



2022-2023

Year 11 Curriculum Overview

Subjects (Click subject to jump to overview)	
GCSE Mathematics (Pearson Edexcel)	BTEC Health and Social Care (Pearson Edexcel)*
GCSE English (AQA)	GCSE Spanish (AQA)
GCSE Physics (AQA)	GCSE French (AQA)*
GCSE Chemistry (AQA)	GCSE Fine Art (Pearson Edexcel)*
GCSE Biology (AQA)	GCSE Textile Design (Pearson Edexcel)*
GCSE History (Pearson Edexcel)	GCSE Food Preparation and Nutrition (AQA)*
GCSE Geography (AQA)*	Hospitality and Catering (WJEC)*
GCSE Psychology (AQA)*	GCSE Physical Education (OCR)*
GCSE Sociology (AQA)*	BTEC Sport (Pearson Edexcel)*
GCSE Business Studies (AQA)*	GCSE Music (AQA)*
BTEC Business Enterprise (Pearson Edexcel)*	GCSE Drama (Eduqas – WJEC)*
GCSE Economics (AQA)*	

**subjects chosen at the end of Year 8 for study in Key Stage 4 as part of the options curriculum offer*

GCSE Mathematics (Pearson Edexcel) Curriculum Content: Foundation

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Autumn Term	
Students spend time during this term completing the content required for the GCSE course. Up until now, they have covered the majority of the content. The topics covered are probability, Venn diagrams, standard form, interpreting graphs and solving quadratics. There are mock exams during this term as well. The rest of the year is spent consolidating content and preparing for the exams.	
Half term 1	Half term 2
<ul style="list-style-type: none">• Work out the probabilities when two or more events occur at the same time (multiplication/addition rule)• Read two-way tables and use them to work out probabilities• Understand set notation and use to fill in Venn Diagrams, interpret Venn Diagrams and find probabilities from Venn Diagrams• Understand and complete frequency tree diagrams and probability tree diagrams• Use probability tree diagrams to work out the probabilities involved in combined events• Write a number as a power of another number• Use powers (negative powers, fractional powers, cubes etc)• Multiply and divide by powers of 10• Use rules for multiplying and dividing powers• Multiply and divide numbers by powers of 10• Write a number in standard form• Calculate with numbers in standard form• Solve simultaneous linear equations in two variables using the elimination method• Solve simultaneous linear equations in two variables using the substitution method• Solve simultaneous linear equations by balancing coefficients (first only change one equation, then both)• Solve problems using simultaneous linear equations (form and solve)• Solve a simple linear inequality and represent it on a number line, list integer values that satisfy inequalities	<ul style="list-style-type: none">• Interpret distance-time graphs to find average speed/time/distance, use given information to complete a graph• Draw a graph of the depth of liquid as a container is filled• Read information from a velocity-time graph• Work out the acceleration from a velocity-time graph• Find points to plot quadratic graphs• Solve a quadratic equation by factorisation• Identify the significant points of a quadratic function graphically (turning point, roots, y-intercept)• Identify the roots of a quadratic function by solving a quadratic equation• Recognise and plot cubic and reciprocal graphs• Consolidation and preparation for mock exams

Spring Term

The Spring Term is spent revising the entire content of the GCSE course to prepare all pupils for the GCSE exams. The first half of the Spring Term is specifically spent revising the topics in which pupils need further development, as identified in the mock exams at the end of the Autumn Term. The second half of the term is spent revising other areas of the entire curriculum with further exposure to exam questions and pupils working through entire exam papers in double lessons.

Half term 1

- Revision of topics/concepts that need further development and consolidation by pupils, as identified in the mock exams

Half term 2

- Continuation of revision of topics/concepts through further exposure to exam questions in lessons.
- Working through exam papers in double lessons as walking/talking mocks.

Summer Term

The Summer Term is spent consolidating content and preparing for the GCSE exams.

Half term 1

- Continuation of revision of topics/concepts through further exposure to exam questions in lessons
- Working through exam papers in double lessons as walking/talking mocks

Half term 2

- Students sit their GCSE exams

GCSE Mathematics (Pearson Edexcel) Curriculum Content: Higher

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Autumn Term	
Students spend time during this term completing the content required for the GCSE course. Up until now, they have covered the majority of the content. Topics covered include interpreting graphs, graph transformations, algebraic fractions, functions, and vectors.	
Half term 1	Half term 2
<ul style="list-style-type: none">• Interpret distance-time graphs – calculating speed, completing graphs from given information• Draw a graph of the depth of liquid as a container is filled• Velocity-time graphs – reading graphs, working out distance and acceleration• Use areas of rectangles, triangles, and trapeziums to estimate the area under a curve• Interpret the meaning of the area under a curve• Draw a tangent at a point on a curve and use it to work out the gradient at a point on a curve• Interpret the gradient at a point on a curve• Find the equation of a tangent to a circle• Exponential growth and decay problems• Recognise and plot cubic, exponential, and reciprocal graphs• Transformations of graphs – translation and reflection (note: not stretch)• Simplify algebraic fractions• Solve equations containing algebraic fractions• Tree diagram questions using algebra and solving equations• Change the subject of a formula where the subject occurs more than once• Find the output of a function and solve functions• Find the inverse function• Find the composite of two functions• Transform trigonometric graphs (translations and reflections) including introducing function notation• Find an approximate solution for an equation using the process of iteration	<ul style="list-style-type: none">• Add and subtract vectors using different notation, draw simple vectors• Use diagrams to write vectors• Use given proportions to write vectors and solve problems• Use vectors to construct proofs• Consolidation and preparation for Mock exams

Spring Term

The Spring Term is spent revising the entire content of the GCSE course to prepare all pupils for the GCSE exams. The first half of the Spring Term is specifically spent revising the topics in which pupils need further development, as identified in the mock exams at the end of the Autumn Term. The second half of the term is spent revising other areas of the entire curriculum with further exposure to exam questions and pupils working through entire exam papers in double lessons.

