

Year 11 Programme of Study 2025/26

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Year End Points
Art	Component 1 – Portfolio Unit - Focus on producing final resolution ideas & plans based on the body of work as a whole. This development of final ideas is driven by critical studies influences & media experiment conclusions.	Component 1 – Portfolio Unit - Focus remains on working from the completion of diverse and exhaustive options to successfully complete final resolution(s) based on the body of work as a whole, ready to submit the completed Portfolio..	Component 2 – Externally Set Assignment - Select a project title & focusing on AO1 & AO3 - initial investigations & observations. Demonstrating understanding of critical studies sources.	Component 2 – Externally Set Assignment - Strengthening observations at AO3 & exploring media options, choices and effects for final resolution(s) options.	Component 2 – Externally Set Assignment - Focus on working on the completion of diverse and exhaustive final resolution(s) options through to the realisation of intentions in 10 hours of supervised time.	GCSE	Students will have refined working on GCSE art skills used in producing a portfolio of work as part of the AQA course requirements. They will have perfected their skills of analysing and planning their practical work, writing brief critical analyses and evaluations of their work, using a wide range of appropriate technical language especially regarding their artist research and practical work. They will have been able to reflect on their skills and media and have taken opportunities to experiment with materials and techniques .
Business Studies	Module 2 2.3 Making operational decisions Business operations; working with suppliers; managing	Module 2 2.2 Making marketing decision Marketing mix - place; using the marketing mix to make decisions. 2.4 Making financial	Module 2 2.5 Making Human Resource decisions Organisational structures; effective recruitment; effective	Revision and Exam Practice Consolidation, revision and feedback to prepare for final exams - February/March	Revision and Exam Practice Personalised Revision Plans for Students. Paper 1 - Investigating small business Paper 2 -	GCSEs begin.	To be able to do/show: Discuss how businesses grow Making judgements about ethical behaviour Presentation skills Peer assessment of work Evaluating different types of production Understanding the need for good customer service Calculations GPM, NPM, ARR Interpret business data - financial,

	quality; the sales process 2.2 Making marketing decision Marketing mix - product; marketing mix - price; marketing mix - promotion. - Start of Year 11 Assessment (shortened Paper 1)	decision Business calculations; understanding business performance. - Topic Assessment (2.1-2.3) - December Mock Exam (Paper 1)	training and development; motivation - Assessed Homework (Exam Questions)	Mock Exam (Paper 2)	Building a business		marketing and market Interpret business ratios All skills required for GCSE
Computer Science	Module: Pseudocode and Building Robust Programs Topics: Pseudocode, Testing, Data Validation, Trace Tables, Logic Diagrams and Programming Techniques Key Skills: Be able to construct Boolean	Module: Ethical, Legal, Cultural and Environmental Concerns Topics: Legislation Relevant to Computer Science. Implications of Computer Science in Society Key Skills: Investigate and	Module: Algorithms Topics: Computational Thinking, Sorting and Searching Algorithms Key Skills: Explain the concepts of abstraction, decomposition and algorithmic thinking.	Module: Producing Robust Programs and Pseudocode Exam Technique and SQL Topics: Defensive Design, Maintainability, Purpose of Testing Key Skills: Anticipate computer misuse and	GCSE	GCSE	Understand ethical, legal, cultural or environmental issues in relation to a given scenario. State what is meant by an algorithm taking into consideration abstraction and decomposition. Understand and be able to apply a linear and a binary search algorithm including the advantages of one over the other. Use a flowchart or pseudocode to define the steps in a simple algorithm Recognise standard symbols used to represent NOT, AND OR, NAND, NOR and XOR logic gates. Draw truth tables for the above logic gates. Be able to complete a trace table to trace through a simple algorithm.

