YATELEY SCHOOL Y11 LEARNING JOURNEY

Here we are, in your final year at Yateley School; completing your GCSEs! This year you'll experience harder work than you've ever faced before, but also a greater sense of pride and satisfaction when it is all complete. Remember that there's plenty of extra-curricula and leadership opportunities for you, so take a peak inside and see how to make the very most of your final GCSE year!

CORE SUBJECTS (EVERYONE TAKES)

- **ENGLISH** x6 lessons
- **MATHS** x7 lessons
- **SCIENCE** x8 lessons
- **PHYSICAL EDUCATION** x2 lessons
- **PSHE** x1 lesson

FOUR OPTION SUBJECTS

- **ART** x4 lessons
- **BUSINESS STUDIES** x4 lessons
- **CHILDCARE** x4 lessons
- **COMPUTER SCI** x4 lessons
- **DANCE** x4 lessons
- **DESIGN TECHNOLOGY** x4 lessons
- **DRAMA** x4 lessons
- **FOOD TECHNOLOGY** x4 lessons
- **FRENCH** x4 lessons
- **GEOGRAPHY** x4 lessons
- **GERMAN** x4 lessons
- **GRAPHICS** x4 lessons
- **HISTORY** x4 lessons
- **MUSIC** x4 lessons
- **PE** x4 lessons
- **RELIGIOUS STUDIES** x4 lessons

OUR LEARNING VALUES

AMBITIOUS

Ambition can take us anywhere. It is transformational. It makes the extraordinary possible.

CURIOUS

Curiosity should lead us to ask questions, be sceptical, make mistakes and learn from it all.

TENACIOUS

We have to be tenacious, determined and relentless in the face of challenge.

OUR CULTURAL VALUES

READY

Be on time, equipped with what you need and ready to learn.

RESPECTFUL

Be respectful in all our actions and interactions with each other.

SAFE

Work together to keep each other safe from any harm.

All dates are provisional and subject to change.

Yateley School 2026–27 School Calendar

September 2026

Tue 01 Sep: INSET
Wed 02 Sep: INSET
Thu 03 Sep: Staggered start;
Thu 10 Sep: Sports Personality
Mon 14 Sep: Y13 Geography Fieldtrip;
Tue 22 Sep: Y6 Taster Day; Mathematical Olympiad for Girls
Wed 23 Sep: Y6 Open Evening
Tue 29 Sep: Y6 Open Morning #1

October 2026

Tue 06 Oct: Y11 Parent Information Evening
Wed 07 Oct: Y6 Open Morning #2; Senior Maths Challenge
Thu 08 Oct: Y7 Tutor Evening
Fri 16 Oct: House Dance Rehearsals
Mon 19 Oct: House Dance;
Tue 20 Oct: House Dance
Wed 21 Oct: Wear It Pink Day
Thu 22 Oct: INSET
Fri 23 Oct: INSET
Mon 26 Oct: Half Term (October)

November 2026

Thu 05 Nov: Targeted Evening - Y12; Targeted Evening - Y13
Thu 05 Nov: Reports - Y10; Reports - Y11
Thu 12 Nov: Reports Y7; Reports - Y8; Reports - Y9
Thu 19 Nov: Y9 Options Evening
Thu 26 Nov: Y8 Parents' Evening
Mon 30 Nov: House Drama; Week A; Mocks - Y11

All dates subject to change — see yateleyschool.net/events-calendar for the latest

December 2026

Tue 01 Dec: House Drama
Mon 07 Dec: Mocks - Y11
Wed 09 Dec: Y8 Deeper Study Indicative Choices
Fri 11 Dec: Charity Jumper Day
Fri 18 Dec: 1/2 Day
Mon 21 Dec: Christmas Holidays
Fri 25 Dec: Christmas Day (Bank Holiday)
Mon 28 Dec: Boxing Day (Bank Holiday, substitute)

January 2027

Fri 01 Jan: New Year's Day (Bank Holiday)
Mon 04 Jan: Mocks - Y13
Wed 06 Jan: Y9 Options Deadline
Mon 11 Jan: Mocks - Y13
Thu 14 Jan: Reports - Y10; Reports - Y11
Thu 21 Jan: Y11 Parents' Evening
Wed 27 Jan: Intermediate Maths Challenge
Thu 28 Jan: Y10 Parents' Evening

February 2027

Thu 04 Feb: Reports - Y12; Reports - Y13
Thu 11 Feb: 6th Form Parents' Evening
Mon 15 Feb: Half Term (February)
Mon 22 Feb: Y12 Geography Field Trip; Week B
Thu 25 Feb: Reports - Y7; Reports - Y8; Reports - Y9

All dates subject to change — see yateleyschool.net/events-calendar for the latest

March 2027

Mon 01 Mar: Exams - Y11
Thu 04 Mar: Y7 Parents' Evening
Mon 08 Mar: Exams - Y11
Tue 16 Mar: INSET
Wed 24 Mar: Y8 Deeper Study Choices Deadline
Fri 26 Mar: Good Friday (Bank Holiday)
Mon 29 Mar: Easter Holidays; Easter Monday (Bank Holiday)

April 2027

Mon 19 Apr: Exams - Y10
Mon 26 Apr: Exams - Y10
Tue 27 Apr: Junior Maths Challenge

May 2027

Mon 03 May: Early May Bank Holiday
Mon 10 May: External Exams - Y11; External Exams - Y13
Thu 13 May: Reports - Y12
Mon 17 May: External Exams - Y11; External Exams - Y13
Thu 20 May: Reports - Y10
Mon 24 May: External Exams - Y11; External Exams - Y13
Thu 27 May: Reports - Y7; Reports - Y8; Reports - Y9
Mon 31 May: Half Term (May); Spring Bank Holiday

All dates subject to change — see yateleyschool.net/events-calendar for the latest

June 2027

Mon 07 Jun: External Exams - Y11; External Exams - Y13
Thu 10 Jun: Y9 Parents' Evening
Mon 14 Jun: External Exams - Y11; External Exams - Y13
Mon 21 Jun: External Exams - Y13
Fri 25 Jun: Y11 Prom
Tue 29 Jun: Sports' Day (Field)
Wed 30 Jun: Y6 Induction

July 2027

Thu 01 Jul: Y6 Induction & Parents' Evening
Fri 02 Jul: Sports' Day (Track); Y13 Prom; Set Up Young Designers'
Mon 05 Jul: Young Designers;
Tue 06 Jul: Young Designers
Wed 07 Jul: Young Designer's Awards
Thu 08 Jul: Young Designers Pack Up
Mon 12 Jul: Activity Week;
Wed 21 Jul: 1/2 Day
Thu 22 Jul: Summer Holidays Begin

Please note: all dates are subject to change. Our most up-to-date calendar can always be found at yateleyschool.net/events-calendar

Dates, Events and Extra Curricula Opportunities

Holiday Dates:

Autumn half-term holiday	Monday 27 October 2025	to	Friday 31 October 2025		
Spring half-term holiday	Monday 16 February 2026	to	Friday 20 February 2026		
Summer half-term holiday	Monday 25 May 2026	to	Friday 29 May 2026		
Christmas holiday	Monday 22 December 2025	to	Friday 2 January 2026		
Easter holiday	Monday 30 March 2026	to	Friday 10 April 2026		
Summer holiday	Thursday 23 July 2026	to	Monday 31 August 2026		

https://www.hants.gov.uk/educationandlearning/schoolholidays

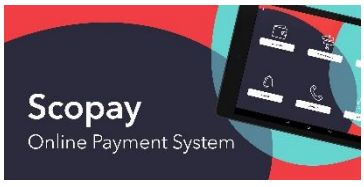
How's my child doing?					
Progress Reporting · 2026-27					
	Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
Information Evenings	Thu 08 Oct 26 (Meet Tutor Evening)	—	Thu 19 Nov 26 (Options Evening)	—	Tue 06 Oct 26 (Y11 Parents' Information Evening)
Report #1	Thu 12 Nov 26	Thu 12 Nov 26	Thu 12 Nov 26	Thu 05 Nov 26	Thu 05 Nov 26
Options / Pathway Choices	—	Deeper Study: Wed 09 Dec 26 (indicate) Wed 24 Mar 27 (final)	GCSE Option Choices due: Wed 06 Jan 27	—	—
Report #2	Thu 25 Feb 27	Thu 25 Feb 27	Thu 25 Feb 27	Thu 14 Jan 27	Thu 14 Jan 27
Parents' Evening	Thu 04 Mar 27	Thu 26 Nov 26	Thu 10 Jun 27	Thu 28 Jan 27	Thu 21 Jan 27
Mock / Internal Exams	—	—	—	Mon 19 Apr to Fri 30 Apr 27	Mocks: Mon 30 Nov to Friday 11 Dec 26
Report #3	Thu 27 May 27	Thu 27 May 27	Thu 27 May 27	Thu 20 May 27	—
External Exams	—	—	—	—	Mon 03 May to Fri 18 Jun 27

Communication:

As a school we like to keep in touch using social media and three essential apps. We encourage all parents to download these (if they can) for seamless home/school communication.

Our main app – MCAS – showing how your child is getting on at Yateley.

See the homework/classwork we are setting at school.



Make payments for trips, events, food and much more.

We also email a weekly Parents' Bulletin as a Friday newsletter, which can also be found at:

https://www.yateleyschool.net/parents/newsletters

Extracurricular Opportunities

We never want cost or circumstance to never be the reason a child misses out. If your family is facing any barrier to participation, whether that's funding, Pupil Premium, SEND-related support, or anything else then please do get in touch with the school so we can discuss how we might help.

