

# St Mary's CE High School

## Year 11 Curriculum Map

### 2026-2027



As a Church school, our Christian values are central to our curriculum intent:

- A passion for learning where knowledge is appreciated and valued for its intrinsic value
- Strong, confident and happy individuals who are able to live safe, healthy, fulfilling lives and be resilient when challenged with adversity
- To create citizens of the future who make a positive contribution to society and are equipped for the world of work by achieving nationally recognised qualifications that develop career progression
- A strong understanding of social justice which seeks to embed the values of inclusion, equality and human rights so that students can confidently recognise and challenge injustice

The Curriculum is also underpinned by the School vision.

*"Our vision, as a school with a Christian ethos, is founded on The Parable of the Sower, where **Through God's love, we are the rich soil where seeds flourish and roots grow**, based on the Parable of the Sower, Mark 4: 3-9*

*This underpins our motto, **We believe everyone is equal, everyone deserves the best** and is key to what we do. We believe that we are all equal, irrespective of our background and beliefs. We provide a safe, nurturing environment in which we can all flourish. We have the very highest aspirations for our students, their families, our local community, and ourselves, and want nothing but the best. We challenge students by having a rich and exciting curriculum provision and by making learning practical, engaging and enjoyable. We enable students to succeed by providing the best possible personalised support."*

#### Year 11 Autumn Term 2026

| Christian Themes and Values                  | Friendship, Courage, Respect, Compassion, Responsibility, Hope, Forgiveness, Gratitude, Peace, Integrity, Justice, Love, Joy                                                                                                                                                                                                                                                                                                                                                                                                            | SMSC Across the Curriculum            |
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| <b>Tutorial Programme</b>                    | Students will read a selection of non-fiction articles from a breadth of subject areas and global topics. This will not only support their English Language paper but will provide them with an understanding and appreciation of real-world issues developing themselves as global citizens. Some students will also have targeted intervention sessions to support their progress and there will be a revision programme in place across the year.<br>Students will also develop their numeracy and revision skills during tutorials. | Keeping healthy<br>Race<br>Disability |
| <b>PSHE / RSE Citizenship British Values</b> | Students study PSHE two mornings a fortnight. The theme for Personal Development this term is addiction and substance abuse and the impact it has on our physical and mental health. The scheme of learning aims to cultivate a holistic approach to Personal Development, nurturing students' growth, resilience, and well-being.<br>Key Topic: Mental Health<br>Key Concept: Physical Health<br>Big Question: How can we promote and prioritize mental well-being in ourselves and others?                                            | Loneliness<br>Isolation               |

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|               | <p>The Enquiry Questions include:</p> <ul style="list-style-type: none"> <li>• What is the link between substance abuse and physical health?</li> <li>• Why do people react differently to the same drug?</li> <li>• In what ways does drug withdrawal damage my physical health?</li> <li>• Can you be addicted to junk food?</li> <li>• How can I ensure I am making informed choices that benefit my health?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>Nature vs nurture</p> <p>Appreciation of other religions</p> <p>Good and evil</p>                                                                                                                                                                               |
| Core Subjects | <p><b>English Language</b><br/> <b>Exam Board &amp; Syllabus: AQA GCSE English Language 8700</b><br/> <b>Link to website:</b><br/> <a href="http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702">http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702</a></p> <p>In Year 11, students revisit and refine the knowledge and methods required for both English Language Paper 1 and Paper 2, with explicit teaching responding to assessment evidence and identified areas for development.</p> <p>For Paper 1, students refine their analysis of fiction texts and their ability to produce controlled, engaging creative writing. For Paper 2, students develop their analysis and comparison of non-fiction texts and viewpoints alongside their own argumentative and transactional writing.</p> <p>Students revisit the department's T-codes, but the emphasis increasingly moves beyond following a taught structure towards making independent decisions about how best to respond to a particular text, question, audience or purpose.</p> <p>Regular retrieval, modelling, deliberate practice and examination-style responses allow students to identify misconceptions, refine weaker areas and build the independence required for the final examinations.</p> | <p><b>English Literature</b><br/> <b>Exam Board &amp; Syllabus: AQA GCSE English Literature 8702</b><br/> <b>Link to website:</b><br/> <a href="http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702">http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702</a></p> <p>Year 11 is structured around revision, connection and deeper interpretation. Students return to the texts studied across the GCSE course: An Inspector Calls, A Christmas Carol, Romeo and Juliet and the Worlds and Lives poetry anthology, alongside preparation for unseen poetry.</p> <p>Students revisit them through increasingly challenging ideas and questions. They explore connections across characters, themes and moments within each text; reconsider writers' intentions and contexts; and develop interpretations that are increasingly thoughtful, precise and open to debate.</p> <p>Students are expected to move beyond knowing quotations or rehearsing prepared responses. They develop their ability to construct an argument in response to unfamiliar questions, select the most appropriate evidence, analyse writers' choices precisely and consider alternative ways in which texts might be interpreted.</p> <p>Revision is informed by assessment evidence, allowing teaching to address gaps and misconceptions while providing repeated opportunities for retrieval, deliberate practice, comparison and extended analytical writing in preparation for the final examinations.</p> | <p>Suffering</p> <p>Multiculturalism</p> <p>Race and love</p> <p>Modernism – an appreciation of art and its influence</p> <p>Conflict and impacts</p> <p>Cultural awareness</p> <p>Appreciating different societies</p> <p>Global development</p> <p>First aid</p> |
|               | <p><b>Maths FOUNDATION</b><br/> <b>Exam Board &amp; Syllabus: Pearson Edexcel GCSE Mathematics 1MA1</b><br/> <b>Link to website:</b> <a href="#">MATHS EDEXCEL</a></p> <p>During the start of Year 11, students will develop their skill and knowledge on the subject of sequences and graphs.</p> <p>Students will use sequences and graphs to problem solve including:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>Maths HIGHER</b><br/> <b>Exam Board &amp; Syllabus: Pearson Edexcel GCSE Mathematics 1MA1</b><br/> <b>Link to website:</b> <a href="#">MATHS EDEXCEL</a></p> <p>During the start of Year 11, students will develop their knowledge and skills on <b>Sequences, Quadratic graphs, Equations of lines, Regions and estimating gradients of curves/area under curves.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>Healthy lifestyles</p> <p>Migration</p> <p>Integration</p> <p>Climate change</p>                                                                                                                                                                                |

