Y11 Subject – ENGLISH LANGUAGE

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Reading and Writing Skills Development	Students refine and extend GCSE English Language skills through challenging fiction and non-fiction texts. They develop increasingly critical responses and greater confidence in examination-style writing.	Ongoing assessment through retrieval practice, analytical responses, timed writing and examination-style questions. GCSE-style language assessment.	**Reading:** Developing critical interpretations supported by integrated textual evidence (AO1/AO3). **Writer's Craft:** Analysing and evaluates how writers use language and structure to shape meaning and reader response (AO2). **Writing:** Producing engaging and purposeful writing using controlled structure, style and technical accuracy (AO5/AO6).
Spring	Reading and Writing Skills Development	Students consolidate knowledge and refine examination technique across all aspects of GCSE English Language. Focus is placed on independence, comparison, evaluation and crafting effective written responses.	Ongoing assessment through timed responses, practice papers and examination-style writing tasks. GCSE-style language assessment.	**Reading:** Developing critical and evaluative interpretations using precise textual evidence (AO1/AO3). **Writer's Craft:** Evaluating how writers communicate viewpoints, ideas and perspectives (AO2). **Writing:** Crafting compelling and sophisticated responses for a range of audiences and purposes (AO5/AO6).
Summer	Reading and Writing Skills Development	Students consolidate all GCSE English Language content through revision, retrieval practice and examination preparation. They refine reading, analysis and writing skills under examination conditions.	Ongoing assessment through practice papers, timed responses and examination preparation activities. Mock and GCSE examination preparation.	**Reading:** Synthesising and evaluating evidence to develop critical responses to unseen texts (AO1/AO3). **Writer's Craft:** Evaluating how writers' methods contribute to meaning and reader response (AO2). **Writing:** Producing coherent, effective and technically accurate writing under examination conditions (AO5/AO6).

Y11 Subject- ENGLISH LANGUAGE

How families can support	Useful links	Enrichment Opportunities
• Encourage regular completion of practice papers and timed writing tasks. • Discuss articles, speeches and current affairs to develop critical reading skills. • Support independent revision through retrieval practice and revision schedules. • Encourage regular reading of fiction and non-fiction texts. • Help pupils proofread and reflect on written responses. • Promote confidence, resilience and effective exam preparation habits.	• **BBC Bitesize English Language** https://www.bbc.co.uk/bitesize/subjects/zr9d7ty • **Oak National Academy English** https://www.thenational.academy/subjects/english [thenational.academy] • **National Literacy Trust** https://literacytrust.org.uk/ • **First News** https://www.firstnews.co.uk/ • **The Day** https://theday.co.uk/ **(or school version:** https://get.theday.co.uk/**)**	• Debating and Public Speaking • Creative Writing Competitions • Journalism and school publications • Wider reading of fiction and non-fiction • Revision workshops and masterclasses • News and current affairs discussions

Y11 Subject – ENGLISH LITERATURE

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	**Macbeth / Poetry Anthology**	Students complete in-depth study of either *Macbeth* or the GCSE Poetry Anthology, refining analytical and comparative skills whilst developing confident responses to examination-style questions.	Ongoing assessment through retrieval practice, quotation learning, analytical essays, examination questions and class discussion. GCSE-style literature assessment.	**Reading:** Can develop critical interpretations of themes, characters and ideas using integrated textual evidence (AO1). **Writer's Craft:** Can analyses and evaluates how language, structure and form create meaning and influence audiences (AO2). **Writing:** Can produce sustained analytical responses using precise evidence, subject terminology and accurate written expression.
Spring	**Macbeth / Poetry Anthology**	Students complete study of remaining content and strengthen their understanding of key themes, methods and contextual influences across GCSE Literature texts.	Ongoing assessment through retrieval practice, quotation learning, comparative tasks, analytical essays and examination questions. GCSE-style literature assessment.	**Reading:** Can develop critical and evaluative interpretations supported by well-selected evidence (AO1). **Writer's Craft:** Can evaluate how writers' methods communicate ideas, values and perspectives (AO2). **Writing:** Constructs well-developed literary arguments using precise evidence and sophisticated analysis.
Summer	**Revision and Examination Preparation**	Students consolidate knowledge across all GCSE Literature texts through revision, retrieval practice and examination preparation. They refine analytical responses and examination technique.	Ongoing assessment through practice papers, timed responses, quotation recall and examination-style questions. Mock and GCSE examination preparation.	**Reading:** Synthesises evidence to develop confident and critical interpretations across texts (AO1). **Writer's Craft:** Evaluates how methods contribute to meaning and audience response across a range of texts (AO2). **Writing:** Produces coherent, perceptive and well-supported literary responses under examination conditions.

Y11 Subject- ENGLISH LITERATURE

How families can support	Useful links	Enrichment Opportunities
Encourage consistent revision of GCSE set texts and key quotations. Discuss themes, characters and writer intentions explored in lessons. Support the completion of revision schedules and independent study. Encourage wider reading to develop vocabulary and cultural understanding. Help pupils practise quotation recall and retrieval of key knowledge. Promote confidence, resilience and effective revision habits.	• BBC Bitesize English Literature https://www.bbc.co.uk/bitesize/subjects/zxsvr82 • Royal Shakespeare Company Learning Zone https://www.rsc.org.uk/learning-learning-zone/ • British Library Discovering Literature https://www.bl.uk/discovering-literature • National Literacy Trust https://literacytrust.org.uk/ • Poetry Foundation https://www.poetryfoundation.org/	Theatre productions of GCSE texts Shakespeare performances and workshops Poetry readings and competitions Literary lectures and author events Wider independent reading GCSE revision workshops and masterclasses

Y11 Subject- MATHS

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Inequalities, Ratio, Proportion, graphs of linear functions, interpreting graphs, Circles, vector geometry, Transformations in a plane,	• **Inequalities**: Mathematical statements that compare two expressions using symbols like \(<, >, \leq,\) or \(\ge \) to show that one value is greater than, less than, or not equal to another. • **Ratio**: A visual or numerical comparison of two or more quantities that shows how many times one value contains or is contained within the other. • **Proportion**: An equation stating that two ratios are equal, showing a constant relative relationship between different pairs of values. • **Graphs of linear functions**: Straight-line visual representations of equations where the highest power of the variable is one, completely defined by their slope and y-intercept. • **Interpreting graphs**: The process of analyzing visual data trends, axes, intercepts, and slopes to extract real-world meaning from a diagram. • **Circles**: Perfectly round two-dimensional shapes where every point on the boundary is an equal distance (the radius) from a fixed center point. • **Vector geometry**: The study of positions, movement, and shapes using vectors, which represent quantities that have both a specific magnitude (length) and direction. • **Transformations in a plane**: Operations that move or change a geometric figure in a two-dimensional space through translation, rotation, reflection, or enlargement.	Topic TESTs, Homework, end of year test,	• **Proportionality & Rates (Ratio, Proportion, Inequalities)**: Understanding how numbers compare, scale, and relate to one another, whether through equal balances (ratios and proportions) or strict limits and boundaries (inequalities). • **Linearity & Data Interpretation (Linear Graphs, Interpreting Graphs)**: Mastering how constant algebraic relationships look on a grid, translating straight lines into real-world meanings, and reading trends from visual data. • **Spatial Geometry & Movement (Circles, Vectors, Plane Transformations)**: Navigating two-dimensional space by calculating properties of round shapes (circles), mapping directional movement (vectors), and changing a shape's position or size (transformations).
Spring	Construction and loci, similarity, congruence, Pythagoras theorem, Trigonometry, graphs of other functions, growth and decay, transformations of curves	• **Construction and loci**: The accurate drawing of geometric shapes, lines, and angles using a compass and straightedge, where a **locus** is the specific path or set of points that satisfies a fixed rule. • **Similarity**: A geometric relationship where two or more shapes have identical corresponding angles and proportional side lengths, meaning one is an **enlargement** of the other. [1] • **Congruence**: A geometric state where two or more shapes are **completely identical** in both shape and size, matching exactly when reflected, rotated, or translated. [1] • **Pythagoras theorem**: A fundamental geometric rule stating that in any right-angled triangle, the square of the longest side (the hypotenuse) equals the **sum of the squares** of the two shorter sides (\(a^2 + b^2 = c^2\)). [1]. **Trigonometry**: The branch of mathematics that studies the direct relationships between the **side lengths and angles** of triangles using functions like sine, cosine, and tangent. [1] • **Graphs of other functions**: Curved visual plots that represent non-linear equations, including **quadratic** (\(x^{2}\)), **cubic** (\(x^{3}\)), and **reciprocal** (\(\frac{1}{x}\)) functions. [1] • **Growth and decay**: The mathematical representation of quantities changing at an exponential rate, where a value either rapidly **ascends** (growth) or **descends** (decay) relative to its current size. [1, 2] • **Transformations of curves**: Operations that alter a function's parent graph, shifting it horizontally or vertically (**translations**) or flipping it over an axis (**reflections**). [1, 2]	Topic TESTs, Homework, end of year test, Mock exam	**1. Geometric Rules & Proofs** •**Concepts:** Construction, loci, similarity, and congruence. •**What to do:** Use a compass and ruler to draw exact geometric paths, and use mathematical rules to prove if shapes are identical or scaled. **2. Triangle Calculations** •**Concepts:** Pythagoras' theorem and trigonometry. •**What to do:** Calculate missing sides and angles in right-angled and non-right triangles using formulas and ratio functions. **3. Advanced Graphs & Functions** •**Concepts:** Non-linear graphs, growth/decay, and curve transformations. •**What to do:** Sketch curved equations (like quadratics), calculate exponential change, and shift or flip curves on a grid.
Summer	Revision for exams.	• **Memorise Formulae**: Write out the quadratic formula, trigonometry rules, and volume equations on flashcards until you can recall them instantly. • **Topic Drill**: Focus your revision on your weakest topic area first by tackling targeted worksheets rather than studying what you already know. • **Timed Past Papers**: Switch entirely to timed, full-length past papers closer to the exam to master your pacing and get used to the wording of final questions.	Revision past papers	

