



Subject	Autumn	Spring	Summer
<p style="text-align: center;"><b>English</b></p> <p><b>OCR Entry Level R393 Qualification</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 further 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>



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> <li>Visiting a café</li> <li>Going shopping.</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> <li>Art.</li> </ul>	<p><b><u>Learning Objectives</u></b></p> <p>All pupils will be extending their Maths skills to support their transition to College.</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 extending their Maths skills to support their transition to College.</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 extending their Maths skills to support their transition to College.</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 extending their Maths skills to support their transition to College.</p> <p>Revision work will take place to prepare pupils for sitting their Functional Skills assessments at College.</p>



# Curriculum Provision

# Year 11

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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></p> <ul style="list-style-type: none"> <li>Identify and understand how organisms adapt to their environment</li> <li>Explore causes of variation in organisms</li> <li>Identify and understand how natural and external factors affect a range of organisms in an environment</li> <li>Identify and understand the inter-dependence of organisms in a range of environment including the range of habitats within the school premises</li> <li>Present and analyse data using range of tools</li> <li>Homeostasis and Human nervous system &amp; Hormonal coordination in humans.</li> </ul>	<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></p> <ul style="list-style-type: none"> <li>Identify hazards and hazard symbols from substances and when carrying out experiments</li> <li>Identify hazards when using equipment in the workplace (gardening, kitchen and in the school)</li> <li>Carry out a range of experiments using hazardous chemicals in a safe method by identifying the hazards and the risk control</li> <li>Explore range of fire extinguishers within the school</li> <li>Identify and describe the actions taken in the event of fire within the school</li> <li>Investigation on Rate of Reaction</li> <li>Electrolysis</li> <li>Energy Changes</li> <li>Organic Chemistry</li> <li>Chemical Analysis</li> <li>Chemistry of the Atmosphere.</li> </ul>	<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
<p style="text-align: center;"><b>Art</b></p>	<p><b>WJEC Entry Pathways Creative, Media and Performance Arts</b></p> <p><b>Focus: Natural forms - Sea Ceramics</b></p> <p><b><u>Entry 2 and 3 Learning objectives</u></b> 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> 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><b>WJEC Entry Pathways Creative, Media and Performance Arts</b></p> <p><b>Developing and improving units of work.</b></p> <p><b><u>Learning Objectives:</u></b> To develop ability to;</p> <ul style="list-style-type: none"> <li>• Complete and revisit previous units of work</li> <li>• Review, modify and refine work.</li> </ul>	<p><b>WJEC Entry Pathways Creative, Media and Performance Arts</b></p> <p><b>Developing independent projects.</b></p> <p><b><u>Learning Objectives:</u></b> To develop ability to;</p> <ul style="list-style-type: none"> <li>• Develop and plan a piece of work of individual interest and choice</li> <li>• 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 Entry Level Course work</b></p> <p><b><u>Learning Objectives:</u></b></p> <ul style="list-style-type: none"> <li>• Creation of a performance for an audience.</li> </ul>	<p><b>Focus: Completion of Coursework Entry Level Course work</b></p> <p><b><u>Learning Objectives:</u></b></p> <ul style="list-style-type: none"> <li>• For all pupils to complete or improve areas of coursework.</li> </ul>		<p><b>Focus: Forum Theatre Life skills work</b></p> <p><b><u>Learning Objectives:</u></b></p> <ul style="list-style-type: none"> <li>• Role playing various situations to explore possible actions and outcomes.</li> </ul>



Subject	Autumn and Spring	Summer
<p><b>Music</b></p>	<p><b>WJEC Entry Pathways</b> <b>Creative, Media and Performance Arts</b></p> <p><b>Focus: Composing Music using Garageband on an iPad</b> <b>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 create 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><b>45 mins per week</b></p>	<p><b>Non-accredited</b></p> <p><b>Summer Term 1</b> <b>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>Summer Term 2</b> <b>Focus: Rhythm work, reading notation and Performing Music for pleasure</b> <b>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><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><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>MAKING CHOICES</b></p> <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><b>ICT</b></p> <p>Moving Forward – ICT. Show you can use a new piece of ICT equipment Other – iPad for composing music.</p> <p><b>FEELING GOOD - ICT.</b> Use technology to share an activity with others Other – iPad composition.</p> <p><b>MFL</b></p> <p>Moving Forward – MFL. Share in a cultural experience for a foreign county Other – Create a piece of Chinese Music for a dragon dance using the pentatonic scale.</p>	<p><b>Section 10: Expressive Arts</b></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></p> <ul style="list-style-type: none"> <li>• To inspire young people to achieve greater physical fitness and a healthy lifestyle through participation and improvement in physical activity</li> <li>• Enjoy keeping fit. Improve fitness. Discover new abilities</li> <li>• Raise self-esteem</li> <li>• Extend personal goals</li> <li>• Set and respond to a challenge</li> <li>• Experience a sense of achievement.</li> </ul> <p><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></p> <ul style="list-style-type: none"> <li>• To inspire young people to develop practical and social skills and personal interests</li> <li>• Develop a new talent</li> <li>• Improve self-esteem and confidence</li> <li>• Develop practical and social skills</li> <li>• Develop better organisational and time management skills</li> <li>• Sharpen research skills</li> <li>• Learn how to set and rise to a challenge.</li> </ul> <p><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</b></p>	<p><b>Focus: Volunteering/Physical/Expedition</b></p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• Further understand their own strengths and weaknesses</li> <li>• Develop teamwork and leaderships skills. Trust others and be trusted. Enjoy new adventures.</li> </ul> <p><b>This section will see pupils working within the local community. The school has worked with the National Trust on Lavington Common in the past, Crimsham Farm, and have worked to help</b></p>



