



The Ferrers School

Year 11 Curriculum Overview 2025-26

“Learning is a journey, not a destination.”



Aspire Achieve Acclaim

Introduction

This document provides an overview of our students' learning journey through Year 11. We encourage you to discuss the content of each subject with your child, including the ***Independent Study*** that has been outlined, as this is a compulsory element of each subject that students must ensure they complete alongside their learning within lessons. This will give you a clear insight into your child's learning focus from week to week and enable you to support your child with their independent study.

Independent Study

All independent learning is set on TEAMs as an assignment and as a parent you will receive a weekly overview of the assignments that your child has been set by their teachers. Independent study will be set every week for Year 11 students.

Learning in Year 11

Following a review of our Teaching and Learning expectations we have launched a newly refreshed framework that sets out our expectations of students and staff alike. Our key areas of focus are Challenge, Communication, Participation, Independence and Pride. We are committed to ensuring that our students develop and demonstrate these key characteristics on a day-to-day basis, across all aspects of school life. On a wider footing, our ambition is that all parents and carers are also well versed in what we expect of our students so please take some time to familiarise yourself with the Teaching and Learning Framework on page 3.

The Ferrers Framework

ASPIRE • ACHIEVE • ACCLAIM



STUDENTS COMMUNICATION

Understand what is expected of them, in lessons and in the wider school community.

Ask for help when needed.

Understand how to seek feedback.

Can explain what they are learning and why.

Recognise the importance of reading, writing, speaking and listening in their daily lives.



STUDENTS PARTICIPATION

Know how to join in and take part, in lessons and in extra-curricular activities.

Are motivated by experiencing success early on in lessons.

Respond to instruction, opting in and taking an active approach to learning.

Can expect to be praised for their contribution and effort.

Understand that getting it wrong is an integral part of the learning process.



STUDENTS CHALLENGE

Are intellectually curious and enjoy being challenged.

Expect learning to become increasingly challenging over time.

Recognise that other learners have different challenges to them.

Understand that they will make progress by thinking hard and pushing themselves.

Take responsibility for their contribution, in lessons and extra-curricular activities.



STUDENTS PRIDE

Arrive to lessons on time.

Feel a sense of pride when they try hard and show excellence in their work.

Enjoy receiving acclaim from peers, teachers, parents and members of the community.

Respect the learning environment, in classrooms and around the school site.

Are proud to represent the school through student voice, leadership and community events.



STUDENTS INDEPENDENCE

Recognise the need to move from teacher instruction to mastery and independence.

Understand the steps they are taking in their learning.

Can think about the learning process, setting goals and making adaptations for themselves as required.

Can work independently for sustained periods of time, in a lesson and at home.

Extend the boundaries of learning by taking opportunities to develop their character and experience outside the classroom.



STAFF ENSURE COMMUNICATION

Expectations are shared explicitly.

Q & A and checking for understanding are used effectively.

High quality dialogue is used with students and between peers.

High levels of oracy so students can articulate the learning journey.

Reading, writing, speaking and listening are privileged by the subject.



STAFF ENSURE PARTICIPATION

Means of Participation are specified.

Students experience success early in the lesson.

There is a culture of 'No Opt Out' in lessons.

Learning behaviours are consistently acknowledged and rewarded.

Students are resilient; they feel safe to take risks and make mistakes.



STAFF ENSURE CHALLENGE

Lessons are well planned, pitched to challenge all students.

Teaching is adaptive, ensuring that all learners succeed.

There are high ratios of students thinking hard and taking part.

All students are challenged to push themselves.

Lessons involve high levels of student accountability.



STAFF ENSURE PRIDE

Lateness to lessons is always challenged.

Milestones in learning are recognised and celebrated.

Behaviours for learning are praised and rewarded.

Classroom environments are well maintained and conducive to learning.

Students feel motivated to work hard for success, attributing success or failure to things they can change.



STAFF ENSURE INDEPENDENCE

The curriculum is sequenced to enable independence.

Students can articulate the steps they are taking in learning.

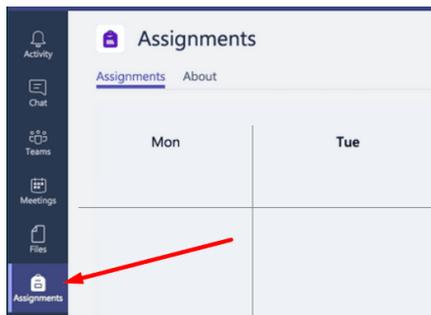
Students have opportunities to self-regulate, using metacognitive strategies where appropriate.

There is dedicated time in lessons for uninterrupted independent practice, when students are ready.

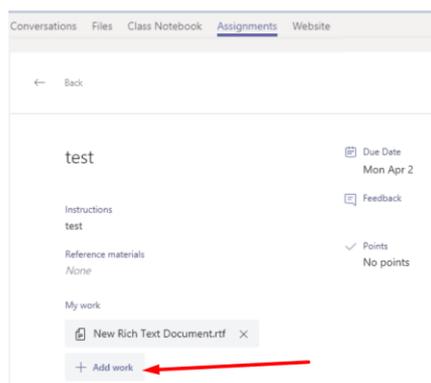
The subject finds appropriate ways to extend the boundaries of learning.