STUDENT GROUPS · *7 activities*

ACTIVITY	DEPARTMENT	YEAR GROUP(S)	WHEN	COST	LOCATION	GOOD TO KNOW
The Brilliant Club	—	**7** 8 9 10 11 12 13	Oct–Feb 2027	Free	TBC	*By invitation only.*
Christmas Fair	Business Studies	7 8 9 **10** 11 12 13	December 2026	**£6**	Main Hall	*£1 stall hire plus up to £5 student/parent investment into the business.*
Antibullying Committee	—	**7 8 9 10 11 12 13**	Sept 2026 – July 2027	Free	TBC	—
Student Voice & Climate Committee	—	**7 8 9 10 11 12 13**	Sept 2026 – July 2027	Free	TBC	—
Wellbeing & Inclusivity Committee	—	**7 8 9 10 11 12 13**	Sept 2026 – July 2027	Free	TBC	—
Dungeons and Dragons	—	7 8 **9 10 11** 12 13	Thursday after school Sept 2026 – July 2027	Free	H1B	—
Remote Controlled Car Club	—	**7 8** 9 10 11 12 13	Friday after school Sept 2026 – July 2027	**Free (own car)**	Track, C block field	*Students bring their own remote-controlled car.*

SUBJECT WORKSHOPS & ENRICHMENT · *4 activities*

ACTIVITY	DEPARTMENT	YEAR GROUP(S)	WHEN	COST	LOCATION	GOOD TO KNOW
KS3 Art Club	Art	**7 8 9** 10 11 12 13	Dates TBC	Free	TBC	*A series of skills workshops exploring different media.*
Year 9 Baking Club	Food & Nutrition	7 8 **9** 10 11 12 13	Jan–June 2027	Free	TBC	*Students bring their own ingredients.*
Geography Club	Geography	**7 8 9 10** 11 12 13	Sept 2026 – July 2027	Free	A19	—
STEAM Masterclasses	STEAM	**7 8 9 10 11 12 13**	Oct 2026 – June 2027	**Voluntary contribution**	TBC	*Range of classes through the year – watch the parents' bulletin.*

PERFORMING ARTS – DANCE · *8 activities*

ACTIVITY	DEPARTMENT	YEAR GROUP(S)	WHEN	COST	LOCATION	GOOD TO KNOW
Dance Live 2027 – Auditions	Dance	**7 8 9 10 11 12 13**	Thurs 17 September 2026	**TBC**	Dance Studio	*All years welcome.*
Dance Live 2027 – Rehearsals	Dance	**7 8 9 10 11 12 13**	Sept 2026 – Feb 2027, Tuesdays	**TBC**	TBC	*For cast members following auditions.*
Festival of the Arts	Dance	*By invitation*	Fri 16 October 2026	**TBC**	Wellington College	*By invitation only.*

Annual Dance Show & House Dance Competition	Dance	**7 8 9 10 11 12 13**	Mon 19 – Tue 20 October 2026	**TBC**	TBC	*Rehearsals Sept–Oct, Mondays 3.10–4.30pm. Led with Mrs Batley.*
Boys Dance Company – Raw Motion	Dance	**7 8 9 10 11 12 13**	Sept 2026 – July 2027, Tuesdays	**TBC**	TBC	*Year 7 upwards. Led by Mrs Batley.*
Gremlin Dance Challenge	Dance	**7 8 9 10 11** 12 13	Jan–Mar 2027	**TBC**	TBC	*KS3/KS4.*
Year 10 GCSE Dance Workshop	Dance	7 8 9 **10** 11 12 13	Thurs 1 October 2026, 12.30–4.30pm	**TBC**	Dance Studio	—
Year 11 GCSE Choreography Rehearsals	Dance	7 8 9 10 **11** 12 13	Oct 2026 – Apr 2027, Mon/Thurs/Fri 3.10–4.30pm	**TBC**	Dance Studio	—

PERFORMING ARTS – DRAMA · *1 activity*

ACTIVITY	DEPARTMENT	YEAR GROUP(S)	WHEN	COST	LOCATION	GOOD TO KNOW
House Drama & Main School Production	Drama	**7 8 9 10 11 12 13**	Sept 2026 – July 2027	**Ticket price (TBC)**	Drama block & Main Hall	*Main School production also involves singing and dance rehearsals alongside acting; possible extra cost for costumes/props.*

Due to staffing changes within the Drama department, details of activities for 2026–27 are still being finalised at the time of publication. A full update will follow by 30 September at the latest.

PERFORMING ARTS – MUSIC · *5 activities*

ACTIVITY	DEPARTMENT	YEAR GROUP(S)	WHEN	COST	LOCATION	GOOD TO KNOW
Christmas Concert	Music	**7 8 9 10 11 12 13**	December 2026	Free	Main Hall	—
Choir	Music	**7 8 9 10 11 12 13**	Sept 2026 – July 2027	Free	M1	—
Yateley Band	Music	**7 8 9 10 11 12 13**	Sept 2026 – July 2027	Free	M2	—
Guitar Band	Music	**7 8 9 10 11 12 13**	Sept 2026 – July 2027	Free	M2	—
Music Tech	Music	**7 8 9 10 11 12 13**	Sept 2026 – July 2027	Free	M1	—

CLUBS, SOCIETIES & AWARDS · *15 activities*

ACTIVITY	DEPARTMENT	YEAR GROUP(S)	WHEN	COST	LOCATION	GOOD TO KNOW
Cambridge Chemistry Lower 6th Challenge	Chemistry	7 8 9 10 11 **12** 13	March–May 2027	Free	A3.4	—
Chemistry Olympiad	Chemistry	7 8 9 10 11 **12 13**	February 2027	Free	A3.4	—
Computing Club	ICT & Computer Science	**7 8 9 10 11** 12 13	Sept 2026 – July 2027	Free	C28	—

Christian Union	Whole School	**7 8 9 10 11 12 13**	Every Monday, lunchtime	Free	B31	—
Duke of Edinburgh Award – Bronze & Silver	Whole School	7 8 **9 10 11 12 13**	Sept 2026 – July 2027	**£100**	TBC	—
Gardening Club	Food & Nutrition	**7 8** 9 10 11 12 13	Sept 2026 – July 2027	Free	TE3	*Participants might get grubby and wet!*
Carnegie Shadowing Book Club	Library	**7 8 9 10** 11 12 13	March–July 2027	Free	Library, lunchtime	*Dates to be confirmed.*
Axiom Maths Circles	Mathematics	**7 8** 9 10 11 12 13	Sept 2026 – July 2027	Free	TBC	*By invitation only – letters sent home.*
Duolingo Club	MFL	**7 8 9 10 11** 12 13	Every Monday, lunchtime	Free	B2.2	*Bring a charged laptop and your lunch.*
Chess Club	Whole School	**7 8 9 10 11 12 13**	Sept 2026 – June 2027	Free	TBC	*Open to all abilities, from beginner to grand master.*
Warhammer Club	Whole School	**7 8 9 10 11 12 13**	Sept 2026 – July 2027	Free	C25	—
After-School Clay & Art Club	Art	**7 8** 9 10 11 12 13	Sept 2026 – March 2027	**£5**	TBC	*Small charge (under £5 for 10 weeks) to cover materials.*
Poetry by Heart	English	**7 8 9 10 11 12 13**	Sept 2026 – May 2027, lunchtime	Free	TBC	*Runs in rounds ahead of the final competition in May.*
Writing Club	English	**7 8 9 10 11 12 13**	Sept 2026 – June 2027, lunchtime	Free	TBC	*Enters writing competitions through the year. Led by Nicole Bartlett.*
Debate Club	English	*TBC*	TBC	Free	TBC	*Lead not yet confirmed.*

TRIPS & VISITS · *23 activities*

ACTIVITY	DEPARTMENT	YEAR GROUP(S)	WHEN	COST	LOCATION	GOOD TO KNOW
Imperial College Chemistry Taster Day	Chemistry	7 8 9 **10** 11 12 13	July 2027	**£35**	Imperial College London	—
BAE Engineering Challenge	Design & Technology	7 8 9 **10** 11 12 13	May/June 2027 (TBC)	Free	Farnborough International Airport	*STEM design challenge; selected students compete against other local schools.*
Cadbury World Visit – Year 8	Geography	7 **8** 9 10 11 12 13	July 2027	**£45**	Birmingham	—
Geography Fieldwork – Southampton	Geography	7 8 9 **10** 11 12 13	Nov–Dec 2026 (dates vary)	**TBC**	Southampton	*GCSE Geography students only.*
Geography Fieldwork – Littlehampton	Geography	7 8 9 10 **11** 12 13	Sept–Oct 2026 (dates vary)	**TBC**	Littlehampton	*GCSE Geography students only.*

Iceland	Geography	7 8 9 10 **11** 12 13	6–9 November 2026	**Paid (amount TBC)**	Iceland	*GCSE Geography students; cost already paid by families, final amount TBC.*
Barcelona Visit	MFL	7 **8 9 10** 11 12 13	9–12 July 2026	**£925**	Barcelona, Urbany Hotel	*Valid passport (6+ months) and GHIC/EHIC card required.*
France Trip – Château St Omer	MFL	7 **8 9 10** 11 12 13	18–21 July 2026	**£636**	St Omer, France	—
Gurdwara & Hindu Temple Visit	Religious Studies	**7** 8 9 10 11 12 13	March–April 2027	**£25**	London	—
Local Church Visit	Religious Studies	7 8 9 **10** 11 12 13	October 2026	Free	Yateley	—
Reading Places of Worship	Religious Studies	7 8 9 **10** 11 12 13	May 2027	**£29**	Reading	—
Philosophy Conference	Religious Studies	7 8 9 10 11 **12 13**	Nov–Dec 2026	**£40**	London	—
Rome 2027	Religious Studies	7 8 **9 10** 11 **12** 13	15–18 July 2027	**TBC**	Rome	—
GCSE Science Live!	Science	7 8 9 **10** 11 12 13	24 February 2027	**£35**	The Anvil, Basingstoke	—
Diamond Light Source Synchrotron	Science / Maths / Computing	7 8 9 10 11 **12** 13	June 2027	**£25**	Harwell, Oxfordshire	—
Marwell Zoo Trip	Science	**7** 8 9 10 11 12 13	July 2027	**£24 (approx)**	Marwell Zoo	—
Politics and Parliament	Politics	7 8 9 10 11 **12 13**	October 2026 (TBC)	**£60**	Houses of Parliament	—
Vietnam	History	7 8 9 **10 11 12 13**	11–19 February 2027	**£2,300**	Vietnam	—
Ypres & Normandy	History	7 8 **9** 10 11 12 13	May 2027	**£400**	France & Belgium	—
Thorpe Park	Whole School	7 **8** 9 10 11 12 13	July 2027, trips week	**£44 (approx)**	Thorpe Park	*Coach £22 + park entry £22.*
Axiom Maths Circle – Reward Trip	Mathematics	**7 8** 9 10 11 12 13	May–July 2027	Free	TBC	*For members of the Axiom Maths Circle.*
Theatre Trip – Matthew Bourne's Cinderella	Dance	7 8 9 **10 11 12 13**	February 2027	**TBC**	Woking Theatre	*For GCSE and BTEC Dance students.*
Ski Trip	Whole School	7 **8 9** 10 11 **12** 13	2–8 April 2027	**£1,782.50**	Les Deux Alpes, France	*Established annual trip; late-joining requests subject to availability.*