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		<b>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>	<b>support local Charities like Sussex Orchards in Fontwell. In addition, pupils have completed litter picks at various points in the local area.</b>
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# Curriculum Provision

# Year 11

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Subject	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Computing</b>	<p><b>Focus: ASDAN Toward Independence: E-Safety</b></p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>Pupils will continue and finish the module ASDAN: E-Safety</li> <li>They will research and create a poster for Internet safety combining all of the elements that have been covered for Sections A-G</li> <li>Pupils will then collate evidence from their work for assessment.</li> </ul> <p><b>ASDAN: E-Safety Module Section G, H and evidence collected for assessment</b></p> <p><b>Pupils will complete sections of the iDEA Award: Maker section.</b></p>		<p><b>Focus: ASDAN Toward Independence: Using Computer Technology</b></p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>Pupils will start their final module for ASDAN called 'Using Computer Technology'</li> <li>They will explore the different ways that technology operates and how to engage with programs and apps to achieve a given task</li> <li>Pupils will create CVs, edit images through Photoshop and explore how to use and search the Internet.</li> </ul> <p><b>ASDAN: Using Computer Technology Module Section A, B, C and D</b></p> <p><b>Pupils will complete sections of the iDEA Award: Entrepreneur section.</b></p>		<p><b>Focus: ASDAN Toward Independence: Using Computer Technology</b></p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>Pupils will complete their final module and collate evidence for assessment and moderation.</li> </ul> <p><b>ASDAN: Using Computer Technology Module Section G, H and evidence for assessment</b></p> <p><b>Pupils will compete any final areas of the iDEA Award for their Bronze Certificates.</b></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></p> <ul style="list-style-type: none"> <li>Hygiene and Safety – Recap on food storage and the safe preparation of different ingredients</li> <li>Healthy eating through use of</li> </ul>	<p><b>Planning a 1or 2 course meal</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hygiene and Safety – Recap on food storage and the safe preparation of different ingredients</li> <li>Healthy eating through use of the</li> </ul>	<p><b>Final assessment and preparations</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Planning either a 1 or 2 course meal thinking about working to a budget, healthy eating, seasonality of ingredients and food safety and hygiene</li> </ul>	<p><b>Final assessment and preparations</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Planning either a 1 or 2 course meal thinking about working to a budget, healthy eating, seasonality of ingredients and</li> </ul>	<p><b>Final assessment and preparations</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Planning either a 1 or 2 course meal thinking about working to a budget, healthy eating, seasonality of ingredients and</li> </ul>





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	<p>the Eat Well Plate focusing on starters and Autumnal deserts</p> <ul style="list-style-type: none"><li>• Cooking with seasonal produce/fruits and vegetables</li><li>• Budgeting and comparing prices</li><li>• Sharing recipes with family and friends.</li></ul>	<p>Eat Well Plate focusing on planning main meals</p> <ul style="list-style-type: none"><li>• Cooking with seasonal produce/fruits and vegetables</li><li>• Budgeting and comparing prices</li><li>• Sharing recipes with family and friends.</li></ul>	<ul style="list-style-type: none"><li>• Completing course work ready for final assessment.</li></ul>	<p>food safety and hygiene</p> <ul style="list-style-type: none"><li>• Completing course work ready for final assessment.</li></ul>	<p>food safety and hygiene</p> <ul style="list-style-type: none"><li>• Completing course work ready for final assessment.</li></ul>	
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# Curriculum Provision

