



| Subject  | Autumn  | Spring   | Summer   |
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| <p style="text-align: center;"><b>English</b></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 style="text-align: center;"><b>Focus: Hotels</b></p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> <li>• Gain a knowledge of hotels through school visits and class discussion</li> <li>• Use topic vocabulary through speaking and written work</li> <li>• Use ICT skills in order to research various hotels and create a presentation using laptops</li> <li>• Develop and evaluate spoken language skills to deliver a presentation</li> <li>• Speak audibly and comprehensively, making an attempt to structure talk during a presentation</li> </ul> | <p style="text-align: center;"><b>Focus: Autobiographical Letter (Letter to Riley)</b></p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> <li>• Use ICT skills to research Great Britain and Australia</li> <li>• Recognise and use the conventions of letter writing in order to produce a formal letter about themselves</li> <li>• Write simple, grammatically correct sentences using basic punctuation</li> <li>• Organise information and ideas logically, selecting language appropriate for form and audience</li> <li>• Plan, draft and edit written work in order to make improvements</li> <li>• Use peer and self-evaluation in order to reflect upon written work</li> </ul> | <p style="text-align: center;"><b>Focus: Preparing for the wider world and Individual Projects</b></p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> <li>• Build on basic, functional skills in order to prepare for life after school</li> <li>• Consider how English skills are used in the wider world</li> <li>• Share opinions and listen supportively to the ideas of others</li> <li>• Develop time management skills to plan own projects</li> <li>• Use proof reading skills to re draft writing in order to identify mistakes and improve quality</li> <li>• Use peer and self-evaluation in order to reflect upon written work</li> <li>• Organise ideas and information logically</li> </ul> |



# Curriculum Provision

# Year 11

# 2023-2024

| Subject      | Autumn   |   | Spring   |  | Summer   |  |
|--------------|--|---|--|--|--|--|
|              | Autumn 1   | Autumn 2  | Spring 1   | Spring 2   | Summer 1   | Summer 2   |
| <b>Maths</b> | <p><b><u>Learning Objectives</u></b></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"> <li>Recognise and name 2D shapes</li> <li>Recognise and name 3D shapes</li> <li>Describe the properties of 2D and 3D shapes</li> <li>Understand angles as a measure of turn</li> <li>Identify coordinates on a grid</li> </ul> <p>Pupils following the ASDAN Towards Independence: Developing Numeracy Skills</p> <p>Number objectives/activities include:</p> <ul style="list-style-type: none"> <li>Taking part in a sports activity</li> </ul> | <p><b><u>Learning Objectives</u></b></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"> <li>Sort data</li> <li>Collect information by a survey</li> <li>Record results in lists, tally charts and tables</li> <li>Construct and interpret tables, diagrams, charts and tables</li> </ul> <p>Pupils following the ASDAN Towards Independence: Developing Numeracy Skills</p> <p>Measure, shape and space objectives/activities include:</p> <ul style="list-style-type: none"> <li>Fashion</li> <li>Food</li> <li>Baking</li> </ul> | <p><b><u>Learning Objectives</u></b></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"> <li>Number value</li> <li>Money</li> <li>Addition and subtraction</li> <li>Time</li> <li>Multiplication and Division</li> </ul> <p>Pupils following the ASDAN Towards Independence: Developing Numeracy Skills</p> <p>Position, pattern, sorting objectives/activities include:</p> <ul style="list-style-type: none"> <li>Supermarket shopping</li> <li>Clothes</li> <li>In the kitchen</li> </ul> | <p><b><u>Learning Objectives</u></b></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"> <li>Length</li> <li>Data handling</li> <li>Rounding</li> <li>Weight</li> <li>Capacity</li> </ul> <p>Pupils following the ASDAN Towards Independence: Developing Numeracy Skills</p> <p>Time objectives/activities include:</p> <ul style="list-style-type: none"> <li>Weekly routine</li> <li>Catching a bus</li> </ul> | <p><b><u>Learning Objectives</u></b></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"> <li>Temperature</li> <li>Calculator practice</li> <li>Perimeter and area</li> <li>Shape</li> <li>Fractions</li> </ul> <p>Pupils following the ASDAN Towards Independence: Developing Numeracy Skills</p> <p>Handling data objectives/activities include:</p> <ul style="list-style-type: none"> <li>Birthday survey</li> <li>Food survey</li> </ul> | <p><b><u>Learning Objectives</u></b></p> <p>All pupils will be studying towards Functional Skills Maths at Level 1 or 2.</p> <p>Objectives include: 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> |