Half term 1

- Revision of topics/concepts that need further development and consolidation by pupils, as identified in the mock exams

Half term 2

- Continuation of revision of topics/concepts through further exposure to exam questions in lessons
- Working through exam papers in double lessons as walking/talking mocks

Summer Term

The Summer Term is spent consolidating content and preparing for the GCSE exams.

Half term 1

- Continuation of revision of topics/concepts through further exposure to exam questions in lessons.
- Working through exam papers in double lessons as walking/talking mocks.

Half term 2

- Students sit their GCSE exams

GCSE English (AQA) Curriculum Content

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Autumn Term	
Half term 1	Half term 2
In the first half term of Year 11, students study the Modern Text for their English Literature GCSE. This will be either 'An Inspector Calls' or 'Lord of the Flies'. As well as analysing the text in detail, students also learn about relevant context. Students also revisit Language Paper 1 and take a formal assessment on this paper in October.	In the second half of term, students prepare for their GCSE mock exams which take place in December. The texts for the English Literature mock exam are the Modern Text ('An Inspector Calls' or 'Lord of the Flies'), the 'Power and Conflict' poetry anthology and unseen poetry. The students will also take Language Paper 2 as part of these mock exams. Towards the end of the term, students prepare and deliver a speech for their Spoken Language Assessment.

Spring Term	
Half term 1	Half term 2
With the entire syllabus now covered, the focus is on revision of the set texts for English Literature GCSE and practising the skills needed for analysing unseen poetry and tackling the two papers for English Language GCSE. Part of this work will include regular timed essays and assessments which take place in class. Revision topics will be decided by individual teachers depending on what the students in their class need. Intervention sessions will be run to support students who are under-performing.	With the entire syllabus now covered, the focus is on revision of the set texts for English Literature GCSE and practising the skills needed for analysing unseen poetry and tackling the two papers for English Language GCSE. Part of this work will include regular timed essays and assessments which take place in class. Revision topics will be decided by individual teachers depending on what the students in their class need. Intervention sessions will be run to support students who are under-performing.

Summer Term	
Half term 1	Half term 2
With the entire syllabus now covered, the focus is on revision of the set texts for English Literature GCSE and practising the skills needed for analysing unseen poetry and tackling the two papers for English Language GCSE. Part of this work will include regular timed essays and assessments which take place in class. Revision topics will be decided by individual teachers depending on what the students in their class need. Intervention sessions will be run to support students who are under-performing.	With the entire syllabus now covered, the focus is on revision of the set texts for English Literature GCSE and practising the skills needed for analysing unseen poetry and tackling the two papers for English Language GCSE. Part of this work will include regular timed essays and assessments which take place in class. Revision topics will be decided by individual teachers depending on what the students in their class need. Intervention sessions will be run to support students who are under-performing.

GCSE Physics (AQA) Curriculum Content

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Autumn Term	
Half term 1	Half term 2
<p>Students consider and explore the question ‘Why can we see and feel the Sun, but we can’t hear it?’, studying the topic of ‘Waves’ and exploring their properties and characteristics. In the section on the electromagnetic spectrum, wave use in medical imaging and communication is discussed. The required practical investigates water waves and waves on a string. Ideas relating to previous work on energy, nuclear radiation and electricity are revisited in this unit.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> • Wave characteristics • Properties of waves • Electromagnetic waves • Reflection and refraction 	<p>In Half term 2, students examine the question ‘Why is looking deep into space like looking back in time?’ as part of the ‘Space physics’ topic. In this unit students apply the knowledge acquired in previous units to analyse the composition and life cycle of stars. They look at the evidence for the age of the universe and analyse the motion of satellites.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> • The solar system • Life of stars • Age of the universe and red-shift • Motion of satellites

Spring Term	
Half term 1	Half term 2
<p>In this half term students explore the question, ‘why doesn’t a key fob need a battery?’ as they study ‘Electromagnetism’, the final topic in the Physics GCSE course. In this unit students revisit ideas about magnets, first encountered at Key Stage 3 and build on them. This unit clearly illustrates how scientific discovery and technological innovation dovetail together to produce devices we now take for granted.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> • Permanent and induced magnetism • Electromagnets • Motor effect • Transformers 	<p>Having covered all the course content, students will spend the rest of their time in lessons preparing for their GCSE exams. They complete past papers, review topic areas they found hard and hone their exam technique, so that they are prepared and confident when they take their final GCSE exam.</p>

Summer Term	
Half term 1	Half term 2
<p>Having covered all the course content, students spend the rest of their time in lessons preparing for their GCSE exams. They complete past papers, review topic areas they found hard and hone their exam technique, so they are prepared and confident when they enter their exam.</p>	<p>Students sit their final GCSE exams.</p>

GCSE Chemistry (AQA) Curriculum Content

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Autumn Term	
Half term 1	Half term 2
<p>The properties of hydrocarbons and how to separate them from crude oil by fractional distillation is studied. Combustion equations are constructed and balanced.</p> <p>Topics covered:</p> <ul style="list-style-type: none">Organic Chemistry	<p>Investigations into how fast chemical reactions occur and the factors that affect rate of reaction are experimentally explored.</p> <p>Topics covered:</p> <ul style="list-style-type: none">The rate and extent of chemical change

Spring Term	
Half term 1	Half term 2
<p>Students study the final topic of using resources. The students investigate recycling, treatment of water, life cycle assessments and extracting metals from low grade ores.</p> <p>Topics covered:</p> <ul style="list-style-type: none">Using resources	<p>Having covered all the course content, students spend the rest of their time in lessons preparing for their GCSE exams. They complete past papers, review topic areas they found hard and hone their exam technique, so they are prepared and confident when they enter their exam.</p>