How do I hand in my assignment on Microsoft TEAMS?

1. Log on to TEAMS and go to your classroom.
2. Then select the **General** channel.
3. Click on **Assignments**.



4. The list of your assignments will appear on the screen. It's filtered by the due date. In this manner, you'll know what assignments are urgent and which can wait.
5. Select your **assignment card**. Open it and check the assignment details.
6. To hand in documents and files related to your assignment, click on the **+Add work** button and upload your files.



7. Hit the **Turn in** button to submit your assignment. Your teacher can now check your assignment and the files you attached to it.

Keep in mind that the maximum file size is 500MB. You can add up to 10 additional resources for each assignment.

English Curriculum

	Curriculum Content	Independent tasks
Term 1- Autumn 1 September - October	GCSE English Language Paper One Final GCSE Spoken Language Assessment	Complete practice papers for the reading and writing components of paper one. Choose from the variety of Language P1 Q5 prompts provided on TEAMS and plan responses. Practice your speech. This will need to be delivered to an audience, recorded and sent to the examination board.
Term 2 – Autumn 2 November - December	GCSE English Language Paper One PPE Two Preparation: Language Paper One and Literature Paper One Final GCSE Spoken Language Assessment	Complete practice papers for the reading and writing components of paper one. Choose from the variety of Language P1 Q5 prompts provided on TEAMS and plan responses. Produce revision resources for Literature Paper One (Macbeth and A Christmas Carol). Practice your speech. This will need to be delivered to an audience, recorded and sent to the examination board.
Term 3 – Spring 1 January - February	Modern Play Study: 'An Inspector Calls' PPE Three Preparation: Language Paper Two and Literature Paper Two	Research Edwardian life in Britain. Research other key contextual ideas around the play: class divide, gender inequality, J.B. Priestley's Life Capitalism, Socialism, The Great Depression, Labour Strikes in early 1900s England etc. Complete practice papers for the reading and writing components of paper two. Choose from the variety of Language P2 Q5 prompts provided on TEAMS and plan responses. Produce revision resources for Literature Paper Two (An Inspector Calls, Poetry Anthology and Unseen Poetry). Ask your teacher for some 'Unseen' poems to explore.

Term 4 – Spring 2 February - April	Modern Play Study: 'An Inspector Calls' English Language Targeted Revision (including carousels and targeted masterclasses).	Research Edwardian life in Britain. Research other key contextual ideas around the play: class divide, gender inequality, J.B. Priestley's Life Capitalism, Socialism, The Great Depression, Labour Strikes in early 1900s England etc. Create timelines for each character and theme for each Literature set text. Choose from the variety of Language P1 and P2 Q5 prompts available in the relevant TEAMS folder and plan responses.
Term 5 – Summer 1 April - May	Carousel Revision	

Assessment and Feedback	
Assessment types and frequency	Feedback will take a variety of forms: written feedback on essay-style responses, homework feedback on research and revision-based documents, verbal feedback on a variety of student responses within lesson and/or whole class feedback via a sample marking process. We operate a 'Whole Class Feedback' approach in exercise books, whereby some members of the class will receive written feedback on a rotational basis, with a whole-class feedback departmental proforma evident in ALL students' books, alongside red-pen feed-forward tasks to address common misconceptions.
Independent work to be completed at home	An emphasis is on students completing useful revision documents in their own time in preparation for the end of year exams. Students will be given set homework from their teachers, which will be set by class teacher via TEAMS. Students should be reading in their own time, choosing texts which challenge and enhance their vocabulary. Books are available to borrow from the library which also has an online platform for book rental.
Equipment required	Students may choose to own their own copies of Literature texts for personal annotation; poetry anthologies; access to TEAMS, where all lesson information and resources will be uploaded on a weekly basis.
Future proofing	Our curriculum aims to make clear links between the skills learners attain and future career routes so that students have a clear understanding of how their learning will benefit them as lifelong learners. We aim to ensure that all students can access their next steps for the future, whether that be 6 th Form, apprenticeships or college, where there is a minimum expectation of a Grade 4 in English Language; preparing students for A-Level study, where we offer both English Literature and combined English Language and Literature courses.
Pledges	Participation - taking on the regular class reading of set-texts; Excellence – opportunity to be nominated for weekly 'star of the week' awards; Giving – chances to have own written responses

	shared as model answers with other students in both Years 10 and 11; Service – we are always looking for volunteers to help promote the English Department in open evenings and via social media channels.
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Helping at home	
Ways you can help your child	Encourage reading - a wide range of texts, fiction and non-fiction; allow access to film versions of A Christmas Carol and Macbeth; regular conversation with class teachers who will always be happy to advise.
Useful websites and texts	Mr Bruff - YouTube : a range of short and snappy revision videos for all Literature and Language texts and questions all on one channel; TEAMS – all lesson resources uploaded and shared weekly; Tassomai – an interactive app which allows students to test themselves on key quotations, characters, themes and general comprehension skills.
Extra-curricular clubs and support	English session 6 for Year 11 only will take place every Monday from 3.10-3.45pm in each student’s regular English classroom.

