



Curriculum Summary 2018-19  
Year 11



LCA

Strand	Subject	Aims and Purpose / Intent	Content Summary
English	English Language	<ul style="list-style-type: none"> <li>• <b>To understand</b> writers' ideas and perspectives</li> <li>• <b>To understand</b> how writers use language and structure for effect</li> <li>• <b>To experience</b> and understand a range of fiction and literary non-fiction texts from different periods and genres</li> <li>• <b>To experience</b> writing for different forms, purposes and audiences</li> <li>• <b>To experience</b> speaking and listening in different contexts</li> <li>• <b>To develop</b> identification and interpretation of explicit and implicit information and ideas</li> <li>• <b>To develop</b> skills of selection, summary and synthesis of evidence from different texts</li> <li>• <b>To develop</b> an appreciation of how to explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, employing relevant subject terminology to support views</li> <li>• <b>To develop</b> comparisons between writers' ideas and perspectives in different texts and analyse how these are conveyed</li> <li>• <b>To develop</b> critical evaluation of texts and support this with appropriate textual references</li> <li>• <b>To develop</b> how to communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</li> <li>• <b>To develop</b> the organisation of information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> <li>• <b>To develop</b> a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and</li> </ul>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• descriptive and narrative writing</li> <li>• writing for different forms, purposes and audiences</li> <li>• organisation and structure</li> <li>• technical accuracy</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• prose extracts from 20<sup>th</sup>/21<sup>st</sup> centuries</li> <li>• identify and interpret implicit and explicit information/ideas</li> <li>• analysis of language and structure</li> <li>• linguistic terminology</li> <li>• evaluate the effectiveness of extracts</li> <li>•</li> </ul>



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		<p>punctuation</p> <ul style="list-style-type: none"> <li>• <b>To develop</b> presentation skills in a formal setting</li> <li>• <b>To develop</b> how to listen and respond appropriately to spoken language, including to questions and feedback on presentations</li> <li>• <b>To develop</b> how to use spoken Standard English effectively in speeches and presentations</li> </ul> <p><a href="http://www.aqa.org.uk/subjects/english/gcse/english-language-8700">www.aqa.org.uk/subjects/english/gcse/english-language-8700</a></p>	
	<b>English Literature</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> a range of literary texts from different periods</li> <li>• <b>To understand</b> the relationships between texts and the contexts in which they were written.</li> <li>• <b>To experience</b> a range of literary texts from different periods and by different writers</li> <li>• <b>To develop</b> a critical style</li> <li>• <b>To develop</b> an informed personal response, using textual references, including quotations, to support and illustrate interpretations</li> <li>• <b>To develop</b> how to analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</li> <li>• <b>To develop</b> use of a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul> <p><a href="http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702">http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702</a></p>	<ul style="list-style-type: none"> <li>• AQA Poetry Anthology – ‘<i>Love and Relationships</i>’ cluster</li> <li>• Unseen Poetry</li> </ul>
<b>Technology,</b>	<b>Computing</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> the principles and concepts of computer science and the role computing technology plays in society</li> <li>• <b>To experience</b> solving computer problems and challenges and</li> </ul>	<p>Computational thinking, algorithms and programming:</p> <ul style="list-style-type: none"> <li>• Algorithms</li> <li>• Programming techniques</li> </ul>

