






# YATELEY SCHOOL Y11 LEARNING JOURNEY

Here we are, in your final year at Yateley School; completing your GCSEs! This year you'll experience harder work than you've ever faced before, but also a greater sense of pride and satisfaction when it is all complete. Remember that there's plenty of extra-curricula and leadership opportunities for you, so take a peak inside and see how to make the very most of your final GCSE year!




## CORE SUBJECTS (EVERYONE TAKES)

 <b>ENGLISH</b> x6 lessons	 <b>MATHS</b> x7 lessons	 <b>SCIENCE</b> x8 lessons	 <b>PHYSICAL EDUCATION</b> x2 lessons	 <b>PSHE</b> x1 lesson
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## FOUR OPTION SUBJECTS

 <b>ART</b> x4 lessons	 <b>BUSINESS STUDIES</b> x4 lessons	 <b>CHILDCARE</b> x4 lessons	 <b>COMPUTER SCI</b> x4 lessons
 <b>DANCE</b> x4 lessons	 <b>DESIGN TECHNOLOGY</b> x4 lessons	 <b>DRAMA</b> x4 lessons	 <b>FOOD TECHNOLOGY</b> x4 lessons
 <b>FRENCH</b> x4 lessons	 <b>GEOGRAPHY</b> x4 lessons	 <b>GERMAN</b> x4 lessons	 <b>GRAPHICS</b> x4 lessons
 <b>HISTORY</b> x4 lessons	 <b>MUSIC</b> x4 lessons	 <b>PE</b> x4 lessons	 <b>RELIGIOUS STUDIES</b> x4 lessons

## OUR LEARNING VALUES

-  **AMBITIOUS**  
Ambition can take us anywhere. It is transformational. It makes the extraordinary possible.
-  **CURIOUS**  
Curiosity should lead us to ask questions, be sceptical, make mistakes and learn from it all.
-  **TENACIOUS**  
We have to be tenacious, determined and relentless in the face of challenge.

## OUR CULTURAL VALUES

-  **READY**  
Be on time, equipped with what you need and ready to learn.
-  **RESPECTFUL**  
Be respectful in all our actions and interactions with each other.
-  **SAFE**  
Work together to keep each other safe from any harm.

## Your Exam Boards (completing GCSEs in 2024):

	Subject	Board	Spec No	Tier/Grading
Ar	Art and Design	AQA	8202	(9-1)
Bi	Biology	AQA	8461	F or H (9-1)
Bs	Business Studies	AQA	8132	(9-1)
Ch	Chemistry	AQA	8462	F or H (9-1)
Ct	Computer Science	OCR	J277	(9-1)
Da	Dance	AQA	8236	(9-1)
Dt	Design and Technology (Timbers)	Pearson	1DT0/1F	(9-1)
Dr	Drama	Pearson	1DR0	(9-1)
El	English Language	AQA	8700	(9-1)
En	English Literature	AQA	8702	(9-1)
Fr	French	AQA	8658	F or H (9-1)
Ge	Geography B	Edexcel	1GB0	(9-1)
Gm	German	AQA	8668	F or H (9-1)
Gc	Level 1/2 Award Hospitality & Catering A	Eduqas	5569QA	L1P L2P-D*
Gn	Design & Technology (Papers & Boards)	Pearson	1DT0/1B	1B (9-1)
Hi	History	AQA	814D22	(9-1)
Hc	NCFE Cache Level 2 Technical Award in Child Dev & Care in Early Years	Cache	603/7012/9	A* - D
Hf	Food Preparation & Nutrition	Eduqas	C560P1	(9-1)
Ma	Mathematics	OCR	J560	F or H (9-1)
Ma	Further Maths (selected students)	AQA	8365	(9-5)
Ma	Additional Maths (FSMQ) (selected students)	OCR	6993	(A* - E)
Ma	Statistics (selected students - exam in 2024)	AQA	8392	(9-1)
Mu	Music	Eduqas	C660QS	(9-1)
Pt	Physical Education	AQA	8582	(9-1)
Ph	Physics	AQA	8463	F or H (9-1)
Rs	Religious Studies A	Eduqas	C120P3	(9-1)
Sc	Science Combined Trilogy	AQA	8464	F or H (9-1)
Sp	Spanish	AQA	8698	F or H (9-1)

### Options within subjects

#### History 814D22

1B/D Conflict & Tension in Asia 1950-1975

1A/D America 1920-1973 Opportunity & inequality

2A/A Britain Health & the people c1000 to the present day

2B/C Elizabethan England c1568-1603

#### RS C120P3

Route A3 - Islam

#### Drama 1DR0

1DR03A Set text List A

1DR03B Set text List B

## Dates, Events and Extra Curricula Opportunities

Year 11 Diary Dates for 2023-2024	
Date	Event
Friday 01 September 2023	INSET Day #1
Monday 04 September 2023	INSET Day #2
Thursday 14 September 2023	6th Form Information Evening
Thursday 05 October 2023	6th Form Open Evening
Thursday 19 October 2023	Academic Report #1
Monday 30 October 2023	INSET Day #3
Thursday 02 November 2023	Year 11 Masterclass (online)
Tuesday 07 November 2023	Careers Fayre
Wednesday 08 November 2023	Sixth Form Taster Day
Monday 08 January to Friday 19 January 2024	Year 11 Mocks
Tuesday 23 January 2024	INSET Day #4
Thursday 08 February 2024	Academic Report #2
Thursday 22 February 2024	Year 11 Parents' Evening (in-person)
Wednesday 28 February 2024	INSET Day #5
Monday 04 March to Friday 15 March 2024	Core Mock Examinations (English, Maths, Science)
Friday 10 May 2024	GCSEs begin <a href="https://www.yateleyschool.net/exam-dates-2024/">https://www.yateleyschool.net/exam-dates-2024/</a>
Please note: Exam dates, final day arrangements and graduation/leavers' assembly are confirmed in-year	
Friday 21 June 2024	Year 11 Prom

General Diary Dates for 2023-2024 (Events)	
Date	Event
Monday 16 October and Tuesday 17 October 2023	House Dance
Friday 20 October 2023	"It's Not OK" Day
Wed 05 December and Thur 06 December 2023	House Drama
Wednesday 13 December 2023	Christmas Music Concert
Wednesday 06 March 2024	iRock Concert (provisional)
Wed 13 March to Fri 15 March 2024	Dance Live Competition
Tuesday 02 July 2024	Sports Day (Field)
Friday 05 July 2024	Sports Day (Track)
Tuesday 27 July 2024 to Friday 30 July 2024	Yateley Young Designers
Tuesday 16 July 2024	Yateley School Awards Evening
Monday 22 July 2024	Sports Personality of the Year Evening
Tuesday 23 July 2024	Prizegiving/End of term at 12.50pm

### Communication:

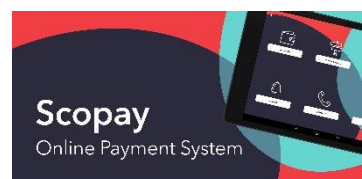
As a school we like to keep in touch using social media and three essential apps. We encourage all parents to download these if they can for seamless home/school communication.



Send and receive messages about your child's education



See the homework/ classwork we are setting at school.



Make payments for trips, events and snacks/lunchtime.



