Curriculum Implementation: Please see an overview of what is learned in each subject

Year 11	Term 1	Term 2	Term 3
Maths (Foundation Tier)	• Pythagoras' Theorem • Trigonometry (right angled triangles) • Bearings • Scale drawings and accurate measurements	• Transformations on a coordinate grid • Congruency • Similar shapes (finding missing lengths) • Vectors • Revision for GCSE exams	• Revision for GCSE exams, bespoke topics for each group based on QLA and teacher assessment.
Maths (Higher Tier)	• Algebraic proof • Solving quadratics and quadratics simultaneous equations • Function notation • Iteration • Quadratic inequalities • Bearings • Circle Theorems • Non right-angled trigonometry • Trigonometrical graphs	• Advanced statistical methods • Transformations • Congruence • Vectors • Estimating the gradient of a curve at a given point • Area under a graph (inc. estimating the area under a curved graph) • Revision for GCSE exams.	• Revision for GCSE exams, bespoke topics for each group based on QLA and teacher assessment.
English	• Understanding key thematic and character questions about 'Romeo and Juliet' including: The presentation of Love, attitudes towards masculinity, parental relationships. • Understanding key thematic and character questions about 'Jekyll & Hyde' including: The Victorian Gentleman, Duality of man, Presentations of Violence. • Understanding how to analyse, evaluate and compare a range of different texts. • Understanding how to craft writing to meet the demands of a particular audience or purpose, including: Use of imagery, use of persuasive techniques, use of structural features.	• Understand the key themes, characters, language and context for 'An Inspector Calls' • Understand the key themes and context for the anthology poetry. • To understand how to evaluate and compare the message of the anthology poems • To understand the conventions of language and be able to compare, evaluate and create writing for purpose.	• Revision for GCSE exams, bespoke topics for each group based on QLA.
Biology	• Ecology • Homeostasis and response • Inheritance, variation and evolution	• Inheritance, variation and evolution	• Revision for GCSE exams, bespoke topics for each group based on QLA.
Chemistry	• Rate and extent of chemical change • Organic chemistry • Chemical analysis	• Chemistry of the atmosphere	• Revision for GCSE exams, bespoke topics for each group based on QLA.

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Physics	• Forces: Newton's laws of motion • Waves • Magnetism and electromagnetisms	• Magnetism and electromagnetism • Space: Separate science only	• Revision for GCSE exams, bespoke topics for each group based on QLA.

Year 11 Options	Term 1	Term 2	Term 3
History	• Elizabeth's early life and character • Plots against Elizabeth • Rivalry with Spain • Society and leisure	• The origins of the Cold War • The nuclear arms race • The Prague Spring and Hungarian uprising • Improvement in relations	• The fall of the Berlin Wall • Revision for GCSE exams
Geography	• Hazards (Tectonics, Weather, Climate Change)	• Changing Economic World • Case studies: Nigeria, Jamaica. • Economic change in the UK	• Preparation for GCSE examinations.

Core PE	• Variety of sports on rotation:
	  o Football
	  o Table tennis
	  o Netball
	  o Fitness
	  o Badminton
		• Variety of sports on rotation:
		  o Football
		  o Table tennis
		  o Netball
		  o Fitness
		  o Badminton
			• Variety of sports on rotation:
			  o Athletics
			  o Striking and Fielding
			• Leadership

BTEC PE	Unit 6 – Sports Leadership • LA A – skills & attributes of a sports leader • LA B – plan & deliver a sports session • LA C – analyse own leadership skills and attributes	Unit 3 – Applying the Principles of Personal Training • LA A – design a personal training programme • LA B – musculoskeletal and cardiorespiratory system and effects on the body during training	Unit 3 – Applying the Principles of Personal Training • LA C – implement a self-designed personal fitness training programme • LA D – review a personal fitness training programme
Dance	• Students are learning a range of dance styles from various practitioners • Stylistic qualities • Choreographic skills • Responding to a stimulus • Theme • Target audience • Responding to a brief	Component 3 – Performing to a Brief • AO1 - Understand how to respond to a brief (written assessment). • AO2 - Select and develop skills and techniques in response to a brief (written assessment).	• AO3 - Apply skills and techniques in a workshop performance in response to a brief continued (practical assessment). • AO4 - Evaluate the development process and outcome in response to a brief (written assessment).

	• Resources: costume, props, performance space • Mock written assessment and practical performance	• AO3 - Apply skills and techniques in a workshop performance in response to a brief (practical assessment).	
Music	• Solo performance • OCR theory • Music theory • Free composition • Pop music • Mock paper 1	• Free composition • Concerto through time • Baroque • Classical • Romantic • Film and game music • Rhythms of the world • Mock paper 2	• Music technology • Rhythms of the World – Recap • Aural training • Concerto through time – Recap • Exam preparation
Drama	*Everybody's talking about Jamie* **Component 1: Understanding Drama** • characteristics of performance text(s) and dramatic work(s), social, cultural and historical contexts of performance text(s) and dramatic work(s), how meaning is interpreted and communicated, drama and theatre terminology and how to use it appropriately and the roles and responsibilities of theatre makers in contemporary professional practice. **Component 2: Devising drama** • learn how to create and develop ideas to communicate meaning in a devised theatrical performance, develop their ability to carry out research, develop their own ideas, collaborate with others, rehearse, refine and amend their work in progress, analyse and evaluate their own process of creating devised drama, produce an individual Devising log documenting their devising process and an analysis and evaluation of their contribution. **Component 3: Texts in practise**	**Component 1: Understanding Drama (Focusing on all 3 sections of the exam, including Section C Live Theatre Production) –** See details in term 1 **Component 3: Texts in practise** – see details in term 1.	• Texts in practice performances • Theatre roles and responsibilities. • Exam preparation

