



Curriculum Provision

Year 11

2020-21

Subject	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>English</p> <p>*Please note in addition to topics outlined, Year 11 will access an individual reading session aimed to help equip them for reading skills in KS4 English and beyond. Some pupils work towards Functional Skills English accreditation in these sessions.</p>	<p>Focus: Hotels</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> Gain a knowledge of hotels through school visits and class discussion Use topic vocabulary through speaking and written work Use ICT skills in order to research various hotels and create a presentation using laptops Develop and evaluate spoken language skills to deliver a presentation Speak audibly and comprehensively, making an attempt to structure talk during a presentation 		<p>Focus: Autobiographical Letter (Letter to Riley)</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> Use ICT skills to research Great Britain and Australia Recognise and use the conventions of letter writing in order to produce a formal letter about themselves Write simple, grammatically correct sentences using basic punctuation Organise information and ideas logically, selecting language appropriate for form and audience Plan, draft and edit written work in order to make improvements Use peer and self-evaluation in order to reflect upon written work 		<p>Focus: Preparing for the wider world and Individual Projects</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> Build on basic, functional skills in order to prepare for life after school Consider how English skills are used in the wider world Share opinions and listen supportively to the ideas of others Develop time management skills to plan own projects Use proof reading skills to re draft writing in order to identify mistakes and improve quality Use peer and self-evaluation in order to reflect upon written work Organise ideas and information logically 	
<p>Maths</p>	<p><u>Learning Objectives</u></p> <p>Pupils studying AQA Entry Level 5390 will be completing Unit 7 Geometry.</p> <p>Objectives include:</p> <ul style="list-style-type: none"> Recognise and name 2D shapes 	<p><u>Learning Objectives</u></p> <p>Pupils studying AQA Entry Level 5390 will be completing Unit 8 Statistics.</p> <p>Objectives include:</p> <ul style="list-style-type: none"> Sort data 	<p><u>Learning Objectives</u></p> <p>All pupils will be studying towards Functional Skills Maths at Level 1 or 2.</p> <p>Objectives include:</p> <ul style="list-style-type: none"> Number value 	<p><u>Learning Objectives</u></p> <p>All pupils will be studying towards Functional Skills Maths at Level 1 or 2.</p> <p>Objectives include:</p> <ul style="list-style-type: none"> Length 	<p><u>Learning Objectives</u></p> <p>All pupils will be studying towards Functional Skills Maths at Entry Level 1 or 2.</p> <p>Objectives include:</p> <ul style="list-style-type: none"> Temperature 	<p><u>Learning Objectives</u></p> <p>All pupils will be studying towards Functional Skills Maths at Level 1 or 2.</p> <p>Objectives include:</p>