Teachers and contact	
Curriculum Leader	Mr R Downs – RDowns@theferrers.org
Classroom Teachers	Mr R Downs – RDowns@theferrers.org
	Mrs K Frost – KFrost1@theferrers.org
	Mrs E Smith – ESmith@theferrers.org
	Mrs E Wisby – EWisby@theferrers.org
	Mrs T Truett – TTruett@theferrers.org

Mathematics Curriculum

	Curriculum Content	Independent tasks
Term 1 Autumn 1 September - October	Fraction, sequences, vectors, trigonometry and quadratics	Targeted exercises set on Corbett Maths or Sparx that will allow students to consolidate their understanding and explore future topics
Term 2 Autumn 2 November - December	Data and graphs of functions	
Term 3 Spring 1 January - February	Functions, surface area and circle theorems	
Term 4 Spring 2 February - April	Targeted revision	
Term 5 Summer 1 April - May	Targeted revision	

Assessment and Feedback	
Assessment types and frequency	Feedback to be given every two weeks which will take a variety of forms: written feedback on exam-style questions, homework feedback on research and revision-based documents, verbal feedback. Formal assessments termly.
Independent work to be completed at home	An emphasis is on students completing independent work based on book feedback, creating personal notes and attempting questions set. Completing of practise exam papers.
Equipment required	Calculator, pen, pencils and geometry set.
Future proofing	Ensuring all students can access next steps for the future, whether that be 6th Form, apprenticeships or college, where there is a minimum expectation of a Grade 4 in Mathematics; preparing students for A-Level study, where we offer both Mathematics A-level and core mathematics
Pledges	Excellence – opportunity to be nominated for weekly ‘star of the week’ and postcard home; Service – we are always looking for volunteers to help promote the Mathematics Department in open evenings and via social media channels; Participation – we offer multiple opportunities for competitions across the year, such as maths challenge

Helping at home	
Ways you can help your child	Ensure pupils complete independent work set based on book feedback, revision for mock exams
Useful websites and texts	Corbett maths and Sparx
Extra-curricular clubs and support	Wednesday 3.10-3.45pm.

Teachers and contact	
Curriculum Leader	Mr D Adams Dadams@theferrers.org
Classroom Teachers	Mr R Sadler Rsadler@theferrers.org
	Miss K Unwin Kunwin@theferrers.org
	Mr Fong EFong@theferrers.org
	Mrs K Govender KGovender@theferrers.org

Science Curriculum

	Curriculum Content	Independent tasks
Term 1- Autumn 1 September - October	Chemistry Chapter 7 – Hydrocarbons Biology Chapter 5 – Homeostasis Physics Chapter 6 - Waves	Tassomai Quizzes
Term 2 – Autumn 2 November - December	Chemistry Chapter 8 – Chemical Analysis Biology Chapter 5 – Homeostasis Physics Chapter 6 - Waves	Tassomai Quizzes
Term 3 – Spring 1 January - February	Chemistry Chapter 9 – Chemistry of the Atmosphere Biology Chapter 6 – Inheritance and Variation Physics Chapter 7 - Magnets	Tassomai Quizzes
Term 4 – Spring 2 February - April	Chemistry Chapter 10 – Using Resources Biology Chapter 6 – Inheritance and Variation Physics Chapter 7 - Magnets	Tassomai Quizzes
Term 5 – Summer 1 April - May	Preparation for Exams	Tassomai Quizzes

Assessment and Feedback	
Assessment types and frequency	Mid topic assessments, 6-mark questions, exam style questions, end of topic tests
Independent work to be completed at home	Tassomai Quizzes
Equipment required	Pen, pencil, ruler, scientific calculator, sharpener, red pen
Future proofing	
Pledges	Environment, Participation

Helping at home	
Ways you can help your child	Ask about what they've been learning about in science, ask them to teach you about it, watch documentaries from Brian Cox, David Attenborough, the BBC and those on Netflix together.
Useful websites and texts	www.freesciencelessons.co.uk https://www.bbc.co.uk/bitesize https://classroom.thenational.academy/ YouTube – FuseSchools, Cognito exam practice - https://www.savemyexams.co.uk/
Extra-curricular clubs and support	Thursday 3.10-3.45pm.

Teachers and contact	
Curriculum Leader	Dr N Mellor – nmellor@theferrers.org
Deputy Curriculum Leader	Miss J Burke – jburke@theferrers.org

Classroom Teachers

Dr N Mellor – nmellor@theferrers.org

Miss J Burke – jburke@theferrers.org

Mr R Spavins Hicks – rspavinshicks@theferrers.org

Mr M Johnson – mjohnson@theferrers.org

Mrs S Matthews – smatthews@theferrers.org

Dr C Holyoak – cholyoak@theferrers.org

Mrs M Garrod – mgarrod@theferrers.org

Miss Y Guy – YGuy@theferrers.org

Miss Punian - rpunian@theferrers.org

History Curriculum

	Curriculum Content	Independent tasks
Term 1- Autumn 1 September - October	Superpower relations and the Cold War, 1941-91 Unit 2	Independent learning on each GCSE unit is set on TEAMS and Tassomai. The learning tasks are set over an extended period. We would encourage students to use a “little but often” approach when completing these tasks.
Term 2 – Autumn 2 November - December	Superpower relations and the Cold War, 1941-91 Unit 3	
Term 3 – Spring 1 January - February	Revision for Final GCSE Exams	
Term 4 – Spring 2 February - April	Revision for Final GCSE Exams	
Term 5 – Summer 1 April - May		