# Curriculum Provision

## Year 11

## 2023-2024

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|  | <ul style="list-style-type: none"><li>• Visiting a café</li><li>• Going shopping</li></ul> | <ul style="list-style-type: none"><li>• Art</li></ul> |  |  |  |  |
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# Curriculum Provision

# Year 11

# 2023-2024

| Subject               | Autumn  | Spring   | Summer  |
|-----------------------|---|--|---|
| <p><b>Science</b></p> | <p><b>WJEC Entry Pathways + AQA GCSE Chemistry 8462</b></p> <p><b>Science Today:</b> 6209/E2 6209/E3</p> <p><b>Focus: Variation and Adaptation</b></p> <p><u>Learning Objectives:</u><br/>           Identify and understand how organisms adapt to their environment.<br/>           Explore causes of variation in organisms.<br/>           Identify and understand how natural and external factors affect range of organisms in an environment.<br/>           Identify and understand the interdependence of organisms in a range of environment including the range of habitats within the school premises.<br/>           Present and analyse data using range of tools.<br/>           Homeostasis and Human nervous system &amp; Hormonal coordination in human</p> | <p><b>WJEC Entry Pathways + AQA GCSE Chemistry 8462</b></p> <p><b>Science Today:</b> 6203/E2 6203/E3</p> <p><b>Focus: Science: Health and Safety</b></p> <p><u>Learning Objectives:</u><br/>           Identify hazards and hazard symbols from substances and when carrying out experiment<br/>           Identify hazards when using equipment in the workplace (gardening, kitchen and in the school).<br/>           Carry out range of experiment using hazardous chemicals in a safe method by identifying the hazards and the risk control.<br/>           Explore range of fire extinguishers within the school<br/>           Identify and describe the actions taken in the event of fire within the school.<br/>           Investigation on Rate of Reaction<br/>           Electrolysis<br/>           Energy Changes<br/>           Organic Chemistry<br/>           Chemical Analysis<br/>           Chemistry of the Atmosphere</p> | <p><b>AQA GCSE Chemistry 8462 (Foundation)</b></p> <p><b>Focus: GCSE Examination preparation</b></p> <ul style="list-style-type: none"> <li>• Complete outstanding Required practical</li> <li>• Explore past question papers</li> <li>• Explore independent use of AQA online resources such as the mark schemes.</li> </ul> |



| Subject   | Autumn   | Spring 1  | Spring 2   | Summer   |
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| <p style="text-align: center;"><b>Art</b></p>   | <p style="text-align: center;"><b>WJEC Entry Pathways<br/>Creative, Media and Performance Arts</b></p> <p style="text-align: center;"><b>Focus: Natural forms - Sea<br/>Ceramics</b></p> <p><b><u>Entry 2 and 3 Learning objectives</u></b><br/>This unit aims to enable learners to acquire the skills and / or knowledge required to explore and develop outcomes in the disciplines of Ceramics.</p> <p><b><u>Learning Objectives:</u></b><br/>To develop ability to:</p> <ul style="list-style-type: none"> <li>• Be able to research information and ideas appropriate to working in ceramics.</li> <li>• Be able to develop ideas for a ceramic outcome using appropriate materials, techniques and processes.</li> <li>• Be able to produce and present a painting and drawing outcome in response to a task or theme.</li> </ul> | <p style="text-align: center;"><b>WJEC Entry Pathways<br/>Creative, Media and Performance Arts</b></p> <p><b>Developing and improving units of work.</b></p> <p><b><u>Learning Objectives:</u></b><br/>To develop ability to;</p> <ul style="list-style-type: none"> <li>• To complete and revisit previous units of work.</li> <li>• To review, modify and refine work.</li> </ul> | <p style="text-align: center;"><b>WJEC Entry Pathways<br/>Creative, Media and Performance Arts</b></p> <p><b>Developing independent projects.</b></p> <p><b><u>Learning Objectives:</u></b><br/>To develop ability to;</p> <ul style="list-style-type: none"> <li>• To develop and plan a piece of work of individual interest and choice.</li> <li>• To use appropriate media.</li> </ul> | <p>Pupils are attending college transition during this term.</p> |
| <p style="text-align: center;"><b>Drama</b></p> | <p><b>Focus: Large Group Presentation</b><br/>Entry Level Course work</p> <p><b><u>Learning Objectives:</u></b><br/>Creation of a performance for an audience.</p>   | <p><b>Focus: Completion of Coursework</b><br/>Entry Level Course work</p> <p><b><u>Learning Objectives:</u></b><br/>For all pupils to complete or improve areas of coursework.</p>  | <p><b>Focus: Forum Theatre</b><br/>Life skills work</p> <p><b><u>Learning Objectives:</u></b><br/>Role playing various situations to explore possible actions and outcomes.</p>  |  |



