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Date 24 October 2023

Dear Parent/Guardian

**Year 11 Curriculum Newsletter- Autumn Term**

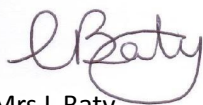
I would like to take this opportunity to welcome our Year 11 students back to school for the start of a successful year. I hope that they have settled back into school with focus, motivation and drive to do their best in the final stages of education at Boldon. We thank you for recognising and supporting the need for excellent attendance- they have now entered a very important stage in their education.

Our Key Stage 4 curriculum is taught over two years and aims to be ambitious and engaging. The content in each subject is coherently planned and carefully sequenced to allow students to acquire a deep knowledge, develop skills and build solid foundations for future learning. We are extremely proud of our school, staff and students who continue to exceed year on year. This is due to our high expectations, a commitment to constantly improving achievement for our students and our belief that all students are entitled to the best education possible.

I would like to take this opportunity to launch our first Curriculum Newsletter to share the topics and content your child will be learning this Autumn Term. All students study English, Maths, Science and PE as part of their core curriculum in addition to their individual option choices. Please visit our school website in the Curriculum section for all other information.

If you have any queries regarding your child's curriculum, please do not hesitate to contact Assistant Headteacher for Curriculum, Mrs L Baty

Yours sincerely



Mrs L Baty  
Assistant Head Teacher

English	<p>Students will begin the year by studying Shakespeare's play, 'Macbeth.' This module encourages students to read a Shakespeare play with clear understanding, and make connections across their reading with other Literature texts. We encourage students to read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas.</p> <p>Students will then move on to study Language Paper 2. The aim of this paper is to develop students' insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. It will encourage students to demonstrate their skills by: reading two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the readers. In section B, students are expected to produce a written text to a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced to them in section A.</p> <p>We will finish the year by completing a range of revision. The revision focus will be for all Literature and Language modules.</p>
Maths	<p>Students will study surds, their manipulation and simplification, non right angle trigonometry, solving quadratic equations and circle theorems. Students will then begin revision of all topics to prepare for mock assessments.</p>
Combined Science	<p>In biology, students are learning about hormones and homeostasis. Students will develop an understanding of what hormones are and how they control important biological functions such as the regulation of blood glucose.</p> <p>In chemistry, students are learning about hydrocarbon fuels, combustion and the Earth's atmosphere. Students will develop an understanding of the history of the Earth's atmosphere and how this developed into the present day atmosphere. Students will also look at how fuels such as petrol and jet fuel are separated from crude oil.</p> <p>In physics, students are learning about electricity and electromagnets. Students are developing their understanding of the terms current, potential difference and resistance. They are also learning how electricity is generated and reaches their homes through the national grid.</p>
Separate Science	<p>In biology students will study ecosystems. They will learn about predator-prey relationships, food security, mutualistic and parasitic relationships. Students will develop their understanding of key biological cycles such as the water cycle, carbon cycle and nitrogen cycle. Students will then move onto hormones and homeostasis. Students will develop an understanding of what hormones are and how they control important biological functions such as the regulation of blood glucose.</p> <p>In chemistry, students will investigate factors which affect the rate of reaction. Students will be able to describe and explain how temperature, surface area, concentration and catalysts impact on rate of reaction. Students will then learn about hydrocarbon fuels, combustion and the Earth's atmosphere. Students will develop an understanding of the history of the Earth's atmosphere and how this developed into the present day atmosphere. Students will also look at how fuels such as petrol and jet fuel are separated from crude oil.</p>

	In physics students are learning about radioactivity. Students will be able to explain what makes an atom radioactive, half life and uses and dangers of radioactivity. Students will then look at electromagnetic induction and the particle model.
PSHE/RSE/ Careers	<b>Links to Careers:</b> Students will receive presentations from sixth forms, colleges, training providers and employers to help them to make an informed decision about their post-16 choices. They will learn some strategies to manage their CV or online presence and its impact on career opportunities. They will explore the pros and cons of full-time education, employment and apprenticeships. All students will be offered a careers guidance interview. All teachers will link curriculum learning with careers so that every student will have the opportunity to experience how their subjects help people to gain entry to a wide variety of occupations.
PE	Students will create their own PE curriculum. They will demonstrate problem solving abilities and consistently come up with new strategies to outwit opponents. They will anticipate and respond to changing situations in sports and have a positive influence on game/activity. This is part of their Heads, Heart and Hands assessment, explored in a range of activities including football, rugby, netball, trampolining and dodgeball.
Music	<b>Unit 2 Music Skills Development 20% of the whole course</b> Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement. Learners will explore professional techniques for musicians and look at how musicians share their music with others. They will learn to use a variety of methods of evidencing processes and outcomes and communicating skills development. Learners will participate in workshops and sessions to identify and develop musical skills and techniques in the following two disciplines: 1. Music performance 2. Creating original music.
Sport Studies	Sport students will be covering different topics amongst the examination content. The exam unit is R184. They will develop knowledge in preparation for the exam on the 5 key topics. This includes 'issues which affect participation in sport', 'The role of sport in promoting values', 'The implication of hosting a major event for a city or a country', 'The role National Governing bodies (NGB's) play in the development of their sport', and 'The use of technology in sport'. The exam will be in January after the Christmas holidays.
Child Development	This term Y11 will be starting their Child Development exam unit work. The exam is Unit R057: Health and well-being for child development and will look at different learning outcomes. Students will understand reproduction and the roles and responsibilities of parenthood, understand antenatal care and preparation for birth, understand postnatal checks, postnatal provision and conditions for development, understand how to recognise, manage and prevent childhood illnesses and know about child safety.