STUDY SUPPORT & DROP-IN CLINICS · *6 activities*

ACTIVITY	DEPARTMENT	YEAR GROUP(S)	WHEN	COST	LOCATION	GOOD TO KNOW
GCSE Support	Art	7 8 9 **10 11** 12 13	Every Tue & Wed, termly	Free	B3.5 & B3.1	*Drop in to keep up with coursework;*

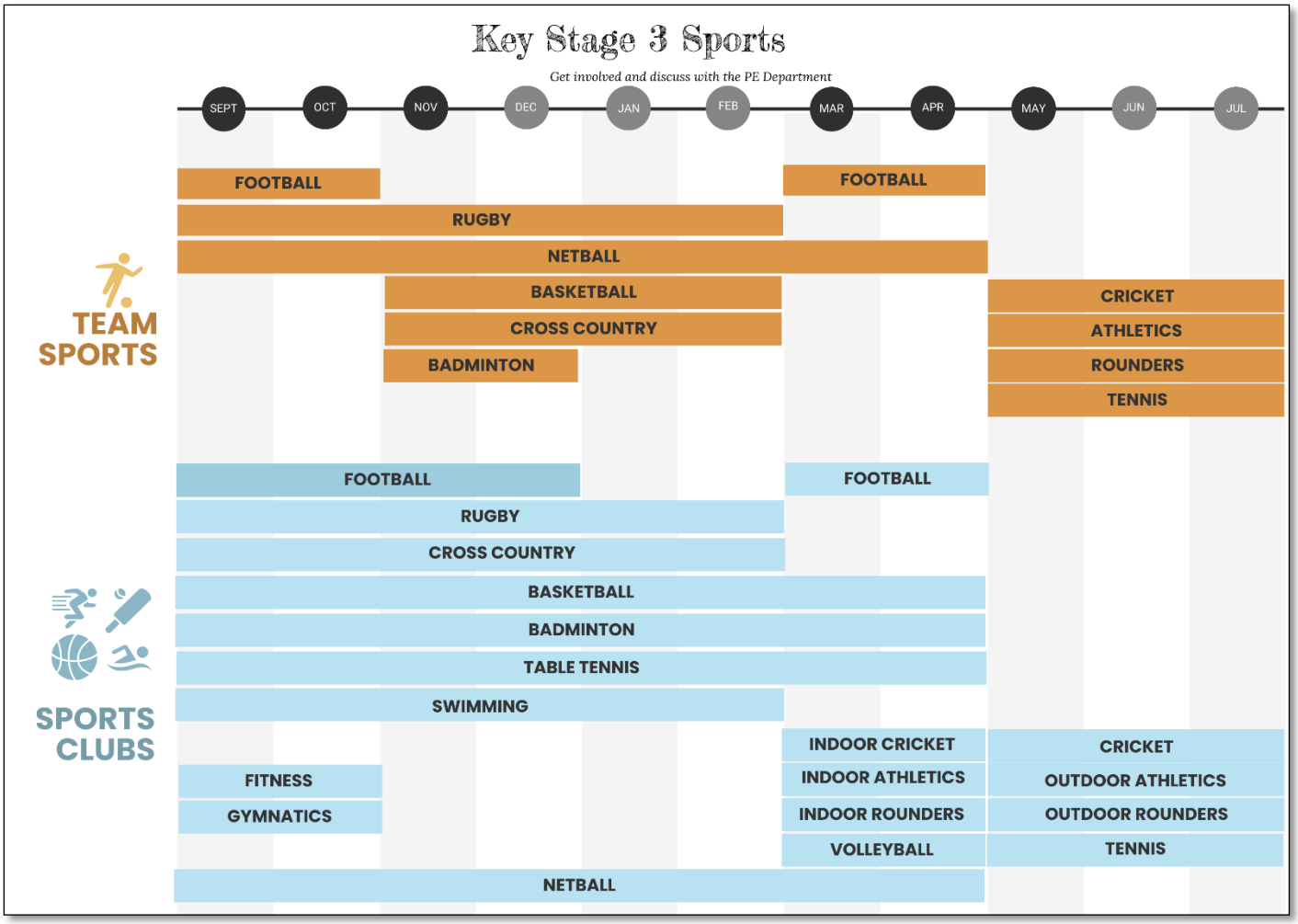
						teachers on hand to guide.
Period 7 Support – Graphics	Graphics	7 8 9 10 **11** 12 13	Every Friday, after school	Free	BG1 & BG2	*Until 4.30pm.*
Year 7–11 Drop-In Support	Mathematics	**7 8 9 10 11** 12 13	Sept 2026 – July 2027	Free	C21	*Support with revision and homework.*
Sixth Form Drop-In & Support	Mathematics	7 8 9 10 11 **12 13**	Sept 2026 – July 2027	Free	C26	—
Psychology Extra Support Session	Psychology	7 8 9 10 11 **12 13**	Every Wednesday, 15:10–16:00	Free	A1.5	—
GCSE Science Drop-In Sessions	Science	7 8 9 **10 11** 12 13	Every Tuesday, after school	Free	TBC	—

Additional subject booster and drop-in support sessions are being confirmed as departments finalise their timetables for September, with more to follow shortly.