| <b>Subject</b>                                  | <b>Autumn and Spring</b>   | <b>Summer</b>   |
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| <p style="text-align: center;"><b>Music</b></p> | <p style="text-align: center;"><b>WJEC Entry Pathways<br/>Creative, Media and Performance Arts</b></p> <p style="text-align: center;"><b>Focus: Composing Music using Garageband on an iPad.<br/>1 hour per week</b></p> <p><b><u>Entry 2 and 3 Learning objectives</u></b></p> <p>This unit aims to equip the learner with the skills required to compose 2 pieces using a coherent structure for 2 different musical genres. Pupils will learn to create and organise musical ideas to produce compositions for their exam pieces. Pupils will explore the features of the software Garageband. Each session will consider the 'interlocking dimensions of music' in the context of composition, improvisation and production. Beginning with the melody, each lesson will add new layers and instruments to teach pupils how to creating a composition using music technology.</p> <ul style="list-style-type: none"> <li>• Autumn Term: Composing Dubstep, Electronic, Funk, Hip Hop or House Music.</li> <li>• Spring Term: Composing traditional Chinese Music</li> </ul> <p>For each exam piece composed, pupils will identify the strengths and weaknesses of each composition with reference to the musical elements and selected genres.</p> <p><b>Work for all units will be submitted towards the end of the Spring Term</b></p> <p>On Completion we will focus on Exploring Musical Technology and Performing pieces for our Soiree (Autumn Term) and Performing Arts Assemblies (Autumn and Spring Terms)</p> <p style="text-align: center;"><b>45 mins per week</b></p> | <p style="text-align: center;"><b>Non-accredited</b></p> <p style="text-align: center;"><b>Summer Term 1:<br/>Focus: Rhythm work, reading notation and<br/>Performing Music for pleasure<br/>1 hour per week</b></p> <p><b><u>Entry 2 and 3 Learning objectives</u></b></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;"><b>Summer Term 2:<br/>Focus: Appraising Music</b></p> <p><b><u>Entry 2 and 3 Learning objectives</u></b></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><b><u>Pre Entry 2 Learning objectives</u></b></p> <p>Composing and recording music using an iPad. Pupils will explore the software Garageband and Studio Island</p> <p><b>ASDAN Transition Challenge</b></p> <p><b>Section 10: Expressive Arts</b></p> <p>MAKING CHOICES</p>  | <p><b><u>Pre Entry 2 Learning objectives</u></b></p> <p>Discuss music listened to, describing how it makes you feel and naming some of the instruments. Respond to music through dance, art or movement.</p> <p><b>ASDAN Transition Challenge</b></p> <p><b>Section 10: Expressive Arts</b></p>   |