Finance	Students will develop their knowledge and understanding of different business models. Students in finance will also look at how businesses manage finances and how a business contributes to the economy.
Computer Science	Students will develop their knowledge and understanding of computational thinking, abstraction, decomposition and algorithms. Students in computer science will also develop skills using different programming techniques and make use of pseudocode.
Digital IT	Students will develop their knowledge and understanding of data and information for reviewing and planning. Students in digital IT will also develop skills analysing existing data and developing new dashboard systems.
Business & Enterprise	Students will develop their knowledge and understanding of different micro enterprises. Students will be required to present and plan for a micro enterprise idea as part of the assignment task.
Creative Media	Students in creative media will be planning and preparing the production stages of different media products. Students will develop their knowledge and skills in different graphic design software.
Fashion & Retail	Students in retail will be exploring different retail operations and dealing with different situations. Students will develop their knowledge and understanding of technology in retail and how retail functions.
Health & Social Care	Students in health and social care will be exploring the local health and social care services available. Students will be exploring the barriers that can make it difficult to use H&S care services and how these barriers can be overcome.
Hair & Beauty	Students in hair and beauty will develop their practical skills and theory skills in creative hair and makeup. Students will develop their knowledge and understanding of science business design.
RE	In the first term in year 11 our students complete their second religion from Component 1 from the GCSE AQA RE course. For us this means an in depth study of the Beliefs and Practices of Buddhism. Students begin by learning about the life of the Buddha and his inspirational teachings.
History	Students will be coming to the end of the Health and the People module at GCSE level by examining health and medicine within the 20th century. This will include looking at the work of key individuals as well as the impact of both world wars and the introduction of the Welfare State. Students will be moving on to their final GCSE topic: The Norman Conquest. Students will begin by exploring key events of 1066 such as the Battle of Hastings, and then will move into looking at how William the Conqueror secured his control of England.
Geography	<p><b>Paper 1 Section B: The living world</b></p> <p>Students will use a small scale UK example to revisit the components of an ecosystem as well as the impacts of human activity. The distribution and characteristics of key global biomes will also be investigated.</p>

	<p>Tropical rainforests and hot deserts will be explored in turn, including biodiversity, animal and plant adaptations and human activity. The Amazon rainforest and the Sahara Desert will be used to investigate the opportunities and challenges created by economic activity as well as sustainable methods of management.</p> <p><b>Paper 2 Section C: The challenge of resource management</b></p> <p><b>Resource management overview</b></p> <p>Global and national issues linked to food, water and energy will be investigated.</p>
Travel & Tourism	<p>During this half term, students have been completing their second and final external assignment which has looked at how travel and tourism organisations identify and respond to trends in the travel industry to meet customer needs.</p> <p>Next half term, students will begin exploring the factors that influence global travel and tourism, and how travel and tourism organisations and destinations respond to these factors. They will examine the potential impacts of tourism at global destinations and how destinations can manage and control tourism development to achieve sustainable tourism.</p>
French	<p>This term in French, students will describe family relationships, including contrasting present and past relationships which may be positive or negative. In addition, they will focus on future plans such as marriage, children or a different lifestyle as well as the benefits and problems of using social media. This will involve using a variety of time frames.</p>
Spanish	<p>This term in Spanish, environmental and social problems will be covered, as well as holidays and the home region.</p>
Art & Design	<p>Now students are in Year 11 they will review the progress they have made against the assessment objectives and will develop their own 'half term plan' to ensure that they have enough evidence for each to meet or exceed their target grade. This half term students may need to do more research, further experimentation or refinement and record their ideas or present purposeful responses to their intentions.</p> <p>The externally set assignment paper is issued to students at the beginning of January. They will choose ONE starting point from a number of briefs set by the exam board. This section of work is worth 40% of their final GCSE grade. They will begin researching the work of artists and craftspeople, experimenting and refining ideas and recording ideas and observations to demonstrate an engagement with this starting point.</p>
D&T	<p><b>Controlled Assessment Work</b></p> <p>Students are given a choice of 3 briefs and choose one to respond to. Students respond to a client's wants and needs to design and manufacture a product that responds to the brief. They create an online portfolio and manufacture a prototype of their final design.</p>
Engineering	<p><b>Unit 2: Designing Engineering Products</b></p> <p><b>Controlled assessment: 10 hours</b></p>

	<p><b>20% of qualification</b></p> <p>A new released annual Client Brief develops the products requirements further requiring improvements to be made to the Project manufactured in Unit 1. This term covers the understanding the new client brief requirement, the design and planning of the manufacturing of the project improvements.</p> <p><b>Unit 2: Designing Engineering Products</b>  <b>Controlled assessment: 10 hours</b>  <b>20% of qualification</b></p> <p>This term focuses on the manufacturing of each student's solution to the client brief. Once completed the project solution, students complete a self evaluation and project evaluation to ensure the client brief requirements were met.</p>
Performing Arts	<p>Start Unit 2- Students to select a discipline in performance or production. They will explore the selection and develop an original piece based on a specific brief. They will then create their own work which shows communication, creativity (including quality of original ideas), development of ideas and appropriate health and safety.</p> <p>Students will then be asked to review, reflect and refine their work.</p>
Hospitality	<p><b>Students will begin examination preparation for unit 1.</b> Topics covered this term are:</p> <ul style="list-style-type: none"> <li>• Employment contracts and working hours</li> <li>• Remunerations and benefits</li> <li>• Fluctuating needs of the industry</li> <li>• Economy and costing</li> <li>• Environmental needs and impact</li> <li>• Impact of technology</li> </ul>
Photography	<p><b>Component 1 - Personal Investigation Portfolio 60%</b></p> <p>This term students conduct research, further experimentation or refinement, record their ideas or present purposeful responses to their intentions.</p> <p>Students will spend time developing a final outcome which demonstrates an understanding of visual language and of the journey throughout their personal investigation.</p>