Y11 Subject - MATHS

How families can support	Useful links	Enrichment Opportunities
Families can support students revising these GCSE maths concepts by providing a quiet study environment, testing them regularly on core formulas (like Pythagoras or SOH CAH TOA) using flashcards, and keeping them motivated during past paper practice. Encouraging daily, short study sessions rather than last-minute cramming is the most effective way to help them build confidence.	•NRICH Secondary Students Page: Run by the University of Cambridge, this site provides non-routine problem-solving tasks, weekly challenges, and interactive resources to push mathematical reasoning past standard GCSE boundaries. [1, 2] •UKMT Intermediate Challenges: The official site for the United Kingdom Mathematics Trust where you can find structural information and access advanced, competitive past papers for Year 9, 10, and 11 students. [1, 2] •Desmos Graphing Calculator: A fast and intuitive browser-based tool that lets you type equations to instantly see non-linear graphs, play with sliders to watch curve transformations live, and plot coordinate boundaries. [1, 2, 3] •GeoGebra Calculators and Apps: An all-in-one dynamic software package ideal for constructing precise circles, tracking vector models in a 3D coordinate space, and verifying geometric loci rules. [1, 2] •AMSP Secondary Resources: The Advanced Mathematics Support Programme offers free visual resources, career links, and modules showing how advanced statistics and graph modeling apply directly to global issues. [1]	• **Enter national math challenges**: Register for the **UKMT (United Kingdom Mathematics Trust) Intermediate Mathematical Challenge**, which focuses on deep problem-solving rather than rote memory. • **Explore real-world modeling**: Use free platforms like **Desmos** to investigate how changing algebraic equations instantly alters curves, or use **GeoGebra** to build interactive 3D vector geometry models. • **Engage with university outreach**: Look into free public lectures, weekend masterclasses, or online problem-solving circles hosted by institutions like the **University of Cambridge** (e.g., the NRICH project) or **Oxford University**. • **Connect math to code**: Apply coordinate geometry and transformation logic by learning basic **Python programming**, using code to animate shapes or calculate exponential growth curves.

Y11 Subject- FURTHER MATHS

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Matrices, Calculus, Geometry1 and Geometry 2,	**Matrices** Matrices are numerical grids used to transform geometric shapes and solve systems of equations. **Calculus** Calculus measures continuous change by calculating instantaneous rates of growth and accumulating tiny quantities. **Geometry 1 & Geometry 2** Geometry 1 establishes the foundational rules for angles, symmetry, and the properties of 2D shapes. Geometry 2 handles advanced spatial math, including circle theorems, 3D coordinates, and multi-dimensional vectors.	Topic tests throughout the year. End of term tests with continues analysis to support the students in any weak areas of the syllabus	•**To be able to manipulate transformation matrices:** Multiply multi-dimensional grids, find determinants for scaling, and calculate inverses to reverse structural transformations. •**To be able to execute core calculus techniques:** Differentiate functions to isolate instantaneous gradients at turning points and integrate functions to compute total area accumulation. •**To be able to verify geometric relationships across spaces:** Apply 2D shape rules for congruence, construct circle theorem proofs, and track 3D positions using coordinate and vector systems
Spring	Coordinate Geometry, Algebra 1, Algebra 2	**Coordinate Geometry** covers calculating the distance and midpoint between two coordinates, finding the equations of parallel and perpendicular straight lines, and working with equations of circles and their tangents. **Algebra 1** focuses on fundamental manipulation tools like expanding triple brackets, factorising cubics, using the factor theorem for polynomial division, and working with complex algebraic fractions. **Algebra 2** advances into solving linear simultaneous equations with three variables, determining the domain and range of functions, sketching complex graphs, and utilizing binomial expansion.	Topic tests throughout the year. End of term tests with continues analysis to support the students in any weak areas of the syllabus	**To be able to analyze coordinate geometry systems:** Calculate distances and midpoints between points, construct equations for parallel or perpendicular straight lines, and determine the intersections of circular lines and tangents. **To be able to execute foundational algebraic manipulations:** Expand triple brackets, divide polynomials using the factor theorem, and simplify complex algebraic fractions by factoring numerators and denominators. **To be able to evaluate advanced algebraic functions:** Map valid boundaries by finding the domain and range of a function, solve simultaneous equations containing three unknown variables, and compute binomial expansions.
Summer	Algebra 3, Algebra 4	**Algebra 3** introduces formal function notation, mapping how specific mathematical inputs convert into unique outputs. It teaches you how to calculate the domain and range of a function to define its valid boundaries. You will also learn to combine two functions together to create composite functions and reverse the process to calculate inverse functions. **Algebra 4** dives into high-level algebraic manipulation by introducing simultaneous equations that contain three unknown variables instead of two. It covers the factor theorem to help you divide and solve cubic polynomials. Additionally, it teaches you to analyze limiting values as variables approach infinity and introduces rigorous mathematical proofs.	Topic tests throughout the year. End of term tests with continues analysis to support the students in any weak areas of the syllabus Exam Revision	•**To be able to process function composite systems:** Combine multiple functions sequentially to generate a single composite function expression and compute inverse functions to reverse mathematical mapping. •**To be able to solve high-order polynomial systems:** Locate polynomial roots using the factor theorem, divide cubics smoothly, and isolate multiple variables concurrently across three simultaneous equations. •**To be able to analyze limiting behavior and algebraic proofs:** Determine the finite value an expression approaches as its variable tends toward infinity and construct rigorous deductive steps to prove algebraic identities

Y11 Subject – FURTHER MATHS

How families can support	Useful links	Enrichment Opportunities
• **To be able to secure essential academic resources:** Provide the student with a high-quality **scientific or graphic calculator** (like the Casio ClassWiz) and specialized **revision materials** tailored explicitly to the AQA Further Maths specification. • **To be able to promote structured independent study:** Help the student establish a consistent routine for practicing **past exam papers**, ensuring they review the official mark schemes to understand exactly how marks are awarded for step-by-step working. • **To be able to encourage perseverance through high-level confusion:** Foster academic resilience by validating that struggling with complex abstract concepts is a normal part of advanced mathematics, reminding them that mastering these topics requires **deliberate, repeated practice**.	•**To be able to download official exam board specifications and sample papers:** Access the official AQA GCSE Further Mathematics Homepage to review core assessment structures, grading criteria, and official past papers. •**To be able to practice high-level exam questions by topic:** Utilize the advanced curriculum blocks on MathsGenie Further Maths to access free targeted worksheets and video tutorials covering matrices, calculus, and functions. •**To be able to self-correct complex graphing and coordinate geometry assignments:** Use the interactive Desmos Graphing Calculator to instantly plot circle equations, sketch curves, and visually check tangent intersection points.	• **To be able to compete in elite mathematical challenges:** Participate in the **UKMT Senior Mathematical Challenge (SMC)** to tackle advanced problem-solving puzzles that stretch algebraic and geometric reasoning far beyond the standard curriculum. • **To be able to explore advanced university-level concepts:** Attend free virtual public lectures hosted by the **Gresham College Geometry Network** or watch visually intuitive animation series like **3Blue1Brown's Essence of Calculus** to grasp the deep theory behind the math. • **To be able to apply code to mathematical theory:** Build independent programming projects using **Python to solve matrix transformations** or model complex functions, bridging abstract advanced algebra with modern data science skills

Y11 Subject- COMPUTER SCIENCE

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Dictionaries and data files Network fundamentals Python programming project	Students extend their programming skills by working with more sophisticated data structures, including dictionaries, records and files. They learn how data can be read from and written to text and CSV files, applying these techniques within practical programming projects. Students also develop their understanding of computer networks, exploring network hardware, topologies, transmission media and performance. Through a substantial Python programming project, they apply the design, development, testing and evaluation skills required for GCSE Computer Science.	Ongoing assessment through: • Programming exercises and coding challenges • Network analysis activities • Python project milestones • Testing and evaluation tasks • End-of-unit assessments	**Programming**: Develop programs using files, dictionaries and advanced data structures. **Networks**: Understand how network hardware and communication systems operate. **Software development**: Design, test and refine solutions to meet a given brief. **Data management**: Store, retrieve and process data efficiently.
Spring	Internet technologies Databases and SQL Cyber Security	Students investigate how the internet enables communication through protocols, network models and web technologies. They learn how relational databases are designed and queried using SQL, developing an understanding of how organisations store and manage large volumes of data. Students also explore cybersecurity threats, attack methods and protective measures, considering the legal, ethical and social responsibilities associated with computing systems and digital information.	Ongoing assessment through: • SQL querying exercises • Database design tasks • Cybersecurity investigations • Case study discussions • Teacher questioning and observation • End-of-unit assessments	**Internet technologies**: Explain how data travels across networks and the internet. **Databases**: Design and query relational databases using SQL. **Cyber security**: Identify threats and evaluate methods used to protect systems. **Legal and ethical issues**: Consider privacy, copyright, data protection and responsible computing.
Summer	Web Development: HTML and CSS JavaScript GCSE Examination Preparation	Students consolidate their understanding of programming and web technologies through the planning, development and refinement of a website project. They apply HTML, CSS and introductory JavaScript to create interactive and responsive web pages, building on their knowledge of the internet and programming principles. Alongside project work, students review and strengthen their understanding of the key concepts covered throughout GCSE Computer Science in preparation for further study and examination success.	• Past papers • Timed assessment practice • Retrieval and interleaving activities • Exam technique and extended-response questions • Mock exam review and gap analysis	

