

Subject	Overview
Mathematics	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Vectors: Students will have met vectors to describe translations during Key Stage 3. They will revisit this to describe movement between points as a column vector. Students will then build on this knowledge to find resultant vectors by adding, subtracting and multiplying vectors by a scalar, before using vectors to describe journeys with shapes. • Factors, Powers and Surds: In this module, students will firstly spend time reviewing factors, multiples and prime numbers, including writing numbers as a product of prime factors. They will then look at the laws of indices, including fraction and negative indices. Later in the module, higher students will learn how to work with surds – simplify surds, calculating with surds and rationalising the denominator. • Pythagoras’ Theorem and Trigonometry: In this module, students will review their understanding of using Pythagoras’ Theorem to find missing lengths in right-angled triangles. Students will then explore the sine, cosine and tangent ratio between lengths in right-angle triangles. They will then use these ratios to find missing lengths and angles in right-angled triangles. Later in the module, higher students will look at how trigonometry can be used for non-right-angled triangles by using the sine and cosine rule. • Simultaneous Equations: Students will find the solutions of simultaneous equations by both algebraic and graphical methods. The method of substitution will be dealt with before elimination, considering the substitution of a known value and then an expression. Module will include solving a pair of linear simultaneous equations as well as solving a pair of simultaneous equations involving a quadratic. <p>Homework: Sparx Maths homework will be set on a weekly basis, Monday to Monday.</p> <p>Assessments:</p> <ul style="list-style-type: none"> • End of Unit Assessments: <ul style="list-style-type: none"> ○ Graphs and Diagrams End of Unit Assessment (W/C 08/06/26) ○ Vectors End of Unit Assessment (W/C 22/06/26) ○ Factors, Powers and Surds End of Unit Assessment (W/C 06/07/26) ○ Pythagoras’ Theorem End of Unit Assessment (W/C 13/07/26)
English	<p>Students will study the following:</p> <p>This half term, students will begin their study of poetry for Literature paper 2. They will explore one of the clusters of poems from the AQA Power and Conflict Poetry Anthology and develop their skills when exploring an ‘unseen’ poem.</p> <ul style="list-style-type: none"> ○ 3 x lessons: Poetry Anthology Cluster – Power of Nature ○ 1 x lesson: Unseen Poetry <p>Assessment:</p> <ul style="list-style-type: none"> • Speaking and listening presentations • Power of nature poetry response <p>Homework: Seneca Revision</p>
Science	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Biology: Combined & Separate- Environment: Students continue learn about how human activities impact the climate and environment and how we can sustainably develop and grow as a species. • Chemistry: Combined & Separate – Environmental chemistry: students continue to learn about the composition and evolution of the Earth's atmosphere, the role of

	<p>greenhouse gases such as carbon dioxide and methane, common atmospheric pollutants, and the impact of human activities on the atmosphere's composition.</p> <ul style="list-style-type: none"> • Physics: Combined & Separate – Waves: Students continue to learn the behaviour of waves, how they carry information and how modern technologies such as imaging and communication systems make the most of electromagnetic waves. Separate - Newtons Law: This topic introduces students to the methods for measuring motion (speed, velocity and acceleration) before combining these with Newton's 3 Laws of Motion to show how forces change the state of motion and how momentum can be used to analyse motion and collisions. • Homework: Weekly Seneca assignments.
<p>German</p>	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Holidays <p>Students will study transport, accommodation and different holiday destinations.</p> <p>Homework will be</p> <ul style="list-style-type: none"> • Vocabulary practice on Seneca. <p>The assessment will be Writing and Reading, as in September we will be working towards the Speaking Mock exams in November.</p>
<p>French</p>	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Where I Live <p>Students will study directions, describing a house and places in a town.</p> <p>Homework will be</p> <ul style="list-style-type: none"> • Vocabulary practice on Seneca. <p>The assessment will be Writing and Reading, as in September we will be working towards the Speaking Mock exams in November.</p>
<p>Geography</p>	<p>Students will be studying the following:</p> <ul style="list-style-type: none"> • Global development- Students will learn about our unequal world and by using a case study will understand how India manages its inequality and looks to improve the favelas quality of life. • Fieldwork- Students will prepare to undertake their GCSE fieldwork and will understand what they will be doing with data collected when they return to the classroom. • Assessment- end of topic assessment covering Global development, and a practice paper 3 after the fieldwork has been completed.
<p>History</p>	<p>Students will study the following:</p> <p><u>Topic: Early Elizabethan England 1558-88</u> <u>Section1: Queen, government, and religion, 1558–69</u></p> <ul style="list-style-type: none"> • What was the state of England in 1558? (Allies, economy, society, government) • Who was Elizabeth I? (character, strengths, and background) • What issues did Elizabeth had to deal with upon becoming Queen? (Legitimacy, gender, marriage) • Why were the French a threat to England and Elizabeth? • What were the financial weaknesses in 1558? • Why was religion was an issue when Elizabeth came to the throne? (English Reformation). • What were the difference between Catholics and Protestants in 1500s? • Why was there a geographical division in religion within England. • How did Elizabeth tried to solve religious issues? (Middle Way, Act of Uniformity and Act of Supremacy) • What was the role of the Church played in people's lives?