**We also email a weekly newsletter, all of which can be found at:**

<https://www.yateleyschool.net/newsletters-2023-24>

## Personal Development Plan

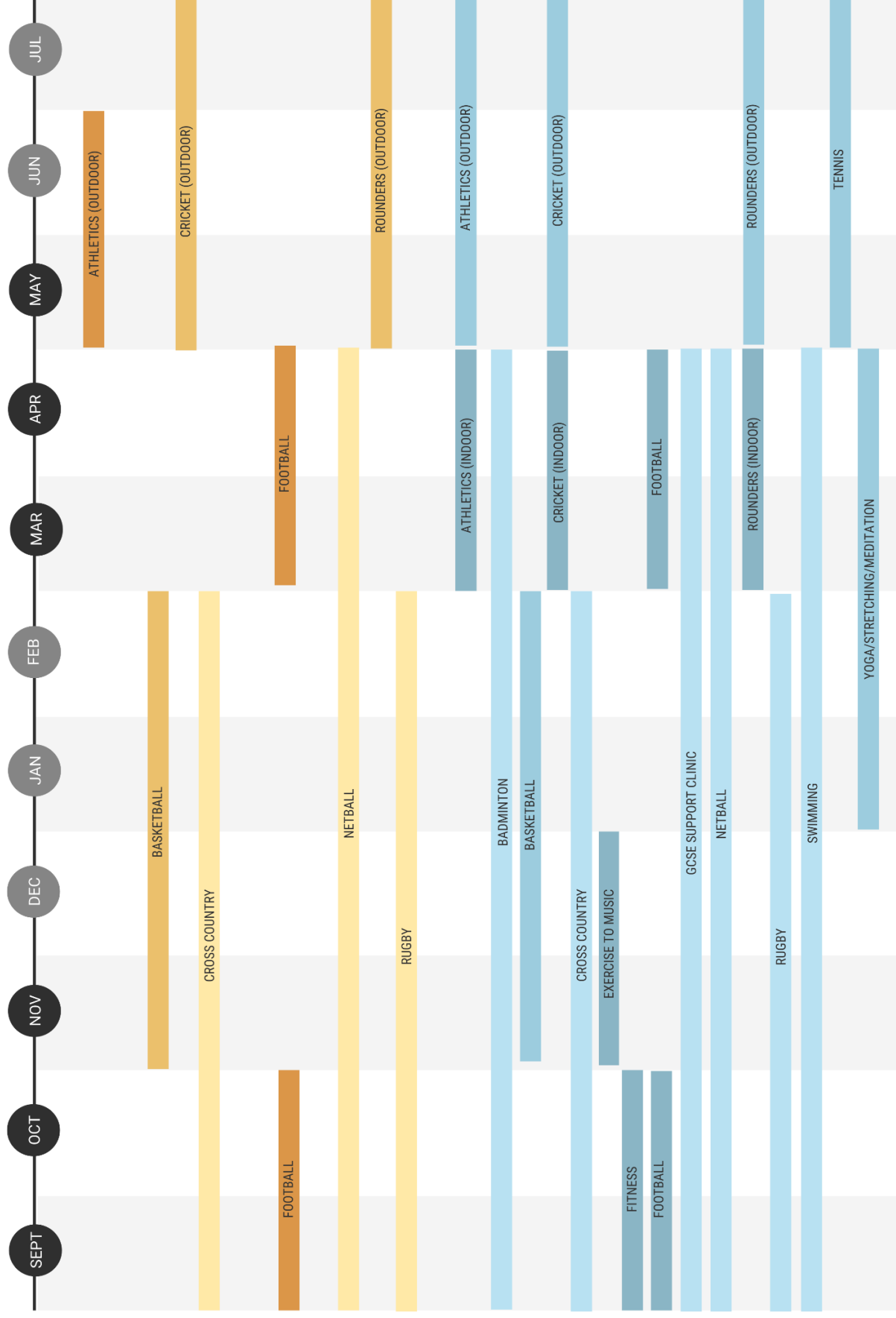
What we're studying this year...	How parents and carers can help...
<b>Tutor Time, Safeguarding &amp; Personal Development Education</b>	
<ul style="list-style-type: none"> <li><b>Peer on Peer - Child on Child (Term 1):</b> Looking into the different forms of child on child abuse that can happen, examples being Bullying (including cyberbullying), Online safety and social media, Prejudice based bullying, Upskirting.</li> <li><b>Crime (Term 2):</b> Education and support around crime, examples being Child abduction, County Lines, Cybercrime, Family members in prison. Serious violent crime (violence) and organise crime groups, Sharing of nude/semi-nude images (including sexting), Trafficking.</li> <li><b>Different Forms of Abuse (Term 3):</b> Education and awareness of the different forms of abuse and how students might recognise them and seek support, examples being Child Criminal Exploitation (CCE), Child Sexual Exploitation (CSE), Domestic Abuse, Emotional Abuse, Financial Abuse, Grooming, Neglect, Physical and Verbal Abuse, Sexual Abuse, Sexual Harassment and Violence, etc.</li> <li><b>Charity (Term 4):</b> Looking into not only the house charities but local community charities. What do we know about the charities and what is charity important? What can we do as individuals, groups or a school as a whole to support charities?</li> <li><b>Mental Health (Term 5):</b> Looking into understanding and being able to identify the impact of mental health and wellbeing which also includes the awareness of Peer on Peer (Child on Child) Abuse and Teenage Relationships.</li> <li><b>Single Focus Points (Term 6):</b> One off topic which are covered, examples being Homelessness, Hazing or Initiation Rituals, Children Missing from Education (CME), Stalking, Honour Based Abuse and Radicalisation, etc.</li> <li><b>Careers &amp; Study Skills (Term 1 to 6):</b> Looking into career education and how to support our students via the Gatsby Benchmarks. Also a focus on study skills and how to get the most of exams and their final year</li> </ul>	<ol style="list-style-type: none"> <li>By engaging in conversation and research with your child about careers and aspirations. Do they have ideas about post-16 destinations? What type of employment and career would they like to work in in the future?</li> <li>By engaging in conversations with your child about the focus point in each weekly tutor session which will be shared via the weekly parent school bulletins.</li> <li>Go through any resources which are shared from the school for further information</li> </ol>
<b>Consisting of:</b>	5 x Tutor sessions per week

What we're studying this year...				How parents and carers can help...
National Focus Days				
<ul style="list-style-type: none"><li>There are numerous national and global focus awareness events which we make students aware of and where possible education around their importance. Some of these include:</li></ul>				<ol style="list-style-type: none"><li>By engaging in conversations with your child about the focus event (shared via the weekly parent bulletin).</li><li>Encouraging your child to participate in national focus days, especially if it is an area of interest.</li><li>Get involved with fundraising, campaigning and any other events that can boost the wellbeing of yourself and others.</li></ol>
National Read A Book Day	Sexual Health Week	Youth Mental Health Day	Recycle Week	
Black History Month	National Braille Week	Family Learning Festival	ITS NOT OK Day	
National Stress Awareness Day	Remembrance Day	Anti-Bullying Week	Road Safety Week	
Veg Pledge	Christmas Jumper Day	National Grief Awareness Week	New Year's Resolutions	
STIQ Day	Big Energy Saving Week	Parent Mental Health Day	LGBT History Month	
Time to Talk Day	Sexual Abuse & Sexual Violence Awareness Week	Children's Mental Health Week	Safer Internet Day	
World Book Day	100 Miles in March for Mind	National Careers Week	British Science Week	
Mothering Sunday	Stress Awareness Month	National Share A Story Month	Mental Health Awareness Week	
National Children's Day	National Conversation Week	Child Safety Week	BNF Healthy Eating Week	
Learning Disability Week	Father's Day	Children's Art Week	Thank You Day	
World Population Day	Festival of British Archaeology			
Consisting of:				5 x 25-minute tutor sessions per week

