

St Columba's Catholic Boys' School

Year 11 Curriculum Booklet



2026/2027

Curriculum.....	3
Exam board information	4
English Language and English Literature.....	5
Maths - Foundation.....	7
Maths - Higher	8
Combined Science.....	10
Separate Sciences	11
Religious Education.....	12
Geography.....	14
History.....	15
French	16
Computer Science	17
Business Studies.....	18
Hospitality and Catering.....	Error! Bookmark not defined.
Art	23
Core PE	24
Physical Education	25
BTEC Sport.....	26
Drama / Performing Arts.....	28
Film Studies.....	29
PSHE	31
RSE.....	32

Curriculum

At St Columba's our aim is to provide a broad, balanced and ambitious curriculum with a strong academic core, that is coherently sequenced and structured.

We have high expectations for every student, so that all may be inspired to achieve and strive for excellence. Our curriculum builds on the strong foundations of primary education, ensuring a smooth and robust transition between phases of learning. We foster a love of learning, that enables students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.

The curriculum is inclusive of all learners, nurturing their talents, irrespective of prior starting points or additional needs. We ensure equality of access and opportunity for all, regardless of educational needs, disability, race, sexual orientation, religion or belief. The entitlement to develop and learn in an environment free from discrimination is implicit in the vision of St Columba's, the core of which is the ultimate worth and dignity of every human being.

We prepare learners for progression to next stage learning and future destinations: for college, for work, for society, and for adult life; and reflect our understanding that 'the curriculum' refers to the whole experience of learners.

Exam board information

Subject / Qualification	Exam Board
English Language	AQA
English Literature	AQA
Maths	Edexcel
Combined science	Edexcel
Separate sciences (Biology, Chemistry, Physics)	Edexcel
Religious Studies B	Eduqas
Geography	AQA
History	Edexcel
Computer science	OCR
Hospitality and Catering	WJEC
GCSE DT	AQA
Art	AQA
Physical Education	AQA
BTEC Tech award in Sport	Pearson / Btec
Business Studies	
Statistics	Edexcel

Subject	English Language and English Literature	Head of Department	Miss Millard
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	Autumn 1: AQA English Literature Paper 2 Power and Conflict Poetry Macbeth – William Shakespeare Literature Paper 1	Autumn 2: AQA Macbeth- William Shakespeare Literature Paper 1	Spring 1: AQA Revisiting and revising English Language Paper 1 and 2.	Spring 2: AQA Revisiting and revising English Literature Paper 2 An Inspector Calls, Poetry, Unseen	Summer 1: AQA Recap and Carousel between English Literature and Language	Summer 2: Exams
Reading	Students will complete the remaining Power and Conflict Poetry they will then move on to studying Macbeth. Students will explore the Jacobean and Medieval context, as well as developing skills in plot, characterisation, analysis of meaning and authorial intent.	Continuing studying Macbeth. Focus on approaching questions, remembering quotations per character and theme.	Students will explore both English Paper 1 and 2 revising and recapping skills and methods.	Students to explore key themes and quotations from Power and conflict poetry Practice exam style questions for both cluster poetry and unseen. They will also recap An Inspector Calls. Remembering quotations per character and theme; analysing language and methods; contextual information; and approaching exam style questions.	Students will revisit and recap on all topics in preparation for their GCSE. What is studied here is dependent on what each class requires and student's needs. This will give teachers an opportunity to secure understanding on any weaknesses.	Exam practice and revision.
Writing	Developing student's Analytical and discursive writing based on themes/ characters. Focusing on structuring writing.	Developing student's Analytical and discursive writing based on themes/ characters. Focusing on structuring writing.	Developing skills in transactional writing and creative writing. Practice planning their responses before writing. Looking closely at SPaG and sentence.	Discursive and analytical essays for each segment of the Literature Paper 2 exam. Structuring responses to hit assessment objectives.		
Assessment	Key quotations EoT - Essay on character/theme	PPE- Language Paper 2 PPE- AIC/ACC	MT- Student voice- misunderstanding- class specific	PPE- Language Paper 1 Macbeth Poetry Unseen	MT- Student voice- misunderstanding- class specific GCSE	GCSE

SPaG	SPaG needs to be monitored throughout this term's work. SPaG corrections in exercise books.	SPaG needs to be monitored throughout this term's work. SPaG corrections in exercise books.	SPaG needs to be monitored throughout this term's work. SPaG corrections in exercise books.	SPaG needs to be monitored throughout this term's work. SPaG corrections in exercise books.	SPaG needs to be monitored throughout this term's work. SPaG corrections in exercise books.	
Links	Building on the Shakespearean language, characterisation and methods studied in KS3- students will utilise these skills when studying their GCSE text	Building on the Shakespearean language, characterisation and methods studied in KS3- students will utilise these skills when studying their GCSE text	Students will be refining skills and prior knowledge in preparation for examinations.	Students will be refining skills and prior knowledge in preparation for examinations.	Students will be refining skills and prior knowledge in preparation for examinations.	
Rationale	This unit of work will build on Literature Paper 1 skills; identifying student's strengths and weaknesses. It also gives students the opportunity to work on exam style essay writing and ensures all areas have been taught and reviewed. If students are struggling on a particular Assessment Objective, teachers can then pitch lessons to ensure this is addressed.	Students will then have a period of time before their mocks begin to work on both sections of their Literature Paper 1 exam, practise essay writing and writing under timed conditions. We encourage students to be working on memorising quotations per character and theme of each text. Ensuring their knowledge of both texts is secure.	For this unit of work students will be re-capping both Language papers. Teachers look at previous data to review their strengths and weaknesses. They can then hone in on the skills their class needs to develop. These sessions will encourage and teach our students how to effectively revise at home.	Students will re-cap their Literature Paper 2 text and poetry anthology at this time. It will also allow them to work on the unseen poetry element of the exam in greater depth. Ensuring all students have a bank of quotations prepared.	This unit is to ensure all gaps of knowledge are filled and students feel confident when revising in school and at home for their GCSE. Any misconceptions are addressed before their GCSE examinations begin.	