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|  | <ul style="list-style-type: none"> <li>Continue a linear patterns</li> <li>Find a position to term rule</li> <li>Use a position to term rule and find the term at any position</li> <li>Plot graphs of quadratics</li> </ul> <p>In the latter term students will study <b>proportional reasoning, similarity, bounds and errors and Positional vectors</b>. The purpose of this is that these topics share common themes.</p> <p>By the end of the term, students will be able to:</p> <ul style="list-style-type: none"> <li>Work with direct proportion in a variety of context including pie charts, metric conversions, currency conversions, similar shapes and enlargements</li> <li>Work with inverse proportion</li> <li>Find lower and upper bounds of numbers</li> <li>Add and subtract column vectors</li> </ul>                                                                                                                                                                                                                                                                                                                                                | <p>These topics are taught together to help make links with sequences and graphs. Students will extend their understanding of shapes of graphs ready to have an appreciation of transformed graphs in Spring 2. A breakdown of the skills is as follows:</p> <ul style="list-style-type: none"> <li>Find missing terms of Fibonacci, geometric and quadratic style sequences</li> <li>Find the position to term rule of a quadratic sequence</li> </ul> <p>In the latter term, students will study: <b>Circle theorems, Vector geometry and Equations of circles</b>. These topics cover the final areas of geometry yet to be covered. Students have already covered congruence and other equations in year 10, which will help with the understanding of these topics. A breakdown of topics they will study is:</p> <ul style="list-style-type: none"> <li>Use circle theorems to solve problems</li> <li>Add and subtract vectors</li> <li>Find scalar multiples of vectors</li> <li>Form vector expressions</li> <li>Form complex proofs using vectors</li> <li>Solve problems using equations of circles</li> </ul>                                                                            | <p>Global accountability</p> <p>Appreciation of art, design and music</p> <p>Challenging hate</p> <p>Problem solving</p> <p>Personal responsibility</p> |
|  | <p><b>Science</b></p> <p><b>Exam Board and web link:</b></p> <p>AQA Trilogy (combined Science) 8464<br/> <a href="https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464">https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464</a></p> <p>AQA Biology 8461<br/> <a href="https://www.aqa.org.uk/subjects/science/gcse/biology-8461">https://www.aqa.org.uk/subjects/science/gcse/biology-8461</a></p> <p>AQA Chemistry 8462<br/> <a href="https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462">https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462</a></p> <p>AQA Physics 8463<br/> <a href="https://www.aqa.org.uk/subjects/science/gcse/physics-8463">https://www.aqa.org.uk/subjects/science/gcse/physics-8463</a></p> <p>In the first half term of Year 11, students study <b>The Human Body – staying alive</b>. It is imperative that students gain a good understanding of:</p> <ul style="list-style-type: none"> <li>Transport of substances</li> <li>Nervous system</li> <li>Hormones</li> <li>Homeostasis</li> <li>Hormones in reproduction</li> <li>Failure of organs and control systems</li> </ul> | <p><b>Religious Studies</b></p> <p><b>Exam Board and Syllabus: AQA Religious Studies A (8062)</b></p> <p><b>Link to website:</b> <a href="http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062">http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062</a></p> <p><b>Students study Religion and Human relationships.</b> This requires students to study a number of religions and their approaches to issues such as:</p> <p><b>Marriage and Divorce</b>, including:</p> <ul style="list-style-type: none"> <li>Reasons for divorce, and remarrying</li> <li>Ethical arguments related to divorce, for example the sanctity of marriage</li> </ul> <p><b>Families and gender equality</b></p> <p><b>The nature of families</b>, including:</p> <ul style="list-style-type: none"> <li>The role of parents and children</li> <li>Extended families and the nuclear family</li> </ul> <p><b>The purpose of families</b>, including:</p> <ul style="list-style-type: none"> <li>Procreation</li> <li>Stability and the protection of children</li> <li>Educating children in a faith</li> </ul> <p><b>Contemporary family issues</b> including:</p> |                                                                                                                                                         |

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|                            | <p>Questions students are expected to know and articulate are:</p> <ul style="list-style-type: none"> <li>• How do substances get into, out of and around our bodies?</li> <li>• How does the nervous system help us to respond to changes?</li> <li>• How do hormones control responses in the human body?</li> <li>• Why do we need to maintain a constant internal environment?</li> </ul> <p>In the second term, students move onto the topic of <b>Chemical analysis and Radioactive materials</b>. Students gain knowledge in:</p> <ul style="list-style-type: none"> <li>• Purity of substances</li> <li>• Calculating the amount of substances in a reaction</li> <li>• Measuring the amount of chemicals</li> <li>• Radioactivity</li> <li>• Using radioactive materials safely</li> </ul> <p>Again, students use their knowledge to respond to questions such as:</p> <ul style="list-style-type: none"> <li>• How are chemicals separated and tested for purity?</li> <li>• How do chemists find the composition of unknown samples? (separate science only).</li> <li>• What is radioactivity?</li> <li>• How can radioactive materials be used safely?</li> <li>• How can radioactive materials be used to provide energy? (separate science only)</li> </ul> | <ul style="list-style-type: none"> <li>• Same-sex parents</li> <li>• Polygamy</li> </ul> <p><b>The roles of men and women.</b></p> <ul style="list-style-type: none"> <li>• Gender equality</li> <li>• Gender prejudice</li> </ul> <p>Students then move to <b>Theme B – Religion and Life</b>. In this unit students.</p> <p>Students consider the <b>Origins of the universe</b>, including:</p> <ul style="list-style-type: none"> <li>• Religious teachings about the origins of the universe, and different interpretations of these</li> <li>• The relationship between scientific views, such as the Big Bang theory, and religious views</li> <li>• The use and abuse of the environment, including the use of natural resources, pollution</li> </ul> <p><b>The use and abuse of animals</b>, including:</p> <ul style="list-style-type: none"> <li>• Animal experimentation/ vivisection</li> <li>• The use of animals for food</li> <li>• The origins and value of human life</li> </ul> <p>The <b>origins of life</b>, including:</p> <ul style="list-style-type: none"> <li>• Religious teachings about the origins of human life, and different interpretations of these</li> <li>• The relationship between scientific views, such as evolution, and religious views</li> <li>• Abortion, including situations when the mother's life is at risk</li> <li>• Euthanasia</li> </ul> <p>Students revisit beliefs <b>about death and an afterlife</b>, but with the focus on how beliefs impact how human life is valued.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Foundation Subjects</b> | <p><b>BTEC Art and Design</b><br/> <b>Exam Board &amp; Syllabus:</b> Pearson Edexcel BTEC Level 2 Art and Design<br/> Link to website: <a href="#">Art and Design Practice   Pearson qualifications</a></p> <p><b>GCSE Art and Design</b><br/> <b>Exam Board &amp; Syllabus:</b> AQA Art &amp; Design (Fine Art)<br/> Link to website: <a href="#">Art and Design GCSE</a><br/> This term, Year 10 students will respond to the AQA GCSE Fine Art Component 2 Externally Set Assignment, developing an individual response to a set question or starting point. Students will work</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>GCSE Business</b><br/> <b>Exam Board &amp; Syllabus:</b> Pearson Edexcel GCSE (9-1) in Business (1BS0)<br/> <b>Website:</b> <a href="#">Specification (pearson.com)</a><br/> What is taught: In the Autumn term, Year 11 students cover <b>Topic 2.1 Growing the Business</b> and <b>Topic 2.2 Making Marketing Decisions</b>. Students explore internal and external methods of business growth, the ownership structure of public limited companies (plcs), internal and external sources of finance, and how business aims and objectives evolve due to market conditions, technology, performance, and legislation. They also investigate</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><b>Computer Science</b><br/> <b>Exam Board &amp; Syllabus:</b> OCR J277 Computer Science<br/> <b>Link to website:</b> <a href="#">COMPUTER SCIENCE</a><br/> What is taught: In the first half term we will be focusing on the <b>Algorithms</b>, students will revisit computational thinking while learning to design, trace, and refine problem-solving procedures. The curriculum covers standard searching algorithms (linear and binary) alongside sorting algorithms (bubble, insertion, and merge). Students develop procedural skills by creating algorithms via</p> |

