



WHAT IS MY CHILD LEARNING?

CURRICULUM OVERVIEWS

YEAR 11

AUTUMN TERM



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Art

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Component 1 - Art Eras	Knowledge of art eras/movements, contextual research, artist analysis, transcription, experimentation, development and personal response.	A sustained, independent and increasingly personal creative journey with purposeful links between context, artists, experimentation and final outcomes.	Formative teacher feedback, sketchbook checks, peer/self-assessment, AO1-AO4 reviews and final mock-readiness audit.
Component 1 - Completion & Realisation	Students will develop a deeper understanding of the GCSE Art and Design assessment objectives (AO1-AO4) and how these contribute to successful coursework. They will strengthen their knowledge of artists, materials, techniques and processes, while developing an understanding of how research and experimentation can inform their own artistic decisions. Students will develop practical skills in drawing, making, experimentation and refinement, alongside skills in annotation, analysis, evaluation, independent decision-making, problem-solving and presentation. They will also learn how to respond constructively to feedback and use it to improve the quality of their work.	Excellence will be demonstrated through a coherent, thoughtful and personal body of coursework that clearly shows the development of ideas. Students will make strong connections between their research, experimentation, development work and final outcome, demonstrating purposeful decision-making throughout the creative process. High-quality work will show confident use of materials and techniques, careful refinement, strong presentation and meaningful annotation. Students working at the highest level will demonstrate independence, creativity, technical control and critical reflection, making informed improvements without relying heavily on teacher direction.	Students will be assessed using the GCSE Art and Design Assessment Objectives (AO1-AO4). Their coursework will be assessed holistically, considering the quality and development of their research, experimentation, recording, refinement and final outcome. Students will receive regular formative feedback from their teacher and peers and will use this to identify and complete improvements. Towards the end of the unit, coursework and final outcomes will be reviewed against the assessment objectives to ensure that students have demonstrated their creative journey and achieved the strongest possible standard across AO1: Develop, AO2: Refine, AO3: Record and AO4: Present.

Child Care

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Content Area 8: The importance of observations in Early Years Childcare	Students will learn how the process of observation supports a child's development. Students will understand how appropriate assessment ensures progress toward expected milestones.	Students will demonstrate secure knowledge of the content area and then ability to apply that to the externally set task.	Students will submit a written response which will demonstrate an understanding the importance of observations in Early Years Childcare. This will be graded as Pass, Merit or Distinction.
Content Area 9: Planning in Early Year Childcare	Students will learn about the importance of a child centred approach to development.	Students will demonstrate secure knowledge of the content area and the ability to apply that to the externally set task.	Students will submit a written response which will demonstrate an understanding of planning in Early Years Childcare. This will be graded as Pass, Merit or Distinction.
Revision	Students will revise the content areas of study to ensure they are fully prepared for the examined assessment. A variety of assessment questions will be used. Real World case studies that are relevant to the sector will form the basis of this unit.	Students will demonstrate secure knowledge of the content area and the ability to apply that to the externally set paper.	

Computing

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Dictionaries and data files: Searching and Sorting Algorithms.	Records and Dictionaries introduces learners to new data structures. The focus is on records and how these can be created and used in Python to form a database. Using text files introduces learners to reading and writing to text file and how the data from a text file can be used within a program. Searching and Sorting Algorithms. The main focus of this unit is on Linear searches, Binary searches as well as Bubble sorting, Insertion sorting and Merge sorting.	learner will be able to explain the concept of a record data structure. Provide examples of real-world applications where record structures are used. Learner will also be able to make use of Dictionaries in a program. Learner will be able to know exactly when to use each type of search algorithm. They will be able to explain the steps for the different search types.	Every lesson includes formative assessment opportunities for. These opportunities are listed in the lesson plan and are included to ensure that misconceptions are recognised and addressed if they occur. They vary from teacher observation or questioning, to marked activities. Every unit includes an optional summative assessment framework in the form of either a multiple choice quiz.
Being a programmer: Impact of Technology.	The being and programmer lessons are designed to round up the learning from the programming units. These lessons will encompass a final project for them to show off their coding skills. With the Impact of Technology unit learners will learn how to identify the specific types of impact, i.e. legal, cultural, privacy, environmental, and ethical. They will then progress to identifying stakeholders who are impacted by technology, and learn how these impacts are experienced, negated, or adapted to.	Learners will show programming plans with pseudocode or flowcharts before typing. They will write highly readable code using meaningful variable names and helpful comments and thoroughly tests their work. Learners will be able to actively brainstorm alternative approaches and weigh up the trade-offs in speed, memory, and simplicity to rewrite and improve their code. With the Impact of Technology unit the learners will deeply analyze how areas overlap, like explaining how an ethical dilemma regarding data collection quickly leads to a legal privacy breach. They can look at a piece of technology and map out exactly how different stakeholders - such as consumers, corporate bosses, local workers, or the planet - are affected in conflicting ways. Finally, learners evaluate real-world solutions, judging whether a negative impact can be genuinely blocked, reduced through law, or if society simply has to adapt to it.	Every lesson includes formative assessment opportunities for. These opportunities are listed in the lesson plan and are included to ensure that misconceptions are recognised and addressed if they occur. They vary from teacher observation or questioning, to marked activities. Every unit includes an optional summative assessment framework in the form of either a multiple choice quiz.

Construction

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
In the autumn term, students focus on completing a series of trade-specific construction tasks as part of the Unit 3 NEA. These practical activities are carried out in controlled conditions and are supported by written evidence that documents planning, health and safety, materials used, and reflections on working processes. Students also begin revisiting key knowledge from Unit 1 in preparation for the externally assessed exam, with emphasis on legislation, job roles, sustainability, and construction processes.	Students develop advanced practical skills across three different trade areas, applying what they have previously learned about accurate measuring, marking out, and safe working. They learn how to follow working drawings, specifications, and method statements to complete tasks to a set standard. Alongside this, students compile their written NEA evidence, including task planning, resource justifications, and evaluation. In theory sessions, they begin targeted revision of Unit 1 content, improving their understanding of professional responsibilities, construction terminology, and environmental impact.	Students working at an excellent standard will produce well-executed practical work that meets or exceeds the set criteria for accuracy, finish, and safety. Their portfolios will be thorough, well-organised, and clearly linked to each construction task. In theory lessons, excellent students will show confident recall of Unit 1 content, apply terminology correctly, and make clear links between theoretical principles and practical application.	Assessment will be based on practical evidence gathered from the trade tasks, as well as the completion of supporting written NEA documentation. Students will also complete mock Unit 1 assessments to track their theoretical understanding and identify areas for improvement. Teacher observation, photographic evidence, and structured marking will ensure that students are on track to complete the NEA and succeed in the final exam.

