

Year 11

Curriculum Guide for Parents / Carers 2025-2026



FINE ART

Overview

In Year 11 students are encouraged to be independent thinkers, enabling them to develop their artistic voice and make informed artistic decisions. They are encouraged to explore and analyse the work of artists, movements and art historical periods, gaining a deeper understanding of artistic concepts, styles and influences. Through exploring a variety of themes students are able to contextualise their own work.

Your child will study:

- **Component One: Natural and Organic Form Sculpture**
- **How to take inspiration from the work of sculptors to produce own 3D outcomes**
- **Component Two: Preparation for external examination**

What knowledge, skills and understanding will your child gain by the end of Year 11?

Your child will:

- **Know how to use techniques to record their observations and insights**
- **Know how to purposefully use techniques and media that enhance final outcomes**
- **Know how to generate ideas and evaluate their own work as it progresses**

Your child will be assessed through timed responses in class, mock examinations and the GCSE examinations in AQA GCSE Fine Art.

How can you support your child at home?

- Strongly encourage your child to bring their own materials and equipment from home to help them enhance your artistic practice. For example: A sketchbook to capture ideas, 2B-6B pencils, fine liners, photographs, brown parcel paper and newspaper.
- Encourage your child to bring protective clothing like an old shirt or apron.
- Encourage your child to carry out artist research independently to support their project coursework and visit galleries or places of interest to enhance their learning.



Useful links:

Kate Malone – Ceramics & Glaze research, London. (katemaloneceramics.com)

<https://www.youtube.com/watch?reload=9&v=1n7apcgQiz0&scrlybrkr=60ab895d>

[GCSE Art and Design - AQA - BBC Bitesize](#)



If you need to ask a question about this subject, contact:
Sandra.Hirst@bbec.bdat-academies.org



BUSINESS STUDIES

Overview

The Business curriculum in Year 11 uses current engaging case studies to continue the love of learning and ensures that all students are provided with the necessary skills to analyse a range of concepts in business studies. The curriculum challenges wider thinking around the interconnection of business activity covering globalisation and international trade. The curriculum is mapped to follow the order of completion of the exams and is chunked according to specification points, providing students with a logical progression through the GCSE. Topics covered are ambitious and allow for group tasks and independent learning through investigation and cover elements of KS5 to prepare students for later study.

Your child will study:

- Growing the business
- Making business decisions
- Making operational decisions
- Making financial decisions
- Making human resource decisions

What knowledge, skills and understanding will your child gain by the end of Year 11?

Your child will:

- Understand methods of growth and the effects on finance
- Understand the impact of globalisation and trade blocks
- Develop marketing mix including distribution, location and pricing and promotional strategies
- Create flat and tall organisational structures showing channels of communication, levels of hierarchy and the chain of command and evaluate the importance of job roles within a business
- Calculate gross and net profit margins and performance ratios
- Understand the importance of procurement and logistics

Your child will be assessed through timed responses in class, mock examinations and the GCSE examinations in EDEXCEL GCSE in Business Studies specification.

How can you support your child at home?

- Encourage your child to begin revising as early as possible
- Encourage your child to practise past papers
- Encourage your child to take an interest in the news



Useful links:

[GCSE Business - Edexcel - BBC Bitesize](#)
[BusinessEd - Home](#)
[Two Teachers - YouTube](#)



If you need to ask a question about this subject, contact:
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DANCE

Overview

In Year 11 students have an external and internal assessment to complete. In component 2 they will learn, rehearse, perform and evaluate a professional performance piece that fits with a theme provided by BTEC.

They will undertake some self evaluation of how the process goes for them as well as writing a summative evaluation after the final performance. For the external component 3, they will have to devise their own pieces of performance work that fit to a set brief. They will complete an ideas log, skills log and evaluation under controlled assessment conditions to accompany a video of their final performance.

Your child will study:

Component 2 – Developing Skills and Techniques in the Performing Arts (internal assessment)

- Memorise an extract from a professional performance
- Work alongside their peers to rehearse their piece for performance
- Perform their pieces for camera
- Evaluate the effectiveness of their performance

Component 3 – Responding to a Brief (external assessment)

- Respond to a set brief with performance ideas appropriate for a set audience
- Apply appropriate skills for performance
- Perform to a small audience
- Evaluate the overall effectiveness of their performance and explore how it could be developed

What knowledge, skills and understanding will your child gain by the end of Year 11?

Your child will:

- Devise performance work
- Work with peers to develop performance material
- Attend rehearsals with high levels of rehearsal discipline
- Perform without breaking character
- Reflect on their performance work and evaluate how they can improve in future

Your child will be assessed through timed milestone rehearsals, mock assessments, and the BTEC set assignment brief for Component 2 and 3.

How can you support your child at home?

