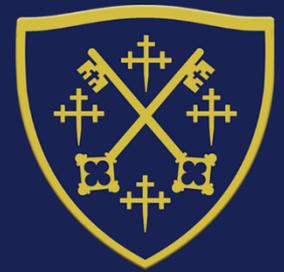


Bishop Stopford School

faith | justice | responsibility | truth | compassion

Headteacher: Miss Jill Silverthorne MA



CURRICULUM OUTLINE

YEAR 11

2025 – 2026



Our Intent

At Bishop Stopford School, our aim is that every student should realise his or her unique potential. Our Christian ethos and core values are expressed in all that we do: the culture is articulated through highly productive relationships and there is a strong sense of identity and belonging. As a result, our curriculum nurtures and challenges, prioritises individual worth and social cohesion, and fosters independence and interdependence. Character development goes hand in hand with our striving for academic excellence. We want students to leave us happy and healthy, with a strong moral compass as well as with qualifications which have integrity.

Aspiration underpins our curriculum: it is designed so that no student is left behind or left out because of social-, learning- or other disadvantage. Both the taught and the wider curriculum are carefully planned to ensure that not only are students' basic skills secured, but they provide the foundation for future success. We aim to develop highly literate and knowledgeable learners who are creative, self-regulating and resilient. They have opportunities to develop depth as well as breadth, and because they are socially equipped, they can engage confidently with the wider world.

Underpinning Principles

- Leadership of the curriculum is active, reflective and research-informed.
- Our curriculum is academic, sequential and knowledge-driven, ensuring Bishop Stopford students are engaged and thoughtful learners
- Our curriculum is holistic: the spiritual, social and moral imperatives are as strong as the academic.
- Key Stage 3 lasts for Years 7-9 to allow the range of subjects to be studied and to build secure foundations for the two year GCSE programmes of study.
- Curriculum is structured to ensure effective progression through the key stages and beyond school to further study or employment.
- Our curriculum enables *all* learners to progress, though development of a rich language base and challenge in every lesson.

Dear Students and Parents

Year 11 is a vital one in all students' lives. In order to maintain strong links between school and home, this outline of the Year 11 curriculum is a key document.

This curriculum outline gives the framework to the formal teaching programme, which should lead to enjoyable and meaningful learning. Students, of course, learn more than can ever be listed in a booklet. Social skills and positive attitudes to life-long learning form an important part of what we aim to develop at Bishop Stopford. A wide range of extra-curricular activities also complement the planned timetable of lessons.

It is vital, in Year 11 particularly, that deadlines for Non-Examined Assessments (NEA) are met. Failure to do so will compromise examination entry and performance. Individual subjects will communicate the requirements to students.

For Key Stage 4 (Years 10-11) students were set targets last year to achieve by the end of their GCSE courses. They were published in the first report during Year 10 and will not change.

We will be pleased to respond to any concerns that you may have about teaching, learning and life this year. In this way we hope to work in partnership to ensure that all Year 11 students perform to the very best of their abilities.

Yours sincerely

Miss J Silverthorne
Headteacher

Bishop Stopford School: Homework

As a school we place enormous value on homework and believe its purpose is to:

- Engender a love of learning and pique interest.
- Enable students to develop good habits; independence, responsibility, organisation and commitment.
- Support students to increase knowledge and develop skills.
- Strengthen the home-school relationship by providing parents an opportunity to engage with the curriculum studied by their child.

Minimum entitlement (what every student will receive)

	How long should homework take?	Typical tasks
Key Stage 4 (Years 10 & 11)	Approximately 5 hours per week	Past exam question(s) Research-based task Reading Revision and preparation for assessments/coursework Consolidation of knowledge Use of digital platforms for any of the above

Key Information

- Homework will be set on **Edulink**. Both you and your child will be able to see what has been set.
- Teachers will, wherever possible, spend time explaining the homework set in lessons.
- How subjects set homework will differ, as one model is not the optimal learning approach for all. So, for example, some subjects will set homework weekly; others may adopt a different approach. This will be shared in the Curriculum Booklets.
- Students will receive feedback on their homework. There will be *written* feedback on the tasks in red, above, either taking the form of peer, self or teacher marking. Other feedback provided will vary depending on task.
- To support students with homework:
 - 1) The school library is open at lunchtimes and students can complete homework there.
 - 2) There is an after-school Study Club, available every day and solely for Year 11 students.

Who can I contact at school to discuss homework?

- Your child's form tutor
- Your child's Head of Year (Mr Neeson)
- Your child's Key Stage Progress Leader (Ms Lowdon)

Year 11 Curriculum Mapping

The diagram below identifies the key opportunities for cross-curricular study in Year 11. Such opportunities enable students to see the links and the inter-dependency of their different subjects, to strengthen their understanding of the key topics and concepts studied and to make their learning vivid, real and memorable.