Design Technology

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
In the autumn term, students progress through the early stages of their final Non-Exam Assessment (NEA), focusing on identifying and investigating design contexts, developing briefs and specifications, and generating and developing design ideas. The aim is to encourage originality, creativity and a user-focused approach while ensuring students apply and revisit key theoretical principles from the specification in context.	Students will undertake independent research to identify design problems and explore user needs. They will produce well-considered design briefs and specifications based on detailed analysis and client consultation. Building on prior experience, they will develop a wide range of design ideas, using sketching, rendering, annotation and digital tools to communicate their concepts. They will also begin developing selected ideas in more detail, considering materials, components, and potential manufacturing techniques. Regular knowledge recall tasks and applied theory sessions will support exam preparation by reinforcing core and specialist technical principles.	Students achieving excellence will produce detailed and focused research that directly informs their design direction. Their briefs and specifications will show clarity, relevance and insight into user needs. Design ideas will be creative and well-developed, with strong justification linked to specification points and technical considerations. They will show confidence in applying technical knowledge to real design problems and make thoughtful, evidence-based decisions.	Students will be assessed using AQA NEA marking criteria for each completed section, with emphasis on quality of research, relevance of design briefs and specifications, and the creativity and clarity of design ideas. Progress will also be tracked through specification-linked tasks that build retrieval and application of exam content. These activities will form part of classroom routines to ensure students maintain a strong grasp of theoretical knowledge alongside their project work.

Drama

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Component Two: Performance from A Text	Students will continue to develop their performance skills; Vocal and Physical, Character and Communication, Artistic Intentions. Students will perform sections from a complete and substantial play text that requires them to question playwright intentions and how to communicate meaning through someone else's words.	Students produce assured and secure performances with confident and committed characterisation. They show a comprehensive and coherent understanding of their chosen text.	Students will be assessed by the teacher against the GCSE Component Two Criteria of Vocal and Physical Skills, Character and Communication and artistic intentions. The practical exam will take place to a visiting examiner in Spring 2.
Component One: Devising	Students will use devising and performance skills to explore chosen stimuli and produce a documentary response analysing their contribution to the process. Students will use the explorative strategies (role-play, still imaging, narration, forum theatre etc), Characterisation to include vocal and physical skills (pace, volume, intonation, posture, gesture, facial expression, body language), Use of space, relationships (including status), analysis of own work and an awareness of the audience.	Students will use prior knowledge, activities and feedback to develop assured and comprehensive performances suggested by a range of interesting and diverse stimuli.	Students' practical skills will be assessed through a final performance of their devised piece to an audience. Students' theoretical knowledge of how to create theatre will be assessed through a 2000 word portfolio evidencing the independent choices they made with regard to their devised performance and own characterisation.
Component Three: Theatre Makers in Practice - Revision	Students will study An Inspector Calls practically and theoretically in order to answer the set text question paper. Students will revisit their Live Performance notes in order to respond to live theatre analysis.	Students' opinions and responses will demonstrate an assured and justified theatrical understanding of the text that uses key drama terminology, literacy skills and evaluation of Live performance.	Students will answer mock/practice questions and papers and use teacher and peer assessment comments to independently strengthen their knowledge.

English

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Reading Fiction	Students will build on the reading skills established in KS3 and will be able to identify and interpret both explicit and implicit information in any of the fiction extracts that they are given. They will develop their analysis skills and be able to analyse and evaluate a writer's use of language and structure and recognise how they are used to impact them as the reader. Students will know a range of high level subject specific terminology and be able to recognise and retrieve these from the texts that they read and comment on how established writers use them for impact.	Students will be able to adapt skills of retrieval, analysis and evaluation to any extract that they are given. They will be able to choose judicious textual detail and be able to make perceptive comments when considering the writer's use of structure and language and be able to critically evaluate the effect on them as the reader.	Summative Assessment: Completion of a timed Paper 1 section A exam paper. Formative assessment will be embedded within each lesson.
Reading and Comparing Non Fiction	Students will build on the reading skills established in KS3 and will be able to identify and interpret both explicit and implicit information in any of the fiction extracts that they are given. They will develop their analysis skills and be able to analyse and evaluate a writer's use of language and structure and recognise how they are used to impact them as the reader. Students will know a range of high level subject specific terminology and be able to recognise and retrieve these from the texts that they read and comment on how established writers use them for impact.	Students will be able to adapt their understanding of the skills needed for the paper to any extracts that they are given. They will be able to choose judicious textual detail and be able to make perceptive comments and comparisons.	A timed Language Paper 2 Section A exam paper.