Subject	Maths - Foundation	Head of Department	Mr Bonful
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	Autumn Term	Spring Term	Summer Term
What we teach and why	- Fractions, indices and standard form - Congruence, similarity and vectors - More algebra Students will consolidate their knowledge of multiplying and dividing mixed numbers and fractions. Using the laws of indices, students will be introduced to standard form where they will learn to write very large and very small numbers using powers of 10. Students will further develop their skills of standard form by applying to all four operations. Students will be introduced to the term 'similarity' and how it can use this to solve angle problems and calculate the perimeter of similar shapes. Students will recap their knowledge of enlargement by finding the scale factor of a given enlargement. Students will recap congruency to be able to calculate unknown angles and unknown sides. Students are introduced to vectors where they will be applying addition and subtraction to find resultant of two vectors. In the final unit, students will learn how to draw graphs of cubic and reciprocal functions. Students use their skills of plotting linear graphs to solve simultaneous equations. Students then look at how they can solve simultaneous equations algebraically and graphically. Students use their knowledge of inverse functions to change the subject of a formula. Finally, students will utilise their skills to prove results using algebra such as expanding and factoring expressions alongside algebraic manipulation.	Revision programme and practice exam papers	GCSE Exams

Subject	Maths - Higher	Head of Department	Mr Bonful
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	Autumn Term	Spring Term	Summer Term
What we teach and why	• Vectors and geometric proof • Proportion and graphs Students consolidate their knowledge of using vectors to describe translations and how the magnitude of a vector can change. They further extend their use of vectors to include calculating using vectors and finding the resultant of two vectors. Students will then investigate how vectors are used to prove that two lines are parallel, and points are colinear. Students will then have the skills to be able to solve geometric problems in two dimensions using vector methods and for simple geometric proofs. Using their knowledge of direct and inverse proportion, students will be able to write and use equations to solve problems involving proportion. With a secure knowledge of non-linear graphs, students will recognise and be able to sketch graphs of exponential functions. Finally, students will investigate the effect of translating, reflecting and stretching graphs.	Revision programme and practice exam papers	GCSE Exams

Subject	Maths (continued)	Head of Department	Mr Bonful
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Working Mathematically	Through the mathematics content, students will be taught to:
Develop Fluency	- consolidate their numerical and mathematical capability from key stage 3 and extend their understanding of the number system to include powers, roots - select and use appropriate calculation strategies to solve increasingly complex problems, including exact calculations involving multiples of π, use of standard form and application and interpretation of limits of accuracy - consolidate their algebraic capability from key stage 3 and extend their understanding of algebraic simplification and manipulation to include quadratic expressions, - extend fluency with expressions and equations from key stage 3, to include quadratic equations, simultaneous equations and inequalities - move freely between different numerical, algebraic, graphical and diagrammatic representations, including of linear, quadratic, reciprocal functions - use mathematical language and properties precisely.
Reason Mathematically	- extend and formalise their knowledge of ratio and proportion, including trigonometric ratios, in working with measures and geometry, and in working with proportional relations algebraically and graphically - extend their ability to identify variables and express relations between variables algebraically and graphically - make and test conjectures about the generalisations that underlie patterns and relationships; look for proofs or counter-examples; begin to use algebra to support and construct arguments - reason deductively in geometry, number and algebra, including using geometrical constructions - interpret when the structure of a numerical problem requires additive, multiplicative or proportional reasoning - explore what can and cannot be inferred in statistical and probabilistic settings, and express their arguments formally - assess the validity of an argument and the accuracy of a given way of presenting information.
Solve Problems	- develop their mathematical knowledge, in part through solving problems and evaluating the outcomes, including multi-step problems - develop their use of formal mathematical knowledge to interpret and solve problems, including in financial contexts - make and use connections between different parts of mathematics to solve problems - model situations mathematically and express the results using a range of formal mathematical representations, reflecting on how their solutions may have been affected by any modelling assumptions - select appropriate concepts, methods and techniques to apply to unfamiliar and nonroutine problems; interpret their solution in the context of the given problem.