Assessment and Feedback	
Assessment types and frequency	Formal assessment once a half term as well as regular low stakes knowledge tests.
Independent work to be completed at home	All homework is set on TEAMS, using Seneca or Tassomai, once a half term to be completed by students over an extended period.
Equipment required	Pen, Red Pen, Reserve Pen, Ruler and Pencil.
Future proofing	The curriculum is flexible and can be adapted.
Pledges	There are plenty of opportunities to become involved with topics that lend themselves to Pledge awards, especially Diversity, which the History teachers will signpost for students as they study.

Helping at home	
Ways you can help your child	Support your child with their homework tasks on TEAMS. Discuss the issues they are studying in History – ask them what they are learning about and what they think about the debates within the subjects.
Useful websites and texts	BBC Bitesize History – lots of information about History and videos: https://www.bbc.co.uk/bitesize/examspecs/zw4bv4j Seneca and Tassomai – Homework platforms used for our GCSE studies: https://senecalearning.com/en-GB/ https://www.tassomai.com/
Extra-curricular clubs and support	Teachers will be available during session 6 to support students – Friday 3.10-3.45pm.

Teachers and contact	
Curriculum Leader	Mr R Mosdell – Rmosdell@theferrers.org
Classroom Teachers	Mr T Collins (lead) TCollins@theferrers.org Mr T Magennis TMagennis@theferrers.org Mr R Mosdell -RMosdell@theferrers.org

Geography Curriculum

	Curriculum Content	Independent tasks
Term 1- Autumn 1 September - October	The Changing Economic World	Independent learning on each GCSE unit is set on TEAMS and Tassomai. The learning tasks are set over an extended period. We would encourage students to use a “little but often” approach when completing these tasks.
Term 2 – Autumn 2 November - December	The Changing Economic World	
Term 3 – Spring 1 January - February	Revision – Paper 1, Paper2	
Term 4 – Spring 2 February - April	GCSE Paper 3 – Pre-Release Material	
Term 5 – Summer 1 April - May	Revision / Exams	
Term 6 – Summer 2 June - July		

Assessment and Feedback	
Assessment types and frequency	Formal assessment once a half term as well as regular low stakes knowledge tests.
Independent work to be completed at home	All homework is set on TEAMS, using Seneca or Tassomai, once a half term to be completed by students over an extended period.
Equipment required	Pen, Red Pen, Reserve Pen, Ruler and Pencil.
Future proofing	The curriculum is flexible and can be adapted.
Pledges	There are plenty of opportunities to become involved with topics that lend themselves to Pledge awards, especially Diversity, which the geography teachers will signpost for students as they study.

Helping at home	
Ways you can help your child	Support your child with their homework tasks on TEAMS. Discuss the issues they are studying in Geography – ask them what they are learning about and what they think about the debates within the subjects.
Useful websites and texts	BBC Bitesize Geography – lots of information about Geography and videos: GCSE Geography - AQA - BBC Bitesize Seneca and Tassomai – Homework platforms used for our GCSE studies: https://senecalearning.com/en-GB/ https://www.tassomai.com/
Extra-curricular clubs and support	Teachers will be available during session 6 to support students – Friday 3.10-3.45pm.

Teachers and contact	
Curriculum Leader	Mr R Mosdell RMosdell@theferrers.org
Classroom Teachers	Mr A Litchfield (Lead Teacher for Geography) ALitchfield@theferrers.org Mr D Ashurst DAshurst@theferrers.org

French Curriculum

	Curriculum Content	Independent tasks
Term 1- Autumn 1 September - October	Le collège Talking about school life	Language nut website Practise questions and answers for Speaking tasks for the topics given
Term 2 – Autumn 2 November - December	Le collège Talking about school life	Language nut website Practise questions and answers for Speaking tasks for the topics given
Term 3 – Spring 1 January - February	Le travail Talking about careers and future plans	Language nut website Practise questions and answers for Speaking tasks for the topics given
Term 4 – Spring 2 February - April	Exams and revision	Language nut website Practise questions and answers for Speaking tasks for topics.
Term 5 – Summer 1 April - May	Exams and revision	Language nut website Practise questions and answers for Speaking tasks for topics.

Assessment and Feedback	
Assessment types and frequency	Vocabulary tests and quizzes (weekly) Extended writing / speaking tasks (fortnightly) Reading/Listening assessments (end of each half term)
Independent work to be completed at home	Learn vocabulary given each week in preparation for vocabulary test Complete language nut tasks
Equipment required	Vocabulary uploaded on teams, access to language nut website
Future proofing	Learning the vocabulary will allow students to continue to access the work as well as new modules we do.
Pledges	Diversity

Helping at home	
Ways you can help your child	Help with learning vocabulary
Useful websites and texts	Quizlet, active learn, language nut vocabulary tasks
Extra-curricular clubs and support	Revision session P6 on Thursdays 3.45-4.25pm