Food

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Food Provenance, Sustainability, Food Choice and Non-Exam Assessment NEA 2 Cuisine Project exam board release tasks	Students will gain an understanding of food security and how environmental impact can be reduced, to enhance confidence with longer style exam questions. They will also recap Food Science terminology and skills in preparation for starting NEA 1. Students will develop their knowledge of food provenance, sustainability of food and food choice to enhance their knowledge and understanding for application in their NEA, exam and future life beyond school. Students will then embark on their Task 1 in which they will explore and research the task, experiment form a hypothesis and create experiments to test the working properties of ingredients. Following their investigation they will explore their results and draw conclusions from their findings in an evaluation. Task 2 will then be started in which they explore a given scenario, plan and research their project detailing their findings enhancing their skills, knowledge and understanding. They will also test and trial their dishes and respond to the brief given to them by the exam board to fulfil its expectations. This project will continue into the spring term.	Students will work hard in lessons ensuring their work is detailed and complete. They will also orally participate in lessons offering contributions to the learning and venturing questions when uncertain or captivated to allow progress. Their written work will be well presented, detailed and thoughtful. Homework will be well explored and handed in on time. NEA work will be worked on with curiosity and thoughtful consideration in order to explore the projects and show research and analysis skills. Practical investigation work will be concise and carefully thought through to ensure accuracy and skill is shown. Reflection of practicals will be through with results detailed. Photographs of work will be gained for use in project to illustrate achievements and prove authenticity. Evaluations will reflect on the task and consider future creative developments to explore. Deadlines will be met to ensure success and teacher support can be provided.	Non-exam assessment (NEA) Task 1: Food science investigation Non-exam assessment (NEA) Task 2: Food science investigation

Geography

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Fieldwork	Students will develop and refine their understanding of the geographical enquiry process through their fieldtrip to Walton-on-the-Naze, revisiting the key stages of fieldwork from planning and risk assessment through to data collection, presentation, analysis, conclusion and evaluation. Students will learn how to identify potential hazards and carry out risk assessments to ensure fieldwork is conducted safely and effectively. They will then apply a range of fieldwork techniques, developing confidence in collecting accurate and reliable primary data while working collaboratively in teams. The unit provides an opportunity for students to apply geographical theory and concepts studied in the classroom to a real-world coastal environment. Following the fieldtrip, students will explore a variety of methods for presenting data, including graphs, charts and maps, before analysing patterns, trends and anomalies within their results. They will use evidence gathered during the investigation to draw well-supported conclusions that address their enquiry question and evaluate the effectiveness of their methods, the reliability of their data and the overall success of the investigation. Through this process, students will develop their teamwork, communication, analytical and evaluative skills	Students can demonstrate a thorough understanding of the geographical enquiry process, applying their knowledge confidently throughout all stages of fieldwork, from risk assessment and data collection to presentation, analysis, conclusion and evaluation. During their fieldtrip to Walton-on-the-Naze, they can work effectively as part of a team, collecting accurate and reliable data using appropriate fieldwork techniques while following safe working practices. Students can select and create appropriate methods of data presentation, accurately identify patterns, trends, relationships and anomalies within their results, and use evidence to produce detailed analyses. They can draw well-supported conclusions that directly address the enquiry question and apply geographical theory and concepts from the classroom to explain their findings in a real-world context. Students can critically evaluate the strengths and limitations of their investigation, assessing the reliability and validity of their data and methods while suggesting realistic improvements. They can make informed judgements based on evidence, use precise geographical terminology throughout, and	Students will be assessed on their on-going investigative work through formative questioning at every stage. A coursework-style approach will be used to assess students' knowledge and understanding.

	while gaining a deeper understanding of how geographical enquiries are planned, conducted and assessed in the field.	demonstrate independence, teamwork and reflective thinking in all aspects of the enquiry process.	
Ecosystems of the Planet	Students will develop their understanding of the world's major ecosystems, exploring how they are distributed globally and how their biotic and abiotic components interact to create complex and interconnected environments. They will investigate the characteristics, processes and cycles that sustain ecosystems, including the movement of energy, water and nutrients, and examine how changes to one component can affect the entire system. Through detailed case studies of the Andros Barrier Reef and the Peruvian Amazon, students will explore the structure, functioning and value of coral reef and tropical rainforest ecosystems. They will assess the environmental, social and economic importance of these ecosystems at local and global scales, considering their role in supporting biodiversity, livelihoods and climate regulation. Students will also investigate the threats facing these environments, including climate change and human activity, and evaluate the effectiveness of sustainable management strategies designed to conserve and protect them for future generations.	Students can demonstrate a detailed understanding of how ecosystems function as interconnected systems, explaining the relationships between biotic and abiotic components and the processes and cycles that sustain them. They can apply detailed case study knowledge of the Andros Barrier Reef and the Peruvian Amazon to explain ecosystem structure, biodiversity and the importance of these environments at local, regional and global scales. Students can analyse how natural and human factors affect ecosystems and evaluate the social, economic and environmental impacts of these changes. They can assess the value of ecosystems to people and the planet, considering their role in supporting biodiversity, livelihoods, climate regulation and natural resources. Students can critically evaluate the effectiveness of different conservation and sustainable management strategies, using geographical evidence to make well-reasoned judgements about how ecosystems can be protected and managed for the future. They demonstrate the ability to draw connections between ecosystems, human activity and sustainability, using accurate geographical terminology and detailed case study evidence to support analysis and evaluation.	Formative assessment: Teacher uses different strategies during discussion and tasks to assess students' understanding of the subject. Students will be assessed on their skills, knowledge and understanding through a series of exam-style questions.

People of the Planet	Students will investigate the concept of development through its social, economic and environmental dimensions, exploring how quality of life and standards of living vary across the world. They will develop an understanding of a range of development indicators, including GDP, literacy rates, life expectancy and the Human Development Index (HDI), and evaluate how these measures are used to compare levels of development between countries. Students will examine the causes of uneven development, including historical, political, economic and environmental factors, and assess the role of different forms of aid in reducing global inequalities. Through the study of one Low-Income Developing Country (LIDC) and one Emerging and Developing Country (EDC), students will investigate pathways of economic development and the challenges and opportunities associated with growth. Students will also explore the causes and consequences of urbanisation, analysing how rates of urban growth vary across the world and evaluating the social, economic and environmental impacts of rapid urban change.	Students can confidently explain and evaluate the social, economic and environmental aspects of development, using a range of indicators to compare countries and recognise the strengths and limitations of different measures. Students can analyse the complex causes of uneven development and assess the effectiveness of different types of aid using evidence and case study examples. They demonstrate detailed knowledge of both an LIDC and an EDC, explaining how and why levels of development change over time. Students can evaluate the causes and consequences of urbanisation, considering social, economic and environmental impacts at different scales. They use accurate geographical terminology, interpret and analyse data effectively, make connections between topics such as development, population change and urban growth, and support well-reasoned judgements with evidence.	Formative assessment: Teacher uses different strategies during discussion and tasks to assess students' understanding of the subject. Students will be assessed on their skills, knowledge and understanding through a series of exam-style questions.
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Hair and Beauty