Y11 Subject – COMPUTER SCIENCE

How families can support	Useful links	Enrichment Opportunities
• Show an interest by asking what your child is learning, creating or solving in Computer Science. • Encourage regular revision of key GCSE concepts and terminology. • Support completion of homework, programming tasks and independent study. • Discuss how computing technologies are used in modern workplaces and everyday life. • Encourage resilience, logical thinking and problem-solving when tackling difficult challenges. • Promote safe, responsible and secure use of digital technologies.	• BBC Bitesize GCSE Computer Science • OCR GCSE Computer Science Specification • Craig'n'Dave GCSE Computer Science • W3Schools (Python, HTML and CSS reference) • Isaac Computer Science • Ada Computer Science • CS Newbs • Oak National Academy Computer Science	• Join a Computing, STEM or Coding Club. • Participate in the UK Bebras Challenge. • Explore Project Euler programming challenges. • Create independent Python programming or Web development projects. • Follow developments in Artificial Intelligence and emerging technologies. • Watch Crash Course Computer Science and Computerphile videos.

Y11 Subject - BIOLOGY

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	B11 Hormonal Coordination B12 Homeostasis in action B13 Genetics and Reproduction B14 Variation and Evolution	Diabetes and control of blood glucose Human Reproduction and the menstrual cycle Control of fertility using hormones including infertility options Plant hormones and responses Control of body temperature Removing waste and the structure and function of the kidney and effects of ADH Sexual and Asexual reproduction DNA and the human genome, protein synthesis, Gene expression and mutation Mechanisms of inheritance and Genetics Inheritance of genetic disorders and how to screen for them Causes of variation Evolution by natural selection	Low stakes quizzes and recall tasks. Past exam Questions to demonstrate application of knowledge. Practical skills and interpretation of data. End of unit tests Mock style exam paper	1. Can name the main human hormones, the gland which secretes them, their role, and the target organ they act on. 2. Can describe and explain the changes which take place in the endocrine system as a response to control homeostasis. 3. Can describe the difference between asexual and sexual reproduction, and the advantages and disadvantages of each
Spring	B14 Variation and Evolution (cont.) B15 Genetics and Evolution B16 Adaptation, Interdependence and competition B17 Organising and ecosystem B18 Biodiversity and Ecosystems	Selective Breeding, genetic engineering, cloning, and adult cell cloning Ethics History of Genetics Theories of evolution, speciation and evidence for both Classification of living organisms Organisms in the environment, adaptations and competition Feeding relationships Materials cycling The effect of population explosion on water, land and air quality, Protecting biodiversity Sustainable food production	Practice exam questions Mastering long answer questions Completing genetic crosses Interpreting data for graphs and tables **Practical skills** Measuring the impact of temperature on the rate of decay End of unit assessments	1. Can explain, evaluate and use information about different forms of genetic manipulation techniques including cloning and selective breeding. 2. Can use theories of evolution to explain characteristics, adaptations and locations of modern species. 3. Can identify the importance of materials cycling for living organisms and the impact of human populations on waste management, biodiversity and sustainable food production
Summer	Recapping, consolidation and revision	Past papers Masterclass on 6 mark questions Required Practical recap	GCSE exam	

Y11 Subject- BIOLOGY

How families can support	Useful links	Enrichment Opportunities
Encourage recapping of content during the week Watch documentaries linked to areas of study Conversations around key terminology Find past questions by topic using Physics and maths tutor website and build skills by practicing them.	www.kerboodle.com www.bbcbitesize.com www.senecalearning.com www.cognitoedu.org www.physicsandmathstutor.com	A selection of additional extended reading resources found inthe biology classroom British Science week Local visits to Cambridge University museums and the botanic gardens Drop in study sessions Young Medics enrichment Become a STEM mentor What if? club

Y11 Subject - PHYSICS

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Forces C - Machines Waves	Centre of mass Balance and equilibrium Moments, levers and gears Conservation of momentum Impact forces and safety The nature and properties of waves Reflection and refraction Sound waves and ultrasound Seismic waves The parts of the electromagnetic spectrum Uses and dangers of the electromagnetic spectrum	Low-stakes quizzes and recall tasks. Questions to demonstrate application of knowledge. Practical skills and interpretation of data. Mock-Style Exam	1. I can use Conservation of Momentum to calculate motion. 2. I can find the centre of mass of an irregular object **(Scientific Skills)** . 3. I can apply knowledge in an exam situation.
Spring	Waves	Reflection and refraction of light Colour, Lenses and lens diagrams Formation of the Solar System and the life of a star Planets, satellites and orbits The history and future of the Universe Deep dive into how to approach types of exam question, eg multiple choice, experimental methods, multi-step calculations etc Review of practical science terminology and technique Review and practice of converting units Review of the required practical methods.	Low-stakes quizzes and recall tasks. Questions to demonstrate application of knowledge. Practical skills and interpretation of data. Mock-Style Exam	1. I can describe the setup of a simple standing wave (**Scientific Skills).** 2. I can complete ray diagrams to identify the orientation, reality and magnification of an image. 3. I can apply knowledge in an exam situation
Summer	Focused Revision	Content covered in class dependent on student requests. Past paper practice.	Practice past papers. Calculation practice.	

Y11 Subject- PHYSICS

How families can support	Useful links	Enrichment Opportunities
Homework is set fortnightly. Please keep an eye on Teams for notice of homework and assessments. Please support your child in revising seriously for assessments, as all content revised now will help with preparation for GCSE exams. Likewise, please encourage your child to revisit the content at regular intervals, and to seek support from us if needed.	https://www.bbc.co.uk/bitesize/examspecs/zsc9rdm - scroll down! www.kerboodle.com https://www.freesciencelessons.co.uk/videos/	Complete Science Challenge tasks Read science magazines such as New Scientist Play logic puzzles or strategy games Attend STEM enrichment clubs Look out for the GCSE drop in sessions

Y11 Subject- CHEMISTRY

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	C.10 Organic Chemistry C.11 Polymers C.12 Analytical Chemistry	Hydrocarbons, Carboxylic Acids, Alcohols and Esters Polymers Testing for ions Chemical Analysis Instrumental analysis	Low stakes quizzes and recall tasks. Past exam Questions to demonstrate application of knowledge. Practical skills and interpretation of data. End of unit tests Mock style exam paper	1. Can explain the structure and reactions of hydrocarbons including alkanes, alkenes, alcohols and carboxylic acids. 2.Can explain addition and condensation polymerization and describe natural polymers such as DNA. 3.Can carry out chemical analysis including flame tests and precipitation tests. (**Required Practical 6 -Chromatography and 7 Identifying Ions)**
Spring	C.13 Earth's Atmosphere C.14 The Earth's Resources C.15 Chemistry in Industry	History of the atmosphere Greenhouse Gases Climate Change Potable water Water treatment Finite and infinite resources Recycling Alloys Uses of Polymers The Haber Process	Low stakes quizzes and recall tasks. Past exam Questions to demonstrate application of knowledge. Practical skills and interpretation of data. End of unit tests Mock style exam paper	1. Can understand the chemistry of the Earth's atmosphere, how it has changed over time and how humans have impacted it. 2. Can understand how we make water safe to drink and resources can be renewable **(Required Practical 8- Purifying water).** 3. Can explain industrial chemical processes including the Haber process, production of alloys, ceramics and useful polymers.
Summer	Focused Revision	Past papers Filling in any knowledge gaps Revision tailored to students' needs.	Practice Papers and revision	

Y11 Subject - CHEMISTRY

How families can support	Useful links	Enrichment Opportunities
Homework is set fortnightly. Please keep an eye on Teams for notice of homework and assessments. Please support your child in revising seriously for assessments, as all content revised now will help with preparation for GCSE exams. Likewise, please encourage your child to revisit the content at regular intervals, and to seek support from us if needed.	www.bitesize.com Cognito - YouTube www.kerboodle.com https://www.freesciencelessons.co.uk/videos/	Complete Science Challenge tasks Read science magazines such as New Scientist Play logic puzzles or strategy games Attend STEM enrichment clubs Look out for the GCSE drop in sessions