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|                          | <p>through the AQA assessment objectives AO1 Develop, AO2 Refine, AO3 Record and AO4 Present, with a strong focus on creating a clear and purposeful journey towards a final realisation. Students will develop a sustained body of preparatory work using primary and secondary sources, observational studies and research into relevant artists. Artist research will directly inform their own ideas, techniques, processes and visual language. Through experimentation and development, students will select, adapt and refine their most successful ideas, creating clear links between their research, practical investigations and developing concepts.</p> <p>The final realisation will be the culmination of this journey, bringing together the strongest ideas, techniques, media and influences explored throughout the project. Students will be expected to demonstrate clear connections between their research, recording, experimentation and final outcome, ensuring the final piece is a resolved and personal response to the set question. They will be encouraged to take creative risks and make informed decisions so that the final realisation demonstrates progression, refinement and a confident understanding of GCSE Fine Art practice.</p> | <p>globalisation, international trade barriers, international competition, and the ethical and environmental impacts on business decision-making. Moving on to marketing, students study the product design mix, the product life cycle—including costs, sales, and extension strategies—pricing strategies, promotional methods across target market segments, and distribution channels including retailers and e-tailers. Finally, they analyse how elements of the marketing mix interact to build and maintain a competitive advantage.</p>                                                                                                               | <p>flowcharts, pseudocode, and OCR exam reference language, as well as identifying common errors using trace tables. In the second half term students will be studying <b>Programming</b>, this covers core coding concepts and control structures. Students learn to utilize variables, constants, inputs/outputs, data types, casting, arithmetic/Boolean operators, and basic string manipulation. The curriculum advances into controlling program flow via sequence, selection, and iteration, as well as handling advanced structures like 1D/2D arrays, records, SQL queries, basic file operations, sub-programs (procedures and functions) and random number generation.</p> |
| <b>Design Technology</b> | <p><b>Drama</b><br/><b>Exam Board &amp; Syllabus:</b> Pearson Edexcel Level 1/Level 2 GCSE Drama (9-1) in Drama (1DR0)<br/><b>Link to website:</b> <a href="#">DRAMA</a><br/>What is taught:<br/>Students begin Component 2: Performance from Text, exploring their chosen scripted text and developing the performance skills required for externally assessed performance work. Through rehearsal and performance of selected extracts, students refine their characterisation, interpretation and communication of dramatic intention. They explore character relationships, context and subtext while developing an understanding of the</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>French</b><br/><b>Exam Board &amp; Syllabus:</b> Edexcel Pearson French<br/><b>Link to website:</b> <a href="#">Pearson Edexcel GCSE French (2024)   Pearson qualifications</a><br/>In Module 7, Pupils explore home, local area, places in town and their region using demonstrative adjectives (<i>ce, cet, cette, ces</i>) and the pronoun <i>y</i> before the verb to refer to places. They learn <i>depuis</i> followed by the present tense to express duration, and <i>vous-</i>form imperatives for giving directions. Pupils consolidate prepositions <i>à (au, à la, à l', aux)</i> and <i>de (du, de la, de l', des)</i>, using negatives</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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|  |                                                                                                                                                                                                                                                                                                                                                       | <p>assessment criteria. Students also begin drafting their Performance Intentions and participate in performance opportunities designed to prepare them for final assessment.</p>                                                                                                                                                                                                                                    | <p>including <i>ne...plus</i> and <i>ne...personne</i>, and <i>de</i> to indicate possession. They refine adjective position, including adjectives that go before the noun (<i>grand, joli, beau, vieux</i>) and those with different meanings before and after the noun (<i>ancien, propre, cher</i>). The unit introduces <i>si</i> followed by the imperfect + conditional to express dreams and wishes about their local area.</p> <p>In Module 8, Pupils discuss future plans, jobs, academic aspirations and changes in the job market, learning <i>avant de/d'</i> + infinitive, <i>après</i> + <i>avoir/être</i> + past participle, and <i>sans</i> + infinitive to sequence events and express conditions. They consolidate verbs that take <i>être</i> in the perfect tense and use infinitives as nouns when discussing career plans. Pupils learn that nouns for jobs change according to gender (e.g., <i>influenceur, influenceuse</i>) and study verbs followed by <i>à</i> or <i>de</i> + infinitive to express career intentions and future aspirations.</p> <p>Throughout Modules 7 and 8, pupils continue to develop their ability to understand longer passages with complex structures, initiate discussions on a wide range of topics, translate accurately into English, and write creatively using multiple tenses and sophisticated grammatical structures across the domains of local area, environment and future opportunities.</p> |
|  | <p><b>Geography</b><br/> <b>Exam Board &amp; Syllabus:</b> OCR Geography B (Geography for Enquiring Minds)) - J384<br/> Link to exam board website: <a href="#">GEOGRAPHY</a><br/> Link to the department Website: <a href="https://smhsgeographydept.weebly.com/">https://smhsgeographydept.weebly.com/</a><br/> What is taught:<br/> Field work</p> | <p><b>Hospitality and Catering</b><br/> <b>Exam Board &amp; Syllabus:</b> WJEC Level 2 Hospitality &amp; Catering<br/> <b>Link to website:</b> <a href="#">HOSPITALITY &amp; CATERING</a><br/> What is taught:<br/> This term is used for preparation and completion of the Unit 2 Non-Examined Assessment (Practical Exam). The task will be set by the exam board. Theory is taught Autumn Term 1 and students</p> | <p><b>History</b><br/> <b>Exam Board &amp; Syllabus:</b> 60180924 Pearson Edexcel Level 2 GCSE in History<br/> Link to website: <a href="#">HISTORY</a><br/> What is taught: <b>Weimar &amp; Nazi Germany (1918–1939)</b><br/> Students analyse the fragile democracy of the Weimar Republic and the rise of totalitarian control in Germany. In the first half, they</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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|  | <p>Students will undertake 2 fieldtrips in this term – one human and one physical. They will explore the full process of a geographical enquiry from collecting the data to presenting results and analysing responses. This includes the use of GIS. Paper 3 skills</p> <p>Resource Reliance</p> <p>Supplies of food, energy and water are three of the most challenging issues the world faces. Significant numbers of people are resource poor, whilst others consume more than their fair share. This topic investigates emerging patterns, where demand is outstripping supply, before taking the issue of food security and considering the question ‘can we feed nine billion people?’. Students will investigate what it means to be food secure, how countries try to achieve this and reflect upon the sustainability of strategies to increase food security.</p>                                                                                             | <p>complete the practical aspect during Autumn Term 2.</p> <p>2.1 The importance of nutrition</p> <p>2.2 Menu planning</p> <p>2.3 The skills and techniques of preparation, cooking and presentation of dishes</p> <p>2.4 Evaluating cooking skills</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>examine the origins of the Weimar Republic, the impact of the Treaty of Versailles, political and economic instability (1919–1923), and how Adolf Hitler exploited these weaknesses to bring the Nazi Party to power. In the second half, they explore how Hitler consolidated total control to establish a dictatorship—including events like the Night of the Long Knives—and investigate everyday life under Nazi rule, focusing on opposition and policies affecting youth, women, and workers.</p> <ul style="list-style-type: none"> <li>• <b>Key Enquiry Questions:</b> Why was the Weimar Republic so unstable between 1919 and 1923? How did Hitler consolidate power, and what were Nazi policies toward young people, women, and workers?</li> </ul> |
|  | <p><b>Music</b></p> <p><b>Exam Board &amp; Syllabus:</b> Eduqas GCSE Music</p> <p><b>Link to website:</b> <a href="https://www.eduqas.co.uk/qualifications/music-gcse/#tab_keydocuments">https://www.eduqas.co.uk/qualifications/music-gcse/#tab_keydocuments</a></p> <p>What is taught:</p> <p>Students focus on completing the practical coursework elements of the Eduqas GCSE Music course. They refine and record their solo performance for Component 1, developing technical accuracy, expression, interpretation and confidence as performers. Alongside this, students complete and refine their composition for Component 2 (set brief), applying their understanding of musical structure, harmony, melody and stylistic conventions. Throughout the term, students continue to revisit the Areas of Study, strengthening their analytical listening skills and understanding of musical elements to support both coursework and examination preparation.</p> | <p><b>Spanish</b></p> <p><b>Exam Board &amp; Syllabus:</b> Edexcel Pearson Spanish</p> <p><b>Link to website:</b> <a href="#">Pearson Edexcel GCSE Spanish (2024)   Pearson qualifications</a></p> <p>In Module 7, students explore local and environmental issues, learning to use pronouns effectively and the imperative form to give commands and advice about environmental actions. They introduce the passive voice in the present tense to discuss environmental problems and the imperfect continuous to describe ongoing past situations. The subjunctive is introduced alongside modal verbs (<i>se debería</i>) to express what should be done to address local and global issues. Relative pronouns are consolidated to link ideas and create more complex sentences when discussing environmental concerns and social responsibility.</p> <p>In Module 8, Pupils focus on future plans, jobs, academic aspirations and changes in the job market, including the use of AI in employment. They learn multiple structures to express future intentions:</p> | <p><b>Sports Science</b></p> <p><b>Exam Board and Syllabus:</b> OCR Cambridge Nationals Sport Science</p> <p><b>Link to website:</b> <a href="#">SPORT SCIENCE</a></p> <p>What is taught:</p> <p>Topic Area 3: Developing a balanced nutrition plan for a selected sporting activity.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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|              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><i>espero, me gustaría, quiero, tengo ganas de/la intención de</i>, and <i>voy a</i> + infinitive, alongside the future tense for more formal future plans. Pupils use <i>seguir/continuar</i> + present participle to express ongoing actions and possessive pronouns to discuss career ownership and aspirations. They learn prepositions followed by an infinitive, modal verbs, and using an infinitive to start a sentence (meaning '-ing' in English). The present subjunctive after <i>para que</i> is introduced to express purpose and intention in the context of future career goals.</p> <p>Throughout Modules 7 and 8, pupils continue to develop their ability to draw conclusions from authentic texts covering contemporary and cultural themes, initiate and develop discussions on environmental and career topics, translate accurately with isolated errors, write creatively expressing individual thoughts and viewpoints, and use a wide range of grammatical structures including multiple tenses across the domains of local issues, environmental concerns and future opportunities.</p> |  |
|              | <p><b>Textile Design</b><br/> <b>Exam Board &amp; Syllabus:</b> AQA GCSE Art &amp; Design: Textile Design<br/> Link to website: <a href="#">TEXTILES</a><br/> What is taught:<br/> <b>Component 1: Stage &amp; Screen</b><br/> Utilising their research and portfolio experiments, students will generate a diverse range of initial design concepts for their final outcome (a kimono or skirt), mirroring the process used in the Natural Forms project. This stage serves as a comprehensive demonstration of their accumulated skills. For the remainder of the term, students will focus on constructing their final themed piece. The project concludes with a written evaluation, requiring students to critically analyse their final product, note any design modifications, and identify both successes and areas for improvement.<br/> Component 1 Deadline: December 2026.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>CEIAG</b> | <p>This term students will attend a Sixth Form Open Evening.<br/> Students will also take part in Subject Lead talks about the options that Subjects have in the Sixth form if they want to study their subject further.<br/> Students will receive a Provider Access Legislation assembly from an employer/organisation.<br/> Students will participate in a drop-down day preparing them for the future using in-house and external representatives.<br/> Students will attend a careers fair.<br/> Tailored Careers Guidance Meetings will begin.</p>                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |

| Christian Themes and Values                  | Renewal, Faith, Wisdom, Service, Patience, Generosity, Humility, Honesty, Stewardship, Sacrifice, Reflection                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | SMSC Across the Curriculum                                                                                                                      |
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| <b>Tutorial Programme</b>                    | Students will read a selection of non-fiction articles from a breadth of subject areas and global topics. This will not only support their English Language paper but will provide them with an understanding and appreciation of real-world issues developing themselves as global citizens. Some students will also have targeted intervention sessions to support their progress and there will be a revision programme in place across the year.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Keeping healthy<br>Race                                                                                                                         |
| <b>PSHE / RSE Citizenship British Values</b> | <p>Students study Personal Development two mornings a fortnight.</p> <p>Students cover aspects of the curriculum such as: How can I prepare to live in the wider world successfully?</p> <p>This topic compliments the CEAG curriculum and allows students near the end of their KS4 journey to consider next steps. Students will explore:</p> <ul style="list-style-type: none"> <li>• Careers</li> <li>• Options after KS4</li> <li>• Work and technology</li> <li>• Workplace skills</li> </ul> <p>Students will then engage in a unit called: Fake news and disinformation where they will learn how to recognise and challenge:</p> <ul style="list-style-type: none"> <li>• Fake news</li> <li>• The news agenda, censorship and free speech</li> <li>• As students embark on life after GCSE's and they start to consider their political rights and responsibilities, students are encouraged to think about: how they show compassion as a citizen</li> </ul> <p>Students consider;</p> <p>Them and the world - Local regional and national government and the role of International organisations such a Non-Governmental Organisations. They will then reflect on their role of citizens and contemplate:</p> <ul style="list-style-type: none"> <li>• Equality and their role in promoting and defending it</li> <li>• Social injustice and the impact they can have on making the world a better and fairer place to live</li> </ul> | Disability<br>Loneliness<br>Isolation<br>Nature vs nurture<br>Appreciation of other religions<br>Good and evil<br>Suffering<br>Multiculturalism |

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| Core Subjects | <p><b>English Language</b><br/> <b>Exam Board &amp; Syllabus:</b> AQA GCSE English Language 8700<br/> <b>Link to website:</b><br/> <a href="http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702">http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702</a></p> <p>In Year 11, English Language continues to be taught through English Literature. Studying English Literature boosts reading, writing, analysis, and interpretative skills, all of which are essential for success in English Language. The two subjects complement and reinforce each other throughout the GCSE course.</p> <p>In the first half-term there will be specific focus <b>on Language Paper 1</b> with students focusing on their fiction reading and descriptive and narrative writing skills.</p> | <p><b>English Literature</b><br/> <b>Exam Board &amp; Syllabus:</b> AQA GCSE English Literature 8702<br/> <b>Link to website:</b><br/> <a href="http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702">http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702</a></p> <p>In the first half-term students revisit Shakespeare's play <b>Romeo and Juliet</b>. Students revisit the time that Shakespeare was writing to contextualise the themes he advances such as gender and masculinity and reputation; tragedy and loyalty. Students also consider the purpose, audience and format of the play. They also consider the writing devices and compare the author's intent and effect on varying audiences.</p> <p>In the second half-term student re-visit, revise and extend their knowledge of the <b>19<sup>th</sup> century novel Dr Jekyll &amp; Mr Hyde</b>. Students re-read key passages from the novel with an understanding of the 19<sup>th</sup> century context. Students will consider themes such as duality and binary opposites, science verses religion, Darwinism, and morality within the novel and they will question how pathetic fallacy is used to create mood and atmosphere within the novel. This novel is then complimented by a variety of non-fiction texts from different eras.</p> | <p>Race and love</p> <p>Modernism – an appreciation of art and its influence</p> <p>Conflict and impacts</p> <p>Cultural awareness</p> <p>Appreciating different societies</p> <p>Global development</p> |
|               | <p><b>Maths FOUNDATION</b><br/> <b>Exam Board &amp; Syllabus:</b> Pearson Edexcel GCSE Mathematics 1MA1<br/> <b>Link to website:</b> <a href="#">MATHS EDEXCEL</a></p> <p>Students will spend this term working on bespoke revision topics as a result of PPE and in-class assessments. Students will be completing past papers and teachers will be continually marking, assessing, planning, delivering content, providing practice and assessing students again. The aim of this term is to ensure that students have mastered the different components of the examination and are confident sitting their GCSE paper.</p>                                                                                                                                                                                  | <p><b>Maths HIGHER</b><br/> <b>Exam Board &amp; Syllabus:</b> Pearson Edexcel GCSE Mathematics 1MA1<br/> <b>Link to website:</b> <a href="#">MATHS EDEXCEL</a></p> <p>In the Spring term, students grapple with <b>Algebraic proportion, Quadratic formula, Quadratic simultaneous equations, Graphs of trigonometric functions, Graph transformations and Quadratic inequalities</b>. This is the most challenging content and is reliant on students having studied the earlier units.</p> <p>Students will to be able to:</p> <ul style="list-style-type: none"> <li>• Solve problems using algebraic direct/inverse proportion</li> <li>• Use the quadratic formula to solve quadratics</li> <li>• Sketch graphs of trigonometric functions</li> <li>• Sketch graphs which have been translated or stretched in the y or x axis</li> <li>• Recognise equations of transformed graphs</li> </ul> <p>Students will then spend the latter term working on bespoke revision topics as a result of PPE and in-class assessments. Students will be completing past papers and teachers will be continually marking, assessing, planning, delivering content, providing practice and assessing students again. The aim of this term is to ensure that</p>                                                                                          | <p>First aid</p> <p>Healthy lifestyles</p> <p>Migration</p> <p>Integration</p> <p>Climate change</p> <p>Global accountability</p> <p>Appreciation of art, design and music</p>                           |