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Mini Mock NEA: How to approach the official NEA being launched in December 2025 (Design in the hair and beauty sector) UCO91 - Anatomy, physiology and cosmetic science: continuing with the anatomy and physiology unit.	Learners will understand design briefs in the hair and beauty sector. How to plan and develop a design brief project. How to present and review a design brief.	Students will be more confident when approaching the NEA in December having understood the layout of the assignment brief and the expectations of completing it (including the type of feedback given). They will be able to answer both retrieval and exam style questions confidentially. They will be able to answer exam style questions confidentially about various topics in the industry. Being able to incorporate knowledge and understanding about marketing in both the exam and NEA in the hair and beauty qualification.	Students will partake in: • A teacher-marked coursework style component, with verbal feedback given (as per VTCT guidelines) and an overview at the end of the assessment of strengths and areas of improvement for the actual NEA. • self-assessed retrieval tasks from prior learning as well as learning in the lesson. • mini assessments throughout the term. • exam style questions based around current learning.

History

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Weimar and Nazi Germany	Students will develop a detailed understanding of how Hitler and the Nazi Party transformed Germany into a dictatorship between 1933 and 1939. They will gain knowledge of the methods used to establish and maintain control, including propaganda, censorship, the police state and the persecution of opposition groups. Students will also understand how Nazi policies affected different groups in society, including women, young people, workers and minority groups, particularly Jewish people. Students will develop the ability to explain causes and consequences of historical events. Analyse the significance of individuals, events and developments. Use precise historical evidence to support explanations. Evaluate the effectiveness of Nazi policies. Compare and assess different historical interpretations.	Students demonstrating excellence will be able to confidently explain how Hitler and the Nazis gained and maintained control of Germany and evaluate the impact of Nazi policies on different groups in society. They will use detailed historical knowledge to support their ideas, make links between different events and developments, and justify their opinions using evidence. Students will be able to discuss complex historical questions, such as whether Nazi control was based more on fear or persuasion, and will compare different viewpoints before reaching a reasoned judgement. They will communicate their ideas clearly using appropriate historical vocabulary and show an understanding of how key events, individuals and policies shaped life in Nazi Germany. Students working at a high level will not only recall facts and events but will also analyse their significance, explain causes and consequences, and evaluate the extent to which Nazi policies were successful.	Throughout the unit, students will complete regular retrieval quizzes, knowledge checks and classroom discussions to strengthen their understanding of key events, individuals and concepts. They will also complete source analysis and interpretation activities, which help develop their ability to evaluate evidence and consider different historical viewpoints. Formal assessment will include GCSE-style exam questions, requiring students to explain causes and consequences, assess significance, analyse historical sources and evaluate interpretations. Students will be expected to support their ideas with accurate historical evidence and communicate clear, reasoned judgements.

Crime and Punishment Through Time	Students will investigate crime and punishment in Britain from c.1000 to c.1700, covering both the medieval and early modern periods. They will develop a secure understanding of how definitions of crime, methods of punishment, and systems of law enforcement evolved over time, including key changes from the Anglo-Saxon period through to the end of the seventeenth century. Students will explore important developments such as the role of the Church in defining crime and punishment, the influence of monarchy and government authority, the use of different types of courts, and the transition from local to more centralised systems of justice. They will also examine changes in attitudes, including the impact of beliefs such as superstition and later developments in science, as well as case studies such as witchcraft and Gunpowder Plot. In addition, students will consider the causes and consequences of key changes, including the introduction of new punishments and the changing role of law enforcement officials such as tithings, constables, and watchmen. They will also study how and why certain aspects, such as harsh punishments, continued over time. Students will further develop their disciplinary skills by analysing similarity and difference, assessing change and continuity over time, evaluating significance, and explaining the causes and consequences of change.	Students will be able to demonstrate a deeper understanding of the history of crime and punishment, including the major changes in law enforcement and punishment over time. Students will have a clear understanding of how key features in the development of crime and punishment were linked with the key features of society in Britain in the periods studied. This will involve understanding patterns of change, trends and turning points, and the influence of attitudes in society, individuals, institutions, science, technology and how they worked together to bring about change. They will demonstrate a detailed knowledge of case studies covered in this unit.	Teachers will be using formative assessment in lessons to assess students' knowledge and understanding. Students will be assessed on historical skills such as analysing the usefulness of sources, causation and forming a judgement through exam-style questions.
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Maths - Foundation

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Ratio & Proportions Further Statistics (Core) & Representing Data Quadratic Equations & Graphs High Frequency mock exam preparation questions Multiplicative Reasoning Fractions, indices and standard form	Students will explore similarity and congruence, represent and analyse data in further statistics, and deepen understanding of trigonometry. They will strengthen multiplicative reasoning, form and solve equations, and interpret graphs, while core numerical skills underpin confident problem solving and mathematical reasoning across all topics in class effectively.	Students will solve problems accurately and independently, explain their reasoning clearly, and confidently apply methods across different contexts.	These units will be assessed using formative assessment in class. The end of unit assessment will be marked by the teacher and recorded centrally for monitoring progress. Feedback sheets will be provided for students to act on their feedback to improve as well as complete a self-reflection on their own understanding of the topics studied so far this year.

Maths - Higher

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Similarity and Congruence Further Statistics (Core) & Representing Data (Stats) Equations & Graphs High Frequency Mock Exam Prep Multiplicative Reasoning Circle Theorems	Students will explore similarity and congruence, represent and analyse data in further statistics, and deepen understanding of trigonometry. They will strengthen multiplicative reasoning, form and solve equations, and interpret graphs, while core numerical skills underpin confident problem solving and mathematical reasoning across all topics in class effectively.	Students will solve problems accurately and independently, explain their reasoning clearly, and confidently apply methods across different contexts.	These units will be assessed using formative assessment in class. The end of unit assessment will be marked by the teacher and recorded centrally for monitoring progress. Feedback sheets will be provided for students to act on their feedback to improve as well as complete a self-reflection on their own understanding of the topics studied so far this year.