Subject where the topic is taught

	Art	Computer Science	Design	Drama	English	Food	Geography	HSC
Art			Planning, Presentation, Research					
Computer Science			Designing user interfaces					Digital wellbeing
Design	Designing Ideas							
Drama			Costume and Set Design		The Crucible			
English				Shakespeare		Malthus & surplus	Geographical displacement	
Food							Cultural Foods	
Geography								
HSC				Role Plays				
History					Early Elizabethan England			
Maths						Proportion - recipes		
MFL					Poetry and authentic texts			
Music								
PE					Disciplinary Literacy	Diet		Barriers to participation
PSHE		Live Streaming			Topic Vocabulary			Health Checks
RE								
Science							Earth's Resources	

Year 11 Curriculum Mapping

The diagram below identifies the key opportunities for cross-curricular study in Year 11. Such opportunities enable students to see the links and the inter-dependency of their different subjects, to strengthen their understanding of the key topics and concepts studied and to make their learning vivid, real and memorable.

Subject where the topic is taught

	History	IMedia	Maths	MFL	Music	PE	PSHE	RE	Science
Art	Art Social Context								
Computer Science	Technology through time		Algorithms		Use of Music and SFX			Puritanism	
Design			Handling Data			Ethical Considerations			
Drama	Salem witch trials	Optional Design							
English	War British Empire								
Food								Religion and Dietary Choice	
Geography	Changing Economic World		Map Skills Graphical analysis			London Olympics			The Living World Climate Change
HSC			Data Analysis	Barriers to access		Physical wellbeing			Health Indicators
History									
Maths						Speed			Speed Density Pressure
MFL									
Music									
PE			Interpreting Data						Obesity, diet, hydration etc
PSHE		Virtual Reality						Abortion Laws	Festivals and Drugs
RE									
Science					Sound Waves				

Year 11: Important Dates

Month	Item	Date
September	School opens School photos	4 th September 2025 17 th September 2025
October	Reports issued	9 th October 2025
November		
December	Mock Exams	Wednesday 3 rd December 2025 to Friday 12 th December 2025
January		
February	Reports issued Progress Review	30 th January 2026 3 rd February 2026
March	Additional English Language and Maths mock exam	TBA
April		
May	GCSE Exams begin	TBA
June		
July		

Faculty: Expressive Arts

Subject: Art

Faculty Introduction:

Students are on the AQA course and complete their coursework project in the Autumn term, concluding with a mock exam in December. External exam papers are issued early January, concluding with two a day final exam in April/May.

Topics/Modules to be covered:

In the autumn term, students will have the opportunity to improve and consolidate coursework from Year 10.

From January, students have approximately 10 school weeks to complete a further coursework style project concluding in a 10 hour exam to complete the final outcome in controlled conditions.

Students will be expected to meet all the assessment criteria as below, in both coursework and Exam projects:

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Assessment:

- Coursework - controlled assessment period (60% final mark)
- Attainment descriptors in accordance with GCSE guidelines.
- Regular verbal feedback & targets for progression identified throughout the two year course.

Homework:

60 minutes homework is set each week and is integral to the successful completion of the course. Homework involves the finishing and improving of GCSE coursework.

Targets are given to students individually and tailored to need. Students are encouraged to be independent learners by setting their own targets in discussion with the teacher.

Enhancement Activities:

- Opportunity to work across disciplines, to include the use of oil paint and canvas.
- The opportunity to have artwork displayed around school and in local exhibitions.

Texts to be issued:

Students in Year 11 are recommended to have their own paints/brushes at home.

<p style="text-align: center;">Faculty: Technologies Subject: Computer Science</p>
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Faculty Introduction:

Computer Science GCSE is an incredible mix of maths, science and engineering. It explores the principles on which the digital technology of the modern world (computers/mobile phones/the internet) is based, with computer programming at the heart of the course.

Topics/Modules to be covered this year are:

- Computer Systems (exam)
- Computational thinking, algorithms and programming (exam)

Assessment:

- The two exam units will be sat in the summer of Year 11. Both exams are 1½ hours and are each worth 50% of the final mark.

Homework:

50 – 60 minutes homework is set per week. Due to the nature of the course, this may vary from week to week. Students will have access to the Computer suites at school to help them complete any homework tasks that need the use of computers.