Subject	Combined Science	Head of Department	Mrs Maddison
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	Autumn Term	Spring Term	Summer Term 1	Summer Term 2
What we teach and why	Biology B6 Plant Structure and their function B7 Animal Coordination Core practical skills taught this term: Biology - Light intensity and photosynthesis Chemistry C13, C14 and C15 -Groups, Rates of reaction and Energy changes Core practical skills taught this term: Chemistry - Investigating rates of reaction Physics P7 Forces Doing work P8 Forces and their effects P9 Electricity and circuits Core practical skills taught this term: Physics - Investigating resistance	Biology B8 Exchange and transport in Animals B9 Ecosystems and materials Core practical skills taught this term: Biology - Investigating Quadrats and transects Chemistry C16 and C17 – Fuels and Earth Science Physics P10 Magnetism and the motor effect P11 Electromagnetic induction P12 Particle model Core practical skills taught this term: Physics - Investigating densities - Investigating water - Investigating springs	Biology B9 Ecosystems and materials continued Revision Chemistry Revision Physics P13 Forces and matter Revision	GCSE Exams
	In Yr 11, students will build on the content and knowledge studied in Yr 10 and will continue to develop understanding across all three disciplines - develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics - develop understanding of the nature, processes and methods of science, through different types of scientific enquiries that help them to answer scientific questions about the world around them - develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills in the laboratory, in the field and in other learning environments - develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.			

Subject	Separate Sciences	Head of Department	Mrs Maddison
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	Autumn Term	Spring Term	Summer Term 1	Summer Term 2
What we teach and why	Biology B6 Plant Structure and their function B7 Animal Coordination Core practical skills taught this term: Biology - Light intensity and photosynthesis Chemistry C17 Groups in the periodic table C18 Rates of reaction C19 Heat energy changes in chemical reactions C20 Fuels Physics P7 Astronomy P8 Energy – Forces doing work P9 Forces and their effects P10 Electricity and circuits Core practical skills taught this term: Physics - Investigating resistance	Biology B8 Exchange and transport in Animals B9 Ecosystems and materials Core practical skills taught this term: Biology - Respiration rates Chemistry C21 Earth and atmospheric science C22 Hydrocarbons C23 Alcohols and carboxylic acids C24 Polymers Core practical skills taught this term: Chemistry - Investigating reaction rates - The combustion of alcohols Physics P11 Static Electricity P12 Magnetism and the motor effect P13 Electromagnetic induction	Biology B9 Ecosystems and materials continued Revision Core practical skills taught this term: Biology - Quadrates and transects Chemistry C25 Qualitative analysis C26 Bulk and surface properties of matter Revision Core practical skills taught this term: Chemistry - Identifying ions Physics P14 Particle model P15 Forces and matter Core practical skills taught this term: Physics - Investigating densities - Investigating water - Investigating springs	GCSE Exams
	In Yr 11, students will continue to build on the knowledge and skills studied in Yr 10. The key ideas specific to the biology content include: - living organisms may form populations of single species, communities of many species and ecosystems, interacting with each other, with the environment and with humans in many ways - life on Earth is dependent on photosynthesis in which green plants and algae trap light from the Sun to fix carbon dioxide and combine it with hydrogen from water to make organic compounds and oxygen - organic compounds are used as fuels in cellular respiration to allow the other chemical reactions necessary for life - the chemicals in ecosystems are continually cycling through the natural world The key ideas specific to the Chemistry content include: - there are barriers to reaction, so reactions occur at different rates - chemical reactions take place in only three different ways: - o proton transfer o electron transfer o electron sharing - energy is conserved in chemical reactions so can therefore be neither created nor destroyed. The key ideas specific to the Physics content include: - that differences, for example between pressures or temperatures or electrical potentials, are the drivers of change - that proportionality, for example between weight and mass of an object or between force and extension in a spring, is an important aspect of many models in science - that physical laws and models are expressed in mathematical form.			