Summer Term	
Half term 1	Half term 2
<p>Having covered all the course content, students spend the rest of their time in lessons preparing for their GCSE exams. They complete past papers, review topic areas they found hard and hone their exam technique, so they are prepared and confident when they enter their exam.</p>	<p>Students sit their final GCSE exams.</p>

GCSE Biology (AQA) Curriculum Content

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Autumn Term	
Half term 1	Half term 2
<p>Year 11 begins with an overview of a fundamental concept in Biology: evolution. Students learn about the evidence for evolution and are able to explain how species evolve via natural selection.</p> <p>Topics covered:</p> <ul style="list-style-type: none">• Evolution	<p>After studying evolution, students learn about how humans can manipulate DNA to change characteristics in animals and plants through selective breeding and genetic engineering.</p> <p>Topics covered:</p> <ul style="list-style-type: none">• Genetic technologies

Spring Term	
Half term 1	Half term 2
<p>The final topic of Year 11 is 'ecology': the study of organisms and how they interact with their environment. Students have the opportunity to carry out experiments that explore the relationship between an organism and its environment.</p> <p>Topics covered:</p> <ul style="list-style-type: none">• Ecology	<p>Having covered all the course content, students spend the rest of their time in lessons preparing for their GCSE exams. They complete past papers, review topic areas they found hard and hone their exam technique, so they are prepared and confident when they enter their exam.</p>

Summer Term	
Half term 1	Half term 2
<p>Having covered all the course content, students spend the rest of their time in lessons preparing for their GCSE exams. They complete past papers, review topic areas they found hard and hone their exam technique, so they are prepared and confident when they enter their exam.</p>	<p>Students sit their final GCSE exams.</p>

GCSE History (Pearson Edexcel) Curriculum Content

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Autumn Term	
Half term 1	Half term 2
<p>Students cover 'Unit 1: c800-c1500: Migration in medieval England'.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> • Unit 1: c800-c1500: Migration in medieval England - <i>What was the biggest impact of migration to England in the medieval period?</i> 	<p>Students move on to cover 'Unit 2: c1500-c1700: Migration in early modern England'.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> • Unit 2: c1500-c1700: Migration in early modern England - <i>What was the biggest impact of migration to England in the early modern period?</i> - <i>Students then formally assessed on Paper 3, Paper 2 and Paper 1 – units 1 and 2</i>

Spring Term	
Half term 1	Half term 2
<p>Students study 'Unit 3: c1700-c1900: Migration in 18th and 19th century England'.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> • Unit 3: c1700-c1900: Migration in 18th and 19th century England - <i>What was the biggest impact of migration to England in the 18th and 19th centuries?</i> 	<p>Students next study 'Unit 4 c1900 – present: Migration on Modern Britain and case study Notting Hill c1948-c1970'.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> • Unit 4 c1900 – present: Migration on Modern Britain and case study Notting Hill c1948-c1970 - <i>What was the biggest impact of migration to England in the Modern period?</i> - <i>How successful was the Notting Hill carnival in campaigning for Black Civil Rights?</i> - <i>Students then formally assessed on full Paper 1: Migrants in Britain, c800-present</i>

Summer Term	
Half term 1	Half term 2
<p>In this half term, student attention turns to revision and preparation for their GCSE exams. Students complete various tasks that focus on consolidating both their substantive and disciplinary knowledge. Students undergo retrieval practice to embed knowledge into their long-term memory, whilst developing expert understanding through applying that knowledge to new contexts. Students also consolidate their understanding of the thirteen different exam question styles. They do this through repeated exam practice, peer assessment with simplified mark schemes and analysing proficient model answers.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> • Paper 3 - Weimar and Nazi Germany, 1918-1939 	<p>Students sit their final GCSE exams.</p>

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| <ul style="list-style-type: none">• Paper 2: Early Elizabethan England, 1558-88 and Superpower relations and the Cold War, 1941-91 | |
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GCSE Geography (AQA) Curriculum Content

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Autumn Term	
Half term 1	Half term 2
In the first half term, students study the topic of 'coasts'. Following a similar structure to the Year 10 'Rivers' unit, students learn about the physical processes of erosion, transportation and deposition, weathering, and mass movement, and how they interact with the geology of different UK coasts to create distinctive landforms such as headlands, bays, beaches, spits, dunes, wave-cut platforms and arches. Students then study the Dorset coast as an example of a UK coastline with a variety of coastal processes and landforms. Next, students investigate the benefits and costs of different strategies used to manage rapid coastal erosion before an in-depth case study of the variety of strategies used at Walton-on-the-Naze on the Essex coast: reasons for the interventions, successes and failures of the strategies used, and conflicts emerging between groups in the community.	In the second half term, students study the topic of 'tropical storms and UK weather hazards'. Students recap their understanding of atmospheric circulation before learning about the distribution, formation, and structure of tropical storms. Students learn about the hazards associated with these systems before embarking on an event case study of 2013's Typhoon Haiyan, which caused devastation to the Philippines. Students then gain an understanding of strategies that can be used by governments and small communities to predict, protect against and plan for future significant hazard events.

Spring Term	
Half term 1	Half term 2
Students begin the Spring Term by studying 'resource management'. Students learn about the distribution of the global resources of energy, food and water, before learning in more detail about the provision of these resources in the UK. Students then learn about energy production in greater depth: global patterns of supply and consumption, reasons for these patterns, the impacts of energy insecurity and the strategies used to increase energy security around the world from large scale top-down schemes to more sustainable small-scale initiatives in the developing world.	Students move to study 'fieldwork' in the second half of the Spring Term. By this stage in the course, students have completed both of their human and physical fieldwork studies (day trips to Epping Forest for rivers and the Olympic Park for UK urban trends). In this final stage of the course, students ensure they have a detailed understanding of their hypotheses, the benefits and limitations of the methods used to collect their data, and specific conclusions that they can draw from their data.