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	<ul style="list-style-type: none"> • Recognise and name 3D shapes • Describe the properties of 2D and 3D shapes • Understand angles as a measure of turn • Identify coordinates on a grid <p>Pupils following the ASDAN Personal Progress course will be Participating in a min-enterprise project.</p> <p>Objectives include: Take part in selecting a mini-enterprise project to be involved in. Take part in planning an identified mini-enterprise project. Engage in straightforward activities that are part of an identified mini-enterprise project.</p>	<ul style="list-style-type: none"> • Collect information by a survey • Record results in lists, tally charts and tables • Construct and interpret tables, diagrams, charts and tables <p>Pupils following the ASDAN Personal Progress course will be completing Recognising time through regular events</p> <p>Objectives include:</p> <ul style="list-style-type: none"> • Relate familiar events to times in the day • Relate familiar events to days in the week • Relate familiar events to seasons in the year 	<ul style="list-style-type: none"> • Money • Addition and subtraction • Time <p>Multiplication and Division</p>	<ul style="list-style-type: none"> • Data handling • Rounding • Weight <p>Capacity</p>	<ul style="list-style-type: none"> • Calculator practice • Perimeter and area • Shape • Fractions 	<p>Revision of topics. Pupils will be assessed as to their suitability to take Functional Skills assessments.</p> <p>Those that maths teachers feel are able to sit the assessment tasks will have an opportunity to do so in the Summer Term.</p> <p>For those where the assessment is not suitable, revision work will take place to prepare them for sitting their Functional Skills assessments at College.</p>
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<p>Science</p>	<p>WJEC Entry Pathways + GCSE Combined Science Today: 6209/E2 6209/E3</p> <p>Focus: Variation and Adaptation</p> <p><u>Learning Objectives:</u> Identify and understand how organisms adapt to their environment. Explore causes of variation in organisms. Identify and understand how natural and external factors affect range of organisms in an environment. Identify and understand the interdependence of organisms in a range of environment including the range of habitats within the school premises. Present and analyse data using range of tools.</p> <p>Homeostasis and Human nervous system & Hormonal coordination in human</p>	<p>WJEC Entry Pathways + GCSE Combined Science Today: 6203/E2 6203/E3</p> <p>Focus: Science: Health and Safety</p> <p><u>Learning Objectives:</u> Identify hazards and hazard symbols from substances and when carrying out experiment Identify hazards when using equipment in the workplace (gardening, kitchen and in the school). Carry out range of experiment using hazardous chemicals in a safe method by identifying the hazards and the risk control. Explore range of fire extinguishers within the school Identify and describe the actions taken in the event of fire within the school.</p> <p>Investigation on Rate of Reaction Electrolysis</p>	<p>GCSE Combined Science: Trilogy 8464 (Foundation)</p> <p>Focus: GCSE Examination preparation</p> <ul style="list-style-type: none"> • Complete outstanding Required practical • Explore past question papers • Explore independent use of Aqa online resources such as the mark schemes. • 	
<p>Art</p>	<p>Autumn Term</p> <p>WJEC Entry Pathways Creative, Media and Performance Arts</p> <p>Focus: Environments Printmaking</p> <p>Entry 2 and 3 Learning objectives This unit aims to enable learners to acquire the skills and / or knowledge required to explore and develop outcomes in the disciplines of print making.</p> <p><u>Learning Objectives:</u> To develop ability to; Be able to research information and ideas appropriate to printmaking.</p>	<p>Spring Term – 1st half</p> <p>WJEC Entry Pathways Creative, Media and Performance Arts</p> <p>Focus: Present an Art & Design Evaluation</p> <p>Entry 2 and 3 Learning objectives This unit aims to enable learners to acquire the skills and / or knowledge required to prepare and present an evaluation of a piece of personal Art & Design work.</p>	<p>Spring Term –2nd half</p> <p>WJEC Entry Pathways Creative, Media and Performance Arts</p> <p>Developing and improving units of work.</p> <p><u>Learning Objectives:</u> To develop ability to; To complete and revisit previous units of work. To review, modify and refine work.</p>	<p>Pupils are attending college transition during this term</p>



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	<p>Be able to develop ideas for a printmaking outcome using appropriate materials, techniques and processes. Be able to produce and present a printmaking outcome in response to a task or theme.</p>	<p><u>Learning Objectives:</u> To develop ability to; Be able to respond to contextual references. Present information relating to acquired Art & Design skills and practice. Be able to review the effectiveness of a final outcome.</p>		
Drama	<p>Focus: Large Group Presentation Entry Level Course work</p> <p><u>Learning Objectives:</u> Creation of a performance for an audience.</p>	<p>Focus: Completion of Coursework Entry Level Course work</p> <p><u>Learning Objectives:</u> For all pupils to complete or improve areas of coursework.</p>		<p>Focus: Forum Theatre Life skills work</p> <p><u>Learning Objectives:</u> Role playing various situations to explore possible actions and outcomes.</p>
Music	<p style="text-align: center;">Autumn Term</p> <p style="text-align: center;">WJEC Entry Pathways Creative, Media and Performance Arts</p> <p style="text-align: center;">Focus: Appraising Music</p> <p><u>Entry 2 and 3 Learning objectives</u> This unit aims to equip the learner with the knowledge required to be able to make distinctions within the musical elements and to identify a range of styles and traditions.</p> <p><u>Pre Entry 2 and or Complex Needs Learning objectives</u> Discuss music listened to, describing how it makes them feel and naming some of the instruments. Respond to music through dance, art of movement.</p>	<p style="text-align: center;">Spring Term</p> <p style="text-align: center;">WJEC Entry Pathways Creative, Media and Performance Arts</p> <p style="text-align: center;">Focus: Ensemble Performances – completion of module</p> <p><u>Entry 2 and 3 Learning objectives</u> This unit aims to equip the learner with the skills required to perform a variety of pieces as part of an ensemble.</p> <p><u>Pre Entry 2 and or Complex Needs Learning objectives</u> Explore and discover music through ensemble performance</p>		<p style="text-align: center;">Summer Term</p> <p style="text-align: center;">Non-accredited</p> <p style="text-align: center;">Focus: Rhythm work and Performing Music for pleasure</p> <p>This unit aims to review and develop performance skills covered over the Entry Level course. Pupils will work on rhythm with a focus on drumming. They will also continue to learn chords on the guitars, keyboards and Ukuleles. After this they will choose their own pieces to perform either as a solo or as part of an ensemble.</p> <p style="text-align: center;">Focus: Appraising Music</p>