Subject	Religious Education	Head of Department	Ms Pettett / Mr Olowofoyeku
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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
What we teach and why	Theme 3 Life and Death (Continued) The Magisterium Understand the nature of the Catholic Magisterium and its exercise with reference to Evangelium Vitae (65) Understand the nature and importance of the Second Vatican Council, its history and four key documents. Artefacts Understand Christian beliefs about eternal life gleaned from the iconography on the Sarcophagus in the Vatican Appreciate how Christian beliefs in the resurrection are expressed by the Paschal Candle Music and the funeral rite Appreciate the significance of different forms of music used in worship Explore how music, like Faure's Requiem, expresses Catholic beliefs about eternal life Understand the symbols, prayers and texts of the Catholic funeral rite Prayer within Catholic communities in Britain and elsewhere	Theme 4 Sin and Forgiveness Key concepts: Crime and Punishment Know the difference between crime and sin, and their relationship to morality, and absolutist and relativistic approaches Appreciate the different rationales given for criminal penalties: retribution, deterrence, rehabilitation and a critical evaluation of the justifiability of each Know Christian teachings about forgiveness, with reference to the tension between forgiveness and punishment Learn the development of Catholic teaching on capital punishment with reference to Evangelium Vitae 56 Know the arguments for and against Capital punishment from both Christian and non-religious views Redemption Know the significance of 'Salvation' for Catholics and the role of grace and freedom in redemption. Evaluate the compatibility of a belief in Hell alongside a belief in the unconditional love of God	Theme 4 Sin and Forgiveness Buildings Know how sacred objects within a Catholic church represent beliefs about salvation. Understand how the orientation and features of a Catholic church facilitate worship and reflect salvation Sacraments Know Catholic belief in the sacramental nature of reality and its connection to the seven sacraments. Understand the significance of the Eucharist as 'the Source and Summit' of Christian life Mission and Evangelisation in Britain and elsewhere Understand Catholic teaching on the imperative to evangelise with reference to Evangelii Gaudium Understand how Catholic beliefs about faith and salvation influence attitudes to mission and evangelisation Evaluate the benefits and challenges of evangelising in Britain Explore whether UK laws, festivals and traditions ensure the nation remains 'Christian'	GCSE Revision Revision Paper 2.2 Sin and Forgiveness Paper 3.2 Judaism Practices March Mock Exam Revision Paper 3.1 Judaism: Beliefs and Teachings Revision Paper 2.1 Life and Death <u>Rationale</u> In preparation for upcoming Mock and GCSE exams, students will be spending an extended period of time revising for RE (in addition to their other subjects). Revision will be teacher-led as well as independent; and the latter will take place both in lessons and at home. In addition to refreshing knowledge and gaining new understandings, a good proportion of this time will be spent developing revision and exam techniques further and engaging with past questions papers.	GCSE Revision Revision Paper 1 Origins and Meaning Good and Evil GCSE Exams Paper 1 Origins and Meaning Good and Evil Paper 2 Life and Death Sin and Forgiveness Paper 3 Judaism: Beliefs and Teachings Judaism: Practices <u>Rationale</u> In preparation for upcoming GCSE exams, students will be spending an extended period of time revising for RE (in addition to their other subjects). Revision will be teacher-led as well as independent; and the latter will take place both in lessons and at home. In addition to refreshing knowledge and gaining new understandings, a good proportion of this time will be spent developing revision and exam techniques further and engaging with past questions papers.	GCSE Exams

	Understand the significance of the Catholic practice of praying for and offering Masses for the dead Know the significance of different types of prayer such as the Lord's Prayer <u>Rationale</u> Year 11 starts with the continuation of the unit of Life and Death. The Magisterium and Vatican II introduces students to a seminal aspect of modern Catholic belief and practice. Then the topics that follow impinge on understandings of the concept of death as students learn about various topics and themes. This includes the meanings of religious artefacts, the rituals and symbols used in Catholic funerals, music such as Faure's Requiem used in funerals and various types of prayers including the Lord's prayer and prayer for the dead.	Church Explore the nature of the Church as one, holy, catholic and apostolic Appreciate how Mary is a model of the Church Explore different understandings of the nature of the Church Critique the view that 'outside the Church there is no salvation'. <u>Rationale</u> Crime punishment, redemption, church The final unit in the GCSE course specification is Sin and Forgiveness. This enables students to revisit the central aspect of the faith, the finished work of Jesus at Calvary, which brings forgiveness of sin. The relation between crime and punishment is discussed, followed by the aims of punishment and variant views on the difficult issue of capital punishment. The term ends with redemption and then the nature of the Church as it relates to salvation.	Analyse the view that 'Britain is no longer a Christian nation'. <u>Rationale</u> Buildings, sacraments, evangelisation The unit on Sin and Forgiveness continues after Easter, with studies in relation to Catholic church buildings and meanings of their features. The unit would not be complete without learning more about sacraments and the Eucharist, themes that started early in KS3. Finally, students are able to understand that following on from salvation is the mandate Jesus gave to the Church to evangelise the whole world. With this unit being covered, the GCSE course specification has been completed, and students can begin extended revision right until their GCSE examinations.			
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Subject	Geography	Head of Department	Mr Jackson
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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
What we teach and why	Section A: Urban issues and challenges 1. The Global patterns of urban change 2. Urban growth in Mumbai, India 3. Urban challenges in the UK 4. Sustainable development in Urban areas	Section B: The changing economic world 1. Economic development and quality of life 2. Reducing the global development gap 3. Economic development in Nigeria 4. Economic changes in the UK	Section C: The challenge of resource management 1. Global resource management 2. Resources in the UK 3. Water	Geographical applications Section A: Issue evaluation 1. Pre-release document review	Section B: Fieldwork 1. Human Geography enquiry	GCSE Exams

