

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Mastering English Revision of Literature Paper 1. Students practise planning and responding to questions and consolidate revision habits. Students are then introduced to AQA English Language Paper 2. They learn what is expected in each question and apply exam strategies using practice papers.	Mastering English Students study additional <i>Power and Conflict</i> poems, building on those introduced in Year 9. They then revise for Literature Paper 2 by practising responses to <i>Power and Conflict</i> , unseen poetry, and <i>An Inspector Calls</i> . Students prepare for Language Paper 2 through structured practice. They receive targeted guidance on how to improve, with dedicated time to apply this feedback.	Mastering English Students study additional <i>Power and Conflict</i> poems with a focus on themes of nature and identity, extending their knowledge of the cluster. Students practise planning and writing comparative responses.	Targeted Revision cycle Revision of all contents seen in the GCSE course with ongoing exam style practice. Whole-class reteaching addresses common misconceptions and strengthens weaker areas.	GCSE EXAMINATIONS	
Maths	Geometry. Students use vectors to describe and perform geometric operations. Apply constructions, loci, and deductive reasoning to solve geometric problems involving angles, lengths, shapes, and position.	Algebra. Solving linear and quadratic inequalities. Plotting and interpreting linear, quadratic, cubic, reciprocal, and exponential graphs, identifying key features.	Algebra and Proportion. Constructing and interpreting algebraic proofs. Using and manipulating function notation. Solving problems involving direct and inverse proportion, linking ratios and proportional reasoning in real-life and abstract contexts.	Targeted Revision cycle Revision of all contents seen in the GCSE course with ongoing exam style practice. Whole-class reteaching addresses common misconceptions and strengthens weaker areas.		
Science - Biology	The human nervous system Students describe the structure and function of the human nervous system. Explain how stimuli are detected and responses coordinated using receptors, sensory neurons, synapses, and effectors. Hormonal coordination Students describe the role of hormones in homeostasis, including control of blood glucose, water balance, and body temperature. Explain hormonal coordination in human reproduction, including the menstrual cycle and fertility treatments.	Reproduction Describing sexual and asexual reproduction, predicting inheritance patterns, and explaining genetic variation. Homeostasis in action Explaining homeostasis in action, including body temperature regulation and the removal of waste products through excretion systems.	Genetic variation and evolution Understanding genetic variation within populations caused by mutation and sexual reproduction. Explaining natural selection as the process driving evolution. Describing and evaluating genetic engineering techniques and their applications in medicine and agriculture. Biodiversity and ecosystem Students explain biodiversity as the variety of species in an ecosystem. Describe how human activities—deforestation, pollution, and climate change—impact ecosystems and reduce biodiversity, threatening stability and sustainability.	Targeted Revision cycle Revision of all contents seen in the GCSE course with ongoing exam style practice. Whole-class reteaching addresses common misconceptions and strengthens weaker areas.		

Science - Chemistry	Chemical Analysis Defining pure substances and mixtures. Describing and applying chemical tests for gases, ions, and water. Interpreting chromatograms to identify substances and assess purity.	The Earth's Atmosphere Students describe the evolution of Earth's atmosphere. Explain changes due to volcanic activity, photosynthesis, and human activity. Evaluate modern issues including climate change, greenhouse gases, and air pollution.	The Earth's Resources Students describe the difference between finite and renewable resources. Explain how Earth's resources are extracted and managed sustainably. Evaluate the impact of resource use on the environment and future supply.	Targeted Revision cycle Revision of all contents seen in the GCSE course with ongoing exam style practice. Whole-class reteaching addresses common misconceptions and strengthens weaker areas.			