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Subject	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
P E	<p><b>Focus: Cricket Coach</b></p> <p><u>Learning Objective:</u></p> <p><b>Cricket</b></p> <ul style="list-style-type: none"> <li>Recap of Cricket and the skills associated with batting and fielding</li> <li>Development on those skills as well as hand eye co-ordination</li> <li>Use of basic rules within game play situations.</li> </ul>	<p><b>Focus: Trampolining and Swimming</b></p> <p><u>Learning Objective:</u></p> <p><b>Trampolining</b></p> <ul style="list-style-type: none"> <li>Recap of the OCR EL Trampolining and the skills needed to be executed to cover their requirements</li> <li>Focus on skills, trampolining shapes, routines and analysing others/their own performance.</li> </ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>Recap to OCR EL/ASDAN swimming and the skills needed to be executed to cover their requirements</li> <li>Focus on stroke technique over varying distances, water skills and life guarding situations.</li> </ul>	<p><b>Focus: Swimming and ASDAN awards</b></p> <p><u>Learning Objective:</u></p> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>Recap to OCR EL/ASDAN swimming and the skills needed to be executed to cover their requirements</li> <li>Focus on stroke technique over varying distances, water skills and life guarding situations.</li> </ul> <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></p> <ul style="list-style-type: none"> <li>To understand that keeping fit is important to our life and that we</li> </ul>	<p><b>Focus: Basketball, Boccia and Coursework/Video and ASDAN awards</b></p> <p><u>Learning Objective:</u></p> <p><b>Paper coursework/ Video analysis</b></p> <ul style="list-style-type: none"> <li>EL pupils to execute video analysis/Paper questions element of EL accreditation.</li> </ul> <p><b>ASDAN</b> accreditation skills to be executed in order for pupils to fulfil work tasks across various sporting activities.</p> <p><b>Basketball</b></p> <ul style="list-style-type: none"> <li>Recap of the OCR EL/ASDAN Basketball and the skills needed to be executed to cover their requirements</li> <li>Recap and practice skills and focus on</li> </ul>	<p><b>Focus: Options</b></p> <p><u>Learning Objective:</u></p> <p><b>Options</b></p> <ul style="list-style-type: none"> <li>Pupils given sporting options that they choose to participate within</li> <li>This term becomes disrupted with exams and other subject areas with regards to coursework.</li> </ul>	<p><b>Focus: Options</b></p> <p><u>Learning Objective:</u></p> <p><b>Options</b></p> <ul style="list-style-type: none"> <li>Pupils given sporting options that they choose to participate within</li> <li>This term becomes disrupted with exams and other subject areas with regards to coursework.</li> </ul>



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			<p>can keep fit in fun ways</p> <ul style="list-style-type: none"><li>• Looking at components of fitness and the various way to look after our bodies (circuits, yoga etc).</li></ul>	<p>skills in game play</p> <ul style="list-style-type: none"><li>• Officiate games and attempt analysing others/ their own performance.</li></ul> <p><b>Boccia</b></p> <ul style="list-style-type: none"><li>• Recap of the OCR EL/ASDAN Boccia and the skills needed to be executed to cover their requirements</li><li>• Focus on skills in game play, officiating games and analysing others/their own performance.</li></ul>		
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# Curriculum Provision