Subject	History	Head of Department	Mr Sullivan
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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
What we teach and why	31. Weimar and Nazi Germany 2.3 The growth in support for the Nazis, 1929–32 2.4 How Hitler became Chancellor, 1932–33 3.1 The creation of a dictatorship, 1933–34 3.2 The police state 3.3 Controlling and influencing attitudes Students continue their study of Weimar and Nazi Germany. They continue to develop their understanding of the following Q types: - 12-mark explanation - 8-mark how useful is this source. - 4-mark two inferences - 4-mark how interpretations differ - 4-mark why interpretations differ Students develop their understanding of the following Q types: - 16-mark explanation & interpretations	31. Weimar and Nazi Germany 3.4 Opposition, resistance and conformity 4.1 Nazi policies towards women 4.2 Nazi policies towards the young 4.3 Employment and living standards 4.4 The persecution of minorities Students conclude their study of Weimar and Nazi Germany. They continue to develop their understanding of the following Q types: - 12-mark explanation - 8-mark how useful is this source. - 4-mark two inferences - 4-mark how interpretations differ - 4-mark why interpretations differ - 16-mark explanation & interpretations	P4. Superpower relations and the Cold War, 1941-91 1.1 Early tension between East and West 1.2 The development of the Cold War 1.3 The Cold War intensifies 2.1 Cold War crises: Berlin 2.2 Cold War crises: Cuba Students move onto their last topic to discover Superpower relations and the Cold War. Students develop their understanding of the following Q types: - 4-mark explain two consequences - 8-marks write an account - 16-mark explain importance of two of the following	P4. Superpower relations and the Cold War, 1941-91 2.3 Cold War crises: Czechoslovakia 3.1 Attempts to reduce tension between East and West 3.2 Flashpoints 3.3 The collapse of Soviet control of Eastern Europe Students conclude their study of Superpower relations and the Cold War, continuing to develop their understanding of the following Q types: - 4-mark explain two consequences - 8-mark write an account - 16-mark explain importance of two of the following	Exam preparation	GCSE Exams

Subject	French	Head of Department	Mr Andreoli
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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
What we teach and why	Revision of the grammar needed for the GCSE exam.	Structure of the Writing exam. Structure of the Speaking exam. Revision for the mock exams. Preparation of the Speaking exam – General Conversation.	Preparation for the Speaking exam – Role play. Preparation for the Speaking exam – Photo card. Revision of all the topics of the GCSE exam.	We keep preparing and revising for the exam, using exam-style questions and past papers. Most lessons include vocabulary, listening, reading and writing exercises. The speaking is practiced during the booster sessions.	Revision for exams, using exam-style questions and past papers. Most lessons include vocabulary, listening, reading and writing exercises. The speaking is practiced during the booster sessions.	GCSE Exams

Subject	Computer Science	Head of Department	Mr Williams
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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
What we teach and why	<u>Unit 7: Programming</u> - Recap selection & iteration from Yr 10 - Arrays - Procedures & Functions - Records & Files - Introduction to SQL Unit 7: End of topic assessment	Preparation Paper 1 & Paper 2 (truncated) PPE examinations <u>Unit 6: Algorithms</u> - Computational Thinking - Searching algorithms - Sorting algorithms - Algorithms using flowcharts - Algorithms using pseudocode - Interpret & correct incomplete algorithms	Unit 6: End of topic assessment <u>Unit 8: Logic & languages</u> - Logic diagrams & truth tables - Defensive design - Errors & testing - Translators & facilities - Features of an IDE Unit 8: End of topic assessment	Preparation Paper 1 & Paper 2 GCSE examinations March Paper 1 & Paper 2 Mock	GCSE Exams	

Subject	Business Studies	Head of Department	Mr Williams
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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
What we teach and why	<u>Unit 6 continued</u> - Business & globalisation - Ethics, the environment & business • Unit 6: End of topic assessment <u>Unit 7: Making marketing decisions</u> - Product - Price - Promotion - Place - Using the marketing mix • Unit 7: End of topic assessment	Preparation Theme 1 Mock <u>Unit 8: Making operational & financial decision</u> - Business operations - Working with suppliers - Managing quality - The sales process - Business calculations - Understanding performance	<u>Unit 9: Making human resource decisions</u> - Organisational structures - Effective recruitment - Effective training & development - Motivation • Unit 8 & Unit 9: End of topic assessment	Preparation Paper 1 & Paper 2 GCSE examinations March Paper 2 Mock	GCSE Exams	

Subject	AQA GCSE Design and Technology 9-1 (Year Eleven) completed by NCS	Head of Department	Miss Sinden
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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	<u>Non-Examined Assessment (NEA)</u> This is intended to be an iterative process so the learning activities will be directed by the student and will depend on their project. The NEA will be conducted in 4 of the 6 fortnightly lessons, the remaining 2 sessions will be used for targeted revision.					
What we teach and why	<u>Non-Examined Assessment (NEA)</u> September (Generating Ideas): - Sketching a wide variety of creative conceptual ideas. - Students link designs back to the client profile and chosen context. October (Review & Focus): - Narrowing down choices against the design specification. - Meeting with the client or user to gather formative feedback. <u>Targeted Revision</u> This Half Term will focus on:	<u>Non-Examined Assessment (NEA)</u> October (Review & Focus): - Narrowing down choices against the design specification. - Meeting with the client or user to gather formative feedback. November (Development & CAD): - Developing the chosen concept via hand drawn processes and software based processes. - Working through physical modelling using low-cost materials like cardboard or blue foam. December (Technical Spec):	<u>Non-Examined Assessment (NEA)</u> The workshop phase requires strict time management to realize a fully functioning prototype. January (Material Management): - Preparing cutting lists and marking out raw materials safely. - Setting up tools and machinery. February (Primary Manufacturing): - Processing materials using wasting, addition, and deforming techniques. - Documenting the ongoing step-by-step build with	<u>Non-Examined Assessment (NEA)</u> February (Primary Manufacturing): - Processing materials using wasting, addition, and deforming techniques. - Documenting the ongoing step-by-step build with photographic evidence. March (Assembly & Finishes): - Joining primary parts, integrating commercial components, and applying surface finishes. - Finalizing the practical prototype.	<u>Non-Examined Assessment (NEA)</u> The final weeks wrap up the portfolio marks before shifting focus entirely to the written paper. April (Analysis & Evaluation): - Testing the physical prototype in its real environment or with the target user. Writing up final modifications and evaluating against the initial specification. May (NEA Deadline): - Final portfolio collation and teacher marking. Marks and physical samples must be	June (Exam Theory): - Transitioning to intensive core and specialist theory revision, practicing exam technique, and sitting the final 50% written paper. - In the final lessons leading up to the exam, focus will be given to exam technique and areas of concern selected by students. Provisional exam date 14th June 2027 (subject to confirmation from AQA)