Summer Term	
Half term 1	Half term 2
Students focus on revising the GCSE content and preparing for the final GCSE exams. Students complete exam-style questions to consolidate exam technique.	Students sit their GCSE exams.

GCSE Psychology (AQA) Curriculum Content

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Autumn Term	
Half term 1	Half term 2
<p>Students study 'Development'. Students learn about the key processes of cognitive development, including:</p> <ul style="list-style-type: none"> • Early brain development, e.g., in the womb • The roles of nature and nurture • Piaget's Stage Theory of Cognitive Development • Two key studies that counter Piaget's ideas, McGarrigle and Donaldson and Hughes • The effects of learning on development • Dweck's Mindset Theory of Learning • Learning styles, i.e., verbalisers and visualisers • Willingham's Criticism of learning styles 	<p>In this half term, students continue to study 'Development' and afterwards, begin revision for their GCSE exams. Students complete the development unit and then commence revising for their mock examinations. The focus of revision is content rehearsal with a focus on being able to describe and evaluate all theories learned thus far across the GCSE course.</p>

Spring Term	
Half term 1	Half term 2
<p>Students study 'Language Thought and Communication'. Students learn about the key processes in communication, including:</p> <ul style="list-style-type: none"> • The relationship between language and thought, including Piaget's Theory and the Sapir-Whorf Hypothesis • Variation in recall of events and colours across cultures • Differences between human and animal communication • Von Frisch's Bee Study • Non-verbal communication, e.g., eye contact, posture, body language and personal space • Explanations of non-verbal communication, e.g., Darwin • Evidence that non-verbal communication is learned and innate • Yuki's emoticon study 	<p>In this half term, students focus upon exam technique. Students have now finished the content of the GCSE course and the focus is on exam technique. Students are taught a unit specific to synoptic questions now they have covered all units. In addition, each style of examination question is modelled and students practise each style of question using the 'I do, we do, you do' model.</p>

Summer Term	
Half term 1	Half term 2
<p>Students complete revision for their final GCSE examination. One priority is the key studies with a focus on ensuring secure knowledge of the numerical results of each study. During this term the teacher will review each of the topics in full using direct instruction and re-teach the most complex aspects of the course. During this term the teacher will review each of the topics in full using direct instruction and re-teach the most complex aspects of the course.</p>	<p>Students complete the final GCSE examinations during this half term.</p>

GCSE Sociology (AQA) Curriculum Content

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Autumn Term

Half term 1 and Half term 2

In the Autumn Term, students study 'Social Stratification', focusing upon:

- Theoretical perspectives
- Social Class
- Life Chances
- Social Mobility
- Poverty and the Cycle of Deprivation
- Globalisation
- Welfare State
- Power Relationships
- Inequalities

Spring Term

Half term 1 and Half term 2

In the Spring Term, students focus on revision for the topics for 'Paper 1: Families and Education'. Students use a variety of techniques in classroom and at home to ensure they are comfortable with all aspects of the specification. Revision focuses on applying the knowledge we have learnt to exam questions and exam technique and research methods to ensure that students are successful in the GCSE exam. Students use their key studies booklet, key words booklet and revision guide to help with learning outside of the classroom.

Summer Term

Half term 1 and Half term 2

In the Spring Term, students focus on revision for the topics for 'Paper 2: Crime and Deviance and Social Stratification'. Students use a variety of techniques in classroom and at home to ensure they are comfortable with all aspects of the specification. Revision focuses on applying the knowledge we have learnt to exam questions and exam technique and research methods to ensure that students are successful in the GCSE exam. Students use their key studies booklet, key words booklet and revision guide to help with learning outside of the classroom.

GCSE Business Studies (AQA) Curriculum Content

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Autumn Term	
Half term 1	Half term 2
Students are introduced to the role of finance within a business, starting with the sources of finance a business can use and their benefits and drawbacks. They are also given the opportunity to consider why cash is important to a business and how flows of cash can be forecast.	Students develop their knowledge and understanding of key financial terms used by businesses and conduct a range of financial calculations which help managers make decisions. Finally, students look at two vital financial documents produced by businesses and analyse what they can tell about the financial performance of a business.

Spring Term	
Half term 1	Half term 2
Students revisit the purpose of business activity, the role of business enterprise and entrepreneurship, and the dynamic nature of business. Students also encounter the different legal forms a business can take and the goals they set themselves.	Building on from the previous half term, students learn about the various individuals and groups that are affected by the activities of a business and examine the factors influencing the location decision for start-up businesses.

Summer Term	
Half term 1	Half term 2
Building on from the previous term, students continue to examine the external factors influencing businesses, including technology, the economic climate, globalisation and the law.	Students revise the GCSE content and focus upon exam technique ahead of their final GCSE exams.

BTEC Business Enterprise (Pearson Edexcel) Curriculum Content

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Autumn Term	
Half term 1	Half term 2
Learners explore the different promotional methods used by enterprises and the factors that influence how enterprises identify and target their market. Learners explore the different methods of promotion used by enterprises, their suitability for different sizes of enterprise, including the factors they consider when choosing the most appropriate.	Learners explore financial documents and how to use them to monitor and improve the performance of an enterprise to make decisions and recommend strategies for success. Students look at the financial management of enterprises and they learn how enterprises plan their finances and keep track of their money.

Spring Term	
Half term 1	Half term 2
Students learn about management tools such as cash flow forecasts and breakeven analysis which allows managers and owners of enterprises to ensure that they have enough cash to operate and make a profit.	Students revise Component 1 from the Year 9 topics. They revise and further develop their knowledge and understanding of the different types of enterprise and their ownership, looking at the characteristics of small and medium enterprises (SMEs) and entrepreneurs with reasons for their levels of success. Students further understand the importance of having a clear focus on the customer and the importance of meeting their needs and why market research is useful for an enterprise.

Summer Term	
Half term 1	Half term 2
Students revise Component 2 from the Year 10 topics. Learners revise their knowledge and understanding of the skills required to plan for a micro-enterprise activity. The topics covered include exploring ideas, planning for a micro-enterprise activity, pitching a micro-enterprise activity and reviewing that pitch.	There is one external exam that students sit: Component 3 – Promotion and Finance for Enterprise. This exam is the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and applied to realistic contexts. For the exam, learners must analyse and interpret information in relation to an enterprise and to make recommendations on strategies to use to improve the performance of the enterprise. Furthermore, because the exam is based on a context, it requires learners to demonstrate that they can identify and effectively use an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way.

GCSE Economics (AQA) Curriculum Content

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Autumn Term

Half term 1 and Half term 2

Students focus upon three areas of study in the Autumn Term:

- Limitations of markets: students learn what is meant by positive and negative externalities. They are introduced to government policies to correct positive and negative externalities. Students evaluate the use and impact of these policies including opportunity cost, and the benefits of these.
- Importance of international trade: students explain why countries import and export goods and services and the benefits of this for consumers and producers. Students gain an understanding of free trade agreements including the European Union.
- Balance of payments: students learn the balance of payments on current account and evaluate the importance of the balance of payments on current account to the UK economy. They evaluate the causes surpluses and deficits of the balance of payments.

Spring Term

Half term 1 and Half term 2

Students focus upon three areas of study in the Spring Term:

- Balance of payments: students learn the balance of payments on current accounts and evaluate the importance of the balance of payments on current accounts to the UK economy. They evaluate the causes, surpluses and deficits of the balance of payments
- Exchange rates: students analyse how exchange rates are determined; calculate currency conversion; analyse recent and historical exchange rate data and evaluate the effect of changes in the exchange rate on consumers and producers.
- Globalisation: students explain globalisation, including its driving factors; how development is measured, including GDP per capita, life expectancy, access to health care, technology and education; evaluate the costs and benefits of globalisation to producers, workers and consumers in developed countries, including the impact on economic, social and environmental sustainability; and evaluate the costs and benefits of globalisation to producers, workers and consumers in less developed countries.

Summer Term

Half term 1 and Half term 2

Students revise all of the GCSE content, using a variety of methods to cover all topics in readiness for the summer GCSE exam. Time is dedicated to refreshing students' knowledge of exam technique and students receive detailed feedback on exam questions completed under timed conditions to improve exam technique.

BTEC Health and Social Care (Pearson Edexcel) Curriculum Content

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Autumn Term	
Half term 1	Half term 2
Students complete their second piece of assessed coursework on health and social care services and values.	Students prepare for the external assessment which is a synoptic assessment where students explore the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual's health and wellbeing.

Spring Term	
Half term 1	Half term 2
Students complete an external assessment on Component 3. Component 3 is a synoptic assessment of everything taught in the course. This includes analysing data and suggesting care plans which take into account the individual's circumstances.	Students prepare for a re-sit of the external assessment if required. If not required, students utilise this time to prepare for other GCSE exams in their curriculum.

Summer Term	
Half term 1 and Half term 2	
Students prepare for a re-sit of the external assessment if required. If not required, students utilise this time to prepare for other GCSE exams in their curriculum.	

GCSE Spanish (AQA) Curriculum Content

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Autumn Term	
Half term 1	Half term 2
<p>Students study 'Theme 3: Topic 3: Education post-16' and 'Topic 4: Jobs, career choices and ambitions Grammar'.</p> <ul style="list-style-type: none"> ● Grammar <ul style="list-style-type: none"> - 'Soler' (to tend to) in the imperfect - Imperfect and preterite together - Present - Present continuous ● Strategies <ul style="list-style-type: none"> - Using alternatives to 'y' (and) - Knowing and consolidating the difference between 'saber' (to know) and 'conocer' (to know) 	<p>Students study 'Theme 3: Topic 3: Education post-16' and 'Topic 4: Jobs, career choices and ambitions Grammar'.</p> <ul style="list-style-type: none"> ● Grammar <ul style="list-style-type: none"> - Indirect object pronouns - Subjunctive with 'cuando' (when) - Revising the conditional tense ● Strategies <ul style="list-style-type: none"> - Different ways to express future plans - Using formal language

Spring Term	
Half term 1	Half term 2
<p>Students study 'Theme 2: Topic 2: Social issues, Topic 3: Global issues'.</p> <ul style="list-style-type: none"> ● Grammar <ul style="list-style-type: none"> - Different tenses (final review/practice within topic) - Superlative - Third person plural of verbs - Present subjunctive (higher only) - Pluperfect (higher only) - Imperfect continuous (higher only) ● Strategies <ul style="list-style-type: none"> - Listening for high numbers - Dealing with more complex texts - Explaining your point of view - Giving extended reasons - Using grammar knowledge in translations - Extended and complex writing - Revision, mocks and exam preparation - Using mock exam performance to prepare for GCSE exams. 	<p>Students begin revision of all of the GCSE themes and topics:</p> <ul style="list-style-type: none"> ● Theme 1: Identity and culture <ul style="list-style-type: none"> - Topic 1: Me, my family and friends - Topic 2: Technology in everyday life - Topic 3: Free-time activities ● Theme 2: Local, national, international and global areas of interest <ul style="list-style-type: none"> - Topic 1: Home, town, neighbourhood and region - Topic 2: Social issues - Topic 3: Global issues - Topic 4: Travel and tourism ● Theme 3: Current and future study and employment <ul style="list-style-type: none"> - Topic 1: My studies - Topic 2: Life at school/college - Topic 3: Education post-16 - Topic 4: Jobs, career choices and ambitions

Summer Term	
Half term 1	Half term 2
<p>Students sit their speaking exams at the beginning of May and then focus upon revision and exam technique ahead of their final GCSE exams.</p>	<p>Students sit their final GCSE exams.</p>

GCSE French (AQA) Curriculum Content

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Autumn Term	
Half term 1	Half term 2
<p>Students study 'Theme 3: Current and future study and employment, Topic 2: Education post-16, jobs, career choices and ambitions'.</p> <ul style="list-style-type: none"> ● Grammar <ul style="list-style-type: none"> - <i>Si clauses with the simple future tense</i> ● Strategies <ul style="list-style-type: none"> - <i>Two-verb structures</i> 	<p>Students continue with the study 'Theme 3: Current and future study and employment, Topic 2: Education post-16, jobs, career choices and ambitions'.</p> <ul style="list-style-type: none"> ● Grammar <ul style="list-style-type: none"> - <i>Revision of comparatives and superlatives</i> ● Strategies <ul style="list-style-type: none"> - <i>Recognising the passive voice in the past and future</i>

Spring Term	
Half term 1	Half term 2
<p>Students study 'Theme 2: Local, national, international and global areas of interest, Topic 2: Global issues.'</p> <ul style="list-style-type: none"> ● Grammar <ul style="list-style-type: none"> - <i>Using the pluperfect tense</i> - <i>Revising negative constructions</i> - <i>Referring to three time phrases</i> ● Strategies <ul style="list-style-type: none"> - <i>Using 'on peut + infinitif' (one can + infinitive verb)</i> - <i>Discussing big events</i> - <i>Being able to recognise different tenses and time frames</i> 	<p>Students begin revision of all of the GCSE themes and topics:</p> <ul style="list-style-type: none"> ● Theme 1: Identity and culture <ul style="list-style-type: none"> - <i>Topic 1: Me, my family and friends</i> - <i>Topic 2: Technology in everyday life</i> - <i>Topic 3: Free-time activities</i> ● Theme 2: Local, national, international and global areas of interest <ul style="list-style-type: none"> - <i>Topic 1: Home, town, neighbourhood and region</i> - <i>Topic 2: Social issues</i> - <i>Topic 3: Global issues</i> - <i>Topic 4: Travel and tourism</i> ● Theme 3: Current and future study and employment <ul style="list-style-type: none"> - <i>Topic 1: My studies</i> - <i>Topic 2: Life at school/college</i> - <i>Topic 3: Education post-16</i> - <i>Topic 4: Jobs, career choices and ambitions</i>

Summer Term	
Half term 1	Half term 2
<p>Students sit their speaking exams at the beginning of May and then focus upon revision and exam technique ahead of their final GCSE exams.</p>	<p>Students sit their final GCSE exams.</p>

GCSE Fine Art (Pearson Edexcel) Curriculum Content

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Autumn Term	
Half term 1	Half term 2
<p>Students work on 'GCSE Coursework Component 1, Unit 2.' The theme is prescribed by the exam board. They focus on research.</p> <p>Focus:</p> <ul style="list-style-type: none"> • Investigating the sources: <ul style="list-style-type: none"> - <i>researching contexts/artists</i> • Experimentation: <ul style="list-style-type: none"> - <i>transcriptions and responses based on artists/sources</i> • Development stage 1: <ul style="list-style-type: none"> - <i>mind-maps, visual brainstorm to collate best research and ideas for development</i> - <i>their own photography related to responses</i> • Development stage 2: <ul style="list-style-type: none"> - <i>observational drawings from photos</i> - <i>mixed media exploration</i> 	<p>Students continue work on 'GCSE Coursework Component 1, Unit 2', focusing upon the development of ideas.</p> <p>Focus:</p> <ul style="list-style-type: none"> • Development stage 3: <ul style="list-style-type: none"> - <i>artist statement</i> - <i>initial compositions based on media trials</i> • Refinement stage 1: <ul style="list-style-type: none"> - <i>final composition based on media trials</i> - <i>mock piece based on final composition</i> • Refinement stage 2: <ul style="list-style-type: none"> - <i>final design based on media trials</i> - <i>mock piece based on final design</i> • Final outcome preparation: <ul style="list-style-type: none"> - <i>mock piece 2</i> - <i>improvements based on mocks</i> - <i>final outcome preparation</i>

Spring Term	
Half term 1	Half term 2
<p>Students continue work on 'GCSE Coursework Component 1, Unit 2.' Students focus upon their final outcome.</p> <p>Final outcome:</p> <ul style="list-style-type: none"> • 10-hour practical exam • Evaluation • Sketchbook review <p>Students then work on 'GCSE Component 2, Externally Set Assignment,' the title of which is prescribed by the exam board.</p> <p>Focus:</p> <ul style="list-style-type: none"> • Investigating the sources: <ul style="list-style-type: none"> - <i>Researching contexts/artists</i> • Experimentation: <ul style="list-style-type: none"> - <i>transcriptions and responses based on artists/ sources</i> • Development stage 1: <ul style="list-style-type: none"> - <i>mind-maps, visual brainstorm to collate best research and ideas for development</i> - <i>their own photography related to responses</i> • Development stage 2: <ul style="list-style-type: none"> - <i>observational drawings from photos</i> - <i>media exploration</i> 	<p>Students continue work on 'GCSE Component 2, Externally Set Assignment.'</p> <p>Focus:</p> <ul style="list-style-type: none"> • Development stage 2: <ul style="list-style-type: none"> - <i>observational drawings from photos</i> - <i>media exploration</i> • Development stage 3: <ul style="list-style-type: none"> - <i>artist statement</i> - <i>initial composition ideas based on media exploration</i> - <i>further media trials based on initial composition ideas</i> • Refinement stage 1: <ul style="list-style-type: none"> - <i>final composition based on media trials</i> - <i>mock piece based on final composition</i> • Refinement Stage 2: <ul style="list-style-type: none"> - <i>final composition based on media trials</i> - <i>mock piece 2 based on final composition</i>

