






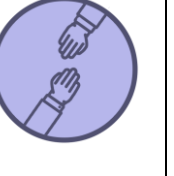




# SECONDARY CURRICULUM

*'A nurturing and responsive curriculum which serves our students.'* Richard Baird OBE, Rochford Review

Our Secondary Curriculum is driven by and designed with the aim to nurture and develop our 10 essential 'Key Tools' (refer to Gosden Graduate Toolbox Doc.) . These outcomes form our 'Gosden Graduate Toolbox' and as a Department we believe they are essential in preparing our Gosden Learners for their individual pathways post 16.

									
Functional Literacy Skills	Functional Numeracy Skills	Functional ICT Skills	Emotional Wellbeing	Healthy Lifestyle	Healthy Relationships	Life Skills	Sense of Belonging	Creative Thinker	Qualifications and Achievements

## YEAR 11 OVERVIEW 2020-2021

Subject	AUTUMN	SPRING	SUMMER
<b>Functional Maths</b>  <i>Exam</i>	<p>Pupils will participate in the EdExcel Functional Skills Maths programme which focuses on everyday life skills involving Maths. Students apply what they have learned in KS3 to solve practical everyday Maths based problems and situations. During the year we cover all four strands of Maths; Number, Measure, Geometry and Statistics. If relevant, students will have the opportunity to sit Entry level or higher Maths Exams in the Summer Term.</p> <p><b>Home- Learning Opportunities:</b> To practice handling real money, calculating change, total cost, to budget and join you at the supermarket. Can they find cheaper alternatives? Using internet based Maths interactive games on Education City. Giving opportunities to measure, for example in food preparation.</p> <p><b>Recommended home learning books:</b> Revise Edexcel Functional Skills Mathematics Entry Level __Revision Guide: (Revise Functional Skills) (available on Amazon or in book stores). Please contact Mrs Dwen for your child's level (ssterling-dwen@gosden-house.surrey.sch.uk)</p>		
<b>Functional English</b>  <i>Exam</i>	<p>Pupils will participate in the EdExcel Functional Skills English programme incorporating Reading, Writing, Speaking and Listening. This examination course gives students practical skills for the modern world and assesses whether students can use these skills in everyday situations. If relevant Students will have the opportunity to sit Entry level and Level 1 (GSCE 1-4) English Exams in the Summer Term.</p>		

	<p><b>Home-Learning Opportunities:</b> the TV, Ask questions after listening to gauge their understanding.</p> <p><b>Reading</b> – Support with reading food labels. timetables, road signs, instructions</p> <p><b>Speaking</b> – answer the phone at home. Practice speaking on the phone by ordering a take-away or booking an appointment.</p> <p><b>Listening</b> – Listen to the news either on the radio or</p> <p>.</p> <p><b>Writing</b> – Encourage writing thank you notes, postcards, keeping a diary, letter writing.</p> <p><b>Recommended home learning books:</b> Revise Edexcel Functional Skills English Entry Level __Revision Guide: (Revise Functional Skills) (available on Amazon or in book stores). Please contact Mrs Dwen for your child’s level (<a href="mailto:sssterling-dwen@gosden-house.surrey.sch.uk">ssterling-dwen@gosden-house.surrey.sch.uk</a>)</p>
<p><b>Science</b> <i>Coursework unit</i></p>	<p>Science and our Universe</p> <p>This WJEC coursework unit enables students to gain a better understanding of themes connected to space and our universe. Pupils will achieve an Entry level 2 or Entry level 3 exam course in this subject.</p> <p>Science is included throughout all areas of our secondary curriculum and our enrichment opportunities.</p>
<p><b>Healthy Living</b> <i>Coursework unit</i></p>	<p>This unit enables learners to further understand the importance of leading a healthy lifestyle. This understanding is aided through class discussion and project based learning around healthy eating, smoking, alcohol, drugs, personal hygiene and personal safety.</p>
<p><b>RSE</b></p>	<p>The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. We may cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). We discuss what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.</p>
<p><b>R.E.</b></p>	<p><b>Moral issues</b></p> <p>This year R.E. will focus on Ethical and Moral issues through discussion based activities including presentations and debates. We will look at current issues in the media and local area along with our own personal questions and hypothetical situations. This will include looking at dog breeding, linking to what pupils have learned in animal care. This unit promotes importance of respecting different opinions.</p> <p>Home learning opportunities – read an article from the newspaper with your child or watch the news, discuss if they agree or</p>

disagree with it, are there alternative solutions?

**THURSDAY  
MORNING  
OPTIONS**

*Coursework units*

**Arts award**

Bronze Arts Award is a level 1 qualification, it is a one-year course aimed at inspiring learners to take an active part in arts activities as well as experiencing the arts as audience members. Learners research an artist/craftsperson who inspires them and develop their leadership skills through passing on their arts skills to others. Learners record their activities in an art portfolio.

OR

**Food and Nutrition**

Entry 2/3 Food preparation, Cooking and Serving or Level 1 Basic Food Preparation and Cooking

These units aim to enable learners to acquire the knowledge and skills required to prepare, cook and serve a range of dishes. Learning/Knowledge – hygiene and safety, use of equipment including the oven, following recipes, measuring, washing up, healthy eating, food groups, nutrition, balanced diets. Level 1 contains more theory on the different methods of cookery, both wet and dry. There is more emphasis on practical skills and the ability to evaluate and self-reflect. English links – reading and following recipes, key vocabulary, evaluating practicals. Maths links – Number and Measurement Science link – States of Matter Home Learning Opportunities – Take your child shopping to buy the weekly shop. Compare prices of similar products:- generic to well-known food companies; and from different shops. Which one is more than? Less than? The same as? Talk about the ingredients in the foods/meals that you are eating and their nutritional content. Do the washing up.

OR

**Animal care**

Introduction to Animal Care

The aim of this Entry Level 3 exam unit is to enable learners to gain skills and understanding of the basic requirements of caring for an animal. They will learn to spot symptoms of ill-health in a variety of different animals and learn ways to treat as well as prevent it. They will learn about the varying characteristics of different breeds of animal, also the purposes of selective breeding. There will be hands-on, practical work throughout this course."

OR

**Myself in the community**

This historically popular course will equip learners with the skills and knowledge to access all the facilities that our local community has to offer. Students will be introduced to the local and wider community and gain a deeper understanding of their own place within the community as well as their personal responsibilities of being a part of it. This will include an introduction of the facilities and amenities available to them, how to make the best use of them and what is expected from the students while accessing the services. The students this year have shown a keen interest in visiting a local café. Here they will make a choice from the menu selection and order and pay for their chosen item independently. Students will be encouraged to calculate the amount of change they may receive and store the money away securely themselves. We will be learning how to read bus and train timetables and putting what we have learned into action while catching the bus into Guildford. Here the students have requested that we visit a

	<p>supermarket where we will practice our life skills while shopping for ingredients to make smoothies and flapjacks. Amongst other things, students will research and explore a local leisure centre before having the chance to visit it firsthand and enjoy experiencing all that it has to offer.</p> <p>By the end of the unit, students will have a clear understanding of what amenities are available to them and how to access them confidently and independently. As well as how to behave in a variety of different settings.</p>
<b>FRIDAY</b>	<p>Farnborough College Vocational Courses</p> <p>This college experience aims to continue to develop the student's self confidence in this busy learning and social environment enabling them to further develop their relationships with college staff and other students from local LAN schools. Experience gained will help to support students with their transition into Post 16 life. Students are able to enroll on an accredited vocational course which they follow for a year.</p>
<b>Enrichment Programme</b>	<p>The enrichment programme is run every lunch time. Enrichment activities play an essential part in enhancing the learning experiences and school life of our students. Clubs are aimed at developing key life skills including teamwork, problem solving, creative thinking, self-esteem, healthy lifestyle choices, communication and social skills. Students are able to select the enrichment activities they would like to do each term. The enrichment programme is run every lunch time. Enrichment clubs include computer club, dance, outdoor playground activities, board games and craft club.</p>