	expressions and draw logic diagrams, and complete truth tables. Analyse and identify the requirements for a solution to the problem. Set clear measurable objectives. Design suitable algorithms including pseudocode to represent the solution to a problem. Incorporate techniques to verify and validate data. Construct trace tables to test algorithms before coding the solution. MP1: End of Unit Assessment	discuss computer science technologies while considering ethical issues, legal issues, cultural issues, environmental issues and privacy issues. How stakeholders are affected by technologies. Environmental and cultural issues on society. Discuss legislation surrounding computer science including the Data protection act (1998), Computer Misuse Act (1990), Copyright Patent and Designs Act (1988) and the Freedom of Information Act (2000)	Display standard sorting algorithms including a bubble sort, merge sort and an insertion sort. Perform on data sorting algorithms to include bubble sort and merge sort. MP4: Summative Assessment	techniques to prevent this, authentication, planning for contingencies and examples of input sanitisation/validation. Identify syntax and logic errors and choice of suitable test data for a given scenario. MP5: End of Unit Assessment			
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	in live performance	Assessment x 2 1 – mock of performance 2 – mock paper questions. AO1 Create and develop ideas to communicate meaning for theatrical performance AO2 Apply theatrical skills to realise artistic intentions in live performance AO3 Demonstrate knowledge and understanding of how drama and theatre is developed and performed AO4 Analyse and evaluate their own work and the work of others	Assessment x 2 1 – Live examiner C2 exam 2 – Live theatre review question. AO1 Create and develop ideas to communicate meaning for theatrical performance AO2 Apply theatrical skills to realise artistic intentions in live performance AO3 Demonstrate knowledge and understanding of how drama and theatre is developed and performed AO4 Analyse and evaluate their own work and the work of others	communicate meaning for theatrical performance AO2 Apply theatrical skills to realise artistic intentions in live performance AO3 Demonstrate knowledge and understanding of how drama and theatre is developed and performed AO4 Analyse and evaluate their own work and the work of others	communicate meaning for theatrical performance AO2 Apply theatrical skills to realise artistic intentions in live performance AO3 Demonstrate knowledge and understanding of how drama and theatre is developed and performed AO4 Analyse and evaluate their own work and the work of others Y11 Study leave – exam usually is May = 40% of GCSE.		
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			Analyse and evaluate their own work and the work of others Final recording of C2 (live examiner) = 20%				
English	Romeo and Juliet AIM: To study the play in detail and consolidate essay skills. To make connections between fiction and real history as well as current issues e.g. gender roles, Renaissance marriage. KEY SKILLS: Identifying and exploring the effects of dramatic methods	Revision: Language/ Literature Paper 1 AIM: To revise exam content and technique for all tasks for both literature and language paper 1 through a series of tailored revision lessons. To develop independent planning and writing skills. KEY SKILLS: Comprehension . Close	P&C Poetry III + Unseen Poetry AIM: To complete study of the remaining poems from the 'Power and Conflict' AQA anthology as well as revise those taught last year. To study a range of unseen poems about a range of topics. To develop and consolidate	Revision: Language/ Literature Paper 2 AIM: To revise exam content and technique for all tasks for both literature and language paper 2 through a series of tailored revision lessons. To develop independent planning and writing skills. KEY SKILLS: Comprehension. Close	Holistic Revision AIM: To revise all course content through a series of revision lessons designed for our students and based on their prior learning. Use of past papers to build confidence and familiarity. KEY SKILLS: All reading and writing skills on the course. Focus	Revision and Exam Prep	READING: - Quote a range of examples to support arguments. - Identify a range of writers' methods and distinguish between poetic, dramatic and prose devices. - Explore the effects of methods on meanings in detail. - Identify varied aspects of genre and form. - Identify and explain similarities and differences between texts in detail. WRITING: - Produce texts using accurate punctuation and grammar. - Use a wider range of

	as well as language features. Discussion and debate skills. Essay writing skills. CAREER LINKS: Victim advocacy, campaign management, police work, charity work, social services, politics, writing, directing, acting, stunt coordination READING: Termly reading lists issued.	language annotation and analysis. Structural analysis. Evaluation. Creative, essay and technical writing. CAREER LINKS: Any role requiring critical thinking, communication and creative skills.	comparative essay planning and writing. KEY SKILLS: Independent reading and interpretation. Close language annotation and analysis. Structure and form analysis. Comparative essay skills. CAREER LINKS: Military, law, advocacy, journalism, poetry, TV/ film production, politics, charity. READING: Termly reading lists issued	language annotation and analysis. Structural analysis. Comparison. Non-fiction and technical writing. CAREER LINKS: Any role requiring critical thinking, communication and creative skills.	on exam technique. CAREER LINKS: Any role requiring critical thinking, communication and creative skills.	sentence and punctuation types. - Use a range of creative, mature methods in writing. - Produce thoughtful and detailed essays. The Crypt School English Department Programme of Study 2024-2025 Our aim is to foster a deep knowledge, understanding and appreciation of the English language, its rich literary heritage, and its myriad practical applications - Use a range of discourse markers for clarity and careful sequencing of ideas. ORACY: - Respond in detail to questions and feedback, improving answers when required to do so. - Present ideas clearly to an audience independently. - Participate in class and group discussion
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Geography	Dynamic Development Factors affecting development, Zambia an LIDC, Rostow's model /Millennium Development Goals/ Transnational Corporations and trade with the context of Zambia	Urban Futures Urbanisation in LIDCs and ACs, Opportunities and challenges in London and Lagos	Resource Reliance Overview of demand and supply for resources (food, water, energy) Food security, food security in Tanzania	UK in the 21st Century UK population change, UK's changing socioeconomic, cultural and political structure	Revision Final exams	Revision Final exams • Understand the nature and causes of differences in development between countries and how these differences can be addressed. • Understand how the processes of migration, urbanisation and urban growth affect the characteristics of global cities. • Understand how ways of life vary in cities, how this creates challenges in global cities and that these challenges can be addressed sustainably. • Understand the causes and impacts of the demand for resources outstripping supply with particular reference to achieving a sustainable food supply and food security. • Understand how the UK has changed economically, demographically and socially in the 21st Century including its global connections. • Know the physical and human characteristics of the UK including population density, land use, relief and the associated issues of water stress and housing shortages. • Know how to use OS map skills to describe human landscapes in less familiar situations. • Know how to apply analytical skills to a wide range of geographical data. • Know how to provide well-developed explanations for varied geographical features.
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							Know how to select and apply relevant knowledge in order to discuss, assess and evaluate geographical issues and reach balanced and reasoned judgements.
History	Topics: Restoration England - Crown, Parliament, Plots and Court Life & Life in Restoration England Content: Post Civil War context, reasserting royal power, Power & plots in Charles II's court, Scientific Revolution, Great Fire of London, Great Plague 1665-6, growth of cities including London Cultural Capital: Nature of epidemics, philosophy of	Topics: Restoration England – Land, trade & war & review Historic Environment topic Content: Growth of the British Empire in India & Caribbean, impact of the slave trade, piracy, East India Company, wars with France, Netherlands & Spain Cultural Capital: Link between slavery & racism, nature of early capitalism, international relations	Topics: Conflict & Tension – peace making & League of Nations Content: Armistice terms, impact of the treaty, formation of the League of Nations, reasons for its collapse Cultural Capital: Versailles relevance today, peacemaking lessons, failure of multinational bodies	Topics: Conflict & Tension – causes of WW2 Content: Development of tensions, escalation in the 1930s, outbreak of war Cultural Capital: Debate over appeasement, Causes of war, psychology of leadership	Revision & GCSE Exams	Summer School taster sessions	Consistently developing explanations of significance & cause using 'complex thinking' (differentiation by group/type/length). Students are able to provide a more developed explanation of the usefulness of sources using greater historical context. Students are able to apply their understanding of GCSE content to explain what key events are significant and what is the driver of change.