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|  | <p><b>Science</b></p> <p><b>Exam Board and web link:</b><br/> AQA Trilogy (combined Science) 8464<br/> <a href="https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464">https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464</a><br/> AQA Biology 8461<br/> <a href="https://www.aqa.org.uk/subjects/science/gcse/biology-8461">https://www.aqa.org.uk/subjects/science/gcse/biology-8461</a><br/> AQA Chemistry 8462<br/> <a href="https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462">https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462</a><br/> AQA Physics 8463<br/> <a href="https://www.aqa.org.uk/subjects/science/gcse/physics-8463">https://www.aqa.org.uk/subjects/science/gcse/physics-8463</a></p> <p>In the Spring term, students grapple with <b>Life on Earth - past, present and future and Making Useful Chemicals</b></p> <p>Students explore key concepts such as:</p> <ul style="list-style-type: none"> <li>• Evolution</li> <li>• Classification</li> <li>• Maintaining Biodiversity</li> </ul> <p><b>Making Useful Chemicals</b></p> <ul style="list-style-type: none"> <li>• Acids and Bases</li> <li>• Rates of reactions</li> <li>• Chemical yields</li> </ul> <p>In the last half term, students complete their taught curriculum by studying: <b>Matter- models and explanations.</b> Students consolidate knowledge on:</p> <ul style="list-style-type: none"> <li>• Particle model</li> <li>• Density</li> <li>• Specific heat capacity and specific latent heat</li> <li>• Extension in a spring</li> </ul> <p>They will become proficient in explaining their answers using scientific terminology and will be able to make informed and detailed responses to questions such as:</p> <p>What useful products can be made from acids?</p> <ul style="list-style-type: none"> <li>• How do chemists control the rate of reactions</li> </ul> | <p><b>Religious Studies</b></p> <p><b>Exam Board and Syllabus:</b> AQA Religious Studies A (8062)<br/> <b>Link to website:</b> <a href="http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062">http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062</a></p> <p>In the first half term students study the theme on Religion, Peace and Conflict (Theme D) This unit explores:<br/> Religion and belief as a cause of war and violence in the contemporary world. This will include the following:</p> <ul style="list-style-type: none"> <li>• Nuclear weapons, including nuclear deterrence</li> <li>• The use of weapons of mass destruction</li> <li>• Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching</li> <li>• Religious responses to the victims of war including the work of one present day religious organisation</li> </ul> <p>Students will have finished the formal taught element of the curriculum and teachers will use past and ongoing assessments to identify aspects of the curriculum that need revising so that students can consolidate their knowledge.</p> <p>In the last term, students complete the course by studying final theme Religion and Crime and Punishment. In this unit students explore themes such as:<br/> Good and evil intentions and actions, including whether it can ever be good to cause suffering.<br/> Reasons for crime, including:</p> <ul style="list-style-type: none"> <li>• Poverty and upbringing</li> <li>• Mental illness and addiction</li> <li>• Greed and hate</li> <li>• Opposition to an unjust law</li> </ul> <p>Views about people who break the law for these reasons. Views about different types of crime, including hate crimes, theft and murder.<br/> The aims of punishment, including:</p> <ul style="list-style-type: none"> <li>• Retribution</li> <li>• Deterrence</li> <li>• Reformation</li> </ul> <p>The treatment of criminals, including:</p> <ul style="list-style-type: none"> <li>• Prison</li> <li>• Corporal punishment</li> <li>• Community service</li> </ul> | <p>Problem solving</p> <p>Personal responsibility</p> |