Teachers and contact	
Curriculum Leader	Mrs M Valverde – mvalverde@theferrers.org
Classroom Teachers	Mr M Bialkowski mbialkowski@theferrers.org Mr R Teo rteo@theferrers.org

Spanish Curriculum

	Curriculum Content	Independent tasks
Term 1- Autumn 1 September - October	Module 7 – Un mundo major – to talk about environment and helping others	Languagenut website Role plays and photocard practice
Term 2 – Autumn 2 November - December	Module 7 – Un mundo major – to talk about environment and helping others	Languagenut website Role plays and photocard practice
Term 3 – Spring 1 January - February	Module 8 – El future te espera – talk about future careers, hopes and dreams	Languagenut website Role plays and photocard practice
Term 4 – Spring 2 February - April	Module 8 – El future te espera – talk about future careers, hopes and dreams Revisions for exams	Languagenut website Escape room – Work topic Role plays and photocard practice
Term 5 – Summer 1 April - May	Revision for exams	Languagenut website Speaking questions and answers, photocard and role play practice

Assessment and Feedback	
Assessment types and frequency	Vocabulary tests and quizzes (weekly) Extended writing / speaking tasks (fortnightly) Reading/Listening assessments (end of each half term)
Independent work to be completed at home	Learn vocabulary given each week in preparation for vocabulary test Complete languagenut tasks
Equipment required	Vocabulary uploaded on teams, access to languagenut website
Future proofing	Learning the vocabulary will allow students to continue to access the work as well as new modules we do.
Pledges	Diversity

Helping at home	
Ways you can help your child	Help with learning vocabulary
Useful websites and texts	Quizlet, active learn, languagenut vocabulary tasks
Extra-curricular clubs and support	Revision lessons on Thursday 3.45-4.15pm.

Teachers and contact	
Curriculum Leader	Mrs M Valverde – mvalverde@theferrers.org
Classroom Teachers	Mr M Bialkowski mbialkowski@theferrers.org Mr R Teo rteo@theferrers.org

Dance Curriculum

	Curriculum Content	Independent tasks
Term 1- Autumn 1 September - October	Begin to choreograph their Exam choreography solo	Rehearse in own time. Complete Theory Homework
Term 2 – Autumn 2 November - December	Perfect and record their Exam choreography solo at the end of term	Rehearse in own time. Complete Theory Homework
Term 3 – Spring 1 January - February	Begin to choreograph their exam duo/ trio choreography	Rehearse in own time. Complete Theory Homework
Term 4 – Spring 2 February - April	Perfect and record their exam duo/ trio choreography	Rehearse in own time. Complete Theory Homework
Term 5 – Summer 1 April - May	Revision of theory exam paper	Rehearse in own time. Complete Theory Homework

Assessment and Feedback	
Assessment types and frequency	1:1 Verbal feedback during lesson Written feedback for exam practice tests/ mocks
Independent work to be completed at home	All topics will need work outside of lesson. This will involve students rehearsing, applying feedback, choreographing.
Equipment required	Dance kit (all black) Folder to keep all work and revision
Future proofing	Links to careers in: Choreography, Teaching Dance and Dance Performance.
Pledges	Opportunities for Participation, Leadership, Diversity and Excellence Pledges.

Helping at home	
Ways you can help your child	Asking how their choreography and revision is going and to see their dance performance/choreography.
Useful websites and texts	AQA for revision prep and access to all set works
Extra-curricular clubs and support	The Dance Studio is available during lunchtime on a rota, as well as session 6 boost on Wednesdays

Teachers and contact	
Curriculum Leader	Mrs C Daniel – cdaniel@theferrers.org
Classroom Teachers	Miss A Woolvett – awoolvet@theferrers.org

Drama Curriculum

	Curriculum Content	Independent tasks
Term 1 Autumn 1 September - October	Component 2: Selecting, researching and preparing performance text. Exam Skills. Live Theatre seen for Component 3.	Line learning and rehearsal Research
Term 2 Autumn 2 November - December	Component 2: Selecting, researching and preparing performance text. Exam Skills. Live Theatre seen for Component 3.	
Term 3 Spring 1 January – February	Component 2: Performing text - final performance exam. Study text: An Inspector Calls	
Term 4 Spring 2 February – April	Study text: An Inspector Calls Component 3: Interpreting Theatre Exam prep starts	
Term 5 Summer 1 April – May	Component 3: Interpreting Theatre Exam Prep	

Assessment and Feedback	
Assessment types and frequency	Termly formative practical and written assessments Summative assessment/GCSE Component 2 practical examination in term 4. Component 3 written examination in term 6.
Independent work to be completed at home	Research, line learning, rehearsal, coursework.
Equipment required	Expected school equipment. Props and costume. Eduqas Drama GCSE revision guide.
Future proofing	Preparation for working as a performer, writer, director or theatre technician.
Pledges	Participation, excellence, diversity.

Helping at home	
Ways you can help your child	Help them to learn lines/test them and read other parts. Encourage revision and examination practice papers.
Useful websites and texts	GCSE Drama Eduqas
Extra-curricular clubs and support	Whole school show and interventions. Opportunity to rehearse in the Drama Studio at lunchtime and after school, bookable with your Drama teacher.