Enterprise & Sport		<p>exploring</p> <ul style="list-style-type: none"> <li>• <b>To develop</b> analytical and problem solving skills</li> </ul>	<ul style="list-style-type: none"> <li>• Producing robust programs</li> <li>• Computational logic</li> <li>• Translators and facilities of languages</li> <li>• Data representation</li> </ul>
	DT	<ul style="list-style-type: none"> <li>• <b>To understand</b> how knowledge of science, maths and technology are used to develop systems in new and emerging technologies.</li> <li>• <b>To experience</b> a wide range of practical skills through using existing and new knowledge of materials, tools, processes and machines.</li> <li>• <b>To develop</b> technical knowledge, design and practical skills to enable innovative design ideas to be realised into working prototypes</li> </ul>	<p>Pupils will develop and produce their NEA product in conjunction with their client or identified market audience. Extensive use of modelling through physical activity or through 2D and 2D Computer Aided Design, will culminate in a manufactured artefact which is fit for purpose.</p> <p>The remainder of the theory content is delivered including:</p> <ul style="list-style-type: none"> <li>• energy generation and storage</li> <li>• social issues in the design and manufacture of products</li> <li>• methods of fixing</li> <li>• scale of production</li> </ul>
	PE	<ul style="list-style-type: none"> <li>• <b>To understand</b> the anatomy, physiology and social -cultural influences in sport</li> <li>• <b>To experience</b> active participation in three assessed sports</li> <li>• <b>To develop</b> the skills to analyse sporting activity and to improve sporting skills</li> </ul>	<ul style="list-style-type: none"> <li>• Games: Hockey, netball, rugby, fitness, badminton, football, basketball, yoga, running</li> </ul> <p>GCSE PE:</p> <ul style="list-style-type: none"> <li>• Unit 1: Fitness Training Methods and Principles, Recovery from Exercise</li> <li>• Unit 2: Conduct of Performers, Drug Use, Spectator Behaviour, Nutrition, Health</li> </ul>
	Retail Business	<ul style="list-style-type: none"> <li>• <b>To understand</b> the concept of a Retail Business</li> <li>• <b>To experience</b> project based, development and presentation</li> <li>• <b>To develop</b> the ability to solve problems</li> <li>• <b>To develop</b> the ability to apply learning in vocational contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Two project based Controlled Assessments researching and developing knowledge into Retail Customer Experience and Departments of a business</li> <li>• One exam applying the skills learnt from each controlled assessment on the functions of a Retail Business and how external factors can have an effect</li> </ul>

Science	<b>Biology</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> the value of inquiry over simple information and facts</li> <li>• <b>To experience</b> observational, practical, enquiry and problem-solving opportunities</li> <li>• <b>To develop</b> self-belief and self-confidence, and encourage critical and creative thinking</li> </ul>	<p><b>Triple:</b></p> <ul style="list-style-type: none"> <li>• Hormonal coordination</li> <li>• Homeostasis in action</li> <li>• Variation and evolution</li> <li>• Genetics and evolution</li> <li>• Organising an ecosystem</li> <li>• Biodiversity and ecosystems</li> </ul> <p><b>Combined:</b></p> <ul style="list-style-type: none"> <li>• Variation and evolution</li> <li>• Genetics and evolution</li> <li>• Organising an ecosystem</li> <li>• Biodiversity and ecosystems</li> <li>• Reproduction</li> </ul>
	<b>Chemistry</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> how chemistry can be of benefit or harm to the environment and humanity. Allow students to investigate and understand the world around them</li> <li>• <b>To experience</b> a supportive environment which encourages a desire to learn, enjoyment and a need to challenge self</li> <li>• <b>To develop</b> and stimulate curiosity and cultivate a life-long interest in chemistry</li> </ul>	<p><b>Triple and Combined:</b></p> <ul style="list-style-type: none"> <li>• Rates of reaction</li> <li>• Organic reactions</li> <li>• Polymers</li> <li>• Chemical analysis</li> <li>• The earth's atmosphere</li> </ul>
	<b>Physics</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> how to use experimentation and modelling to develop explanations</li> <li>• <b>To experience</b> a positive atmosphere in which to hypothesise and question the reliability and validity of the evidence presented</li> <li>• <b>To develop</b> scientific literacy and stimulate curiosity</li> </ul>	<p><b>Triple:</b></p> <ul style="list-style-type: none"> <li>• Radioactivity</li> <li>• Forces in balance</li> <li>• Motion</li> <li>• Forces in motion</li> <li>• Force and pressure</li> <li>• Wave properties</li> <li>• Light</li> <li>• Electromagnetism</li> </ul>