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| <b>Foundation Subjects</b> | <p><b>BTEC Art and Design</b><br/> <b>Exam Board &amp; Syllabus:</b> Pearson Edexcel BTEC Level 2 Art and Design<br/> Link to website: <a href="#">Art and Design Practice   Pearson qualifications</a></p> <p><b>GCSE Art and Design</b><br/> <b>Exam Board &amp; Syllabus:</b> AQA Art &amp; Design (Fine Art)<br/> Link to website: <a href="#">Art and Design GCSE</a><br/> This term, Year 10 students will respond to the AQA GCSE Fine Art Component 2 Externally Set Assignment, developing an individual response to a set question or starting point. Students will work through the AQA assessment objectives AO1 Develop, AO2 Refine, AO3 Record and AO4 Present, with a strong focus on creating a clear and purposeful journey towards a final realisation. Students will develop a sustained body of preparatory work using primary and secondary sources, observational studies and research into relevant artists. Artist research will directly inform their own ideas, techniques, processes and visual language. Through experimentation and development, students will select, adapt and refine their most successful ideas, creating clear links between their research, practical investigations and developing concepts.<br/> The final realisation will be the culmination of this journey, bringing together the strongest ideas, techniques, media and influences explored throughout the project. Students will be expected to demonstrate clear connections between their research, recording, experimentation and final outcome, ensuring the final piece is a resolved and personal response to the set question. They will be encouraged to take creative risks and make informed decisions so that the final realisation demonstrates progression, refinement and a confident understanding of GCSE Fine Art practice.</p> | <p><b>GCSE Business Studies:</b><br/> <b>Exam Board &amp; Syllabus:</b> Pearson Edexcel GCSE (9-1) in Business (1BS0)<br/> <b>Website:</b> <a href="#">Specification (pearson.com)</a><br/> What is taught:<br/> During the Spring term, students focus on <b>Topic 2.3 Making Product Decisions</b> and <b>Topic 2.4 Making Financial Decisions</b>. Students examine business operations and production methods (job, batch, and flow), evaluating their advantages, disadvantages, and the impact of technology. They investigate supplier relationships, bar chart stock graphs, Just in Time (JIT) stock control, procurement, logistics, quality management (quality control vs. quality assurance), and the stages of the sales process alongside customer service. In the financial decisions unit, students develop numerical literacy by calculating and interpreting gross profit, net profit, gross profit margin, net profit margin, and the Average Rate of Return (ARR). They learn to interpret quantitative business data while evaluating the use and limitations of financial information in assessing business performance and justifying decisions.</p> | <p><b>Computer Science</b><br/> <b>Exam Board &amp; Syllabus:</b> OCR J277 Computer Science<br/> <b>Link to website:</b> <a href="#">COMPUTER SCIENCE</a><br/> What is taught:<br/> In the first half term we cover the <b>Logic and Languages</b>, with an emphasis on defensive design, software maintainability, and testing. Students explore how to design programs that anticipate misuse and implement authentication and input validation. They also study code maintainability practices—such as sub-programs, indentation, commenting, and naming conventions—while learning how to conduct iterative and terminal testing using normal, boundary, and invalid/erroneous test data<br/> In the second half term we will be continuing with <b>Logic and Languages</b>, teaching transitions to hardware-level logic and programming environments. Students learn to construct simple logic diagrams and truth tables combining AND, OR, and NOT operators. Additionally, the curriculum addresses the characteristics of high- and low-level programming languages, the roles of compilers and interpreters, and the standard integrated development environment (IDE) tools, including error diagnostics, editors, translators, and run-time environments.</p> |
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|  | <p><b>Design Technology</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>Drama</b><br/> <b>Exam Board &amp; Syllabus:</b> Pearson Edexcel Level 1/Level 2 GCSE Drama (9-1) in Drama (1DR0)<br/> <b>Link to website:</b> <a href="#">DRAMA</a><br/> What is taught:<br/> Students complete final preparations for Component 2 assessments, refining performances and finalising their Performance Intentions documentation. They also revisit and deepen their understanding of <i>DNA</i> through focused study of characters, themes, staging and interpretation in preparation for Component 3. Following a live theatre visit, students further develop their evaluative writing skills and complete a mock written examination. During this term, students also finalise and submit their Component 1 devising portfolio.</p>  | <p><b>French</b><br/> <b>Exam Board &amp; Syllabus:</b> Edexcel Pearson French<br/> <b>Link to website:</b> <a href="#">Pearson Edexcel GCSE French (2024)   Pearson qualifications</a><br/> In this term, students undertake systematic revision of core grammar and vocabulary across Francophone cultural contexts. Term 2A focuses on consolidating regular and irregular verbs in present, perfect and imperfect tenses, reflexive verbs, noun formations, articles and pronouns through exploration of Francophone teenage life, Cannes and Quebec's history. Term 2B continues with future and conditional verb formation alongside present tense in contexts of studies and university life, securing verbs followed by infinitives, infinitives as nouns and prepositions, before moving to question formation across all tenses, impersonal and modal verbs in the context of social media and technology, practising all four skills through picture tasks, dictation, listening, role-plays, extended reading, conversation and writing activities.</p> |
|  | <p><b>Geography</b><br/> <b>Exam Board &amp; Syllabus:</b> OCR Geography B (Geography for Enquiring Minds)) - J384<br/> Link to exam board website: <a href="#">GEOGRAPHY</a><br/> Link to the department Website: <a href="https://smhsgeographydept.weebly.com/">https://smhsgeographydept.weebly.com/</a><br/> What is taught:<br/> Sustaining Ecosystems<br/> Life on Earth is supported by global ecosystems and the link between human wellbeing and ecosystem wellbeing is vital. This topic seeks to explore the distribution and characteristics of the Earth's ecological wonders. Students investigate the two contrasting ecosystems of tropical rainforests and polar environments, exploring physical cycles and processes that make these</p> | <p><b>History</b><br/> <b>Exam Board &amp; Syllabus:</b> 60180924 Pearson Edexcel Level 2 GCSE in History<br/> <b>Link to website:</b> <a href="#">HISTORY</a><br/> What is taught:<br/> <b>The Cold War (1943–1991)</b><br/> Students trace the global ideological conflict between Western Capitalism (led by the USA) and Eastern Communism (led by the USSR). In the first half, they study the origins of tensions from wartime conferences through major flashpoints, including the Berlin Blockade, the creation of NATO and the Warsaw Pact, the Berlin Crisis, and the brinkmanship of the Cuban Missile Crisis. In the second half, they investigate the later decades of the conflict, covering Détente, the Soviet invasion of Afghanistan, the</p> | <p><b>Hospitality and Catering</b><br/> <b>Exam Board &amp; Syllabus:</b> WJEC Level 2 Hospitality &amp; Catering<br/> <b>Link to website:</b> <a href="#">HOSPITALITY &amp; CATERING</a><br/> What is taught:<br/> During this term, students will study key topics including <b>customer needs</b>, such as catering, equipment, and accommodation requirements, as well as <b>customer rights, inclusion, and supporting individuals with disabilities</b>. They will also explore the importance of <b>equality, customer requirements and expectations, and how customer demographics</b> influence the products and services that businesses provide. Alongside learning this content, students will complete regular exam preparation tasks,</p>                                                                                                                                                                                                                                                                                                             |

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|  | <p>ecosystems distinctive, the threats posed to their existence and how humans are attempting to manage them for a more sustainable future.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>reform policies and summits of Reagan and Gorbachev, and the ultimate collapse of the Soviet Union.</p> <p><b>Key Enquiry Questions:</b> How did tension escalate between the USA and USSR from WWII to the Cuban Missile Crisis? What caused the invasion of Afghanistan, and why did the Soviet Union eventually collapse?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>including revision activities and exam-style questions, to consolidate their understanding and build confidence ahead of their assessments.</p>                                                                                                                                                                                                             |
|  | <p><b>Music</b><br/> <b>Exam Board &amp; Syllabus:</b> Eduqas GCSE Music<br/> <b>Link to website:</b><br/> <a href="https://www.eduqas.co.uk/qualifications/music-gcse/#tab_keydocuments">https://www.eduqas.co.uk/qualifications/music-gcse/#tab_keydocuments</a><br/>           What is taught:<br/>           Students complete any outstanding coursework and begin an intensive focus on Component 3: Appraising. They revisit all set works and Areas of Study, developing their ability to identify, analyse and evaluate musical features including melody, harmony, rhythm, texture, timbre, structure and tonality. Students practise responding to listening questions using subject-specific terminology and develop strategies for tackling unfamiliar listening extracts. Regular retrieval activities, listening exercises and exam-style questions help students consolidate knowledge and build confidence in applying analytical skills.</p> | <p><b>Spanish</b><br/> <b>Exam Board &amp; Syllabus:</b> Edexcel Pearson Spanish<br/> <b>Link to website:</b> <a href="#">Pearson Edexcel GCSE Spanish (2024)   Pearson qualifications</a><br/>           In this term, pupils undertake systematic revision of core grammar and vocabulary across everyday contexts. Term 2A consolidates present and preterite tenses including irregular verbs, direct object pronouns in one-verb and two-verb constructions, modal verbs, comparatives, and contrasts preterite and imperfect tenses whilst forming present and imperfect continuous to describe ongoing actions and interruptions in contexts of social media, shopping and friendships. Term 2B continues with the perfect tense using all persons of <i>haber</i> with regular and irregular past participles to discuss global change, environment and human rights, before fine-tuning present tense usage including <i>ser</i> and <i>estar</i> differentiation, present continuous, idiomatic phrases, formal register with <i>usted</i> and possessive adjective <i>su</i>, alongside <i>desde</i> <i>hace</i> and <i>llevar</i> with time periods, reflecting on school experiences using preterite and imperfect in contexts of education and future careers, practising all four skills through picture tasks, dictation, listening, role-plays, reading aloud, extended reading, conversation, transcription and writing activities.</p> | <p><b>Sports Science</b><br/> <b>Exam Board &amp; Syllabus:</b> OCR Cambridge Nationals Sport Science<br/> <b>Link to website:</b> <a href="#">SPORT SCIENCE</a><br/>           What is taught:<br/>           Topic Area 1: Different factors which influence the risk and severity of injury<br/>           Topic Area 2: Warm up and cool down routines</p> |