- Encourage your child to watch any live theatre performances on TV or in person.
- Encourage your child to undertake research at home.
- Discuss the performances that are studied as part of Component 1.
- Practise all skills and techniques learnt in class.



Useful links:

[Vocal and physical techniques -](#)
[Developing an idea - Drama - AQA -](#)
[BBC Bitesize](#)



If you need to ask a question about this subject, contact:
sara.ryan@bbec.bdat-academies.org



BUTTERSHAW
BUSINESS & ENTERPRISE COLLEGE

DIGITAL INFORMATION TECHNOLOGY

Overview

The Digital Information Technology (DIT) curriculum ensures students receive an ambitious learning experience and learn academically and through practical application which inspire students to enter the digital world. The DIT curriculum is mapped to follow the order of completion of the Pearson set assignment and is chunked according to specification points, providing students with a logical progression through the BTEC programme. The year 11 curriculum prepares students for the exam element of the course. Students need to be ambitious and resilient in calculation, application, and evaluation of key topics.

Your child will study:

Component 3 – Effective Digital Working Practices

- Understand how and why modern technologies are used by organisations and stakeholders to access and manipulate data, and to provide access to systems and tools to complete tasks.
- Understand how modern technologies impact on the way organisations perform tasks.
- Understand the positive and negative impact that the use of modern technologies has.
- Understand why systems are attacked, the nature of attacks and how they occur, and the potential impact of breaches in security on the organisation and stakeholders.

Your child will:

- Know what cloud storage and cloud computing is and the difference between them
- Know different communication methods and how they can be used.
- Know what the impacts are on society of IT and issues relating to IT
- Be able to talk about environmental issues when referring to IT and the use of IT

Your child will be assessed through timed responses in class, mock tests, and the examination as part of the Edexcel BTEC tech award DIT.

How can you support your child at home?

- Encourage your child to revise early using their revision guide
- Encourage them to complete weekly tests on the Know It All Ninja platform



Useful links:

[KnowItAllNinja](https://www.knowitallninja.com)



If you need to ask a question about this subject, contact:
Emma.Chinnery@bbec.bdat-academies.org



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DRAMA

Overview

In Year 11 students have an external and internal assessment to complete. In component 2 they will learn, rehearse, perform and evaluate a professional performance piece that fits with a theme provided by BTEC.

They will undertake some self evaluation of how the process goes for them as well as writing a summative evaluation after the final performance. For the external component 3, they will have to devise their own pieces of performance work that fit to a set brief. They will complete an ideas log, skills log and evaluation under controlled assessment conditions to accompany a video of their final performance.

Your child will study:

Component 2 – Developing Skills and Techniques in the Performing Arts (internal assessment)

- Memorise an extract from a professional performance
- Work alongside their peers to rehearse their piece for performance
- Perform their pieces for camera
- Evaluate the effectiveness of their performance

Component 3 – Responding to a Brief (external assessment)

- Respond to a set brief with performance ideas appropriate for a set audience
- Apply appropriate skills for performance
- Perform to a small audience
- Evaluate the overall effectiveness of their performance and explore how it could be developed

What knowledge, skills and understanding will your child gain by the end of Year 11?

Your child will:

- Devise performance work
- Work with peers to develop performance material
- Attend rehearsals with high levels of rehearsal discipline
- Perform without breaking character
- Reflect on their performance work and evaluate how they can improve in future

Your child will be assessed through timed milestone rehearsals, mock assessments and the BTEC set assignment brief for Components 2 and 3.

How can you support your child at home?

- Encourage your child watch any live theatre performances on TV or in person.
- Encourage your child to undertake research at home.
- Discuss the performances that are studied as part of Component 1.
- Read through lines to help students learn them for performance.



Useful links:

Macbeth/ Blood Brothers revision:
<https://www.bbc.co.uk/bitesize/topics>



If you need to ask a question about this subject, contact: sara.ryan@bbec.bdat-academies.org



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ENGLISH

Overview

The English curriculum in Year 11 ensures that all students are provided with the necessary skills to analyse a range of unseen fiction and non-fiction texts. It aims to provide students with the secure knowledge of all literature texts being studied, ensuring they are able to write extensively on themes and author intent in preparation for the GCSE exams.

Your child will study:

English Language: Component 1 & 2 reading and writing

English Literature: Macbeth, Blood Brothers, The Strange Case of Dr Jekyll and Mr Hyde, Unseen Poetry

Essential revision skills to prepare students for the GCSE exams

What knowledge, skills and understanding will your child gain by the end of Year 11?