			<p><b>Combined:</b></p> <ul style="list-style-type: none"> <li>• Molecules and matter</li> <li>• Radioactivity</li> <li>• Forces in balance</li> <li>• Motion</li> <li>• Forces and motion</li> <li>• Wave properties</li> <li>• Electromagnetism</li> </ul>
<p>Expressive Arts</p>	<p><b>Art</b></p>	<ul style="list-style-type: none"> <li>• <b>To understand</b> and apply relevant practices in the creative and cultural industries to their work, developing their ideas through investigating, selecting and critically analysing a variety of sources in the everyday world around them. Pupils will understand the ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including colour, line, form, tone and texture to produce their own personal projects.</li> <li>• <b>To experience</b> the characteristics, properties and effects of using different media, materials, techniques and processes. Pupils will experiment with the ways in which they can use materials in relation to their own creative intentions and chosen areas of study and media. They will understand the work of a variety of artists through analysing their work and the work of other students in order to develop their own ideas and responses to create original and thought provoking art work.</li> <li>• <b>To develop</b> their work and approaches. Pupils will study a wide variety of artists, craftspeople and designers from contemporary and historical contexts, periods, societies and cultures, situations and issues. Pupils will develop independence by recording their own ideas, observations, insights and independent judgements, visually and through written annotation. They will use their visual language and</li> </ul>	<p>Personal portfolio project - to include:</p> <ul style="list-style-type: none"> <li>• Front cover</li> <li>• Creative mind map</li> <li>• Complete still life drawing</li> <li>• 10 artists thumbnail page</li> <li>• Intentions sheet</li> <li>• Set of photographs 30 thumbnail and 4 selected all in sketchbook.</li> <li>• Photo Moodboard 8 selected and annotated</li> <li>• Still life using the style of your favourite artist</li> <li>• Produce 2 x A1 artist board</li> <li>• 4 different experiments imaginative piece as an artist</li> <li>• Experiment Board</li> <li>• 6 Speed drawing timed sketches</li> <li>• 2 developed design pieces from speed drawing</li> <li>• Creative Piece</li> <li>• Final Piece</li> <li>• 500 word essay</li> </ul>

		annotation to develop their own creative intentions and use drawing skills for different needs and purposes to inform their creative responses.	
	<b>Drama</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> how a play is constructed, developed and produced and how it impacts its audience</li> <li>• <b>To experience</b> developing a character from the text of a play and directing and producing the acting of others</li> <li>• <b>To develop</b> skills of theatrical analysis, criticism and performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Devised performance – practical and devising log</li> <li>• Live theatre visit and review/ notes</li> <li>• Prepare two performances from one play ( monologue/ duologue) – external assessment.</li> <li>• Revision for written exam</li> </ul>
	<b>Music</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> the appraisal of music</li> <li>• <b>To experience</b> performing and composition</li> <li>• <b>To develop</b> skills of performance, musical criticism and appraisal</li> </ul>	<ul style="list-style-type: none"> <li>• Two performances (one solo, one ensemble) are perfected, recorded, marked and sent to the exam board for moderation.</li> <li>• Two compositions are perfected, recorded, marked and sent to the exam board for moderation</li> <li>• Appraising skills are continually practiced and tested through study of Area of Study 4 (Fusions) and revision of AoS 1-4 Listening tests, practice and past papers are used to give pupils the best opportunity to prepare for the appraising exam.</li> </ul>
<b>Maths</b>	<b>Maths</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b>, acquire, select and apply mathematical techniques to solve problems.</li> <li>• <b>To experience</b>, comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.</li> <li>• <b>To develop</b> fluent knowledge, skills and understanding of mathematical methods and concepts.</li> </ul>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>• Constructions, loci and bearings</li> <li>• Quadratic equations and graphs</li> <li>• Perimeter, area and volume</li> <li>• Fractions, indices and standard form</li> <li>• Congruence, similarity and vectors</li> <li>• More algebra</li> </ul> <p><b>Higher:</b></p> <ul style="list-style-type: none"> <li>• Equations and graphs</li> <li>• Circle theorems</li> <li>• More algebra</li> </ul>