	• each student must choose one specialism only for all the texts in practice content, learn how to contribute to text-based drama in a live theatre context for an audience, develop their ability to, interpret texts, create and communicate meaning, realise artistic intention in text-based drama, must perform or create realised designs for two extracts from one play which contrasts to the set play studied in Component 1.		
Art	• Analyse the formal qualities of the artwork of Pop Artists. • Create a series of ideas which are influenced by the formal qualities, subjects and themes in Pop Art artwork. • Record from primary and secondary sources, with a camera and drawing in a number of media - including mono print. • Refine one idea in terms of subject, theme and composition. • Experiment with selected media in combinations of wet and dry layers. • Refine the use of media in my selected idea. • Make analytical and evaluative notes throughout my investigations. • Develop a number of ideas for an independent artwork influenced by Pop Art. • Investigate my own pop culture through visual research and collecting objects. • Record through drawing or with a camera my observations of my own Pop culture. • How to refine an idea and specific skills for the creation of an end of coursework 'final piece'.	• Experiment with suitable media, processes and techniques. • Analyse the working practices of the artist investigated and use findings in own artwork; • Refine ideas and working techniques providing evidence of best skills; • Understand and act upon the exam board rules and regulations. • Present an outcome of findings in a 10 hour GCSE exam • Present organise and annotate preparation material in a Portfolio.	• Finalise GCSE examined work.
Computer Science	• Binary arithmetic • Hexadecimal • Representing text, images and sound • Compression, data storage and memory	• Computer Hardware and Software – recap • Networks – recap • Ethical, environmental and legal use of computers – recap	• Revision for GCSE exams

	- Programming with text files and sub-programs - Logic gates - Algorithm practice - Programming practice		
Religious Studies	- Christianity: Practices - Worship - Prayer - The Sacraments - Pilgrimage and celebrations - The Church in the local community - The worldwide Church - Tearfund	- Islam: Beliefs - Qur'an and the Hadith - Ummah 6 Articles of Faith - Five roots of religion - The Nature of Allah 99 names - Risalah (prophethood) - Key figures in the Qur'an - Angels - Holy books - The Afterlife - Judgement - Islam: Practices 5 Pillars of Islam - Salah - Zakah - Hajj - Jihad - Festivals 10 Obligatory Acts - Revision of all topics for GCSE exam	Revision of all topics for GCSE exam
Spanish	- International and global dimension - The environment **Key Grammar:** Introduction of the passive (you can…) and pure future tense. Revisit question words, using the conditional tense and	**Future aspirations study and work** - Jobs, earning money, work experience, importance of learning languages, gap years, summer jobs, writing a formal letter.	**Routines and traditions:** routine problems, regular events (mealtimes, customs, doctors) **Key Grammar:** reflexive verbs, question words, passive avoidance, superlatives, exam distractors (listening and reading)

	demonstrative adjectives. Extended vocabulary associated with social problems.	• **Key Grammar:** Review the imperfect tense, present, present continuous, using soler, introduce **indirect object pronouns**, choosing which past tense needed; using the subjunctive with *"cuando + future"* • **Environment and Global Issues** Environmental issues, housing, global issues, natural disasters, adolescent issues, health, diet. • **Customs and traditions in Spain and SA** • **Key Grammar:** Learn the Pluperfect tense (I had been …) learn the imperfect continuous. Revisit grammar knowledge required for translation into Spanish or French.	• **Preparation for GCSE examinations**
French	• **Health and Adolescence** • Wider health issues, adolescent problems, diet and eating out, healthy and unhealthy lifestyle. • Alcohol, cigarettes and illegal drugs. • **Key Grammar:** direct / indirect object pronouns; venir de… être en train de….using the 2 past tenses together. Extended key vocab for health issues • **Work and future plans** • Understand how to describe future plans, job types, benefits of university • Discuss favourite/ideal jobs, earning own money, part time, being aware of their personal qualities • Key grammar: *Quand* + future tense, conditional, direct object pronouns, verbs with an infinitive, verbs with a preposition.	• **Global issues** • Climate change • Volunteer work • **Throw away societies** • Civil wars/famine • Future aspirations • Work experience • Gap years • Key grammar: passive, adjectives ending in *-al,* verbs ending in *-uire* and *-eindre,* pour ne pas… • Revision	• **Preparation for GCSE examinations**

* Year 11 classes may work on bespoke revision topics as identified by teacher assessment

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