Your child will:

Know how to respond to texts in detail

Know how to link texts to their contexts

Comment on author's intent

Write appropriately for purpose and form

Write consistently and coherently

Analyse form, structure and language using accurate terminology

Engage with challenging texts

Know how to revise effectively and be prepared for the GCSE exams

Your child will be assessed through timed responses in class, mock examinations and the GCSE examinations in AQA GCSE English Literature AQA GCSE English Language.

How can you support your child at home?

- Encourage your child to begin revising as early as possible
- Encourage your child to practise past papers
- Discuss the texts they are reading in school and ask them questions about it



Useful links:

Macbeth/ Blood Brothers revision:

<https://www.bbc.co.uk/bitesize/topics>



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ENTERPRISE

Overview

The Enterprise curriculum ensures students receive an ambitious learning experience and learn academically and through practical application which inspire students to enter the world of enterprise. The Enterprise curriculum is mapped to follow the order of completion of the Pearson set assignment and is chunked according to specification points, providing students with a logical progression through the BTEC programme. The Year 11 curriculum prepares students for the exam element of the course. Students need to be ambitious and resilient in calculation, application and evaluation of key topics.

Your child will study:

Component 3 – Promotion & Finance for Enterprise

- Learners will explore the different promotional methods used by enterprises and the factors that influence how enterprises identify and target their market.
- Learners will explore financial documents and how to use them to monitor and improve the performance of an enterprise to make decisions and recommend strategies for success.

Your child will:

- Be able to analyse the importance of different promotional methods and the factors that influence these methods.
- Be able to explain the importance of financial documents and calculate profitability ratios.
- Calculate revenues, costs, profits, break-even level of output and margin of safety.
- Interpret financial diagrams including statement of comprehensive income and statement of financial position.
- Complete cashflow forecasts and analyse cashflow information.

Your child will be assessed through timed responses in class, mock tests and the examination as part of the Edexcel BTEC tech award in Enterprise specification.

How can you support your child at home?

- Encourage your child to revise early using their revision guide
- Encourage them to complete weekly tests on the Know It All Ninja platform



Useful links:

[GCSE Business - BBC Bitesize](#)
[KnowItAllNinja](#)



If you need to ask a question about this subject, contact:
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GEOGRAPHY

Overview

The Geography curriculum in Year 11 ensures that all students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society by considering different viewpoints, values and attitudes.

Your child will study:

- UK City - London
- Fieldwork Follow up - Human
- UK Economy
- Glaciation
- Nigeria
- Decision Making Exercise

What knowledge, skills and understanding will your child gain by the end of Year 11?

Your child will:

- Use knowledge to identify geographical significance
- Evaluate geographical concepts and ideas, often in terms of sustainability
- Learn how to respond effectively to geographical data, figures, photos and text
- Write sequentially at length and in detail
- Learn how to revise effectively and be prepared for the GCSE exams

Your child will be assessed through timed responses in class, mock examinations and the GCSE examinations in AQA GCSE Geography.

How can you support your child at home?

- Encourage your child to follow the revision timetable and complete homework
- Encourage your child to practise past papers
- Discuss events that occur daily which link to the range of human and physical geography studied
- Encourage your child to watch the news



Useful links:

<https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc?scrllybrkr=bcf9e9f0>

<https://timeforgeography.co.uk/>



If you need to ask a question about this subject, contact:
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Health and Social Care

Overview

The Health and Social Care curriculum is balanced so that it prepares pupils to engage fully with society and the wider world. The Health and Social Care curriculum is mapped to follow the order of completion of the Cambridge National NEA and is chunked according to specification points, providing students with a logical progression through the Cambridge National programme. The two coursework NEA's are completed before the written exam and these are assignments set each year by the exam board and completed in specific time frames. Students need to be resilient in research skills, application and evaluation of key topics.

Your child will study:

R033 – Supporting individuals through life events

This unit is assessed by a Set Assignment. In this unit students will learn about growth and development through the life stages. Students will also learn how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs. Topics include:

- Topic Area 1 Life stages
- Topic Area 2 Impacts of life events
- Topic Area 3 Sources of support

R034 – Creative and therapeutic activities

This unit is assessed by a Set Assignment.

In this unit students will research therapies and learn about how they can benefit people. Students will also learn about the benefits of creative activities and you will plan and deliver a creative activity to a group or individual. Topics include:

- Topic Area 1 Therapies and their benefits
- Topic Area 2 Creative activities and their benefits
- Topic Area 3 Plan a creative activity for individuals or groups in a health or social care setting
- Topic Area 4 Deliver a creative activity and evaluate your own performance

R032 – Principles of care in health and social care settings

This unit is assessed by an exam. In this unit students will learn about the key topics that are important when caring for and protecting people in health and social care. Topics include:

- Topic Area 1 The rights of service users in health and social care settings
- Topic Area 2 Person-centred values
- Topic Area 3 Effective communication in health and social care settings
- Topic Area 4 Protecting service users and service providers in health and social care settings

Your child will:

- Understand the concept of life stages and PIES.
- Plan and deliver an activity for a set brief from the exam board.
- Explore how health and social care values and skills can be used in the world of work.
- Understand the need for safeguarding.