Science - Physics	Force and Pressure <i>Students calculate pressure in solids and fluids, explaining its role in flotation and how force affects pressure on surfaces.</i> Wave properties Students describe wave types, properties, and associated phenomena such as reflection, refraction, and diffraction.	Electromagnetic waves Recall the groups of the electromagnetic spectrum in order of wavelength. Describe their properties. Explain uses and risks of different waves, including in communication, medicine, and industry. Using electromagnetic waves Students describe the uses and hazards of electromagnetic waves across the spectrum. Light <i>Explain reflection, refraction, and the use of convex and concave lenses in focusing light.</i>	Electromagnetism Students describe magnetic fields around magnets and current-carrying wires. Explain how electromagnets work and apply their uses in devices like motors, bells, and circuit breakers.	Targeted Revision cycle Revision of all contents seen in the GCSE course with ongoing exam style practice. Whole-class reteaching addresses common misconceptions and strengthens weaker areas.		
Geography	Physical Landscapes in the UK: Coasts and Rivers Students learn how natural processes shape our landscapes by exploring how the sea forms coastal features such as cliffs and beaches, and how rivers change the land as they flow from source to sea through erosion and deposition.	Changing Economic World In this part of GCSE Geography, students learn about different levels of development around the world and why some countries are wealthier than others. They explore the causes of uneven development, such as history, trade, resources, and conflict, and look at ways countries can improve living standards through aid, investment, tourism, and technology. Students also study how economies are changing, using examples from newly emerging economies and the UK, including how jobs, industries, and global connections continue to evolve.	Pre Release Students receive a pre-release booklet before the exam that introduces a real-world geographical issue. They learn how to understand the context of the topic, read and interpret maps, graphs, and data, and think carefully about different viewpoints and impacts. This preparation helps students practise exam skills such as analysing information, making decisions, and using evidence confidently in their answers.	Targeted Revision cycle Revision of all contents seen in the GCSE course with ongoing exam style practice. Whole-class reteaching addresses common misconceptions and strengthens weaker areas.		

History	Migration in Britain and Notting Hill Students complete their study of migration to Britain by analysing causes of migration, migrant experiences, and their impact on British society. They investigate Notting Hill as a case study, using primary sources to explore challenges faced and contributions made by migrants, deepening their understanding of social, cultural, and economic change.	The American West 1835-1890 An exploration of the changing nature of America, including a study of the Indigenous people and the impact of migration and settlement on their way of life. This enquiry also investigates the rise and fall of the cattle industry, law and order and the growth of the railways. Students practice identifying significant events and turning points as well as their use of chronology to accurately explain the events of the past.	The American West 1835-1890 An exploration of the changing nature of America, including a study of the Indigenous people and the impact of migration and settlement on their way of life. This enquiry also investigates the rise and fall of the cattle industry, law and order and the growth of the railways. Students practice identifying significant events and turning points as well as their use of chronology to accurately explain the events of the past.	Targeted Revision cycle Revision of all contents seen in the GCSE course with ongoing exam style practice. Whole-class reteaching addresses common misconceptions and strengthens weaker areas.	
French	Travel and tourism: Students will revisit the use of the prepositions 'à', 'au' and 'en' when referring to cities, towns, masculine and feminine countries. Students will study Francophone countries such as Québec in Canada, Belgium and Guadeloupe in the Caribbean. Students will learn how to use indirect object pronouns such as 'me', 'te', 'lui' and 'leur' in the context of celebrations and in particular le quatorze Juillet – French Independence Day. Students will practice describing a photo for the speaking exams. Students will practice dictation skills and practice preparing role plays for the speaking exams.	Lifestyle and Wellbeing: Students will revisit the use of reflexive verbs to describe how they get on with others and their daily routines. Students will practice writing skills in respect of open-response essay questions in the writing exams. Students will study looking after a home and doing housework/chores to help their families. Students will revisit the imperfect and perfect tenses to describe what they used to do and what they did recently. Students will revisit modal verbs to describe going shopping with their families. Students will revise using prepositions with infinitives, such as 'sans' (without), 'pour' (in order to) and 'avant de' (before doing ...) Students will learn how to use 'après avoir' + past participle, to describe how they did one thing after finishing another.	Studying and my future: Students will revisit the simple future and the near future tenses to describe what they will do and what they are going to do after leaving school. Students will revisit the conditional tense to describe what they would/would like to do during the summer holidays after the end of the GCSEs. Students will practice extended writing skills for the 80-90 word and 130-150 word (at Higher Tier) essays. Students will practice using 'si' (if) clauses in two-tense structures for their writing and speaking exams. Students will continue to practice photo description tasks and will revisit read aloud and dictation tasks, ahead of the speaking and listening exams.	Targeted Revision cycle Revision of all contents seen in the GCSE course with ongoing exam style practice. Whole-class reteaching addresses common misconceptions and strengthens weaker areas. Students will practise: - Listening skills – anticipation of vocabulary and key 'game changer words, such as 'sauf' (except) and 'sans' (without) - Reading skills – highlighting texts and watching out for distractors and synonyms/antonyms. - Speaking skills – preparing for the read aloud, role play, photo description and general conversation elements of the exam - Writing skills – specific skills for Foundation include photo descriptions, 40-50 word essays, 80-90 word essays and translations from English to French. At Higher Tier, practice of 80-90 word essays, 130-150 word essays and translations from English to French. - Ongoing revision of vocabulary and key grammatical structures and tenses.	