tage 3 Teams and Clubs: Sport Opportunities for 2025-2026

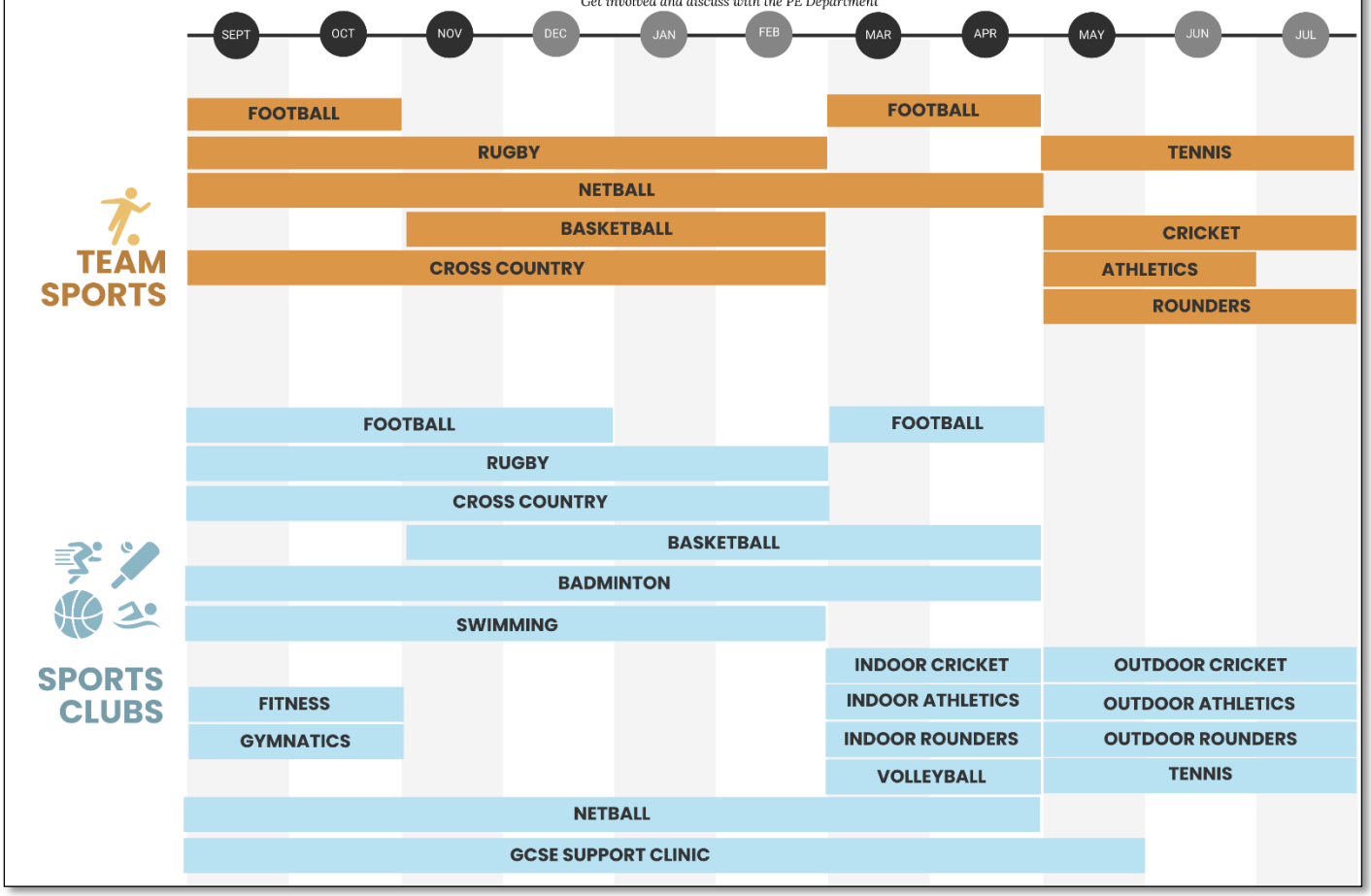
Key Stage 3 Sports

Get involved and discuss with the PE Department



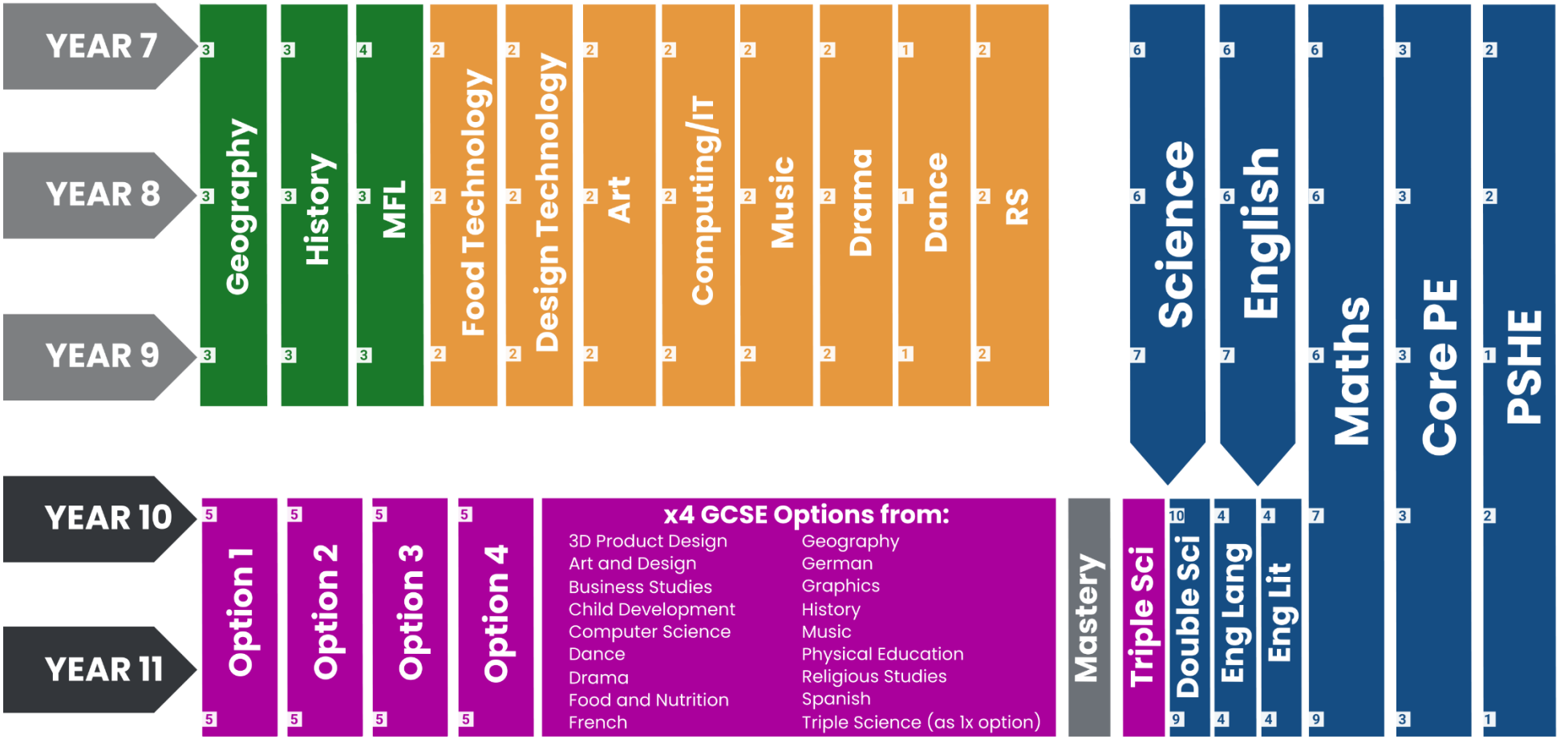
Key Stage 4 Sports

Get involved and discuss with the PE Department



YATELEY SCHOOL CURRICULUM: SEPTEMBER–26

All students study a broad curriculum on a fortnightly pattern in Years 7–8, move into deeper study in Year 9 and then specialise through a blend of GCSE options and core subjects in Years 10–11.



Mastery = Targeted support to access the GCSE curriculum.

KS3 — **YEAR 7 + YEAR 8 + YEAR 9**

Compulsory:
All students follow the full curriculum

KS4 — **YEAR 10 + YEAR 11**

Examined: Students study English, Maths and Science
Examined Options: Students select x4 Option subjects
Non-examined: Core PE, PSHE and Core Religious Studies

Which Exam Boards are we using?

GCSE Subjects Completing 2027 (Year 11)				
	Subject	**Board**	**Spec No**	**Tier/Grading**
Ar	Art and Design	AQA	8202	(9-1)
Bi	Biology	AQA	8461	F or H (9-1)
Bs	Business Studies	AQA	8132	(9-1)
Ch	Chemistry	AQA	8462	F or H (9-1)
Ct	Computer Science	OCR	J277	(9-1)
Da	Dance	AQA	8236	(9-1)
Dt	Design and Technology (Timbers)	Pearson	1DT0/1F	(9-1)
Dr	Drama	Pearson	1DR0	(9-1)
El	English Language	AQA	8700	(9-1)
En	English Literature	Eduqas	C720QS	(9-1)
Fr	French	AQA	8652	F or H (9-1)
Ge	Geography B	Edexcel	1GB0	(9-1)
Gm	German	AQA	8662	F or H (9-1)
Gn	Design & Technology (Papers & Boards)	Pearson	1DT0/1B	1B (9-1)
Hi	History	AQA	8145TC	(9-1)
Hc	NCFE Cache Level 2 Technical Award in Child Dev & Care in Early Years	Cache	603/7012/9	D* - P
Hf	Food Preparation & Nutrition	Eduqas	C560P1	(9-1)
Ma	Mathematics	OCR	J560	F or H (9-1)
Ma	Further Maths (selected students)	AQA	8365	(9-5)
Ma	Additional Maths (FSMQ) (selected students)	OCR	6993	(A* - E)
Ma	Statistics (selected students)	AQA	8382	(9-5)
Ma	Entry Level Mathematics (selected students)	AQA	5930	(L1, 2 or 3 Pass)
Mu	Music	Eduqas	C660QS	(9-1)
Pt	Physical Education	AQA	8582	(9-1)
Ph	Physics	AQA	8463	F or H (9-1)
Rs	Religious Studies A	Eduqas	C120P3	(9-1)
Sc	Science Combined Trilogy	AQA	8464	F or H (9-1)
Sp	Spanish	AQA	8692	F or H (9-1)

Options within subjects:

History 814D22	**Drama 1DR0**	**Religious Studies C120P3**	**Enterprise & Marketing J837**
1B/D Conflict & Tension in Asia 1950-1975 1A/D America 1920-1973 Opportunity & inequality 2A/A Britain Health & the people c1000 to the present day 2B/C Elizabethan England c1568-1603	1DR03A Set text List A 1DR03B Set text List B	Route A3 - Islam	R067 Ext exam Yr 11 R068 NEA Yr 10 R069 NEA Yr 11

Core Subjects:

<table>
<tr><th colspan="3">What we're studying this year…</th><th>How parents and carers can help...</th></tr>
<tr><td colspan="4">English Language</td></tr>
<tr><td colspan="2">Paper 1 Explorations in creative reading and writing
Section A Reading Key focus: How do established writers use narrative and descriptive techniques to capture the interest of readers?
Q1 Can you identify and interpret explicit and implicit information and ideas in a text? Can you select and synthesise evidence from texts to support a point of view? (AO1)
Q2 Can you explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support your views? (AO2)
Q3 Can you explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support your views? (AO2)
Q4 Can you evaluate texts critically by stating why certain narrative and descriptive techniques have been used supporting this with appropriate textual references using relevant subject terminology? (AO4)
Section B Writing Key focus: Can you demonstrate narrative and descriptive skills in response to a written prompt, scenario or visual image using a range of features on a text, sentence and word level?
SPaG: How good is your Spelling, Punctuation and Grammar? It is worth a quarter of your overall Language GCSE. Make sure you know what a noun, verb, adjectives etc are and can use all types of punctuation in your work.</td><td>Paper 2 Writers' viewpoints and perspectives
Section A Reading Key focus: How do writers present a particular perspective or viewpoint to influence a reader?
Q1 Can you identify and interpret explicit and implicit information and ideas in a text? Can you select and synthesise evidence from texts to support a point of view? (AO1)
Q2 Can you identify and interpret explicit and implicit information and ideas in a text? Can you select and synthesise evidence from texts to support a point of view? (AO1)
Q3 Can you explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support your views? (AO2)
Q4 Can you compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts? (AO3)
Section B Writing Key focus: Can you produce a written text to a specified audience, purpose and form in which you give your own perspective on the theme that has been introduced in section A, using a range of features on a text, sentence and word level?
Spoken English Key focus: Can you give a presentation in a formal context, then respond appropriately to questions and to feedback, asking questions yourself to seek clarification while using spoken Standard English? All students will present to the class to be recorded for AQA moderation.</td><td>1. Encourage and maintain the reading habit in your child. Read a wide variety of fiction and non-fiction both modern and pre 20th century: a little and often is the approach on a daily basis
2. Become familiar with https://www.aqa.org.uk/subjects/english/gcse and the pages that support the study of AQA GCSE English Language
3. Explore and revise all aspects of Victorian England, particularly Charles Dickens. Watch adaptations of the great novels of this era as well as documentaries focusing on Victorian life</td></tr>
<tr><td colspan="2">Consisting of:</td><td>6 x Lessons per fortnight (Lang and Lit)</td></tr>
<tr><td colspan="4">English Literature</td></tr>
<tr><td colspan="2">Term 1: Poetry – Anthology poems set by Eduqas and The 19th Century Novel – Charles Dickens A Christmas Carol
Term 2: Revisiting Language Paper 1 and 2 and Romeo and Juliet
Term 3: Exam practice and further preparation

In addition to the "who, when, where, what, why, how" questions which underpin the study of all literature texts, we introduce different critical readings of the texts:

For example:
What is a feminist reading? How might it change our reading of Shakespeare?
How might a Marxist reading affect our understanding of A Christmas Carol??
How might the concept of the class system help us to understand Dickens intentions for A Christmas Carol or An Inspector Calls?.</td><td colspan="2">1. Encourage and maintain the reading habit in your child. Read a wide variety of fiction and non-fiction both modern and pre 20th century: a little and often is the approach on a daily basis
2. Become familiar with Eduqas and its web-based resources and support for students. Become familiar with Eduqas past papers.
3. Explore and revise all aspects of Victorian England, particularly Charles Dickens. Watch adaptations of the great novels of this era as well as documentaries focusing on Victorian life</td></tr>
<tr><td colspan="2">Consisting of:</td><td>6 x Lessons per fortnight (Lang and Lit)</td></tr>
<tr><td colspan="4">Mathematics</td></tr>
<tr><td colspan="2">· Number: How do you find an approximate solution to an equation you can't solve exactly? Why does converting a recurring decimal to a fraction actually work?
· Ratio and proportion: What's the difference between two quantities that increase together and two that balance each other out? Why does growth from compound interest look different on a graph to growth that stays constant?</td><td colspan="2">1. Ask your child to talk you through a past exam question step by step. Explaining the reasoning out loud is one of the best ways to reveal a gap before it shows up in an exam.</td></tr>
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· **Algebra:** Can you solve a quadratic equation by factorising, completing the square or using the formula? What happens to a graph when you stretch, reflect or translate it? · **Geometry:** How do you find a missing angle or side when a triangle isn't right-angled? What rule connects the angles at the centre and edge of a circle?	2. Help your child build a realistic revision timetable that spreads topics across the weeks rather than cramming. Remember to check in on it regularly. 3. Encourage regular use of past papers and a suitable revision app or online platform, since exam technique matters as much as knowing the content.
Consisting of:	7 x Lessons per fortnight
Biology (Bold italics = Treble Only)	
Homeostasis & response – What is homeostasis? How is our nervous system designed to allow us to respond to stimuli? What are reflex actions? *How is the structure of the brain linked to function? How do we see? How do glasses work?* What are hormones? How is blood glucose regulated and how can we treat diabetes? How is the female menstrual cycle regulated and how are hormones used in contraception and fertility treatments? *How do plants use hormones? What is thermoregulation? How are the kidneys involved in osmoregulation and production of urine? How can we treat problems with the kidney?* **Inheritance, variation & evolution** – How do organisms reproduce? *Why do some organisms use both forms of reproduction?* How has studying the human genome helped us? *How does the structure of DNA help it to synthesise proteins? What can mutations do?* How does inheritance work? Is it right to screen for genetic disorders? How does variation lead to evolution through natural selection? How can we use artificial selection and genetic engineering? *What is cloning and how can we use it? How have theories of evolution changed through history?* What is the evidence for evolution? What are the causes of extinctions? How is life classified? **Ecology** – How are organisms adapted? What factors can affect organisms? How are substances cycled around the ecosystem? *How can we change the rate of decay?* How has the human population affected the land, air and sea? How will global warming affect our planet? How are humans affecting biodiversity globally? *What are trophic levels and how does biomass change along a food chain? How can we make our food production secure, efficient and sustainable?*	1. Encourage students to watch natural history documentaries e.g. Planet Earth and also programs like Horizon. 2. Visit the Natural History Museum in London and Marwell Zoo. 3. Test students regularly at home with key questions about their topics using revision guides and other resources. Encourage the printing and completion of past paper questions and discuss scientific discoveries in the news.
Consisting of:	8 x Lessons per fortnight (all sciences)
Chemistry (Bold italics = Treble Only)	
Rates of reactions – What causes a chemical reaction? How can you measure the rate of a reaction? Why is rusting slow and an explosion fast? What factors affect the reaction rate? How do catalysts affect the activation energy of a reaction? Are chemical reactions irreversible? What is a dynamic equilibrium? **Organic Chemistry** – What are hydrocarbons? How is crude oil separated? How do long hydrocarbon chains differ in properties to short chains? What is combustion? Why is incomplete combustion dangerous? What is the difference between saturated and unsaturated hydrocarbons? Why are long chains cracked into short chain hydrocarbons? *What are alkenes and how can they be used to create useful products? What are functional groups? What are the properties of alcohols, carboxylic acids and esters? Why organic groups are so useful and what do we use organic substances for? What are polymers? How do we make different polymers?* **Chemical analysis** – What does pure mean in chemistry? How are useful mixtures made? How can we identify an unknown gas? *Which metal ion burns with a lilac flame? Which metal ion produces a blue precipitate? Which negative ion can be identified using silver?* **Chemistry of the atmosphere** – The Earth and atmosphere has evolved over billions of years, why did it change? How does our atmosphere keep our Earth warm? What are humans doing to change the composition of the atmosphere? What other pollutants come from burning fuels? **Using resources** – How quickly are we using up the Earth's natural resources? Which resources are renewable and which are finite? How do we process our water to	1. Encourage students to sign up with the royal society of chemistry. 2. Watch scientific documentaries and discuss scientific discoveries and environmental concerns in the news.. 3. Test students regularly at home with key questions about their topics using revision guides and other resources. Encourage the printing and completion of past paper questions.

ensure it is safe to drink or safe to return back into the environment? How are we using plants and bacteria to extract copper? Why do companies complete life cycle assessments for the products they make? How can we reduce the amount of finite resources we use? *Why does iron rust and how can we prolong the life of metal objects? Why are pure metals not as useful as metal alloys? How can plastics made of the same polymer have different properties? What are the physical properties of glass, ceramics and composites? How to make ammonia and why it is so important for agriculture?*	
Consisting of:	8 x Lessons per fortnight (all sciences)
Physics (Bold italics = Treble Only)	
Forces: What do we mean by a force? What is the difference between mass & weight? What is work done? What is Hooke's law? *How do levers & gears work? How can you calculate the pressure in a fluid?* How do you calculate distance, speed and acceleration? What are Newton's laws and how do you apply them? What factors are involved in a car stopping distance? What is momentum? *How do you use momentum to calculate the outcome of collisions & explosions?* **Waves:** What types of waves are there? How do you find the wave speed? *How do waves reflect? How do we hear? How do we use waves to explore?* What are electromagnetic waves and how do we use them? What happens when waves change medium? What harm can electromagnetic waves cause? *How do lenses work? What determines the colour of an object? What is a black body?* **Magnets & Electromagnetism:** What are magnets, solenoids & electromagnets? What is a magnetic field? What is the motor effect? *How do loudspeakers & microphones work? What is the generator effect? What is a transformer?* **Space:** What makes up the solar system? What is the lifecycle of a star? What are satellites & how do they stay in orbit? What are the Doppler effect and Red Shift? How do they provide evidence that the Universe is expanding so started from the Big Bang? Why do we think the Universe includes dark matter & dark energy?	1. Physics programmes are increasingly popular on TV and available to stream. Anything presented by Brian Cox or Jim Al-khalili would be excellent and should inspire students to look further into Physics. 2. Set time aside to talk through the Physics that they're learning in class. Ask them to explain it to you, and/or try and relate it to your daily life. 3. If you can't find what you need ask your teacher of the Head of Science!
Consisting of:	8 x Lessons per fortnight (all sciences)
Core PE	
• Can students live a Healthy Active Lifestyle, focusing on wellbeing and participation that continues after leaving school? • Does the student have the skills and information to continue to take part regularly in competitive sports and activities outside school through community links or sports clubs? • Do they have a basic knowledge of First aid? • Do the students show enjoyment of participation? • Do students show ambition to develop and improve their overall health and wellbeing? • Do students take the initiative to lead activities in both a coaching and officiating capacity? • Can students develop their technique and improve their performance in other competitive sports, [for example, athletics and gymnastics], or other physical activities [for example, dance]?	1. Encourage an active lifestyle – More walking, less driving, sports clubs or Gym memberships. 2. Healthy meal plans – encourage students to be involved in buying, prepping and cooking meals. 3. Encourage students to explore the opportunities that are provided for them.
Consisting of:	2 x Lessons per fortnight
PSHEE (Personal Social Health and Economic Education) + RSE (Relationship Sex Education)	
Health and Wellbeing: Physical health – cancer (testicular). Physical health – cancer (cervical and breast). Organ donation and blood donation. Teenage pregnancy – choices. Abortion (laws, moral, thoughts and feelings). RSE love and abuse. **Life Beyond School:** Time management – technology. LGBT (rights across the world). Dealing with exam stress and anxiety. Social media validation vs reality. Writing a personal statement. CV writing. **Staying Safe, Online & Offline:** Virtual reality, live streaming, gaming online. Drugs – substance addiction. Drugs – new psychoactive substances (old legal highs). Drugs – festivals and nitrous oxide. Drugs and the war on drugs. Cosmetic and aesthetic procedures. Online reputation and digital footprints.	1. By engaging in conversations with your child about the focus point in each PSHE/RSE lesson which will be shared via the weekly parent school bulletins. 2. Discuss your children's lessons with them. Express opinions about the issues raised while remaining open to the possibility that you may be wrong. 3. Watch lots of current affairs programmes and listen with your child to items on Radio 4.

Relationships and Sex Education: Peer on peer (child on child abuse. Fertility – what impacts it? Alcohol, parties and bad choices. Importance of sexual health. Revisiting contraception. Respect love and relationships. Revisiting STI's.	TED talks are also an excellent mind-expanding forum.
Consisting of:	1 x Lesson per fortnight

Options: E-Baccalaureate Subjects

What we're studying this year…	How parents and carers can help...
Geography	
Development Dynamics-India: (September/October) Where is India located? How is India's location significant to its development? What is the population like in India? What factors impact the population of India? What opportunities are there in India? What challenges does India face? How are the challenges managed? What is India's role in the wider world? **Hazardous Earth (Nov- Jan):** What are the natural causes of climate change? What are the human causes of climate change? How can past climates be measured? What are the causes of tropical cyclones? How does the impact of tropical cyclones vary between developed and emerging counties? How does the impact of earthquakes vary between developed and emerging countries? How can we manage natural hazards? **Challenges of an urbanising world (Jan- March)** Why is the world becoming more urban? Where does everyone live? What are the causes of urbanisation? What are land use models? What is a megacity? What are the opportunities and challenges facing megacities? How megacities be made more sustainable?	1. Encouraging students to read around the subject – geographical newspapers/articles 2. Watch Geographical documentaries and television programmes 3. Discuss what is in the news – lots of stories relate and link to Geography. By contacting and following @Geography_YS on twitter for department updates and articles. For further recommendations contact Geography@yateley.hants.sch.uk
Consisting of:	5 x Lessons per fortnight
History	
Conflict in Asia: 1950 – 1975 (Sept) • What caused the Korean War? How did Cold War rivalry escalate the Korean War? What were the key events of the Korean War? Was the Korean War a 'war without winners'? **Elizabethan England 1558 - 1603 (Oct -Nov)** • How did Elizabeth's early life influence her character as Queen of England? What were the key problems facing Elizabeth during her reign? How did Elizabeth maintain her authority over England? What was Elizabeth I's Religious Settlement? How and why did Elizabeth I's religious policy change? **Conflict in Asia: 1950-75 (Dec-Feb):** • What were the consequences of the French defeat at Dien Bien Phu in 1954? How did American involvement in Vietnam escalate from 1954 – 65? Why did America go to war in Vietnam in 1965? Why did America struggle in Vietnam? What was the more significant event: the Tet Offensive or the My Lai Massacre? Why did so many Americans turn against the Vietnam War? How did Nixon bring about an end to the Vietnam War? What was the most important reason for the failure of America in Vietnam? What were the consequences of the war in Vietnam? **Elizabethan England 1558 - 1603 (March - May):** • How serious a threat was Mary, Queen of Scots by 1568? How did Catholics threaten the rule of Elizabeth I? Why was Mary, Queen of Scots executed? To what extent was Elizabethan England a 'Golden Age'? Who was the most significant Elizabethan explorer? Why did exploration increase during Elizabethan England? How important were the gentry in Elizabethan society? Why did theatre grow during Elizabethan England? Why was the Essex Rebellion important?	1. Ask your child about the topic they are studying and their opinions about the key Qs – discussing their ideas will develop their thinking and their writing. 2. There are brilliant documentaries or historical dramas on Netflix that cover different units of the course. Eg. Netflix series about the Vietnam War, or Elizabeth: The Golden Age, or Pain, Pus & Poison on BBC IPlayer 3. Test your child on their factual recall using flashcards (available from the History department)

Consisting of:	5 x Lessons per fortnight
French and Spanish	
School & further study (Sep-Oct): • How is my school, what is the difference between school in the UK and in France/Spain/Germany? **Work (Oct-Nov):** • What will it be like to be part of the world of work? What hopes and wishes do I have for work? Can I discuss work experience and apply for jobs in French / Spanish / German? **Global issues (Nov-Jan):** • What global and environmental issues exist? What is ethical shopping? How can we save the planet and what volunteering opportunities are there in charitable organisations? **Speaking prep & general revision of topics (Feb-Apr):** • Can I speak on prescribed topics for 9-12 minutes, including a role play, photo card and general conversation? **General revision of topics (Apr-May):** • What exams skills do I need? What is the examiner looking for? What is the best way to revise? Can I apply all the vocab, grammar and skills learned to exam papers?	1. Find any linguist you can to communicate with your student, having regular conversations in the language 2. Encourage your student to steadily revise vocab and try one of the apps like duolingo daily 3. Watch any real or dubbed sources of language available – foreign radio, youtube videos on favourite hobbies, favourite film with subtitles and see what you can pick up
Consisting of:	5 x Lessons per fortnight
German	
Technology in everyday life (Sep-Oct): • What effect does social media have on my life? What are the benefits and dangers of the internet and social media? Could I live without my phone? **Customs and festivals (Oct Nov):** • How do I celebrate for special occasions? What customs and festivals are there in German speaking countries and how do they celebrate Christmas & Easter? **Social issues (Nov-Dec):** • What is a healthy lifestyle? What are the benefits and dangers of diet, exercise, drugs, alcohol, smoking? what charity work can one do? **Global issues (Jan-Feb):** • What global and environmental issues exist? What is ethical shopping? How can we save the planet and what volunteering opportunities are there in charitable organisations? **Speaking prep & general revision of topics (Feb-Apr):** • Can I speak on prescribed topics for 9-12 minutes, including a role play, photo card and general conversation? **General revision of topics (Apr-May):** • What exams skills do I need? What is the examiner looking for? What is the best way to revise? Can I apply all the vocab, grammar and skills learned to exam papers?	1. Find any linguist you can to communicate with your student, having regular conversations in the language 2. Encourage your student to steadily revise vocab and try one of the apps like duolingo daily 3. Watch any real or dubbed sources of language available – foreign radio, youtube videos on favourite hobbies, favourite film with subtitles and see what you can pick up
Consisting of:	5 x Lessons per fortnight
Computer Science	
Systems Architecture: • What is the purpose of the CPU and what are the common components? How does the CPU carry out the fetch-execute cycle? What is the Von Neumann architecture and what is the role of the registers? How do common characteristics of CPUs affect their performance? What are embedded systems? **Memory and Primary/Secondary Storage:** • Why do computers have RAM and ROM? What are the different types of secondary storage? How do we know which are suitable for a given application? What are the characteristics of the different types of secondary storage? **Network Security:** • What threats are posed to systems and how can they be identified and prevented? **Systems Software:** • What is the purpose and functionality of operating systems? How does utility software perform housekeeping tasks? **Programming:** • What are 2D arrays? Why should I use procedures and functions? How do I use SQL to search for data? How do I design software to ensure it can deal with invalid data? What is the purpose of different types of testing? How do I programme using a low	1. Encourage your child to approach their Computer Science homework, with their revision book if necessary, as if they are sitting the exam so that they revise the topic and practice exam technique. 2. Help your child to learn the Computer Science keywords as this will improve their grade. 3. Discuss news stories on how technology affects society, this is particularly useful in the ethical, legal, cultural and environmental topic of the course

level programming language? What are the common tools and facilities available in an IDE?	
Consisting of:	5 x Lessons per fortnight

Options: Open/Creative Subjects:

What we're studying this year…	How parents and carers can help...
3D Product Design	
Contextual Challenge (June - April) - Controlled Assessment (50% of GCSE) Students will produce a design folder and practical outcome in response to a contextual challenge set by the exam board (released in June of year 10) There are four parts to the assessment: **Investigate (June- Sept)** How can we apply a range of research strategies to investigate, analyse and evaluate the contextual challenge and develop a design brief and specification? **Design (Oct- Dec)** How can we develop realistic design proposals as a result of the exploration of design opportunities and user needs, wants and values? How can we apply the iterative design process to explore, create and evaluate a range of outcomes? How can we apply a range of design strategies, communication and modelling techniques to design and develop solutions? **Make (Jan- Feb)** How can we apply a range of manufacturing processes and techniques (including CAD/CAM) to produce a quality prototype? **Evaluate (March)** How can we test our product and evaluate it effectiveness in meeting the design specification? **Technical Aspects of Designing and Making (Sept- May)** How are materials selected for their physical and mechanical properties? How are materials manufactured and formed into a range of products? What is the impact of new and emerging technologies? What are the environmental, social and economical challenges designer face? How does the work of past and present designers influence the design of products?	1. Read through the project work produced by students on powerpoints, if it doesn't make sense to you then it needs explanation. 2. If you have friends or relatives in retailing, marketing, design, architecture, manufacture get them in touch to act as clients, end users or to assess design ideas. Visit the Design Museum in London 3. Watch out for virtual Summer Shows for all the Universities and particularly the Royal College of Art – the best art and design establishment in the world.
Consisting of:	5 x Lessons per fortnight
Art	
Coursework Project One (Structured) • How do you collect visual information through drawing? How can you approach drawing in different ways to make it interesting and relevant? How do you record ideas so that they communicate effectively? • How do you analyse Art? How do you show that you understand the style of an artist? How can you synthesise elements of this into your own work? • How do you develop an idea? How can you experiment with media and ideas? How do you select successful elements? How do you refine your work? • How do you annotate your work to clearly communicate your investigation and understanding? • How do you produce a meaningful conclusion which shows the journey of your ideas? **Coursework Project Two** (Thematic) • How do you select a theme to develop? How do you apply the skills developed in project one to a project you have chosen? (Continued in Year 11)	1. Talk to your child about their work. Ask them to explain what they are doing and why. Being asked to verbalise their ideas will help them bring clarity to their thinking. 2. Create space for them to work at home – preferably somewhere where they can leave work set up. 3. Visiting galleries and museums is good but even visiting places where they may come across interesting art, design or architecture. Encourage them to take lots of photos and then select the best.
Consisting of:	5 x Lessons per fortnight
Business Studies	
Human Resources (Sept-Nov): Are people the most important resource any business has? Can every job motivate and can every person be motivated? What is more important: pay or the job itself? How are business structured to get the most from their employees? Are smaller businesses more efficient than bigger business… or the other way around? Why do businesses train their employees and does the same approach to training always work? **Marketing (Dec-Feb):** What was the design process, planning and research that goes into your latest Smart Phone? How does great branding increases the price of everything you buy? What impact does celebrity endorsement really have on the price of products? What are the 4P's and which one is most important? How can a business find out what potential customers really want? **Finance (Feb-Apr):** Is cash the lifeblood of a business? Where can businesses source finance from and which types of finance should they select? Can you really work out if a business will be successful using just financial data? What is breakeven and why is it the	1. There are brilliant shows on Netflix and terrestrial TV that will deepen student understanding. "The founder" (Netflix), The Apprentice (BBC), Dragons Den (BBC), Undercover Boss (4) and "Steve Jobs" (Netflix) should inspire students to look deeper into the world of business. 2. Encourage your child to set up a small business selling products or offering services. A real understanding of revenue, costs, profit (and possibly loss!) will help them enormously. 3. Set time aside to encourage your child to read the business news

#1 objective for all businesses? Can you really forecast the finances of a business into the future and how can it go wrong?	online (The Guardian, BBC, Sky Business etc) or in newspapers and discuss the stories with them to share their thoughts…
Consisting of:	5 x Lessons per fortnight
Consisting of:	5 x Lessons per fortnight
Child Development	
Term 1 - Pregnancy – how to ensure you are prepared to be a parent, how to prevent being a parent until you are fully ready(contraception) Birth- key stages and how to ensure it is as pain free as possible and a positive experience. What do new-born babies need from equipment to love and care Care routines, including effects and ways to support children when going through transitions in their lives. **Term 2** - Understand how to use every day routine and care activities to support children's independence, health, safety and well- being. How do we ensure individual needs and the necessity for fairness and inclusive practice are carried out? **Term 3** - Activity planning – Plan activities for children that encourage key aspects of development, promote inclusiveness and follow the guidelines of the EYFS. How to be successful in a child development exam.	1. By contacting the Child care and Education department whenever you need additional support or have questions about the course: jill.dalton@yateley.hants.sch.uk 2. Reading through your son/daughter's work 3. By testing your son/daughter's knowledge with their flashcards
Consisting of:	5 x Lessons per fortnight
Dance	
Refining Set solos for exam, Performance in group Individual Research for Choreography **exam and Professional work 5 (Sept-Dec):** **Solo Performance** - Shift What makes a filmed solo performance stand out? How can performance skills be refined through rehearsal and feedback? **Choreography Planning:** Where do strong choreography ideas come from? How can research, music choices and performance environments help communicate a clear dance intention? Should an idea be performed as a solo or a group piece? **Performance in a Trio** - How can dancers reflect on strengths and identify areas for improvement? How can musicality, teamwork and safe practice enhance a group performance? What makes a performance polished, confident and convincing? **Developing a Choreography (Oct – April)** How can motifs be created and developed to add interest and meaning? How can effective planning, time management and feedback help improve creative decisions and final outcomes? What makes choreography original, engaging and memorable? **Examination Preparation and Group Performance:** Which revision strategies are most effective? How can dancers reflect on strengths and identify areas for improvement? How can musicality, teamwork and safe practice enhance a group performance? What makes a performance polished, confident and convincing? **Solo Performance – Breathe (2nd solo assessment of a set phrase set by AQA)** **January onwards:** Professional Works and Final Assessments: How do costume, lighting and set design support a choreographer's intentions? What connections can be made between different professional works? How can choreography and performance be refined to reach the highest standard? What does top-level dance performance look like in practice?	1. Support your child in researching their choreography ideas by encouraging curiosity, creativity and imagination. Challenge them to look beyond the most obvious interpretations. 2. Encourage regular revision throughout the year. Practice exam-style questions to build confidence and familiarity with assessment requirements. 3. Help your child develop strong time-management skills. Students are expected to attend at least one after-school session to complete their GCSE coursework. 4. Encourage your child to take part in Dance Live. A rewarding experience beyond the classroom.
Consisting of:	5 x Lessons per fortnight

Drama	
Introduction to high level performance styles as preparation for scripted exam (Sept-Oct) Who is the practitioner Berkoff and how do we perform in his all-encompassing physical style? Who is Godber and how do we develop high level character work using this style? **Component 3: Inspector Calls refresh workshops (Oct-Nov):** How do we hone our understanding of Inspector Calls from a design and acting perspective? What do we need to do to hone our ability to write analytically and evaluatively about this? **Component 2: Scripted practical performance work externally examined, 20% of GCSE (Nov- Feb):** How do students practically create sophisticated, creative interpretations of a selected script? How do they lift work from the page to the stage using technique, style and characters to shape? How do they create, develop and refine using feedback as an on-going critical process? How do they get unstuck creatively as directors and actors? **Component 3: Written Exam based written work exploring a Live Performance and play text- 40% of GCSE (Feb- May):** How do students use the skills of analysis and evaluation to critically reflect on a piece of Live theatre? How do students showcase their understanding of Inspector Calls as a designer, actor and director?	1. Support the trips we offer to take students to see Inspector Calls and Woman in Black- both are part of the course 2. Support and ensure students attend all rehearsals for practical work 3. Ensure students read Inspector Calls text at home and understand this! 4. Take students to the theatre whenever possible 5. Encourage students to be involved in extra curricular. 6. Come and support the 2 performances they do on the course.
Consisting of:	5 x Lessons per fortnight
Food Preparation and Nutrition	
Scientific Investigation (September – November) – NEA 1 (15% of GCSE) Students carry out a scientific investigation to solve a problem. This involves independent research, conducting a fair test, collating results including the opinions of others, evaluating the research and results. **Preparing 5 dishes to meet the requirements of a brief (December - March) NEA 2 (35% of GCSE).** Independent research to enable the choice of a suitable menu to meet the requirements of the brief with reasons for these choices. Planning the project, selecting a menu with a variety of high-level skills and cooking methods. Students cook these dishes and present them in 3 hours. The dishes are then evaluated against the brief and research carried out and compared to dishes made by others. **Preparation for theory Exam (March- June)** Students will further develop and re-visit their knowledge of the functions of ingredients and nutrients. Food provenance – where does our food come from? What conditions does it require to grow? How is our environment affected? How is food processed? What is primary and secondary processing? How can we cater for people with special diets and intolerances and at different stages of life? How are these altered by preparation and cooking? What are the factors which cause food poisoning? How can we work in a safe and hygienic manner? How can we set up a safe system of work to ensure food safety? (HACCP) What are the functions of food? How are the properties of food altered by preparation and cooking? How does energy transfer in cooking affect the properties of food? How does religious belief affect our choice of food?	1. Track your child's homework submissions using SMHW, for the majority of the course yr10 and 11 students will be set multiple choice tests at the end of each term to check their learning 2. Talk to your child about their NEA work, in particular encourage them and talk to them about the independent research they are carrying out and the dishes they might choose to make. They will need to gain third party feedback on the sensory attributes of the dishes they have made so you can help them with this! 3. Encourage your child to complete all sections of the NEA work and attend the period 7 sessions each week. Ask them if they are 'green' for each page on the progress chart. If they complete each page to a good standard they will achieve highly in this subject.
Consisting of:	5 x Lessons per fortnight
Graphics	
Contextual Challenge (June- April) - Controlled Assessment (50% of GCSE) -Student will produce a design folder and practical outcome in response to a contextual challenge set by the exam board (released in June of year 10) There are four parts to the assessment: **Investigate (June- Sept)** -How can we apply a range of research strategies to investigate, analyse and evaluate the contextual challenge and develop a design brief and specification? **Design (Oct- Dec)** How can we develop realistic design proposals as a result of the exploration of design opportunities and user needs, wants and values? How can we apply the iterative design	1. Track your child's homework submissions using Satchel:One, for the majority of the course yr10 and 11 students will be set one exam HW and one flash card HW each week. This supports all of the theory work that we do. 2. Talk to your child about their project work, ask to see their design folder. They will need to

process to explore, create and evaluate a range of outcomes? How can we apply a range of design strategies, communication and modelling techniques to design and develop solutions? **Make (Jan- Feb)** - How we apply a range of manufacturing processes and techniques (including CAD/CAM) to produce a quality prototype? **Evaluate (March)** -How can we test our product and evaluate it effectiveness in meeting the design specification? **Technical Aspects of Designing and Making (Sept- May)**-How are materials selected for their physical and mechanical properties? How are materials manufactured and formed into a range of products? What is the impact of new and emerging technologies? What are the environmental, social and economical challenges designers face? How does the work of past and present designers influence the design of products?	gain third party feedback on their design work so you will be able to support them with this or even act as a client! 3. Encourage your child to complete all sections of the design project and attend the period 7 sessions each week. Ask them if they are 'green' for each page on the progress chart. If they complete each page to a good standard they will achieve highly in this subject.
Consisting of:	5 x Lessons per fortnight
Music	
Performing: What are articulation, intonation and interpretation? How do you ensure delivery of accurate, stylish refined and well-balanced solo and ensemble performance? What are performing directions and how should they be communicated to your audiences and clarified in scores? How can you maximise your performing coursework mark? **Composing:** What are Set Briefs and how to choose the most suitable one for your second composition? How do you apply knowledge gained in listening/appraising and performing to your composition? How can you create develop and refine Composition to the Set Brief? How to finalise Composing Log and submit it? How to develop and complete a suitable score? How can you record live tracks to software? How can you maximise your composing coursework mark? **Listening and Appraising:** How to revisit all four Areas of Study and ensure secure understanding of topics learnt in Year 10? What are Set Pieces for examination year 2021 and 2022 (onwards)? Who are Mozart and Rainbow? Who are J.S Bach and Toto? What are the musical features, devices and elements of the following set pieces: **Exam Year 2022 (onwards):** J.S Bach's 'Badinerie' and Toto's 'Africa' How can you develop and refine clear and detailed understanding of Set Pieces, their respective music styles and genres and relate auditory source to their relevant scores? How can you use your analytical and evaluative skills critically to showcase your understanding of Set Pieces? How to revise and prepare for the Listening and Appraising Mock Exam? Can you apply refined and secure knowledge of ABRSM grade 4/5 Music Theory as well as your aural skills on Set Pieces and content of all 4 Areas of Study? **Exam Preparation:** How to develop secure exam technique? How can Kodaly method be applied in 5/6 mark questions requesting aural recognition? How to revise for the exam to ensure fast and accurate recall and aural recognition? Can you successfully follow multi-instrumental score? How to maximise marks in 10-mark questions requiring prose written analysis of unknown excerpt of music? How to score well in comparative questions? What is chaal rhythm and can you notate it? Can you differentiate between conjunct and disjunct melody and between perfect and diminished 5th?	1. Supporting students in their aspiration to learn to play chosen music instrument. 2. By engaging in conversations with your child about music to connect them with the music you appreciate and enjoy. 3. Sharing with your child your own vinyl/cassette tape/CD/download collection and engaging them in active listening.
Consisting of:	5 x Lessons per fortnight
Physical Education (GCSE Full Course)	
Sports Psychology State and apply skill classifications? Describe the use of goal setting and SMART targets to optimise performance? Explain the basic information processing model? Identify the different types of guidance and feedback a performer may use? Evaluate and discuss the psychological factors that affect performance and how mental preparation can help. **Social-cultural influences** Identify engagement patterns of different social groups in physical activity and sport. Identify and discuss factors that affect participation? Analyse the relationship between sport, sponsorship and media? Discuss and analyse the impact of technology on sport? Identify which type of performer may use different types of performance enhancing	1. Encourage your child to read different sport magazines and broaden their knowledge of different sports by watching different events. 2. By testing your son/daughter with their flashcards 3. By contacting the Physical Education department whenever you need additional support or

drugs (PEDs)? Explain why hooliganism occurs, and the strategies employed to combat it? **Health, fitness and wellbeing** Explain the benefits of participating in physical activity and sport; health, fitness and wellbeing? Analyse participation in physical activity and sport. How can exercise suit the varying needs of people? Identify and explain the effects of a sedentary lifestyle? What are somatotypes? Name the nutrients in a balanced diet, justify why they are as important as each other? **Non-exam assessment (NEA): Practical performance in physical activity and sport** Analyse and evaluate your performance in a chosen sport; identify your strengths and weaknesses.	have questions about the course pe@yateley.hants.sch.uk.
Consisting of:	5 x Lessons per fortnight

Religious Studies	
Issues of Human Rights: What counts as a human right, and who decides? Pupils explore religious and secular views on equality, discrimination and social justice, ready for GCSE Component 3. **Islam: Practices:** How do the Five Pillars shape a Muslim's daily life? What happens on the Hajj pilgrimage, and why does it matter? Pupils complete their study of Islamic practice for Component 2. **Issues of Relationships:** What makes a marriage or family work, and how do faiths view divorce, contraception and equality between men and women? Pupils complete GCSE Component 3 before final exam preparation begins.	1. Look up Big Zuu Goes to Mecca together, which follows a lived experience of Hajj and complements the Islam: Practices unit. 2. Practise exam technique together by asking your child to explain both sides of an argument out loud, such as whether divorce is acceptable, then compare their answer to the mark scheme. 3. A revision guide can help consolidate key content across all three exam components: https://amzn.eu/d/0fsgCRFt 4. By contacting the Religious Studies department whenever you need additional support or have questions about the course alexander.bristow@yateley.hants.sch.uk
Consisting of:	5 x Lessons per fortnight

Still got questions?