## Extra Curricula Opportunities (by category)

Extra Curricula Activity:	Start	End	Participating Year Groups							Location	Contact
			7	8	9	10	11	12	13		
Student Groups											
Anti-Bullying Ambassadors	Sep	Jul								TBC	Mr R Keeble
Welfare and Wellbeing	Sep	Jul								TBC	Mr R Keeble
Inclusivity and Diversity	Sep	Jul								TBC	Mr R Keeble
Student Voice	Sep	Jul								TBC	Mr R Keeble
Subject Workshops											
Art: GCSE Booster Sessions	May	Apr								B3.5	Mrs S Breen
Art: KS3 Club	Oct	Jul								B3.5	Mrs S Breen
Business: Christmas Fair	Sep	Dec								School Hall	Miss J Nicholson
Computing: Computer Club	Sep	Jul								C2.8	Mrs C Cobbold
Computing: Cipher Challenge	Sep	Dec								C2.7	Mrs C Cobbold
English: Creative Writing Club	Sep	Jul								D1.5	Mrs S Meadows
English: Debate Club	Sep	Jul								D1.5	Mrs C Robinson
History: History Club	Sep	Jul								D2.4	Miss N Davies
Food: Baking Club	Apr	May								TE2	Mrs J Buttle
Maths: Wednesday club/drop-in	Sep	Jul								C2.5	Mrs K Colloff
Photography: Y9 Workshop	Jun	Jul								B3.3	Miss N Parish
Tech: STEM Master Classes	Sep	Jul								BG1	Miss S Williams
Tech: Wednesday Maker Space	Sep	Jul								BW1	Ms S Coffey
Performing Arts: Dance											
Dance Live Auditions	Sep									Dance Studio	Mrs H Wearing
Dance Live 2024 Competition	Oct	Mar								TBC	Mrs H Wearing
Dance Show   House Dance	Sep	Oct								Dance Studio	Mrs H Wearing
KS3 Dance Club	Sep	Jul								Dance Studio	Mrs H Wearing
Gremlin Dance Challenge	Jan	Mar								TBC	Mrs H Wearing
Boys Dance Project	Nov	Mar								Dance Studio	Mrs H Wearing
Performing Arts: Drama											
House Drama Rehearsals	Sep	Dec								Drama Studio	Mrs A Affleck-Cruise
House Drama Performance	Dec									Drama Studio	Mrs A Affleck-Cruise
Main school rehearsals + show	Nov	Jul								Drama Studio	Mrs A Affleck-Cruise
Performing Arts: Music*											
Christmas Concert	Dec									Main Hall	TBC
* Note: We expect many more Music opportunities in-year, but dates/events are currently TBC											
Clubs, Societies and Awards											
Chess Club	Sep	Jul								B1.1	Mr J Messenger
Architecture Design Group	Oct	Jun								TE1	Mr D Sibbald
Carnegie Shadowing Book Club	Mar	Jun								Library	Mrs J Hood
The Brilliant Club (by invitation)	Oct	Feb								Educational	Mrs C Cobbold
Duke of Edinburgh Award- Bronze	Sep	Jul								Event/Visit	Mrs C Uttley
Duke of Edinburgh Award- Silver	Sep	Jul								Event/Visit	Mrs C Uttley
Duke of Edinburgh Award- Gold	Sep	Jul								Event/Visit	Mrs C Uttley
Trips and Visits											
Criminology: Justice Museum	Jun									Trip/Visit	Mrs J Rampton
Criminology: Old Bailey	Dec									Trip/Visit	Mrs J Rampton
Psychology: Derren Brown	Oct									Trip/Visit	Mrs R Short
Drama: Woman in Black	Nov									Trip/Visit	Mrs A Affleck-Cruise
Philosophy: Conference	Dec									Trip/Visit	Mr A Bristow
Politics: Speakers & Parliament	Dec									Trip/Visit	Mr G Donohoe
Tech: The Design Museum	Feb									Trip/Visit	Mr D Sibbald
RS: Gurdwara - Sikhism Trip	Apr									Trip/Visit	Mr A Bristow
RS: Local Church	Oct									Trip/Visit	Mr A Bristow
RS: Auschwitz and Krakow	Jul									Trip/Visit	Mr A Bristow
RS: Places of Worship (Reading)	Jul									Trip/Visit	Mr A Bristow
English: An Inspector Calls Trip	TBC									Trip/Visit	Mrs S Meadows
English: Romeo and Juliet Trip	TBC									Trip/Visit	Mrs S Meadows
English: Poetry Live Trip	TBC									Trip/Visit	Mrs S Meadows
MFL: France Trip	Jun									Trip/Visit	Mrs K McCabe
MFL: Spain Trip	Jul									Trip/Visit	Mrs K McCabe
PE: Bude Residential	Oct									Trip/Visit	Mrs K Evans
Geography: Littlehampton	Oct									Trip/Visit	Mrs N Self
Geography: Southampton	Nov									Trip/Visit	Mrs N Self
Geography: Residential	Mar									Trip/Visit	Mrs N Self
History: Ypres and the Somme	Nov									Trip/Visit	Miss A Vinci
History: Tower of London	Oct									Trip/Visit	Miss A Vinci
History: Vietnam	Feb									Trip/Visit	Miss A Vinci
History: London (John Hunter)	Jul									Trip/Visit	Miss A Vinci
History: Windsor Castle	May									Trip/Visit	Miss A Vinci
All: Marwell Zoo Trip	Jul									Trip/Visit	Mrs S McCarthy
All: Thorpe Park Trip	Jul									Trip/Visit	Mrs C Cobbold

## Key Stage 4 Teams and Clubs: Sport Opportunities for 2023–2024



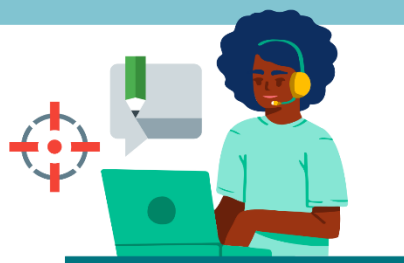




# Sort Out Your Future - Step by Step

## STEP 1: Your options after Year 11...

You need to think about what is **right for you** and be sure that the options you choose now will get you into the career you want. During Year 11, you can talk to your tutor and Tracy Bailey, Careers Adviser from EBP South, who will help you with your decisions.



## STEP 2: Education or Employment?

### A full-time course?

Stay at our outstanding Yateley Sixth Form, go to another sixth form or go to a college. You need to think about what you want to study and find out where you can study it.

### An apprenticeship?

Working and studying at the same time! What apprenticeship do you want and is there one locally? If you want to do an apprenticeship, but need work experience, you could consider doing a traineeship.

### A full-time job?

You can't just "start work" as you'll need to do part-time education or training. You must study for a minimum of 280 planned learning hours a year, in your own time or whilst at work, if your employer allows this.

## STEP 3: What to think about and research now:

You should apply for more than one option. This is in case you don't get the grades you need for the course you want to do or can't find an employer with vacancies for an apprenticeship.



## STEP 4: Understand the courses available to you...

There are four main types of course you can choose from after Year 11. You will only choose one, though it is always sensible to think about your 'back-up' option too.

• A Levels • T Levels • Vocational/Technical • Apprenticeship

## STEP 5: Provider websites and resources

Look at individual school and college websites for course information. It is also useful to attend school and college open evenings and other careers events - these maybe online or face-to-face. Follow Yateley Schools Careers Twitter @Careers\_YS for daily updates, information and useful links



## And finally: If it feels a bit overwhelming...

Finishing GCSEs can be intimidating. Up until this point, it is likely all your decisions were made on your behalf by your parents and teachers. After all, you may have been told what school to go to, what to wear each day and how to act both at home and in the classroom.

Starting to enter the adult world can be more than a little overwhelming, as you might be unsure about the next best step after GCSEs. If you need some guidance, read this carefully and take some time to imagine what you'd like to be doing after leaving school behind. And then reach out... we are here to help!



 YATELEY SCHOOL CAREERS SERVICE

# Sort Out Your Future - Step by Step

## **SITE 1: UCAS** | [www.ucas.com](http://www.ucas.com)

Not only are all applications for university made through this website, it also contains a vast resource of information to help students choose the right course and university for them. In addition to this, there is also a range of information on apprenticeships and facilities to search for taster courses and webinars. UCAS also produce a range of guides to support students and parents with University and Career choices.

**UCAS**

## **SITE 2: UNIFROG** | <https://www.unifrog.org/>

Unifrog is an online platform the school subscribes to, which allows students to search for university courses, apprenticeships, MOOCs etc. It contains lots of helpful careers resources as Yateley Sixth Form – Resources Guide 3 well as a fantastic Oxbridge tool and personal statement builder. All students should have login details. Login details can be obtained from your tutor, by clicking "forgot details" on the website or by emailing [mike.tidd@yateley.hants.sch.uk](mailto:mike.tidd@yateley.hants.sch.uk).



## **SITE 3: National Careers Service (NCS)** | [nationalcareers.service.gov.uk](http://nationalcareers.service.gov.uk)

The National Careers Service provides free information, advice and guidance to help you make decisions on learning, training and work opportunities. The service offers confidential, helpful and impartial advice, supported by qualified careers advisers. From developing your CV to improving your interview skills, its website has lots of useful tools to help you make the right choices about your future.



## **SITE 4: STUDENTIAL** | [www.studential.com](http://www.studential.com)

This website aims to help all students aged 16 and older with their academic journey, by offering information and advice on all stages of education. It contains very useful sections on Apprenticeships, Gap years and University applications.



## **SITES 5+6: RATE MY APPRENTICESHIP** | [www.ratemyapprenticeship.co.uk/](http://www.ratemyapprenticeship.co.uk/) **GOVERNMENT SUPPORT** [gov.uk/apply-apprenticeship](http://gov.uk/apply-apprenticeship)

This fantastic website allows students to search for the latest apprenticeship and school leavers schemes as well offering support and guidance.

For apprenticeship opportunities throughout England. Simply search by postcode and see the 1000's opportunities right around you!

## **And finally:** **Attend the Careers Fayre**

When you speak to adults many of them will tell you they had no idea what they wanted to do for a job when they were your age. Some adults still don't know now! No matter what you are thinking about your future, there's no excuse for not keeping your options open and finding out more. Every year Yateley School hosts a Careers Fair - usually around November - and you should always try and go!



## **Contact our Sixth Form**

If you're still unsure on your future then get along to [www.yateleysixthform.com](http://www.yateleysixthform.com), get in touch, and we will always help... even if you're at a different college!