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|  | <ul style="list-style-type: none"> <li>• Create own piece of music. Select sounds to make a composition. Record</li> <li>• Compose music on an iPad</li> <li>• Compose music using a given scale.</li> </ul> <p>ICT<br/>Moving Forward – ICT Show you can use a new piece of ICT equipment<br/>Other – iPad for composing music.</p> <p>FEELING GOOD - ICT. Use technology to share an activity with others.</p> <ul style="list-style-type: none"> <li>• Other – iPad composition</li> </ul> <p>MFL<br/>Moving Forward – MFL – share in a cultural experience for a foreign county.<br/>Other – Create a piece of Chinese Music for a dragon dance using the pentatonic scale.</p> | <p>Moving Forward – Visit an Arts Venue. Share with a friend what you enjoyed most.</p>  |   |
| <p><b>Duke of Edinburgh – Bronze Award</b></p> | <p><b>Focus: Physical/Skills/Volunteering</b></p> <p><u>Learning Objectives:</u></p> <p><u>Physical</u><br/>To inspire young people to achieve greater physical fitness and a healthy lifestyle through participation and improvement in physical activity.<br/>Enjoy keeping fit. Improve fitness. Discover new abilities.<br/>Raise self-esteem.<br/>Extend personal goals.<br/>Set and respond to a challenge.<br/>Experience a sense of achievement.<br/><b>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.</b></p>                         | <p><b>Focus: Skills/Volunteering</b></p> <p><u>Learning Objectives:</u></p> <p><u>Skills</u><br/>To inspire young people to develop practical and social skills and personal interests.<br/>Develop a new talent.<br/>Improve self-esteem and confidence.<br/>Develop practical and social skills.<br/>Develop better organisational and time management skills.<br/>Sharpen research skills.<br/>Learn how to set and rise to a challenge<br/><b>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 series of healthy meal options using recipes and also prepared seed beds and grown/harvested various vegetables.</b></p> | <p><b>Focus: Volunteering/Physical/Expedition</b></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.<br/>Further understand their own strengths and weaknesses.<br/>Develop teamwork and leaderships skills. Trust others and be trusted. Enjoy new adventures<br/><b>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 addition pupils have completed litter picks at various points in the local area.</b></p> |



| Subject   | Autumn  |   | Spring   |  | Summer  |   |
|---|---|---|--|--|---|---|
|   | Autumn 1  | Autumn 2  | Spring 1   | Spring 2   | Summer 1  | Summer 2  |
| <b>Computing</b>                                      | <p><b>Focus: - Promoting a Popstar</b></p> <p><u>Learning Objectives:</u> Pupils learn about editing Digital Images and using images in promotional media</p> <p>Welsh Board Unit: Digital Imaging. They use DTP to promote the star producing</p> <p><b>Welsh Board Unit: Imaging Software, DTP and Word Processing.</b></p> <p>Students complete sections of the iDEA Award.</p>                          |   | <p><b>Focus: ICT in the World of Work - Word Processing</b></p> <p><u>Learning Objectives:</u> Pupils learn to use advanced techniques such as mail merging, creating a formal CV, formatting letters for job application.</p> <p><b>Welsh Board: Word Processing Software</b></p> <p>Students complete sections of the iDEA Award</p> |  | <p><b>Focus: Personal Project using ICT creatively –</b></p> <p><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.</p> <p>Students complete sections of the iDEA Award</p> |   |
| <b>BTEC Home Cooking Skills Entry Level 1 &amp; 2</b> | <p><b>Simple healthy starters and Autumnal deserts</b></p> <p><b>Focus:</b><br/>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. Budgeting and comparing prices. Sharing recipes with family and friends.</p> | <p><b>Planning a 1or 2 course meal</b></p> <p><b>Focus:</b><br/>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. Sharing recipes with family and friends.</p> | <p><b>Final assessment and preparations</b></p> <p><b>Focus:</b><br/>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.</p>   | <p><b>Final assessment and preparations</b></p> <p><b>Focus:</b><br/>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.</p> | <p><b>Final assessment and preparations</b></p> <p><b>Focus:</b><br/>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.</p>  | <p><b>Famous and Celebrity Chefs and Bakers</b></p> <p><b>Focus:</b><br/>Exploring different cookery styles, cookery processes and ingredients to inform preferences.</p> |