We are always happy to help, so if you want to contact us in relation to any issue, please use the following details:

Admin: admin@yateley.hants.sch.uk

Absence: attendance@yateley.hants.sch.uk

Subject questions: https://www.yateleyschool.net/staff-and-departments/

Pastoral/wellbeing: Please email your child's tutor as the first port of call for pastoral issues. If you wish to contact the head of house then please email: ahoh@yateley.hants.sch.uk

Learning support: studentsupport@yateley.hants.sch.uk

Examinations: exams@yateley.hants.sch.uk

Kitchen/catering: kitchen@yateley.hants.sch.uk

Finance: finance@yateley.hants.sch.uk

Personal Development Plan

What we're studying this year…	How parents and carers can help...
Tutor Time, Safeguarding & Personal Development Education	
• **Post-16 Choices, Careers & the Future:** Supporting students to make informed and confident decisions about life beyond Year 11. Students explore their post-16 options, identify their career preferences, prepare for successful applications and develop their understanding of opportunities within the local labour market. • **Consent, Responsibility & Committed Relationships:** Preparing students for the increasing rights and responsibilities that come with adulthood. Students explore the age of consent, what commitment can look like in modern relationships and the responsibilities involved in developing safe, healthy and respectful relationships. • **Attachment, Parenting & Child Development:** Developing students' understanding of the importance of early relationships and family life. Students explore the role of attachment and parenting in a child's early development and consider how relationships and family experiences can shape wellbeing. • **Pregnancy, Choices & Support:** Giving students clear and balanced information about the possible outcomes of an unplanned pregnancy. Students explore the choices and support available and develop the knowledge needed to understand complex decisions relating to pregnancy. • **Marriage, Family Life & Different Beliefs:** Exploring how the law recognises different types of committed relationships and how views about marriage and family life can vary. Students consider the influence of faith, beliefs and values on decisions about relationships, marriage and family life. • **Money, Cryptocurrency & Financial Risk:** Developing students' ability to recognise and manage emerging financial risks. Students explore cryptocurrency and consider whether investing represents an opportunity or a risk, building their confidence as increasingly independent financial decision-makers. • **Staying Safe, Substances & Managing Risk:** Preparing students to make safer decisions as they gain greater independence. Students explore risks involving substances, public events and house parties, including how situations can escalate and how to look after themselves and others.	1. By engaging in conversations with your child about the focus point in each weekly tutor session which will be shared via the weekly parent school bulletins. 2. By encouraging your child to read anything! Did you know research shows that a child who reads/is read to for 5 minutes a day will expose them to around 400,000 words a year? Increasing that to 21 minutes exposes them to 1,823,000 words a year. 40 minutes results in 3,646,000 words a year. 3. Go through any resources which are shared from the school for further information
Consisting of:	5 x 25-minute tutor sessions per week

What we're studying this year…	How parents and carers can help...
National Focus Days	
• There are numerous national and global focus awareness events which we make students aware of and where possible education around their importance. Some of these include:	1. By engaging in conversations with your child about the focus event (shared via the weekly parent bulletin). 2. Encouraging your child to participate in national focus days, especially if it is an area of interest. 3. Get involved with fundraising, campaigning and any other events that can boost the wellbeing of others.

National Read A Book Day	Sexual Health Week	Youth Mental Health Day	Recycle Week
Black History Month	National Braille Week	Family Learning Festival	ITS NOT OK Day
National Stress Awareness Day	Remembrance Day	Anti-Bullying Week	Road Safety Week
Veg Pledge	Christmas Jumper Day	National Grief Awareness Week	New Year's Resolutions
STIQ Day	Big Energy Saving Week	Parent Mental Health Day	LGBT History Month
Time to Talk Day	Sexual Abuse & Sexual Violence Awareness Week	Children's Mental Health Week	Safer Internet Day
World Book Day	100 Miles in March for Mind	National Careers Week	British Science Week
Mothering Sunday	Stress Awareness Month	National Share A Story Month	Mental Health Awareness Week
National Children's Day	National Conversation Week	Child Safety Week	BNF Healthy Eating Week
Learning Disability Week	Father's Day	Children's Art Week	Thank You Day

World Population Day	Festival of British Archaeology			
			Consisting of:	5 x 25-minute tutor sessions per week

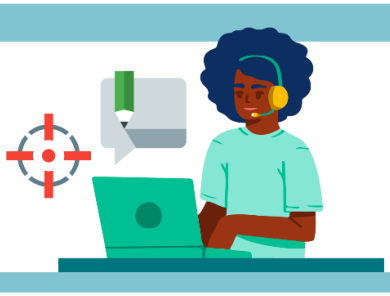
Additional resources: Careers

YATELEY SCHOOL CAREERS SERVICE

Sort Out Your Future - Step by Step

STEP 1: Your options after Year 11...

You need to think about what is **right for you** and be sure that the options you choose now will get you into the career you want. During Year 11, you can talk to your tutor and Tracy Bailey, Careers Adviser from EBP South, who will help you with your decisions.



STEP 2: Education or Employment?

A full-time course?

Stay at our outstanding Yateley Sixth Form, go to another sixth form or go to a college. You need to think about what you want to study and find out where you can study it.

An apprenticeship?

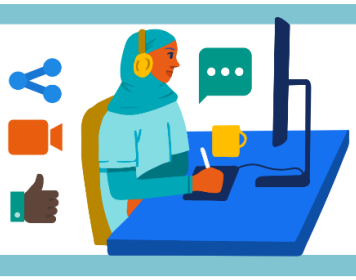
Working and studying at the same time! What apprenticeship do you want and is there one locally? If you want to do an apprenticeship, but need work experience, you could consider doing a traineeship.

A full-time job?

You can't just "start work" as you'll need to do part-time education or training. You must study for a minimum of 280 planned learning hours a year, in your own time or whilst at work, if your employer allows this.

STEP 3: What to think about and research now:

You should apply for more than one option. This is in case you don't get the grades you need for the course you want to do or can't find an employer with vacancies for an apprenticeship.



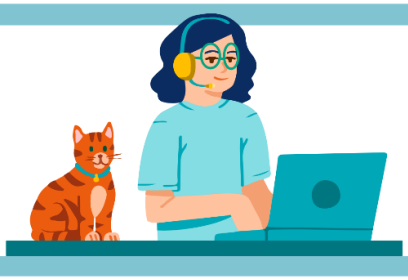
STEP 4: Understand the courses available to you...

There are four main types of course you can choose from after Year 11. You will only choose one, though it is always sensible to think about your 'back-up' option too.

• A Levels • T Levels • Vocational/Technical • Apprenticeship

STEP 5: Provider websites and resources

Look at individual school and college websites for course information. It is also useful to attend school and college open evenings and other careers events - these maybe online or face-to-face. Follow Yateley Schools Careers Twitter @Careers_YS for daily updates, information and useful links



And finally: If it feels a bit overwhelming...

Finishing GCSEs can be intimidating. Up until this point, it is likely all your decisions were made on your behalf by your parents and teachers. After all, you may have been told what school to go to, what to wear each day and how to act both at home and in the classroom.

Starting to enter the adult world can be more than a little overwhelming, as you might be unsure about the next best step after GCSEs. If you need some guidance, read this carefully and take some time to imagine what you'd like to be doing after leaving school behind. And then reach out... we are here to help!

YATELEY SCHOOL CAREERS SERVICE

Sort Out Your Future - Step by Step

SITE 1: UCAS | www.ucas.com

Not only are all applications for university made through this website, it also contains a vast resource of information to help students choose the right course and university for them. In addition to this, there is also a range of information on apprenticeships and facilities to search for taster courses and webinars. UCAS also produce a range of guides to support students and parents with University and Career choices.

SITE 2: UNIFROG | https://www.unifrog.org/

Unifrog is an online platform the school subscribes to, which allows students to search for university courses, apprenticeships, MOOCs etc. It contains lots of helpful careers resources as Yateley Sixth Form - Resources Guide 3 well as a fantastic Oxbridge tool and personal statement builder. All students should have login details. Login details can be obtained from your tutor, by clicking "forgot details" on the website or by emailing mike.tidd@yateley.hants.sch.uk.

SITE 3: National Careers Service (NCS) | nationalcareers.service.gov.uk

The National Careers Service provides free information, advice and guidance to help you make decisions on learning, training and work opportunities. The service offers confidential, helpful and impartial advice, supported by qualified careers advisers. From developing your CV to improving your interview skills, its website has lots of useful tools to help you make the right choices about your future.

SITE 4: STUDENTIAL | www.studential.com

This website aims to help all students aged 16 and older with their academic journey, by offering information and advice on all stages of education. It contains very useful sections on Apprenticeships, Gap years and University applications.

SITES 5+6: RATE MY APPRENTICESHIP | GOVERNMENT SUPPORT

www.ratemyapprenticeship.co.uk/

This fantastic website allows students to search for the latest apprenticeship and school leavers schemes as well offering support and guidance.

gov.uk/apply-apprenticeship

For apprenticeship opportunities throughout England. Simply search by postcode and see the 1000's opportunities right around you!

And finally:

Attend the Careers Fayre

When you speak to adults many of them will tell you they had no idea what they wanted to do for a job when they were your age. Some adults still don't know now! No matter what you are thinking about your future, there's no excuse for not keeping your options open and finding out more. Every year Yateley School hosts a Careers Fair - usually around November - and you should always try and go!

Contact our Sixth Form

If you're still unsure on your future then get along to www.yateleysixthform.com, get in touch, and we will always help... even if you're at a different college!