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	<p align="center">45 mins per week</p>	<p align="center">45 mins per week</p>	<p><u>Entry 2 and 3 Learning objectives</u></p> <p>This unit aims to build on the knowledge required to be able to make distinctions within the musical elements and to identify a range of styles and traditions.</p> <p><u>Pre Entry 2 and or Complex Needs</u></p> <p><u>Learning objectives</u></p> <p>Discuss music listened to, describing how it makes them feel and naming some of the instruments. Respond to music through dance, art of movement.</p> <p align="center">45 mins per week</p>
<p align="center">Duke of Edinburgh</p>	<p>DUKE OF EDINBURGH AWARD: Bronze.</p> <p>Focus: Physical/Skills/Volunteering</p> <p><u>Learning Objectives:</u></p> <p><u>Physical</u> To inspire young people to achieve greater physical fitness and a healthy lifestyle through participation and improvement in physical activity. Enjoy keeping fit. Improve fitness. Discover new abilities. Raise self-esteem. Extend personal goals. Set and respond to a challenge. Experience a sense of achievement. This section will be completed using canoe sessions at Chichester Canal and canal basin. Using the climbing wall at St Anthony's and also by taking part in guided mountain biking.</p>	<p>DUKE OF EDINBURGH AWARD</p> <p>Focus: Skills/Volunteering</p> <p><u>Learning Objectives:</u></p> <p><u>Skills</u> To inspire young people to develop practical and social skills and personal interests. Develop a new talent. Improve self-esteem and confidence. Develop practical and social skills. Develop better organisational and time management skills. Sharpen research skills. Learn how to set and rise to a challenge This section will be completed as part of the Pathways curriculum and pupils will use evidence from Food Technology, Land Based Studies or Art, depending on pathway choices. In the past pupils have used skills to plan, produce and cook a</p>	<p>DUKE OF EDINBURGH AWARD</p> <p>Focus: Volunteering/Physical/Expedition</p> <p><u>Learning Objectives:</u></p> <p>To inspire young people to make a difference within their communities or to an individual's life and develop compassion by giving service to others. Learn about their community and feel a sense of belonging and purpose. Learn to take responsibility for their communities and their own actions. Build new relationships. Further understand their own strengths and weaknesses. Develop teamwork and leaderships skills. Trust others and be trusted. Enjoy new adventures This section will see pupils working within the local community. The school has worked with the National Trusty on Lavington Common in the past and have worked to help support local Charities like Sussex Orchards in Fontwell. In</p>