How can you support your child at home?

- Encourage your child to continue with work via Teams at home.
- Let them practice their activity leadership skills on you.
- Encourage them to take part in work experience within the health and social care sector.



If you need to ask a question about this subject, contact:
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Hospitality and Catering

Overview

The Hospitality and Catering curriculum in Year 11 builds on Year 10 and intends to deliver excellent outcomes. The Vocational Award in Hospitality and Catering has been designed to support learners in schools who want to learn about this vocational sector and the potential it can offer them for their careers or further study. The curriculum in Year 11 supports students in preparing for their externally assessed units of work. This further study provides students with the opportunity to develop a range of specialist and general skills that would support their progression to Level 3 Hospitality and Catering and further employment.

Your child will study:

- The importance of nutrition
- How to prepare and make dishes
- Working in the hospitality and catering industry
- Health and safety in hospitality and catering provision
- Contributing factors to the success of hospitality and catering provision

What knowledge, skills and understanding will your child gain by the end of Year 11?

Your child will:

- Embed their knowledge of how to cook a wide range of starters, main meals, desserts and accompaniments
- Use a wide range of knife skills safely and competently
- Be able to respond to a set brief, working independently, demonstrating a range of medium and complex cooking skills
- Understand and apply key knowledge about nutrition, hygiene and safety
- Understand and apply key knowledge about the hospitality and catering industry

Your child will be assessed through lesson activities, whole-class feedback sheets, peer/self-assessment allocated to specific tasks. Summative assessments include knowledge-based quizzes at the end of each unit of work and assessed practical lessons based on skills. Unit 1 and 2 will be formally assessed in Year 11.

How can you support your child at home?

- Encourage your child to complete homework as this will directly feed into the lessons they do in school
- Encourage your child to help with the food shop, so that they become familiar with a range of fresh and packaged foods
- Encourage your child to demonstrate their practical cooking skills at home



Useful links:

<https://www.nhs.uk/live-well/eat-well/food-guidelines-and-food-labels/the-eatwell-guide/>

<https://www.bbc.co.uk/bitesize/subjects/zbtvxyc>

<https://www.health-ni.gov.uk/topics/professional-medical-and-environmental-health-advice/environmental-health>

<https://www.food.gov.uk/food-safety>



If you need to ask a question about this subject, contact:
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HISTORY

Overview

GCSE History students study AQA History GCSE. This is broken down into two papers. Paper 1 tests knowledge of more modern History with two sections on Conflict & Tension 1894-1918 and Democracy & Dictatorship in Germany. Paper 2 tests knowledge of Britain, Health and the People and Elizabethan England. In Year 10 students will study one unit from each paper. This means a focus on Democracy & Dictatorship in Germany and Elizabethan England.

Your child will study:

- Germany and the growth of democracy, Germany and the depression, The experiences of Germans under the Nazis
- Elizabeth's court and parliament, life in Elizabethan times, troubles at home and abroad
- Historic environment study: The Americas

What knowledge, skills and understanding will your child gain by the end of Year 11?

Your child will:

- Understand how to structure answers to GCSE History questions
- Conduct a study of a historic site and evaluate how it connects with Elizabethan England
- Critically evaluate sources of evidence to draw conclusions
- Compare and contrast historical events
- Study content in line with the National Curriculum & AQA History GCSE

Your child will be assessed through constant checking for understanding methods during lessons, multiple choice assessments in class, mock examinations and end of year examinations.

How can you support your child at home?

- Encourage your child to attend all revision sessions
- Use an AQA History revision guide to help by testing students on key knowledge
- Encourage the completion of homework (set on Seneca)
- Visit historical locations such as Hardwick Hall
- Read books, poetry and watch films and television programmes relating to the Nazi Party and life in Germany during WW2



Useful links:

<https://www.senecalearning.com>



If you need to ask a question about this subject, contact:
Susannah.North@BBEC.bdat-academies.org



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MATHS

Overview

The Mathematics curriculum in Year 11 ensures that all students are provided with the necessary skills to complete the mathematical problem solving required of them in both their GCSE exams and the wider world of work. In Year 11, all mathematics teachers create a bespoke scheme of learning for their classes based on prior attainment. These customized curricula allow teachers to fully support and challenge pupils appropriately and give the required time to any key areas of weakness identified in previous years. Our highest achieving students are also given the opportunity to take a second mathematics qualification (the AQA level 2 certificate in further maths).