	the enlightenment, who should rule?						
GCSE Maths	Further Algebra Vector Geometry Expanding 3 brackets Identities Consolidating quadratics Circle theorems and proof Completing the Square Sketching Graphs Iteration Functions	Circles and Proof Quadratic Inequalities Simultaneous Equations Algebraic proof Congruence and similarity Algebraic fractions Mock Exams	Fractions, Graphs, Sequences and Surds $Y=mx+c$ Equation of a circle Tangent of a circle Quadratic sequences Cones and spheres Complex surds	Revision Assessment Week	Revision	GCSE EXAMS	✓ Use identities and comparing coefficients to find missing values ✓ Completing the square ✓ Quadratics ✓ Functions ✓ Know and use circle theorems ✓ Simplify and calculate with algebraic fractions ✓ Algebraic proof ✓ Understand and use iteration
GCSE Maths & AQA Level 2 Further Maths	Further Algebra Expanding 3 brackets Completing the Square Sketching Graphs Quadratic Inequalities Quadratic & Linear Simultaneous Functions Proof Algebraic fractions	Further Maths Differentiation Tangents/Normal als Stationary Points Binomial Expansion Factor theorem Factorising cubics Mock Exams	Further Maths Completing the square Simultaneous equations w/3 unknowns Functions Matrices	Further Maths Sine & Cosine rule Trigonometry graphs Trigonometric identities CAST diagrams Sequences Equations of circles	Revision	GCSE EXAMS Equation of a circle Tangent of a circle Iteration	✓ Use identities and comparing coefficients to find missing values ✓ Completing the square ✓ Quadratics ✓ Functions ✓ Know and use circle theorems ✓ Simplify and calculate with algebraic fractions ✓ Algebraic proof ✓ Understand and use iteration ✓ Find the equation of a tangent to a circle ✓ Differentiate and find stationary points ✓ Use a CAST diagram and solve trigonometric equations

	Equation of a circle Tangent of a circle Iteration						✓ Use the identities $\sin^2x + \cos^2x = 1$ and $\tan x = \sin x \cos x$ ✓ Use the factor theorem and algebraic long division to factorise cubics ✓ Binomial expand $(ax + b)^n$ ✓ Solve simultaneous equations with 3 variables ✓ Calculate with matrices
MFL French	<u>Unit 7: Travel and tourism, including places of interest (3.1)</u> Skills: Discussing travel and tourism, weather, holiday activities, why holidays are important and places of interest. Grammar: Revision of all tenses. Revision of il faut and modal verbs. Assessment: Listening and Reading, Writing, Grammar Audit	<u>Unit 8: The environment and where people live (3.3)</u> Skills: Discussing where you live including your house and local area. Discussing global environmental problems and what you can do about them. Grammar: Revision of all tenses. Present tense subjunctive. Assessment: Listening and Reading	<u>Unit 9: Education and Work (1.3)</u> Skills: Describing your school including uniform, rules, school day and facilities. Discussing work of world including jobs, applications, university and apprenticeships. Grammar: Revision of all grammar and tenses. Assessment: Listening and Reading	<u>Unit 10: Revision</u> Skills: Recap from mocks / Consolidation from exams Grammar: Revision of all grammar points. Assessment: Listening and Reading Full Mock	N/A	By the end of year 11, students will be able to... ...understand and produce language on the topics of travel and tourism, environment and where I live, education and work. ...conjugate regular and irregular verbs accurately in seven tenses including the subjunctive. ...understand a wide variety of advanced structures. ...respond to 90-word and 150-word writing tasks. ...respond to role plays, read aloud tasks and photo cards in the speaking exam.	