## Core Subjects:

What we're studying this year...		How parents and carers can help...
<b>English Language</b>		
<p><b>Paper 1 Explorations in creative reading and writing</b>  <b>Section A Reading</b> Key focus: How do established writers use narrative and descriptive techniques to capture the interest of readers?  <b>Q1</b> Can you identify and interpret explicit and implicit information and ideas in a text? Can you select and synthesise evidence from texts to support a point of view? (AO1)  <b>Q2</b> Can you explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support your views? (AO2)  <b>Q3</b> Can you explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support your views? (AO2)  <b>Q4</b> Can you evaluate texts critically by stating why certain narrative and descriptive techniques have been used supporting this with appropriate textual references using relevant subject terminology? (AO4)  <b>Section B Writing</b> Key focus: Can you demonstrate narrative and descriptive skills in response to a written prompt, scenario or visual image using a range of features on a text, sentence and word level?  <b>SPaG:</b> How good is your Spelling, Punctuation and Grammar? It is worth a quarter of your overall Language GCSE. Make sure you know what a noun, verb, adjectives etc are and can use all types of punctuation in your work.</p>	<p><b>Paper 2 Writers' viewpoints and perspectives</b>  <b>Section A Reading</b> Key focus: How do writers present a particular perspective or viewpoint to influence a reader?  <b>Q1</b> Can you identify and interpret explicit and implicit information and ideas in a text? Can you select and synthesise evidence from texts to support a point of view? (AO1)  <b>Q2</b> Can you identify and interpret explicit and implicit information and ideas in a text? Can you select and synthesise evidence from texts to support a point of view? (AO1)  <b>Q3</b> Can you explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support your views? (AO2)  <b>Q4</b> Can you compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts? (AO3)  <b>Section B Writing</b> Key focus: Can you produce a written text to a specified audience, purpose and form in which you give your own perspective on the theme that has been introduced in section A, using a range of features on a text, sentence and word level?  <b>Spoken English</b> Key focus: Can you give a presentation in a formal context, then respond appropriately to questions and to feedback, asking questions yourself to seek clarification while using spoken Standard English? All students will present to the class to be recorded for AQA moderation.</p>	<ol style="list-style-type: none"> <li>1. Encourage and maintain the reading habit in your child. Read a wide variety of fiction and non-fiction both modern and pre 20<sup>th</sup> century: a little and often is the approach on a daily basis</li> <li>2. Become familiar with <a href="https://www.aqa.org.uk/subjects/english/gcse">https://www.aqa.org.uk/subjects/english/gcse</a> and the pages that support the study of AQA GCSE English Language</li> <li>3. Explore and revise all aspects of Victorian England, particularly Charles Dickens. Watch adaptations of the great novels of this era as well as documentaries focusing on Victorian life</li> </ol>
Consisting of:		6 x Lessons per fortnight (Lang and Lit)
<b>English Literature</b>		
<p><b>Term 1: Shakespeare: Romeo and Juliet</b>  <b>Term 2: The 19th Century Novel – Charles Dickens A Christmas Carol</b>  <b>Term 3: Exam practice and further preparation</b></p> <p>In addition to the “who, when, where, what, why, how” questions which underpin the study of all literature texts, we introduce different critical readings of the texts:</p> <p><b>For example:</b>  What is a feminist reading? How might it change our reading of Shakespeare?  How might a Marxist reading affect our understanding of A Christmas Carol?  How might the concept of the class system help us to understand Dickens intentions for A Christmas Carol or An Inspector Calls?</p>		<ol style="list-style-type: none"> <li>1. Encourage and maintain the reading habit in your child. Read a wide variety of fiction and non-fiction both modern and pre 20<sup>th</sup> century: a little and often is the approach on a daily basis</li> <li>2. Become familiar with <a href="https://www.aqa.org.uk/subjects/english/gcse">https://www.aqa.org.uk/subjects/english/gcse</a> and the pages that support the study of AQA GCSE English Literature</li> <li>3. Explore and revise all aspects of Victorian England, particularly Charles Dickens. Watch adaptations of the great novels of this era as well as documentaries focusing on Victorian life</li> </ol>
Consisting of:		6 x Lessons per fortnight (Lang and Lit)
<b>Mathematics</b>		
<p><b>September-December:</b>  How do you recognise the key facts about a circle from its equation? How many different ways are there to solve a quadratic equation? What is the constant of proportionality and when is it relevant? How does direct proportion differ from inverse proportion? What makes a vector different from a linear graph? What do trigonometric graphs represent and how can they be transformed? Can you find the lengths of sides and angles in any triangle? Throughout the term students sit practice exams called Skill-Ups. The result of these exams inform your personalised revision</p>		<ol style="list-style-type: none"> <li>1. Ensure your child has all the Maths equipment that may be needed at all times. At any point a calculator, ruler, compass, protractor, pencil or rubber could be required in a Maths lesson.</li> <li>2. Encourage your child to approach their Maths homework as an opportunity to ensure they have a</li> </ol>

<p>programme.</p> <p><b>January-April:</b></p> <p>How do you move and stretch functions using transformations? How do you find a specific number given the <math>n^{\text{th}}</math> term of a quadratic sequence? What are the circle theorems and why are they useful? How do you calculate the rate of change given two variables?</p> <p>The remainder of this term will focus on topics highlighted, for each specific year 11 class, during the first Maths Mock exam (December) and prepare students for their second mock (March). during the first Maths mock exam and prepare students for their second mock. Skill-Up exams continue through this term.</p> <p><b>May-July:</b></p> <p>This term will focus on topics highlighted during the second Maths Mock exam with students receiving a personalised learning checklist for revision.</p>	<p>good understanding of that specific topic, completing it with plenty of time to get help.</p> <p>3. Students are encouraged to select areas for improvement following every topic assessment. Ask your child what topics they have chosen and let them describe what they have done to ensure their understanding has improved. This should involve 'doing' some Maths.</p>
Consisting of:	
7 x Lessons per fortnight	
<b>Biology</b> (Bold italics = Treble Only)	
<p><b>Homeostasis &amp; response</b> – What is homeostasis? How is our nervous system designed to allow us to respond to stimuli? What are reflex actions? <i>How is the structure of the brain linked to function? How do we see? How do glasses work?</i> What are hormones? How is blood glucose regulated and how can we treat diabetes? How is the female menstrual cycle regulated and how are hormones used in contraception and fertility treatments? <i>How do plants use hormones? What is thermoregulation? How are the kidneys involved in osmoregulation and production of urine? How can we treat problems with the kidney?</i></p> <p><b>Inheritance, variation &amp; evolution</b> – How do organisms reproduce? <i>Why do some organisms use both forms of reproduction?</i> How has studying the human genome helped us? <i>How does the structure of DNA help it to synthesise proteins? What can mutations do?</i> How does inheritance work? Is it right to screen for genetic disorders? How does variation lead to evolution through natural selection? How can we use artificial selection and genetic engineering? <i>What is cloning and how can we use it? How have theories of evolution changed through history?</i> What is the evidence for evolution? What are the causes of extinctions? How is life classified?</p> <p><b>Ecology</b> – How are organisms adapted? What factors can affect organisms? How are substances cycled around the ecosystem? <i>How can we change the rate of decay?</i> How has the human population affected the land, air and sea? How will global warming affect our planet? How are humans affecting biodiversity globally? <i>What are trophic levels and how does biomass change along a food chain? How can we make our food production secure, efficient and sustainable?</i></p>	<p>1. Encourage students to watch natural history documentaries e.g. Planet Earth and also programs like Horizon.</p> <p>2. Visit the Natural History Museum in London and Marwell Zoo.</p> <p>3. Test students regularly at home with key questions about their topics using revision guides and other resources. Encourage the printing and completion of past paper questions and discuss scientific discoveries in the news.</p>
Consisting of:	
8 x Lessons per fortnight (all sciences)	
<b>Chemistry</b> (Bold italics = Treble Only)	
<p><b>Rates of reactions</b> – What causes a chemical reaction? How can you measure the rate of a reaction? Why is rusting slow and an explosion fast? What factors affect the reaction rate? How do catalysts affect the activation energy of a reaction? Are chemical reactions irreversible? What is a dynamic equilibrium?</p> <p><b>Organic Chemistry</b> – What are hydrocarbons? How is crude oil separated? How do long hydrocarbon chains differ in properties to short chains? What is combustion? Why is incomplete combustion dangerous? What is the difference between saturated and unsaturated hydrocarbons? Why are long chains cracked into short chain hydrocarbons? <i>What are alkenes and how can they be used to create useful products? What are functional groups? What are the properties of alcohols, carboxylic acids and esters? Why organic groups are so useful and what do we use organic substances for? What are polymers? How do we make different polymers?</i></p> <p><b>Chemical analysis</b> – What does pure mean in chemistry? How are useful mixtures made? How can we identify an unknown gas? <i>Which metal ion burns with a lilac flame? Which metal ion produces a blue precipitate? Which negative ion can be identified using silver?</i></p> <p><b>Chemistry of the atmosphere</b> – The Earth and atmosphere has evolved over billions of years, why did it change? How does our atmosphere keep our Earth warm? What are humans doing to change the composition of the atmosphere? What other pollutants come from burning fuels?</p>	<p>1. Encourage students to sign up with the royal society of chemistry.</p> <p>2. Watch scientific documentaries and discuss scientific discoveries and environmental concerns in the news..</p> <p>3. Test students regularly at home with key questions about their topics using revision guides and other resources. Encourage the printing and completion of past paper questions.</p>