Enhancement Activities

- Internet Safety week
- Lunchtime computer and Internet access.
- Outside speakers
- Raspberry pi project

Texts to be issued:

Parents will be able to buy textbooks at a reduced cost from the school. All other resources can be accessed online and from home via OneNote

Faculty: Technologies
Subject: Design Technology
(Product Design, Fashion and Textiles)

Faculty Introduction:

The course is administered by AQA. It follows a full 'design and make' exercise based on a theme set by AQA and is assessed through a Non-Examined Assessment task. There is also written examination which covers all aspects of the course including material specific knowledge and understanding and designing skills.

Topics/Modules to be covered:

- Design portfolio to be completed by calendared deadline.
- Realisation of product(s) and evaluation to be completed by calendared deadline.
- Exam preparation and revision exercises.

Assessment:

- Non-Examined Assessment – This accounts for 50% of the final subject grade.
- Written examinations – This accounts for 50% of the final subject grade.
- Group feedback is provided following Non-Examined Assessment rules.

Homework:

The equivalent of 30 minutes of homework is set each week. The nature and style of homework is largely dependent on the class activity being undertaken but will generally focus on design skills and / or theoretical knowledge.

During the Non-Examined Assessment, homework will focus on preparation, research and product testing.

Enhancement Activities:

- Year 11 Private Exhibition (June).

Texts to be issued:

Textbooks are loaned to students when necessary for theory work and/or revision purposes.

Faculty: Expressive Arts

Subject: Drama

Faculty Introduction:

Students follow the Edexcel GCSE Drama Course, which looks at a range of theatre practitioners, styles and approaches. Students perform and design scripted pieces as well as using what they have learnt to devise their own performance work.

GCSE Drama students practically explore the play *The Crucible* for the written examination. They then respond to a series of questions in which they outline their approach to the play as a performer, director and designer. Students also experience, analyse and evaluate live theatre. They are taught to be critical thinkers as they evaluate and analyse both their own work and the work of others.

Topics/Modules to be covered:

- Component 1: Devising
- Component 2: Performance from text
- Component 3: Theatre makers in practice

In year 11 students focus upon Component 2 and Component 3.

Assessment

- Component 1: Devising 40% - students create and develop a devised performance from a stimulus. Students also submit responses to a series of questions in which they reflect upon the devising and performing process.
- Component 2: Performance from text 20% - students take part in the performance or design of two scripted extracts.
- Component 3: Theatre Makers in Practice 40% -- students answer a series of examination questions in response to their practical exploration of a performance text and evaluation of a live theatrical performance.

Homework:

Students will receive 45-60 minutes of homework per week. This will comprise of a weekly spelling and knowledge test of key drama terms. Other tasks will include research, practise exam questions and written coursework preparation.

Students are also encouraged to rehearse at lunchtime and after school for their practical assessments.

Enhancement Activities:

Involvement in Drama Club and School Production
Theatre visits

Texts to be issued:

Plays are available for students to borrow in preparation for their scripted performance and to broaden their knowledge of theatre. Students are required to purchase their own copy of the Component 3 text (*The Crucible*).

Faculty: English

Subject: GCSE English Language and GCSE Literature

Faculty Introduction:

Students will continue to follow the AQA Specification in both English Language (8700) and English Literature (8702). The courses are designed to be studied together but lead to certification in two separate GCSEs.

Topics/Modules to be covered in Year 11:

All of the GCSE English and English Literature courses are examined at the end of Year 11. Units studied in Year 10 will all be revisited in Year 11 for revision purposes. In addition, students will study the following:

- Reading responses to a literary non-fiction (Language Paper 2 Section A)
- Writing to express a viewpoint (Language Paper 2 Section B)
- 19th Century Novel: Dickens' *A Christmas Carol* (Literature Paper 2)
- Unseen Poetry (Literature Paper 2)
- Revision

AQA Specification details:

The GCSE courses are examined as follows:

- **English Language Paper 1:** 1 hour 45 mins – Reading (fiction) and Writing (narrative/descriptive)
- **English Language Paper 2:** 1 hour 45 mins – Reading (non-fiction) and Writing (viewpoint).
- **English Literature Paper 1:** 1 hour 45 mins – Shakespeare and the 19th Century novel.
- **English Literature Paper 2:** 2 hours 15 mins – Modern Texts, Poetry Anthology and Unseen Poetry

Assessment:

All elements of the course have a summative assessment point with testing usually taking place under timed conditions to support students' preparation for GCSE final examinations. All assessments receive formative comments to support students' progress. They require a 'MRI' response from the student. Assessments are graded according to GCSE mark schemes/criteria. A GCSE level will be awarded to a majority of summative assessments to enable students to benchmark their progress.

English will form part of the larger-scale Year 11 mock examinations series, held in the Autumn Term, with assessments taking place in a large venue for a majority of students.

Homework:

An average of one hour per week will be set. Typical homework tasks include reading and annotation, essay planning and writing, and preparation towards final assessment.

Enhancement Activities:

Theatre visits, where appropriate
English Lecture Series (Spring Term)

Texts to be issued:

Additional reading material will be provided to support aspects of both courses.

Faculty: Technologies

Subject: Food Preparation and Nutrition

Faculty Introduction:

The course is accredited by OCR. It is assessed by two pieces of non-examined assessment; one a scientific investigation and one a food preparation task. There is also a terminal exam which covers nutrition and health, food science, food safety, food choice and provenance.

Topics covered:

- Food preparation, cooking and presentation
- Food provenance
- Food safety
- Food choice
- Cultural origins of food
- Food Science

Assessment:

- 15% - Non examined assessment – scientific exploration
- 35% - Non examined assessment – plan, prepare and present 3 dishes
- 50% - Written examination

Homework:

One homework of approximately 30 minutes will be set each week. Due to the practical nature of the subject students will be expected to bring their own ingredients and some homework time should be spent preparing for or evaluating practical work.

Texts to be issued:

Textbooks will be issued to students for classroom work.

A list of suitable revision booklets will also be issued to students during the course.

<p>Faculty: Modern Languages Subject: GCSE French (Option)</p>
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Faculty Introduction:

Students study 3 GCSE topic areas. Modules cover language for communication, combined with associated vocabulary and grammatical structures.

Topics/Modules to be covered:

- Holidays
- Social issues
- Education and work

Assessment:

- Half termly assessments graded according to GCSE criteria.
- Mock exams in Listening, Reading, Writing and Spelling (25% each)
- Students sit four exams at the end of Year 11 in Listening, Reading, Speaking and Writing (25% each).

Homework:

45 - 60 minutes homework set once per week, which could be the learning of grammar or vocabulary, a written piece or work set on Languagenut.

Texts to be issued:

Studio GCSE used in lessons, where appropriate to do so.

Students will have their vocabulary guide from Year 10 and have access to online resources (e.g Languagenut)

Students are encouraged to bring their own bilingual dictionary to class

Faculty: Humanities

Subject: Geography

Faculty Introduction:

“In our changing world, nothing is changing more than geography”.

Students follow the AQA GCSE syllabus, these are the topics to be covered in Year 11:

Unit 1: Living with the physical environment.

- The Living World

Unit 2: Challenges in the human environment.

- The Changing Economic World

Unit 3: Geographical applications:

- Fieldwork – Human - Stratford, East London
- Issue evaluation – pre-release booklet AQA (12 weeks prior to Paper 3 exam)
- Unseen Fieldwork – Human and Physical

Assessment:

- Retrieval tasks in lessons
- Knowledge tests on a regular basis
- End of topic assessments
- Mock exam practice in Year 11

Three exam papers at end of Year 11:

- Unit 1 worth 35% of GCSE – Living with the physical environment.
- Unit 2 worth 35% of GCSE - Challenges in the human environment.
- Unit 3 worth 30% of GCSE - Geographical applications

Enhancement Activities:

- One day human fieldwork in Stratford, East London
- Geography Society – fortnightly lunchtime meeting co-ordinated by A level Geographers.
- Trip to Naples and Sorrento

Texts to be issued:

AQA GCSE (9-1) Geography (Hodder Education) ISBN: 9781471859922 & AQA GCSE Geography (Oxford University Press) ISBN 9780198366614. These books are stored and utilised whilst in school. There is an electronic copy both textbooks on the school shared area for use at home.

Faculty: Physical Education
Subject: Health & Social Care
(Pearson BTEC Level 2 Award)

Faculty Introduction:

This course has been developed to provide an engaging introduction to the health and social care sector. It will give students:

- The opportunity to gain a broad understanding and knowledge of the sector.
- The chance to develop a range of personal skills and techniques that are essential for successful performance in working life.
- The chance to achieve a nationally recognised Level 2 health and social care qualification.
- Progression opportunities into a specialised Level 3 vocational or academic course, or apprenticeship.

Topics/Modules to be covered:

- Component 1: Human lifespan development. Aims to understand how we grow and develop throughout our lives.
- Component 2: Health and Social Care Services and Values. Aims to get to know how the Health and Social Care sector works and the care values that underpin it.
- Component 3: Health and Wellbeing. Aims to help improve someone's health and wellbeing.

Assessment:

- Component 1: Internally assessed assignments.
- Component 2: Internally assessed assignments.
- Component 3: External supervised task - in which students have to complete a 60 mark paper.

Homework:

The nature and style of homework that is set is dependent on the class activity being undertaken but will generally focus on research or consolidation of the taught content of the lesson. This will ensure that all deadlines are met for the internal assessed pieces of work.

Enhancement Activities:

- External speakers with virtual Q and A opportunities.
- First Aid at work qualification
- Workshops such a dementia day.