		Full Mock					
German	Unit 7: Travel and tourism, including places of interest (3.1) Skills: Discussing travel and tourism, weather, holiday activities, why holidays are important and places of interest. Grammar: Revising all four tenses, using zu clauses, relative clauses. Assessment: Grammar Audit, Listening and Reading, Writing	Unit 8: The environment and where people live (3.3) Skills: Discussing where you live including your house and local area. Discussing global environmental problems and what you can do about them. Grammar: Revising wenn clauses in the conditional, revising superlatives, using complex structures Assessment: Listening and Reading Full Mock	Unit 9: Education and Work (1.3) Skills: Describing your school including uniform, rules, school day and facilities. Discussing work of world including jobs, applications, university and apprenticeships. Grammar: Recapping adjective agreement, modal verbs, past tense modal verbs, genitive prepositions Assessment: Listening and Reading	Unit 10: Revision Skills: Recap from mocks / Consolidation from exams Grammar: Revision of all grammar points. Assessment: Listening and Reading Full Mock	Unit: ALL Skills: Recap from mocks / Consolidation from exams Grammar: revise and recap all grammar points in the context of productive skills	N/A	By the end of year 11, students will be able to... ...understand and produce language on the topics of travel and tourism, environment and where I live, education and work. ...conjugate verbs accurately in at least five tenses. ...understand the use of all four cases and a wide range of prepositions. ...respond to 90-word and 150-word writing tasks. ...respond to role plays and photo cards in the speaking exam and be prepared for Themes 1-3 of the general conversation.

MFL Spanish	Unit 7: Travel and tourism, including places of interest (3.1) Skills: Discussing travel and tourism, including weather, transport, activities, places of interest, and why holidays are important. Grammar: Revision of all tenses Assessment: Listening and Reading Writing Grammar Audit	Unit 8: The Environment and Where People Live (3.3) Skills: Discussing where you live, including your house and local area. Discussing the environment, including global issues and what you can do to help. Grammar: Present Subjunctive Assessment: Listening and Reading Full Mock	Unit 9: Education and Work (1.3) Skills: Discussing your school, including uniform, school day, rules and school facilities Discussing the world of work, including jobs, applications, university and apprenticeships Grammar: Revision of all grammar Assessment: Listening and Reading	Unit 10: Revision Skills: Consolidation from mocks Grammar: Consolidation of all grammar			By the end of year 11, students will be able to... ...understand and produce language on the topics of holidays, environment, where you live, school and world of work. ...conjugate verbs accurately in seven tenses. ...understand the use of a range of advanced structures including the subjunctive. ...respond to 90-word and 150-word writing tasks. ...respond to role plays, read aloud tasks and photo card discussions.
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Music	Module:2.1 Preparing for the mock: AOS 2/3 revision/board set brief composition/per forming. Topics 2.1.1 – Board set brief composition planning (choosing board set brief composition options from OCR) 2.1.2 – Revision on AOS 2 “Concerto through time”/Revision of “Rhythms of the world” 2.1.3 – Solo performance preparation (for mock in December) 2.1.4 – Ensemble performance preparation (for	Module: 2.2. Preparing for the mock: AOS 4/5 revision//board set brief composition/per forming Topics 2.2.1 – Board set brief composition developing 2.2.2 – Revision on AOS 4 “Video game music/Film” and AOS 5 “Conventions of Pop” 2.2.3 – Solo/ensemble performance developing/preparing. 2.2.4 – Exam paper practice (aural/theory/short/long answer questions)	Module: 2.3 Review of the mock. Developing coursework. Topics 2.3.1 – Board set brief-developing using advanced composition techniques 2.3.2 – Learner set brief composition-review/set targets to develop/refine 2.3.3 – Solo/ensemble performance refinement End Points: Board set brief/learner set brief compositions	Module: 2.4 Completing all coursework: refining performances/ completing compositions Topics 2.5.1 – Learner set/board set brief compositions completion 2.5.2 Solo/ensemble 2.5.3 Listening paper practice/revision End Points: Board/learner set brief compositions completed and submitted Solo/Ensemble performances recorded and submitted	Module: 2.5 Preparing for the Listening paper Topics 2.6.1 – Revision on all Areas of study. End Points All skills required for GCSE Listening Paper; being able to delivery high scoring answers in all questions. Assessment 8: Short/long answer questions on all Areas of study Assessment 9: Use exam questions for all assessments for PP grades, end of year exams etc. Aim to finish before the Easter holidays,	GCSEs begin.	To have completed both learner/board set brief compositions To have performed solo/ ensemble performance pieces for exam To have completed full listening paper. To have completed the full Music GCSE course. To have developed a wide range of performing, listening and composing skills.
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	mock in December) End points: Board set brief (2nd composition) planning in place and first section composed. Revision on AOS 2 and 3(deep thinking and preparation for mock) Both performances chosen for mock Assessment 1: Exam questions/tests on AOS 2/3 for all PP grades Assessment 2: Solo/ensemble performance for PP grades/Board set brief composition/first draft.	End Points: Board set brief composition first draft completed Solo/ensemble performances prepared Revision of all AOS and exam question practice Assessment 3: Interim assessments on performing/com position Assessment 4: Mock Exams (Both compositions submitted/solo/ensembles/ Complete listening paper)	developed and refined Solo/ensemble performances prepared/refined Listening paper practice/exam question preparation continues COMPOSITION WORKSHOP 1 (Saturday 9-1) Assessment 5: Exam (listening paper) practice throughout. Use exam questions for all	Listening exam paper completed/ Revision techniques completed. MARCH 24TH RECITAL: performing both performances to parents (6.30-8.30) MARCH 25TH (approx.) PERFORMANCE EXAMINATION (all day in hall) COMPOSITION WORKSHOP 2 (Saturday 9-1) BOTH COMPOSITIONS SUBMITTED: APRIL 2ND (approx.: end of term) Interpret business data - financial,	perhaps one week after.		
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			assessments for PP grades, end of year exams etc. Assessment 6: Solo/ensemble performances Board set brief/learner set brief drafts	marketing and market Interpret business ratios Assessment 7: Whole school March mock exams full listening paper 1h30 mins/assessment of compositions and performances Assessment 8: Exam style questions for all PP assessments and interim assessments on performances/ compositions			
PD 1 lesson per fortnight	Wellbeing-dealing with pressure, stress & depression. Careers Pilot,	Sexual & gender identity & diversity.	RSHE- Consent, impact of negative experiences,	Recreational drugs, vaping & alcohol - their use & effects.	British Values, Democracy and Prevent		Students will have had a reminder of how to recognise the signs concerning wellbeing and how to deal with pressures of exams and teenage life. Strategies for managing mental health including stress, anxiety and depression; a broader range