<p><b>Using resources</b> – How quickly are we using up the Earth's natural resources? Which resources are renewable and which are finite? How do we process our water to ensure it is safe to drink or safe to return back into the environment? How are we using plants and bacteria to extract copper? Why do companies complete life cycle assessments for the products they make? How can we reduce the amount of finite resources we use? <i>Why does iron rust and how can we prolong the life of metal objects? Why are pure metals not as useful as metal alloys? How can plastics made of the same polymer have different properties? What are the physical properties of glass, ceramics and composites? How to make ammonia and why it is so important for agriculture?</i></p>	
Consisting of: 8 x Lessons per fortnight (all sciences)	
<b>Physics (Bold italics = Treble Only)</b>	
<p><b>Forces:</b> What do we mean by a force? What is the difference between mass &amp; weight? What is work done? What is Hooke's law? <i>How do levers &amp; gears work? How can you calculate the pressure in a fluid?</i> How do you calculate distance, speed and acceleration? What are Newton's laws and how do you apply them? What factors are involved in a car stopping distance? What is momentum? <i>How do you use momentum to calculate the outcome of collisions &amp; explosions?</i></p> <p><b>Waves:</b> What types of waves are there? How do you find the wave speed? <i>How do waves reflect? How do we hear? How do we use waves to explore?</i> What are electromagnetic waves and how do we use them? What happens when waves change medium? What harm can electromagnetic waves cause? <i>How do lenses work? What determines the colour of an object? What is a black body?</i></p> <p><b>Magnets &amp; Electromagnetism:</b> What are magnets, solenoids &amp; electromagnets? What is a magnetic field? What is the motor effect? <i>How do loudspeakers &amp; microphones work? What is the generator effect? What is a transformer?</i></p> <p><b>Space:</b> What makes up the solar system? What is the lifecycle of a star? What are satellites &amp; how do they stay in orbit? What are the Doppler effect and Red Shift? How do they provide evidence that the Universe is expanding so started from the Big Bang? Why do we think the Universe includes dark matter &amp; dark energy?</p>	<ol style="list-style-type: none"><li>1. Physics programmes are increasingly popular on TV and available to stream. Anything presented by Brian Cox or Jim Al-khalili would be excellent and should inspire students to look further into Physics.</li><li>2. Set time aside to talk through the Physics that they're learning in class. Ask them to explain it to you, and/or try and relate it to your daily life.</li><li>3. If you can't find what you need ask your teacher of the Head of Science!</li></ol>
Consisting of: 8 x Lessons per fortnight (all sciences)	
<b>Core PE</b>	
<ul style="list-style-type: none"><li>• Can students live a Healthy Active Lifestyle, focusing on wellbeing and participation that continues after leaving school?</li><li>• Does the student have the skills and information to continue to take part regularly in competitive sports and activities outside school through community links or sports clubs?</li><li>• Do they have a basic knowledge of First aid?</li><li>• Do the students show enjoyment of participation?</li><li>• Do students show ambition to develop and improve their overall health and wellbeing?</li><li>• Do students take the initiative to lead activities in both a coaching and officiating capacity?</li><li>• Can students develop their technique and improve their performance in other competitive sports, [for example, athletics and gymnastics], or other physical activities [for example, dance]?</li></ul>	<ol style="list-style-type: none"><li>1. Encourage an active lifestyle – More walking, less driving, sports clubs or Gym memberships.</li><li>2. Healthy meal plans – encourage students to be involved in buying, prepping and cooking meals.</li><li>3. Encourage students to explore the opportunities that are provided for them.</li></ol>
Consisting of: 2 x Lessons per fortnight	
<b>PSHEE (Personal Social Health and Economic Education) + RSE (Relationship Sex Education)</b>	
<p><b>Health and Wellbeing:</b> Physical health – cancer (testicular). Physical health – cancer (cervical and breast). Organ donation and blood donation. Teenage pregnancy – choices. Abortion (laws, moral, thoughts and feelings). RSE love and abuse.</p> <p><b>Life Beyond School:</b> Time management – technology. LGBT (rights across the world). Dealing with exam stress and anxiety. Social media validation vs reality. Writing a personal statement. CV writing.</p> <p><b>Staying Safe, Online &amp; Offline:</b> Virtual reality, live streaming, gaming online. Drugs – substance addiction. Drugs – new psychoactive substances (old legal highs). Drugs –</p>	<ol style="list-style-type: none"><li>1. By engaging in conversations with your child about the focus point in each PSHE/RSE lesson which will be shared via the weekly parent school bulletins.</li><li>2. Discuss your children's lessons with them. Express opinions about the issues raised while remaining open to the possibility that you may be wrong.</li><li>3. Watch lots of current affairs programmes and listen with your child to items on Radio 4. TED</li></ol>

<p>festivals and nitrous oxide. Drugs and the war on drugs. Cosmetic and aesthetic procedures. Online reputation and digital footprints.</p> <p><b>Relationships and Sex Education:</b> Peer on peer (child on child abuse. Fertility – what impacts it? Alcohol, parties and bad choices. Importance of sexual health. Revisiting contraception. Respect love and relationships. Revisiting STI's.</p>	<p>talks are also an excellent mind-expanding forum.</p>
Consisting of:	1 x Lesson per fortnight

## Options: E-Baccalaureate Subjects

What we're studying this year...	How parents and carers can help...
<b>Geography</b>	
<p><b>Development Dynamics-India: (September/October)</b> Where is India located? How is India's location significant to its development? What is the population like in India? What factors impact the population of India? What opportunities are there in India? What challenges does India face? How are the challenges managed? What is India's role in the wider world?</p> <p><b>Hazardous Earth (Nov- Jan):</b> What are the natural causes of climate change? What are the human causes of climate change? How can past climates be measured? What are the causes of tropical cyclones? How does the impact of tropical cyclones vary between developed and emerging countries? How does the impact of earthquakes vary between developed and emerging countries? How can we manage natural hazards?</p> <p><b>Challenges of an urbanising world (Jan- March)</b> Why is the world becoming more urban? Where does everyone live? What are the causes of urbanisation? What are land use models? What is a megacity? What are the opportunities and challenges facing megacities? How megacities be made more sustainable?</p>	<ol style="list-style-type: none"> <li>1. Encouraging students to read around the subject – geographical newspapers/articles</li> <li>2. Watch Geographical documentaries and television programmes</li> <li>3. Discuss what is in the news – lots of stories relate and link to Geography. By contacting and following <a href="https://twitter.com/Geography_YS">@Geography_YS</a> on twitter for department updates and articles. For further recommendations contact <a href="mailto:Geography@yateley.hants.sch.uk">Geography@yateley.hants.sch.uk</a></li> </ol>
Consisting of: 4 x Lessons per fortnight	
<b>History</b>	
<ul style="list-style-type: none"> <li>• <b>Conflict in Asia: 1950 – 1975 (Sept)</b> What caused the Korean War? How did Cold War rivalry escalate the Korean War? What were the key events of the Korean War? Was the Korean War a 'war without winners'?</li> <li>• <b>Elizabethan England 1558 - 1603 (Oct -Nov)</b> How did Elizabeth's early life influence her character as Queen of England? What were the key problems facing Elizabeth during her reign? How did Elizabeth maintain her authority over England? How and why did Elizabeth I's religious policy change? How serious a threat was Mary, Queen of Scots by 1568? How did Catholics threaten the rule of Elizabeth I? How did the English defeat the Spanish Armada?</li> <li>• <b>Conflict in Asia: 1950-75 (Dec-Feb):</b> What were the consequences of the French defeat at Dien Bien Phu in 1954? How did American involvement in Vietnam escalate from 1954 – 65? Why did America go to war in Vietnam in 1965? Why did America struggle in Vietnam? What was the more significant event: the Tet Offensive or the My Lai Massacre? Why did so many Americans turn against the Vietnam War? How did Nixon bring about an end to the Vietnam War? What was the most important reason for the failure of America in Vietnam? What were the consequences of the war in Vietnam?</li> <li>• <b>Elizabethan England 1558 - 1603 (March - May):</b> To what extent was Elizabethan England a 'Golden Age'? Who was the most significant Elizabethan explorer? Why did exploration increase during Elizabethan England? How important were the gentry in Elizabethan society? Why did poverty increase in Elizabethan England? Why did theatre grow during Elizabethan England? Why was the Essex Rebellion important?</li> </ul>	<ol style="list-style-type: none"> <li>1. Ask your child about the topic they are studying and their opinions about the key Qs – discussing their ideas will develop their thinking and their writing.</li> <li>2. There are brilliant documentaries or historical dramas on Netflix that cover different units of the course. Eg. Netflix series about the Vietnam War, or Elizabeth: The Golden Age, or Pain, Pus &amp; Poison on BBC IPlayer</li> <li>3. Test your child on their factual recall using flashcards (available from the History department)</li> </ol>
Consisting of: 4 x Lessons per fortnight	
<b>French and Spanish</b>	
<p><b>School &amp; further study (Sep-Oct):</b></p> <ul style="list-style-type: none"> <li>• How is my school, what is the difference between school in the UK and in France/Spain/Germany?</li> </ul> <p><b>Work (Oct-Nov):</b></p> <ul style="list-style-type: none"> <li>• What will it be like to be part of the world of work? What hopes and wishes do I have for work? Can I discuss work experience and apply for jobs in French / Spanish / German?</li> </ul> <p><b>Global issues (Nov-Jan):</b></p> <ul style="list-style-type: none"> <li>• What global and environmental issues exist? What is ethical shopping? How can we save the planet and what volunteering opportunities are there in charitable organisations?</li> </ul> <p><b>Speaking prep &amp; general revision of topics (Feb-Apr):</b></p> <ul style="list-style-type: none"> <li>• Can I speak on prescribed topics for 9-12 minutes, including a role play, photo card and general conversation?</li> </ul> <p><b>General revision of topics (Apr-May):</b></p>	<ol style="list-style-type: none"> <li>1. Find any linguist you can to communicate with your student, having regular conversations in the language</li> <li>2. Encourage your student to steadily revise vocab and try one of the apps like duolingo daily</li> <li>3. Watch any real or dubbed sources of language available – foreign radio, youtube videos on favourite hobbies, favourite film with subtitles and see what you can pick up</li> </ol>