Teachers and contact	
Curriculum Leader	Mrs C Daniel – cdaniel@theferrers.org
Classroom Teachers	Miss T Rae – trae@theferrers.org

Media Curriculum

	Curriculum Content	Independent tasks
Term 1- Autumn 1 September - October	Component 2: Developing Digital Media Skills Set Brief Released 1 st September. 10hrs of Official Exam Assessment in Class. Hand in By October Half Term	To film footage or take photos for their final media product - outside of school in a range of locations –
Term 2 – Autumn 2 November - December	Component 2: Developing Digital Media Skills Resubmission Window	To film footage or take photos for their final media product - outside of school in a range of locations –
Term 3 – Spring 1 January - February	Component 3: Working to a brief. External Exam Brief Released – work on generating ideas	Idea generation for final exam media production
Term 4 – Spring 2 February - April	Component 3: Exam Task 1 – Ideas Log (2hr exam) Component 3: Exam Task 2 – Planning Sketches (2hr exam)	Practice and prepare for final exam tasks
Term 5 – Summer 1 April - May	Component 3: Exam Task 3 – Product Creation (5hr Exam)	Practice and prepare for final exam tasks

Assessment and Feedback	
Assessment types and frequency	1:1 Verbal feedback during lesson Written feedback for coursework submissions.
Independent work to be completed at home	All practical projects will need work outside of lesson. This will involve taking photographs or writing text for scripts or articles.
Equipment required	A digital camera, or access to a phone with a reasonable quality camera.
Future proofing	Links to careers in: Journalism, Marketing, Film & TV Production, Advertising, Social Media Marketing.
Pledges	Opportunities for Participation, Excellence and Service pledges

Helping at home	
Ways you can help your child	Asking them if they need any help with filming footage or taking photos for their coursework project. Asking to see their exam brief and talk through their ideas. Encourage and help them to get photos taken of footage filmed for their final exam project.
Useful websites and texts	YouTube channel: The Media Studies Hub
Extra-curricular clubs and support	The Media studio is available afterschool on Monday, Wednesdays, Thursdays with supervision from class teacher

Teachers and contact	
Curriculum Leader	Mrs C Daniel – cdaniel@theferrers.org
Classroom Teachers	Mrs C Daniel – cdaniel@theferrers.org

Music Curriculum – BTEC Music

	Curriculum Content	Independent tasks
Term 1- Autumn 1 September - October	Component 2: Music Skills Development Set Brief Released 1 st September. 15hrs of Official Exam Assessment in Class. Hand in By October Half Term	Flipped learning tasks Rehearse music, compose ideas at home, listening tasks
Term 2 – Autumn 2 November - December	Component 2: Music Skills Development Resubmission Window	Flipped learning tasks Rehearse music, compose ideas at home, listening tasks
Term 3 – Spring 1 January - February	Component 3: Responding to a Music Brief	Flipped learning tasks Rehearse music, compose ideas at home, listening tasks Prepare for assessments
Term 4 – Spring 2 February - April	Component 3: Responding to a Music Brief External exam brief released. 23 hours to complete the brief spaced out over terms 4-5	Flipped learning tasks Revise and prepare for assessment Experiment with ideas at home for brief
Term 5 – Summer 1 April - May	Component 3: Responding to a Music Brief External exam brief released. 23 hours to complete the brief spaced out over terms 4-5	Flipped learning tasks Practice the skills on Software and/or at home

Assessment and Feedback	
Assessment types and frequency	Regular 1:1 feedback provided during class time. Written feedback for completed projects. Self-marking quizzes that follow flipped learning tasks.
Independent work to be completed at home	Flipped learning will continue for students to prepare for the set of lessons the following week. This will include a PowerPoint with video and notes followed by a self marking quiz to check understanding. Practice the skills on Software at home or intervention nights. Experiment as much as possible with the software to gain a full and confident knowledge of how it works. Write as much of your own music to explore the styles and techniques we cover
Equipment required	A pair of good quality headphones with a mini jack & ¾ inch adapter. Eg Superlux HD681 headphones. To enhance work at home: Midi controller keyboard to go with Cubase software (not essential as this is provided at school)

Future proofing	Teaches key listening, composition and performance skills that are vital to becoming an effective performer in the future.
Pledges	Opportunities for Participation, Excellence and Service pledges

Helping at home	
Ways you can help your child	Help them to install the free version of Cubase provided by us on a computer at home. Encourage them to show you their work and the methods they have learnt on the software.
Useful websites and texts	YouTube for video demonstrations, Cubase Help Website.
Extra-curricular clubs and support	Intervention is open to any KS4 student on a Monday and Wednesday night with supervision and help from subject teacher.

Teachers and contact	
Curriculum Leader	Mrs C Daniel – cdaniel@theferrers.org
Classroom Teachers	Mr Gammon – cgammon@theferrers.org

GCSE PE Curriculum

	Curriculum Content	Independent tasks
Term 1 Autumn 1 September - October	SMART Targets, PEP Coursework.	Read through the work booklets to embed knowledge. Complete all homework or independent tasks set. SMART Targets. Long term effects of exercise, warm ups and cool downs. Injuries and prevention.
Term 2 Autumn 2 November - December	PEP Coursework. Long term effects of exercise, Injuries.	
Term 3 Spring 1 January - February	Performance enhancing drugs, Warm Ups/Cool Downs. Skill Classification, Guidance, Feedback.	
Term 4 Spring 2 February - April	Engagement Patterns, Commercialisation, Deviance, gamesmanship/sportsmanship.	
Term 5 Summer 1 April - May	Revision.	