	<ul style="list-style-type: none"> • Who were the Puritans and how/why did they challenged Elizabeth’s religious settlement? • How/why did the Catholics challenged Elizabeth’s religious settlement? • What role did the nobility, Papacy and foreign powers play in challenging Elizabeth with regards to religion? • Who was Mary, Queen of Scots was and what was her claim to the throne? • What were relations like between Elizabeth and Mary, 1568-69? • What options did Elizabeth have when dealing with Mary? <p>Homework: Seneca on the Elizabeth; revision resource creation; exam question planning; exam question practice, mock revision</p> <p>Assessment: Y10 Mocks</p> <ul style="list-style-type: none"> • Paper 1 : Medicine • Paper 2: Cold War
Religion, Ethics and Philosophy	<p>Students will study the following:</p> <p>Christianity – Practice</p> <ul style="list-style-type: none"> •Worship •Prayer •Baptism •Eucharist •Festivals •Pilgrimage •Food bank & Street Pastors •Mission & Evangelism •Church Growth & Reconciliation •Persecution <p>Homework: Seneca set questions on relationship and families.</p>
PSHE	<p>Students will study the following:</p> <p>Life beyond school – Work Experience Reflection Lesson, Insta and Tiktok generation, Targeted advertising and data, Consumer rights, Marriage Rights, Employment rights, and Introduction to the app Xello for CV writing in Year 11.</p>
PE	<p>Students will be studying the following:</p> <p>Cricket, Athletics, Rounders and Softball</p>
Design and Technology	<p>Students will study exam content in the following areas:</p> <p>Unit 4 - PG Online AQA – Common Specialist Technical Principles</p> <ul style="list-style-type: none"> • Forces and Stresses • Improving Functionality • Ecological and Social Footprint • 6 R’s • Scales of Production <p>Students will evaluate their mock NEA projects once their manufacture is complete. These will be assessed in line with the AQA NEA mark scheme so that students can see areas of improvement for their Year 11 projects.</p> <p>NEA (Non-Exam Assessment) - Students will be starting their final NEA coursework, focusing on selecting their project idea and completing the research sections before starting their ideas.</p> <p>Summative Assessment: Section A - Research section of NEA.</p> <p>Homework: 1 hour per week on NEA portfolio work.</p>

Hospitality & Catering	<p>Students will study the following:</p> <p>1.2.1 The operation of the front and back of house 1.2.2 Customer requirements in hospitality and catering 1.2.3 Hospitality and catering provision to meet specific requirements</p> <p>Homework: Practice exam questions Assessment: End of Topic Test for 1.1 Hospitality and catering provision and 1.2 How hospitality and catering providers operate.</p>
Construction	<p>Students will study the following:</p> <p>Students will be preparing to study for component 3, their second assessment which counts towards their final Year 11 grade.</p> <p>Component 3 – Construction and Design In this component, students will be given a real-life scenario complete with a range of constraints. Students must research the clients wants and needs, the budget, the site, possible materials and design solutions. Students will then be expected to create plan view of the design to scale with measurements and annotations explaining their design decisions. The final task is an accurate 3-dimensional drawing of the proposed building.</p> <p>Component 1 – Exam Content Students will continue to cover exam in preparation for the final Year 11 exam. They will study:</p> <p>Section C: Traditional Walls Timber Frame Construction Structural Insulated Panels (SIPS) Floors Timber Floors Precast Concrete Floors Pitched Roofs Flat Roofs</p>
Business Studies	<p>Unit 5 : Introduction to Finance. Sources of finance (Internal and External) Revenue, costs and profit Break even analysis Cash flow forecast and analysis Financial statements (P&L accounts) Profitability and performance (ARR, GPM, NPM)</p> <p>Assessment: Data responses after each topic area covered. We will continue completing past exam questions during lessons. Homework will be set weekly using Mean Business booklet and SENECA.</p> <p>Please encourage Paper 1 revision as we have now moved on to Paper 2.</p>
Enterprise	<p>Component 3: Market segmentation Marketing mix Product life cycle Price and pricing strategies Place Promotion</p>