Your child will study:

- A bespoke higher or foundation scheme of learning designed to prepare them fully for their GCSE exams
- The best way to approach a variety of styles of Mathematics exam questions
- Essential revision skills to prepare students for the GCSE exams

What knowledge, skills and understanding will your child gain by the end of Year 11?

Your child will:

- Be able to work fluently with a variety of mathematical methods
- Know how to link methods to answer questions involving multiple concepts
- Understand how to check their answers for common mistakes
- Problem solve effectively and reason mathematically; being able to explain (both on paper and verbally) why and how they have chosen particular methods
- Know how to revise effectively and be prepared for the GCSE exams

Your child will be assessed through regular exam questions in class, online and paper-based exam paper practice, mock examinations and the Eduqas GCSE examinations in Mathematics.

How can you support your child at home?

Ensure they have a Casio FX-83GTCW calculator (or equivalent)

- Test their factual recall using their learn by heart sheets
- Encourage them to practise past papers online (see links)
- Ensure your child completes their online homework
- Encourage the use of CorbettMaths 5-a-day as a quick regular source of mixed revision as well as using their videos and worksheets for specific topic revision.
- Regularly remind them we revise maths by doing maths!



Useful links:

<https://corbettmaths.com/5-a-day/>

<https://www.onmaths.com/>

<https://www.drfrostmaths.com/worksheets.php?wdid=2>



If you need to ask a question about this subject, contact:
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FRENCH/SPANISH

Overview

The French/Spanish curriculum in Year 11 ensures that all students are provided with the necessary tools to develop their language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence. The interleaved curriculum allows students to revisit previous topics and to master the skills of listening, speaking, reading and writing in preparation for the GCSE exams.

Your child will study:

- Topics on careers and global issues.
- A range of tenses and grammatical structures.
- Essential revision skills to prepare students for the GCSE exams.

What knowledge, skills and understanding will your child gain by the end of Year 11?

Your child will:

- Know how to understand and respond to different types of spoken language.
- Be able to communicate and interact effectively in speech for a variety of purposes.
- Know how to understand and respond to different types of written language.
- Be able to communicate effectively in writing for a variety of purposes.
- Know how to revise effectively and be prepared for the GCSE exams.

Your child will be assessed through tasks in reading, speaking, listening and writing, mock examinations and the GCSE examinations in AQA GCSE French.

How can you support your child at home?

- Encourage your child to begin revising as early as possible.
- Encourage your child to practise past papers.
- Test your child on the weekly vocabulary that they are learning.



Useful links:

<https://senecalearning.com/en-GB>

<https://www.duolingo.com>



If you need to ask a question about this subject, contact:
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MUSIC

Overview

If you already play an instrument or sing, you can develop your skills and get a GCSE out of it! If you don't already play an instrument or sing, you can take the opportunity to learn new skills which could stay with you for life. If you already enjoy writing your own music or songs, you can use this ability and experience towards your GCSE. If you are a creative person who wants to learn to make music, this course will give you that chance. If you love listening to music, and can spot all the details, sing every riff and "air-drum" every beat, you have already developed some of the abilities you need. OKay, so you can't mime-playing it in the exam, but if you can already think that rhythm or sing that tune in your head you have some skills!

Typical classroom activities would be:

- Performing (playing music) on your own and in a group. This could be in any style, on any instrument or voice, rapping, singing, band and orchestral instruments.
- Exploring how great pieces of music were put together, then when you have learnt some of the techniques, composing your own music. This could involve using computer software such as Bandlab, writing for a specific purpose, writing songs etc.
- Listening to a variety of music and learning how to identify the facts about what you hear. You will already have heard about the elements of music in your Key Stage 3 lessons. At GCSE you focus on how these are used for different purposes.

The Eduqas GCSE Music course has three components: Performing 30%, Composing 30% and Appraising 40% (Listening).

Your child will study:

- **Component 1** - Exploring music products and styles. Perform 3 styles/create presentation on 3 styles.
- **Component 2** - Musical skill development. Plan and create 2 musical outcomes to develop your skills.
- **Component 3** - Responding to a brief. Develop/record musical material. Develop song A into style B, for example a reggae song to be developed into a swing style.
- **Component 1** - Exploring music products and styles. Perform 3 styles/create presentation on 3 styles.

What knowledge, skills and understanding will your child gain by the end of Year 10/11?

Your child will:

- Develop a mixture of private practice, group performance, classroom-based work developing listening and appraising skills, practical lessons, group and solo performances
- Know how to use PCs and sequencing software to create and develop music/compositions

How can you support your child at home?

- Encourage a love of music
- Encourage your child to practise at home
- Encourage your child to engage with Bandlab
- Support any musical interests they have
- Encourage your child to take up instrumental lessons at school



Useful links:

<https://www.senecalearning.com>



If you need to ask a question about this subject, contact:
sara.ryan@bbec.bdat-academies.org



BUSINESS & ENTERPRISE COLLEGE

PHOTOGRAPHY

Overview

Year 11 students are encouraged to be independent thinkers, enabling them to develop their artistic voice and make informed artistic decisions.