	Post 16 pathways.		contraception, STIs.				of strategies for promoting their own emotional wellbeing e.g. how a lack of sleep can affect mood and ability to learn. They will have an understanding of the similarities, differences and diversity among people such as different race, culture, gender identity and sexual orientation and the impact of stereotyping, prejudice and discrimination. They will have explored how to take increased responsibility for maintaining and monitoring their own health such as the benefits of regular self-examination and screening for illnesses, and about cancer prevention, including healthy lifestyles. Illegal substances such as drugs, - the short and long-term consequences of substance use and misuse for the health and mental and emotional wellbeing of individuals, families and communities. They should have deepened their understanding of how the United Kingdom is governed, as well as other forms and systems of government. They will have explored recognising abuse both in person and online to promote exploitation or extremism and have the strategies to manage being targeted or if witnessing others being targeted. They will have finalised options available for post 16 study pre exam results and have continued to build a skill set of personal skills to cope with the strains of examinations and how they can continue to prepare themselves for a world of changing employment opportunities.
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Science Biology AQA GCSE - Triple	Module: Homeostasis and Inheritance Topics: Human reproduction, plant hormones, DNA. Key Skills: Interpreting charts, planning and implementing and investigation, revision skills. MP: September review - year 9 content MP: Homeostasis test	Module: Inheritance Topics: Inheritance, classification, evolution and natural selection. Key Skills: Performing genetic crosses, application of knowledge, understanding how the work of scientists influences our understanding of biology, exam skills. MP: Mock exams - AQA Paper 1	Module: Inheritance Topics: Speciation, selective breeding, cloning, genetic engineering, revision Key Skills: Evaluating modern technologies, classifying information, study skills. MP: Inheritance questions	Module: Revision Topics: Paper 2 Key Skills: All skills required for the GCSE. MP: AQA Paper 2	Lessons: Revision Topics: Paper 1 Key Skills: All skills required for the GCSE. <u>EXAMS</u> Single Science: Paper 1 (Modules 1-4): 1 hour and 45 minutes Paper 2 (Modules 5-7): 1 hour and 45 minutes		• To begin to understand the importance of the genome in inheritance and an introduction to genetic engineering. • To understand how and why organisms evolve and how modern classification systems have developed. • To be able to write scientifically using key biological terminology • To design experiments to test hypotheses to produce valid results. • To have an understanding of the range of scientific equipment and how to use it in the laboratory. • To understand the principles of data handling and analysis. • To develop their interest and enthusiasm for biology to have confidence in their ability for further study. • To evaluate the personal, moral and ethical implications of scientific technology.
Biology AQA GCSE Combined Science: Trilogy	Module: Homeostasis and Inheritance Topics: DNA and	Module: Inheritance	Module: Inheritance Topics: Natural	Module: Revision Topics: Paper 2	Lessons: Revision Topics: Paper 1		• To begin to understand the importance of the genome in inheritance and an introduction to genetic engineering. • To understand how and why organisms evolve and how modern