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|              | <p><b>Textile Design</b></p> <p><b>Exam Board &amp; Syllabus:</b> AQA GCSE Art &amp; Design: Textile Design</p> <p><b>Link to website:</b> <a href="#">TEXTILES</a></p> <p>What is taught:</p> <p>Component 2: External Project set by exam board</p> <p>Students will embark on their third and final textiles project, which is set by the exam board. From a choice of seven starting points, students will select one theme to anchor their work. Following the same structured process as their Component 1 projects (<i>Natural Forms</i> and <i>Stage and Screen</i>), they will produce a comprehensive portfolio showcasing research, experimentation, sampling, fabric manipulation, and pattern development. Students are encouraged to think independently, building upon their individual skills and personal creative concepts.</p> <p>Drawing upon this research and portfolio experimentation, students will generate a diverse range of initial design ideas for their final outcome. This stage serves as a complete demonstration of the skills and techniques they have accumulated throughout the course.</p> |
| <b>CEIAG</b> | <p>Tailored Careers Guidance Meetings will continue</p> <p>Intended Destination Data will begin to be captured</p> <p>Students will participate in an activity for Apprenticeship Week</p> <p>Students will participate in an activity for Careers Week</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

## Year 11 Summer Term 2027

This term is heavily dominated by the external examinations that commence in May. Provisional dates for the examination season are the 10<sup>th</sup> May 2027 – 18<sup>th</sup> June 2027. The majority of students will be lead in revision activities and will spend time in lessons practicing past papers and marking them over this term.

| Christian Themes and Values                   | Resurrection, Inclusion, Unity, Empathy, Perseverance, Faithfulness, Thankfulness, Service, Friendship, Trust, Peace, Adaptability, Aspiration, Reflection                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | SMSC Across the Curriculum                                                                                                                                                      |
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| <b>Tutorial Programme</b>                     | Students will read a variety of articles from 'The Day' resource and answer comprehension, inference and critical thinking style questions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Keeping healthy                                                                                                                                                                 |
| <b>PSHE / RSE Citizenship/ British Values</b> | Students will be preparing for GCSE's that will commence mid-May.<br>Students will partake in a number of activities from well-being to revision sessions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Race<br>Disability<br>Loneliness<br>Isolation                                                                                                                                   |
| <b>Core Subjects</b>                          | <b>English Language</b><br><b>Exam Board &amp; Syllabus:</b> AQA GCSE English Language 8700<br>Link to website:<br><a href="http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702">http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702</a><br>The last year of English Language and Literature GCSE is focused on Building Connections. Students will focus on AQA Language paper 1 and 2 where students explore a range of fiction and non-fiction writing. They will also revisit the texts they have studies in Year 10: Romeo and Juliet, Dr Jekyll and Mr Hyde, An Inspector Calls. Students will continue to have a poetry lesson once a week focused on Seen and Unseen poetry.<br>Students will be preparing for their GCSE exam in May/June 2025. | <b>English Literature</b><br><b>Exam Board &amp; Syllabus:</b> AQA GCSE English Literature 8702<br>Link to website:<br><a href="http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702">http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702</a><br>Students will be preparing for their GCSE exam in May/June 2025.                                                                                                                                                                                                                                                                                                                                                                                                 | Nature vs nurture<br>Appreciation of other religions<br>Good and evil<br>Suffering<br>Multiculturalism<br>Race and love<br>Modernism – an appreciation of art and its influence |
|                                               | <b>Maths</b><br><b>Exam Board &amp; Syllabus:</b> Pearson Edexcel GCSE Mathematics 1MA1<br><b>Link to website:</b> <a href="#">MATHS EDEXCEL</a><br>MATHS FOUNDATION<br>In the last term, students will be revising through practise of past papers that will indicate to staff areas of the curriculum that need further teaching and practice. This will support students be prepared for their examination later in the term.<br>MATHS HIGHER<br>In the last term, students will be revising through practise of past papers that will indicate to staff areas of the curriculum that need                                                                                                                                                                                            | <b>Science</b><br><b>Exam Board and web link:</b><br>AQA Trilogy (combined Science) 8464<br><a href="https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464">https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464</a><br>AQA Biology 8461<br><a href="https://www.aqa.org.uk/subjects/science/gcse/biology-8461">https://www.aqa.org.uk/subjects/science/gcse/biology-8461</a><br>AQA Chemistry 8462<br><a href="https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462">https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462</a><br>AQA Physics 8463<br><a href="https://www.aqa.org.uk/subjects/science/gcse/physics-8463">https://www.aqa.org.uk/subjects/science/gcse/physics-8463</a> | Conflict and impacts<br>Cultural awareness<br>Appreciating different societies<br>Global development<br>First aid<br>Healthy lifestyles<br>Migration<br>Integration             |