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			<ul style="list-style-type: none"> <li>• Vectors and geometric proof</li> <li>• Proportion and graphs</li> </ul>
Languages	Spanish	<ul style="list-style-type: none"> <li>• <b>To understand</b> how language works and enrich pupils' vocabulary and grammar in a range of contexts</li> <li>• <b>To experience</b> new ways of seeing the world and step beyond familiar cultural boundaries</li> <li>• <b>To develop</b> pupils' ability and ambition to communicate with native speakers in speech and writing</li> </ul>	<p>Local, national, international and global areas of interest :</p> <ul style="list-style-type: none"> <li>• Social issues: Charity/voluntary work, Healthy/unhealthy living</li> <li>• Global issues: The environment, Poverty/homelessness</li> </ul> <p>Identity and culture:</p> <ul style="list-style-type: none"> <li>• Me, my family and friends: Relationships with family and friends, Marriage/partnership</li> <li>• Technology in everyday life: Social media, Mobile technology</li> <li>• Customs and festivals in Spanish-speaking countries /communities</li> </ul> <p>Current and future study and employment:</p> <ul style="list-style-type: none"> <li>• Education post-16</li> <li>• Jobs, career choices and ambitions</li> </ul>
	Classical Civilisation	<ul style="list-style-type: none"> <li>• <b>To understand</b> the attitudes of ancient societies as revealed by their literature and cultural artefacts.</li> <li>• <b>To experience</b> a wide range of historical and mythological characters, authors, images, and stories which reveal and explore ancient ideas.</li> <li>• <b>To develop</b> literary, written and historical skills to form your own opinion on the Ancient World.</li> </ul>	<p>The Homeric World:</p> <p>The Greeks themselves recognised the world of Homer's poems as the cradle of Greek literature and civilisation; this topic studies Homer's Odyssey as well as what we know of the real culture which Homer represented.</p> <p>Therefore we study life in Mycenaean times. This is a very diverse area, allowing the study of particular sites, their archaeology and the valuable role they play in our understanding of the age.</p> <p>The Mycenaean Age is also rich in sculpture, frescos and jewellery, as well as the famous tombs and their accompanying treasure, from which we gain an understanding of ancient art and technology. We also consider what life was like for real people in this period.</p>

			All of this cultural study supports our reading of Homer’s Odyssey. The selection of books chosen for study in this topic combine the fantastical and enjoyable tales of Odysseus’ journey, with those which give pupils a possible insight into everyday life; including aspects such as palace life and the lives of women. The final books, which focus on the battle between Odysseus and the suitors, are exciting in themselves and also pose interesting questions about revenge and punishment.
	<b>Latin</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> the Latin language and the way Romans used it to express their ideas.</li> <li>• <b>To experience</b> a wealth of Latin literature and associated cultural artefacts exploring the lives of the Romans.</li> <li>• <b>To develop</b> analytical skills which enable us to identify and respond to literary techniques.</li> </ul>	Language work continues, and pupils begin to read and analyse Latin Literature. Pupils read the work of a variety of authors (currently Pliny, Suetonius, Martial, Ovid, Juvenal and Virgil) who wrote about the theme of Chariot Racing. Pupils learn to analyse, evaluate and respond to what these authors reveal about attitudes towards the races, as well as how their use of language encourages certain responses in the reader. Texts are therefore examined and evaluated for their historical usefulness and their literary sophistication.
<b>Humanities</b>	<b>Geography</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> their role in society by considering different viewpoints, values and attitudes through case studies of higher income countries, new emerging economies, and lower income countries.</li> <li>• <b>To experience</b> through fields work topics such as the challenge of natural hazards, the physical landscape of the UK and urban issues and challenges</li> <li>• <b>To develop</b> their ability to gather, analyse, synthesize and communicate geographical information and data</li> </ul>	<ul style="list-style-type: none"> <li>• The Changing economic world</li> <li>• The Challenge of resource management</li> <li>• Pre Release Material - March</li> </ul>
	<b>History</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> what drives change, particularly through the concept of conflict</li> <li>• <b>To experience</b> topics and sources that are relevant to today’s</li> </ul>	<ul style="list-style-type: none"> <li>• Power and the People</li> <li>• Elizabethan England, 1568-1603</li> </ul>





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		<p>world</p> <ul style="list-style-type: none"> <li>• <b>To develop</b> skills of linking the present with the past and see the bigger picture</li> </ul>	
	<b>RE</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> ethical issues which are relevant in today's society</li> <li>• <b>To experience</b> debating and discussing ethical issues from the perspective of various religions and from a secular perspective</li> <li>• <b>To develop</b> ethical awareness and the capacity for moral reasoning</li> </ul>	<ul style="list-style-type: none"> <li>• Religious answers to Evil and Suffering</li> <li>• Ethical Issues – Euthanasia</li> <li>• Religious freedom</li> </ul>