Art, Craft and Design	Autumn Term – Component 1: Personal Investigation & Final Outcome Students develop and refine a personal investigation through increasingly independent creative practice. Following research, experimentation and contextual studies, students produce a sustained final outcome linked to their statement of intent and chosen theme. Emphasis is placed on AO4: Present a personal and meaningful response , alongside refinement of ideas, experimentation with media and purposeful visual communication. Students explore artists and cultures connected to their interests while developing confidence in drawing, painting, mixed media and photography.	Spring Term – Component 2: Externally Set Assignment (ESA) The AQA ESA theme is released in January, allowing students to independently explore and develop a chosen starting point through research, artist investigation, photography, experimentation and planning. Students are expected to work with greater originality and ambition, refining ideas through increasingly personal responses and creative decision-making. Greater emphasis is placed on independent photoshoots, composition, visual language and selecting appropriate materials and techniques under tighter deadlines.	Summer Term – ESA Final Examination & Submission Students complete a 10-hour sustained final outcome in supervised exam conditions, responding to their ESA preparatory work. The examination requires students to independently apply technical skills, experimentation and visual understanding developed throughout the course to produce a resolved and meaningful final response. Following completion, students submit their final portfolio demonstrating personal creativity, technical control, critical understanding and fulfilment of the AQA Assessment Objectives.		
Hospitality & Catering	Controlled Assessment Preparation and Advanced Skills Students develop practical skills by practising advanced cooking techniques like emulsification, bread making, and sauce preparation. They also work on time management and presentation skills through mock controlled assessments. Theory lessons cover detailed nutrition, food safety, and the science behind cooking methods, helping students prepare for the practical exam and deepen their understanding of food-related concepts.	Coursework Completion and Submission This term is dedicated to completing all aspects of the controlled assessment coursework. Students finalise planning, cooking, and evaluating their practical dishes under supervised conditions. They must demonstrate effective organisation, apply learned techniques, and produce detailed evaluations to meet the assessment criteria. Teachers provide individual support to ensure all coursework components are completed to a high standard before submission	Targeted Revision cycle Revision of all contents seen in the GCSE course with ongoing exam style practice. Whole-class reteaching addresses common misconceptions and strengthens weaker areas. This will include health & safety, hygiene, Environmental health officer, commercial and non commercial establishments, job roles, allergies, customer requirements and risk assessments.		
Art and Design 3D	Personal Project Development Students continue working on developing their portfolio of evidence for their personal projects; they will be refining their final outcomes and producing a meaningful response. They will select and combine the materials and techniques that they have most enjoyed and experienced success in using and focus on refining technical skills and creative expression. Students may continue to work in sketchbooks, drawing sheets, or using computer aided design to draw and develop their ideas appropriately. They continue to document their creative journey through written annotations, developmental drawing, and photography. They continue responding to other artists' work by reproducing work and critical analysis. Their coursework will be evaluated, and guidance will be given to enable students to provide evidence for the assessment of	AQA Externally Set Assignment (ESA) – Research and Planning The ESA themes are released by the exam board in early January. Students begin to explore their initial ideas through photography, mind maps, and mood boards. They follow the same procedure of developing, refining, and recording their journey in sketchbooks, digital portfolios, and through sketching, media experimentation, and contextual research. This term focuses on developing creative exploration in response to the ESA	Externally Set Assignment – Final Exam and Submission Students produce a meaningful response in their 10 hour, Non-exam Assessment. They apply skills and knowledge gained throughout the course to create a final outcome in three-dimension in any media of their choice. After completion, students write evaluations to reflect on their creative process and final outcome. Component 2 forms 40% of the overall GCSE grade and must demonstrate evidence of the assessment objectives. Students must show how they have developed their own work from the given starting point theme and refined their work through experimentation and		