Summer Term

Half term 1	Half term 2
<p>Students continue work on 'GCSE Component 2, Externally Set Assignment.'</p> <p>Focus:</p> <ul style="list-style-type: none">• Final outcome preparation:<ul style="list-style-type: none">- <i>mock of final piece version 2</i>- <i>improvements based on media trials</i>- <i>final outcome preparation</i>• 10-hour practical exam• Evaluation• Sketchbook review	<p>Students continue work on 'GCSE Component 1', making any improvements that are required.</p>

GCSE Textile Design (Pearson Edexcel) Curriculum Content

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Autumn Term	
Half term 1	Half term 2
<p>Students work on 'GCSE Coursework Component 1, Unit 2.' The theme is prescribed by the exam board. They focus on research.</p> <p>Focus:</p> <ul style="list-style-type: none"> • Investigating the sources: <ul style="list-style-type: none"> - <i>researching contexts/artists</i> • Experimentation: <ul style="list-style-type: none"> - <i>transcriptions and responses based on artists/sources</i> • Development stage 1: <ul style="list-style-type: none"> - <i>mind-maps, visual brainstorming to collate best research and ideas for development</i> - <i>their own photography related to responses</i> • Development stage 2: <ul style="list-style-type: none"> - <i>observational drawings from photos</i> - <i>mixed media exploration</i> 	<p>Students continue work on 'GCSE Coursework Component 1, Unit 2', focusing upon the development of ideas.</p> <p>Focus:</p> <ul style="list-style-type: none"> • Development stage 3: <ul style="list-style-type: none"> - <i>artist statement</i> - <i>initial design ideas based on samples</i> - <i>samples based on initial designs</i> • Refinement stage 1: <ul style="list-style-type: none"> - <i>final design based on samples</i> - <i>prototype based on final design</i> • Refinement stage 2: <ul style="list-style-type: none"> - <i>final design based on samples</i> - <i>prototype stage 1 based on final design</i> • Final outcome preparation: <ul style="list-style-type: none"> - <i>prototype stage 2</i> - <i>improvements based prototype</i> - <i>final outcome preparation</i>

Spring Term	
Half term 1	Half term 2
<p>Students continue work on 'GCSE Coursework Component 1, Unit 2.' Students focus upon their final outcome.</p> <p>Final outcome:</p> <ul style="list-style-type: none"> • 10-hour practical exam • Evaluation • Sketchbook review <p>Students then work on 'GCSE Component 2, Externally Set Assignment,' the title of which is prescribed by the exam board.</p> <p>Focus:</p> <ul style="list-style-type: none"> • Investigating the sources: <ul style="list-style-type: none"> - <i>Researching contexts/artists</i> • Experimentation: <ul style="list-style-type: none"> - <i>transcriptions and responses based on artists/sources</i> • Development stage 1: <ul style="list-style-type: none"> - <i>mind-maps, visual brainstorming to collate best research and ideas for development</i> - <i>their own photography related to responses</i> • Development stage 2: <ul style="list-style-type: none"> - <i>observational drawings from photos</i> - <i>textile media exploration samples</i> 	<p>Students continue work on 'GCSE Component 2, Externally Set Assignment.'</p> <p>Focus:</p> <ul style="list-style-type: none"> • Development stage 2: <ul style="list-style-type: none"> - <i>observational drawings from photos</i> - <i>textile media exploration</i> • Development stage 3: <ul style="list-style-type: none"> - <i>artist statement</i> - <i>initial composition ideas based on samples</i> - <i>samples based on initial designs</i> • Refinement stage 1: <ul style="list-style-type: none"> - <i>final design based on samples</i> - <i>prototype based on final design</i> • Refinement Stage 2: <ul style="list-style-type: none"> - <i>final design based on samples</i> - <i>prototype stage 1 based on final design</i>

Summer Term

Half term 1	Half term 2
<p>Students continue work on 'GCSE Component 2, Externally Set Assignment.'</p> <p>Focus:</p> <ul style="list-style-type: none">• Final outcome preparation:<ul style="list-style-type: none">- <i>Prototype stage 2</i>- <i>improvements based on prototype</i>- <i>final outcome preparation</i>• 10-hour practical exam• Evaluation• Sketchbook review	<p>Students continue work on 'GCSE Component 1', making any improvements that are required.</p>

GCSE Food Preparation and Nutrition (AQA) Curriculum Content

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Autumn Term	
Half term 1 and Half term 2	
In the Autumn Term, students focus upon 'GCSE Coursework (NEA 1) – Food investigation'.	
Focus:	
<ul style="list-style-type: none">• Research into the function of ingredients for a specified food product that has been given to the students by the exam board• Writing a hypothesis that students try to prove or disprove• Conduct three practical investigations to examine their hypothesis	

Spring Term	
Half term 1 and Half term 2	
In the Spring Term, students focus upon 'GCSE Coursework (NEA 2) – Food preparation assessment'.	
Focus:	
<ul style="list-style-type: none">• Students carry out research into the brief that they choose• Students demonstrate their skills by cooking four dishes• Students design a final menu: students create a time plan for a three hour practical assessment• Students carry out a nutritional analysis of the dish that they cooked for their three hour practical assessment	

Summer Term	
Half term 1	Half term 2
In the Summer Term, students focus on revision. The main priority is to ensure that students have a secure knowledge of the key exam content before the final exam.	Students sit their final GCSE exams.

Vocational Award in Hospitality and Catering (WJEC) Curriculum Content

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Autumn Term	
Half term 1 and Half term 2	
In the Autumn Term, students focus on revision their final GCSE exams. They revise:	
<ul style="list-style-type: none">• How food can cause ill health• The structure of the hospitality and catering industry• Working conditions of different job roles across the hospitality and catering industry• The workflow within the front and back of house	

Spring Term	
Half term 1 and Half term 2	
Students complete the coursework 'NEA: Unit 2 – Hospitality and catering in action'.	
Focus:	
<ul style="list-style-type: none">• The functions of nutrients in the human body• Comparing the nutritional needs of different groups• Explaining what happens if the groups have an unbalanced diet• Explaining the factors that need to be considered when hospitality and catering establishments design a menu• Applying the skills learnt throughout the course to complete a practical assessment of a dish	

Summer Term	
Half term 1	Half term 2
Students spend the Summer Term revising units covered in Years 9 and 10, paying special attention to food causes of ill health and how hospitality and catering establishments meet their customers' needs.	Students sit their vocational award final exam.