Y11 Subject- PSYCHOLOGY

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	**Paper 2** Social Influence (Part 2) Language, Thought and Communication	Pupils build on their understanding of social influence by exploring why people choose to help others and how behaviour can change when individuals become part of a crowd. They investigate **Piliavin's Subway Study** and examine both social and dispositional explanations of prosocial behaviour. Students then study **deindividuation** and consider how being part of a group can influence decision-making and behaviour. Through the analysis of psychological theories, case studies and research evidence, students develop their understanding of the factors that shape behaviour in social situations and evaluate different explanations of social influence. Students explore the relationship between language, thought and communication, including Piaget's theory and the Sapir-Whorf hypothesis. They examine human and animal communication, including Von Frisch's bee study, before exploring non-verbal communication such as eye contact, body language and personal space. Students also consider the nature–nurture debate, using evolutionary theory and Yuki's study of emoticons.	Retrieval quizzes on key terminology Recall of Piliavin's Subway Study Explain prosocial behaviour and deindividuation Identify social and dispositional factors Describe and evaluate explanations of helping behaviour and crowd behaviour Construct balanced arguments using psychological evidence Description and evaluation of Von Frisch's bee study; application questions. Evaluation of nature versus nurture explanations of non-verbal behaviour, including Darwin and Yuki; end-of-topic AQA-style assessment covering AO1, AO2 and AO3.	**Social influence** Can explain why people may conform, obey authority or help others. Can describe how social situations and individual differences can affect behaviour. **Language, thought and communication** Can explain different views about the relationship between language and thought and describe how people and animals communicate, including the role of non-verbal communication. **Psychological vocabulary** Can use the key psychological terms from this terms units accurately when explaining ideas and answering questions. **Application** Can apply psychological knowledge to examples, scenarios and questions explain how the relevant concept or theory fits. **Analysis and evaluation** Can evaluate studies and theories using relevant evidence and explain strengths or limitations and their consequences.
Spring	Brain and Neuropsychology Psychological Problems	Students explore the structure and function of the nervous system and how biological processes influence behaviour. They examine the fight-or-flight response, neuronal and synaptic transmission, brain structure and localisation of function, and theories linking the brain to emotion and learning. Students also consider how brain damage and cognitive neuroscience, including brain-scanning techniques and key research studies, help psychologists understand behaviour. Students explore mental health and mental disorders, focusing on depression and addiction. They examine the characteristics and diagnosis of these disorders and consider both biological and psychological explanations for their development. Students also explore and evaluate different treatments, including antidepressant medication, CBT, aversion therapy and self-management, alongside key psychological research	Labelling and explaining the nervous system. Application questions on the fight-or-flight response and James-Lange theory; evaluation of Hebb's theory of learning; comparison of CT, MRI and fMRI scanning techniques; end-of-topic AQA-style assessment covering AO1, AO2 and AO3. Evaluation of treatments for depression and addiction; description and evaluation of Wiles' study of CBT; scenario-based questions requiring students to select appropriate explanations or treatments; end-of-topic AQA-style assessment covering AO1, AO2 and AO3.	**Brain and neuropsychology** Can explain how the nervous system, neurons and different areas of the brain work and describe how brain activity and damage can affect thoughts, emotions and behaviour. **Psychological problems** Can explain the characteristics of depression and addiction and how they can affect people's lives and describe biological and psychological explanations and treatments for these. **Psychological vocabulary** Can use the key psychological terms from this terms units accurately when explaining ideas and answering questions. **Application** Can apply psychological knowledge to examples, scenarios and question and explain how the relevant concept or theory fits. **Analysis and evaluation** Can evaluate studies and theories using relevant evidence, explaining strengths or limitations and their consequences.
Summer	Revision and Exam Technique Rehearsal GCSE Exam			

Y11 Subject - PSYCHOLOGY

How families can support	Useful links	Enrichment Opportunities
We encourage families to help students establish a realistic weekly revision timetable, with regular short sessions, breaks and time to relax. Providing a quiet, organised space free from distractions and encouraging phones to be put away can make focused revision much easier. Apps such as Flora can help students manage screen distractions and develop focused study habits. Students should make regular use of the school's recommended online revision resources, including Cognito and Save My Exams, which provide exam-board-specific revision materials, quizzes, practice questions and past papers. Families can help by encouraging students to use these resources actively — completing questions, flashcards and self-testing rather than simply rereading notes. Subject-specific revision guides and workbooks, such as the CGP GCSE range, can also provide useful structured practice. When purchasing resources, please check that they match the student's subject, examination board and specification. Most importantly, families can support students by helping them establish a consistent revision routine, checking in on their progress and encouraging a healthy balance of revision, sleep, exercise and downtime.	All useful links and resources can be found on our SharePoint Psychology Resource hub which pupils can access through their Psychology Team.	Students are encouraged to explore psychology beyond the GCSE specification through Psychology in the News, wider reading, documentaries and discussion of contemporary psychological issues. Enrichment opportunities may include visiting speakers, university outreach and psychology careers events, alongside optional research projects, debates and exploration of psychological studies beyond the curriculum.

Y11 Subject- GEOGRAPHY

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	The Living World	Ecosystems Rainforest- Biodiversity, importance and threats Deforestation Case Study: Malaysia Hot Deserts- Biodiversity, Opportunities and Challenges Hot Desert Case Study: Thar Desert Causes of Desertification Dealing with Desertification	Written GCSE style assessments Knowledge recaps Practice exam questions and essays Geographical skills	**Geographical Knowledge:** Demonstrate knowledge of locations, processes and environments **Geographical Understanding:** Demonstrate geographical understanding of concepts and interrelationships of places **Geographical Applications**: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements **Geographical Skills**: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings
Spring	The Challenge of Resource Management	Global distribution of resources Food provision in the UK Water Provision in the UK Energy Provision in the UK Global Energy supply and demand Factors affecting emerging supply Energy security Increasing energy supplies Gas- a non-renewable source of energy Sustainable Energy Use Case Study: Peru- Chambamontera micro-hydro scheme	Written GCSE style assessments Knowledge recaps Practice exam questions and essays Geographical skills	**Geographical Knowledge:** Demonstrate knowledge of locations, processes and environments **Geographical Understanding:** Demonstrate geographical understanding of concepts and interrelationships of places **Geographical Applications**: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements **Geographical Skills**: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings
Summer	The Changing Economic World	Global Development Population Pyramids and the Demographic Transition Model The development gap: what is it and how can we reduce it? NEE Case study: Nigeria (Economy, politics and development) The UKs changing economy Environmental impacts of development in the UK Changing Transport infrastructure in the UK The North-South Divide The UKs global context	Written GCSE style assessments Knowledge recaps Practice exam questions and essays Geographical skills	**Geographical Knowledge:** Demonstrate knowledge of locations, processes and environments **Geographical Understanding:** Demonstrate geographical understanding of concepts and interrelationships of places **Geographical Applications**: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements **Geographical Skills**: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings

Y11 Subject- GEOGRAPHY

How families can support	Useful links	Enrichment Opportunities
Ensuring homework is completed to the best of the students ability. Revision of topics using websites and verbal testing. Checking use and understanding of vocabulary and key terms. Encouraging interest through reading, watching documentaries or visiting natural and urban areas.	GCSE Geography - AQA - BBC Bitesize AQA GCSE Geography Revision Geography Revision Resources Seneca - Learn 2x Faster https://revisionworld.com/gcse-revision/geography/geography-gcse-past-papers/aqa-gcse-geography-past-papers https://www.internetgeography.net/aqa-gcse-geography/	Humanities club afterschool Humanities library Zoology Enrichment Basic Botany Enrichment

Digital Wisdom	Critical Thinking	Character	Serving Global Society

Y11 Subject - HISTORY

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Early Elizabethan England – 1558-1588	The situation on Elizabeth's accession The 'settlement' of religion Challenge to the religious settlement The problem of Mary, Queen of Scots Plots and revolts at home Relations with Spain The outbreak of war with Spain/The Amanda Education and leisure The problem of the poor Exploration and voyages of discovery Raleigh and Virginia	Content Quizzes Exam Questions for homework End of Topic Assessment	To be able to demonstrate knowledge and understanding of key historical events, people and periods. (AO1) To be able to explain and analyse historical events using concepts such as cause, consequence, change, continuity, similarity, difference and significance. (AO2)
Spring	Crime and punishment in Britain, c1000–present and Whitechapel, c1870–c1900: crime, policing and the inner city.	Introduction to Crime & Punishment Medieval – Crime, Punishment and Law Enforcement Early Modern – Crime, Punishment and Law Enforcement 18th/19th C – Crime, Punishment and Law Enforcement 1900 – Present – Crime, Punishment and Law Enforcement Introduction to Historic Environment – The local context of Whitechapel The prevalence of lodging houses & pubs The organisation of policing in Whitechapel Investigate policing in Whitechapel The national and regional context	Content Quizzes Exam Questions for homework End of Topic Assessment	To be able to demonstrate knowledge and understanding of key historical events, people and periods. (AO1) To be able to explain and analyse historical events using concepts such as cause, consequence, change, continuity, similarity, difference and significance. (AO2) To be able to analyse and evaluate historical sources to reach substantiated judgements. (AO3)
Summer	Exam preparation	Crime & Punishment Revision Early Elizabethan England Revision Superpower relations – Cold War Revision The USA, 1954-75 Revision Exam practice	GCSE Exam	