They are encouraged to explore and analyse the work of artists, movements and art historical periods, gaining a deeper understanding of artistic styles, and influences. Through exploring a variety of themes, students are able to develop their own work.

Your child will study:

- **Component One: Mock paper- responding to a photography brief**
- **How to effectively present photographic work**
- **Component Two: Preparation for external examination**

What knowledge, skills and understanding will your child gain by the end of Year 11?

Your child will:

- Know how to use a range of photographic techniques to record their observations
- Know how to use photographic techniques and media, including Adobe Photoshop
- Know how to generate ideas and evaluate their own work as it progresses
- Know how to analyse the work of artists and photographers
- Know how to present photographic outcomes

Your child will be assessed through timed responses in class, mock examinations and the GCSE examinations in AQA GCSE Fine Art.

How can you support your child at home?

- Strongly encourage to bring their own props, personal items and specific subject matter from home to help them enhance their photographic practice.
- Encourage your child to plan and take series of photographs in their own time, outside school and work in a timely manner to produce creative outcomes. A SD Memory Card will be useful to store their photographic images.
- Encourage your child to carry out artist/photographer research independently to support their project coursework work
- Encourage your child to visit art galleries or places of interest to enhance their learning.



Useful link

<https://www.adobe.com/uk/products/photoshop>

[The basics of photography composition | Adobe](#)

[Photography - GCSE Art and Design Revision - AQA - BBC Bitesize](#)



**If you need to ask a question about this subject, contact:
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PSHCE

Overview

The PSHCE curriculum in Year 11 ensures that all students develop a range of skills to keep themselves and others safe, happy, and healthy. They will develop a real sense of community and understanding of their place as an active citizen in the wider world. The PSHCE curriculum encourages all students to understand British values of respect, tolerance, law and democracy which underpin our school value of kindness. Your child will study:

- Online safety (understanding our digital footprint)
- Stress management and coping with exam pressure
- The importance of healthy lifestyles
- Body image and the risks of aesthetic body alterations
- Dealing with conflict/relationship breakdowns
- Careers- CV-building, interview skills, professionalism, work/life balance

What knowledge, skills and understanding will your child gain by the end of Year 11?

Your child will:

- Understand and recap how to keep safe both inside and outside of school, as well as on-line
- Recap the fundamental British values of democracy, the rule of law, tolerance, mutual respect and liberty.
- Understand how to spot the signs of stress and adopting healthy coping strategies to manage this
- Understand how to deal with conflict in a healthy way within relationships
- Understand how to build a CV, successful interview techniques and professional behaviours
- Understand the importance of diversity and inclusion within our community

How can you support your child at home?

Your child will be assessed through weekly multiple choice quizzes and targeted questioning.

Discuss and monitor your child's online activity, ensuring they feel confident to share any concerns they may have.

- Regularly check-in with your child's mental and physical wellbeing, encouraging them to share and discuss their thoughts/feelings
- Discuss current affairs at home, ensuring your child knows where to access accurate and reliable news sources



Useful links:

<https://saferinternet.org.uk/>

<https://www.youngminds.org.uk/>



If you need to ask a question about this subject, contact:
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CORE RELIGIOUS EDUCATION

Overview

The Religious Education curriculum in Year 11 encourages all students to ask challenging questions about the existence of God, beliefs about what is right and wrong and the meaning and purpose of life. It helps students understand and display British values of respect, tolerance, and democracy which underpin our school value of kindness. It helps students understand belief systems and political ideologies so they can make informed decisions and set themselves challenging goals about how they can become more active citizens who have a real impact on society.

Your child will study:

- Different perspectives on the morality of war, including just war theory and pacifism. Explore the role of religion in promoting peace and reconciliation.
- Different religious and non-religious perspectives on the rights and wrongs of abortion and euthanasia.
- Different perspectives on crime and punishment, including the role of retribution, deterrence, and rehabilitation and consider the death penalty and its ethical implications.

What knowledge, skills and understanding will your child gain by the end of Year 11?

Your child will:

- Know religious and non-religious views on whether war can ever be justified, understand the arguments for and against ethical issues such as abortion, euthanasia and the death penalty and assess the advantages of the different aims of punishment.
- Know how to interpret quotations and use them to support religious beliefs.
- Write consistently and coherently.

How can you support your child at home?