	objectives. The completion of Component 1 is worth 60% of the GCSE in Art and Design 3D	theme. Students work towards a complete body of work that leads to a final outcome, produced in the 10 hour, Non-exam Assessment	working models. They must record their creative journey and show critical analysis of their work and decision making. Many students complete this course with a portfolio ready to take interviews and support college applications.		
Music	Set Work: Area of study 1: Badinerie – Suite No.2 in B minor BWV1067 (J.S. Bach) • Developing Appraisal, Performing and Composing Skills • Preparation for Component 2: Brief Composition, brief set by Eduqas, Draft 1 Set Work: Area of study 4: Africa (Toto/Pairch/Porcaro) • Developing Appraisal, Performing and Composing Skills • Completing Component 2: Brief Composition, brief set by Eduqas, Final Draft 2 Examination Preparation for PPE 1	Developing Appraising Written Examination Preparation for PPE 2 Completion of all NEA: • Component 1: Performing • Component 2: Composing including logs and scores Developing Appraising Written Examination Preparation Completion of all NEA: • Component 1: Performing • Component 2: Composing including logs and scores • Final Moderation	Targeted Revision cycle Revision of all content For Component 3 – the listening and appraising exam.		
Drama	Exploring Live Theatre and preparing for written exam success We continue to study An Inspector Calls – completing practical exploration of the full text and developing design knowledge, understanding and written exam skills. We also focus on Live Performance (Section B of the written exam, C3) with focus on analytical and evaluative writing around acting, design, and direction in our chosen performance of <i>Treasure Island</i>. Across both written exam sections, regular practice continues to build confidence in responding to exam-style questions. After November mock exam period, students begin to focus on the second practical unit – exploring a range of texts for performance. Text and group choices are made.	Component 2 Performance and Exam Preparation In the spring term, focus shifts to Component 2 where students create and rehearse a performance of extracts from a published script. This unit is assessed externally and a visiting examiner will attend to watch all performances. This usually takes place in the two weeks running up to the Easter break.	Targeted Revision cycle Revision of all content For Component 3 – the written exam. Whole-class reteaching addresses common misconceptions and strengthens weaker areas. Following the practical exam, focus shifts to revision for the written paper and targeted preparation for both sections: A) <i>An Inspector Calls</i> and the B) live theatre evaluation based on <i>Treasure Island</i>.		