Assessment and Feedback	
Assessment types and frequency	Assessment through examination questions in the work booklets and in end of topics tests.
Independent work to be completed at home	Read through the work booklets to embed knowledge. Complete all homework or independent tasks set.
Equipment required	All the expected school equipment required (pen, pencil, ruler, red pen, green pen, rubber, calculator) plus PE kit (navy t-shirt, navy shorts, navy PE socks, trainers/boots) for practical lessons.
Future proofing	Embedding knowledge for exams in Year 11 as well as improving practical scores in preparation for their practical moderation.
Pledges	Participation, leadership, excellence, diversity.

Helping at home	
Ways you can help your child	Ensure they are prepared to take part in every PE lesson (both core and GCSE PE practical) with all their equipment and kit. Encourage your child to be joining as many session 6 clubs as possible as well as external clubs to boost their practical mark at the end of the course.
Useful websites and texts	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html GCSE Physical Education - Edexcel - BBC Bitesize
Extra-curricular clubs and support	Please refer to https://teamup.com/ksd8dx1pi3s1zx8k8e for the PE calendar which shows when and which practices are currently on as well as any games or competitions are taking place. Please also refer to the school Instagram (@ferrerssecondary) for more information too.

Teachers and contact	
Curriculum Leader	Mr M Yuill - myuill@theferrers.org
Classroom Teachers	Mrs E Bakewell-Voss – ebakewellvoss@theferrers.org Mr D Carter – dcarter@theferrers.org Mrs K Yates – kyates@theferrers.org

Art Curriculum

	Curriculum Content	Independent tasks
Term 1 Autumn 1 September - October	Coursework Portfolio. Students produce work towards their Coursework portfolio covering AO1-3 including drawing/recording, researching artists and exploring media (60% of overall mark)	Complete and build upon class work tasks as required. Students can explore their own ideas independently.
Term 2 Autumn 2 November - December	Students produce a final outcome to bring the portfolio to a conclusion (AO4)	
Term 3 Spring 1 January - February	Students work as before but on their Externally Set task covering AO1-3	
Term 4 Spring 2 February - April	Students work as before but on their Externally Set task covering AO1-3	
Term 5 Summer 1 April - May	Students produce a final outcome for the externally set task under controlled conditions (AO4)	

Assessment and Feedback	
Assessment types and frequency	On-going assessment and feedback of sketchbook work. Peer and self-assessment throughout. Progress assessed termly through a review of student's portfolios.
Independent work to be completed at home	Students may be required to complete work started in class. Additional independent work really strengthens the quality and range of the portfolio.
Equipment required	Pencil set, 2H, 2B and 4B. Colour pencil set with a range of colours
Future proofing	Builds skills and understanding to access next key stage or further develop their understanding of any creative practise.
Pledges	Participation – in class and independent work

Helping at home	
Ways you can help your child	Expose them to the wider creative environment with visits to galleries and instillations. Encourage them to explore their own ideas and develop their drawing and painting skills through practise.
Useful websites and texts	Pinterest
Extra-curricular clubs and support	Session 6 support sessions
	Teachers and contact
Curriculum Leader	Mr D Marinkovic - dmarinkovic@theferrers.org
Classroom Teachers	Mrs S Chambers – Schambers@theferrers.org

Engineering Curriculum

	Curriculum Content	Independent tasks
Term 1 Autumn 1 September - October	NEA – Looking at Engineering materials and proprietary components are used in given engineered products. Supported by exam content and theory.	Exam Techniques – Review . Practice questions. Follow Assignments set on TEAMS
Term 2 Autumn 2 November - December	NEA - Explain why engineering processes are used to make given engineered products. Supported by exam content and theory.	Exam Techniques – Review Practice questions. Follow Assignments set on TEAMS
Term 3 Spring 1 January - February	NEA -Systematically disassemble an engineered product, describe the purpose of each of its main components and produce a detailed and realistic product design specification. Supported by exam content and theory.	Exam Techniques – Review Practice questions. Follow Assignments set on TEAMS
Term 4 Spring 2 February - April	NEA -Create a detailed plan to produce an engineered component in the correct sequence that covers the correct processes, equipment, materials and inspection techniques. Supported by exam content and theory.	Exam Techniques – Review Practice questions. Follow Assignments set on TEAMS
Term 5 Summer 1 April - May	NEA -Effectively produce an engineered component using a range of processes and inspect against given quality standards to confirm compliance. Supported by exam content and theory.	Exam Techniques – Review Practice questions. Follow Assignments set on TEAMS

Assessment points in line with BTEC Tech-Level	
Assessment types and frequency	Assessment points in line with BTEC Tech-Level
Independent work to be completed at home	Homework Tasks will be set by the class teacher
Equipment required	Pencil, Ruler, Pen, Compass, Eraser
Future proofing	Builds skills to access next key stage
Pledges	Participation, leadership, diversity, environment, diversity, service

Helping at home	
Ways you can help your child	Visits to museums, Engineering projects.
Useful websites and texts	Technology student.com or BBC Bitesize
Extra-curricular clubs and support	Please see weekly notices

Teachers and contact	
Curriculum Leader	Mr D Marinkovic - dmarinkovic@theferrers.org
Classroom Teachers	Mr M Luckins – mluckins@theferrers.org

Food and Nutrition Curriculum

	Curriculum Content	Independent tasks
Term 1 Autumn 1 September - October	Coursework NEA 1 task set by the exam board. Practical tasks. (Eduqas)	Review of skills and evaluation of practical tasks.
Term 2 Autumn 2 November - December	Coursework NEA2 task set by the exam board (Eduqas)	Recipe research and recipe trials
Term 3 Spring 1 January - February	Research the task. Trial dishes Time plan	Time plan for final dish.
Term 4 Spring 2 February - April	Final Practical / Evaluation	Sensory analysis/Evaluation
Term 5 Summer 1 April - May	Revision for written paper. 50% of final grade.	Past papers/revision Guide

Assessment and Feedback	
Assessment types and frequency	On-going assessment and feedback of coursework. Peer and self-assessment of practical and written work. Progress to be determined by assessment of coursework. Feedback on past papers. Final marking of coursework for submission to the exam board.
Independent work to be completed at home	Independent revision and practise papers.
Equipment required	Black or blue writing pen. Ingredients for practical tasks including a tub to take food products home.
Future proofing	Skills taught to enable high standard of work at GCSE and beyond
Pledges	Participation, Excellence – in class and independent tasks

Helping at home	
Ways you can help your child	Providing ingredients. Further developing recipes. Watching T.V. cooking programmes and those that how you can adapt your diet to make it healthier.
Useful websites and texts	SENECA Learning, BNF, Revision guide
Extra-curricular clubs and support	Catch up (coursework) revision sessions- Wednesday's week B.

Teachers and contact	
Curriculum Leader	Mr D Marinkovic - dmarinkovic@theferrers.org
Classroom Teachers	Mrs I Qazi – Iqazi@theferrers.org

Product Design Curriculum

	Curriculum Content	Independent tasks
Term 1 Autumn 1 September - October	GCSE AQA NEA – Design ideas and Development	Independent research and ideas development
Term 2 Autumn 2 November - December	GCSE AQA NEA – Development and Planning for Manufacture	Revision and subject knowledge (independent)
Term 3 Spring 1 January - February	GCSE AQA NEA – Prototype Manufacture	Prototype Manufacture – After school sessions
Term 4 Spring 2 February - April	GCSE AQA NEA – Prototype Manufacture & Evaluation	Revision and subject knowledge (independent)
Term 5 Summer 1 April - May	Exam content and subject knowledge. Exam	Revision and subject knowledge (independent)

Assessment and Feedback	
Assessment types and frequency	On-going assessment and feedback of folder work. Peer and self-assessment throughout. Progress to be determined by assessment of on-going folder work to include some standalone assessment pieces of design and making work. Progress assessed termly.
Independent work to be completed at home	Independent research and ideas development
Equipment required	Pencil (or pencil set), pencil sharpener, rubber, sharpener, fine-liner, colouring pencils, protractor, calculator, compasses
Future proofing	Builds skills and understanding to access next key stage
Pledges	Participation, Environment – in class and independent tasks

Helping at home	
Ways you can help your child	Support with NEA and revision tasks
Useful websites and texts	www.technologystudent.com , BBC Bitesize AQA Design & Technology
Extra-curricular clubs and support	Session 6 support

Teachers and contact	
Curriculum Leader	Mr D Marinkovic - dmarinkovic@theferrers.org
Classroom Teachers	Mr M Luckins – MLuckins@theferrers.org

BTEC Digital IT Curriculum

	Curriculum Content	Independent tasks
Term 1 Autumn 1 September - October	Component 1 – Learning Aim A: Assignment 1	Research & Coursework write up. Revision – Read Revision Guide
Term 2 Autumn 2 November - December	Component 1 – Assignment 1 Component 3 - Revision	
Term 3 Spring 1 January - February	Component 2 – Learning Aim A: Assignment 1 Component 3 – External Exam/Resit	
Term 4 Spring 2 February - April	Component 2 – Learning Aim A: Assignment 1 Component 2 – Learning Aim B: Assignment 2	
Term 5 Summer 1 April - May	Component 2 – Final improvements to Assignments	

Assessment and Feedback	
Assessment types and frequency	On-going via Coursework Assignments & exam Practise questions
Independent work to be completed at home	Homework tasks as set Revision guide to be utilised and independent revision materials created
Equipment required	Internet connection to Teams/Microsoft office software
Future proofing	Links to BTEC L3
Pledges	Speak to your teacher for ideas to achieve Leadership, Excellence or Participation

Helping at home	
Ways you can help your child	Discuss the assignment briefs and mark schemes and check deadlines for assignments Ensure Revision Guide is being read and revision materials made
Useful websites and texts	BTEC Tech Award in Digital IT
Extra-curricular clubs and support	Thursday 3.45-4.15pm.

Teachers and contact	
Classroom Teachers	Mr R Chowdrey RChowdrey@theferrers.org