- Discuss the topics they are studying in school and ask them questions about them
- Encourage homework



Useful links:

<https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062>



If you need to ask a question about this subject, contact:
Emma.Norfolk@bbec.bdat-academies.org



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RELIGIOUS STUDIES

Overview

The Religious Education curriculum in Year 11 encourages all students to ask challenging questions about the existence of God, beliefs about what is right and wrong and the meaning and purpose of life. It aims to provide students with secure knowledge on key beliefs and practices in Christianity and Islam, ensuring they can write extensively on these in preparation for the GCSE exams.

Your child will study:

- **Christian practices:** The study of Christian practices.
- **Religion and Relationships.**
- **Islam practices:** The study of Muslim practices.
- **Revise units completed in Year 10 and core classes, including The Existence of God and Revelation, Religion, Crime and Punishment, Religion and Life, Relationships and Families.**

What knowledge, skills and understanding will your child gain by the end of Year 11?

Your child will:

- **Know key Christian practices on worship, the sacraments, pilgrimage, festivals, church growth and Christian responses to persecution and poverty.**
- **Know key Muslim practices on the 5 pillars of Islam, the 10 obligatory acts in Shi'a Islam and Festivals.**
- **Know different Christian beliefs on sexuality, contraception, marriage, divorce, the role of the family and gender inequality.**
- **Know how to interpret quotations and use them to support religious beliefs.**
- **Write consistently and coherently.**
- **Know how to revise effectively and be prepared for the GCSE exams.**

Your child will be assessed through timed responses in class, mock examinations, and the GCSE examinations in AQA GCSE Religious Studies.

How can you support your child at home?

- Encourage your child to begin revising as early as possible.
- Encourage your child to practise past papers and complete any homework.
- Discuss the topics they are studying in school and ask them questions about it.
- Encourage your child to complete the homework and explore their own ideas.
- Encourage your child to complete the homework and explore their own ideas.



Useful links:

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SCIENCE

Overview

The Science curriculum in Year 11 aims to empower curious minds enabling our students to become scientifically literate and critical thinkers, providing them with knowledge and skills to excel in skills in STEM fields and beyond. All pupils are taught essential aspects of the knowledge, methods, processes and uses of science. This includes the use of conceptual models and theories to make sense of the observed natural phenomena to learn about effect and cause and that change is driven by interactions between different objects and systems. The progress of science happens through processes of hypothesis, practical experiments, observation, theory and development and review.

Your child will study:

- **Biology – Transport in cells, hormones and their effects, inheritance and evolution.**
- **Chemistry – Recap ionic compounds and Electrolysis, Energy changes, and Chemistry of the Atmosphere and Using Resources.**
- **Physics – Electricity and the National Grid, EM Spectrum and Electromagnetism.**

What knowledge, skills and understanding will your child gain by the end of Year 11?

Your child will:

- **Build upon their scientific knowledge from year 10.**
- **Demonstrate mastery in skills needed to work as a scientist including planning investigations, identifying variables, using scientific equipment correctly and problem-solving.**
- **Explain scientific ideas in subject disciplines of biology, chemistry, and physics.**
- **Apply mathematical knowledge to presenting and analysing scientific data.**
- **Use modelling and abstract ideas to describe scientific phenomena.**

Your child will be assessed through timed responses in class, end of unit tests, mock examinations and end of year examinations.

How can you support your child at home?

- **Encourage your child to use the recall fact sheets on the school website.**
- **Use Class Charts to ensure all homework is completed.**
- **Encourage your child to make flashcards and revision maps to recall knowledge.**
- **Use computers to research lesson topics.**

Useful links:

<https://www.bbc.co.uk/bitesize/examspec/z8r997h>
<https://cognitoedu.org/dashboard>
<https://senecalearning.com/en-GB/>



If you need to ask a question about this subject, contact:
mazhar.hussain@bbec.bdat-academies.org



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BTEC SPORT

Overview

BTEC sport in year 11 will first focus on practical sport performance and planning to deliver sessions which aim to improve the performance of others in a specific sport. They will then study how fitness and training is planned in order to make the biggest impact on a sports performer.

Your child will study:

- Skills techniques and tactics of a specific sport.
- Rules and regulations of a specific sport
- Officials in different sports and their roles and responsibilities.
- Components of fitness
- Fitness testing methods
- Fitness training methods
- Fitness programming

What knowledge, skills and understanding will your child gain by the end of Year 11?

Your child will:

- Be able to use skills and tactics of a sport and apply tactics in a game situation.
- Be able to apply rules and regulations of a sport.
- Understand how officials fulfil their roles and responsibilities in a sport.
- Know the different components of fitness and apply these to different sports.
- Understand how to test different types of fitness and which sports performers each test applies to.
- Understand that different types of fitness require different methods of training and apply this to various sports performers.
- Know and understand how to plan training and what might affect how different individuals train.

How can you support your child at home?