# Curriculum Provision

# Year 11

# 2023-2024

| Subject    | Autumn  |   | Spring   |   | Summer   |   |
|------------|---|---|--|---|--|---|
|            | Autumn 1  | Autumn 2  | Spring 1   | Spring 2  | Summer 1   | Summer 2  |
| <b>P E</b> | <p><b>Focus: Boccia, Basketball, swimming and ASDAN awards.</b></p> <p><u>Learning Objective:</u></p> <p><b>Swim</b> – 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><b>Boccia</b> – 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><b>Basketball</b> –Recap of the OCR EL/ASDAN</p> | <p><b>Focus: Trampolineing, Boccia and Kurling. ASDAN awards.</b></p> <p><u>Learning Objective:</u></p> <p><b>Trampolineing</b> – Recap of the OCR EL Trampolineing and the skills needed to be executed to cover their requirements. Focus on skills, trampolineing shapes, routines and analysing others/ their own performance.</p> <p><b>Boccia</b> – 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><b>Kurling</b> - Recap what Kurling is and basic skills required</p> | <p><b>Focus: Swim, Fitness and Ball Skills. ASDAN awards.</b></p> <p><u>Learning Objective:</u></p> <p><b>Swim</b> – 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><b>ASDAN</b> accreditation skills to be executed in order for pupils to fulfil work tasks across various sporting activities.</p> <p><b>Fitness</b> - To understand that keeping fit is important to our life and that we can keep fit in fun ways. Looking at components of</p> | <p><b>Focus: Athletics, Paper coursework/video, ASDAN awards.</b></p> <p><u>Learning Objective:</u></p> <p><b>Paper coursework/Video analysis</b> – EL pupils to execute video analysis/Paper questions element of EL accreditation.</p> <p><b>ASDAN</b> accreditation skills to be executed in order for pupils to fulfil work tasks across various sporting activities.</p> <p><b>Athletics</b> - Recap of track and field events and techniques required for each sporting area. Analysis of own and others performance.</p> | <p><b>Focus: Stoolball and Rounders</b></p> <p><u>Learning Objective:</u></p> <p><b>Options</b> – 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> <p><b>Trampolineing</b> – Recap of the OCR EL Trampolineing and the skills needed to be executed to cover their requirements. Focus on skills, trampolineing shapes, routines and analysing others/ their own performance.</p> <p><b>Swim</b> – 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><b>Focus: Options</b></p> <p><u>Learning Objective:</u></p> <p><b>Options</b> – 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> <p><b>Trampolineing</b> – Recap of the OCR EL Trampolineing and the skills needed to be executed to cover their requirements. Focus on skills, trampolineing shapes, routines and analysing others/ their own performance.</p> <p><b>Swim</b> – 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> |