**LC+**

<b>Strand</b>	<b>Aims and Purpose / Intent</b>	<b>Content Summary</b>
<b>Games &amp; Competitions</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> how teamwork and competition in a variety of settings and fields develops character and skills and how competitions can lead to improvement and excellence.</li> <li>• <b>To experience</b> competing individually and as a team and winning and losing gracefully.</li> <li>• <b>To develop</b> resilience, teamwork skills, good sportsmanship and appreciation for the dedication required to win.</li> </ul>	<ul style="list-style-type: none"> <li>• House Competitions – these will take place throughout the academic year during lunch periods. Those competitions will include: House Football, House Dodgeball, House Basketball, House Netball, House Diamond Cricket</li> <li>• During the games period there will be a House Hockey and House Rugby Competition</li> </ul> <p><b>Activity Programme</b></p> <ul style="list-style-type: none"> <li>• Archery</li> <li>• Badminton</li> <li>• Board Games</li> <li>• Hockey</li> <li>• Rugby</li> <li>• Running</li> <li>• Squash</li> </ul>

Artistic Expression

- **To understand** how creativity and the arts enrich their lives and our works.
- **To experience** a variety of creative and artistic expression both as a participant and audience.
- **To develop** the confidence and skills to create and engage in creative expression both individually and as a part of a group.

- Expressive Arts Awards Evening - includes an Art Exhibition with artwork from Y6-13, Drama performances and Music pieces and recognition of pupils' achievements

**Music**

- Pupils are invited to try an instrument day and attend weekly peripatetic lessons.
- Weekly choirs include: Voices (mixed choir Y7-13)
- BPM (orchestra for Y7- 13) and a Guitar Club (Y7-13).
- Performance at events such as Founders' Day, Carol Service, Speech Night in the Anglican Cathedral and Remembrance Sunday and Lent services in Mossley Hill Church.
- Springtime event in the Palm House which celebrates the achievements of students across the Music Department and a High Achievers Concert.
- Opportunity to travel with the Music Department on an annual Concert Tour in Europe (eg. in summer 2018 performing in cathedrals and music venues across Austria and Germany).

**Art**

- Saturday Workshops
- Art club daily at lunchtime, and specialist workshops delivered by visiting artists who are professionals in the international field such as Rachel Taylor, One Man Art, Patrick Mc Dowell, Erin Marsh and Andy Dunlop from Travis.
- Art on Canvas art club - pupils can develop their own paintings

**Drama**

- Two performances a year: pupils from Y7 – 13 produce a musical together and one which tends to be a smaller group of pupils who performed for example a Greek Tragedy (Summer Term 2018).
- YULA Drama sessions also run on Saturdays and pupils can take part in the Liverpool Festival of Drama as well as taking LAMDA exams.

**Activity Programme**



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		<ul style="list-style-type: none"> <li>• Fashion Accessories design</li> <li>• Film Club etc</li> </ul>
Spiritual Formation	<ul style="list-style-type: none"> <li>• <b>To understand</b> more about their own spiritual tradition and that of others, to understand the spiritual roots of the College and its founders.</li> <li>• <b>To experience</b> Christian worship, in line with the founding aims of the College.</li> <li>• <b>To develop</b> as critical thinkers as they reflect on their place in the world, philosophical questions of human existence, and Christian answers to those questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Chapel – once per week (and provision for reflection for pupils who do not wish to attend a Christian Chapel service)</li> <li>• Thought for the day</li> <li>• Opportunity to serve as chapel stewards</li> <li>• Founders Day service &amp; Christmas Carol service in Cathedral</li> <li>• Lent Term Service at Mossley Hill Parish Church</li> <li>• Voluntary Christian Union</li> </ul> <p><b>Activity Programme</b></p> <ul style="list-style-type: none"> <li>• Yoga</li> </ul>
PSHE	<ul style="list-style-type: none"> <li>• <b>To understand</b> the critical opportunities and challenges which will keep them safe and healthy and prepare them for fulfilling lives.</li> <li>• <b>To experience</b> interactions, meetings, discussions, and events which will prepare them to identify and manage opportunities and challenges that lead to healthy, safe and fulfilling lives.</li> <li>• <b>To develop</b> skills to author their own lives as citizens and members of a community and to make good decisions about their safety, mental and physical health and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• British Values – Diversity, equality and discrimination</li> <li>• Relationships and being assertive</li> <li>• Body self-image</li> <li>• Eating disorders</li> <li>• Drug and Alcohol awareness</li> <li>• Mental health and coping with stress</li> <li>• Communication and its importance</li> <li>• Pregnancy choices</li> <li>• Parenting</li> <li>• The media</li> <li>• Revision techniques – stress</li> </ul> <p><b>Activity Programme</b></p> <ul style="list-style-type: none"> <li>• Current Affairs</li> <li>• Gardening</li> </ul>
Careers & STEM	<ul style="list-style-type: none"> <li>• <b>To understand</b> the world of work and the skills needed to succeed in it and the way in which entrepreneurs generate</li> </ul>	<ul style="list-style-type: none"> <li>• Morrisby Online- Careers Website- testing- Option package</li> <li>• Employer Masterclasses</li> </ul>