Y11 Subject – HISTORY

How families can support	Useful links	Enrichment Opportunities
Homework is set every week and so parents can support by checking in with students that they are keeping up. Encourage students to create flash-cards/notes as they go through the course. Weekly quizzes to test knowledge. Watch documentaries and films linked to areas of study Conversations around key terminology Completing Past papers (GCSE)	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html **Exam papers:** https://mmerevise.co.uk/gcse-history-revision/gcse-history-past-papers/edexcel-gcse-history-past-papers/ **BBC Bitesize History:** https://www.bbc.co.uk/bitesize **YouTube playlists for revision** **Crime and Punishment:** https://youtube.com/playlist?list=PLK-VUBYilMe9dQjLrini0BvdhBWSMm5qw&si=uiY80YtoTEJC99od **Elizabeth:** https://youtube.com/playlist?list=PL0ifbTeFrUEsQs--NeJ3FNZgzTdTgs7S7&si=SifyFrKIBc1ZqPH0	School trip to New York and Washington Elizabeth **Watch** Elizabeth (1997 Film). Elizabeth the Golden Age (2007 Film). BBC's Elizabeth I documentary. **Listen to** BBC History Extra Podcast: Elizabeth I and the Spanish Armada. Rest is History Podcasts on Elizabeth (there are loads) **Read** *The Time Traveller's Guide* to Elizabethan England by Ian Mortimer **Explore** The National Archives: Elizabeth I Investigate letters, portraits and documents from Elizabeth's reign. Crime and Punishment **Watch** BBC Four: Jack the Ripper - The Case Reopened **Listen to** You're Dead To Me Podcast **Read** The Suspicions of Mr Whicher by Kate Summerscale **Explore** The Jack the Ripper Online Tour (Whitechapel)

Y11 Subject- CLASSICAL CIVILISATION

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Homeric World culture and Archaeology The Odyssey	Key sites Life in Mycenean Age Decorative arts Tombs grave and burials Odyssey Books 9 and 10 : Homer as a story-teller and the idea of epic, including: how the Odyssey might have been composed and performed, what makes the Odyssey an epic poem. Narrative and descriptive techniques including the use and importance of similes, epithets and formulae.	8 and 15 mark essays on the culture and books of this module.	To be able to demonstrate knowledge and understanding of key texts, events, people and periods. (AO1) To be able to explain and analyse the content of the Odyssey from the books we have studied this term. (AO2) To be able to evaluate the themes, characters and events of the Odyssey as they appear in the Odyssey. (AO3)
Spring	Reading of the Odyssey continued	Odyssey, Books 19 and 21: The role of the gods, The portrayal of: the suitors; the crew of Odysseus; Polyphemus as a monster and keeper of livestock; Circe as a witch and host; Penelope as a host, wife and queen; Telemachus as a son and hero; and the loyalty or disloyalty of Odysseus' slaves. Odyssey Book 22: The qualities of Odysseus as a leader, husband and father.The presentation of him as a warrior and hero. His intelligence and oratorical skills. His relationship with his protector goddess Athena.	Mock assessment on the the Odyssey up to where we have covered plus culture and Archaeology.	To be able to demonstrate knowledge and understanding of key texts, events, people and periods. (AO1) To be able to explain and analyse the content of the Odyssey from the books we have studied this term. (AO2) To be able to evaluate the themes, characters and events of the Odyssey as they appear in the Odyssey. (AO3)
Summer	Revision	Odyssey Revision: The concept and importance of xenia (guest-friendship).Deceit and trickery. The civilisation and barbarism of places and characters. The role of revenge and justice. The concept and importance of nostos (the desire to return home). The role of fate.	Mock papers and timed essay practice.	Exam

Y11 Subject- CLASSICAL CIVILISATION

How families can support	Useful links	Enrichment Opportunities
Purchasing OCR textbook for the course, revision materials. Encouraging students to take opportunities to see objects/undertake museum trips. Encourage students to attend revision surgeries for topic review. Spark notes have great revision guides for the Odyssey which will help them revise.	https://www.ocr.org.uk/qualifications/gcse/classical-civilisation-j199-from-2017/	Trips to Cast gallery Trips to British museum

Y11 Subject- LATIN

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Language work	Principal Parts and Perfect Passive Pluperfect Passive Future active participles Ablative Absolutes Irregular verbs and imperatives Negative commands Passive infinitive Deponent Verbs Perfect active participle	Latin translation test Vocabulary test Grammar tables test In class unseen passage translation work	Vocabulary - Develops and applies a secure range of Latin vocabulary to support reading and translation. (AO1) Translation- Accurately translates Latin texts, showing attention to meaning, detail and linguistic accuracy. (AO1) Demonstrates knowledge and understanding of how to translate unseen Latin passages. (AO1)
Spring	Language work Literature	Imperfect subjunctive Purpose clauses 4th and 5th declension nouns Indirect commands Result clauses Verbs of Fearing Pluperfect subjunctive 'cum' clauses Indirect questions Context of Androcles and the Lion and translation of story Context of the Aeneid and intro to book 2 Translation and analysis of book 2 Aeneid	Mock language test Literature test practice In class practice questions Unseen translation practice	Vocabulary - Develops and applies a secure range of Latin vocabulary to support reading and translation. (AO1) Translation- Accurately translates Latin texts, showing attention to meaning, detail and linguistic accuracy. (AO1) Demonstrates knowledge and understanding of how to translate unseen Latin passages and comment on Latin style (AO2) Analyse, evaluate and respond to literature and other ancient sources (AO3)
Summer	Revision	Unseen translation work to help with language paper preparation Literature tests and analysis work in order to prepare for last two literature exams.	GCSE exams	

Y11 Subject- LATIN

How families can support	Useful links	Enrichment Opportunities
Latin to GCSE can be purchased online (book 1 and 2) and essential GCSE Latin is a summary revision book for all core language. Books can all be found on the OCR website in resources tab.	GCSE - Latin (9-1) - J282	Greek club- enrichment and comprehension of grammar Trips to cast gallery

Y11 Subject - Business Studies

Term	Topics	Overview of Unit	Assessment	Termly Reporting - Key Concepts
Autumn	3.4 Human resources recap 3.5 Marketing	Students begin with a focused Human Resources recap covering organisational structures, recruitment, motivation and training. Diagnostic evidence determines reteaching. Marketing then covers customers, segmentation, market research and the marketing mix.	HR diagnostic, feedback and targeted reteaching. Marketing unit test and protected feedback lesson. Autumn predicted-grade deadline: TBC.	1. Knowledge and Understanding – Secure understanding of business concepts, terminology and issues. (AO1) 2. Application – Effective use of business knowledge in unfamiliar and real-world business contexts. (AO2) 3. Analysis and Evaluation – Ability to interpret information, assess evidence, justify decisions and reach reasoned conclusions. (AO3)
Spring	January mock cycle 3.6 Finance	One mock series provides evidence for targeted improvement. The exact January week remains TBC. Finance covers sources of finance, cash-flow forecasting, costs, revenue and profit, break-even and financial performance.	January mock series: exact week and submission deadline TBC. Finance unit test followed by protected feedback and reteaching. Substantial quantitative practice.	1. Knowledge and Understanding – Secure understanding of business concepts, terminology and issues. (AO1) 2. Application – Effective use of business knowledge in unfamiliar and real-world business contexts. (AO2) 3. Analysis and Evaluation – Ability to interpret information, assess evidence, justify decisions and reach reasoned conclusions. (AO3)
Summer	Whole-course revision Paper 1 and Paper 2 preparation	Targeted revision responds to assessment and mock evidence. Paper 1 receives early emphasis, while Paper 2 remains interleaved. After Paper 1, teaching focuses on remaining Marketing and Finance priorities.	Timed examination practice and targeted feedback. Paper 1: 12 May 2027 PM. Paper 2: 21 May 2027 PM. Study-leave dates: TBC.	1. Knowledge and Understanding – Secure understanding of business concepts, terminology and issues. (AO1) 2. Application – Effective use of business knowledge in unfamiliar and real-world business contexts. (AO2) 3. Analysis and Evaluation – Ability to interpret information, assess evidence, justify decisions and reach reasoned conclusions. (AO3)

Y11 Subject - Business Studies

How families can support	Useful links	Enrichment Opportunities
Discuss business news and ask students to apply it to course concepts. • Support weekly retrieval across both examination papers. • Encourage full workings for calculations. • Ask students to justify recommendations using case evidence. • Use mock feedback to target specific weaknesses. • Help students follow a realistic revision timetable.	AQA GCSE Business 8132 aqa.org.uk/subjects/business/gcse/business-8132 • AQA papers and mark schemes aqa.org.uk/pastpapers • AQA examination dates aqa.org.uk/subjects/business/gcse/business-8132/key-dates • tutor2u AQA GCSE Business tutor2u.net/students/gcse/aqa-gcse-business • Seneca AQA GCSE Business senecalearning.com	Business revision and examination workshops • Enterprise and careers events • Research a local employer or entrepreneur • Follow business news and market changes • Virtual work experience • Investigate ethical and sustainable businesses • Explore post-16 Business pathways

Y11 Subject- SOCIOLOGY

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Crime and Deviance	The social construction of crime and deviance Formal and informal social control Functionalist explanations of crime Marxist explanations of crime Interactionist explanations of crime Labelling theory and self-fulfilling prophecy Crime, age and gender Crime, ethnicity and social class Official crime statistics and the dark figure of crime Victims of crime Punishment and social control Sociological explanations of punishment	Written GCSE past paper practice Knowledge recaps Practice exam questions and 12 mark essays	AO1: Knowledge and Understanding **Can demonstrate knowledge and understanding of key sociological theories, concepts, studies and evidence relating to crime, deviance and social control.** AO2: Application and Explanation **Can explain patterns of crime and deviance, applying sociological concepts and perspectives to understand social behaviour and institutions.** AO3: Analysis and Evaluation **Can assess different sociological explanations of crime and deviance, using evidence to make reasoned judgements about contrasting viewpoints.**
Spring	Social Stratification	Social stratification and inequality Social class and life chances Wealth, income and poverty Absolute and relative poverty Life chances and social mobility Functionalist views of stratification Marxist views of stratification Feminist views of stratification Power, authority and social control The impact of gender on life chances The impact of ethnicity on life chances The impact of age and disability on life chances	Written GCSE past paper practice Knowledge recaps Practice exam questions and 12 mark essays	AO1: Knowledge and Understanding **Can demonstrate knowledge and understanding of key sociological theories, concepts, studies and evidence relating to social class, inequality and social stratification.** AO2: Application and Explanation **Can explain how social class and inequality affect individuals' opportunities and life chances, using sociological concepts and perspectives.** AO3: Analysis and Evaluation **Can assess different sociological explanations of social inequality and stratification, using evidence to make reasoned judgements about contrasting viewpoints.**
Summer	EXAM PREP	Students will review and consolidate learning from across the Sociology curriculum, developing their knowledge, analytical skills and examination technique in preparation for the end-of-unit assessment.	GCSE EXAM	