GCSE Physical Education (OCR) Curriculum Content

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Autumn Term	
Half term 1	Half term 2
Year 11 focuses on recapping and revising all the content that students have learnt over the past two years in preparation for their GCSE exams. Over the first half term the focus will be on body systems, looking at the cardiovascular, respiratory, muscular, and skeletal system. Students also ensure they have a concrete understanding of the long term and short term effects exercise has on these body systems.	In the second half term students revisit components of fitness and fitness testing, ensuring that they know the importance of different components of fitness in different sports as well as how to conduct different fitness tests. Students also return to study injury preventions as well as beginning to recap on the socio-cultural issues in sport such as factors affecting participation and how commercialisation has impacted sport.

Spring Term	
Half term 1	Half term 2
At the start of the Spring Term students spend some time being practically assessed in their three sports (1 team, 1 individual and 1 other). This allows students a final opportunity to develop their practical skills and their tactical knowledge and understanding. Students then continue to revise the socio-cultural issues in sport, looking at ethics, targeting setting and mental preparation and guidance.	Students continue revising the social-cultural issues in sport. In this half term students look at diet and nutrition and the impact diet has on the performer. There is also a focus on health, what is meant by the term health, the positive impacts of living a healthy lifestyle and the negative impacts of living a sedentary lifestyle.

Summer Term	
Half term 1	Half term 2
In the final half term before exams students have targeted revision sessions, focusing on all content in order to ensure students are best prepared for their exams. Student also have an opportunity to look at exam technique, placing a large amount of emphasis on longer answer questions.	Students sit their final GCSE exam.

BTEC Sport (Pearson Edexcel) Curriculum Content

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Autumn Term

Half term 1 and Half term 2

Year 11 focuses on recapping and revising the content that students have learnt over the past two years in preparation for their final exams. Over the first term students recap different components of fitness, exercise intensity, fitness testing, understanding data and different methods of training. Students also revisit the effects of training on different body systems, designing a training programme and motivational techniques.

Spring Term

Half term 1 and Half term 2

Lessons are tailored not only around content revision but also exam technique in order to prepare students for their first external assessment that they sit during this half term, testing their knowledge on all the content they have learnt and revised over the past year. Before and after the assessment students continue to revise and revisit the topic they have learnt across the year, with revision tailored to student needs.

Summer Term

Half term 1 and Half term 2

In the final half term before exams students have targeted revision sessions, focusing on all of the content in order to ensure students are best prepared for their exams. Students also have an opportunity to look at exam technique, placing a large amount of emphasis on longer answer questions. Students sit their final exam.

GCSE Music (AQA) Curriculum Content

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Autumn Term	
Half term 1	Half term 2
Students begin the year by receiving exam feedback from the end of Year 10 exam. They work on their 'Free Composition' coursework in lessons, deciding which genre they wish to compose. Using Logic Pro, they must write a 2-minute composition. Listening question practice continues in lessons, whilst revising genres such as 'Romantic Requiem, Pop, Rock, Blues, Latin'. Solo performance practice continually occurs as homework.	Students receive four briefs for their second composition and choose one to work from using Logic Pro. Students carry out listening question practice in lessons, whilst revising genres such as 'Fusion, Folk, Minimalism, Broadway'. Students Revise both study pieces, 'Mozart Clarinet Concerto, movement 3' and the three songs from 'Little Shop of Horrors'. Solo performance practice continually occurs as homework.

Spring Term	
Half term 1	Half term 2
Students begin the term by receiving mock exam feedback. They complete ensemble practice in lessons, leading up to the GCSE Ensemble Concert. Lessons centre upon work towards the Free and Brief Composition lessons as well as listening question practice covering genres such as 'Film and Gaming music, British Music, Music of Copland, Music of Kodaly and Bartok'.	Listening question practice takes place in lessons, whilst revising genres such as 'Romantic piano, Coronation anthems, Orchestral music of Haydn, Mozart and Beethoven'. Students also finish their coursework pieces: Free Composition, Brief Composition, Solo Performance retakes, Ensemble Performance retakes.

Summer Term	
Half term 1	Half term 2
Students revise all sixteen genres of music studied through listening question practice ahead of the GCSE exam.	During this half term, students sit their GCSE examinations.

GCSE Drama (Eduqas – WJEC) Curriculum Content

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Autumn Term	
Half term 1	Half term 2
In this half term, students focus on section A (Component 3) of the written exam (Hard To Swallow). Students explore the set text through practical and theory-based tasks. Student understanding of the different perspectives is developed for section A through exploring the director, designer and actor. Students are assessed through a written paper that takes place in October.	The students continue to focus on section A in the double lesson and section B (live theatre review) in single lessons. The Drama Online Library is used for Live Theatre Reviews preparation.

Spring Term	
Half term 1	Half term 2
Students focus on Component 2 (Performance from Text) during this half term with after school rehearsals. Students take a theatre trip to see 'Woman in Black' to support preparation for section B of the GCSE exam.	Students continue to focus on Component 2 during this half term, rehearsing, refining and performing to a visiting examiner. Students complete artistic intentions and perform their Component 2 pieces for the visiting examiner.

Summer Term	
Half term 1	Half term 2
This half term students focus upon Component 3: the set text and live theatre review. Students focus on the Component 3 play text and refining their final Live Theatre Reviews for the Component 3 written exam.	Students sit their final GCSE exam.