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			series of healthy meal options using recipes and also prepared seed beds and grown/harvested various vegetables.		addition pupils have completed litter picks at various points in the local area.		
Computing	Focus: - Promoting a Popstar <u>Learning Objectives:</u> Pupils learn about editing Digital Images and using images in promotional media Welsh Board Unit: Digital Imaging. They use DTP to promote the star producing Welsh Board Unit: Imaging Software, DTP and Word Processing Students complete sections of the iDEA Award		Focus: ICT in the World of Work - Word Processing <u>Learning Objectives:</u> Pupils learn to use advanced techniques such as mail merging, creating a formal CV, formatting letters for job application. Welsh Board: Word Processing Software Students complete sections of the iDEA Award		Focus: Personal Project using ICT creatively – <u>Learning Objective:</u> Once course work is complete, pupils will use the skills they have learnt on a creative project such as a Year Book, Presenting information on topic of personal interest, music editing, DTP, video editing (animation) game programming. Students complete sections of the iDEA Award		
Home Cooking Skills Entry level 1 & 2	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
	Simple healthy Starters and Autumnal deserts.	Planning a 1or 2 course meal.	Final assessment and preparations	Final assessment and preparations	Final assessment and preparations	Famous and Celebrity Chefs and Bakers.	
	Focus: Hygiene and Safety – Recap on food storage and the safe preparation of different ingredients. Healthy eating through use of the Eat Well Plate focusing on starters and Autumnal deserts. Cooking with seasonal produce/fruits and vegetables.	Focus: Hygiene and Safety – Recap on food storage and the safe preparation of different ingredients. Healthy eating through use of the Eat Well Plate focusing on planning main meals. Cooking with seasonal produce/fruits and vegetables. Budgeting and comparing prices.	Focus: Planning either a 1 or 2 course meal thinking about working to a budget, healthy eating, seasonality of ingredients and food safety and hygiene. Completing course work ready for final assessment.	Focus: Planning either a 1 or 2 course meal thinking about working to a budget, healthy eating, seasonality of ingredients and food safety and hygiene. Completing course work ready for final assessment.	Focus: Planning either a 1 or 2 course meal thinking about working to a budget, healthy eating, seasonality of ingredients and food safety and hygiene. Completing course work ready for final assessment.	Focus: Exploring different cookery styles, cookery processes and ingredients to inform preferences.	



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	Budgeting and comparing prices. Sharing recipes with family and friends.	Sharing recipes with family and friends.				
PE	<p>Focus: Swimming, Rebound/ Trampolining</p> <p><u>Learning Objective:</u> Trampolining – Recap of the OCR EL/ASDAN Trampolining and the skills needed to be executed to cover their requirements. Focus on skills, trampolining shapes, routines and analysing others/ their own performance. Swim – Recap to OCR EL/ASDAN swimming and the skills needed to be executed to cover their requirements. Focus on stroke technique over varying distances, water skills and life guarding situations.</p>	<p>Focus: Swimming, Rebound/ Trampolining</p> <p><u>Learning Objective:</u> Trampolining – Recap of the OCR EL/ASDAN Trampolining and the skills needed to be executed to cover their requirements. Focus on skills, trampolining shapes, routines and analysing others/ their own performance. Swim – Recap to OCR EL/ASDAN swimming and the skills needed to be executed to cover their requirements. Focus on stroke technique over varying distances, water skills and life guarding situations.</p>	<p>Focus: Basketball and Boccia</p> <p><u>Learning Objective:</u> Basketball –Recap of the OCR EL/ASDAN Basketball and the skills needed to be executed to cover their requirements. Recap and practice skills and focus on skills in game play. Officiate games and attempt analysing others/ their own performance. Boccia – Recap of the OCR EL/ASDAN Boccia and the skills needed to be executed to cover their requirements. Focus on skills in game play, officiating games and analysing others/ their own performance.</p>	<p>Focus: Boccia and Basketball</p> <p><u>Learning Objective:</u> Basketball –Recap of the OCR EL/ASDAN Basketball and the skills needed to be executed to cover their requirements. Recap and practice skills and focus on skills in game play. Officiate games and attempt analysing others/ their own performance. Boccia – Recap of the OCR EL/ASDAN Boccia and the skills needed to be executed to cover their requirements. Focus on skills in game play, officiating games and analysing others/ their own performance.</p>	<p>Focus: Stool ball and Rounder's</p> <p><u>Learning Objective:</u> Rounders – Recap of rounders and the skills needed to be executed to throughout the game. Focus on skills in game play, officiating games and analysing others/ their own performance. Stoolball – Recap of Stoolball and the skills associated with batting and fielding Development of rules associated with skills and game play, being an umpire and performing in greater competitive situations. Working on strategies and tactics during game play.</p>	<p>Focus: Options</p> <p><u>Learning Objective:</u> Options – Pupils given sporting options that they choose to participate within. This term becomes disrupted with exams and other subject areas with regards to coursework.</p>