Y11 Subject- SOCIOLOGY

How families can support	Useful links	Enrichment Opportunities
Encourage regular discussion of current affairs and social issues in the news. Ask questions that develop critical thinking, such as "Why do different people view this issue differently?" Support the learning of key sociological terminology and encourage its use in discussions Support independent reading and research around contemporary social issues	**AQA GCSE Sociology Specification** • https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192 **Tutor2u Sociology** • https://www.tutor2u.net/sociology **Sociology Central** • https://www.sociology.org.uk **BBC News** • https://www.bbc.co.uk/news **The Guardian Society** • https://www.theguardian.com/society **Office for National Statistics (ONS)** • https://www.ons.gov.uk	

Y11 Subject- DRAMA

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	1.Devising portfolio 2. Live Theatre Review and exam preparation 3.Performance from Text	Refine sections 1-4 of the devised portfolio • Complete sections 5 and 6 in exam conditions • Watch a live theatre performance • Prepare Live Theatre Notes for the mock exam – practice exam questions • Revision of An Inspector Calls • Practice exam questions • Select 2 script extracts from the same play and start to prepare for performance	Devised portfolio coursework Practice exam questions	1. Is able to analyse and evaluate own contribution to the devised piece 2. Can pinpoint key moments from the live theatre performance for evaluation and analysis 3. Has shown understanding through exam questions using the structure and marking criteria provided
Spring	1.Performance from Text 2.Exam Preparation and Revision	Script Interpretation: analyse the playwright's intentions, explore subtext, and understand character relationships, setting, and themes within the chosen text. Characterisation: develop believable and engaging characters using voice, movement, facial expression, and gesture. Rehearsal Techniques: refine performance through blocking, experimentation, and feedback. Performance Skills: vocal projection, clarity, tone, physicality, spatial awareness, and interaction with others on stage, enabling students to perform confidently and with intention.	Teacher and peer assessment. Performance – External Examiner – 20%	1. Interpreting Text for Performance Is able to analyse and communicate the playwright's intentions through informed performance choices. 2. Creating and Developing Character Can use performance skills to create believable, sustained and effective characterisation. 3. Refining and Realising Performance Is able to apply rehearsal techniques and performance skills to produce a polished and effective performance.
Summer	Exam Preparation and Revision	Section A: Bringing Texts to Life Students revise An Inspector Calls and prepare to answer questions from the perspective of a performer, director, and designer. They focus on: Character interpretation / Staging choices / Use of performance and design elements. Section B: Live Theatre Evaluation Students prepare to analyse and evaluate a live theatre performance they have seen. Revision focuses on: Describing key moments / Analysing acting, staging, and design choices / Evaluating the impact on the audience.	Exam style questions / practice papers.	1. Interpretation and Realisation of Theatre Can demonstrate understanding of how dramatic meaning is created and communicated through performance, directing and design choices. 2. Analysis of Theatrical Choices Is able to analyse how acting, directing and design elements contribute to the effectiveness of a performance. 3. Evaluation of Audience Impact Can evaluate the success of theatre in communicating ideas, emotions and intentions to an audience.

Y11 Subject- DRAMA

How families can support	Useful links	Enrichment Opportunities
Support with line learning Come and see their performances Provide opportunities to see theatre – live or recorded Talk about TV shows if wathcing together – ask why designers and directors have made choices for costume / setting / music	Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Drama Konstantin Stanislavski - Naturalism and Stanislavski - GCSE Drama Revision - WJEC - BBC Bitesize Bertolt Brecht – a brief background - Epic theatre and Brecht - GCSE Drama Revision - WJEC - BBC Bitesize	LAMDA School Production Showcases Christmas Cabaret

Y11 Subject – ART/DT

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Coursework Portfolio project	Continuing Coursework Portfolio from year 10, refreshing the interpretation and exploration of the theme to allow the development of a second and final outcome. Selection and analysis of new inspirations, exploration and refinement of new techniques or media. Development of a final design through a sequence of stages including a mock-up. Realisation of the design as the culmination of the coursework project.	Written assessment and feedback will occur in early September, at half term and at the end of the Term in December	1. Critical Understanding Can explain/develop/evaluate/analyse..... 2. Experiment and Refinement Developing their skills... 3. Recording observations, ideas and insights Developing recording of ideas and observations using drawing, art-making, photography or annotation the student shows....
Spring	Externally Set Task	Externally Set Task (exam project) For Art / Photography students select one theme to respond to from the five available on the OCR externally set task. For Textiles all students respond to the one theme title provided by the Edexcel exam board. Over twelve weeks (approximately) students explore their response to the theme selected and develop their artistic interpretations. This culminates in the design of an outcome to create during a ten hour exam period.	Regular assessment and feedback will occur verbally in lessons. Written assessment will occur at half term and before Easter.	1. Critical Understanding Can explain/develop/evaluate/analyse..... 2. Experiment and Refinement Developing their skills... 3. Recording observations, ideas and insights Developing recording of ideas and observations using drawing, art-making, photography or annotation the student shows.... 4. Presentation In exploring ideas and developing an outcome in response to the EST selected ...
Summer		Ten hour exam. Assembly of all work, labelling of coursework and exam projects. Revise for other subjects	Final standardisation will be undertaken but not fed back to the students	No reporting this term as the exam happens early.

Y11 Subject – ART/DT

How families can support	Useful links	Enrichment Opportunities
Ensure students are completing homework regularly and dedicating time to Art work during revision periods as they would for other subjects (all of their work is actual GCSE work). Support visits to museums and galleries, or trips to locations to collect photographs or objects to use in their personal projects. Buy the following books on Amazon marketplace, or from another discounted source: Art 'What are you looking at?' Will Gompertz Photography 'Read this if you want to take great photographs' Henry Carroll Textiles '200 Skills every fashion designer must have' Aisling McKeefry	BBC Bitesize GCSE Art & Design OCR Fitzwilliam Museum Kettle's Yard, Cambridge Tate Museums National Gallery, London Hepworth Gallery, Wakefield Khan Academy, art section - free but subscription required Miss Wilson's Photography guide	Relevant exhibitions or creative learning opportunities will be presented to students on a project by project basis as events allow.

Y11 Subject -MUSIC

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	AOS3: Rhythms of the World Ensemble Performance Set Brief Composition	Listening and learning the features of a variety of musics from around the world – Brazilian samba, Caribbean calypso, West African drumming, Greek and Middle Eastern folk music. Following the same pattern as Areas of Study in Year 10. Beginning to work on an ensemble performance, using the instrument of the candidates' choice. This may include using other members of the class as the ensemble, using a teacher, or other members of the school, as appropriate to the situation. Beginning composition (lasting roughly 2 minutes) on a set brief given by the exam board, related to one of the Areas of Study. This will take all feedback given for the free composition to begin creating a more developed and stylistic piece of music.	Exam style questions and low-stakes quizzes Teacher and peer feedback Summative assessment	Can analyse musical features across the relevant genres Can develop musical ideas in composition Can demonstrate technical control in performing
Spring	AOS4: FIlm and Video Game Music Ensemble Performance Set Brief Composition	Music for films, looking at musical cliches and moods and how they are created. This AoS also takes in video game music, and classical music when used in a film context. This can tie in well to the film music composition brief, and such links will be explored if any candidates are using that brief. Continuing from the first term. Continuing from the first term.	As above	Can analyse musical features across the relevant genres Can develop musical ideas in composition Can demonstrate technical control in performing
Summer	Revision Ensemble performance Set brief composition	Revision of previous topics Recording the final ensemble performance, as well as redoing the solo performance if desired or necessary. Finishing and recording (if appropriate) the set brief composition.	As above	Can analyse musical features across the relevant genres Can develop musical ideas in composition Can demonstrate technical control in performing

Y11 Subject -MUSIC

How families can support	Useful links	Enrichment Opportunities
Encourage pupils to listen to music from the areas we study frequently, at first purely listening and then beginning to draw elements out – Spotify and YouTube are excellent resources these days with playlists to suit virtually any genre. If live events are happening nearby, go to them! Additionally, ensuring instrumental/vocal practice is happening at home is vital – drawing up a practice schedule maybe helpful for those whose motivation can occasionally flag!	Some useful playlists: Rock and Roll https://open.spotify.com/playlist/0aXE6H0T4ngpK76lgsvh9o?si=4c84ce564ca241ce Classical Concerto https://open.spotify.com/playlist/5TbqLLZIGwawZLKyk0v6kh?si=cb7a612cafb84d3c Samba https://open.spotify.com/playlist/7zPiO5dkxVspgnMfAmSEy3?si=574dfd0a5afc4a29	Seeing and hearing music live is great, as is being involved in it – depending on the specialism of the pupil, joining an ensemble or group somewhere local will massively increase their familiarity with that style.