Music

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Component 1 - Exploring Music Products and Styles	Students will study timbre, cultural knowledge, structure, changes in pop music from 50s to present day.	Students will analyse music and articulate how the elements of music are used in different ways in the various sub-genres. Students' use of musical vocabulary is excellent. Students are brave with their creativity, and draw on their own listening to inform decisions they could then demonstrate in coursework related to Area of Study One: My Music.	End of unit listening assessment. Including practice exam style questions.
Component 2 - Music Skills Development	Students will gain a cultural understanding, and a deeper understanding of how the elements of music are used in Bhangra, Indian Classical Music, Samba, African Drumming, Calypso, Greek, Israeli & Palestinian Music.	Students will be able to use musical analysis skills to discuss the key features of a range of non-western musical styles from across the world. Students will be able to identify specific and traditional rhythms characteristically used in non-western musical styles.	End of unit listening assessment. Including practice exam style questions.

PE

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Team Performance: Football	Students will develop their understanding of how and when to apply football skills such as passing, receiving, dribbling, shooting, tackling and movement off the ball. They will develop greater tactical awareness through positioning, creating and using space, maintaining possession, attacking and defending as a team, and adapting tactics during games. Students will also embed their knowledge of the rules and develop communication, teamwork and leadership skills through captaining and officiating.	Students will consistently select and apply appropriate football skills within competitive situations and make effective decisions both on and off the ball. They will demonstrate strong positional and tactical awareness and contribute positively to their team's performance. They will communicate effectively, show leadership when captaining a team and confidently apply the rules when officiating games.	There is no formal assessment in KS4 Core PE. Teachers will use questioning, observation and discussion to check students' understanding throughout the Performance Journey. This will focus on students recognising the value of healthy competition and how participation in team sports can develop confidence, resilience, teamwork, communication and the ability to work positively with a range of people.
Team Performance: Netball	Students will develop their understanding of how and when to apply Netball skills such as passing, receiving, footwork, shooting, marking and movement off the ball. They will develop their tactical awareness through creating and using space, maintaining possession, attacking and defending as a team and making effective decisions during games. Students will also embed their knowledge of the rules, positions and areas of play while developing communication, teamwork and leadership skills through captaining and officiating.	Students will confidently select and apply appropriate Netball skills within competitive situations and make effective decisions both on and off the ball. They will demonstrate strong positional and tactical awareness, communicate effectively and contribute positively to their team's performance. Students will also show leadership, resilience and respect for others, while being able to confidently apply the rules when officiating.	There is no formal assessment in KS4 Core PE. Teachers will use questioning, observation and discussion to check students' understanding throughout the Netball Performance Journey. The focus will be on students understanding the value of healthy competition and recognising how team sport can develop confidence, resilience, communication, leadership and the ability to work positively with a range of people.
Individual Performance: Badminton	Students will develop their understanding of how and when to apply Badminton skills such as serving, clears, drops, smashes and net	Students will confidently select and apply appropriate Badminton skills within competitive situations, demonstrating	There is no formal assessment in KS4 Core PE. Teachers will use questioning, observation and discussion to check

	shots. They will develop their tactical awareness by creating and exploiting space, varying shot selection and placement, and adapting their approach in response to an opponent. Students will also embed their knowledge of rules and scoring and develop the confidence to officiate games independently.	control, consistency and effective decision-making. They will recognise their opponent's strengths and weaknesses and adapt their tactics to gain an advantage. Students will demonstrate resilience, independence and confidence, responding positively to winning, losing and challenging situations while showing respect towards opponents and officials.	students' understanding throughout the Badminton journey. The focus will be on students understanding healthy competition and recognising how individual competitive sport can develop confidence, resilience, independence and the ability to respond positively to success and setbacks. Teachers will also check students' understanding of how these qualities can be transferred to situations beyond PE and school.
Recreation Journey: Alternative Games	Students will develop their understanding of how recreational physical activity can support a healthy, active lifestyle. Through a variety of alternative games, they will use and transfer skills developed at KS3, including throwing, catching, movement, communication and decision-making. Students will also develop teamwork, cooperation and problem-solving skills while learning how to participate positively with different people.	Students will participate positively and confidently in a range of alternative games, demonstrating a willingness to get involved and try different activities. They will communicate and cooperate effectively with others, contribute to the enjoyment of the group and demonstrate respect and fair play. Excellence is not defined by winning, but by engagement, teamwork, enjoyment and a positive attitude towards being physically active.	There is no formal assessment in KS4 Core PE. Teachers will use questioning, observation and discussion to check students' understanding of the benefits of recreational physical activity. Students should be able to recognise how taking part for enjoyment can support physical, mental and social wellbeing, build confidence, develop social skills and provide opportunities to stay active both in school and beyond.
Recreation Journey: Dodgeball	Students will develop their understanding of the rules and principles of Dodgeball while applying skills such as throwing, catching, dodging, movement and decision-making. They will develop communication, cooperation and teamwork skills while considering how recreational activities can provide an enjoyable way to remain physically active.	Students will participate positively and confidently, demonstrating effective Dodgeball skills while working cooperatively with others. They will encourage teammates, demonstrate fair play and contribute to a positive and enjoyable environment. Excellence will focus on engagement, teamwork, respect and enjoyment rather than simply winning games.	There is no formal assessment in KS4 Core PE. Teachers will use questioning, observation and discussion to check students' understanding of the physical, mental and social benefits of recreational activity. Students should recognise how activities such as Dodgeball can develop confidence, communication and social skills while providing a fun and accessible way to remain active in school and beyond.