	<p>wealth and opportunities.</p> <ul style="list-style-type: none"> <li>• <b>To understand</b> their own aptitudes and interests and how they can be developed and how they might be used in the world of work and the specific contribution STEM makes to our society and its economic flourishing.</li> <li>• <b>To experience</b> individual and independent careers advice and guidance and self-assessment and reflection about aptitude and interests.</li> <li>• <b>To experience</b> interactions with a wide variety of people and institutions form the world of work and making a clear plan which relates current efforts in school to possible future outcomes.</li> <li>• <b>To develop</b> ambitions and high expectations for their future, a positive attitude to the relevance of their current studies and a range of career management, enterprise and employability skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Transition Post 16 Options</li> <li>• Employability Skills</li> <li>• Apprenticeships- a route to success</li> <li>• Career Planning and analysing profile results- what do I have to do to get to where I want to be?</li> <li>• Mock Interview Preparations</li> <li>• CV Writing</li> <li>• Interview Skills</li> <li>• Applications writing</li> <li>• Communication- Different types</li> <li>• Marketing oneself- use of the media</li> <li>• Creation of an Induction Programme</li> </ul> <p><b>Other Events</b></p> <ul style="list-style-type: none"> <li>• Mock Interviews- 14th February</li> <li>• Career Interviews- reviews</li> <li>• Law and Criminology talks</li> <li>• Medic Mentor Health and National Healthcare Weekend</li> <li>• The Young Doctor Programme Masterclass</li> <li>• British Biology Olympiad</li> </ul> <p><b>Activity Programme</b></p> <ul style="list-style-type: none"> <li>• FI Racing Challenge</li> </ul>
<p><b>Charity &amp; Service</b></p>	<ul style="list-style-type: none"> <li>• <b>To understand</b> servant leadership and the moral imperative to serve and share.</li> <li>• <b>To experience</b> serving others in settings in and outside the school and promoting a better and more just society through service and charity.</li> <li>• <b>To experience</b> sharing what we have and what we can do with those who are in need.</li> <li>• <b>To develop</b> an attitude of gratitude and a commitment to service and charity.</li> </ul>	<ul style="list-style-type: none"> <li>• Charity events – including stalls at the Christmas market</li> <li>• Visits to local Care Home – including musical performances / art presentations</li> <li>• Grandparents day – when the school invite grandparents to a coffee morning and a mini tour of the school</li> <li>• Collections for the foodbank at Whitechapel</li> <li>• Assemblies and workshops for Shelter (a homeless charity )</li> <li>• Each House collects for a nominated local charity eg Claire House</li> <li>• Jeans for Genes day – a charity close to the College’s heart as</li> </ul>



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**Year 11**



		one of the original founders of the charity is a former pupil of the College
<b>Leadership Education</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> what leadership is and what it requires and how leaders develop.</li> <li>• <b>To experience</b> challenges and activities which require leadership and in which they build resilience and accept responsibility for themselves and for others.</li> <li>• <b>To develop</b> resilience and the confidence and skills to lead effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Promotions to Non-Commissioned Officer</li> <li>• Senior Leadership Course</li> <li>• Summer Camp leadership roles</li> <li>• Method of Instruction (MOI) qualification</li> <li>• School Council representative</li> </ul> <p><b>Activity Programme</b></p> <ul style="list-style-type: none"> <li>• CCF – Army</li> <li>• CCF – Navy</li> </ul>