	Inheritance, meiosis, reproduction. Key Skills: Interpreting charts, genetic crosses, planning and implementing and investigation, revision skills. MP: September review - year 9 content MP: Homeostasis test	Topics: Inheritance, classification. Key Skills: Application of knowledge, understanding how the work of scientists influences our understanding of biology. MP: Mock exams - AQA Paper 1	selection, selective breeding, genetic engineering. Key Skills: Evaluating modern technologies, classifying information, study skills. MP: Inheritance questions	Key Skills: All skills required for the GCSE. MP: AQA Paper 2	Key Skills: All skills required for the GCSE. <u>EXAMS</u> Combined Science: Paper 1 (Modules 1-4): 1 hour and 15 minutes Paper 2 (Modules 5-7): 1 hour and 15 minutes		classification systems have developed. - To be able to write scientifically using key biological terminology - To design experiments to test hypotheses to produce valid results. - To have an understanding of the range of scientific equipment and how to use it in the laboratory. - To understand the principles of data handling and analysis. - To develop their interest and enthusiasm for biology to have confidence in their ability for further study. - To evaluate the personal, moral and ethical implications of scientific technology.
Physics Triple AQA GCSE Chemistry	Topics: Organic Chemistry Pt2 Rate of reaction - the extent of chemical change Key Skills: Drawing structures,	Topics: Extent of chemical change - Haber process Using Earth's resources - green chemistry Revision for Mock exam	Topics: Chemical Analysis Using Earth's resources - corrosion & metal extraction Key Skills: practical	Topics: Revision for Mock Exam Using Earth's resources Specific maths and practical skills revision Key Skills: Exam	Topics: Revision of topics 1-5, Paper 1 Revision of topics 6-10, Paper 2 Key Skills: Exam skills, command words, subject	GCSEs	Understand and explain the formation and reactions of organic compounds Link structure of organic compounds to their physical and chemical properties, including understanding of pH scale Analyse and evaluate data on our diminishing finite resources, including order of magnitude seasons, and carry out Life Cycle Assessments to evaluate new materials Understand how a reversible reaction in a closed system can reach equilibrium and understand how its position can be altered

	key terms, analysis, evaluation, balancing equations, ratios, application to industrial processes & application to unfamiliar processes, link to natural processes. MP: Organic Chemistry Pt2 Test	Key Skills: comparing, evaluating, analysing, key terms, analysis, evaluation, balancing equations, ratios, application to industrial processes & application to unfamiliar processes. Exam skills, command words, key terms MP: Extent of Chemical Change assessment MP: Mock Exam: AQA Paper 1	skills, ionic equations, reaction observations, key words, extended writing, application to industrial process. GCSE Required practical. Evaluating data & interpreting graphs. Application to current global issues - sustainability MP: Analytical Chemistry assessment	skills, command words, key terms. Planning, modifying and improving practical methods. Evaluating data & interpreting graphs, mole calculation revision. MP: Mock Exam 2- AQA Paper 2	specific key words, management, written practical skills, evaluating and interpreting data, core skills. High level question analysis, linking topics and concepts		Successfully write compound formulae; know charges of complex ions and be able to balance symbol equations Use different analytical techniques to identify unknown substances Application of the scientific process to industrial scaling Complete understanding of all eight Required Practical Activities. Confidently analyse, interpret and manipulate data Be able to answer high demand questions by linking knowledge from different topics and applying it to unfamiliar situations
Chemistry Combined AQA	Topics: Organic Chemistry	Topics: Analytical Chemistry	Topics: Using Earth's resources	Topics: Revision for Mock Exam	Topics: Revision of topics 1-5,		To draw simple organic molecules and explain their properties

GCSE Combined Science: Trilogy	Reaction rates and the extent of chemical change Key Skills: Drawing structures, key terms, analysis, evaluation, balancing equations, ratios, application to industrial processes & application to unfamiliar processes, link to natural processes. MP1: Organic Chemistry Test MP2: Rates & Dynamic Equilibrium exam Q	Revision for Mock exam Key Skills: command words, key terms, reaction observations. GCSE required practical. Exam skills, command words, key words, extended writing MP3: Analytical Chemistry Exam Qs MP4: MOCK EXAM AQA (comb) PAPER 1	Key Skills: comparing and evaluating data, analysing, key words, extended writing. Evaluating data & interpreting graphs. Application to current global issues - sustainability MP5: Using Earth's resources Test	Specific maths and practical skills revision Key Skills: Exam skills, command words, key terms. Planning, modifying and improving practical methods. Evaluating data & interpreting graphs, mole calculation revision. MP7: Quantitative chemistry exam Qs MP8: MOCK EXAM AQA (comb) PAPER 2	Paper 1 Revision of topics 6-10, Paper 2 Key Skills: Exam skills, command words, subject specific key words, time management, written practical skills, evaluating and interpreting data, core skills. High level question analysis, linking topics and concepts MP9: High demand exam Qs		- Analyse and evaluate data on our diminishing finite resources, including order of magnitude estimations, and carry out Life Cycle Assessments to evaluate new materials - Understand how a reversible reaction in a closed system can reach equilibrium and understand how its position can be altered - Successfully write compound formulae; know charges of complex ions and be able to balance symbol equations - Application of the scientific process to industrial scaling - Complete understanding of all six Required Practical Activities. - Confidently analyse, interpret and manipulate data - Be able to answer high demand questions by linking knowledge from different topics and applying it to unfamiliar situations
Physics Triple AQA GCSE Physics	Topics: Space, Newton's Laws and Momentum Key Skills: Practical skills, explaining,	Topics: Newton's Laws and Momentum, Triple Electromagnetism	Topics: Light Key Skills: Application of knowledge,	Topics: Triple Momentum, Revision Key Skills: Calculating,	Topics: Revision Key Skills: Revision		- Understand how the skills developed in Physics lessons can be used in a range of careers - See connections between topic areas, particularly through big ideas like the particle model and energy changes.

Combined AQA GCSE Combined Science: Trilogy	application of knowledge MP1: AQA End-of-Year 10 Test MP2: Space Test	Key Skills: Calculating, application of knowledge, explaining, Practical skills MP3: December Mock Exam (Paper 1)	explaining, Practical skills, analysing, modelling	Revision strategies, exam technique, application of knowledge MP4: March Assessment – (Paper 2)	strategies, exam skills, application of knowledge MP5: Practice Paper 2		- - Critically evaluate data, information and claims through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively - - Suggest and verify mathematical relationships between variables - - Apply knowledge to a range of unfamiliar contexts - - Rearrange and use complex equations with four or more variables - - Express answers to an appropriate number of significant figures - - Use strategies to learn and recall the 23 key equations - - Apply Newton's three laws to explain the effects of forces on the motion of an object - - Apply the conservation of momentum to make calculations about collisions and other events (triple only) - - Explain how gears and levers are used in machines to multiply forces and gain a mechanical advantage (triple only) - - Understand the life cycles of stars and how the elements are formed (triple only) - - Understand the Big Bang theory for the beginning of the universe and the evidence that supports this theory (triple only).
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RS (Eduqas Full Course GCSE) Content	Christian Beliefs Attributes of God, the problem of evil, the Trinity, Creation, the afterlife, the life of Jesus, salvation and atonement.	Christian Practices Forms of worship, Sacraments, Pilgrimages and celebrations, Christianity in modern Britain, The worldwide church	Islamic Beliefs The 5 roots / 6 articles, Tawhid, the role of angels, predestination and human responsibility, the afterlife. Prophets, holy books and the Imamate	Islamic Practices The 5 pillars of Sunni Islam, The 10 obligatory acts of Shi'a Islam, Jihad, Festivals and commemoration	Revision / Exams	Revision / Exams In addition to revising the year end point from Y8 and Y10, students will be able to explain and critically evaluate the following Christian and Islamic practices. Christianity: Forms of worship. Sacraments, Pilgrimages and celebrations, Christianity in modern Britain, The worldwide church Islam: the 5 pillars of Sunni Islam, The 10 Obligatory acts of Shi'a Islam, Jihad Festivals and commemorations.
Sports Studies	Physical Training Training Methods Fitness Testing Training Zones Periodisation Behaviour in Sport Sportsmanship Gamesmanship Player & Spectator Behaviour Hooliganism	Health & Fitness Definitions & differences Sedentary lifestyles Obesity Somatotypes Energy Use Nutrition Carbohydrate Loading Behaviour in Sport Drugs in Sport Use of Data Graphs Data interpretation	NEA Practical & Coursework Completion of Coursework Action Plan	Revision Revisiting all topics covered for applied science and socio-cultural. Developing exam technique and students' understanding to support students in preparation for the summer exam.	Revision / Study Leave	Revision / Study Leave - Students develop knowledge and understanding of different training methods and the importance of fitness testing and periodisation. - Students are able to fully understand the importance of a BAHF and are able to apply the impact of obesity and sedentary lifestyles on performance. -Students will be able to understand different behaviours seen in sport and will be able to evaluate the impact of hooliganism and the strategies to combat it. -Students will be able to analyse and apply the impact of Performance Enhancing Drugs on the performer and the sport. NEA/Practical Students are able to complete the written coursework task including application of theoretical content in development of their action plan. Students are formally assessed in their three chosen activities/sports and are able

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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	End Points
DT	NEA task in response to the Contextual Challenge Skills: ● to learn about a identifying design opportunities ● to learn about the needs and wants of a range of potential different users ● to learn about the different types of research to be carried out when	NEA task in response to the Contextual Challenge Skills: ● to learn about the need for producing a final design proposal ● to learn about the need to carry out a final review of the final design proposal ● to learn about the justification	NEA task in response to the Contextual Challenge Skills: ● to learn about the manufacture of a product, including the selection and justification of tools and processes ● to learn about the need for quality and accuracy	NEA task in response to the Contextual Challenge Skills: ● to learn about the manufacture of a product, including the selection and justification of tools and processes ● to learn about the need for quality and accuracy	NSEA task in response to the Contextual Challenge Skills: ● to learn about identifying design opportunities ● to learn about the needs and wants of a range of potential different users ● to learn about the different types of research to be carried out when	●	By the end of Year 11 students will have completed: 1 – Investigation Investigated the needs and research, and a product specification 2 – Designing This includes producing different design ideas, review of initial ideas, development of design ideas into