<ul style="list-style-type: none"> <li>What exams skills do I need? What is the examiner looking for? What is the best way to revise? Can I apply all the vocab, grammar and skills learned to exam papers?</li> </ul>	
<b>Consisting of:</b> 4 x Lessons per fortnight	
<b>German</b>	
<p><b>Technology in everyday life (Sep-Oct):</b></p> <ul style="list-style-type: none"> <li>What effect does social media have on my life? What are the benefits and dangers of the internet and social media? Could I live without my phone?</li> </ul> <p><b>Customs and festivals (Oct Nov):</b></p> <ul style="list-style-type: none"> <li>How do I celebrate for special occasions? What customs and festivals are there in German speaking countries and how do they celebrate Christmas &amp; Easter?</li> </ul> <p><b>Social issues (Nov-Dec):</b></p> <ul style="list-style-type: none"> <li>What is a healthy lifestyle? What are the benefits and dangers of diet, exercise, drugs, alcohol, smoking? what charity work can one do?</li> </ul> <p><b>Global issues (Jan-Feb):</b></p> <ul style="list-style-type: none"> <li>What global and environmental issues exist? What is ethical shopping? How can we save the planet and what volunteering opportunities are there in charitable organisations?</li> </ul> <p><b>Speaking prep &amp; general revision of topics (Feb-Apr):</b></p> <ul style="list-style-type: none"> <li>Can I speak on prescribed topics for 9-12 minutes, including a role play, photo card and general conversation?</li> </ul> <p><b>General revision of topics (Apr-May):</b></p> <ul style="list-style-type: none"> <li>What exams skills do I need? What is the examiner looking for? What is the best way to revise? Can I apply all the vocab, grammar and skills learned to exam papers?</li> </ul>	<ol style="list-style-type: none"> <li>Find any linguist you can to communicate with your student, having regular conversations in the language</li> <li>Encourage your student to steadily revise vocab and try one of the apps like duolingo daily</li> <li>Watch any real or dubbed sources of language available – foreign radio, youtube videos on favourite hobbies, favourite film with subtitles and see what you can pick up</li> </ol>
<b>Consisting of:</b> 4 x Lessons per fortnight	
<b>Computer Science</b>	
<p><b>Systems Architecture:</b></p> <ul style="list-style-type: none"> <li>What is the purpose of the CPU and what are the common components? How does the CPU carry out the fetch-execute cycle? What is the Von Neumann architecture and what is the role of the registers? How do common characteristics of CPUs affect their performance? What are embedded systems?</li> </ul> <p><b>Memory and Primary/Secondary Storage:</b></p> <ul style="list-style-type: none"> <li>Why do computers have RAM and ROM? What are the different types of secondary storage? How do we know which are suitable for a given application? What are the characteristics of the different types of secondary storage?</li> </ul> <p><b>Network Security:</b></p> <ul style="list-style-type: none"> <li>What threats are posed to systems and how can they be identified and prevented?</li> </ul> <p><b>Systems Software:</b></p> <ul style="list-style-type: none"> <li>What is the purpose and functionality of operating systems? How does utility software perform housekeeping tasks?</li> </ul> <p><b>Programming:</b></p> <ul style="list-style-type: none"> <li>What are 2D arrays? Why should I use procedures and functions? How do I use SQL to search for data? How do I design software to ensure it can deal with invalid data? What is the purpose of different types of testing? How do I programme using a low level programming language? What are the common tools and facilities available in an IDE?</li> </ul>	<ol style="list-style-type: none"> <li>Encourage your child to approach their Computer Science homework, with their revision book if necessary, as if they are sitting the exam so that they revise the topic and practice exam technique.</li> <li>Help your child to learn the Computer Science keywords as this will improve their grade.</li> <li>Discuss news stories on how technology affects society, this is particularly useful in the ethical, legal, cultural and environmental topic of the course</li> </ol>
<b>Consisting of:</b> 4 x Lessons per fortnight	



## Options: Open/Creative Subjects:

What we're studying this year...	How parents and carers can help...
<b>3D Product Design</b>	
<p><b>Contextual Challenge (June - April) - Controlled Assessment (50% of GCSE)</b> Students will produce a design folder and practical outcome in response to a contextual challenge set by the exam board (released in June of year 10) There are four parts to the assessment:</p> <p><b>Investigate (June- Sept)</b> How can we apply a range of research strategies to investigate, analyse and evaluate the contextual challenge and develop a design brief and specification?</p> <p><b>Design (Oct- Dec)</b> How can we develop realistic design proposals as a result of the exploration of design opportunities and user needs, wants and values? How can we apply the iterative design process to explore, create and evaluate a range of outcomes? How can we apply a range of design strategies, communication and modelling techniques to design and develop solutions?</p> <p><b>Make (Jan- Feb)</b> How can we apply a range of manufacturing processes and techniques (including CAD/CAM) to produce a quality prototype?</p> <p><b>Evaluate (March)</b> How can we test our product and evaluate its effectiveness in meeting the design specification?</p> <p><b>Technical Aspects of Designing and Making (Sept- May)</b> How are materials selected for their physical and mechanical properties? How are materials manufactured and formed into a range of products? What is the impact of new and emerging technologies? What are the environmental, social and economical challenges designers face? How does the work of past and present designers influence the design of products?</p>	<ol style="list-style-type: none"> <li>1. Read through the project work produced by students on powerpoints, if it doesn't make sense to you then it needs explanation.</li> <li>2. If you have friends or relatives in retailing, marketing, design, architecture, manufacture get them in touch to act as clients, end users or to assess design ideas. Visit the Design Museum in London</li> <li>3. Watch out for virtual Summer Shows for all the Universities and particularly the Royal College of Art – the best art and design establishment in the world.</li> </ol>
Consisting of:	
4 x Lessons per fortnight	
<b>Art</b>	
<p><b>Coursework Project One (Structured)</b></p> <ul style="list-style-type: none"> <li>• How do you collect visual information through drawing? How can you approach drawing in different ways to make it interesting and relevant? How do you record ideas so that they communicate effectively?</li> <li>• How do you analyse Art? How do you show that you understand the style of an artist? How can you synthesise elements of this into your own work?</li> <li>• How do you develop an idea? How can you experiment with media and ideas? How do you select successful elements? How do you refine your work?</li> <li>• How do you annotate your work to clearly communicate your investigation and understanding?</li> <li>• How do you produce a meaningful conclusion which shows the journey of your ideas?</li> </ul> <p><b>Coursework Project Two (Thematic)</b></p> <ul style="list-style-type: none"> <li>• How do you select a theme to develop? How do you apply the skills developed in project one to a project you have chosen? (Continued in Year 11)</li> </ul>	<ol style="list-style-type: none"> <li>1. Talk to your child about their work. Ask them to explain what they are doing and why. Being asked to verbalise their ideas will help them bring clarity to their thinking.</li> <li>2. Create space for them to work at home – preferably somewhere where they can leave work set up.</li> <li>3. Visiting galleries and museums is good but even visiting places where they may come across interesting art, design or architecture. Encourage them to take lots of photos and then select the best.</li> </ol>
Consisting of:	
4 x Lessons per fortnight	
<b>Business Studies</b>	
<p><b>Human Resources (Sept-Nov):</b> Are people the most important resource any business has? Can every job motivate and can every person be motivated? What is more important: pay or the job itself? How are business structured to get the most from their employees? Are smaller businesses more efficient than bigger business... or the other way around? Why do businesses train their employees and does the same approach to training always work?</p> <p><b>Marketing (Dec-Feb):</b> What was the design process, planning and research that goes into your latest Smart Phone? How does great branding increase the price of everything you buy? What impact does celebrity endorsement really have on the price of products? What are the 4P's and which one is most important? How can a business find out what potential customers really want?</p> <p><b>Finance (Feb-Apr):</b> Is cash the lifeblood of a business? Where can businesses source finance from and which types of finance should they select? Can you really work out if a business will be successful using just financial data? What is breakeven and why is it the #1 objective for all businesses? Can you really forecast the finances of a business into the future and how can it go wrong?</p>	<ol style="list-style-type: none"> <li>1. There are brilliant shows on Netflix and terrestrial TV that will deepen student understanding. "The founder" (Netflix), The Apprentice (BBC), Dragons Den (BBC), Undercover Boss (4) and "Steve Jobs" (Netflix) should inspire students to look deeper into the world of business.</li> <li>2. Encourage your child to set up a small business selling products or offering services. A real understanding of revenue, costs, profit (and possibly loss!) will help them enormously.</li> <li>3. Set time aside to encourage your child to read the business news online (The Guardian, BBC, Sky Business etc) or in newspapers and discuss the stories with them to share their thoughts...</li> </ol>

<b>Consisting of:</b>		4 x Lessons per fortnight
<b>Consisting of:</b>		4 x Lessons per fortnight
<b>Child Development</b>		
<p><b>Term 1 - Pregnancy</b> – how to ensure you are prepared to be a parent, how to prevent being a parent until you are fully ready( contraception)  Birth- key stages and how to ensure it is as pain free as possible and a positive experience.  What do new-born babies need from equipment to love and care  Care routines, including effects and ways to support children when going through transitions in their lives.</p> <p><b>Term 2</b> - Understand how to use every day routine and care activities to support children's independence, health, safety and well- being.  How do we ensure individual needs and the necessity for fairness and inclusive practice are carried out?</p> <p><b>Term 3</b> - Activity planning – Plan activities for children that encourage key aspects of development, promote inclusiveness and follow the guidelines of the EYFS.  How to be successful in a child development exam.</p>		<ol style="list-style-type: none"> <li>1. By contacting the Child care and Education department whenever you need additional support or have questions about the course:  <a href="mailto:jill.dalton@yateley.hants.sch.uk">jill.dalton@yateley.hants.sch.uk</a></li> <li>2. Reading through your son/daughter's work</li> <li>3. By testing your son/daughter's knowledge with their flashcards</li> </ol>
<b>Consisting of:</b>		4 x Lessons per fortnight
<b>Dance</b>		
<p><b>Choreography and Professional work 5 (Sept-Nov):</b>  What is a stimulus and how do we research beyond the most obvious idea? How do I create interesting movement that relates to my dance idea? What choices do I need to consider when selecting appropriate accompaniment for choreography? How important is it to plan rehearsals in preparation for completing the choreography assessment? What are the skills that I need to know for choreography? What is the purpose or significance of different performance environments? What are the relationships between choreography and features of production to enhance audience understanding of the dance idea?</p> <p><b>Solo Performance, Examination Techniques and Professional work 6 (Dec-Feb):</b>  What makes an effective solo performance on video? What ways can I improve my performance in the studio? How can I refine my performance piece in a group? What makes a top-level performance?</p> <p><b>Professional work 6, Performance and Choreography Assessments (Feb-Apr):</b>  What connections can you make between the choices of set design, lighting and costume etc of the professional works? How have you created your final choreography assessment? How did you research the selected stimulus from the AQA exam board? How have you improved your performance of the set solo phrases and performance in a group piece in rehearsals?</p>		<ol style="list-style-type: none"> <li>1. Ensure your child allows more than the 'night before' to complete dance homework. If often requires thinking time and should not be rushed!</li> <li>2. Provide an A 4 lever arch file, subject dividers and plastic wallets so your child can keep their organised and easy for revision.</li> <li>3. Download the fact files, interview notes and videos for studying the 6-professional works These will be supplied through Satchel:One.</li> <li>4. Complete exam style questions as part of revision</li> <li>5. Commit to 2 lunchtimes or 1 afterschool session to complete choreography (30% of your exam)</li> </ol>
<b>Consisting of:</b>		4 x Lessons per fortnight

<b>Drama</b>	
<p><b>Introduction to high level performance styles as preparation for scripted exam (Sept-Oct)</b> Who is the practitioner Berkoff and how do we perform in his all-encompassing physical style? Who is Godber and how do we develop high level character work using this style?</p> <p><b>Component 3: Inspector Calls refresh workshops (Oct-Nov):</b> How do we hone our understanding of Inspector Calls from a design and acting perspective? What do we need to do to hone our ability to write analytically and evaluatively about this?</p> <p><b>Component 2: Scripted practical performance work externally examined, 20% of GCSE (Nov- Feb):</b> How do students practically create sophisticated, creative interpretations of a selected script? How do they lift work from the page to the stage using technique, style and characters to shape? How do they create, develop and refine using feedback as an on-going critical process? How do they get unstuck creatively as directors and actors?</p> <p><b>Component 3: Written Exam based written work exploring a Live Performance and play text- 40% of GCSE (Feb- May):</b> How do students use the skills of analysis and evaluation to critically reflect on a piece of Live theatre? How do students showcase their understanding of Inspector Calls as a designer, actor and director?</p>	<ol style="list-style-type: none"> <li>1. Support the trips we offer to take students to see Inspector Calls and Woman in Black- both are part of the course</li> <li>2. Support and ensure students attend all rehearsals for practical work</li> <li>3. Ensure students read Inspector Calls text at home and understand this!</li> <li>4. Take students to the theatre whenever possible</li> <li>5. Encourage students to be involved in extra curricular.</li> <li>6. Come and support the 2 performances they do on the course.</li> </ol>
<b>Consisting of:</b>	
4 x Lessons per fortnight	
<b>Food Preparation and Nutrition</b>	
<p><b>Scientific Investigation (September – November) – NEA 1 (15% of GCSE)</b> Students carry out a scientific investigation to solve a problem. This involves independent research, conducting a fair test, collating results including the opinions of others, evaluating the research and results.</p> <p><b>Preparing 5 dishes to meet the requirements of a brief (December - March) NEA 2 (35% of GCSE).</b> Independent research to enable the choice of a suitable menu to meet the requirements of the brief with reasons for these choices. Planning the project, selecting a menu with a variety of high-level skills and cooking methods. Students cook these dishes and present them in 3 hours. The dishes are then evaluated against the brief and research carried out and compared to dishes made by others.</p> <p><b>Preparation for theory Exam (March- June)</b> Students will further develop and re-visit their knowledge of the functions of ingredients and nutrients. Food provenance – where does our food come from? What conditions does it require to grow? How is our environment affected? How is food processed? What is primary and secondary processing? How can we cater for people with special diets and intolerances and at different stages of life? How are these altered by preparation and cooking? What are the factors which cause food poisoning? How can we work in a safe and hygienic manner? How can we set up a safe system of work to ensure food safety? (HACCP) What are the functions of food? How are the properties of food altered by preparation and cooking? How does energy transfer in cooking affect the properties of food? How does religious belief affect our choice of food?</p>	<ol style="list-style-type: none"> <li>1. Track your child's homework submissions using SMHW, for the majority of the course yr10 and 11 students will be set multiple choice tests at the end of each term to check their learning</li> <li>2. Talk to your child about their NEA work, in particular encourage them and talk to them about the independent research they are carrying out and the dishes they might choose to make. They will need to gain third party feedback on the sensory attributes of the dishes they have made so you can help them with this!</li> <li>3. Encourage your child to complete all sections of the NEA work and attend the period 7 sessions each week. Ask them if they are 'green' for each page on the progress chart. If they complete each page to a good standard they will achieve highly in this subject.</li> </ol>
<b>Consisting of:</b>	
4 x Lessons per fortnight	
<b>Graphics</b>	
<p><b>Contextual Challenge (June- April) - Controlled Assessment (50% of GCSE)</b> -Student will produce a design folder and practical outcome in response to a contextual challenge set by the exam board (released in June of year 10) There are four parts to the assessment:</p> <p><b>Investigate (June- Sept)</b> -How can we apply a range of research strategies to investigate, analyse and evaluate the contextual challenge and develop a design brief and specification?</p> <p><b>Design (Oct- Dec)</b> How can we develop realistic design proposals as a result of the exploration of design opportunities and user needs, wants and values? How can we apply the iterative design process to explore, create and evaluate a range of outcomes? How can we apply a range of design strategies, communication and modelling techniques to design and develop solutions?</p> <p><b>Make (Jan- Feb)</b> - How we apply a range of manufacturing processes and techniques (including CAD/CAM) to produce a quality prototype?</p> <p><b>Evaluate (March)</b> -How can we test our product and evaluate its effectiveness in meeting the design specification?</p>	<ol style="list-style-type: none"> <li>1. Track your child's homework submissions using Satchel:One, for the majority of the course yr10 and 11 students will be set one exam HW and one flash card HW each week. This supports all of the theory work that we do.</li> <li>2. Talk to your child about their project work, ask to see their design folder. They will need to gain third party feedback on their design work so you will be able to support them with this or even act as a client!</li> <li>3. Encourage your child to complete all sections of the design project and attend the period 7 sessions each week. Ask them if they are 'green' for each page on the</li> </ol>