	<p>Assessment: Exam style questions with case studies. Multiple Choice questions and quizzes Homework: Seneca and Mean business revision tasks booklet</p>
<p>Computing</p>	<p>Students will study the following: Revision Paper 1 1.5 system software: Looking at differences and functions of operating systems and utility software Critical thinking, programming fundamentals and robust programming in Paper 2 2.3 Robust Programs</p> <p>Homework: Revision booklet Assessment: GCSE style questions and practical work</p>
<p>Art</p>	<p>Students will begin their Nature Project each week they will be given a different theme with a specific art material to use – this term students will be creating the following -</p> <ul style="list-style-type: none"> • Spider Diagram based on the theme of Nature • Graphite Drawing • Pen Drawing • Fine Liner and Wash • Annotations <p>Homework:</p> <ul style="list-style-type: none"> • Collect images in preparation for the Nature project • Georgia O’Keeffe research project <p>Assessment:</p> <ul style="list-style-type: none"> • Students are assessed on their coursework pieces with a mock and practical final exam in year 11.
<p>Textiles</p>	<p>Students will</p> <ul style="list-style-type: none"> • Continue to complete researching their artists • Produce colour studies to support the research • Generate initial ideas following guidance on a checkpoint and using example pages in teams • Manufacture their screen-printed Kimonos • Develop a chosen idea for manufacture <p>Homework:</p> <ul style="list-style-type: none"> • Complete Cau work in sketch books to reach specific deadlines <p>Assessment:</p> <ul style="list-style-type: none"> • Feedback on potential GCSE grades will be given at appropriate times. Guidance for improvement will be provided on the checkpoint feedback.
<p>Music</p>	<p>Students will continue working on listening and appraising. There are 4 areas of study: musical forms and devices; music for ensemble; film music; popular music. All of this will be revised in the last half term.</p> <p>Students will also revise Badinerie by Bach and study Africa by Toto, the two set works on the listening paper Deadline for composition and evaluation is Wednesday July 1st</p> <p>Assessment: Pupils will complete a past listening paper exam Homework:</p>

	<p>Students need to be practising daily, working towards a solo and ensemble performance. Students need to be working on their composition. Pupils will be set homework tasks on the set works.</p>
<p>Performing Arts</p>	<p>Component 3 Preparation <u>Understanding how to respond to a brief- Choreography/devising.</u> Students will carry out exploration tasks in response to a previous exam brief 'Truth and Lies' or 'Treasured Memories'. Students will be creating/ devising pieces in groups of 3-7 students. They will be developing understanding of how to respond to the given brief, and they will learn how to select skills and developing them in response to the theme/stimulus. They will learn techniques for devising and choreographing performance material.</p> <p>Key Assessments/Activities:</p> <ul style="list-style-type: none"> • Developing ideas through planning and discussions- target audience, resources, style, theme, props, structure, intentions, and teamwork. • Selecting and developing skills for performance- individual and group's skills, style and genre, influence from practitioners, suitable skills for target audience. • Taking part in a workshop performance- use of skills, effective working with others and communicating ideas through performance. • Evaluation the process and outcome-how well the performance matched the brief, individual and group contributions, reflection on individual and group skills, strengths, areas for improvements and overall impact. <p>Homework: -Ideas Log preparations. - Rehearsals of their group performances.</p>
<p>Health and Social Care</p>	<p>Students will study the following</p> <p>The students will be starting their R034 assignment: task 4 and task 1. The students will deliver a creative activities to older adulthood who use food banks.</p>
<p>Sports Studies</p>	<p>Students will study the following:</p> <p>The students will continue with their R185 assignment. The students will continue with their training programme and the planning of their session.</p>
<p>GCSE PE</p>	<p>Students will study the following: Levers and SMART Targets/engagement patterns.</p> <p>Practical: Athletics, climbing, badminton and netball</p> <p>Homework: completing questions on ever learner and exam questions. Students will also be completing their NEA coursework.</p>