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Personal and Social Development	Autumn 1, Autumn 2, Spring 1		Spring 2	Summer	
	<p>Focus: Relationships/Health and Wellbeing</p> <p>Understand the different types of intimacy, including online, and their potential emotional and physical consequences. How to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner. About specific STIs, their treatment and how to reduce the risk of transmission. Healthy pregnancy and how lifestyle choices affect a developing foetus. The possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy. Unplanned pregnancy, and how to access appropriate help and advice. Purpose, importance and different forms of contraception; how and where to access contraception and advice. Maintaining and monitoring health including cancer prevention, screening and self-examination. Health services available to people; strategies to become a confident user of the NHS and other health services. Stable, committed relationships and the legal status of other long-term relationships. Diversity in romantic and sexual attraction and developing sexuality. Clarify and develop personal values in friendships, love and sexual relationships. Importance of trust in relationships and the behaviours that can undermine or build trust. That everyone has the choice to delay sex. That consent is freely given; that being pressurised, manipulated or to agree to something is not giving consent, and how to get help. About the law relating to sexual consent and how to seek, give, not give and withdraw consent (in all contexts, including online)</p>		<p>Focus: Health and Safety in the Workplace</p> <p>The skills and attributes to manage rights and responsibilities at work including health and safety procedures. Confidentiality in the workplace, when it should be kept and when it might need to be broken. About the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it About young people's employment rights and responsibilities. How to manage emotions in relation to future employment.</p>	<p>Focus: Careers</p> <p>Evaluate and further develop employability skills. Evaluate their personal strengths and areas for development and use this to inform goal setting. Strengths, interests, skills and qualities are changing and how these relate to future career choices and employability. The range of opportunities available to them for career progression, including in education, training and employment. Information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities. Research, secure and take full advantage of any opportunities for work experience that are available. Develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities. The benefits and challenges of cultivating career opportunities online. Strategies to manage their online presence and its impact on career opportunities</p>	



	The impact of sharing sexual images of others without consent		
YAS	ASDAN AWARDS	ASDAN AWARDS	ASDAN AWARDS
	<u>Bronze/Silver/Gold Award</u>	<u>Bronze/Silver/Gold Award</u>	<u>Bronze/Silver/Gold Award</u>
	<p>Focus on developing independence skills in more able pupils who follow challenges set down by ASDAN. There are 13 different modules requiring a variety of skill sets involving team work, literacy, numeracy, IT and coping with problems. The folder they will produce is excellent evidence for future employers/college interviews. Pupils choose their own challenges based on skills and interests.</p>	<p>Focus on developing independence skills in more able pupils who follow challenges set down by ASDAN. There are 13 different modules requiring a variety of skill sets involving team work, literacy, numeracy, IT and coping with problems. The folder they will produce is excellent evidence for future employers/college interviews. Pupils choose their own challenges based on skills and interests.</p>	<p>Focus on developing independence skills in more able pupils who follow challenges set down by ASDAN. There are 13 different modules requiring a variety of skill sets involving team work, literacy, numeracy, IT and coping with problems. The folder they will produce is excellent evidence for future employers/college interviews. Pupils choose their own challenges based on skills and interests.</p>
	<u>Towards Independence</u>	<u>Towards Independence</u>	<u>Towards Independence</u>
	<p>Focus: Independence and Communication</p> <p>Developing Communication Skills: Progression Sections:</p> <ul style="list-style-type: none"> • C – Going shopping as a group and demonstrating knowledge of handling money and making choices • I – Developing knowledge of newspapers and TV guides and exploring their features • J – Analysing personal timetables and discussing frequency of activities • M – Visiting a restaurant for breakfast and learning to make choices based on 	<p>Focus: Independence and Communication</p> <p>Independent Living: Introduction Sections:</p> <ul style="list-style-type: none"> • A – Planning for a making our own breakfast using chosen ingredients and following health and safety guidelines • B – Making a hot drink using sequencing and fine motor skills • C – Creating a packed lunch which follows the concept of the ‘Eat well’ plate • E – Developing cleaning skills and learning to differentiate between products needed for certain surfaces/rooms • H – Learning the features of an iron and 	<p>Focus: Independence and Communication</p> <p>Independent Living: Introduction Project:</p> <ul style="list-style-type: none"> • Pupils choose a project theme based on living independently. • Examples could be dealing with budgets, creating charts for chores and work or developing a skill with which they have initially struggled.