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|                            | <p>further teaching and practice. This will support students be prepared for their examination later in the term.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Students will have finished the formal taught element of the curriculum and teachers will use past and ongoing assessments to identify aspects of the curriculum that need revising so that students can consolidate their knowledge.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Climate change<br/>Global accountability<br/>Appreciation of art, design and music<br/>Challenging hate<br/>Problem solving<br/>Personal responsibility</p>                                                                                                                                                                                                                                                                                                                        |
|                            | <p><b>Religious Studies</b><br/> <b>Exam Board and Syllabus:</b> AQA Religious Studies A (8062)<br/> <b>Link to website:</b> <a href="http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062">http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062</a><br/>           Students will complete Theme E.<br/>           Students sit their Religious Studies exam on the 13<sup>th</sup> and 21<sup>st</sup> May 2027.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Foundation Subjects</b> | <p><b>BTEC Art and Design</b><br/> <b>Exam Board &amp; Syllabus:</b> Pearson Edexcel BTEC Level 2 Art and Design<br/>           Link to website: <a href="#">Art and Design Practice   Pearson qualifications</a><br/> <b>GCSE Art and Design</b><br/> <b>Exam Board and syllabus:</b> AQA Art &amp; Design (Fine Art)<br/>           Link to website: <a href="#">Art and Design GCSE</a><br/>           This term, Year 10 students will respond to the AQA GCSE Fine Art Component 2 Externally Set Assignment, developing an individual response to a set question or starting point. Students will work through the AQA assessment objectives AO1 Develop, AO2 Refine, AO3 Record and AO4 Present, with a strong focus on creating a clear and purposeful journey towards a final realisation.<br/>           Students will develop a sustained body of preparatory work using primary and secondary sources, observational studies and research into relevant artists. Artist research will directly inform their own ideas, techniques, processes and visual language. Through experimentation and development, students will select, adapt and refine their most successful ideas, creating clear links between their research, practical investigations and developing concepts.<br/>           The final realisation will be the culmination of this journey, bringing together the strongest ideas, techniques, media and influences</p> | <p><b>GCSE Business</b><br/> <b>Exam Board &amp; Syllabus:</b> Pearson Edexcel GCSE (9-1) in Business (1BS0)<br/> <b>Website:</b> <a href="#">Specification (pearson.com)</a><br/>           What is taught:<br/>           In the Summer term, students complete <b>Topic 2.5 Making People Decisions</b> before transitioning into dedicated GCSE revision and exam preparation. They analyze hierarchical, flat, centralized, and decentralized organizational structures, as well as the impact of effective communication on workplace efficiency and motivation. Students explore different ways of working, contract types, remote working technology, internal and external recruitment processes, employee training and development, and both financial and non-financial methods of motivation. Following the completion of taught content, lessons focus on structured revision and practicing past paper exam questions to refine exam techniques ahead of the final GCSE examinations.</p> | <p><b>Computer Science</b><br/> <b>Exam Board &amp; Syllabus:</b> OCR J277 Computer Science<br/> <b>Link to website:</b> <a href="#">COMPUTER SCIENCE</a><br/>           What is taught:<br/>           Dedicated to final examination preparation, this term functions as a targeted <b>Revision Term for Component 1 &amp; 2</b>. Lessons consolidate student understanding across all theoretical and practical domains taught throughout the course to ensure exam readiness.</p> |
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|  | <p>explored throughout the project. Students will be expected to demonstrate clear connections between their research, recording, experimentation and final outcome, ensuring the final piece is a resolved and personal response to the set question. They will be encouraged to take creative risks and make informed decisions so that the final realisation demonstrates progression, refinement and a confident understanding of GCSE Fine Art practice.</p>                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|  | <p><b>Drama</b><br/> <b>Exam Board &amp; Syllabus:</b> Pearson Edexcel Level 1/Level 2 GCSE Drama (9-1) in Drama (1DR0)<br/> <b>Link to website:</b> <a href="#">DRAMA</a><br/> What is taught:<br/> Students focus exclusively on preparing for Component 3: Theatre Makers in Practice. Through retrieval activities, examination practice and detailed analysis of <i>DNA</i>, students consolidate their understanding of performance, design and directorial choices. They refine their ability to evaluate live theatre productions using specialist terminology and evidence-based analysis. Regular timed responses and examination practice enable students to develop confidence and independence as theatre critics and theatre-makers before completing their final GCSE Drama examination.</p> | <p><b>French</b><br/> <b>Exam Board:</b> Edexcel Pearson French<br/> <b>Link to website:</b> <a href="#">Pearson Edexcel GCSE French (2024)   Pearson qualifications</a><br/> In the last half term before the exams, pupils consolidate revision focusing on negation, adjective agreement and positioning, imperatives, present participles and word pattern rules through cultural exploration of Brussels and famous Francophone figures, before transitioning to comprehensive GCSE exam preparation applying all phonics, vocabulary and grammar knowledge across extended spoken production, transcription, dictation, listening comprehension, reading aloud, extended reading and translation into English, photo description, essay writing, translation into French, and role-play, photo card and conversation practice across all four examination skills.</p> | <p><b>Geography</b><br/> <b>Exam Board &amp; Syllabus:</b> OCR Geography B (Geography for Enquiring Minds)) - J384<br/> Link to exam board website: <a href="#">GEOGRAPHY</a><br/> Link to the department Website: <a href="https://smhsgeographydept.weebly.com/">https://smhsgeographydept.weebly.com/</a><br/> What is taught:<br/> Sustaining Ecosystems</p>                                                                                                                           |
|  | <p><b>History</b><br/> <b>Exam Board &amp; Syllabus:</b> 60180924 Pearson Edexcel Level 2 GCSE in History<br/> <b>Link to website:</b> <a href="#">HISTORY</a><br/> What is taught: <b>GCSE Revision &amp; Exam Preparation</b><br/> Students consolidate their learning across all GCSE History topics in preparation for their final examinations. This final unit focuses on structured revision, synthesizing thematic</p>                                                                                                                                                                                                                                                                                                                                                                              | <p><b>Hospitality and Catering</b><br/> <b>Exam Board &amp; Syllabus:</b> WJEC Level 2 Hospitality &amp; Catering<br/> <b>Link to website:</b> <a href="#">HOSPITALITY &amp; CATERING</a><br/> What is taught:<br/> The final term is focused on completing any remaining course content, consolidating knowledge from throughout the year, and strengthening understanding of key concepts. Students will revisit important topics, address any gaps in their learning,</p>                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>Music</b><br/> <b>Exam Board &amp; Syllabus:</b> Eduqas GCSE Music<br/> <b>Link to website:</b> <a href="https://www.eduqas.co.uk/qualifications/music-gcse/#tab_keydocuments">https://www.eduqas.co.uk/qualifications/music-gcse/#tab_keydocuments</a><br/> Link to the curriculum map MUSIC<br/> What is taught:<br/> Students focus exclusively on final preparation for the Component 3 examination. Through revision of set works, listening practice and timed examination</p> |

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|              | <p>concepts (such as Cause &amp; Consequence, Change &amp; Continuity, and Interpretations), and refining exam technique, source evaluation, and essay writing skills.</p> <ul style="list-style-type: none"> <li>• <b>Key Enquiry Questions:</b> How do key historical themes connect across our topics, and how can we effectively structure responses using historical evidence and interpretations under exam conditions?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>and develop their confidence through revision and exam-style practice. This ensures they are well prepared and equipped with the knowledge and skills needed for their upcoming examinations.</p>                                                                                                                                                                                                                                      | <p>questions, students strengthen their understanding of musical contexts, genres and compositional techniques across all Areas of Study. They refine their examination technique, improve their ability to analyse unfamiliar music and develop confidence in constructing extended written responses. Regular retrieval, mock examination activities and targeted revision ensure students are fully prepared for the demands of the Eduqas GCSE Music examination.</p>                                                                                                                                                                                                                                    |
|              | <p><b>Spanish</b><br/> <b>Exam Board:</b> Edexcel Pearson Spanish<br/> <b>Link to website:</b> <a href="#">Pearson Edexcel GCSE Spanish (2024)   Pearson qualifications</a><br/> Before their public examinations, students consolidate revision focusing on second person singular and plural imperatives including irregulars, conditional tense and impersonal verbs in contexts of household chores and healthy lifestyle recommendations, before securing the inflectional future including irregular stems, subjunctive with all triggers and impersonal verbs to discuss travel and tourism, then transitioning to comprehensive GCSE exam preparation applying all phonics, vocabulary and grammar knowledge across extended spoken production, transcription, dictation, listening comprehension, reading aloud, extended reading and translation into English, photo description, essay writing, translation into Spanish, and role-play, photo card and conversation practice across all four examination skills.</p> | <p><b>Sports Science</b><br/> <b>Exam Board and Syllabus:</b> OCR Cambridge Nationals Sport Science<br/> <b>Link to website:</b> <a href="#">SPORT SCIENCE</a><br/> What is taught:<br/> Topic Area 3: Different types and causes of sports injuries<br/> Topic Area 4: Reducing risk, treatment and rehabilitation of sports injuries and medical conditions<br/> Topic Area 5: Causes, symptoms and treatment of medical conditions</p> | <p><b>Textile Design</b><br/> <b>Exam Board &amp; Syllabus:</b> AQA GCSE Art &amp; Design: Textile Design<br/> <b>Link to website:</b> <a href="#">TEXTILES</a><br/> What is taught:<br/> Component 2: External Project set by exam board<br/> Students have until early May to complete the remainder of their portfolio. This includes producing a range of initial design ideas and further development work, culminating in a finalised design. This final concept will be constructed during a 10-hour practical exam. In the final weeks leading up to the exam, students will focus on preparing their fabrics, pattern pieces, and any other necessary resources to ensure they are fully ready.</p> |
| <b>CEIAG</b> | Exam results and enrolment into Sixth Form.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |