



Eden Girls

# Year 11 Curriculum Booklet 2020



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## PREFACE

This Curriculum booklet contains details of each subject's curriculum plan. It has been designed for parents/carers, so that they can support their daughters' learning at home.

Our ambition and intent are for our school to be in the top 5% nationally for attainment and progress at the end of KS4. In addition, we expect pupils to make better progress from their starting points than that seen nationally and a higher proportion of pupils attaining the greater depth standard in secondary schools and grades 9-7 in secondary schools. To that end, our curriculum is designed to match the ambition that all pupils are sufficiently stretched and challenged through the taught curriculum.

Our 5 Curriculum Principles are as follows:

- essential **subject knowledge** and **terminology** is carefully sequenced year-on-year.
- key subject **skills** and subject **concepts** are introduced sequentially and logically.
- **content** and **coverage** are planned to **enable progress** to be demonstrated and measured.
- **age related expectations** can be defined (i.e. what subject learning should be mastered in each year).
- **'catch-up and keep up'** is a driving principle of the curriculum design.

We have a broad curriculum offer so that all students can enjoy and experience many different subjects and disciplines including Music through the Creative Arts Curriculum, Technology and Drama. The curriculum beyond the classroom is also supported through an enrichment programme offered through after school and lunch time clubs and students can have world class experiences to build cultural capital during our Five Leadership Days.

I hope you find this information helpful.

**Shahina Ahmad**  
**Principal**  
**Eden Girls School, Waltham Forest**

## Whole School Specialisms

### **LEADERSHIP & BIG SOCIETY**

#### **Lead by:**

**Ms A. Mayet:** Assistant Principal – Specialisms

#### **What is the aim of the school's specialism?**

At Eden, not only do we meticulously plan for our students to achieve academic excellence, but we also aim to instil our students with the skills set required for the outside world. We have a holistic approach to delivering Our Mission Statement, Our Vision and Our Values. The school's specialism facilitates in recognising and realising the full potential in each of our students.

#### **What is the school's specialism?**

There are two main branches to the school's specialism – Leadership and Big Society (Civic Leadership). The Leadership strands aims to develop a student's tenacity and resilience, by facing challenges; whereas the Big Society strand aims to facilitate the student's character development, by fostering a sense of responsibility for our community. Overall our determination is to develop outstanding British citizens who are proud of, and contribute to, the social and economic prosperity of our country.

#### **What is Leadership at Eden?**

We strive for excellence through Leadership by embedding the 5Cs – Communication, Cooperation, Collaboration, Competition and Creativity. A variety of extra-curricular activities have been mapped for each year group where students gain transferrable skills in a practical way exploring learning through Design and Technology, Music, Drama and performance.

Each year group has one Leadership day each half-term where they are inspired by workshops, speakers from the corporate world and visits to the world of work. In addition, we plan team building trips to excel in outdoor pursuits in order to be empowered with the core qualities of good leadership. One example of this is Mosaic Enterprise Challenge, for which we were the National winners of 2015-16.

Students also have Leaders from amongst themselves, these include the Student Shura team – who are elected by their peers annually from all year groups. The Students Leadership team – consisting of the Head Girl, Deputy Head Girl and the Prefect team from Y9-11, who are appointed after application and interview. The Subject Specialist team – recognising the highest achiever within each subject for each year group, awarded annually.

#### **What is Big Society at Eden?**

We aim to instil honesty, integrity, compassion and mutual respect in all our students; with the strong self-belief that inspires each student to become the best person they can be. We have a strong commitment to charitable endeavours in order to make a difference to our world.

We deliver half-termly fundraising campaigns, some of these are for local causes such as homelessness, others are national charity events, such as Children in Need and Comic Relief/Sport Relief and other causes are international humanitarian crises such as Syria. Last year we raised over £12,500 and since opening in September 2014 we have raised over £32,000.

We have been running a student led weekly food bank since January 2015. We support an average of about eight families a week with the equivalent of about five meals. Through this we meet the needs of the most desperate and destitute members of our society through a discreet yet professional service.

As an Islamic ethos school, we want to instil the concept of giving in charity through donations and actions from an early age. During key events of Islamic significance such as Ramadhaan or Eid al Adha we run specific campaigns – to

capture the essence of these dates. The aim is to nurture students who will develop a 'habit' of giving throughout their life.

# ART

## **The Staff:**

**Ms T.Dauhoo:** Teacher of Art

## **Subject: GCSE Art Year 11**

### **Exam Board: AQA**

Art will be a GCSE option that will begin in Year 10 and complete in year 11. At this stage learners will have completed one year of their course. Learners will be studying GCSE Art (AQA). The course will be run over three years and learners will sit the exam component in May 2020, when they are in Year 11.

The full course GCSE is made up of Paper 1 (Coursework Unit 1 and Unit 2) and Paper 2. The coursework Unit 1 and Unit 2 is internally set, internally assessed and externally moderated and this unit contributes to 60% of the whole GCSE.

Paper two is externally set, externally assessed and externally moderated. Students are given 8 weeks to prepare and a 10 hours timed test. This externally set assignment contributes to 40% of the whole GCSE.

For Unit 1 and 2 of the course learners need to explore, develop, refine and present their work inspired by the given themes. The two themes which will be given to them are 'surfaces' and 'contrasts'. Paper 2 is the exam question which will be given out in January 2018. The theme is unknown but will be available at least 8 weeks prior to the exam.

## **The Curriculum:**

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
Key Concepts	Still Life & Composition	Responding to Artist	Exam Preparation	Exam Preparation	Exam preparation	-
Themes	Identity		Exam paper		Exam paper	

## **What will learners be required to do in class and at home?**

All learners are provided with a sketch book and a plastic folder to keep their sketch book and any research work or cut outs from magazines. The folder is kept at school, but learners are allowed to take the sketch book home when homework is given.

## **How will learners be assessed?**

All learners will be assessed half-termly. The assessment will be made up of peer assessment, homework, class project tasks and end of unit tests using questions from the GCSE exam. Learners will sit an end of year test in June, where their final grade will be assessed. Teachers will go through the criteria sheet with them, so they understand what they need to do to achieve the level they are aiming.

## **How will learners progress at KS4?**

Learners may complete an Art GCSE course in June 2018.

*See overleaf...*

**Useful resources:**

Visits to galleries such as William Morris and National Gallery will inspire and fuel their creativity. Websites such as the following are very helpful: -

<http://kids.tate.org.uk/>

<http://www.bbc.co.uk/arts>

**Who you should see if you have any questions:**

Please contact Ms Dauhoo if you have any queries by either writing a note in your daughter's planner or leaving a message at reception.

## ASDAN

### **The Staff:**

Ms M Attas  
Teaching Assistants team

### **Subject: Personal and social development**

#### **Exam Board: ASDAN**

Learners will be studying a vocational qualification called the PSD ASDAN qualification. The course will be run over three years, starting in Year 9 and continuing into Years 10 and 11. Learners will complete different units in each year leading up to a completed portfolio which will be submitted to the examining board for marking. There is no formal examination to be sat for this subject.

The Personal and Social Development (PSD) qualification offers imaginative ways of supporting young people in:

Becoming confident individuals who are physically, emotionally and socially healthy  
Being responsible citizens who make a positive contribution to society and embrace change  
Managing risk together with their own wellbeing  
as well as introducing them to new activities and personal challenges.

### **The Curriculum:**

	<b>AUTUMN TERM 1</b>	<b>AUTUMN TERM 2</b>	<b>SPRING TERM 1</b>	<b>SPRING TERM 2</b>	<b>SUMMER TERM 1</b>	<b>SUMMER TERM 2</b>
<b>Key Topics</b>	Personal safety in the home and community  Preparation for work	Using technology in the home and community	Working as part of a group	Working towards goals	Exam Revision, Recap and catch up.	Exam Revision, Recap and catch up.

### **What will learners be required to do in class and at home?**

All learners are provided with a ring binder folder and paper to do their work on. The folder is kept at school, but learners are allowed to take worksheets from the folder home, when homework is given. Students are expected to complete all tasks related to the units undertaken on time.

### **How will learners be assessed?**

All learners will be assessed via the worksheets placed into their portfolios which will eventually lead to a completed portfolio. The teacher will also assess the students in the classroom via peer assessment, homework, class project tasks and end of unit quizzes.

### **Who you should see if you have any questions:**

Please contact Ms Attas if you have any queries by either writing a note in your daughter's planner or leaving a message at reception.

# DRAMA

## **The Staff:**

**Dr Mohammad:** Teacher of Drama & Science

## **Subject: GCSE Drama, Year 11**

### **Exam Board: AQA**

The GCSE Drama course has run over three years with all formal assessments taking place in Year 11. The curriculum has been designed to prepare learners with the fundamental knowledge and skills required for GCSE and beyond. This includes the analysis of written text as well as live performance, demonstrating competence in the various elements of performance and the devising of unscripted theatre.

The full GCSE course constitutes three parts:

- **Component one** is the written exam worth 40% of the final mark assessing learners understanding of drama. This includes general theatre knowledge, the study of one set play and the ability to analyse live theatre.
- **Component two** is also worth 40% and is concerned with the learner's abilities to devise unscripted drama and assessing their process of creating and evaluating this work in addition to their performance of it. Note that students can contribute to this element as either performers or designers.
- **Component three** is worth 20% and assesses learner's performances of two extracts from one play, which again can be contributed to as either performers or designers.

## **The Curriculum:**

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
DRAMA	Devising Log Coursework	Rehearsals: Texts in Practice	Texts in Practice Assessment & Exam Revision.	Revision	Revision/ Exam	

## **What will learners be required to do in class and at home?**

All learners are provided with exercise books that form their drama diaries in which all learning is recorded, research is documented, and homework carried out. Self-evaluation and peer-evaluation is an important part of the GCSE Drama learning experience, for which maturity and consideration are expected learner qualities. In addition to formal homework set at least fortnightly, learners will be expected to carry out independent research at home to develop their learning and prepare them for class activities. Clear, presentable and organised exercise books will always be expected and indeed assessed as part of component two of the Drama GCSE. Learners will also be expected to attend formally organised class trips to attend a live theatre performance every term. Analysing live work is an assessed component of GCSE Drama.

## **How will learners be assessed?**

Learners will be assessed every half-term by collating their homework, class projects tasks, peer assessment and end of unit tests using questions from past GCSE exam papers. The methods of assessment will vary depending upon the GCSE component focused upon that term, e.g. written exam, marking devising logs, assessing performances, etc. The teacher will go through the assessment criteria with learners to ensure they understand what will be required to achieve the grade for which they're aiming.

### **How will learners progress at KS4?**

Learners will complete their GCSE Drama course in May 2020 at the end of Year 11.

### **Useful resources:**

The following websites can help learners develop their understanding of drama:

- <http://www.bbc.co.uk/education/subjects/zbckjxs>
- <http://www.supersummary.com/drama-theater-guide/>
- [www.theatrecrafts.co.uk](http://www.theatrecrafts.co.uk)
- [www.horseandbamboo.org](http://www.horseandbamboo.org)
- [www.theatredesign.org.uk](http://www.theatredesign.org.uk)
- [www.nationaltheatre.org.uk/newconnections](http://www.nationaltheatre.org.uk/newconnections)
- [www.stageplays.co.uk](http://www.stageplays.co.uk)
- [www.nationaltheatre.org.uk](http://www.nationaltheatre.org.uk)
- [www.pilot-theatre.com](http://www.pilot-theatre.com)
- [www.rsc.org.uk](http://www.rsc.org.uk)

### **Who you should see if you have any questions:**

If you have any questions regarding GCSE Drama, please contact Dr Mohammad directly by either writing a note in your daughter's planner or leaving a message at reception.

## ENGLISH

### **The Staff:**

Ms Patel: Director of Learning for English

Ms Descombes: Deputy Director Learning for English and Literacy Coordinator

Ms Attas: Teacher of English and SEND Coordinator

Ms Begum: Teacher of English

Mr Janoff: Teacher of English

Ms Khatun: Teacher of English

Ms Mensah: Teacher of English

Ms Mohmed: Teacher of English

Ms Noor: Teacher of English (maternity leave)

### **Subject: GCSE English Language and GCSE English Literature, Year 11**

#### **Exam Board: AQA**

Year 11 at Eden Girls' School Learners will be studying GCSE English and English Literature (AQA). They will be given the opportunity to express their creativity as well as challenge themselves academically through a variety of topics and tasks throughout the year. The curriculum this year will follow a taught curriculum until December, thereafter the curriculum will be a revision curriculum until the summer exams.

#### **The Curriculum:**

	<b>AUTUMN TERM 1</b>	<b>AUTUMN TERM 2</b>	<b>SPRING TERM 1 SPRING TERM 2</b>	<b>SUMMER TERM 1</b>
<b>ENGLISH</b>	Shakespeare: <i>Macbeth</i> + Revision for A <i>Christmas Carol</i>	Complete <i>Macbeth</i> + Revision English Language Paper 1 & Paper 2	Revision: Literature Paper 1 & 2 Language Paper 1 & 2	GCSE exams

#### **What will learners be required to do in class and at home?**

Eden Girls' School expects learners to be highly punctual, well-equipped, and always working to the best of their ability. Class work will include various reading, writing and speaking and listening tasks throughout the year, as well as a significant emphasis on spelling, punctuation and grammar elements. Drama will also be practised within the curriculum. Learners will be set homework on a weekly basis, usually in sync with the topic that is being covered in class work at the time.

#### **How will learners be assessed?**

Tracking learners' progress is of extreme importance to us at Eden Girl's School. Learners are assessed on a daily basis via their classwork and homework, assessed formally at the end of every half term through a reading or writing assessment in class every half term. In year 11 students will also be sitting mock exams and regular exam practice questions under timed conditions.

#### **How will learners progress at KS4?**

In KS4 all learners will complete two English GCSE exams: English Literature and English Language

**Useful resources:**

There are many useful websites to assist with English skills and learning, here a few well-known sources:

<http://www.oed.com/>

<http://www.bbc.co.uk/education/subjects/zckw2hv>

<https://www.youtube.com/user/mrbruff>

<http://nfs.sparknotes.com/>

**Who you should see if you have any questions:**

If you have any questions regarding English, please contact Ms Patel or any other member of the English team.

## HUMANITIES

### History, Geography, PE and Citizenship

#### **The Staff:**

**Ms A. Mayet:** Assistant Principal & Teacher of RE

**Ms Z. Aswat:** Subject Lead for History, Citizenship & PSHCE

**Ms J. Munteanu:** Subject Lead for Geography

**Ms A. Ahmad:** Teacher of History & Citizenship

**Ms H. Hussain:** Teacher of History, RE and Geography

#### **The Humanities Faculty Subjects:**

In Year 11, all learners have separate specialist teaching of History or Geography and GCSE Citizenship if they are studying it as an option. Within the faculty, all learners will have three lessons each of History or Geography and Citizenship (if studied) a week. In Citizenship, students follow a three-year pathway studying the AQA specification and learning about fundamental British values by breaking them down through application and analysis. In History and Geography AQA specifications are followed on a three-year pathway – students will study one of these EBacc subjects. The study of History will consist of a period study, a thematic study, a wider world depth study and a British depth study. The study of Geography will consist of living with the physical environment, challenges of the human environment and the acquiring of geographical skills and their application.

#### **Why are Humanities subjects important?**

Humanities is an important area of study for all learners, as it will help them develop as an individual and as a member of society, by engaging with our British heritage and the wider world. They will develop their ability to articulate themselves in written and spoken form; they will hone their skill in presenting arguments by executing an acute analysis of information before reporting a balanced point of view thus leading them to make an informed judgement. Our learners' excellence in the Humanities field will have a direct positive impact on their involvement in our Leadership Specialism.

#### **What will learners study in Year 11?**

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1
<b>GCSE HISTORY</b>	<u>Wider World Depth Studies:</u> Conflict & Tension 1918-1939	<u>Wider World Depth Studies:</u> Conflict & Tension 1918-1939	<u>Wider World Depth Studies:</u> Conflict & Tension 1918-1939  Revision and preparation for GCSE Exams	Revision and preparation for GCSE Exams	Revision and preparation for GCSE Exams
<b>GCSE GEOGRAPHY</b>	<u>Geographical skills And Human Environment: Sect C</u>  The Challenge of Resource Management	<u>Human Environment: Sect C</u> The Challenge of Resource Management	Revision and preparation for GCSE Exams	Revision and preparation for GCSE Exams	Revision and preparation for GCSE Exams
<b>GCSE CITIZENSHIP</b>	Revision and preparation for GCSE Exams	Revision and preparation for GCSE Exams	Revision and preparation for GCSE Exams	Revision and preparation for GCSE Exams	Revision and preparation for GCSE Exams

### **What will learners be required to do in class and at home?**

All learners are expected to come fully equipped for lessons with their exercise book. In class they need to immerse themselves into the lesson with active participation, through speaking, listening, reading and writing. In addition, all learners will be given homework to complete in all three subject areas once a week to develop key skills and knowledge; please encourage your daughter to read around the subject. We expect each homework to take about 30 minutes to complete to the best of their ability and ready to submit on time on the due date. Students may use the internet for research, but please do not allow them to 'Copy + Paste' from the web.

### **How will learners be assessed?**

All learners will be assessed half-termly in each subject through a written assessment based on the topic being studied that half-term. In May/June, they will sit the formal public exams in these subjects, which will assess them on all topics studied throughout the last three years.

### **How will learners progress at KS4?**

At the start of Year 11 students will have already gained a GCSE in RS. By the end of Year 11 students will have also gained a GCSE in History or Geography and Citizenship (if studied). Therefore, at the end of Year 11 students will have up to three GCSEs in the Humanities faculty; which will provide a strong foundation to beginning their A-Level studies in in these subjects as well as related subjects within the field of Social Science such as Government & Politics, Economics, Philosophy and Law.

### **Useful resources:**

Generic (suitable for all subjects)

BBC Bitesize – KS4: <http://www.bbc.co.uk/education/levels/z98jmp3>

BBC Schools – Secondary: [www.bbc.co.uk/schools/websites/11\\_16/](http://www.bbc.co.uk/schools/websites/11_16/)

Channel 4 Learning – Secondary: [www.channel4learning.com/index.html](http://www.channel4learning.com/index.html)

BBC Two Learning Zone – Educational Video clips:

<http://www.bbc.co.uk/programmes/articles/rvs25lwZ9y6wJ4NNP3TZ3J/learning-zone-ages-14-16>

Student revision resources: <http://www.thestudentroom.co.uk/content.php?r=1838-gcse>, <https://getrevising.co.uk>

Examining Board: <http://www.aqa.org.uk>

Application for Apple or Android users: Gojimo (student revision app)

GCSE History:

[www.historylearningsite.co.uk/](http://www.historylearningsite.co.uk/)

[www.schoolhistory.co.uk](http://www.schoolhistory.co.uk)

GCSE Geography:

[http://www.geographyalltheway.com/igcse\\_geography.htm](http://www.geographyalltheway.com/igcse_geography.htm)

### **Who you should see if you have any questions:**

In the first instance all subject specific queries should be referred to the teacher for that subject, by either writing a note in your daughter's planner or leaving a message at Reception. For more serious concerns, please refer your query to the Subject Lead and then to the Assistant Principal – Ms Mayet.

## MATHEMATICS

**Mrs. J. Phillips:** Director of Learning for Mathematics

**Mrs. Y. Delli:** Deputy Director of Learning for Mathematics

**Mrs. H. Phull:** Teacher of Mathematics and in charge of Careers

**Mrs S. Hossain:** Teacher of Mathematics and in charge whole school Numeracy

**Mrs. A. Chamad:** Teacher of Mathematics and in charge of STEM

**Ms. H. Rahman:** Teacher of Mathematics

**Ms I. Ali:** Teacher of Mathematics

**Mr Y. Uddin:** Teacher of Mathematics

**Mrs.D.Abukar :**Teacher of Mathematics

**Subject: GCSE Mathematics, Year 11**

**Exam Board: EDEXCEL**

Mathematics contributes to the Eden curriculum by enabling learners to develop fluent mathematical methods and concepts, solve problems, reason mathematically and communicate mathematical information in a variety of forms.

Here at Eden Girls' School the Mathematics Department aims to ensure that student enjoyment and progress is at the core of all teaching, learning and embedded problem-solving strategies.

### The Curriculum:

During the course of the year, learners at Eden Girls' will follow the Edexcel GCSE (9-1) scheme of work, which is assessed at the end of Year 11. Pupils will follow the Foundation or Higher scheme of work. Support is provided for GCSE pupils through focused intervention groups and thorough monitoring and data tracking.

Both Schemes of Work, Foundation & Higher covers all the key areas of Mathematics. The topics covered in each scheme are in the table below:

#### Foundation Tier

TERM	UNIT	TOPICS
<b>AUTUMN TERM 1</b>	Number	Congruence, Similarity and Vectors
	Geometry	Congruence, Similarity and Vectors
<b>AUTUMN TERM 2</b>	Revision	Congruence, Similarity and Vectors
	Revision	Bridging the gaps and exam practice
<b>SPRING TERM 1</b>	Revision	Bridging the gaps and exam practice
	Revision	Bridging the gaps and exam practice
<b>SPRING TERM 2</b>	Revision	Exam practice, revision
<b>SUMMER TERM 1 &amp; TERM 2</b>		<b>EDEXCEL GCSE EXAMS</b> Paper 1- Non - Calculator - Tuesday 25 <sup>th</sup> May,2021 - AM Paper 2- Calculator – Thursday 8 <sup>th</sup> June, 2021 - AM Paper 3 - Calculator – Tuesday 15 <sup>th</sup> June, 2021 - AM

### Higher Tier

TERM	UNIT	TOPICS
AUTUMN TERM 1	MORE ALGEBRA AND VECTORS WITH GEOMETRIC PROOF	ALGEBRAIC FRACTIONS AND FUNCTIONS
		VECTORS, PROPORTION AND GRAPHS
AUTUMN TERM 2	REVISION	Bridging the gaps and exam practice
		Bridging the gaps and exam practice
SPRING TERM 1	REVISION	REVISION & PREPARATIONS FOR EXAMS
SPRING TERM 2		
SUMMER TERM 1 & TERM 2	EXAMS	<b>EDEXCEL GCSE EXAMS</b> Paper 1- Non - Calculator - Tuesday 25thMay,2021 - AM Paper 2- Calculator – Thursday 8thJune, 2021 - AM Paper 3 - Calculator – Tuesday 15thJune, 2021 - AM

In addition to these areas, learners will also be given extensive practise in becoming fluent in mathematics, problem solving and reasoning mathematically.

#### **What will learners be required to do in class and at home?**

A variety of teaching methods will be employed during the mathematics lessons and a range of tasks will be set that challenge, enthuse, motivate and demand the active participation of the learners.

Learners will be encouraged to progress through the tasks and hence deepen their knowledge and understanding of Mathematics.

Learners will also be set a 60 - minute mathematics homework task per week. The aim of this homework is to consolidate, extend or research, in addition to doing a practice GCSE paper and online homework weekly starting from Autumn term 2.

#### **How will learners be assessed?**

Learners will continually be assessed during lessons to ensure that they understand the content and that the mathematical ideas can be applied.

They will also be sitting end of Unit Assessments; half termly progress tests and review tests to demonstrate the progress they are making. In June, they will have an End of Year exam, assessing them on all the topics studied during the year.

#### **How will learners progress at KS4?**

In KS4 all learners will complete a GCSE Mathematics exam at either Foundation or Higher Tier.

#### **Useful resources:**

[www.nrich.com](http://www.nrich.com)

[www.Corbettmaths.com](http://www.Corbettmaths.com)

[www.mathsgenie.co.uk](http://www.mathsgenie.co.uk)

[www.hegartymaths.co.uk](http://www.hegartymaths.co.uk)

[www.drfrostmaths.co.uk](http://www.drfrostmaths.co.uk)

Examining body: <https://qualifications.pearson.com/en/home.html>

**Who you should see if you have any questions:**

If you have any queries or concerns about the Mathematics Curriculum here at Eden Girls' then please do not hesitate to contact your daughters' Mathematics teacher or Mrs J. Phillips, Director of Learning for Mathematics.

## MODERN FOREIGN LANGUAGE: FRENCH

### The Staff:

**Mrs R Nady:** Director of Learning French and Spanish

**Mrs C Sanchez:** Teacher of Spanish and French

**Mrs A Sidi Khoya:** Teacher of French and Spanish

### Subject: GCSE French, Year 11

#### Exam Board: AQA

Students will be examined in key skills: reading writing, speaking and listening. Language education is an integral part of a balanced school curriculum. It plays an important role in preparing learners for effective participation as global citizens of the 21st century. Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster learners' curiosity and deepen their understanding of the world. The teaching should enable learners to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping learners to study and work in other countries.

### The Curriculum:

	<b>AUTUMN TERM 1</b>	<b>AUTUMN TERM 2</b>	<b>SPRING TERM 1</b>	<b>SPRING TERM 2</b>	<b>SUMMER TERM 1</b>	<b>SUMMER TERM 2</b>
<b>Key Concepts</b>	Linguistic Competence Knowledge about language Intercultural understanding Creativity					
<b>Themes</b>	Global Issues Social Issues Environment Big event Volunteering Ethical shopping	Revision of Theme 1 for GCSE exam	Revision of Theme 2 for GCSE exam	Revision of Theme 3 for GCSE exam	Exam practice	Exams

### What will learners be required to do in class and at home?

Learners are expected to come to lessons fully equipped. A textbook and dictionary will be provided to them during the lesson. Learners are expected to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- read carefully and show understanding of words, phrases and simple writing
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing

- understand basic grammar appropriate to the language being studied, such as (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs.

#### **How will learners be assessed?**

All learners will be assessed half-termly, through a Reading and Writing task set as homework and a Listening and Speaking test on the topic being studied during that half-term.

#### **Useful resources:**

The following websites might be helpful to practice French independently:

- LE MONDE (READ - newspaper)
- RMC (LISTEN - radio)
- [Linguascope](#) (WRITE)
- [Duolingo](#) (SPEAK)
- [Learn French with FrenchPod101.com](#) (LISTEN)

#### **Who you should see if you have any questions:**

Please contact Mrs. Nady if you have any queries by either writing a note in your daughter's planner or leaving a message at reception.

## MODERN FOREIGN LANGUAGE: SPANISH

### **The Staff:**

**Mrs R Nady:** Director of Learning French and Spanish

**Mrs C Sanchez:** Teacher of Spanish and French

**Mrs A Sidi Khoya:** Teacher of French and Spanish

### **Subject: GCSE Spanish, Year 11**

#### **Exam Board: AQA**

Students will be examined in key skills: reading writing, speaking and listening. Language education is an integral part of a balanced school curriculum. It plays an important role in preparing learners for effective participation as global citizens of the 21st century. Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster learners' curiosity and deepen their understanding of the world. The teaching should enable learners to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping learners to study and work in other countries.

### **The Curriculum:**

	<b>AUTUMN TERM 1</b>	<b>AUTUMN TERM 2</b>	<b>SPRING TERM 1</b>	<b>SPRING TERM 2</b>	<b>SUMMER TERM 1</b>	<b>SUMMER TERM 2</b>
<b>Key Concepts</b>	Linguistic Competence Knowledge about language Intercultural understanding Creativity					
<b>Themes</b>	Global Issues Social Issues Environment Big event Healthy lifestyle Ethical shopping	Revision of Theme 1 for GCSE exam	Revision of Theme 2 for GCSE exam	Revision of Theme 3 for GCSE exam	Exam practice	Exams

### **What will learners be required to do in class and at home?**

Learners are expected to come to lessons fully equipped. A textbook and dictionary will be provided to them during the lesson. Learners are expected to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- read carefully and show understanding of words, phrases and simple writing
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, such as (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs.

#### **How will learners be assessed?**

All learners will be assessed half-termly, through a Reading and Writing task set as homework and a Listening and Speaking test on the topic being studied during that half-term.

#### **Useful resources:**

The following websites might be helpful to practice French independently:

- El Mundo (READ - newspaper)
- RTVE (LISTEN - radio)
- [Linguascope](#) (WRITE)
- [Duolingo](#) (SPEAK)
- [Learn Spanish with SpanishPod101.com](#) (LISTEN)

#### **Who you should see if you have any questions:**

Please contact Mrs Nady if you have any queries by either writing a note in your daughter's planner or leaving a message at reception.

## PHYSICAL EDUCATION

### The Staff:

**Ms L. Irvine:** Lead Teacher of PE & Sports Leadership and Duke of Edinburgh Award Coordinator

**Ms. H. Dadabhoy:** Teacher of PE - Sports Studies & Head of Year 11

**Ms. M. Murphy:** Teacher of PE – statutory provision

### Physical Education:

In Year 11, all learners will have one Physical Education lesson a week, plus a double lesson if they are also studying the optional vocational course – OCR Cambridge National in Sports Science. In PE, your daughter will have an opportunity to engage and participate in physical sports, focusing on different sports every half term. Your daughter is expected to arrive equipped to learn for every PE lesson, with the correct full PE kit and footwear.

### How does the study of PE benefit my daughter? / Why is PE important?

Physical education focuses upon the different ways of staying fit and healthy. Pupils engage in various activities throughout the year including sports and aerobics. Whilst undertaking these activities they learn, maintain and develop their skills through coordination, balance, agility and many more. Physical education teaches students the importance of physical health. Secondary school is an age where students misinterpret the meaning of "overweight" and eating disorders prevail. Physical health and education inform students on sound eating practices and the essential guidelines for nutrition. She will develop her ability to articulate herself in written and practical form. Your daughter's excellence in the Physical Education field will have a direct positive impact on her involvement in Eden Girls' sports days and tournaments where she will have an opportunity to represent the school and showcase Sports Leadership in action.

### What will my daughter study in Year 11?

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1
<b>STATUTORY PE</b>	<u>Practical:</u> Netball	<u>Practical:</u> Football	<u>Practical:</u> Basketball	<u>Practical:</u> Multi-sports/ Yoga/Pilates	<u>Practical:</u> Fitness & health related exercise
<b>CAMBRIDGE NATIONAL – SPORTS SCIENCE</b>	<u>Theory:</u> R043- The body's response to exercise  R041- Reducing the risks of sports injuries	<u>Theory:</u> R041- Reducing the risks of sports injuries (Exam)	<u>Exam for R041</u>  <u>Theory:</u> R045- Sports Nutrition	<u>Theory:</u> R045- Sports Nutrition	<u>Theory:</u> R045- Sports Nutrition  <u>Exam resits for R041</u>

### What will my daughter be required to do in class and at home?

Your daughter is expected to come fully equipped for lessons with her PE kit and exercise book. In class she needs to immerse herself into the lesson with active participation, through speaking, listening and practicing. In addition, your daughter will be given homework to practice specific sporting techniques once a week to develop key skills and knowledge; encourage your daughter to practice the techniques. We expect each homework to take about 30 minutes to complete to the best of her ability and ready to submit on time on the due date. Your daughter may use the internet and DVD'S for research and practice.

### How will my daughter be assessed?

Your daughter will be assessed half-termly through a written or practical assessment based on the topic being studied that half-term. In May/June, they will sit the formal public exams in this subject, which will assess them on all topics studied throughout the last two years.

**Useful resources:**

BBC Bitesize – KS4: <http://www.bbc.co.uk/education/levels/z98jmp3>

BBC Schools – Secondary: [www.bbc.co.uk/schools/websites/11\\_16/](http://www.bbc.co.uk/schools/websites/11_16/)

Channel 4 Learning – Secondary: [www.channel4learning.com/index.html](http://www.channel4learning.com/index.html)

Student revision resources: <http://www.thestudentroom.co.uk/content.php?r=1838-gcse>, <https://getrevising.co.uk>

Examining Board: <https://www.ocr.org.uk/>

Application for Apple or Android users: Gojimo (student revision app)

**Who you should see if you have any questions:**

In the first instance all subject specific queries should be referred to your daughter's class teacher, by either writing a note in your daughter's planner or leaving a message at Reception. For more serious concerns, please refer your query to the Subject Lead for PE and then to the Assistant Principal – Ms Mayet.

## SCIENCE

### **The Staff:**

**Mr Z Ahmed:** Director of Learning: Science

**Mr I Abdur-Rahman:** Deputy Director of Learning, Science

**Mr A Ajaib:** Vice Principal and Teacher of Science

**Ms R Rafiq:** Assistant Principal and Teacher of Science

**Ms A Saleban:** Teacher of Science

**Ms S Ahmed:** Teacher of Science

### **Subject: Science, Year 11**

**Edexcel GCSE (9-1) Sciences**

### **The Curriculum:**

	<b>AUTUMN TERM 1</b>	<b>AUTUMN TERM 2</b>	<b>SPRING TERM 1</b>	<b>SPRING TERM 2</b>	<b>SUMMER TERM 1</b>
<b>GCSE COMBINED SCIENCE (OR TRIPLE SCIENCE)</b>	Chemistry: Groups in the Periodic Table Physics: Electric circuits (Circuits, Current and Potential difference)	Chemistry: Fuels and atmospheric Science  Biology: Ecosystems and material cycles	Physics: Fields (Magnets and electric fields, transformers and energy)  Physics: Particles and Density	Chemistry Paper 1 revision  Biology Paper 1 revision  Physics Paper 1 revision	Chemistry Paper 2 revision  Biology Paper 2 revision  Physics Paper 2 revision

### **What learners will be required to do in class and at home?**

There will be a greater focus on recalling scientific information and applying it for Year 11 Science. Learners will be working on both theoretical and experimental aspects of Science. This will enable our learners to gain practical skills and understand the thinking behind scientific phenomenon.

Learners are expected to complete 2-3 pieces of Homework (for every topic) to reinforce their learning from class. There must be consistent review of prior learning. This will also help learners to revise and prepare for the End of Cycle Test/Mock exams.

### **How will learners be assessed?**

End of Cycle Tests - Every half-term at the end of a set of topics, to assess their understanding of the topic of study. This means that there will be assessments containing a biology topic, a chemistry topic and a physics topic every half term approximately. These will be cumulative as we progress through the year. After March, we will have regular mock exams which cover a full GCSE paper.

### **Useful resources:**

Online BBC Bitesize for Key Stage 4 (KS4)

CGP **workbooks** for Biology, Chemistry and Physics, these can be bought from shops and websites such as WHSmith and Amazon.

### **Who you should see if you have any questions:**

Mr Z Ahmed (Director of Learning for Science) or Mr I Abdur-Rahman (Deputy Director of Learning for Science)