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	<p>money available plus social skills and conversation</p> <p style="text-align: center;"><u>Transition Challenge</u></p> <p style="text-align: center;">Focus: Independence and Communication</p> <p>Sections:</p> <ul style="list-style-type: none"> • Feeling Good – pupils must complete 9 challenges of their choice in this section • Moving Forward – pupils must complete 9 challenges of their choice in this section 	<p>how to follow rules to use it safely. Also gaining knowledge of relevant symbols</p> <p style="text-align: center;"><u>Transition Challenge</u></p> <p style="text-align: center;">Focus: Independence and Communication</p> <p>Sections:</p> <ul style="list-style-type: none"> • Making Choices– pupils must complete 9 challenges of their choice in this section • Knowing How– pupils must complete 9 challenges of their choice in this section 	<p style="text-align: center;"><u>Transition Challenge</u></p> <p style="text-align: center;">Focus: Independence and Communication</p> <p>Sections:</p> <ul style="list-style-type: none"> • Taking the Lead– pupils must complete 9 challenges of their choice in this section • Pupils complete extra challenges or extensions of completed challenges.
<h2>Land Based Studies</h2>	<p style="text-align: center;"><u>Introduction to Land Maintenance & Myself in the Community (WJEC Entry 2/3 Criteria)</u></p> <p>The aim of this course is to enable learners to gain basic land maintenance skills and to learn about their local community.</p> <ul style="list-style-type: none"> • Know how to maintain a planted area. • Know when to carry out maintenance of planted areas. • Follow a design to plant an area. • Soil testing using various methods. • Learn about their local community. • Know the various facilities/services within a community. • Be able to use various facilities/services within a community. 		
	Autumn	Spring	Summer
	Carry out land maintenance jobs around the school.	Learn about the various facilities/services within a community.	Carry out land maintenance jobs. Use various facilities/services within a community.
	<p>Myself in the community</p> <ul style="list-style-type: none"> • Identify local communities; 		



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<ul style="list-style-type: none"> Describe responsibilities of belonging to a community; Identify facilities and services offered within a community Describe facilities and services within a community; Make use of facilities and services.

History and Geography Humanities Entry Pathways	WJEC Entry Pathways HUMANITIES (Certificate) Entry 2/3		WJEC Entry Pathways HUMANITIES (Certificate) Entry 2/3		WJEC Entry Pathways HUMANITIES (Certificate) Entry 2/3	
	History	Geography	History	Geography	History	Geography
	<p>Focus: <u>Historical Change over Time</u> 6227/E2 6227/E3</p> <p><u>Learning Objectives:</u> Learners to understand the process of historical change and development over time (over a period of at least 50 years) <u>Transport during the Industrial Revolution</u></p> <ul style="list-style-type: none"> Study roads, canals and the railways <p>Outline features of the major changes and how lives were affected as a result</p>	<p>Focus: <u>Responding to a Major Tectonic Event</u> 6233/E2 6233/E3</p> <p><u>Learning Objectives:</u> Responding to major tectonic events.</p> <ul style="list-style-type: none"> Recognising tectonic events Effects of tectonic events Identify features of volcanoes and formation 	<p>Focus: <u>Historical Change over Time</u> 6227/E2 6227/E3</p> <p><u>Learning Objectives:</u> Learners to Study the case of Jack the Ripper and the history of the Police Force</p> <p><u>Crime and Punishment</u></p> <ul style="list-style-type: none"> Where, when and who were the victims? How did the police investigate the case? Consider, are towns safer now than in the past 	<p>Focus: <u>Responding to a Major Tectonic Event</u> 6233/E2 6233/E3</p> <p><u>Learning Objectives:</u> Responding to major tectonic events</p> <ul style="list-style-type: none"> Consider how people respond to events. Identify ways in which countries respond to tectonic events. Identify warning methods. Consider aid following events. Effects of tectonic events on people's health and wellbeing. 	<p>Focus: <u>History and Film Or The Chichester Project</u></p> <p><u>Learning Objectives:</u> Learners to watch films relating to significant historical events and offer a critique: All Quiet on the Western Front – WWI TV – Black Adder – Series 4 Trench life in WWI Valkyrie – WWII Or, an individual study of our local area. Independent research.</p>	<p>Focus: <u>Coasts and Rivers</u></p> <p>WJEC coursework now submitted</p> <p><u>Learning Objectives:</u> Identify the processes and features of coasts and rivers</p> <ul style="list-style-type: none"> Identify coastal features Consider processes that form them Identify processes or erosion and deposition Identify ways in which coasts can be managed.