# Curriculum Provision

# Year 11

2023-2024

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|--|---|--|---|---|---|--|
|  | <p>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.</p> <p><b>ASDAN</b> accreditation skills to be executed in order for pupils to fulfil work tasks across various sporting activities.</p> | <p>for the game such as the stance and release of the stone. Development of rules associated with skills, game play and introduction of umpiring/scoring. Participating in the School Sports Games Level 1.</p> <p><b>ASDAN</b> accreditation skills to be executed in order for pupils to fulfil work tasks across various sporting activities.</p> | <p>fitness and the various way to look after our bodies (circuits, yoga etc.).</p>  |   | <p>their requirements. Focus on stroke technique over varying distances, water skills and life guarding situations.</p>   |  |
|  | <b>Autumn</b>   |  | <b>Spring</b>   |   | <b>Summer</b>   |  |
| <b>Subject</b>                         | <b>Autumn 1</b>   | <b>Autumn 2</b>  | <b>Spring 1</b>   | <b>Spring 2</b>   | <b>Summer 1 and Summer 2</b>  |  |
| <b>Personal and Social Development</b> | <p style="text-align: center;"><b>Health and Wellbeing<br/>Managing Strong Emotions<br/>How to Ask for Help</b></p> <p>Understand triggers for our feelings.</p> <p>Explore romantic feelings.</p> <p>Explore healthy strategies to manage feelings.</p>  | <p style="text-align: center;"><b>Growing and Changing<br/>Contraception – Advantages and Disadvantages</b></p> <p>Explore advantages and disadvantages of different contraception, including beliefs and opinions about contraception.</p> <p>Describe ways we take care of our sexual health and that</p>  | <p style="text-align: center;"><b>Relationships<br/>Sexual Relationships<br/>ASDAN F – Boyfriends and Girlfriends</b></p> <p>Understand the different types of intimacy, including online, and their potential emotional and physical consequences.</p> <p>How to identify manipulation /</p> | <p style="text-align: center;"><b>Health and Wellbeing<br/>Influences and Choices</b></p> <p>Identify what can prevent people from seeking help with mental health issues (e.g. stigma).</p> <p>Identify why we might put ourselves under pressure, or how others may apply pressure to do something we shouldn't i.e. gang</p> | <p style="text-align: center;"><b>Living in the Wider World<br/>Growing Independence<br/>Transition</b></p> <p>Describe how to manage our feelings in relation to living independently, and whom we can talk to if we are worried.</p> <p>Demonstrate skills for independent living (e.g. safe travel, shopping and meal preparation).</p> <p>Know of organisations that can provide advice and support living on your own.</p> <p>Know what different types of bills people living on their own are responsible for.</p> |  |



# Curriculum Provision

# Year 11

2023-2024

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|  | <p>Recognise when we might need to reach out for more support – what support is out there.</p> <p>Understanding how own behaviour affects how we and others feel.</p> <p>Acceptance of others, respecting how others feel and seeing from another perspective.</p> <p>Consider ways we can support others with how they feel.</p> <p>Consider what every day behaviours affect our mental health.</p> | <p>of others, including STIs, treatment and how to reduce the risk of transmission.</p> <p>Know where to seek sexual health support.</p> <p>Explain choices people have in the event of an unintended pregnancy.</p> <p>Explore assisted conception, donor conception and surrogacy, include beliefs and opinions about pregnancy, adoption and termination.</p> <p>Explore the portrayal of sex in the media and social media (including pornography).</p> <p>ASDAN H – sexual relationships<br/>ASDAN J – pregnancy<br/>ASDAN K – birth</p> | <p>persuasion in relationships.</p> <p>Explore diversity in romantic and sexual attraction and developing sexuality, including LGBTQ+.</p> <p>Develop personal values in relationships.</p> <p>Understand that we all have choices within relationships, and minds can be changed, including consent.</p> <p>Understand impact of sharing sexual images of others without consent.</p> <p>Describe how alcohol/ drugs may influence choices we or others make.</p> <p>Explore how online portrays relationships.</p> <p>ASDAN F – boyfriends and girlfriends<br/>ASDAN G – making choices</p> | <p>related crimes. Know how to access support.</p> <p>Understand the risks and law relating to carrying a weapon.</p> <p>Explore how alcohol/ drugs may influence choices we or others make.</p> <p>Explore the positive benefits of social media, but also the negatives.</p> <p>Understand the risks associated with cosmetic/ aesthetic procedures.</p> <p>Know the importance of monitoring own health including self-examination/screening s. Develop strategies to become a confident user of the NHS and other health services.</p> | <p>Understand importance of budgeting and explore strategies of how to budget.</p> <p>Explore feelings towards transition, explore any apprehension and strategies of how to support this.</p> <p><b>*In the summer term Year 11's will be taking part in an enterprise project.</b></p> <p><b>**In the summer term there will be a focus of transition which will be tailored for each pupil depending on their next setting and/or need.</b></p> <p><b>***Throughout the year all Year 11 pupils, in addition to a PSD lesson, pupils have had a weekly careers lesson.</b></p> |
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| Subject                                       | Autumn   | Spring  | Summer   |
|---|--|---|--|
| <p style="text-align: center;"><b>YAS</b></p> | <p style="text-align: center;"><b>ASDAN AWARDS</b></p> <p style="text-align: center;"><b><u>Bronze/Silver/Gold Award</u></b></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 style="text-align: center;"><b><u>Towards Independence</u></b></p> <p><b>Focus: Independence and Communication</b></p> <p>Developing Communication Skills:<br/>Progression<br/>Sections:</p> <ul style="list-style-type: none"> <li>• C – Going shopping as a group and demonstrating knowledge of handling money and making choices</li> <li>• I – Developing knowledge of newspapers and TV guides and exploring their features</li> <li>• J – Analysing personal timetables and discussing frequency of activities</li> <li>• M – Visiting a restaurant for breakfast and learning to make choices based on money available plus social skills and conversation</li> </ul> | <p style="text-align: center;"><b>ASDAN AWARDS</b></p> <p style="text-align: center;"><b><u>Bronze/Silver/Gold Award</u></b></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 style="text-align: center;"><b><u>Towards Independence</u></b></p> <p><b>Focus: Independence and Communication</b></p> <p>Independent Living: Introduction<br/>Sections:</p> <ul style="list-style-type: none"> <li>• A – Planning for a making our own breakfast using chosen ingredients and following health and safety guidelines</li> <li>• B – Making a hot drink using sequencing and fine motor skills</li> <li>• C – Creating a packed lunch which follows the concept of the 'Eat well' plate</li> <li>• E – Developing cleaning skills and learning to differentiate between products needed for certain surfaces/rooms</li> <li>• H – Learning the features of an iron and how to follow rules to use it safely. Also gaining knowledge of relevant symbols</li> </ul> | <p style="text-align: center;"><b>ASDAN AWARDS</b></p> <p style="text-align: center;"><b><u>Bronze/Silver/Gold Award</u></b></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 style="text-align: center;"><b><u>Towards Independence</u></b></p> <p><b>Focus: Independence and Communication</b></p> <p>Independent Living: Introduction<br/>Project:</p> <ul style="list-style-type: none"> <li>• Pupils choose a project theme based on living independently.</li> <li>• Examples could be dealing with budgets, creating charts for chores and work or developing a skill with which they have initially struggled.</li> </ul> <p style="text-align: center;"><b><u>Transition Challenge</u></b></p> <p><b>Focus: Independence and Communication</b><br/>Sections:</p> <ul style="list-style-type: none"> <li>• Taking the Lead– pupils must complete 9 challenges of their choice in this section</li> <li>• Pupils complete extra challenges or extensions of completed challenges.</li> </ul> |