	3.1 Core technical principles - New and emerging technologies - Energy generation (See detailed Autumn 1 list from the Year 10 Overview) Why? Through a substantial design and make task, students need to demonstrate the practical application of: - Core technical principles - Specialist technical principles - Designing and making principles	- Finalizing material selections, joining methods, and components. - Producing working drawings (orthographic projections) with exact dimensions Targeted Revision This Half Term will focus on: 3.1 Core technical principles cont. - Materials and properties 3.3 Designing and making principles - Investigation, brief and specification - The work of others - Design strategies - Communication of design ideas - Prototype development (See detailed Spring 1 list from the Year 10 Overview) Why? Through a substantial design and make task, students need to demonstrate the practical application of: - Core technical principles - Specialist technical principles - Designing and making principles	photographic evidence. Targeted Revision This Half Term will focus on: 3.1 Core technical principles cont. - Materials and properties 3.3 Designing and making principles - Investigation, brief and specification - The work of others - Design strategies - Communication of design ideas - Prototype development (See detailed Spring 1 list from the Year 10 Overview) Why? Through a substantial design and make task, students need to demonstrate the practical application of: - Core technical principles - Specialist technical principles - Designing and making principles	Targeted Revision This Half Term will focus on: 3.3 Designing and making principles cont. - Selection of materials and components - Material management - Specialist tools and equipment - Specialist techniques and processes 3.2 Specialist technical principles - Selection of materials or components - Forces and stresses - Social footprint - Sources and origins (See detailed Spring 1 list from the Year 10 Overview) Why? Through a substantial design and make task, students need to demonstrate the practical application of: - Core technical principles	submitted to the exam board by May 15th. May/June (Exam Theory): - Transitioning to intensive core and specialist theory revision, practicing exam technique, and sitting the final 50% written paper. Targeted Revision This Half Term will focus on: 3.2 Specialist technical principles - Working with materials - Stock forms - Scales of production - Specialist techniques and processes - Surface treatments and finishes (See detailed Spring 2 list from the Year 10 Overview) Why? Through a substantial design and make task, students need to demonstrate the practical application of:	
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		• Designing and making principles		• Specialist technical principles • Designing and making principles	• Core technical principles • Specialist technical principles • Designing and making principles	
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Subject	Hospitality and Catering	Head of Department	Miss Sinden
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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
What we teach and why	Learners will gain knowledge and understanding of the following areas: Unit 1 1.4.1 Food related causes of ill health 2.3.3 Food safety practices Unit 2: NEA 2.2.1 Factors affecting menu planning 2.2.2 How to plan production 2.4.1 Reviewing of dishes 2.4.2 Reviewing own performance 2.3.1 How to prepare and make dishes 2.3.2 Presentation techniques		Unit 1: 1.4.2 Symptoms and signs of ill health 1.4.3 Preventative control measures of food induced ill health 2.3.3 Food safety practices Unit 2: NEA 2.4.1 Reviewing of dishes 2.4.2 Reviewing own performance		Unit 1 1.4.4 Preventative control measures of food induced ill health	Unit 1 Revision

Subject	Art	Head of Department	Miss Barkham
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	Autumn Term	Spring Term	Summer Term
What we teach and why	PORTRAITS / ENVIRONMENTS/ STILL LIFE MARKMAKING IN VARIOUS MEDIA. PPE INTERNALLY SET EXAMINATION BRIEF & EXAMINATION PREPARATION. Research artists set on paper, media exploration and investigation, recording ideas through personal photography and observational drawing. Producing personal creative work that makes links with Art history and/or Artists' styles of work. Written annotation, analysis and evaluation. A3 composition plans for formal internal timed exam. GCSE PPE EXAM – TWO DAYS	AQA EXTERNALLY SET EXAMINATION PAPER ISSUED FROM BOARD. EXAMINATION BRIEF & SET EXAMINATION PREPARATION. Research artists set on paper, media exploration and investigation, recording ideas through personal photography and observational drawing. Producing personal creative work that makes links with Art history and/or Artists' styles of work. Written annotation, analysis and evaluation. A3 composition plans for timed externally set final GCSE Exam. This formally takes place over 2 days and usually completed during the first weeks of the summer term	Final GCSE Exam is completed over two days. Rest of the course is focused on refining the coursework units for final submission and AQA external moderation in early June.
	Following Yr 10 GCSE where they embark on extended, independently developed artworks, Yr 11 is given over to the more formal processes of producing work in controlled and timed conditions in response to an externally set brief. Thus, the PPE and actual exam are prepared for rigorously in class before students finish off their coursework projects.		