Texts to be issued:

C3 revision guides are loaned to students when necessary for theory work and/or revision purposes. They are provided with work booklets and guides for all classwork and their internal assessments.

<p style="text-align: center;">Faculty: Humanities Subject: History</p>

Faculty Introduction:

The course followed is the Edexcel GCSE (9-1). It covers a range of topics from the history of medicine in Britain and life in early Elizabethan England, through to more modern topics focusing on Weimar and Nazi Germany and the Cold War in the twentieth century. History classes are mixed-ability and all students sit the same final examinations – there are no tiered papers.

Modules covered:

- Medicine Through Time, c.1250-present (Year 10)
- Early Elizabethan England, 1558-1588 (Year 10)
- Weimar and Nazi Germany, 1918-39 (Year 11)
- Superpower Relations and the Cold War, 1941-91 (Year 11)

Assessment:

- Based on new 9-1 GCSE assessment system.
- Targets for improvement identified.
- Mock examination at the end of Year 10.
- 3 exams at the end of Year 11 – no coursework.

Homework:

- Activities include note making, essay planning, essay writing, revision for tests and completion of exam questions.

Texts to be issued:

Relevant textbooks will be distributed to all students. Books to be returned to the library at the end of the course.

Faculty: Mathematics GCSE

Subject: Mathematics – *Foundation Tier*

Faculty Introduction:

Year 11 students will follow the KS4 framework for Maths, with the following aims:

- Become **fluent** in the fundamentals of Mathematics
- **Reason** mathematically eg giving reasons, explaining answers, developing a “proof”
- **Solve problems** by breaking down a question and applying their mathematical knowledge

Students must be fully equipped with Maths equipment such as a protractor and compass. These can be bought from the library. Scientific calculators must be bought by all students and brought to lessons. They may be purchased from the Finance Office for approximately £8.50.

Students will follow different pathways to help them achieve the best possible result.

Students will follow different pathways to help them achieve the best possible results.

Foundation Groups

Students take a Foundation GCSE in Year 11.

Specification: Edexcel

Assessment:

One third will be assessed by a non-calculator paper.

Two thirds will be assessed by the calculator papers

Students will take their Foundation GCSE in Year 11. Some students may move groups and sit the Higher exam at the end of Year 11 as an alternative pathway if their progress indicates a grade 6 will be achievable.

Grades available 5 - 1

Students will sit up to 3 class tests and an end of year exam to assess their ongoing progress.

Topics/Modules to be covered:

Number work with and without a calculator

Ratio, Proportion and Rates of Change

Algebra

Statistics and Probability

Geometry and Measures

There is no coursework

Homework:

- 45 minutes' homework is set up to twice a week. This may be consolidation work or assessment / mock revision
- MathsWatch is an online programme which may be used for consolidation.
- Maths Help is available once a week for extra assistance with homework or classwork.

Enhancement Activities:

- An online textbook through Kerboodle
- MathsWatch, JustMaths and Maths Help
- Some students will be given a textbook to use at home – this must be returned at the end of the course.
- Termly literacy and cultural challenges
- Dr Frost

Faculty: Mathematics GCSE

Subject: Mathematics – *Higher Tier*

Faculty Introduction:

Year 10 and 11 students will follow the KS4 framework for Maths, with the following aims:

- Become **fluent** in the fundamentals of Mathematics
- **Reason** mathematically eg giving reasons, explaining answers, developing a “proof”
- **Solve problems** by breaking down a question and applying their mathematical knowledge

Students must be fully equipped with Maths equipment such as a protractor and compass. These can be bought from the library. Scientific calculators must be bought by all students and brought to lessons. They may be purchased from the Finance Office for approximately £8.50.

Students will sit exams at the end of Year 11

Students will follow different pathways to help them achieve the best possible results.

One third will be assessed by a non-calculator paper

Specification: Edexcel

Two thirds will be assessed by the calculator papers

Assessment:

Grades available 9-3

The majority of students, if not all will sit a GCSE Higher exam, which is a linear exam in June of Year 11:

Most students will follow a higher tier scheme of work.

Some students may sit the Foundation exam in Year 11, as an alternative pathway, if it is appropriate. The Grades available at Foundation are 5 to 1.

Some students will follow a “crossover” scheme of work to consolidate grade 5 material and then move onto grade 6 and 7 content.

Students will sit up to 3 class tests and an end of year exam to assess their ongoing progress.

There is no coursework.

Topics/Modules to be covered:

Number work with and without a calculator
Ratio, Proportion and Rates of Change
Algebra
Statistics and Probability
Geometry and Measures

Homework:

45 minutes' homework is set up to twice a week. This will take the form of exam practice as students approach the end of Year 11.