Personal Fitness	Students will develop their understanding of how and when to apply football skills such as passing, receiving, dribbling, shooting, tackling and movement off the ball. They will develop greater tactical awareness through positioning, creating and using space, maintaining possession, attacking and defending as a team, and adapting tactics during games. Students will also embed their knowledge of the rules and develop communication, teamwork and leadership skills through captaining and officiating.	Students will consistently select and apply appropriate football skills within competitive situations and make effective decisions both on and off the ball. They will demonstrate strong positional and tactical awareness and contribute positively to their team's performance. They will communicate effectively, show leadership when captaining a team and confidently apply the rules when officiating games.	There is no formal assessment in KS4 Core PE. Teachers will use questioning, observation and discussion to check students' understanding throughout the Performance Journey. This will focus on students recognising the value of healthy competition and how participation in team sports can develop confidence, resilience, teamwork, communication and the ability to work positively with a range of people.
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Photography

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Component 1 - Darkroom Practice	Students will explore analogue and alternative photographic processes including photograms, cyanotypes, 35mm film photography and pinhole camera photography. They will develop knowledge of light, exposure, composition, negative/positive imagery and photographic materials. Students will develop practical darkroom skills including safe working, exposing photographic paper, developing prints, producing contact sheets, selecting negatives and refining photographic outcomes.	Students work safely and increasingly independently. They demonstrate control of photographic processes and make purposeful creative decisions. They experiment rather than simply repeat processes, record their development clearly and use technical vocabulary accurately. Strong outcomes demonstrate both technical control and creative intent.	Teacher observation; questioning; sketchbook/workbook checks; practical demonstrations; photogram experiments; cyanotype experiments; 35mm contact sheets and prints; pinhole photographs; annotations; peer/self-assessment; final selection and evaluation.
Component 1 - Completion & Realisation	Students will develop a deeper understanding of the GCSE Photography assessment objectives (AO1-AO4) and how these contribute to successful coursework. They will strengthen their knowledge of photographers, photographic genres, camera techniques, lighting, composition, editing processes and presentation methods. Students will develop practical skills in image-making, camera control, lighting, digital editing, experimentation, selection and refinement, alongside skills in annotation, analysis, evaluation, sequencing and independent decision-making.	Excellence will be demonstrated through a coherent, personal and technically accomplished body of photographic work that clearly communicates the development of ideas. Students will make strong connections between photographic research, experimentation, development and final outcomes. High-quality work will demonstrate confident control of photographic techniques, purposeful composition, considered editing, strong sequencing and sophisticated presentation. Students working at the highest level will demonstrate independence, creativity, technical control and critical reflection, making informed photographic decisions without relying heavily on teacher direction.	Students will be assessed using the GCSE Photography Assessment Objectives (AO1-AO4). Coursework will be assessed holistically, considering the quality and development of photographic research, experimentation, recording, refinement and final outcomes. Students will receive regular formative feedback from their teacher and peers and use this to make improvements. Towards the end of the unit, portfolios and final photographic outcomes will be reviewed against the assessment objectives: AO1: Develop, AO2: Refine, AO3: Record and AO4: Present.

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Core: Issues of Human Rights	Students will develop skills in analysing and evaluating different religious and non-religious viewpoints, considering how beliefs influence individuals, communities, and society. They will practise discussing and debating ethical issues, interpreting a range of sources, and forming well-reasoned arguments supported by evidence. Students will also build their critical thinking and reflection skills by examining their own beliefs and values and considering how these shape their understanding of equality, justice, and social responsibility.	Excellence will look like students confidently explaining how religious and non-religious worldviews influence ideas about human dignity, equality, justice, and human rights. They will make clear links between beliefs and their impact on society and law, evaluate different viewpoints using relevant evidence and examples, and compare these thoughtfully with their own values. Students will demonstrate strong critical thinking by considering multiple perspectives, constructing well-reasoned arguments, and reflecting on how individuals and communities can promote equality, challenge discrimination, and contribute to a more just society.	Assessment will be through class debate and a creative task.
GCSE Theme C: The Existence of God and Revelation	Students will develop knowledge and understanding of religious and non-religious beliefs about God, revelation, miracles, visions, and the existence of the divine. They will gain skills in explaining and comparing Christian, atheist and humanist perspectives, analysing philosophical arguments for and against God's existence, evaluating evidence and different viewpoints, and constructing balanced, reasoned judgements using religious teachings and examples from contemporary British society.	Excellence will look like students being able to explain, analyse and evaluate a range of religious and non-religious beliefs about God and revelation with accuracy and detail. They will confidently compare Christian, atheist and humanist viewpoints, use relevant examples such as the visions of Julian of Norwich or the Lourdes miracles, and assess the strengths and weaknesses of arguments including Design, First Cause, miracles, evil and suffering, and scientific explanations. Students will support their ideas with evidence, consider alternative interpretations, and reach well-reasoned, balanced judgements about the value and reliability of revelation and arguments for the existence of God.	Students will be assessed throughout using a variety of knowledge quizzes, homework tasks and exam style questions.

GCSE Theme B: Religion and Life	In Theme B: Religion and Life, students develop their understanding of how religious and non-religious beliefs influence views about the origins and value of life, the universe, and the environment. They learn key knowledge about creation, evolution, the sanctity of life, abortion, euthanasia, animal experimentation, and environmental responsibility, while developing the skills to explain beliefs, use religious teachings and quotations as evidence, compare different viewpoints, and evaluate arguments to reach justified conclusions in GCSE exam questions.	Excellence in Religion and Life means that students can explain religious and non-religious beliefs in detail, using accurate subject vocabulary and relevant teachings to support their ideas. They should be able to clearly describe different viewpoints about issues such as the origins of the universe, the value of human life, abortion, euthanasia, animal experimentation and the environment, showing a secure understanding of why people hold these beliefs. Students should confidently use key terms such as <i>sanctity of life</i>, <i>stewardship</i>, <i>evolution</i> and <i>quality of life</i> correctly in their explanations. Students working at an excellent level will also be able to analyse and evaluate arguments rather than simply describe them. They will consider the strengths and weaknesses of different viewpoints, compare religious and non-religious perspectives, and explain why people may disagree. In longer evaluation questions, they will construct balanced arguments, support points with evidence, including religious teachings or quotations, and reach a well-justified conclusion. Their writing will be clear, detailed and thoughtful, demonstrating an ability to make links between beliefs, teachings and contemporary ethical issues. Most importantly, excellent students will think critically about complex questions, showing respect for different opinions while developing their own reasoned judgements. They will be able to explain not just <i>what</i> people believe, but <i>why</i> those beliefs influence decisions about life, death, animals and the environment.	This will be assessed through a mixture of GCSE exam practice questions, knowledge quizzes and through discussion in class.
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RSHE

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Understanding Myself - Wellbeing and Healthy Choices	Students will gain an understanding of what a healthy balance is and how this can help us to make good decisions about what we do with our time. They will focus on how prioritising our wellbeing helps us to stay healthy, happy and able to make good decisions. Students will study to to overcome challenges and how it is an important part of growing, improving and self-discovery. They will consider strategies for building resilience to challenges including looking at motivation, safety and anxiety management. Students will consider what causes addiction and why people that use addictive substances might find themselves in an addictive cycle. Students will understand how there are many health problems that affect males and females differently, due to genetic, social or cultural factors. Throughout this unit students will be asked to consider how they can support someone else, themselves and where they can get professional support should they or someone they know need it.	Students will express well thought out responses to the issues they are presented with. They will show an appreciation for diversity and explain strategies for challenging bullying with confidence. Students will be respectful of the differences of others and show a good moral compass during this work.	The teacher will assess the students through their contribution to class discussions alongside class and homework reflections on the subject matters they have been exposed to.
Understanding Myself - My Body and Me	Students will explore parenting and child development, reproductive health and fertility, healthy behaviours before and during pregnancy, pregnancy choices and support services, the principles of medical consent and Gillick competence, and how to access and navigate local healthcare and specialist support services.	Students will express well thought out responses to the issues they are presented with. They will show an appreciation for diversity and explain strategies for challenging bullying with confidence. Students will be respectful of the differences of others and show a good moral compass during this work.	The teacher will assess the students through their contribution to class discussions alongside class and homework reflections on the subject matters they have been exposed to.

Science

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Forces and motion	I will learn how forces affect motion and about Newton's Laws of motion.	Excellent work will use the correct terminology in a range of contexts and will make explicit how Newton's Laws are applied in a range of situations.	Teachers will use formative assessment to routinely assess students' knowledge and understanding. Regular formative assessments check that students are remembering the key knowledge. A summative test checks what students have learned in the first term of Year 11 alongside topics from earlier in the GCSE course. This test assesses students by using a range of question styles that reflect the questions used in GCSE examinations.
Rates of reaction	I will explore how variables can be manipulated in order to speed up chemical reactions or slow them down. I will establish how to maximise the yield of a desired product in reactions that are reversible and relate these to the work of chemical engineers. My extensive specialist vocabulary will be used with confidence.	Excellent work will use the correct terminology in a range of contexts and will make explicit how Newton's Laws are applied in a range of situations.	Teachers will use formative assessment to routinely assess students' knowledge and understanding. Regular formative assessments check that students are remembering the key knowledge. A summative test checks what students have learned in the first term of Year 11 alongside topics from earlier in the GCSE course. This test assesses students by using a range of question styles that reflect the questions used in GCSE examinations.
Hormones	I will learn about the role of hormones in control of the human body, including the impact of hormones within the menstrual cycle. My extensive specialist vocabulary will be used with confidence and my writing will be sophisticated, demonstrating the depth and breadth of my knowledge. My reading will move from popular science towards more scientific styles.	Excellent work will use the correct terminology in a range of contexts and will make explicit the links between biological structures and their functions.	Teachers will use formative assessment to routinely assess students' knowledge and understanding. Regular formative assessments check that students are remembering the key knowledge. A summative test checks what students have learned in the first term of Year 11 alongside topics from earlier in the GCSE course. This test assesses students by using a range of

			question styles that reflect the questions used in GCSE examinations.
Reproduction	I will learn about the mechanisms of inheritance and evolution and how our knowledge of this and reproduction can be harnessed through selective breeding and genetic engineering. My extensive specialist vocabulary will be used with confidence and my writing will be sophisticated, demonstrating the depth and breadth of my knowledge. My reading will move from popular science towards more scientific styles.	Excellent work will use the correct terminology in a range of contexts and will make explicit the links between biological structures and their functions.	Teachers will use formative assessment to routinely assess students' knowledge and understanding. Regular formative assessments check that students are remembering the key knowledge. A summative test checks what students have learned in the first term of Year 11 alongside topics from earlier in the GCSE course. This test assesses students by using a range of question styles that reflect the questions used in GCSE examinations.
Reversible reactions	I will establish how to maximise the yield of a desired product in reactions that are reversible and relate these to the work of chemical engineers.	Excellent work will use the correct terminology in a range of contexts relating to reversible reactions.	Teachers will use formative assessment to routinely assess students' knowledge and understanding. Regular formative assessments check that students are remembering the key knowledge. A summative test checks what students have learned in the first term of Year 11 alongside topics from earlier in the GCSE course. This test assesses students by using a range of question styles that reflect the questions used in GCSE examinations.
Evolution	I will learn about the mechanisms of inheritance and evolution that can be applied in a range of situations.	Excellent work will use the correct terminology in a range of contexts and will make explicit the links between biological structures and their functions.	Teachers will use formative assessment to routinely assess students' knowledge and understanding. Regular formative assessments check that students are remembering the key knowledge. A summative test checks what students have learned in the first term of Year 11 alongside topics from earlier in the GCSE course. This test assesses students by using a range of question styles that reflect the questions used in GCSE examinations.

Organic chemistry	I will learn how chemists seek to minimise the use of resources in order to operate sustainably and learn about the structure and properties of inorganic compounds.	Excellent work will use the correct terminology in a range of contexts relating to hydrocarbons, including how they are produced and how they are classified.	Teachers will use formative assessment to routinely assess students' knowledge and understanding. Regular formative assessments check that students are remembering the key knowledge. A summative test checks what students have learned in the first term of Year 11 alongside topics from earlier in the GCSE course. This test assesses students by using a range of question styles that reflect the questions used in GCSE examinations.
Ecology	We will learn how organisms interact in ecosystems. We will also learn about the process of evolution by natural selection. We will develop our knowledge of scientific thinking, how we analyse and evaluate, our arithmetic and numeric computation, our graph skills and how we handle data.	Excellent work will use the correct terminology in a range of contexts and will make explicit the links between biological structures and their functions.	Teachers will use formative assessment to routinely assess students' knowledge and understanding. Regular formative assessments check that students are remembering the key knowledge. A summative test checks what students have learned in the first term of Year 11 alongside topics from earlier in the GCSE course. This test assesses students by using a range of question styles that reflect the questions used in GCSE examinations.