Y11 Subject – SPANISH

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	My region Global issues	Describing cities; Describing shopping preferences; Giving preferences about where you live; Talking about your area. Using the perfect tense.Prepositions of place for directions Using demonstrative adjectives for descriptions: Comparing now and then in the imperfect tense. Revising direct object pronouns. Using the present subjunctive with *cuando.* Revising comparisons Using a variety of verb tenses. Finding different ways to describe future plans Learning about Spanish-speaking countries; Talking about how you help your community; Climate change, action and solutions Using pronouns after prepositions; the imperative; *falta, hace falta, vale la pena, basta* Using an avoiding the passive. Using the imperfect continuous tense Practising negatives. Using the perfect subjunctive to give opinions Translating more complex texts. Developing effective comprehension skills Using *'no se deberia'* + infinitive; Understanding multiple tense	Ongoing skills assessment in listening, speaking, reading and writing. Topic vocabulary and grammar tests. End of module assessments in listening, speaking, reading and writing In-class assessments	**1.** Can use the perfect tense **2.** Can use the present subjunctive with *cuando* **3.** Can use the imperfect continuous tense **4.** Can use the perfect subjunctive to give opinions
Spring	Hopes and dreams	Jobs and future careers; Importance of learning languages; World of work; Impact of AI Using *seguir/continuar* and present participle Using posssive pronouns Using prepositions followed by the infinitive Using masculine and feminine nouns for jobs Using and understanding the suffix – *dad/ -idad* Using modal verbs; Using different verb forms Understanding more complex texts; Listening for percentages Using *para que* + present subjunctive Working out the infinitive of a conjugated verb	Ongoing formative and summative assessments Vocabulary and grammar tests End of module assessments in listening, speaking, reading and writing Mock exams	**1.** Can use *seguir/continuar* and present participle **2.** Can use different verb forms **3.** Can use *para que* + present subjunctive
Summer	Exam preparation	Students consolidate all GCSE Spanish course content and refine exam technique through revision, retrieval practice and examination preparation in each of the four language skills.	Ongoing formative and summative assessments GCSE exam practice questions	1. Can understand and respond to spoken language 2. Can understand and respond to written texts 3. Can listening and respond to spoken stimuli 4. Can wite comprehensive responses in the target language

Y11 Subject –SPANISH

How families can support	Useful links	Enrichment Opportunities
Reminding your child to complete the set homework tasks every week Testing your child regularly on new vocabulary; Listening to your child reading aloud in the target language. Watching films together with Spanish audio and/or subtitles. Explore cultural opportunities – speaking with a French-speaking relative, visiting local French eateries and cultural events.	AQA | French | GCSE | GCSE French GCSE French - AQA (for exams from 2026) - BBC Bitesize BBC - Languages - French - TV - BBC programmes Duolingo - The world's best way to learn a language Learn Spanish with Babbel BBC - Learn Spanish with free online lessons	Debate competitions in-school and with other schools News in Slow French - French Podcast Becoming a Languages Ambassador and teaching a new language to Prep students in Languages Week

Y11 Subject – FRENCH

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	**Our planet** **My world**	Talking about geography, the climate, and environmental problems Discussing how we can work together to protect the environment Talking about day-to-day actions to protect the environment Discussing new technologies Using comparatives and superlatives. Learning about francophone countries Understanding the present tense of the passive voice Pronouncing the 'open *o*'. Using the *nous*-form imperative Introducing opinions in a variety of ways. Using *en* + the present participle Understanding when to use the imperfect and perfect tenses Using *être en train de* and *venir de*. Identifying correct statements about a text Describing your town or village. Asking for and understanding directions Talking about shopping for clothes. Describing your ideal home Talking about visiting another town or city. Future plans and hopes	Ongoing skills assessment in listening, speaking, reading and writing. Topic vocabulary and grammar tests. End of module assessments in listening, speaking, reading and writing In-class assessments	**1.** Can understand when to use the imperfect and perfect tenses **2.** Can use *être en train de* and *venir de* **3.** Can spot different tenses from verb endings
Spring	**My future plans**	Using the pronoun *y,* Translating phrases with *depuis,* Using *à* and *de* with the definite article, Transcribing unfamiliar words, Using *de* to indicate possession, Practising shopping role-plays, Using *si* clauses, Working out the meaning of unfamiliar words, Translating questions in different tenses, Spotting different tenses from verb endings Discussing different jobs Using *après avoir* + a past participle Expressing future plans using a range of structures Using verbs that take *être* in the perfect tense Expressing opinions on reality TV and influencers Using infinitives as nouns Looking up words for possible future jobs Using verbs followed by *à* or *de* Translating more complicated structures	Ongoing formative and summative assessments Vocabulary and grammar tests End of module assessments in listening, speaking, reading and writing Mock exams	**1. C**an use *après avoir* + a past participle **2.** Can express future plans using a range of structures **3. C**an use verbs that take *être* in the perfect tense
Summer	Exam preparation	Students consolidate all GCSE Spanish course content and refine exam technique through revision, retrieval practice and examination preparation in each of the four language skills.	Ongoing formative and summative assessments GCSE exam practice questions	1. Can understand and respond to spoken language 2. Can understand and respond to written texts 3. Can listen and respond to speaking stimuli 4. Can write comprehensive responses in the target language

Y11 Subject –FRENCH

How families can support	Useful links	Enrichment Opportunities
Reminding your child to complete the set homework tasks every week Testing your child regularly on new vocabulary; Listening to your child reading aloud in the target language. Watching films together with French audio and/or subtitles. Explore cultural opportunities – speaking with a French-speaking relative, visiting local French eateries and cultural events.	AQA | French | GCSE | GCSE French GCSE French - AQA (for exams from 2026) - BBC Bitesize BBC - Languages - French - TV - BBC programmes Duolingo - The world's best way to learn a language Learn French with Babbel	French revision trip to Maison Clement Bakery in the Spring Term Debate competitions in-school and with other schools Listening to French music and radio France Inter – Première radio d'actualité généraliste et culturelle News in Slow French - French Podcast The Fitzwilliam Museum - French Impressionists

Y11 Subject – MANDARIN

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Weather and countries; health issues; social issues; environmental issues	Creating a weather forecast report for today and the next couple of days in Chinese using the map of China; A future holiday to China; Reserving a hotel room (role play); Body parts and a visit to the Doctor (problems); Activities for a healthy lifestyle; Problems caused by obesity; Problems caused by smoking and alcohol; Environmental problems and solutions; How to talk about social issues; How to organise local activities to help tackle environmental problems	Ongoing skills assessment in listening, speaking, reading and writing. Topic vocabulary and grammar tests. End of module assessments in listening, speaking, reading and writing In-class assessments	**1.**Can combine present simple and past simple tenses **2.** Can use verbs expressing opinions **3.** Can use future tense
Spring	Social media; free time and interests; keeping healthy; house and home; local areas	Mobile phone and internet use; Online communications; Online shopping advantages and disadvantages; TV programmes and reality shows; Interview a celebrity; Write a report about a famous person you like; Write a blog post; Activities to keep you healthy; Revise vocabulary for hobbies and interest; Healthy food to keep you healthy – eating vegetables and fruits, and drinking a lot of water; Describe your area and what kind of house is your favourite; What you could do to improve your local area	Ongoing formative and summative assessments Vocabulary and grammar tests End of module assessments in listening, speaking, reading and writing Mock exams	**1.** Can use present continuous tense **2.** Can use present simple tense **3**. Can use conditional clauses
Summer	Exam preparation	Students consolidate all GCSE Spanish course content and refine exam technique through revision, retrieval practice and examination preparation in each of the four language skills.	Ongoing formative and summative assessments GCSE exam practice questions	1. Can understand and respond to spoken language 2. Can understand and respond to written texts 3. Can listen and respond to speaking stimuli 4. Can write comprehensive responses in the target language

Y11 Subject –MANDARIN

How families can support	Useful links	Enrichment Opportunities
Reminding your child to complete the set homework tasks every week Testing your child regularly on new vocabulary; Listening to your child reading aloud in the target language. Watching films together with Mandarin Chinese audio and/or subtitles. Explore cultural opportunities – speaking with a Mandarin-speaking relative, visiting local Chinese eateries and cultural events.	AQA | Chinese (Mandarin) | GCSE | GCSE Chinese (Mandarin) GCSE Mandarin - BBC Bitesize Duolingo - The world's best way to learn a language GCSE Mandarin | Quizlet	Mandarin language poetry competition Becoming a Languages Ambassador and teaching a new language to Prep students during Languages Week The Fitzwilliam Museum - Gallery 28: Arts of the Far East The Fitzwilliam Museum - Arts of Asia Chinese collections | Cambridge University Library Chinese Works Chinese Art in Museums & Galleries | Chinese Brush Painters Society