Computing	Algorithms and Searching Students learn how standard searching algorithms work, including linear search and binary search. They study the steps involved in each method, apply them to data sets and compare their strengths and weaknesses, including the fact that binary search requires sorted data. Students also begin to identify the features of these algorithms when shown in code.	Sorting, Languages and Software Development Tools Students learn how standard sorting algorithms work, including bubble sort, insertion sort and merge sort. They compare these algorithms in terms of efficiency, memory use and suitability for different data sets, and recognise their features in code. They also study high-level and low-level languages, compilers and interpreters, and the role of an IDE in software development. SQL, 2D arrays and file handling are introduced and practised through exam-style programming tasks.	Ethical Issues and System Software Students study the ethical, legal, cultural and environmental impacts of digital technology, including issues such as privacy, hacking, copyright, cybersecurity, and the environmental effects of technology use and disposal. They also learn about system software, including operating systems and utility software, and understand how these programs manage, maintain and protect computer systems.	Paper 1 + 2 Revision and Exam Preparation Students revise the key Paper 1 topics from OCR J277, including systems architecture, CPU performance, memory, storage, wired and wireless networks, network hardware, topologies, protocols, IP and MAC addressing, encryption and cyber security. They revisit data representation, including binary, hexadecimal, images, sound and compression, and practise applying this knowledge to exam-style questions. The term also includes mixed retrieval, weak-topic revision, extended responses and timed practice across Paper 1 content to strengthen understanding, improve exam technique and prepare students fully for the final OCR J277 examinations.
BTEC SPORT	Component 1: Preparing Participants to Take Part in Sport and Physical Activity • Internal assessment (coursework) • Weighting: 30% • Students: - o Learn about different types of sport/physical activity. - o Explore equipment, clothing, and technology used. - o Look at barriers to participation (e.g. cost, time, facilities). - o Plan ways to encourage people to get involved in physical activity - o Prepare participants to for sport and physical activity - o Completed in Autumn year 11	Component 3: Developing Fitness to Improve Other Participants' Performance in Sport and Physical Activity • External assessment (written exam, set and marked by Pearson) • Weighting: 40% • Students: - o Learn about fitness components and training principles (FITT & SPAIRVR)). - o Explore training methods and fitness tests. - o Design and review fitness programmes. - o Sit a 1 hour 30 min written exam (short answers, long answers, scenarios). - o Completed in Summer year 11	Targeted Revision cycle Revision of all contents seen in the BTEC course with ongoing exam style practice. Whole-class reteaching addresses common misconceptions and strengthens weaker areas.	

Core PE	The Key Stage 4 Physical Education curriculum builds upon the fundamental skills, knowledge and confidence developed during Key Stage 3, enabling students to become more independent, resilient and physically active young people. Through a broad and engaging range of activities, students are encouraged to participate fully, refine their techniques and apply tactical understanding in increasingly challenging situations. At Key Stage 4, students develop greater independence by taking responsibility for their own performance, decision-making and personal improvement. They are encouraged to evaluate strengths and areas for development, adapt strategies and techniques, and demonstrate leadership, teamwork and communication skills across a variety of sporting and physical activities. The curriculum focuses on adapting and refining previously learned skills to improve consistency, control and performance under pressure. Students are challenged to apply their knowledge in competitive, creative and fitness-based contexts while developing confidence and perseverance. A key priority of the curriculum is ensuring that valuable PE time is used effectively to promote lifelong participation in physical activity. Students are encouraged to understand the importance of regular exercise in supporting both physical and mental health, including improving fitness, reducing stress, building self-esteem and promoting overall wellbeing. Through positive participation and personal challenge, Key Stage 4 PE aims to inspire students to lead healthy, active lifestyles beyond school and into adulthood		
PSHE	Relationships: Relating to others Skills for successful relationships Parenting skills and family life Exploitation and abuse in families Help and support in families Emotional well-being and mental health: Pressures and influences Facing challenges	Emotional well-being and mental health: Work life balance Bereavement Sex, sexuality and sexual health: Sexual health Pregnancy choices Identity: Individual, community and family values Communities: Living in Britain Diverse and conflicting values	Communities: The equality act and hate crimes Discrimination through invisibility Challenging discrimination Democracy and voting Identity: Gender identity and transgender

Religious Education	Module 1: Religion & War This module explores why wars begin and whether religion can cause or justify conflict. Students consider whether fighting can ever become a religious duty, the consequences of warfare and the particular challenge of nuclear weapons. They then examine how war should be fought and whether pacifism offers a more moral alternative. Key Questions: 1. Why do people go to war? 2. Does religion cause war? 3. Can religion ever justify war? 4. Can war ever be fought morally?	Module 2: Religion & Ethics This module explores how people make difficult moral decisions and where ideas about right and wrong come from. Students apply religious and philosophical thinking to the value of animal and human life, considering vegetarianism, personhood and speciesism before examining major ethical questions surrounding abortion and euthanasia. Key Questions: 1. How do we decide what is morally right or wrong? 2. Are animal and human lives equally valuable? 3. When does human life become valuable? 4. Is it ever morally acceptable to end a human life?
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