MathsWatch is an online programme which may be used for consolidation.

Maths Help is available once a week for extra assistance with homework or classwork.

Enhancement Activities:

- An online textbook through Kerboodle
- MathsWatch, JustMaths and Maths Help
- Termly literacy and cultural challenges
- Dr Frost
- The most able mathematicians are given a book of higher order questions to aid their problem solving skills. They will also be given the opportunity to sit the Senior Maths Challenge

Faculty: Expressive Arts

Subject: Music

Faculty Introduction:

Students follow the Edexcel specification. The emphasis is on listening, analysis and understanding keywords and context. Students submit coursework in composition and performance.

Topics/Modules to be covered:

- Composition: students complete a second composition for coursework, to a brief set by the exam board. Minimum 1 minute, to make 3 minutes in total with composition 1.
- Understanding: development of aural, dictation and analysis skills in preparation for the listening exam. Students will study further areas of through listening and the study of specific areas of music and musical examples called "set works". These include world music, classical music, popular music and music for film and stage.
- Solo and ensemble performances recorded for exam (at least four minutes in total). Ensemble recorded in October, solo in November

Assessment:

- Compositions and performances assessed using GCSE criteria set by Edexcel.
- Listening and vocabulary tests throughout the year.
- Controlled Assessment (60% final mark)
- Listening exam based on the set works (40% final mark)

Homework:

Homework includes performance rehearsal of chosen instruments, work on the composition and revision for appraisal questions.

Enhancement Activities:

- A wide variety of choirs and instrumental ensembles rehearse weekly.
- Worship group – open to all
- Carol Service
- Ukulele magic – open to all
- Senior Choir - open to all
- Bishop Rocks - open to all
- End of term concerts
- NMPAT Recital teams
- Professional workshops
- Visit to a show or concert, subject to availability

Faculty: Physical Education

Subject: Core Physical Education

Faculty Introduction:

All students will experience an ambitious PE curriculum, which challenges them every lesson, nurtures their talents and enables them to learn about and through physical activity.

We aim to:

- equip them with the fundamental and advanced skills to participate in a range of activities with competence and confidence;
- develop their understanding of rules, conventions and key knowledge related to health and well-being to enable them to participate in physical activities in a safe and beneficial way;
- give them the opportunity to foster desirable personal qualities, leaving them socially equipped to become valued members of their community, both in and outside of physical activity;
- to challenge them cognitively, giving them opportunities to develop creativity, solve problems and acquire critical evaluation skills
- prepare them for the next stage of their physical activity journey; whether they choose to study examination PE, participate in competitive sport or become recreationally physically active

We want all students to develop a positive association with being physically active, so that they choose to include physical activity in their future lives. They can then experience the life-enhancing benefits it brings, continuing to be healthy and happy individuals.

Activities to be covered:

Winter

- Hockey, football, rugby, netball
- Badminton, basketball, volleyball, health-related fitness, table tennis, dodgeball and handball

Summer

- Rounders, cricket, athletics, tennis and softball

Assessment:

- End of half term assessment across three strands: Physical (Body), Cognitive (Brain), Personal (Behaviours)
- Short and long-term reports
- On-going self, peer and teacher assessment in lessons
- GCSE PE students will also be assessed in line with AQA guidelines

Extra – curricular Opportunities:

- School teams are organised in all the major games and activities, with practices at lunchtimes and matches after school where required.
- Talented students are put forward for selection at district/county level.
- Interform competitions
- Level 3 School Games (winter and summer) in some activities.

Faculty: Physical Education

GCSE Physical Education

Faculty Introduction:

Students follow the AQA syllabus. PE helps students to develop knowledge in human anatomy, physical training and exercise, psychological aspects of physical activity, socio-cultural issues in physical activity.

No practical activities in GCSE lessons:

The best three practical marks are submitted to the exam board.

Theory components to be covered:

Paper 1: The human body and movement in physical activity and sport

Paper 2: Socio-cultural influences and well-being in physical activity and sport

Assessment:

- End of activity assessment in line with GCSE PE practical guidelines.
- End of Unit Tests and mock exams
- Short and Long Reports
- Theory Examination (60% of final mark)
- Practical Activities (30% of final mark)
- Written coursework (10% of final mark)

Homework:

Revision and consolidation of classwork. Students are expected to participate in chosen practical activities in their own time.

Extra-Curricular Opportunities:

- School teams are organised in all the major games and activities, with practices at lunchtimes/after school and matches after school.
- The school enters teams in the district cross-country and athletic championships.
- Talented students are put forward for selection at district/county level.
- A variety of recreational clubs for students to practice and develop in their potential practical coursework activities.

Faculty: Humanities

Subject: GCSE Religious Studies

Faculty Introduction:

Students undertake the AQA Religious Studies Syllabus A (8062) which examines philosophical questions about the nature of God as well as religious teachings and practices.

Topics/Modules to be covered:

GCSE Content:

Paper 2

- Theme D: Religion, peace and conflict
- Theme E: Religion, crime and punishment

Revision:

Component 1: the study of beliefs, teaching and practices from **two** religions – Christianity and Buddhism.

Students consider different beliefs and attitudes to religious and non-religious issues in modern British Society.

Component 2: the study of **four** religious, philosophical and ethical studies themes from below:

- Theme A: Relationships and families
- Theme B: Religion and life

Assessment:

After every topic, students will complete a GCSE style assessment:

Each question tests:

- Knowledge
- Understanding
- Evaluation

December Mocks

GCSE Exam – May

2 papers, each 1 hour 15 minutes

Homework: the majority of homework will be consolidation and exam practice. Students will be set homework through Edulink and Seneca.

Enhancement Activities:

- Documentaries
- Online resources – Seneca
- Souster Youth

Texts to be issued:

A range of textbooks are available for use in lessons but are not taken home. Main textbooks available through Kerboodle.

<p>Faculty: Science</p> <p>Subject: Separate Sciences</p>

Faculty Introduction:

Students are taught Biology, Chemistry and Physics as separate GCSEs, by three subject specialists. They will cover topics to a greater depth than students following the Trilogy course. This work builds on that taught in Year 10. This qualification is equivalent to three GCSEs. Foundation and Higher tier papers are available. Specification: Biology 8461, Chemistry 8462 and Physics 8463

Biology

Homeostasis and response (B10-12)

Inheritance, variation and evolution (B13-15)

Ecology (B16-18)

Completion of **8** required practical activities

Chemistry:

The rate and extent of chemical change (C8)

Crude oil and Chemical analysis (C9-12)

The Earth's atmosphere (C13-14)

Using our resources (C15)

Completion of **8** required practical activities

Physics:

Forces (P8-11)

Waves (P12-14)

Magnetism and electromagnetism (P15)

Space physics (P16)

Completion of **8** required practical activities

Assessment:

AQA specification

Terminal examination in Year 11

Six papers (two each for Biology, Chemistry and Physics) will be taken at the end of Y11. Each paper is 1 hour 45 minutes duration.

A minimum of 10% of marks will test maths.

15% of marks will assess practical skills.

Homework:

In line with Bishop Stopford School Homework guidelines. Homework will include examination questions, worksheets, research topics and learning for tests. Work will also be given to develop key ideas (subject specific). A key aspect of any assessment/homework is the use of formative assessment (www/ebi/mri) to improve learning and examination outcomes.

Enhancement Activities:

- Enhancement activities will be available on the Science VLE.
- Science, Technology, Engineering and Maths (STEM) Activities

Texts to be issued:

Students will receive a digital copy of their science text books along with resource bank through Kerboodle. Revision guides and workbooks (including level 8-9) will be available for the students to purchase.

Faculty: Science

Subject: Trilogy Science

Faculty Introduction:

Students will study the GCSE Combined Science course (Trilogy); this will be a combination of Biology, Chemistry and Physics topics. This work builds on that taught in Year 10. This qualification is equivalent to two GCSEs (Double Science) and will be taught by two subject specialist teachers. Two tiers are available, Foundation and Higher.

Biology:

Homeostasis and response (B10-11)

Inheritance, variation and evolution (B13-15)

Ecology (B16-18)

Completion of **7** required practical activities.

Chemistry:

The rate and extent of chemical change (C8)

Crude oil and Chemical analysis (C9 and 12))

The Earth's atmosphere (C13-14)

Using our resources (C15)

Completion of **8** required practical activities

Physics:

Forces (P8-10)

Waves (P12-13)

Magnetism and electromagnetism (P15)

Space physics (P16)

Completion of **8** required practical activities

Assessment:

AQA specification 8464

Terminal examination in Year 11

Six papers (two each for Biology, Chemistry and Physics) will be taken at the end of Y11. Each paper is 1 hour 15 minutes duration.

A minimum of 10% of marks will test maths.

15% of marks will assess practical skills.

Homework:

In line with Bishop Stopford School Homework guidelines. Homework will include examination questions, worksheets, research topics and learning for tests. Work will also be given to develop key ideas (subject specific). A key aspect of any assessment/homework is the use of formative assessment (www/ebi/mri) to improve learning and examination outcomes.

Enhancement Activities:

- Enhancement activities will be available on the Science VLE and delivered in class
- Science, Technology, Engineering and Maths (STEM) Activities

Texts to be issued:

Students receive syllabuses; have access to an online log in to 'Kerboodle' a virtual textbook and resource bank (VLE). Revision guides and workbooks (including level 8-9) are available to purchase.

<p style="text-align: center;">Faculty: Modern Languages Subject: GCSE Spanish (Core)</p>

Faculty Introduction:

Students study 3 GCSE topic areas. Modules cover language for communication, combined with associated vocabulary and grammatical structures.

Topics/Modules to be covered:

- Holidays
- Social issues
- Education and work

Assessment:

- Half termly assessments graded according to GCSE criteria.
- Mock exams in Listening, Reading, Speaking and Writing (25% each).
- Students sit four exams at the end of Year 11 in Listening, Reading, Speaking and Writing (25% each).

Homework:

45 - 60 minutes homework set once per week, which could be the learning of grammar or vocabulary, a written piece or work set on Languagenut.

Texts to be issued:

Studio GCSE used in lessons, where appropriate to do so.

Students will have their vocabulary guide from Year 10 and have access to online resources (e.g Languagenut)

Students are encouraged to bring their own bilingual dictionary to class

PSHE Introduction

(Personal, Social, Health and Economic)

We live in a society where the pace of change is more rapid than at any point in history. Changes in society, including the use of technology have a profound effect on the lives of our young people that can impact their personal development, health and wellbeing and have implications for employment. To meet these challenges, the PSHE programme helps our students to develop the knowledge, confidence, and skills they need to make well informed, considered choices and which enable them to progress smoothly into adult life.

PSHE helps students to develop inter-personal, communication and social skills.

Topics:

- **Relationship and Sex Education**: Peer on peer abuse. Alcohol and bad choices. Importance of sexual health/STI's. Revisiting contraception. Respect and relationships.
- **Staying Safe Online and Offline**: Virtual reality and live streaming. Drugs and NPS. Festivals and drugs. Cosmetic surgery. Online reputations.
- **Health and Wellbeing**: Teenage pregnancy. Abortion the law, morals, and ethics. Testicle and prostate health checks. Breasts, cervical screening, and ovarian cancer checks.
- **Life Beyond School**: Time management. Instalife V real life. CV writing. Writing personal statements and covering letters. Planning and revision.
- **Health and Wellbeing**: Exam stress. Diet. Exercise. Sleep.

Homework

There is no homework set in PSHE.

Enrichment activities:

Anti-bullying Week activities

Children's Mental Health Awareness Week activities

Careers Education, Information, Advice and Guidance (CEIAG)

Introduction:

The CEIAG programme helps our students to develop the knowledge, confidence and skills they need to make well informed, considered choices and plans which enable them to progress smoothly into further learning and work, now and in the future.

The CEIAG programme for Year 11 is mapped to the learning outcomes of the Career Development Institute's (CDI) Career Development framework. The programme is delivered in a blended way through PSHE, form time and integrated or part of subject curriculum.

Topics:

The programme in Year 11 is designed to provide students with information, advice and guidance on the options open to them after Year 11.

Enrichment activities:

- **Careers help and advice** - parents and students are welcome to book an appointment with the Careers Adviser. Email careers@bishopstopford.com
- **Careers Talks and Societies** – Year 11 students are welcome to attend any of the lunchtime Careers Café, career talks and school societies arranged at lunchtimes across the school year.
- **Labour Market Information** - The Careers team will circulate information received by the school to parents and students, such as: College open and taster days, Career Fairs, Employer events, Apprenticeship and job vacancies.
- **Post 16 options morning** – A chance to explore post 16 options. Students come away from lessons to hear from our 6th form team and students, our three local Further Education Colleges and local Apprenticeship providers to develop knowledge of pathways for transition after GCSE's. This is followed with a Post 16 options "Fair" where students can speak with staff from these providers, pick up brochures and ask questions and speak with the school's careers adviser.
- Students who are looked after attract Pupil Premium funding or have an Education Health Care Plan (EHCP) have an interview automatically arranged with a Careers Adviser.
- **Year 11 into Year 12 Evening** – for students considering Bishop Stopford School's Sixth Form.

Quality Assurance

The CEIAG programme at Bishop Stopford School is delivered to nationally accredited standards. The school are holders of a national Quality in Careers Standard.

Enhancement Activities

Trips and Visits: Voluntary Contributions

The viability of trips and visits is entirely dependent on parents recognising their value, and therefore supporting them with voluntary contributions. There is no obligation to contribute, and students will not be deselected because of a lack of parental contribution. However, information regarding trips or visits will state processes for cancelling a trip and returning monies, should the school not receive sufficient voluntary contributions for the activity to go ahead. Consideration for students facing financial hardship will be detailed in any information issued.

NOTES