



*This guide provides an overview of the curriculum content
for students in Year 11*

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|---------------------|----------------------------------|
| ♦ English | ♦ Digital Information Technology |
| ♦ Maths | ♦ French |
| ♦ Science | ♦ Spanish |
| ♦ Geography | ♦ Portuguese |
| ♦ History | ♦ Physical Education (PE) |
| ♦ Religious Studies | ♦ Art |
| ♦ Business | ♦ Photography |
| ♦ Psychology | ♦ Drama |
| ♦ Music | |

ENGLISH - AQA ENGLISH LANGUAGE GCSE

What is being taught this year:

AUTUMN TERM

Half Term 1 / Half Term 2

Language Paper 1

Students read across a range of unseen fiction texts to build on their independent comprehension, analytical and evaluative skills.

Students also develop their fiction writing skills (both descriptive and narrative) through active reading of different prose. Students will hone their narrative voice by focusing on judicious choice of content, language crafting and organisation. Students can draw on their knowledge of sentence types, effective punctuation and effective vocabulary from KS3.

SPRING TERM

Half Term 3 / Half Term 4

Language Paper 2

In this unit, students continue to apply their independent comprehension and analytical skills this time in preparation for Paper 2, the texts are non-fiction texts. Students will also have to make relevant comparisons for this paper as two unseen texts on a common topic are presented to the students.

Students continue to practise and develop their writing skills but this time for a formal form and with the purpose to develop a strong voice/response on a topical issue and draw from their academic journey of planning and clear expression.

SUMMER TERM

Half Term 5 / Half Term 6

Revision

At this point in the course, students have studied the main skills required for both sections of Paper 1 and Paper 2 and revised the all the context for the language specification.

The priority for this term is examination practice in timed conditions with timely feedback.

MATHS

What is being taught this year:

Throughout Year 11 the same topics are studied as in Year 10, but at a faster pace to ensure there is plenty of time for revision during half term 5 to prepare for the exams at the end of the year. There is a continued aim of ensuring that strong foundations are in place for each topic, before building on these with ever-increasing depth and a particular focus on application to unfamiliar contexts and developing problem-solving techniques.

AUTUMN TERM

Half Term 1

In the first half term of Year 11, we revisit key number and algebra skills to ensure that strong foundations are in place from which to develop problem solving skills and fluency in applying these concepts to other contexts.

Higher Content:

- ◆ Simplifying, expanding & factorising
- ◆ Algebraic fractions
- ◆ Solving equations
- ◆ Completing the square
- ◆ Solving inequalities
- ◆ Numerical index laws
- ◆ Ratio
- ◆ Proportion (numerical and algebraic)
- ◆ Sequences
- ◆ Simultaneous equations
- ◆ Rearranging formulae

Foundation Content:

- ◆ Calculations & negative numbers
- ◆ Powers, roots & BIRDMAS
- ◆ Collecting like terms
- ◆ Algebraic index laws
- ◆ Expanding brackets & factorising
- ◆ Substitution
- ◆ Solving linear equations
- ◆ Decimals
- ◆ Units of measure
- ◆ Rounding and estimation
- ◆ Numerical index laws
- ◆ Factors, multiples and primes
- ◆ Fractions
- ◆ Percentages
- ◆ Converting between fractions, decimals and percentages
- ◆ Ratio

Half Term 2

During this half term there is a strong focus on applying number and algebra skills to geometric scenarios in trigonometry, area and volume. Numerical and proportional reasoning skills are also applied to complex contexts in similar shapes. Students further develop their problem solving skills through the study of algebraic proof and percentages.

Higher Content:

- ◆ Functions
- ◆ Iteration
- ◆ Algebraic proof
- ◆ Pythagoras & Trigonometry (SOHCAHTOA)
- ◆ Trigonometry: sine & cosine rules
- ◆ Area & circles
- ◆ Surface area & volume
- ◆ Similar shapes
- ◆ Primes, factors, multiples & estimation
- ◆ Standard form
- ◆ Surds
- ◆ Fractions, decimals & percentages

Foundation Content

- ◆ Proportion
- ◆ Probability
- ◆ Quadratic equations
- ◆ Inequalities
- ◆ Sequences
- ◆ Simultaneous equations
- ◆ Standard form
- ◆ Coordinates & plotting graphs
- ◆ Quadratic, cubic & reciprocal graphs
- ◆ Straight line graphs.
- ◆ Perimeter

SPRING TERM

Half Term 3

In this half term we revisit probability and statistics to ensure that students are finely tuning their data interpretation and analysis skills. We also recap key geometric topics and further develop students' problem solving skills when working with real-life contexts when studying bounds.

Higher Content:

- ◆ Compound measures
- ◆ Probability
- ◆ Accuracy & bounds
- ◆ Averages
- ◆ Representing data
- ◆ Histograms
- ◆ Angles in parallel lines
- ◆ Angles in polygons
- ◆ Transformations

Foundation Content:

- ◆ Area
- ◆ Circles
- ◆ Surface area & volume
- ◆ Angles & polygons
- ◆ Compound measures (speed, density, pressure)
- ◆ Data collection & sampling
- ◆ Averages
- ◆ Frequency tables
- ◆ Charts
- ◆ Pie charts
- ◆ Pythagoras

Half Term 4

During this half term we further hone students' application and problem solving skills through the study of complex coordinate geometry problems involving straight lines and circles. Students also further develop their proof and deduction skills through the study of vectors and congruent triangles.

Higher Content:

- ◆ Coordinate geometry
- ◆ Circle theorems
- ◆ Equation of a circle
- ◆ Graph transformations
- ◆ Vectors
- ◆ Congruent triangles
- ◆ Construction, loci & bearing

Foundation Content:

- ◆ Trigonometry (SOHCAHTOA)
- ◆ Transformations
- ◆ Similarity & congruence
- ◆ Plans & elevations
- ◆ Constructions & loci
- ◆ Bearings
- ◆ Real-life graphs
- ◆ Distance/velocity-time graphs
- ◆ Vectors.