- Your child will need PE uniform at various times during the year. Please continue to check when they might need PE uniform.
- Encouraging your child to revise thoroughly for end of unit tests, mock exams and real exams.



Useful links:

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/sport-2022.html>



If you need to ask a question about this subject, contact:
jeremy.hillam@bbec.bdat-academies.org



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Art Textiles

Overview

The Art Textiles curriculum in Year 11 allows students to build on techniques learned in Year 10 and develop knowledge, understanding and skills relevant to Art Textiles, through integrated practical, critical and contextual study. Students will learn through practical experience and develop a range of personal and meaningful responses through the development of ideas, refining and recording observations and insights in visual language. Over time, students will reflect critically on their creative journey to improve their work. Your child will study:

- Component 1: Structures extended project 2
- Component 2: Exam brief
- How to take inspiration from the work of artists, designers, and craftspeople
- How to respond to a textiles brief

What knowledge, skills and understanding will your child gain by the end of Year 11?

Your child will:

- Use a range of techniques such as mono-printing, screen-printing, direct printing, batik and transfer printing, appliqué/reverse appliqué, and freehand machine embroidery.
- Carry out primary research including drawing and painting and photography.
- Develop practical skills and knowledge of textile decorative techniques and fabric manipulation in order to create fabric samples.
- Know how to generate ideas and evaluate their own work as it progresses
- Know how to analyse the work of artists, designers, and craftspeople.
- Use the work of textile designers and artists to inform the development and refinement of their own ideas

Your child will be formally assessed through responses in class and mock examinations.

How can you support your child at home?

- Encourage your child to research project themes and create drawings and studies independently to support their portfolio work.
- Encourage your child to carry out artist research independently to support project coursework work and visit galleries or places of interest to enhance their learning
- Develop hand embroidery skills by completing samples at home to include different hand embroidery stitches, sewing beads and buttons and couching.



Useful links:

<https://www.textileartist.org/>

<https://www.pinterest.co.uk/>



If you need to ask a question about this subject, contact:
Sophie.Baxter@bbec.bdat-academies.org



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3D Studies

Overview

The 3D Studies curriculum in Year 11 allows students to develop knowledge, understanding and skills relevant to 3D design, through integrated practical, critical and contextual study. Students will learn through practical experience and develop a range of personal and meaningful responses through the development of ideas, refining and recording observations and insights in visual language. Over time, students will reflect critically on their creative journey to improve their work.

Your child will study:

- Component 1: Natural forms – own choice project
- Component 2: Exam brief
- How to take inspiration from the work of artists, designers, and craftspeople
- How to respond to a 3D brief

What knowledge, skills and understanding will your child gain by the end of Year 11?

Your child will:

- Know and understand how to work with different materials to create 3D outcomes.
- Know and understand how to present ideas both in 2D and 3D format.
- Apply techniques and processes to ensure a quality finish.
- Select and work independently on practical skills to create samples which reflect the work of their chosen artist/designer and are relevant to the chosen brief.
- Know and understand the work of key artists and designers and how the work can be used to inform the generation, development, and refinement of ideas.
- Work independently to lead their own learning and response to the project brief.

Your child will be formally assessed through responses in class, mock examinations, and the GCSE AQA examination in 3D design.

How can you support your child at home?

- Encourage your child to complete the homework and explore their own ideas.
- Encourage your child to carry out artist research independently to support their project coursework work and visit galleries or places of interest to enhance their learning.



Useful links:

<https://pinterest.co.uk>

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/three-dimensional-design>



If you need to ask a question about this subject, contact:
Sophie.Baxter@bbec.bdat-academies.org



HOME LEARNING

At BBEC we believe every child should be given the opportunity to engage in home learning. Not only will it help with their schoolwork, but it will also embed good habits for future learning and success.

Home learning activities will be planned to link to classroom learning. Revision and retrieval activities may be set as part of this. Home learning booklets may be provided for some subjects, as well as online learning platforms such as SparxMaths and Seneca.

To help engage students in their learning, all home learning will be monitored. Students completing home learning will achieve a positive recognition stamp for completing a piece of homework on time, in full and to a good standard. This will lead to rewards in school assemblies.

We recommend that your child completes their home learning in a quiet place, allowing them to concentrate fully on their home learning activity. At BBEC, an after-school Home Learning Club can be accessed in the school library. A member of staff will be present to help your child with their questions and ideas. Encouraging your child to attend this club will help them to take ownership of their learning which will enable them to become independent learners.

Individual teachers set home learning through Class Charts, an online recording platform for home learning. Parents and students are able to view the activities which have been set. Your child will be shown how to use Class Charts upon their arrival in school in September.

KS4 Home-Learning Timetable

Subject	Home Learning
English	Two home learning pieces per week
Maths	
Science	
Option Subjects	At least two pieces of home learning every fortnight

