/my-revision-notes-aqa-gcse-9-1-sociology/9781510423237?gclid=Cj0KCQjwmdGYBhDRARIsABmSEeMcNndvg2KN1Vsr-G26GUImWIWFwrU8B3FR1Bp08yUqQx8IezMBBckaAof4EALw_wcB#GOR010247516)