SUMMER TERM

Half Term 5

In this half term, the focus shifts to revision, to ensure that students are fully prepared for their GCSE exams. Students complete fortnightly mocks which their teachers mark and give feedback of areas of strength and areas which need more focus.

These areas are then targeted through revision lessons to ensure that students become more confident and able to tackle exam-style questions.

Half Term 6

Exams

MATHS - FURTHER MATHS GCSE

What is being taught this year:

Those students who have been entered early for their GCSE have the opportunity to study GCSE Further Maths in Year 10 or 11. This qualification provides an excellent introduction to some key A-level Maths and Further Maths topics and helps set students up to be successful at A-level. This provides more challenge for our high achieving students by assessing their higher order mathematical skills, particularly algebraic reasoning, in greater depth, thus preparing them fully to maximise their potential in further studies at Level 3. This content covered whilst studying for this qualification places an emphasis on higher order technical proficiency, rigorous argument and problem solving skills.

AUTUMN TERM

Half Term 1

Students will revisit some algebra and number topics from GCSE to ensure that fluency has been acquired, but also extend them to new concepts, for example, solving simultaneous equations with three unknowns. Students will also develop their understanding of functions, an important A-level topic, as they study domain and range. They will also extend topics such as coordinate geometry from GCSE and look at the equations of circles which are not centred on the origin.

Content:

- ◆ Product rule for counting
- ◆ Surds
- ◆ Algebraic fractions
- ◆ The factor theorem
- ◆ Binomial expansion
- ◆ Sketching functions
- ◆ Domain and range
- ◆ Composite & inverse functions
- ◆ Solving equations & inequalities
- ◆ Simultaneous equations (3 unknowns)
- ◆ Algebraic proof
- ◆ Sequences
- ◆ Equations of straight lines & circles

Half Term 2

Students meet the topic of calculus; an essential A-level topic which builds on their understanding of algebra and its applications. In addition, students deepen their understanding of trigonometry and make links with solving equations as they are introduced to key concepts of trigonometric graphs and solving trigonometric equations.

They also further their understanding of transformations from GCSE as we look at how matrices can be used in transformations.

Content:

- ◆ Differentiation
- ◆ Tangents & normals
- ◆ Increasing & decreasing functions
- ◆ Stationary points
- ◆ Matrices
- ◆ The identity matrix
- ◆ Matrix transformations
- ◆ Geometric proof
- ◆ Pythagoras & trigonometry in 3D
- ◆ Trigonometric graphs
- ◆ Trigonometric identities
- ◆ Solving trigonometric equations
- ◆ Integration

SPRING TERM

Half Term 3

In the remaining time before the exams at the end of the year, those students who are re-sitting their GCSE will now study a SOW targeted at achieving a grade 9 through the study of challenging GCSE topics. Those who have already achieved a grade 9 will continue to revise and develop their understanding of GCSE Further Maths concepts and practice their problem solving skills when applying the content to new scenarios. Students also complete weekly mocks which their teachers mark and give feedback on. Any areas which need more focus are then targeted through revision lessons to ensure that students become more confident and able to tackle exam-style questions.

GCSE resit content:

- ◆ Accuracy & bounds
- ◆ Functions
- ◆ Histograms
- ◆ Probability
- ◆ Vectors
- ◆ Circle Theorems
- ◆ Congruent proofs

Half Term 4

During this half term, those students who are re-sitting their GCSE continue to follow a SOW targeted at achieving a grade 9 through the study of challenging GCSE topics. Those who have already achieved a grade 9 will continue to revise and develop their understanding of GCSE Further Maths concepts and practice their problem solving skills when applying the content to new scenarios. Students continue to sit weekly mocks to ensure they become familiar with the style of questions in the exam and constantly receive feedback on their progress.

GCSE resit content:

- ◆ Venn diagrams
- ◆ Graph transformations
- ◆ Coordinate geometry
- ◆ Regions
- ◆ Velocity-time graphs
- ◆ Constructions, loci and bearings

SUMMER TERM

Half Term 5

In this half term, the focus continues to be on revision, to ensure that students are fully prepared for their exams.

Students continue to complete weekly mocks which their teachers mark and give feedback of areas of strength and areas which need more focus.

These areas are then targeted through revision lessons to ensure that students become more confident and able to tackle exam-style questions.

Half Term 6

Exams

MATHS - ADDITIONAL MATHS FSMQ

What is being taught this year:

Those students who have been entered early for their GCSE have the opportunity to study GCSE Further Maths in Year 10 or 11. This qualification provides an excellent introduction to some key A-level Maths and Further Maths topics and helps set students up to be successful at A-level. This provides more challenge for our high achieving students by assessing their higher order mathematical skills, particularly algebraic reasoning, in greater depth, thus preparing them fully to maximise their potential in further studies at Level 3. This content covered whilst studying for this qualification places an emphasis on higher order technical proficiency, rigorous argument and problem solving skills

AUTUMN TERM

Half Term 1

During the first half term of studying for the Additional Maths FSMQ, students build on their algebraic knowledge from GCSE Further Maths and learn how to solve more complex equations such as cubics. In addition, they learn about the Binomial distribution, the first of the statistical distributions met at A-level.

Content:

- ◆ Algebraic manipulation
- ◆ Solving equations and inequalities
- ◆ Solving cubic equations
- ◆ Recurrence relations
- ◆ Binomial expansion
- ◆ The Binomial distribution
- ◆ Product rule for counting
- ◆ Permutations and combinations
- ◆ Equations of straight lines
- ◆ Equations of circles
- ◆ Linear programming
- ◆ Pythagoras & trigonometry in 3D
- ◆ Trigonometric graphs
- ◆ Trigonometric identities
- ◆ Solving trigonometric equations

Half Term 2

In the second half term, students deepen their understanding of calculus from GCSE Further Maths. They recap the key skills before applying them to more complex situations and starting to look at how they can be used to model real-life scenarios, such as variable acceleration and maximising/minimising problems.

