

## AUTUMN TERM 2025 - YEAR ELEVEN

<b>ENGLISH</b>	Students will begin to study their final GCSE text 'A Christmas Carol', exploring character and the ways in which the text reflects its context. Students will explore Dickens' intentions and purpose in writing this famous story. English Language lessons will take place alongside these Literature lessons, where students will continue to work on developing their analysis and evaluation skills as well as their creative writing skills. There will also be time set aside for revising key moments, themes and characters from 'An Inspector Calls' and 'Macbeth'. Pupils will hone their essay writing skills and refine their ability to write critically about a text.
<b>MATHEMATICS</b>	<p>Students will study the following units of work:</p> <ul style="list-style-type: none"> <li>• Expanding and factorising</li> <li>• Gradients and lines</li> <li>• Working in different dimensions</li> <li>• Multiplicative reasoning</li> <li>• Manipulating expressions</li> </ul> <p>Greater detail about the content of the unit, keywords and individual objectives can be found on the maths curriculum page of the school website in the "Knowledge Organisers" section.</p>
<b>SCIENCE</b>	<p><b>Biology:</b> This term, students will be completing the animal coordination, control and homeostasis topic, including the use of hormones in maintaining and regulating body systems. Following on from this, students will study the chapter on exchange and transport in animals. They will be looking at the structure of the lungs and heart.</p> <p><b>Chemistry:</b> Students will study fuels from crude oil and the effect of these fuels on the environment. They will then develop their knowledge of how the atmosphere on Earth has changed and the impact of these changes on the climate. Those following the separate science course will also study hydrocarbons and qualitative analysis.</p> <p><b>Physics:</b> This term, students will further develop their knowledge of forces, looking at energy and forces. Students will then develop their knowledge of electricity, looking at how electricity is supplied and used in different circuits and about static electricity.</p>
<b>ART &amp; DESIGN</b>	<p>The Art and Design GCSE is made up of two elements: portfolio work (coursework) and the final exam. The portfolio work will be created in Year Ten and the first term of Year Eleven during lesson time. It is, therefore, crucial that work is kept up to date as it accounts for 60% of their overall GCSE. Over the course of this term, students will be working on the 'Manmade Structures' project, focusing on media tests and a final piece which will be conducted in the half term before Christmas in exam conditions.</p> <p>Students must ensure all coursework (Natural Forms and Manmade Structures) is completed this term, ready for the exam to begin in January. Their coursework will need to be submitted to the Art department in January.</p>

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<b>COMPUTER SCIENCE</b>	Students in Year Eleven will be finishing the 'Issues in Computing' topic which largely covers cybersecurity including malware, network attacks, SQL injections, good security practice and social engineering. In parallel, students will also be undertaking their programming projects. The programming project is an opportunity for independent practice at thinking creatively, critically and analytically in trying to solve computing problems. Students will be required to design, create, test and refine an extended piece of python code that meets a series of requirements.
<b>CREATIVE iMEDIA</b>	Students will develop their understanding of the basics of interactive multimedia products for the creative and digital media sector. They will learn where and why both are used and what features are needed for a given purpose. It will enable students to interpret a client brief and to use time frames, deadlines and preparation techniques as part of the planning and creation process when creating any of these products.
<b>DESIGN &amp; TECHNOLOGY</b>	Students will continue their non-examined assessment, which is 50% of their final GCSE grade. Within the assessment, students will undertake independent research tasks, design generation and development, all focused from one of the three contextual challenges set by AQA with a focus on one client and target market. In addition, students will be expected to complete relevant homework required for their NEAs alongside theory tasks in relation to their summer GCSE exam.
<b>DRAMA</b>	This term, students will complete their Component 1 non-examined assessment, which is worth 40% of their GCSE. Students will be expected to work in small groups (selected by the teacher) and respond to one of the exam board selected stimuli. Students will be expected to make a significant contribution to the response, creation and development of a piece of theatre, before finally performing under assessment conditions. As part of the NEA, students will need to complete a portfolio of evidence and write an evaluation of their final performance.
<b>ENTERPRISE AND MARKETING</b>	Students are continuing with their RO69 coursework. Students will be using their branding and promotional methods created from last year to start to design their pitches on their enterprise scenario. Students will then have a practice pitch to peers before they deliver their professional pitch which will last between 5-10 minutes. Students will then begin to start the examination content in December.
<b>FRENCH</b>	Students will continue to explore their GCSE thematic contexts, this term focussing on the travel and tourism discussing family holidays home and abroad, where to stay and things to do on holiday and potential issues/disasters. With this topic, there is the opportunity to practise transactional role plays in various settings, for instance, in restaurants, tourist information offices at campsites, or in hotels – all great preparation for Year 11 mock speaking exams in November. Grammatical concepts this term include articles, the conditional and future tenses, using perfect and imperfect tenses, comparatives and superlatives, modal verbs plus infinitive and direct object pronouns.

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<b>GEOGRAPHY</b>	<p>Students will continue their studies of Paper 1: Section C – Physical landscapes of the UK with a focus on coastal landscapes of the UK and Paper 3: Familiar fieldwork. The coastal topic will focus on physical processes that shape the UK's coastal landscapes and how they can be managed to reduce erosion. Students will visit Southwold to experience the geography they are studying and support Paper 3: Section B, by conducting a geographical enquiry about the effectiveness of coastal management found here.</p> <p>There will be an even greater emphasis on extended writing and application of geographical skills and exam technique.</p>
<b>HISTORY</b>	<p>Students will complete their investigation into 'Russia c1894-1945' before embarking on the final unit of study on the GCSE course: 'Norman England c1066-1100'. Areas of focus include the conquest and subsequent control of England, life in England under the Normans, the church and monasticism and a mini study on the historic environment for 2026: Pevensey Castle. Students will continue to refine their skills of analysis, source evaluation and extended writing as we move closer to the final examinations in Summer 2026.</p>
<b>HEALTH &amp; SOCIAL CARE</b>	<p>Students will start their exam revision on RO32: Principles of care in health and social care settings. Students will gain an understanding of the rights of service users in health and social care settings, understand the person-centred values, understand effective communication and also learn about the importance of protecting service users and service providers in health and social care settings.</p>
<b>HOSPITALITY &amp; CATERING</b>	<p>In Year Eleven, students will start to work towards completing the Non-Examined Assessment (NEA) for unit 2. The assessment is broken down into theory and practical sessions. All students will focus on ensuring all theory sections of their NEA are completed to the highest standard.</p>
<b>LIFE SKILLS</b>	<p>In the first half term, students will explore how they can ensure the physical health and safety of themselves and others. In the second half of the term, students will consider their future options in terms of family planning, linked to a statutory unit on relationships education. Where possible, we organise for external organisations such as icash to speak to our students about the services they provide in our local area. The emphasis is on myth-busting, responsibilities and keeping safe.</p>
<b>MUSIC</b>	<p>During the first term of Year Eleven, students will be revisiting the four areas of study on which the exam is based: The Concerto through Time, Rhythms of the World, Film Music and Conventions of Pop, through a range of listening activities. Alongside this, students will be working on composition techniques in preparation for their NEA as well as preparing for a solo performance.</p>
<b>PHYSICAL EDUCATION (all students)</b>	<p>Students will develop and apply their skills, knowledge of tactics and officiating in a variety of sporting activities. They will have the opportunity to choose some of the practical activities they participate in. Students will be encouraged to consider which activities they will participate in post-16 and look at the options open to them. Physical Education as a method to maintain health and wellbeing will be an important focus for all Year Eleven students.</p>



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<b>PHYSICAL EDUCATION (GCSE)</b>	Students will study the paper two requirements: engagement patterns of different social groups and commercialisation of physical activity and sport. They will also be assessed in a variety of sports which accounts for 30% of the final grade. Students will participate in a practice moderation which is closely aligned to the practical moderation day that will take place in the spring/summer term.
<b>PSYCHOLOGY</b>	Students will study language, thought and communication and the theories that debate which came first, language or thought. Non-verbal ways of communicating, including those in the animal kingdom, are explored as part of this topic. Students will gain a greater understanding of the role of body language, eye contact and personal space as key parts of human non-verbal communication. Whilst studying 'Brain and neuropsychology', students gain the necessary understanding of the brain, synaptic transmission and brain scanning techniques that are crucial for the next topic of psychological problems. Students explore the different structures in the brain, their key roles and what happens when they are damaged. Prior learning from students' biology lessons will further be extended in this unit.
<b>RELIGIOUS STUDIES</b>	Throughout Year Eleven, students will discuss RPE topics twice-weekly in form time. Their first topic (Religion, Human Rights and Social Justice) includes discussion around prejudice and discrimination, equality and freedom, human rights and individual responsibility, social insecurity and wealth and poverty. Students will also explore different religious festivals and celebrations that take place across the term. GCSE students will carry out an in-depth study of their conclusive topics: Islamic beliefs and practices (Paper 1 content).
<b>SPANISH</b>	Students will begin the term by moving onto the fifth module of their GCSE course. As part of this module, students will learn how to talk and write about their studies, teachers, a typical school day, school trips they have been on and how they would change their school. Students will then complete a speaking assessment before moving onto the sixth module of their GCSE course, which will include learning to talk and write about where they live.
<b>SPORTS STUDIES</b>	Students will be starting the examination unit R184: Contemporary issues in sport. They will be learning about issues affecting participation, promoting sporting values, hosting a major sporting event, roles of the NGB and technology in sports.
<b>TRAVEL &amp; TOURISM</b>	In Year Eleven, students will be able to describe the type and purpose of different travel and tourism organisations and how the purpose of each organisation contributes to the sector. They will learn how the different types of ownership affects the function and aims of an organisation and how these organisations work together and interrelate.

We encourage staff to be innovative within their subject areas and seize topical opportunities as they arise, therefore aspects of the taught curriculum may differ from the one which is published.