



13th September 2021

Dear Parent/Carer,

YEAR 11 CURRICULUM, MOCK EXAMINATIONS NOVEMBER/DECEMBER 2020 AND HOW BEST TO SUPPORT YOUR CHILD DURING HALF TERM 1

The Curriculum at St. James' is the foundation of everything that we do in school, and full information about what your child will be learning at Key Stage 4 can be found on the school website at www.stjamesheadle.co.uk/curriculum.

Here, you will find whole school and faculty curriculum statements which sum up our vision of what a knowledge-rich, properly sequenced and challenging education should look like. By clicking on each faculty icon, you will be taken to the curriculum 'progression grids' for each subject, which outline what will be taught each half term and how it will be assessed.

In Half Term 1, this is what is intended to be studied in the Year 11 core curriculum. For your child's option subjects, please consult the school website at www.stjamesheadle.co.uk/curriculum.

Please be aware that due to Covid 19, including the delivery of remote learning, the delivery of the curriculum may be subject to change:

SUBJECT	TEACHING CONTENT	ASSESSMENT
English	Students will study a range of example non-fiction pieces of text from a range of contexts. Revision of text and application of analytical skills to themes, characters, writer's intent and effects	Ongoing formative and summative assessment
Mathematics	Unit 1: Vectors H: Use in geometric arguments and proof F: Vector arithmetic Column vectors Unit 2: Functions and Inequalities H: Quadratic inequalities and in 2 variables Expressed in set notation F: Function machines Substitution Inequalities Unit 3: Circles H: Circle Theorems F: Interleaving Sectors	Ongoing formative and summative assessment
RE	Role and features of the Synagogue Worship in the home Shabbat Tenakh and Talmud Items worn in worship Birth Ceremonies Bar and Bat Mitzvah Marriage Mourning Kosher Rosh	Ongoing formative and summative assessment



	Hashanah, Yom Kippur, Sukkot, Pesach	
Science	<p>Ecology - In this section we will explore how humans are threatening biodiversity as well as the natural systems that support it. Delivered in the warmer months for fieldwork</p> <p>Rate and Extent of Chemical Change - We learn that whilst the reactivity of chemicals is a significant factor in how fast chemical reactions proceed, there are many variables that can be manipulated in order to speed them up or slow them down. Link to energy changes Link to organisation (enzymes as catalysts) Link to limiting factors in Bioenergetics</p>	Ongoing formative and summative assessment
PE	<p>Boys</p> <p>Health-related fitness</p> <p>Badminton</p> <p>Table tennis</p> <p>Girls</p> <p>Netball</p> <p>Hockey</p>	Ongoing formative and summative assessment
PSHCE	<p>Unit 1 Careers Choices Post 16 pathways Skills Transferable skills and career clusters Job Applications CV's and Personal Statements Choosing a career Pathways and university life</p> <p>Unit 2 Personal Development</p> <p>Privilege What is privilege and how does it affect our lives?</p> <p>Identity and Diversity Celebrating diversity and unique differences</p> <p>Personal Safety Keeping yourself and your friends safe Risks</p> <p>Positive and negative risks and making better decisions</p>	



ST JAMES'

CATHOLIC HIGH SCHOOL

You can support your child in a number of ways:

- Revision of work done in Year 10 and Year 11 needs to start now – through mind maps, re-reading information, practicing examination questions. Subject teachers will be able to provide information on this. Further information can be found at www.stjamesheadle.co.uk/homework
- Check that your child is keeping up with the revision plan tasks each night – students should be doing at least **2 hours work per night**
- Speak to your child about what they are doing – this could be through asking them what they have done, testing them on what they have written etc
- Ensure that they have regular breaks and get a good night's sleep – work in chunks of time, turn off mobile phones and devices an hour in advance of going to bed
- At the same time, reassure them – at home and in school, we want to challenge our students to do their very best, but we also need to understand the stressful time that we have all gone through (and continue to go through)

Yours faithfully,

Dr. S. Guscott
Deputy Headteacher (Curriculum and Pastoral)