Y11 Subject – PSHCE

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Relationships and Future Planning Health, Wellbeing and Resilience Personal Safety and Risk Awareness Equality, Rights and Responsibility	Students develop the knowledge and skills needed to navigate relationships, manage wellbeing, make informed decisions, and prepare for adulthood. They explore personal safety, health risks, equality, and their rights and responsibilities in an increasingly complex world.	Knowledge quizzes, reflective tasks, scenario-based discussions, practical first aid activities, and end-of-unit assessment	1. Relationships & Respect Understanding healthy relationships, consent, intimacy, family aspirations, and mutual respect. 2. Health & Wellbeing Managing anxiety, recognising mental health concerns, developing resilience, and accessing support. 3. Safety & Decision Making Recognising risks associated with substance use, exploitation, scams, knife crime, and personal safety. 4. Equality & Responsibility Exploring diversity, challenging harmful practices, respecting individual rights, and contributing positively to society.
Spring	Financial Independence Risk Management and Decision Making Sexual Health and Relationships Preparing for Adult Life	Students develop the knowledge and skills needed to manage finances independently, make informed decisions about risk, and understand key aspects of sexual and reproductive health. The unit prepares students for adult responsibilities, promoting confidence, safety, and wellbeing.	Knowledge quizzes, reflective tasks, scenario-based discussions, financial planning activities, and end-of-unit assessment.	1. Financial Capability Understanding budgeting, loans, debt, housing costs, and financial responsibility. 2. Risk & Decision Making Recognising risks, assessing consequences, and making informed choices. 3. Sexual Health & Wellbeing Understanding contraception, reproductive health, fertility, and staying safe in relationships. 4. Preparing for Adulthood Developing independence, responsibility, and awareness of future life choices.
Summer	Exam Preparation and Wellbeing Stress Management and Resilience Independent Learning Preparing for Transition	Students focus on managing exam pressures, maintaining positive wellbeing, and developing effective coping strategies during the examination period. The unit supports students in building resilience, managing study leave effectively, and preparing for the transition beyond secondary education.	Self-reflection activities, wellbeing check-ins, study planning tasks, and engagement throughout the examination period.	1. Wellbeing & Resilience Understanding how to maintain positive mental health during periods of challenge and change. 2. Stress Management Developing practical strategies for managing anxiety, pressure, and exam stress. 3. Independence & Responsibility Building effective study habits, self-management skills, and personal accountability. 4. Future Readiness Preparing for post-16 education, training, employment, and adult life.

Y11 Subject –PSHCE

How families can support	Useful links	Enrichment Opportunities
•Encourage open conversations about wellbeing, future plans, relationships, and personal safety. •Support healthy routines including sleep, exercise, nutrition, and revision habits. •Help students manage exam stress and maintain a positive balance between work and wellbeing. •Discuss budgeting, financial independence, housing, and preparation for adulthood. •Reinforce messages around healthy relationships, consent, sexual health, and responsible decision-making. •Encourage students to seek support when needed and celebrate progress and achievements.	• Childline: www.childline.org.uk • Young Minds: www.youngminds.org.uk • Mind: www.mind.org.uk • NHS Live Well: www.nhs.uk/live-well • Brook: www.brook.org.uk • MoneyHelper: www.moneyhelper.org.uk • National Careers Service: nationalcareers.service.gov.uk • St John Ambulance: www.sja.org.uk	• Mental Health and Wellbeing Workshops • First Aid and CPR Training • Financial Literacy and Budgeting Workshops • Careers, College and Sixth Form Guidance Events • Guest Speakers on Healthy Relationships and Personal Safety • Post-16 Transition Support Sessions • Student Leadership and Mentoring Opportunities • Employability and Life Skills Programmes

Digital Wisdom	Critical Thinking	Character	Serving Global Society
Students develop the skills to navigate online environments safely, evaluate information critically, recognise online risks, and maintain a positive digital reputation.	Students assess risks, evaluate evidence, analyse financial and health-related information, and make informed decisions about their future education, relationships, and wellbeing.	Students develop resilience, integrity, empathy, confidence, independence, and responsibility as they prepare for life beyond school.	Students explore equality, diversity, citizenship, human rights, and social responsibility, developing the knowledge and values needed to contribute positively to society and their communities.

Y11 Subject – GCSE PE

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Applied Anatomy & Physiology; Physical Training; Practical Moderation	Consolidation of key physiological systems including cardiovascular, respiratory and muscular systems. Principles of training, fitness testing, training zones and injury prevention. Completion of practical assessments and collection of video evidence. NEA coursework preparation and improvement.	Baseline assessment; Topic tests; PPE/mock examination; Practical activity assessment and evidence collection.	Application of anatomy and physiology to performance; Components of fitness; Principles of training (SPORT/FITT); Evaluation of performance.
Spring	Socio-Cultural Influences; Sports Psychology; Health, Fitness and Wellbeing	Exploration of participation trends, engagement patterns, commercialisation, sponsorship and media influence. Psychological factors affecting performance, including motivation, arousal and feedback. Health benefits of physical activity and risks of sedentary lifestyles. Continued practical moderation.	Topic assessments; Exam-style questions; Mock examination; Completion of practical marks and coursework	Impact of societal factors on participation; Mental preparation and performance; Healthy active lifestyles; Analysis and evaluation skills.
Summer	Revision and Examination Preparation	Synoptic revision of all GCSE theory content. Retrieval practice, exam technique, command words and application of knowledge to sporting scenarios. Final preparation for OCR GCSE PE examinations.	OCR GCSE PE written examinations; Final moderation of NEA where required.	Recall and application of knowledge; Exam technique; Interpretation of data; Extended written responses; Linking theory to practical performance.

Y11 Subject – GCSE PE

How families can support	Useful links	Enrichment Opportunities
• Encourage regular revision using flashcards, knowledge organisers and past papers. • Support completion of practical assessment requirements and video evidence where applicable. • Discuss sporting examples from current events and relate them to GCSE theory. • Encourage participation in physical activity and sports clubs to maintain practical skills. • Help students establish a revision timetable leading up to examinations. • Ensure students attend intervention and revision sessions.	• OCR GCSE PE: https://www.ocr.org.uk/qualifications/gcse/physical-education-j587/ • BBC Bitesize GCSE PE: https://www.bbc.co.uk/bitesize/examspecs/zxbg39q • OCR Past Papers: https://www.ocr.org.uk/students/past-papers/ • The Ever Learner GCSE PE Revision: https://theeverlearner.com • GCSE PE Revision (YouTube): Mr W PE / The PE Classroom	• Represent the school in fixtures and competitions. • Join local sports clubs and participate in competitive sport. • Attend GCSE PE revision sessions and intervention classes. • Volunteer as a coach, official or sports leader. • Attend live sporting events and analyse performance. • Complete further fitness testing and personal training programmes.

Y11 CNAT Sport Studies

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	R184- Contemporary issues in sport	**Issues which affect participation in sport:** Barriers to participation and solutions for this. Emerging sports. **Role of Sport in promoting Values:** Sporting values, Olympic and paralympic values, etiquette in sport and Performance enhancing drugs. **Implications of hosting a major sporting event:** Pre, during and post event implications **The role of Technology in Sport:** Role of National governing bodies and positive or negative effects of technology	Low key quizzes and recall tasks Explain and compare questions Application of concepts to unfamiliar contexts End of term topic tests	Concept area 1: Understanding of barriers to participation and the role of sport in promoting values Concept area 2: Understanding the implications of hosting a major sporting event Concept area 3: Understanding the role of national governing bodies and the effects of technology in sport
Spring	R185- Performance and leadership in sport	**Key components of performance:** Performance in both individual and team sport **Applying practice methods to support improvement in a sporting activity:** Identifying strengths and weaknesses in a chosen sport **Organising and planning a sports activity session:** Producing a plan and leading a safe session **Reviewing a sports activity session:** Identifying strengths and weakness and ways to improve their leadership	Required practical performance Explain and compare questions Application of concepts to unfamiliar contexts Formative and Summative Coursework	Concept area 1: Understanding strengths and weaknesses within a chosen sport and producing a plan to improve this Concept area 2: Being able to plan and deliver a safe leadership session Concept area 3: Understanding strengths and weaknesses of the session students delivered
Summer	R184-Contemporary issues in sport	**Issues which affect participation in sport:** Barriers to participation and solutions for this. Emerging sports. **Role of Sport in promoting Values:** Sporting values, Olympic and paralympic values, etiquette in sport and Performance enhancing drugs. **Implications of hosting a major sporting event:** Pre, during and post event implications **The role of Technology in Sport:** Role of National governing bodies and positive or negative effects of technology	Low key quizzes and recall tasks Explain and compare questions Application of concepts to unfamiliar contexts End of term topic tests	Concept area 1: Understanding of barriers to participation and the role of sport in promoting values Concept area 2: Understanding the implications of hosting a major sporting event Concept area 3: Understanding the role of national governing bodies and the effects of technology in sport

Y11 Subject – CNAT Sport Studies

How families can support	Useful links	Enrichment Opportunities
• Encourage regular revision using flashcards, knowledge organisers and past papers. • Support completion of practical assessment requirements and video evidence where applicable. • Discuss sporting examples from current events and relate them to Contemporary issues in sport • Encourage participation in physical activity and sports clubs to maintain practical skills. • Help students establish a revision timetable leading up to examinations. • Ensure students attend intervention and revision sessions.	• Cambridge National Sport Studies OCR- Cambridge Nationals - Sport Studies Level 1/Level 2 – J829 • OCR Past Papers: https://www.ocr.org.uk/students/past-papers/ • The EverLearner Contemporary issues in sport- Revision: https://theeverlearner.com • CNAT Sport Studies Revision (YouTube): Mr W PE / The PE Classroom	• Represent the school in fixtures and competitions. • Join local sports clubs and participate in competitive sport. • Attend CNAT Sport Studies revision sessions and intervention classes. • Volunteer as a coach, official or sports leader. • Attend live sporting events and analyse performance. • Complete further fitness testing and personal training programmes.