Subject	Core PE	Head of Department	Mr Virgo
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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
What we teach and why	• FOOTBALL • BASKETBALL • BADMINTON • TABLE-TENNIS •		• FOOTBALL • BASKETBALL • BADMINTON • TABLE-TENNIS			GCSE Exams
	Students will study one sport per half term. Timetabling will determine which of the four sports they learn in Autumn and Spring. Students will learn the key skills, rules and terminology for each sport.					
	Key Stage 4 Physical Education (PE) plays a vital role in fostering a lifelong commitment to participating in sports. This stage of education, typically encompassing students aged 14 to 16, aims to provide a comprehensive foundation for physical activity and sports engagement. By incorporating a variety of strategies and activities, Key Stage 4 PE promotes the development of essential skills, knowledge, and attitudes necessary for a lifelong involvement in sports.					
	In team games and competitive situations, students will take a more active role in leadership and organisation of competition. roles such as performer, official, score keepers and coaches will be available.					
	*There will be times during the year whereby lessons will not follow the schedule above. Such as, weather, staff absences, exams and other extenuating circumstances.					

Subject	Physical Education	Head of Department	Mr Virgo
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	Autumn Term	Spring Term	Summer Term 1	Summer Term 2
What we teach and why	Health and fitness recap, including the relationship between health and fitness. • Re-Cap Components of Fitness and how to test each component. • Reasons for and limitations of fitness testing • Measuring the components of fitness and demonstrating how data is collected. • What is the two types of data – Qualitative and Quantitative • The principles of training and overload. • Applications of the principles of training. • Types of training- including an introduction to the analysis and evaluation task. • Types of training (continued) with reference to the advantages and disadvantages of using these types for different sports. • Calculating intensity. • Considerations to prevent injury. • High altitude training and seasonal aspects. • Warming up and cooling down.	Applied anatomy and physiology – Paper 1: The circulatory System • The pathway of air and gaseous exchange. • Blood vessels. • Structure of the heart and the cardiac cycle (pathway of blood). • Cardiac output and stroke volume (including the effects of exercise). • The pathway of air and gaseous exchange. • Structure of the heart and the cardiac cycle (pathway of blood). • Mechanics of breathing and interpretation of a spirometer trace. • First, second and third class levers. • Mechanical advantage. • Analysis of basic movements in sporting examples. • Movement analysis – Paper 1: The human body and movement in • Plane and Axes	Socio-cultural influences – Paper 2: Socio-cultural influences and well-being in physical activity and sport. • Engagement patterns and the factors affecting them. • Commercialisation, sponsorship and the media. • Positive and negative impacts of sponsorship and the media. • Positive and negative impacts of technology. • Revision and exam technique.	GCSE Exams

Subject	BTEC Sport	Head of Department	Mr Virgo
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	Autumn Term	Spring Term	Summer Term 1	Summer Term 2
What we teach and why	Component 3: Developing Fitness to Improve Other Participants Performance (Exam Component) Introduction to Component 3. Components of fitness and their relevance in sport. Fitness testing methods and protocols. Principles of training (SPORT/FITT). Training methods and their application. - Completion of component 2, task 1 (Components of fitness) - Completion of component 3, task 3 (Rules and responsibilities) - Completion of component 2, task 4 (Improving participants performance plan) Why: To build the theoretical knowledge required for the externally assessed exam.	Component 3 continued Short- and long-term effects of exercise. Injury prevention and safe practice. Structuring training programmes for individuals. Exam practice and revision techniques. Completion of coursework improvements where necessary. - Practical filming and assessment for component 2, task 2 (My performance in drills and games) - Practical filming and assessment for component 2, task 5 (Improving others performance) Why: To deepen understanding of training and ensure readiness for external assessment.	Final preparation and external assessment Revision of all Component 3 content. Practice exam questions and exam technique. Sitting the external assessment. Post-exam reflection. Completion of any outstanding coursework resubmissions (if required). Why: To ensure students are fully prepared and confident in both coursework and exam performance.	

Subject	Drama / Performing Arts	Head of Department	Mr Palmer
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	Autumn Term	Spring Term	Summer Term 1	Summer Term 2
What we teach and why	An Introduction to Component 3 Students will start to explore devising work as a group, to enable them to respond to a brief for their component 3 work Component 3 briefs are released in the January of their awarding year, so Autumn term is used to prepare them and to work through the processes or meeting the requirements of a brief. Working as a “Company of Actors”, this vocational approach ensures students are able to deconstruct the brief, and meet all aspects of the given brief, working as a group. The four different elements: Ideas, Rehearsals, Performance and Evaluation are covered to ensure students methodically prepare, plan and devise their work enabling them to understand and apply the necessary steps to meet the grade criteria successfully.	Component 3-Responding to a Brief Students have 12 weeks (36 GLH) to complete this externally assessed unit. Students will have the opportunity to respond to a brief. They will be given a brief that outlines the performance requirements and asks them to consider their target audience and to start the creative process by using the stimulus included in the brief. Working as part of a group, they will develop their ideas for a workshop performance and apply their skills and techniques to communicate their creative intentions to their audience. The group performance may involve some small-group work or it may be an ensemble piece. Students will have the opportunity to inform the performance using existing or newly developed skills in performing and adapting them to suit the performance.	Coursework catch up (If required) Time is made available for students to complete their Component 1+2 coursework, prior to submission to the board.	GCSE Exams

Subject	Film Studies	Head of Department	Mr Palmer
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	Autumn Term	Spring Term	Summer Term 1	Summer Term 2
What we teach and why	Scheme of Work: C1 - Mainstream Hollywood (Invasion of the Body Snatchers and ET) Learning Intent: To explore how different contexts impacted Hollywood filmmaking from the 1950s-1980s and be able to compare style, content and production across the period. “Red Threat” and McCarthyism, Trust, Acceptance, Sci-Fi genre, Mise-en-scene History of Cinema and changes in technology.	Scheme of Work: NEA (final drafts) Learning Intent: To secure the completion of the NEA unit. To create practical work demonstrating film form and narrative skill. Scheme of Work: C1 – Independent US Film (THUG) Learning Intent: To explore the differences between mainstream and independent film, considering the question ‘what makes an independent film?’	Scheme of Work: Revision of all films and key study areas Learning Intent: For students to feel confident with the film form, contexts and additional study areas for each film. To secure full understanding of the style and structure of the exam questions.	GCSE Exams

Subject	Statistics	Head of Department	Mr Bonful
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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
What we teach and why	UNIT 7: Index numbers Interpreting index numbers in context and simple calculations Students have the opportunity to learn about Retail Price Index, Consumer Price Index and Gross Domestic Product in context. They will calculate and interpret changes over time for common large population datasets.	UNIT 8: Probability distributions - Binomial distribution - Normal distribution and standardised scores - Quality assurance Students will learn to when and how to use the binomial distribution for probability, know when a normal distribution model is suitable and how to use standardised scores to compare samples of data. Finally, students will understand the process of quality assurance and why this is necessary in the real world.	Students will have a final opportunity to work through the statistical enquiry cycle with the entirety of their GCSE Statistics knowledge. Students will use their understanding of statistical enquiry to work on a Big Data project. They will pose their own hypothesis, collect their own data (either primary or secondary), and process this data appropriately using relevant methods. They will represent the data in graphs and charts to be understood by the reader/consumer and make a final summary / interpretation for the reader. Students will then cycle back to decide if they have proven their hypothesis. Exam Preparation – bespoke revision for Higher / Foundation Students		Exam Preparation	GCSE Exams

Please note that as a newly introduced course, timings may be adjusted throughout the year.

Subject	PSHE	Head of Department	Mr Osborne
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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
What we teach and why	Health & wellbeing Building for the future Self-efficacy, stress management, and future opportunities	Living in the wider world Next steps Application processes, and skills for further education, employment and career progression	Relationships Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Health & wellbeing Independence Responsible health choices, and safety in independent contexts	Relationships Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	GCSE Exams

Subject	RSE	Head of Department	
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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
What we teach and why (Ten:Ten Curriculum)	• Self-Worth – Students consider how they respect themselves and others, and the role God can play within that. • Addiction - Students hear the story of Dina, who overcame severe drug addiction through the help of family, community, responsibility and faith. • Eating Disorders - Students consider their own deepest needs and the complexities and contradictions within themselves. • Birth Control – Considering fertility as a precious gift to be protected, nurtured and valued. • Pornography – Presenting ‘adult content’ in an adult way: asking questions about how it affects people’s behaviour, how it affects the way people think about themselves, others and their relationships. • STIs - Case study of Bobbi, who was raised in East London with strong Indian cultural values. She describes how she felt torn between two worlds: wanting to push boundaries, but also feeling a lot of pressure to not bring shame on her culture, her community and her family. • Coercive Control – Students consider how we are a social species: isolation is not in our nature. Our longing for intimate, exclusive relationships is a beautiful thing, but one that can make us vulnerable.					

Subject	Statistics	Head of Department	Mr Bonful
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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term
What we teach and why	UNIT 6: Probability - Simple probability and theoretical probability - Probability from two-way tables, sample space diagrams, tree diagrams and Venn diagrams Students will extend their mathematical knowledge of probability in this unit, considering bias and understanding relative and absolute risks. They will be able to consider the differences between experimental and theoretical probabilities.	UNIT 7: Index numbers - Calculate index number - Interpret index numbers, including retail price index RPI and consumer price index CPI. - Interpret GDP - Calculate rates of change over time, including crude birth and death rates. - Mock preparation (students practice real exam papers)	UNIT 8: Probability distributions - Binomial distribution - Notation $B(n, p)$ - Conditions that make binomial model suitable - Mean (np) - Calculation of binomial probabilities - Normal distribution - Notation $N(\mu, \sigma^2)$ - Characteristics of Normal distribution - Conditions that make Normal model suitable - Approximately 95% of the data lie within two standard deviations of the mean and that 68% (just over two thirds) lie within one standard deviation of the mean 2(c) Measures of dispersion - Standardised scores 2(g) Quality assurance - Know that a set of sample means are more closely distributed than individual values from the same population. - Control charts - Use action and warning lines in quality assurance sampling applications.	Exam preparation Past paper practice	GCSE Exams