<b>Technical Aspects of Designing and Making (Sept- May)</b> -How are materials selected for their physical and mechanical properties? How are materials manufactured and formed into a range of products? What is the impact of new and emerging technologies? What are the environmental, social and economical challenges designers face? How does the work of past and present designers influence the design of products?	progress chart. If they complete each page to a good standard they will achieve highly in this subject.
<b>Consisting of:</b> 4 x Lessons per fortnight	
<b>Music</b>	
<p><b>Performing:</b> What are articulation, intonation and interpretation? How do you ensure delivery of accurate, stylish refined and well-balanced solo and ensemble performance? What are performing directions and how should they be communicated to your audiences and clarified in scores? How can you maximise your performing coursework mark?</p> <p><b>Composing:</b> What are Set Briefs and how to choose the most suitable one for your second composition? How do you apply knowledge gained in listening/appraising and performing to your composition? How can you create develop and refine Composition to the Set Brief? How to finalise Composing Log and submit it? How to develop and complete a suitable score? How can you record live tracks to software? How can you maximise your composing coursework mark?</p> <p><b>Listening and Appraising:</b> How to revisit all four Areas of Study and ensure secure understanding of topics learnt in Year 10? What are Set Pieces for examination year 2021 and 2022 (onwards)? Who are Mozart and Rainbow? Who are J.S Bach and Toto? What are the musical features, devices and elements of the following set pieces:</p> <p><b>Exam Year 2022 (onwards):</b> J.S Bach's 'Badinerie' and Toto's 'Africa'</p> <p>How can you develop and refine clear and detailed understanding of Set Pieces, their respective music styles and genres and relate auditory source to their relevant scores? How can you use your analytical and evaluative skills critically to showcase your understanding of Set Pieces?</p> <p>How to revise and prepare for the Listening and Appraising Mock Exam? Can you apply refined and secure knowledge of ABRSM grade 4/5 Music Theory as well as your aural skills on Set Pieces and content of all 4 Areas of Study?</p> <p><b>Exam Preparation:</b> How to develop secure exam technique? How can Kodaly method be applied in 5/6 mark questions requesting aural recognition? How to revise for the exam to ensure fast and accurate recall and aural recognition? Can you successfully follow multi-instrumental score? How to maximise marks in 10-mark questions requiring prose written analysis of unknown excerpt of music? How to score well in comparative questions? What is chaal rhythm and can you notate it? Can you differentiate between conjunct and disjunct melody and between perfect and diminished 5th?</p>	<ol style="list-style-type: none"><li>1. Supporting students in their aspiration to learn to play chosen music instrument.</li><li>2. By engaging in conversations with your child about music to connect them with the music you appreciate and enjoy.</li><li>3. Sharing with your child your own vinyl/cassette tape/CD/download collection and engaging them in active listening.</li></ol>
<b>Consisting of:</b> 4 x Lessons per fortnight	
<b>Physical Education (GCSE Full Course)</b>	
<p><b>Sports Psychology</b> State and apply skill classifications? Describe the use of goal setting and SMART targets to optimise performance? Explain the basic information processing model? Identify the different types of guidance and feedback a performer may use? Evaluate and discuss the psychological factors that affect performance and how mental preparation can help.</p> <p><b>Social-cultural influences</b> Identify engagement patterns of different social groups in physical activity and sport. Identify and discuss factors that affect participation? Analyse the relationship between sport, sponsorship and media? Discuss and analyse the impact of technology on sport? Identify which type of performer may use different types of performance enhancing drugs (PEDs)? Explain why hooliganism occurs, and the strategies employed to combat it?</p> <p><b>Health, fitness and wellbeing</b> Explain the benefits of participating in physical activity and sport; health, fitness and wellbeing? Analyse participation in physical activity and sport. How can exercise suit the varying needs of people? Identify and explain the effects of a sedentary lifestyle? What are somatotypes? Name the nutrients in a balanced diet, justify why they are as important as each other?</p> <p><b>Non-exam assessment (NEA): Practical performance in physical activity and sport</b> Analyse and evaluate your performance in a chosen sport; identify your strengths and weaknesses.</p>	<ol style="list-style-type: none"><li>1. Encourage your child to read different sport magazines and broaden their knowledge of different sports by watching different events.</li><li>2. By testing your son/daughter with their flashcards</li><li>3. By contacting the Physical Education department whenever you need additional support or have questions about the course <a href="mailto:pe@yateley.hants.sch.uk">pe@yateley.hants.sch.uk</a>.</li></ol>
<b>Consisting of:</b> 4 x Lessons per fortnight	

## Religious Studies

<p><b>Islam Beliefs and Teachings (Sept-Nov):</b> What do Muslims believe about Allah? Why is Muhammad so important? Is Jesus relevant to Muslims? What do Muslims believe about the role of Angels and do they all agree? What are the Sunni and Shia differences? Do humans have free will if Allah knows everything?</p> <p><b>Issues of Relationships (Dec-Feb):</b> This theme requires learners to consider characteristics of relationships, marriage and family life. Through a study of beliefs and teachings, questions relating to issues of relationships in the twenty-first century will be considered, including same sex relationships and gender roles.</p> <p><b>Islam Practices (Feb-Apr):</b></p> <ul style="list-style-type: none"> <li>• How do Sunni Muslims worship, how do they pray, visit mosque, pay zakah, use the Qur'an. How do British Muslims follow Ramadan and maintain their fast?</li> <li>• Shia Islam; How do Shia Muslims give to charity and attend Hajj? Why do they have special places of pilgrimage?</li> <li>• What does Jihad mean? The greater Jihad and the lesser Jihad, how do Muslims live up to this requirement? Where did the command for holy war originate and what are the conditions?</li> <li>• How do Muslims celebrate the festival of Id-ul-Adha and Id-ul-fitr.</li> </ul>	<ol style="list-style-type: none"> <li>1. Visiting places of worship such as Churches, Mosques and Gurdwaras in London. Attending the RS trips to places of worship.</li> <li>2. By engaging in conversations with your child about current ethical topics in the news and media, abortion, euthanasia, crime and punishment and extremism are often debated in the press.</li> <li>3. By contacting following @RSYateley for ideas and articles to discuss at home.</li> </ol>
<b>Consisting of:</b>	4 x Lessons per fortnight

## Still got questions?

We are always happy to help, so if you want to contact us in relation to any issue, please use the following details:

Admin: [admin@yateley.hants.sch.uk](mailto:admin@yateley.hants.sch.uk)

Absence: [attendance@yateley.hants.sch.uk](mailto:attendance@yateley.hants.sch.uk)

Subject questions: <https://www.yateleyschool.net/staff-and-departments/>

Pastoral/wellbeing: Please email your child's tutor as the first port of call for pastoral issues. If you wish to contact the head of house then please email:  
[ahoh@yateley.hants.sch.uk](mailto:ahoh@yateley.hants.sch.uk)

Learning support: [studentsupport@yateley.hants.sch.uk](mailto:studentsupport@yateley.hants.sch.uk)

Examinations: [exams@yateley.hants.sch.uk](mailto:exams@yateley.hants.sch.uk)

Kitchen/catering: [kitchen@yateley.hants.sch.uk](mailto:kitchen@yateley.hants.sch.uk)

Finance: [finance@yateley.hants.sch.uk](mailto:finance@yateley.hants.sch.uk)