	investigating potential design opportunities ● to learn about the need and purpose of a design specification ● to learn how to use different design strategies ● to learn about different design techniques and the need for modelling to learn about how energy is generated and stored including; fossil fuels, biofuels, tidal, wind, solar, hydroelectric, batteries and cells, solar cells, mains electricity and wind power	of materials, components and manufacturing processes in relation to a final design proposals ● to learn about the need to produce manufacturing drawings to enable 3rd party manufacture ● to learn about the developments in modern and smart materials, composites and technical textiles	● to learn about the work of past and present designers and companies	● to learn about the need to test and evaluate a product including the use of user testing and a LCA ● to learn about the use of different design strategies ● to learn about the use of a range of communication techniques	investigating potential design opportunities ● to learn about the need and purpose of a design specification ● to learn how to use different design strategies ● to learn about different design techniques and the need for modelling ● to learn about how energy is generated and stored including; fossil fuels, biofuels, tidal, wind, solar, hydroelectric, batteries and cells, solar cells, mains electricity and wind power	a chosen design, communication of design ideas and review of the chosen design 3 – Making This includes manufacture, and quality and accuracy 4 – Evaluation This includes testing and evaluation. Students will have undertaken a project as part of their non-examination assessment. The project will have tested students' skills in investigation, designing, making and evaluation of a prototype of a product that has allowed them to apply the skills they have acquired and developed throughout their study. The exam board provided
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							three themes, each with two contextual challenges. Students were required to choose one of these challenges and analyse it on an individual basis. Having selected a contextual challenge to work within, students have developed a range of potential ideas and then realised one through practical making activities. The project has allowed students to apply knowledge and understanding in a product development process to investigate, design, make and evaluate their prototype. The project required
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							students to follow an iterative design process rather than a linear process requiring them to continually test, evaluate and refine ideas.
Assessments	Weekly homework, NEA task and mock exam	Weekly homework, NEA task and mock exam	Weekly homework (Exam style questions and NEA task	Weekly homework (Exam style questions and NEA task	Weekly homework and NEA task		

Food Tech	Term 1	Term 2	Term 3 and Term 4	Term 5	Term 6	End Points
	Food provenance continued Skills • Consider the seasons when selecting ingredients for recipes using fruits and vegetables. • Using left over food to avoid wastage, whilst considering food waste.	NEA1 Skills • Analyse the task, explaining the background research. • Conduct secondary research, using different sources, focusing on the working characteristics, functional and chemical	NEA2 Skills • Analyse the task by explaining the research requirements. • Carry out relevant research and analysis related to the: life stage, dietary group, or culinary tradition. • Identify a range of dishes e.g., by mind-mapping, or using annotated images. • Select and justify a range of technical skills to be used in the making of different dishes. • Demonstrate technical skills in the preparation and cooking of	Revision of 1. Food, nutrition, and health 2. Food science 3. Food safety 4. Food choice 5. Food provenance		By the end of Year 11 students will have: • considered the influence of lifestyle and consumer choice when developing meals and recipes • considered nutritional needs and food choices when selecting recipes, including when making decisions about the ingredients, processes, cooking methods and portion sizes • developed the ability to review and make

	• Make dough for pasta, shape and finish dough using a pasta machine, shape, and finish pasta. • Water based cooking methods using the hob to boil the pasta. • To examine, carry out sensory analysis and evaluate existing products that have been modified and fortified.	properties of the ingredients. • Analyse the research and use the findings to plan the practical investigation. • Establish a hypothesis/predict an outcome because of the research findings. The hypothesis should be a statement which may be proved or disproved. • Investigate and evaluate how ingredients work and why through practical experimentation. Each investigation should be related to the research and have a clear aim which can then be concluded.	three to four dishes. • Select and use equipment for different technical skills in the preparation and cooking of selected dishes. Food safety principles should be demonstrated when storing, preparing, and cooking. • Identify the technical skills within each dish. Photographic evidence will be needed to authenticate the technical skills. • Justify the appropriateness of the final dishes in terms of e.g., technical skills, nutrition, ingredients, cooking methods, food provenance, sensory properties, and portion size. • Produce a detailed time plan to produce the final three dishes including appropriate techniques. Within the plan, food safety principles will be demonstrated when storing, preparing, cooking, and presenting the final dishes. • Demonstrate appropriate use of the three hours to dovetail tasks to prepare, cook and present the final three dishes. • Selection and use of equipment for different technical skills in the preparation and cooking of the final three dishes • Knowledge and application of food safety principles (including temperature control) when storing, preparing, cooking, and			improvements to recipes by amending them to include the most appropriate ingredients, processes, cooking methods and portion sizes • managed the time and cost of recipes effectively • used their testing and sensory evaluation skills, adjusting where needed, to improve the recipe during the preparation and cooking process • explained, justified, and presented their ideas about their chosen cooking methods to others • made decisions about which techniques are appropriate based on their understanding of nutrition, food, different culinary traditions and cooking and food preparation content to achieve their intended outcome. They should be able to carry out these techniques safely and combine them into appealing meals whilst evaluating the results.
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		• Analyse and interpret the results of the investigative work. The results will be linked to the research and data explaining the working characteristics, functional and chemical properties of the ingredient(s). • Evaluate the hypothesis/prediction with justification. • Explain how the results/findings can be applied in practical food preparation and cooking.	presenting the final three dishes. • Selection, knowledge, and use of ingredients when producing different dishes. • Appropriate use of the three hours to demonstrate: technical skills, processes, and the use of equipment. • Execution of a range of technical skills with accuracy • Good judgement about cooking times and methods and the sensory properties of each dish • Organisation and good planning using the time plan and linking tasks within the 3 hours. A range of finishing techniques to produce a high standard of presentation of the final dishes. • Record and analyse the sensory properties (taste, texture, aroma, and appearance) of the three final practical dishes. • Carry out nutritional analysis of the three final dishes. • Analyse the cost of the three final dishes.			
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