Sociology

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Crime and deviance	Students will explore the nature of crime, deviance and social control. They will develop an understanding of the relationship between crime, power and social inequality, as well as the ways in which crime and deviance are socially structured. Students will investigate sociological explanations for crime and deviance, including Merton's Functionalist theory and Becker's Interactionist perspective. They will gain knowledge of both formal and informal methods of social control and examine the factors that influence criminal and deviant behaviour. Students will also develop skills in analysing and evaluating the usefulness of different sources of crime data, including official statistics, victim surveys and self-report studies. In addition, they will explore patterns and trends in crime and consider the significance of the 'dark figure' of crime.	Excellence in this topic will be demonstrated by students who can confidently explain key concepts such as crime, deviance and social control, and apply sociological theories to explain patterns of criminal behaviour. They will be able to compare and evaluate different sociological perspectives, including Functionalist and Interactionist explanations of crime, using relevant evidence and examples. Students will analyse the relationship between crime, power and inequality, assess the strengths and limitations of different sources of crime data, and explain the significance of patterns, trends and the 'dark figure' of crime. They will communicate their ideas using accurate sociological terminology and make well-reasoned, evidence-based judgements.	Teachers will be using formative assessment to assess students' knowledge and understanding in lessons. Students will complete an end of unit assessment. They will be assessed on their knowledge and understanding of the topic and how they can analyse and evaluate sociological theories, concepts in order to construct arguments and make judgements.

Spanish

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
In the town	Recognizing demonstrative adjectives. Using prepositions of place for directions. Practicing key sounds. A variety of future tenses.	Students will actively participate in lessons and join in speaking activities to further develop their confidence. Students will be actively trying to be more independent in class and to not use the scaffolding provided to them. Students will be able to speak and write confidently and independently on known topics with accurate spelling and pronunciation. Students should be able sustain a conversation in line with exam specifications.	Translations into English and Spanish.
Festivals and customs	Translating more complex tenses. Understanding multiple tenses.	Students will be independent learners who take responsibility for their own learning. Students will be able to use a range of tenses in their written and spoken work and will know a variety of techniques to help them in their examinations.	Mock examinations including full mock speaking exam.

Sports Studies

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
R185; Performance	Students will understand how to structure and organise a sports activity session, including setting objectives, completing risk assessments, planning for safety and creating progressive activities. They will develop leadership skills including communication, demonstrations, motivation, organisation and adaptability. Students will also learn about different leadership styles and how to select an appropriate approach for different participants. Finally, they will develop their ability to evaluate their own leadership, identifying strengths and areas for improvement.	Excellent students will plan a safe, well-organised and progressive sports activity session that clearly meets the needs of their participants. They will lead confidently, using effective communication, demonstrations and motivation while adapting activities when necessary. They will show strong organisation and subject knowledge and will evaluate their performance using specific evidence, clearly explaining strengths and realistic areas for future improvement.	R185 is assessed through an OCR-set non-examined assessment (NEA). During Year 11, students will plan and lead a sports activity session and review their own leadership performance. Assessment will consider their planning and organisation, safe practice, application of knowledge, communication and adaptability, alongside their ability to evaluate their leadership and identify areas for improvement.
R184; Contemporary issues	Students will develop knowledge of Olympic and Paralympic values, sporting initiatives and campaigns, etiquette, sportsmanship, gamesmanship and the issues surrounding performance-enhancing drugs. They will understand the positive and negative impacts of major sporting events before, during and after the event, including legacy. Students will also learn how National Governing Bodies develop sport and how technology can affect performers, officials and spectators. Alongside this, they will develop skills in applying knowledge to sporting scenarios, using relevant examples, interpreting command words and constructing clear explanations, analysis and evaluation.	Excellent students will demonstrate secure knowledge across all five R184 Topic Areas and apply this accurately to both familiar and unfamiliar sporting situations. They will select relevant sporting examples, develop rather than simply state points, and remain focused on the specific context or stakeholder in the question. They will confidently analyse positive and negative viewpoints, use PEEE and PEEEL effectively, and reach well-supported judgements in extended responses.	Students will be assessed through regular retrieval activities, multiple-choice questions, OCR-style exam questions, topic assessments and mock examinations. The Year 11 mock will initially assess completed Topic Areas 1 and 2, before later assessments draw on the full course. Students will receive feedback and improve responses through correction and redrafting. Final assessment is through the externally marked OCR R184 written examination.

Tutor

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Values and Aspirations	Students will revisit our values and be able to reflect on the Character attributes 'Attainment' and 'Ambition'. They will evaluate their start points in relation to Attainment and Ambition and set targets for the year using Epraise data, progress data and Year 10 Mocks. Students will deepen their understanding of effective study habits and develop their skills in revision planning and time management.	Students will confidently articulate their improvement priorities; based on a high level understanding of their academic and personal strengths and weaknesses. Students will be focused, balanced and well-prepared for mock exams.	Application of our values and ethos will be assessed during the weekly data reflection sessions using EPraise. Those students excelling will be expected to maintain zero demerits and a high tariff for positive points. Student understanding will also be assessed via ongoing tutor questioning and discussion.
Steps Careers Programme- Step Into The Future & Unifrog	Students will gain an understanding about how working life is changing and how this may impact on their own and other people's career satisfaction. Students will understand the personal actions that are required for Post 16 transition. They will be able to prioritise these actions effectively.	Students will demonstrate high levels of confidence when articulating possibilities for the future. They will be able to contribute widely to discussion and articulate clearly how working life is changing. They will be confident to express their opinions and will be skilled in prioritising their Post 16 transition actions.	Student understanding will be assessed via ongoing tutor questioning and discussion. Understanding will be assessed via work produced in the 'Step Into the Future' booklet.