# Year 11

# 2024-2025

Subject	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Personal and Social Development</b>	<b>Health and Wellbeing Managing Strong Emotions How to Ask for Help</b> <ul style="list-style-type: none"> <li>Understand triggers for our feelings</li> <li>Explore romantic feelings</li> <li>Explore healthy strategies to manage feelings</li> <li>Recognise when we might need to reach out for more support – what support is out there</li> <li>Understanding how own behaviour affects how we and others feel</li> <li>Acceptance of others, respecting how others feel and seeing from</li> </ul>	<b>Growing and Changing Contraception – Advantages and Disadvantages</b> <ul style="list-style-type: none"> <li>Explore advantages and disadvantages of different contraception, including beliefs and opinions about contraception</li> <li>Describe ways we take care of our sexual health and that of others, including STIs, treatment and how to reduce the risk of transmission</li> <li>Know where to seek sexual health support</li> <li>Explain choices people have in the event of an unintended pregnancy</li> <li>Explore assisted conception, donor conception and surrogacy, include beliefs and opinions about pregnancy,</li> </ul>	<b>Relationships Sexual Relationships ASDAN F – Boyfriends and Girlfriends</b> <ul style="list-style-type: none"> <li>Understand the different types of intimacy, including online, and their potential emotional and physical consequences</li> <li>How to identify manipulation/ persuasion in relationships</li> <li>Explore diversity in romantic and sexual attraction and developing sexuality, including LGBTQ+</li> <li>Develop personal values in relationships</li> <li>Understand that we all have choices within relationships, and minds can be changed, including consent</li> <li>Understand impact of sharing sexual images of others without consent</li> </ul>	<b>Health and Wellbeing Influences and Choices</b> <ul style="list-style-type: none"> <li>Identify what can prevent people from seeking help with mental health issues (e.g. stigma)</li> <li>Identify why we might put ourselves under pressure, or how others may apply pressure to do something we should not, i.e. gang related crimes. Know how to access support</li> <li>Understand the risks and law relating to carrying a weapon</li> <li>Explore how alcohol/ drugs may influence choices we or others make</li> <li>Explore the positive benefits of social media, but also the negatives</li> <li>Understand the risks associated</li> </ul>	<b>Living in the Wider World Growing Independence Transition</b> <ul style="list-style-type: none"> <li>Describe how to manage our feelings in relation to living independently, and whom we can talk to if we are worried</li> <li>Demonstrate skills for independent living (e.g. safe travel, shopping and meal preparation)</li> <li>Know of organisations that can provide advice and support living on your own</li> <li>Know what different types of bills people living on their own are responsible for</li> <li>Understand importance of budgeting and explore strategies of how to budget</li> <li>Explore feelings towards transition, explore any apprehension and strategies of how to support this.</li> </ul> <p><b>*In the summer term Year 11s 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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	<p>another perspective</p> <ul style="list-style-type: none"> <li>• Consider ways we can support others with how they feel</li> <li>• Consider what every day behaviours affect our mental health.</li> </ul>	<p>adoption and termination</p> <ul style="list-style-type: none"> <li>• Explore the portrayal of sex in the media and social media (including pornography)</li> </ul> <p>ASDAN H – sexual relationships  ASDAN J – pregnancy  ASDAN K – birth.</p>	<ul style="list-style-type: none"> <li>• Describe how alcohol/drugs may influence choices we or others make</li> <li>• Explore how online portrays relationships.</li> </ul> <p>ASDAN F – boyfriends and girlfriends  ASDAN G – making choices.</p>	<p>with cosmetic/aesthetic procedures</p> <ul style="list-style-type: none"> <li>• Know the importance of monitoring own health including self-examination/screenings</li> <li>• Develop strategies to become a confident user of the NHS and other health services.</li> </ul>	
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# Curriculum Provision

# Year 11

# 2024-2025

Subject	Autumn	Spring	Summer
<p><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> Developing Communication Skills: Progression</p> <p>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> Independent Living: Introduction</p> <p>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> Independent Living: Introduction</p> <p>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></p> <p>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>



	<p style="text-align: center;"><u>Transition Challenge</u></p> <p><b>Focus: Independence and Communication</b> 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;"><u>Transition Challenge</u></p> <p><b>Focus: Independence and Communication</b> 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;"><u>Introduction to Land Maintenance &amp; 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"> <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.



# Curriculum Provision

# Year 11

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## Forest School



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 deeper understanding of the amazing area in which they live. Our forest school site is in Apuldram, next to Chichester Harbour and we visit the local area when the opportunity arises. We will discover and explore different parts of our local area, sea shore, chalk downland and woodland. We will take part in conservation activities to support and conserve the nature and wildlife in our forest school area. We will take part in forest school 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.

### Autumn

Discover a wild place.

### Spring

Explore a wild place.

### Summer

Conserve a wild place.





# Curriculum Provision

# Year 11

# 2024-2025

Subject	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>History and Geography</b>  <b>Humanities Entry Pathways</b>	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
	Focus: <b><u>A British Society in the Past Term</u></b> 6225/E2 6225/E3 Credit Value: 4  <u>Learning Objectives:</u> Learners to understand key features that affected people lives in Britain in the past.  <u>Britain and the Second World War 1939-1945</u> <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>	Focus: <b><u>Responding to a Major Tectonic Event</u></b> 6233/E2 6233/E3 Credit Value: 4  <u>Learning Objectives:</u> Responding to major tectonic events. <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>	Focus: <b><u>A British Society in the Past (ctd.) into Spring Term</u></b> 6225/E2 6225/E3 Credit Value: 4  <u>Learning Objectives:</u> Learners to understand key features that affected people lives in Britain in the past.  <u>Britain and the Second World War 1939-1945</u> <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>	Focus: <b><u>Responding to a Major Tectonic Event (ctd.)</u></b> 6233/E2 6233/E3 Credit Value: 4  <u>Learning Objectives:</u> Responding to major tectonic events <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>	Focus: <b><u>Historical Change over Time</u></b> 6227/E2 6227/E3 Credit Value: 0  <u>Learning Objectives:</u> Learners to understand the process of historical change and development over time  <u>Transport during the Industrial Revolution</u> <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>	Focus: <b><u>Coasts and Rivers</u></b> <u>WJEC coursework now submitted</u> Credit Value: 0  <u>Learning Objectives:</u> Identify the processes and features of coasts and rivers <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>