Content:

- ◆ Differentiation
- ◆ Tangents & normals
- ◆ Increasing & decreasing functions
- ◆ Stationary points
- ◆ Integration
- ◆ Using integration to find areas
- ◆ Kinematics (constant & variable acceleration)
- ◆ Iteration
- ◆ Trapezium rule
- ◆ Exponential graphs
- ◆ Logarithms
- ◆ Solving equations using logarithms

SPRING TERM

Half Term 3

During this half term, we take students above and beyond the content required for Additional Maths, and start teaching students some important new concepts, such as complex numbers, which are essential for A-level Further Maths. We also re-visit matrices, which students first learnt when studying GCSE Further Maths in Year 10 and give students a deeper understanding of how matrices can be used to tackle complex problems.

Content:

- ◆ Introduction to complex numbers
- ◆ Argand diagrams: modulus & argument
- ◆ Matrices
- ◆ Determinants & inverse matrices
- ◆ Matrices & simultaneous equations
- ◆ Matrix transformations

Half Term 4

In half term 4, we continue to explore higher level maths content, to pique students' interest in studying Further Maths at A-level. We extend students' knowledge of proof from GCSE by looking at proof by induction, and we also build on their mechanics knowledge from half term 2 by looking at energy & momentum.

Content:

- ◆ Proof by induction
- ◆ Energy & momentum
- ◆ Number theory
- ◆ Group theory

SUMMER TERM

Half Term 5

In this half term, the focus shifts to revision, to ensure that students are fully prepared for their Additional Maths exam. Students complete weekly mocks which their teachers mark and give feedback of areas of strength and areas which need more focus.

These areas are then targeted through revision lessons to ensure that students become more confident and able to tackle exam-style questions.

Half Term 6

Exams

SCIENCE

What is being taught this year:

Subject specialist teachers on rotation each term. Therefore, the order may vary.
All students cover the same material by the of the academic year

AUTUMN TERM

Half Term 1 / Half Term 2

Combined - Physics

Students are entering Year 11 having completed a full Physics Paper 1. In this half term, they are therefore targeting Physics Paper 2, as this content will deepen their understanding of previous Physics content. They will begin the term with revisiting Physics Topic 8 (Forces and Work Done) content from Year 10 and then will work systematically through the Topics on this paper to develop their skills of the exam. Students will need to draw upon knowledge of forces and states of matter to explore concepts such as vector diagrams, Fleming's left-hand rule and pressure.

Topics:

Topic 9 – Forces and their effects
Topic 12 – Magnetism and the motor effect
Topic 13 – Electromagnetic induction
Topic 14 – Particle Model
Topic 15 – Forces and Matter

In the latter half of half term 2, the students continue studying Biology Paper 1 content. They are beginning this part of the half term by revisiting previously learnt content in Topic 1 as this contains important components necessary for future topics.

Topic 3 follows which revisits genetics, previously covered in Year 8, and students deepen their understanding of these concepts and are exposed to more challenging composites such as sex inheritance. Lastly topic 4 is studied in which natural selection and genetic modification, continuous and discontinuous variation are revisited and further built upon from KS3.

SPRING TERM

Half Term 3 / Half Term 4

Combined – Biology

Students will move on to Biology by starting with Topic 6, where students learn about photosynthesis and other plant centred processes such as Transpiration. Students then begin Topic 7 which allows students to develop knowledge of homeostasis, hormones and their effects on various organs including insulin, adrenaline, thyroxine and the hormones of the menstrual cycle. In topic 8, students will study exchange and transport systems in animals including the structure of the heart and the process of respiration where students will deepen their understanding which was initially developed in KS3. Topic 9 is then completed with a focus on concepts such as nutrient cycles and interdependence in ecosystems.

Topics:

Topic 6 – Plant structures and their functions
Topic 7 – Animal Coordination, control & homeostasis
Topic 8 – Exchange and transport in animals
Topic 9 – Ecosystems and material cycles.

Combined - Chemistry

The students will then move onto the more challenging topics of Topic 3 (chemical changes) and Topic 4 (extracting metals and equilibria) where students are exposed to concepts such as neutralisation, ionic equations and Le Chatelier's principle.

Topics:

Topic 3 – Chemical Changes
Topic 4 – Extracting metals and equilibria

SUMMER TERM

Half Term 5 / Half Term 6

Combined – Revision

During the summer term students undertake tailored revision that will be chosen by their subject lead and class teacher to make sure students are exam ready. This will help students to consolidate their learning ahead of GCSE exams in June.

SCIENCE

What is being taught this year:

AUTUMN TERM

Half Term 1 / Half Term 2

Separate – Physics

Students are entering Year 11 having completed a full Physics Paper 1. In this half term, they are therefore targeting Physics Paper 2. The students in separate previously learnt Topic 10 and 11 and the content covered this year will build on these topics. Students will need to draw upon knowledge of forces and states of matter to explore concepts such as vector diagrams, Fleming's left-hand rule and pressure.

Topics:

Topic 9 – Forces and their effects
Topic 12 – Magnetism and the motor effect
Topic 13 – Electromagnetic induction
Topic 14 – Particle Model
Topic 15 – Forces and Matter

SPRING TERM

Half Term 3 / Half Term 4

Separate – Biology

Students will move on to Biology by starting with Topic 6, where students learn about photosynthesis and other plant centred processes such as Transpiration. Students then begin Topic 7 which allows students to develop knowledge of homeostasis, hormones and their effects on various organs including insulin, adrenaline, thyroxine and the hormones of the menstrual cycle. In topic 8, students will study exchange and transport systems in animals including the structure of the heart and the process of respiration where students will deepen their understanding which was initially developed in KS3. Topic 9 is then completed with a focus on concepts such as nutrient cycles and interdependence in ecosystems.

Topics:

Topic 6 – Plant structures and their functions
Topic 7 – Animal Coordination, control & homeostasis
Topic 8 – Exchange and transport in animals
Topic 9 – Ecosystems and material cycles.

Separate - Chemistry

The students will then move onto the more challenging topics of Topic 3 (chemical changes) and Topic 4 (extracting metals and equilibria) where students are exposed to concepts such as neutralisation, ionic equations and Le Chatelier's principle. During half term 4, students will begin to develop their knowledge of the separate only content in which they will deepen their understanding of calculations, equations and organic chemistry as well as developing their understanding of practical skills.

Topics:

Topic 3 – Chemical Changes
Topic 4 – Extracting metals and equilibria
Topic 5 – Separate Chemistry I
Topic 9 – Separate Chemistry II

SUMMER TERM

Half Term 5 / Half Term 6

Separate – Chemistry and Revision

During this term, students are finishing their content on Separate Chemistry II in which they will finalise learning concepts on practical skills such as titrations and develop understanding of organic chemistry further. Finally, during the summer term students undertake tailored revision that will be chosen by their subject lead and class teacher to make sure students are exam ready. This will help students to consolidate their learning ahead of GCSE exams in June.

GEOGRAPHY

What is being taught this year:

AUTUMN TERM

Half Term 1

Weather Hazards and Climate Change – Paper 1

Pupils will deepen their understanding of global atmospheric and oceanic processes previously learnt in Year 10. Building on pupils' prior knowledge of droughts and tropical cyclones, pupils will spend greater time on the assessing the severity of weather hazards in countries with contrasting development levels. This will allow students to practice the skills required to achieve in 8 markers.

Ecosystems, Biodiversity and Management – Paper 1

Pupils will build upon their knowledge of global biome distribution learnt in Year 10 and apply knowledge from atmospheric processes taught in Weather Hazards. The Ecosystems topic has an 8 marker more significantly weighted than the rest of the Paper 1 topics, therefore a focus in Year 11 to apply knowledge from across the topic to answer synoptic 8 markers.

Assessment: 1-hour assessment on Weather Hazards and Climate Change with GCSE questions and 8 markers.

Half Term 2

Changing Landscapes – Paper 1

Following two lessons revisiting foundational concepts such as geomorphological processes and geology, pupils apply their understanding to the upcoming coastal and river units.

Coastal Landscapes and processes – Paper 1

River Landscapes and Processes – Paper 1

Assessment: Pupils will sit an assessment on Paper 1 topics – Weather hazards and Climate Change, Ecosystems, Biodiversity and Management and Coastal Landscapes. Past paper GCSE questions will be used including 1,2,3,4 and 8 markers.

SPRING TERM

Half Term 3

Global Development – Paper 2

This topic is re-visited to build on the human concepts and processes learnt in Year 9 and 10. The focus of each topic is to deepen understanding of complex concepts such as reducing uneven development in order to promote higher level thinking through assessment and evaluation of factors in 8 markers. Pupils will also practice applying their knowledge to unfamiliar locational contexts during lesson time to master fundamental exam skills.

Resource Management – Paper 2

Energy Resource Management is a synoptic unit. This topic revisits the changing global energy demand and consumption previously learnt in Year 10. A greater range of strategies to promote sustainable development in both the UK and China are taught with a greater focus on factors influencing the success of each country's sustainable management. This enables pupils to practice 'assessing' and 'evaluating' factors to achieve in 8 markers.

Changing Cities – Paper 2

Pupils will re-visit this topic having studied the core concepts in Year 10 with a focus on engaging with 'assess' and 'evaluate' 8 mark questions.

Assessment: Pupils will sit a 1-hour 30 min assessment on Paper 1 and Paper 2 topics.

Half Term 4

Urban Fieldwork – Paper 3

Pupils will investigate on regeneration in Stratford and will visit Stratford to collect primary data. The enquiry cycle is followed in lessons whereby pupils will present, analyse and reach conclusions on their data. Other examples of urban fieldwork are investigated to ensure pupils can complete unfamiliar questions in the GCSE Paper 3.

Rivers Fieldwork – Paper 3

Pupils will apply the enquiry cycle learnt last topic to the geographic enquiry process undertaken during their river fieldtrip in Year 10. All year 11 classes will focus on the application of fieldwork techniques to unfamiliar fieldwork questions to develop

UK Challenges – Paper 3

This encompasses the skills and knowledge learnt from studying Paper 1 and 2 topics in Year 9 and 10. The topic stems around broad challenges the UK is facing, linking closely to previous topics taught in KS4. For example, the two-speed economy that revisits themes on UK development and urban processes (Paper 2 topics). Pupils will be taught the skills to achieve in 12-mark questions.

Assessment: Pupils will sit an assessment on Paper 3 topics – Weather hazards and Climate Change, Ecosystems, Biodiversity and Management and Coastal Landscapes. Past paper GCSE questions will be used including 1,2,3,4 and 8 markers.

SUMMER TERM

Half Term 5

Exam skills and revision

Using regular assessment of Paper 1, 2 and 3 content teachers will identify key aspects of the course to focus revision and high level exam skills such as 8 markers in preparation for summer exams.

Assessment: Pupils will sit Paper 1, Paper 2 and Paper 3 mocks, marked by the class teacher and feedback given during lesson time.

Half Term 6

HISTORY

What is being taught this year:

Similar to the Key Stage Three curriculum, the curriculum taught at Key Stages Four is sequenced chronologically to support students in developing a coherent and memorable narrative of the history of Britain, Europe and the wider world. The curriculum at Key Stage Four and Five continues to be structured and sequenced around rigorous historical enquiries, ensuring students continue to learn substantive and disciplinary knowledge in combination and draw on their layers of knowledge to independently construct historical accounts and arguments.

From Year 10, we ensure students **fulfil Edexcel's intentions for the GCSE history curriculum** (see the five intentions above). At Key Stage Four, we also ensure students have been taught all four of the units that make up Edexcel's GCSE history specification. Therefore, students are taught two additional units on:

- ◆ **Weimar and Nazi Germany, 1918-1939; and**
- ◆ **Superpower relations and the Cold War, c1943-1991.**

We intend for the two 20th century units to deepen the period knowledge that students have already developed about the challenges faced by Britain, Europe and wider world since 1901, and to develop their schemata of some of the substantive concepts they encountered across Years 7 to 9 (including “democracy”, “dictatorship”, “fascism”, “communism” and “conflict”). Where appropriate, we also intend to provide opportunities for students to encounter topics that go beyond the Edexcel history specification. This upholds the high-level of challenge and ambition that has remained at the core of the history curriculum since Year 7, and ensures students continue to encounter a diversity of people and groups at Key Stage Four.

Across Year 10, we also intend for students to **learn historical topics that go beyond the GCSE history specification**. This ensures that the Year 10 history curriculum: remains ambitious for all students continues to reflect the diversity of people, groups and experiences in the past; and strengthens the narrative of the past that students have been building since Year 7. The additional enquiries serve to further contextualise the substantive knowledge students have acquired of the twentieth century world.

AUTUMN TERM

Half Term 1

PAPER 2 REVISION:

Superpower relations and the Cold War, c1941-1991

NOTE: Due to variations in curriculum time, classes 11Hi3 and 11HiT will be learning this paper for the first time during this term.

Half Term 2

PAPER 2 REVISION:

Henry VIII and his chief ministers, 1509-1540

SPRING TERM

Half Term 3

PAPER 3 REVISION:

Weimar and Nazi Germany, 1918-1939

Half Term 4

PAPER 1 REVISION:

Medicine in Britain, and the British sector of the Western Front

SUMMER TERM

Half Term 5 / Half Term 6

PRIORITY REVISION FOR GCSE HISTORY

RELIGIOUS STUDIES

What is being taught this year:

AUTUMN TERM

Half Term 1

OCR GCSE: Buddhism beliefs, teachings and practices

Students explore the life of Siddhartha Gautama and his journey to enlightenment. They engage with some of the central teachings in Buddhism and compare views for the Theravada and Mahayana tradition. Students consider how these beliefs manifest themselves into practices that vary around the world.

Half Term 2

OCR GCSE: Hinduism beliefs, teachings and practices

Students engage with key beliefs and scripture in Hinduism to gain a deeper understanding of the philosophy of the religion. Students develop their hermeneutical skills further by engaging with a selection of the rich texts found in Hindu traditions. They see how Hinduism is practiced and how different communities engage with Hinduism today.

SPRING TERM

Half Term 3

OCR GCSE: Philosophical themes – Ultimate Reality, and Relationships and Families

Students apply their knowledge and understanding of Buddhism to a range of philosophical and ethical themes. The Ultimate Reality concerns questions around the existence of God and the universe and students are able to debate a range of views. Relationships and Families builds on some knowledge in year 10 but allows students to engage with the ethical frameworks found in Buddhist tradition.

Half Term 4

OCR GCSE: Philosophical themes – Peace and Conflict, Religious Dialogue, Revision

Students continue their study of Buddhist philosophy by exploring differing views of issues around peace and conflict. Students will look at case studies to explore how humans respond in some of the most desperate situations and consider the ethics around conflict. Religious dialogue allows students to explore the relationship between religion and science and think about the similar questions both areas of knowledge explore.

SUMMER TERM

Half Term 5

OCR GCSE: Philosophical themes – Peace and Conflict, Religious Dialogue, Revision

Students continue their study of Buddhist philosophy by exploring differing views of issues around peace and conflict. Students will look at case studies to explore how humans respond in some of the most desperate situations and consider the ethics around conflict. Religious dialogue allows students to explore the relationship between religion and science and think about the similar questions both areas of knowledge explore.

Half Term 6

BUSINESS

What is being taught this year:

11 CNAT

AUTUMN TERM

Half Term 1

Students will start the year by building on their knowledge of business finance. Students will revisit key concepts such as revenues, costs, profits and cash flow to ensure that they have a solid grasp of these concepts. Students will then learn how to create and analyse financial statements such as balance sheets which they will use to calculate liquidity ratios.

Half Term 2

Once students have a solid understanding and ability to apply financial concepts, students will then revisit the marketing aspects of enterprise. Students will learn about the different promotional techniques which enterprises use to target specific market segments.

SPRING TERM

Half Term 3

Students will sit their first examination in this half term so time is spent finessing examination technique and consolidating learning.

Half Term 4

Based on performance in the first examination, revision will target specific aspects of the course.

SUMMER TERM

Half Term 5

Students will be able to sit the examination a second time before starting study leave.

Half Term 6

11 GCSE

AUTUMN TERM

Half Term 1

In the first half term pupils learn about human resources management including the structure of organisations, methods of motivation and the benefits of a well-trained work force. Pupils are taught about the recruitment and selection process used by most organisations and are able to practice their own application skills.

Half Term 2

In the second half term, students learn about the logistics of organisations. Pupils learn about how products are made and quality assured as well as evaluating the benefits of various stock control methods.

SPRING TERM

Half Term 3

Pupils recap Theme 1 knowledge taught in Year 10 including the legal forms of business and sources of finance. This prepares them to access Topic 2.1. In Topic 2.1 pupils learn how businesses grow from being a small business to a multinational corporation. Pupils consider the HR and operational challenges businesses face as they grow in size.

Half Term 4

Pupils revise Theme 1 and Theme 2 content as required.

SUMMER TERM

Half Term 5 / Half Term 6

Examination series.

PSYCHOLOGY

What is being taught this year:

AUTUMN TERM

Half Term 1

Research Methods

Students must demonstrate knowledge and understanding of a variety of research methods, when they should be used while also being able to evaluate such methods. Additionally, students should be able to interpret raw data in order to draw conclusions.

Knowledge and understanding of research methods, practical research skills and mathematical skills will be assessed across all topic areas in Paper 1. So it is vital this module is taught first.

Memory

In this module, students must demonstrate knowledge and understanding of the models of memory. While remaining critical of such theories. Additionally, they must be able to analyse and evaluate evidence for the theories of memory. Students must also show their awareness of factors affecting their memory.

This module is taught next as there are relevant links in the following topics.

Half Term 2

Perception

Students will be able to demonstrate knowledge and understanding of theories of sensation and perception. Whilst being able to analyse and evaluate such theories Students will be able to describe and evaluate factors affecting perception. They will also be able to show how the studies for topics relate to the associated theory.

This module is taught next as there are links with development.

Development

Students will be able to demonstrate knowledge and understanding of early brain development. Students will be able to describe and evaluate Piaget's stage theory and the development of intelligence. Whilst also being able to apply his ideas to education. In addition, students will be able to apply their knowledge of the effects of learning on development. Finally, students will be able to demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity.

This topic is taught last so students have completed a whole paper.

SPRING TERM

Half Term 3

Language

Students will be able to describe and evaluate the possible relationship between language and thought. They will be able to apply their knowledge of the effects of language and thought on our view of the world.

Students will demonstrate their knowledge and understanding of the differences of animal and human communication. They will also have understanding of non-verbal communication and be able to describe and evaluate the theories of non-verbal behaviour.

This module is the first to be taught as there are some links with other topics such as psychological problems. Students also have prior knowledge about Piaget from an earlier topic (development).

Brain and Neuropsychology

Students will be able to demonstrate knowledge and understanding of the structure and function of neurons, nervous system and neuropsychology. They will be able to analyse, interpret and evaluate theories and studies.

This module is taught as an understanding of the brain helps students with the next module (psychological problems) as there are several links.

Half Term 4

Psychological problems

Students will be able to demonstrate knowledge and understanding of mental health and the risk factors.

They will be aware of how the incidence of significant mental health problems changes over time.

Students will also demonstrate knowledge of the effects of significant mental health problems on individuals and society.

Moreover, students will have the skills and knowledge necessary to describe and evaluate explanations of addiction and depression.

Students will also be able to evaluate therapies and treatments including in terms of their appropriateness and effectiveness.

SUMMER TERM

Half Term 5

Social influence

Students will be able to demonstrate knowledge and understanding of social behaviour. Whilst, understanding and evaluating theories explaining such behaviour, they will be able to show how psychological knowledge of social behaviour change over time and how these inform our understanding of behaviour. In addition, they will be able to show how the studies for this relate to the associated theory. Finally, students will be able to demonstrate the contribution of social behaviour to an understanding of individual, social and cultural diversity

This module is taught last as it is a stand-alone topic.

Recall of learning

Students will revisit their previous learning during this time. Recall sessions start with a retrieval practice task and then moves into an application and practice phase and then lastly students will engage in critical skills tasks. During this time students will also develop their exam skills through walking talking mocks, exam skills workshop and past paper practice.

Half Term 6

Exams

DIGITAL INFORMATION TECHNOLOGY

What is being taught this year:

AUTUMN TERM

Half Term 1

Component 3: Effective Digital Working Practices

Aim: C Draw conclusions and review data presentation methods

Students will now use their dashboard they created last term and draw conclusions and make suitable recommendations based on the information displayed in the dashboard. Students will also consider how the presentation methods chosen impact on the conclusions and recommendations they have made.

Half Term 2

Component 3: Effective Digital Working Practices

Aim: D Planning & communication in digital systems.

Students will understand the purpose of key diagrams which are used in organisations to show how textual and diagrammatical communication can be used to explain digital solutions. Students will develop how to interpret, refine and draw data flow diagrams, flow charts and system diagrams.

SPRING TERM

Half Term 3

(Official BTEC exam 1st attempt: Jan 2026)

Component 1 resits (teacher's discretion): Exploring User Interface Design Principles and Project Planning Techniques

(Controlled Assessment)

Component 3: Effective Digital Working Practices

Aim A and B revision techniques and exam practice.

Half Term 4

Component 2 resits (teacher's discretion)

Presenting and Interpreting Data

(Controlled Assessment)

Submission: May

Component 3: Effective Digital Working Practices

Aim A, B, C and D revision techniques and exam practice.

SUMMER TERM

Half Term 5

(Official BTEC exam 2nd attempt: Jan 2026)

Half Term 6

Course completion

FRENCH

What is being taught this year:

AUTUMN TERM

Half Term 1

Productive skills: **Productive skills:** in Autumn 1, students build on their knowledge and skills from Year 10. They learn vocabulary on the topic of Home and Local Area and learn how to describe their current and ideal homes and towns using complex structures. In the second half of the half term, students revisit the perfect tense to describe past family celebrations.

Receptive skills: students complete a range of Higher Tier listening and reading exam questions within this context

Half Term 2

Productive skills: **Productive skills:** in Autumn 2, students revisit the four tenses covered in Autumn 1 and continue to develop their written accuracy. Towards the end of the term, students learn vocabulary related to the topic of health as well as how to form the subjunctive in order to further develop the complexity of their language.

Receptive skills: students complete a range of Higher Tier listening and reading exam questions within this context

SPRING TERM

Half Term 3

Productive skills: **Productive skills:** in Spring 1, students start by learning vocabulary relating to the topic of the environment so that they can write discuss a range of global issues affecting the planet. In the second half of the term, students begin their revision for the GCSE exam.

Receptive skills: students complete a range of Higher Tier listening and reading exam questions within this context

Half Term 4

Productive skills: in Spring 2, students continue to prepare for their GCSE exams. They revisit previously-seen tenses and topics. A strong emphasis is placed on speaking skills. Students complete mock speaking exams.

Receptive skills: students complete a range of Higher Tier listening and reading exam questions within this context

SUMMER TERM

Half Term 5

Productive skills: in Spring 2, students continue to prepare for their GCSE exams. They revisit previously-seen tenses and topics. A strong emphasis is placed on writing skills. Students complete mock speaking exams.

Receptive skills: students complete a range of Higher Tier listening and reading exam questions within this context

Half Term 6

SPANISH - HIGHER GCSE

What is being taught this year:

AUTUMN TERM

Half Term 1

Productive skills: Students begin Year 11, broadly speaking, by studying the GCSE topics that they have not seen in Year 10, namely, technology, and the most challenging GCSE topics, namely, health, the environment and celebrity culture. They revisit the fundamentals of Spanish grammar and three key tenses (the present, the imperfect and the preterit) within these contexts. Once students have consolidated their knowledge of the two main past tenses, they revisit how to form the perfect tense and its more nuanced uses.

Receptive skills: teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 11 studies.

Half Term 2

Productive skills: At the start of Autumn 2, students build on their knowledge of forming 'si' clauses and review the preterite and imperfect tense in order to narrate past events. They review the topics of school and careers, customs and festivals, and travel and tourism. Within this context, they revisit the present and future tenses. They also learn how to form the perfect tense.

Receptive skills: teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 11 studies.

SPRING TERM

Half Term 3

Productive skills: Students revisit a number of GCSE topics, including home and local area. Within these contexts, students consolidate their understanding of all main tenses (immediate future, future, conditional, present, preterit and imperfect) and other key grammatical structures. The focus during this term is on developing speaking skills in preparation for their Speaking exam.

Receptive skills: teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 11 studies.

Half Term 4

Productive skills: Students begin an intensive revision programme, which aims to consolidate their knowledge of grammar and vocabulary across the GCSE specification. During this half term, students spend their productive skills lesson practising their speaking skills in preparation for their speaking examination.

Receptive skills: teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 11 studies.

SUMMER TERM

Half Term 5

Productive skills: Once students have completed their speaking examination, they continue the intensive revision programme but focus primarily on consolidating their writing skills.

Receptive skills: teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 11 studies.

Half Term 6

All students taking this course sit their GCSE in June of Year 11.

PORTUGUESE

What is being taught this year:

AUTUMN TERM

Half Term 1

Productive skills: Students learn core Portuguese grammar when they learn the main tenses and other useful grammar points (such as the imperative) in order to be able to speak and write about their holiday experiences, Portuguese-speaking regions.

Receptive skills: students learn how to answer multiple-choice reading and listening questions in Portuguese and English, and selecting answers from a list.

Half Term 2

Productive skills: Students learn the more complex modes and grammar points (such as the subjunctive) in order to be able to speak and write in more detail about their daily life, cultural life and school life (whilst also comparing this to life for young Portuguese people).

Receptive skills: students learn how to give short answers to reading and listening questions in Portuguese and English, and how to answer gap-fill questions.

SPRING TERM

Half Term 3

Productive skills: Students revisit the most complex modes and grammar points (such as indirect and direct object pronouns) in order to be able to speak and write about their role in the wider community, including the world of work, and their opinions and beliefs about campaigns and environmental issues.

Receptive skills: students learn how to answer 'who said what?' reading and listening questions before applying all of their prior knowledge to a variety of receptive-skill question.

Half Term 4

Productive skills: Students revisit all of the main tenses and grammar points used to access the highest marks in the writing and speaking exams. They revisit this key content in the context of Themes 1, 2, 3 and 4 to enable students to speak confidently about these topics in their speaking exam which takes place at the beginning of the Summer Term.

Receptive skills: students apply all of their prior knowledge to a variety of receptive-skill question.

SUMMER TERM

Half Term 5

Productive skills: Students revisit the more niche grammar points in the context of Themes 2, 3, 4 and 5 so that they are able to apply this knowledge to their written work.

Receptive skills: students apply all of their prior knowledge to a variety of receptive-skill question.

Half Term 6

All students taking this course sit their GCSE in June of Year 11.

PHYSICAL EDUCATION

What is being taught this year:

CORE PE

AUTUMN TERM

Half Term 1

Students take part in flag football and volleyball lessons. In flag football lessons, students work towards improving their tactical understanding and teamwork skills to outwit opponents in a variety of practices. In volleyball lessons, students consolidate their understanding and practice of serving and develop tactics to improve play in game scenarios.

Half Term 2

Students take part in handball lessons. In these lessons, students develop the skills acquired lower down the school so that they are able to perform them with greater fluency and control.

SPRING TERM

Half Term 3

Students take part in football lessons. Students build on their prior knowledge and skillset to ensure greater success in game scenarios.

Half Term 4

Students take part in cricket and table tennis lessons. In cricket lessons, students learn how to apply the skills and knowledge that they have acquired throughout Core PE lessons to a competitive game with varied scenarios and challenges.

SUMMER TERM

Half Term 5

Students take part in rounders lessons. During Year 11 the pupils revisit the skills learnt in previous years and strengthen the specific skills to their role.

Half Term 6

Students take part in a range of different team-based activities known as Summer Games. Each student is categorised into differentiated teams with a particular theme for that year (e.g. World Cup, Euros, Olympic games). Teams compete over 6 lessons to earn points for their country using an array of teamwork and communication skills to overcome challenges.

SPORT SCIENCE (CAMBRIDGE NATIONALS)

AUTUMN TERM

Half Term 1

R183 – Nutrition – Task 3

Students create a 2-week nutrition plan to help their client achieve their goals
Pupils are asked to analyse the effectiveness of the plan and suggest areas to improve

Half Term 2

R183 – Nutrition - Task 4

Students discuss the impacts of overeating and undereating. Students analyse in depth the negative effects of an unbalanced nutrition plan and discuss the benefits of a manipulated nutrition plan in aid of performance

SPRING TERM

Half Term 3

R180 – Sports injuries exam – Topic area 1

Pupils will learn the different factors which influence the risk and severity of injury and the warm up and cool down routines to apply to each lesson and sport. They will also understand the physical and psychological benefits of completing them

Half Term 4

R180 – Sports injuries exam – Topic area 2 & 3

Learners will be taught of the different types and causes of sport injuries. They will understand how to classify them into acute or chronic and their causes, symptoms and treatment.

SUMMER TERM

Half Term 5

R180 – Sports injuries exam – Topic area 4 & 5

Pupils will understand how to reduce the risk and how to treat and rehabilitate from sport injuries and medical conditions. Students will also be taught the causes, symptoms and treatment of medical conditions that could take place during a sporting event or activity.

Half Term 6

R180 – Sports injuries exam

Students will sit the final exam

ART

What is being taught this year:

ART AND DESIGN

Externally Set Task – Exam paper issued by AQA

Selecting one title from a possible 7, students will create an investigation into a specific theme. This investigation will be independently led and will see them revisit, utilise and extend the skills they have developed throughout the course.

Referring back to the skills introduced in Y9, students will become the artist and working through the process of researching, experimenting, analysing, developing and presenting a final outcome that is personal, meaningful and realises the intentions they have outlined throughout the course of their investigation. The final outcome will be created in a 10-hour exam that is held across 2 days.

Areas of focus –

AO1 – Demonstrate critical understanding (Research)

AO2 – Review and Refine (Experimentation and development)

AO3 – Quality of observation

AO4 – Present and personal and meaningful response (Final outcome)

FINE ART

Mock Exam – Past paper AQA

Selecting one title from a possible 7, students will create an investigation into a specific theme. This investigation will be independently led and will see them revisit, utilise and extend the skills they have developed throughout the course.

Referring back to the skills introduced in Y9, students will become the artist and working through the process of researching, experimenting, analysing, developing and presenting a final outcome that is personal, meaningful and realises the intentions they have outlined throughout the course of their investigation. The final outcome will be created in a 10-hour mock exam that is held across 2 days.

Areas of focus –

AO1 – Demonstrate critical understanding (Research)

AO2 – Review and Refine (Experimentation and development)

AO3 – Quality of observation

AO4 – Present and personal and meaningful response (Final outcome)

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Areas of focus –

AO1 – Demonstrate critical understanding (Research)

AO2 – Review and Refine (Experimentation and development)

AO3 – Quality of observation

AO4 – Present and personal and meaningful response (Final outcome)

PHOTOGRAPHY

What is being taught this year:

Mock Exam

This project mimics the exam as students select one theme from an exam paper which they will then investigate in depth. Knowledge developed in Y10 means that students will be confident in structuring their investigation and will intuitively navigate their way through the artistic process; research, experimentation and development, presenting high quality photographic outcomes and creating a sophisticated final outcome that utilizes visual language to communicate a thoughtful concept.

Areas of focus –

AO1 – Demonstrate critical understanding (Research)

AO2 – Review and Refine (Experimentation and development)

AO3 – Quality of observation

AO4 – Present and personal and meaningful response (Final outcome)

Component 2: AQA Externally set task

Students will use their knowledge and skills to create a body of work that explores a selected theme. They will then independently select a theme within from the exam paper (issued by AQA 02/01/2024) and use the skills that they have developed over the course to explore their theme through the process of researching, experimenting, analysing, developing and presenting a final outcome that is personal, meaningful and realises the intentions they have outlined throughout the course of their investigation.

Areas of focus –

AO1 – Demonstrate critical understanding (Research)

AO2 – Review and Refine (Experimentation and development)

AO3 – Quality of observation

AO4 – Present and personal and meaningful response (Final outcome)

Marking and moderation

DRAMA - AQA Drama GCSE

What is being taught this year:

AUTUMN TERM

Half Term 1

AW1:

Component 3-

Texts in practice (Duologues and Monologues) and Component 1 – Mock paper

In the first assessment week, students sit a Mock paper of **Component 1 – Understanding Drama**. This will take place in Exam format, so that students can receive a mock grade.

Students are assessed for their contribution, performance of one extract from a scripted text to a live audience and external examiner.

Half Term 2

AW2: Component 3-

Texts in practice (Duologues and Monologues)

In Autumn 2, students will revisit Duologues and Monologues, which they studied at the end of Year 10. The text they are given will be practiced and performed **in front of an external examiner** (date, TBC). The students will also submit a portfolio of work for this.

The weeks leading up to the exam will be spent practicing and learning their piece, and receiving bespoke feedback from their teacher.

SPRING TERM

Half Term 3

SP1: Component 1- Live Theatre

Students will revisit Component 1, Live Theatre, which they studied in Spring 2 Y10.

Students will study 'Frankenstein' in detail and explore how the actors use performance space and skills to convey emotions and meaning. This will ensure they are prepared for Component 1 Section C.

Half Term 4

SP2: Component 2 – ' Blood Brothers' revision

At this point in the course, students have studied the main skills required for all sections of their Paper.

The priority for this term is examination practice in timed conditions with timely feedback.

SUMMER TERM

Half Term 5 / Half Term 6

Component 1: Revision

At this point in the course, students have studied the main skills required for all sections of their Paper.

The priority for this term is examination practice in timed conditions with timely feedback.

MUSIC

What is being taught this year:

AUTUMN TERM

Half Term 1

Buddhism beliefs, teachings and practices

Students explore beliefs, teachings and practices of Buddhism, including the three marks of existence, four noble truths, Mahayana and Theravada aims of life, and key practices within the Buddhist community.

Students are able to use their learning from GSCE RS in Y10 to critically analyse these teachings and their impact on religious communities.

Half Term 2

Hinduism beliefs teachings and practices

Students explore the key beliefs, teachings and practices of Hinduism, including beliefs about cosmology, atman and Brahman, and divergent beliefs from monists and dualists, as well as key practices within the Hindu community.

SPRING TERM

Half Term 3

Ultimate Reality

Students apply their understanding of Buddhist beliefs and teachings to issues surrounding ultimate reality in Buddhism, and how Buddhists believe enlightenment can be achieved. Students analyse the impact of these beliefs and teachings on Buddhists today.

Peace and War

Students apply their understanding of Buddhist beliefs and teachings to issues surrounding peace and conflict, including pacifism, just war theory, and the role of forgiveness and reconciliation in war. Students analyse the impact of these beliefs and teachings on Buddhists today.

Half Term 4

Relationships and Families

Students apply their understanding of Buddhist beliefs and teachings to issues surrounding contraception and marriage, as well as family life and duties for Buddhists in the modern world. Students analyse the impact of these beliefs and teachings on Buddhists today.

Interfaith Dialogue

Students apply their understanding of Buddhist beliefs and teachings to inter-faith dialogue both within Buddhism and between Buddhists and other religious, and non-religious groups. Students analyse the impact of these beliefs and teachings on Buddhists today.

SUMMER TERM

Half Term 5

Revisiting paper 1 and 2

Students deepen their learning from the Eastern Philosophy curriculum in and apply their existing understanding to more complex questions and issues.

Students will demonstrate their understanding of these areas through verbal and written discussion and critical analysis. Students will develop clarity of communication, and independent thought, which will equip them with the skills they need to excel at A Level.

Half Term 6



Wembley
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Trust
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