

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2
English	To identify and analyse key language and structural techniques within fictional texts to show how the writer creates interest. Students will need to engage with a critical idea or theory within a text. We will teach them how to create an opinion and develop their thoughts using evidence and analysis.	GCSE English Literature texts; 1) Understanding the plot, themes and characters within each of the texts 2) Plan a response that is based on either a character, theme or a character and a theme within each of the texts. 3) Create central arguments based on a question and use evidence to effectively support my interpretation 4) Demonstrate strong analysis of both structure and language to support my interpretation.	Students will be studying for the unseen poetry section of their English Literature GCSE. Key Objective: 1) Understand the central message within each of the poems. Have the skills to be able to identify the writer's message within a poem. Be able to link different poems based on themes. 2) Identify and analyse key quotations within unseen poems to support their interpretation 3) Develop an analytical and comparative response to an unseen.	The final two half terms will differ based on the needs of the individual students and classes. Classroom teachers will create a programme of study that explores the weaknesses that their individual classes have in terms of both their English Literature GCSE and their English Language GCSE.
Cross-Curricular Links	Drama	Drama	Drama, History	
RE	Theme A - Religion, Relationships and Family - now that Year 11 have learnt what Catholics believe, they now apply this to controversial issues that occur today. They start by looking at human beings as sexual, male and female. This involves looking at marriage, divorce, homosexuality and adultery.	Theme B - Religion, Peace and Conflict - pupils begin by looking at what the Bible says about conflict; starting with the first death (Cain and Abel). They consider whether war can ever be justified, as well as pacifist approaches, forgiveness and reconciliation.	Theme C - Religion, Human Rights and Social Justice - Year 11 end the syllabus by looking at a variety of ways to use wealth in a just manner. They also look at prejudice and discrimination, and whether equality can ever be achieved.	Revision - Catholic Christianity and Judaism - pupils will revise topics from Year 9 and Year 10.
Cross-Curricular Links	PSHE	PSHE, History	PSHE, Law A-Level	
PSHE	Intimate relationships - students learn about privacy in relationships, what the components of a healthy relationship are, what coercive control is, how the media can influence our ideas on relationships, what the law states about sexual relationships.	Building for the future - students learn how to manage the judgements of others, how to manage stress, how to develop motivation and perseverance, stress management strategies and how to prepare for exams.	Next Steps - students learn how to use feedback constructively, the importance of SMART targets, what post 16 options are available to them and how to plan a career pathway, the application process for post 16 and CV and interview techniques	Physical Relationships - students learn how to assess when they are ready for a physical relationship, different types of contraceptions, different types of STIs and how to prevent them, fertility treatments, choices surrounding pregnancy, what miscarriage is, what FGM is and the law surrounding honour based violence.
Cross-Curricular Links	RE	RE		Child Development, Science, RE
French	THEME 3 - CURRENT AND FUTURE STUDY AND EMPLOYMENT Talking about jobs, discussing work preferences (using the conditional), talking about plans, hopes and wishes (understanding the simple future tense), talking about how you earn money (using the present, perfect and conditional).	Talking about what makes you tick and what concerns you, discussing the weather and natural disasters (deepening understanding of simple future tense). Talking about protecting the environment (using "on doit" and "on peut" + infinitive)	Discussing ethical shopping (understanding the passive), talking about volunteering (using emphatic pronouns), discussing big events (using three time frames)	Revision and exam preparation
Cross-Curricular Links	PSHE	PSHE	Product Design, Business Studies	
Spanish	THEME 3 - CURRENT AND FUTURE STUDY AND EMPLOYMENT Talking about different jobs, discussing job preferences, talking about how you earn money (using verbs followed by the infinitive), talking about work experience (using the preterite and imperfect together)	Talking about languages and travel (using "lo" + adjective), applying for a summer job (revising the perfect tense, writing a formal letter), discussing plans for the future (using different ways to express future plans, using 'if' clauses)	THEME 2 - Local, national, international and global areas of interest Describing types of houses, talking about the environment, talking about healthy eating, discussing diet-related problems, considering global issues (using the superlative)	Revision and exam preparation
Cross-Curricular Links	PSHE	Geography	Geography, Food Nutrition	
	British Sector of the Western Front: 1. How to use sources	Medieval Medicine, c. 1250 - c.2500: 1. What methods did	Medicine in the 18th and 19th centuries - 1. What ideas did	Medicine in the 20th century - 1. What changes are there in

History	and ask appropriate questions in their enquiry into medicine in the British Sector of the Western Front? 2. How did developments in medicine in the early 20th century contribute to the treatment of soldiers in the British Sector? 3. What different developments in surgery and medicine were used to treat soldiers on the British Sector?	medieval people try in order to prevent and treat disease? 3. What were the approaches to the causes, treatment and prevention of the Black Death? Renaissance Medicine, c. 1500 - c. 1700 :1. What ideas did people have about the causes of disease and illness in Renaissance England? 2. How did people try to prevent and treat disease and illness during Renaissance times?	people in Britain have about the causes of disease and illness in Britain c1700 - c1900, and how did these change from previous periods? 2. What impact did Pasteur and Koch have on people's understanding of the causes of disease and illness? 3. How did people attempt to prevent disease including vaccinations about the work of Edward Jenner, government action, and the work of John Snow?	the understanding of the causes of illness and disease since 1900? 2. What changes are there in treatment of illness and disease since 1900? 3. What are the changes in the medical treatment brought about by the introduction of the NHS and improvement in science and technology? 4. What new approaches are there to the prevention of disease in the 20th century? 5. How was penicillin discovered and developed?
Cross-Curricular Links	English; Year 8 History (WWI injuries)	Year 7 History; English (Shakespeare)	Science	Science
Geography	Fieldwork- Slough. Addresses fieldwork ideas established at the end of year 10 in seafood. Builds students independent thought and analytical skills to answer a hypothesis.	Revision SOL inputted based on knowledge gaps across the year group.	Revision SOL inputted based on knowledge gaps across the year group.	Pre release learning- booklet provided by AQA to build students evaluative skills through reading.
Cross-Curricular Links	Maths			
Maths	Higher:Algebra recap,ratio recap,percentage recap,pythagoras theorem and trigonometry recap,similar shapes,estimation,probability Foundation: Algebra,angles,ratio,estimation,area and perimeter,surface area and volume	Higher:Measures of Measures of spread,bounds,inequalities,histograms,graphs- inequalities,Transformations,circles,vectors and TOPICS OF FOCUS from PPE 1. Foundation: Similar,probability,percentages,transformations,measures of spread,pythagoras and trigonometry	Topics of focus from PPE 2	Topics of focus from PPE 2
Cross-Curricular Links	Science, Product Design	Science, Product Design		
Biology	Single Science & Trilogy: Nervous system	Single Science & Trilogy: Hormonal coordination Single Science only: Homeostasis in action		Trilogy: Genetics and Evolution Recap and summary
Cross-Curricular Links	PE	PE		
Chemistry		Single Science & Trilogy: Crude oil and fuels Single Science only: organic reactions	Single Science & Trilogy: Chemical analysis	Single Science only: Chemical analysis continued, and Using our resources.
Cross-Curricular Links			Maths	
Physics		Single Science & Trilogy: Forces in balance, and Force and Motion	Single Science & Trilogy: Force and Motion, Electromagnetic waves and Electromagnetism Single Science only: Light	
Cross-Curricular Links			Product Design	
Computer Science	Component 1: 1.4 Wired & Wireless Networks Component 2: 2.1 Algorithms	Component 1: 1.5 Network Protocols & Topologies Component 2: 2.2 Programming Techniques	Component 1: 1.6 System Security Component 2: 2.2 Programming Techniques	Revision Component 1 & 2
Cross-Curricular Links	Maths	Maths		
	R082 Digital Graphics Coursework	R082 Digital Graphics Coursework	Revision SOL inputted based on knowledge gaps across the	Revision SOL inputted based on knowledge gaps across the

ICT (Vocational)	R081 Digital Graphics Exam Revision	R081 Digital Graphics Exam Revision	year group.	year group.
Cross-Curricular Links	Art and Design	Art and Design		
Product Design	NEA - Students to continue to analyse the brief of their controlled assessment - linking pages 2-4 to customers, potential problems and scenarios and ways in which to solve these problems. Students also tasked to review existing products and ways in which they support findings of research.	Continuation of NEA - Once research and existing products have been analysed (using ACCESS FM), Students should design a design brief and design specification which they will use to create their own initial ideas. Written exam prep - Students have been provided with revision resources which will be used to conduct homework from January.	Development of initial ideas, tested against their design brief and specification. Final Designs must be produced ready for modelling and testing	Completion of Final Ideas, modelling, testing and evaluation of controlled assessment. Exam preparation and practice
Cross-Curricular Links				
Food Nutrition	Introduction to NEA - Students begin analysing chosen task provided by exam board, produce a plan of action and research context using primary and secondary research and practicing dishes linked to the brief. Exam Preparation	Continuation of NEA - Analysis of research findings, trialing dishes, finalising plan of action based on research findings	Continuation of NEA - Final dish trialing. Choosing dishes with reasons for choice (linking to research and initial trials). Dovetailing Timeplan. Practice dishes for exam (2 course brunch meal). Exam preparation homework - linked to revision resources provided	Final Practical Exam - 2 course Brunch Meal. Exam practice, evaluations to be completed.
Cross-Curricular Links				
GCSE PE	NEA: Analyse aspects of personal performance in a practical activity, evaluate the strengths and weaknesses of the performance, produce an action plan which aims to improve the quality and effectiveness of the performance	Revision SOL inputted based on knowledge gaps across the year group.	Revision SOL inputted based on knowledge gaps across the year group.	Revision SOL inputted based on knowledge gaps across the year group.
Cross-Curricular Links				
Sports Science (Vocational)	Unit 2 - Learning Aim - C.1, C.2. Topic C.1 Observation checklist. Topic C.2 Review performance	Unit 3 - Learning Aim - A.1, A.2. Topic A.1 Personal information to aid training programme design. Topic A.2 Programme design	Unit 3 - Learning Aim - B.1, B.2. Learning aim B: Know about the musculoskeletal system and cardiorespiratory system and the effects on the body during fitness training	Unit 3 - Learning Aim - C.1, C.2, C.3 & Learning Aim D. Learning aim C: Implement a self-designed personal fitness training programme to achieve own goals and objectives. Learning aim D: Review a personal fitness training programme
Cross-Curricular Links				
Music	Recovering Knowledge - Progressing from lockdown. 1. Developing good revision habits - building vocabulary. 2. Solo Performance practice and recording. 3. Composition structure - build the overall structure of your exam composition. 4. Listening skills. PPE1	Learning from PPE1 - Individual targets. 1. Solo Performance - feedback and progression. 2. Composition development - build, develop and extend the ideas within your structured composition. 3. Listening skills - using time wisely, using your Accuracy effectively, question analysis. 4. Writing about music - Key vocabulary	1. Composition - Extended and perfecting ideas to create coherent and balanced pieces of music for their intended purpose. Writing commentaries to explain the intentions of your music. 2. Solo Performance - Preparing Final recordings and timings. 3. Questions analysis and practice - Identifying and using keywords effectively. PPE2	Coursework for Performance and Composition is sent off. 1. Reviewing knowledge of key vocabulary. 2. Exam technique in identifying questions. 3. Dictation and unfamiliar listening. 4. Comparing pieces of music.
Cross-Curricular Links	History, Art, Drama	Drama, English	English, Drama	English
Drama	Devised (exam) due to C19	Devised (exam) due to C19	Presenting and Performing texts	Presenting and Performing texts/Exam Prep (OCR Spec)
Cross-Curricular	English	English	English	English

Links				
Art	Habitats Board 2 Recap: Artist research and image analysis, responding to artworks and generating own ideas, purposeful selection of materials. OUTCOME: 3x artist research with responses for each artist, 2 combined developments (AO1)	Habitats Board 3: Combining artworks together, developing own ideas through purposeful investigations of materials, techniques and processes. OUTCOME: Completed Board 2 with 3x A5 personal development artworks (AO1 & AO2)	Habitats B3 & 4 - Developing own ideas through purposeful investigations of materials, techniques and processes; this is a linear story of work. OUTCOME: Completed board 3 of personal developments (artworks in theme using own ideas)	Habitats B4 & Final Piece - Consolidating ideas and concepts, planning and sketching, working on large scale art piece (Final Piece). OUTCOME: Completed board 4 of ideas Large scale Final Piece (realising intentions AO4)
Cross-Curricular Links	Product Design, English	Product Design, English	Product Design, English	Product Design, English
Child Development	Complete Nutrition, and feeding solutions centre assessed work. LO1 Reproduction and the roles of parenthood.	LO2 Antenatal care and preparation for birth. LO3 Postnatal checks, postnatal provisions and conditions for development. Exam practice	LO4 Recognise, manage and prevent childhood illnesses. LO5 safety in the home, common accidents, internet safety, safety symbols. Complete the Child study, nutrition and feeding solutions centre assessed work.	LO1 Reproduction and the roles of parenthood. LO2 Antenatal care and preparation for birth, LO3 Postnatal checks, postnatal provision and conditions for development. LO4 recognise, manage and prevent illnesses, LO5 safety. Exam paper practice.
Cross-Curricular Links	Science, RE	Science	Science, Food Nutrition	Scienc
GCSE Business	Theme 1 Review of content. Students will explore the content of Theme 1 to strengthen their understanding and secure their knowledge.	Theme 2 Review of content. Students will explore the content of Theme 2 to strengthen their understanding and secure their knowledge.	Exam Technique of 3&6 mark question and use of exam structures, scaffolds and models.	Exam Technique of 9&12 mark question and use of exam structures, scaffolds and models.
Cross-Curricular Links	Maths			
Vocational Business	R065 - Task 5 - Costs, pricing	R064 exam retakes & R065 review of work and submission	R066 - Task 1 - Branding R066 - Task 2 - Pitch preparation	R066 - Task 3 - Pitch preparation and presentation
Links	Maths			