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|-----------------------------|--|--|--|
|                             | <p style="text-align: center;"><b><u>Transition Challenge</u></b></p> <p><b>Focus: Independence and Communication</b><br/>Sections:</p> <ul style="list-style-type: none"> <li>• Feeling Good – pupils must complete 9 challenges of their choice in this section</li> <li>• Moving Forward – pupils must complete 9 challenges of their choice in this section.</li> </ul>  | <p style="text-align: center;"><b><u>Transition Challenge</u></b></p> <p><b>Focus: Independence and Communication</b><br/>Sections:</p> <ul style="list-style-type: none"> <li>• Making Choices– pupils must complete 9 challenges of their choice in this section</li> <li>• Knowing How– pupils must complete 9 challenges of their choice in this section.</li> </ul> |  |
| <h2>Land Based Studies</h2> | <p style="text-align: center;"><b><u>Introduction to Land Maintenance &amp; Myself in the Community (WJEC Entry 2/3 Criteria)</u></b></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"> <li>• Know how to maintain a planted area.</li> <li>• Know when to carry out maintenance of planted areas.</li> <li>• Follow a design to plant an area.</li> <li>• Soil testing using various methods.</li> <li>• Learn about their local community.</li> <li>• Know the various facilities/services within a community.</li> <li>• Be able to use various facilities/services within a community.</li> </ul> |  |  |
|                             | <b>Autumn</b>  | <b>Spring</b>  | <b>Summer</b>  |
|                             | 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. |



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| <b>Forest School</b><br><br> | <p><b><u>The John Muir Award</u></b></p> <p>The aim of this course: is to build on the skills the group have learnt at Forest School over the last year. Students are given the opportunity to gain a deep area in which they live. Our forest school site is in Chichester Harbour and we visit the South Downs National Park. We will discover and explore different chalk downland and woodland. We will take part in conservation activities to support the nature and wildlife in our forest school area and other areas. We activities fostering a love of nature and stewardship. We will keep a record of our progress over the year. Pupils are awarded a certificate of achievement.</p> |                      |                       |
|   | <b>Autumn</b>  | <b>Spring</b>        | <b>Summer</b>         |
|   | Discover a wild place  | Explore a wild place | Conserve a wild place |

| Subject  | Autumn  |  | Spring  |   | Summer   |  |
|--|---|--|---|---|--|--|
|  | Autumn 1  | Autumn 2   | Spring 1  | Spring 2  | Summer 1   | Summer 2   |
| <b>History and Geography</b><br><br><b>Humanities Entry Pathways</b> | WJEC Entry Pathways<br>HUMANITIES<br>(Certificate) Entry 2/3  |  | WJEC Entry Pathways<br>HUMANITIES<br>(Certificate) Entry 2/3  |   | WJEC Entry Pathways<br>HUMANITIES<br>(Certificate) Entry 2/3   |  |
|  | History   | Geography  | History   | Geography   | History  | Geography  |
|  | Focus:<br><b><u>A British Society in the Past (ctd.) into Spring Term</u></b><br>6225/E2<br>6225/E3<br>Credit Value: 4<br><br><u>Learning Objectives:</u> | Focus:<br><b><u>Responding to a Major Tectonic Event</u></b><br>6233/E2<br>6233/E3<br>Credit Value: 4<br><br><u>Learning Objectives:</u> | Focus:<br><b><u>Historical Change over Time</u></b><br>6227/E2<br>6227/E3<br>Credit Value: 0<br><br><u>Learning Objectives:</u> | Focus:<br><b><u>Responding to a Major Tectonic Event (ctd.)</u></b><br>6233/E2<br>6233/E3<br>Credit Value: 4<br><br><u>Learning Objectives:</u> | Focus:<br><b><u>Historical Change over Time (ctd.)</u></b><br>6227/E2<br>6227/E3<br>Credit Value: 0<br><br><u>Learning Objectives:</u> | Focus:<br><b><u>Coasts and Rivers</u></b><br>WJEC coursework now submitted<br>Credit Value: 0<br><br><u>Learning Objectives:</u><br>Identify the processes and |



# Curriculum Provision

# Year 11

2023-2024

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|--|--|---|--|--|--|--|
|  | <p>Learners to understand key features that affected people lives in Britain in the past.</p> <p><u>Britain and the Second World War 1939-1945</u></p> <ul style="list-style-type: none"> <li>• Evacuating and Rationing</li> <li>• The Blitz</li> <li>• The role of women</li> <li>• The role of Churchill</li> </ul> | <p>Responding to major tectonic events.</p> <ul style="list-style-type: none"> <li>• Recognising tectonic events</li> <li>• Effects of tectonic events</li> <li>• Identify features of volcanoes and formation</li> </ul> | <p>Learners to understand the process of historical change and development over time</p> <p><u>Transport during the Industrial Revolution</u></p> <ul style="list-style-type: none"> <li>• Study roads, canals and the railways</li> <li>• Outline features of the major changes and how lives were affected as a result.</li> </ul> | <p>Responding to major tectonic events</p> <ul style="list-style-type: none"> <li>• Consider how people respond to events.</li> <li>• Identify warning methods.</li> <li>• Consider aid following events.</li> </ul> | <p>Learners to Study the case of Jack the Ripper and the history of the Police Force</p> <p><u>Crime &amp; Punishment</u></p> <ul style="list-style-type: none"> <li>• Where, when and who were the victims?</li> <li>• How did the police investigate the case?</li> <li>• Consider, are towns safer now than in the past.</li> </ul> | <p>features of coasts and rivers</p> <ul style="list-style-type: none"> <li>• Identify coastal features</li> <li>• Consider processes that form them</li> <li>• Identify processes or erosion and deposition.</li> </ul> |
|--|--|---|--|--|--|--|