



Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Mastering English	Mastering English	Mastering English	Targeted Revision cycle Revision of all contents seen in the GCSE course with ongoing exam style practice. Whole-class reteaching addresses common misconceptions and strengthens weaker areas.	Targeted Revision cycle Revision of all contents seen in the GCSE course with ongoing exam style practice. Whole-class reteaching addresses common misconceptions and strengthens weaker areas.	Targeted Revision cycle Revision of all contents seen in the GCSE course with ongoing exam style practice. Whole-class reteaching addresses common misconceptions and strengthens weaker areas.
Maths	Geometry. Students use vectors to describe and perform geometric operations. Apply constructions, loci, and deductive reasoning to solve geometric problems involving angles, lengths, shapes, and position.	Algebra. Solving linear and quadratic inequalities. Plotting and interpreting linear, quadratic, cubic, reciprocal, and exponential graphs, identifying key features.	Algebra and Proportion. Constructing and interpreting algebraic proofs. Using and manipulating function notation. Solving problems involving direct and inverse proportion, linking ratios and proportional reasoning in real-life and abstract contexts.	Targeted Revision cycle Revision of all contents seen in the GCSE course with ongoing exam style practice. Whole-class reteaching addresses common misconceptions and strengthens weaker areas.	Targeted Revision cycle Revision of all contents seen in the GCSE course with ongoing exam style practice. Whole-class reteaching addresses common misconceptions and strengthens weaker areas.	Targeted Revision cycle Revision of all contents seen in the GCSE course with ongoing exam style practice. Whole-class reteaching addresses common misconceptions and strengthens weaker areas.
Science - Biology	The human nervous system Students describe the structure and function of the human nervous system. Explain how stimuli are detected and responses coordinated using receptors, sensory neurons, synapses, and effectors.	Hormonal coordination Students describe the role of hormones in homeostasis, including control of blood glucose, water balance, and body temperature. Explain hormonal coordination in human reproduction, including the menstrual cycle and fertility treatments.	Reproduction Describing sexual and asexual reproduction, predicting inheritance patterns, and explaining genetic variation. Homeostasis in action <i>Explaining homeostasis in action, including body temperature regulation and the removal of waste products through excretion systems.</i>	Targeted Revision cycle Revision of all contents seen in the GCSE course with ongoing exam style practice. Whole-class reteaching addresses common misconceptions and strengthens weaker areas.	Targeted Revision cycle Revision of all contents seen in the GCSE course with ongoing exam style practice. Whole-class reteaching addresses common misconceptions and strengthens weaker areas.	Targeted Revision cycle Revision of all contents seen in the GCSE course with ongoing exam style practice. Whole-class reteaching addresses common misconceptions and strengthens weaker areas.
Science - Chemistry	Chemical Analysis Defining pure substances and mixtures. Describing and applying chemical tests for gases, ions, and water. Interpreting chromatograms to identify substances and assess purity.	The Earth's Atmosphere Students describe the evolution of Earth's atmosphere. Explain changes due to volcanic activity, photosynthesis, and human activity. Evaluate modern issues including climate change, greenhouse gases, and air pollution.	The Earth's Resources Students describe the difference between finite and renewable resources. Explain how Earth's resources are extracted and managed sustainably. Evaluate the impact of resource use on the environment and future supply.	Targeted Revision cycle Revision of all contents seen in the GCSE course with ongoing exam style practice. Whole-class reteaching addresses common misconceptions and strengthens weaker areas.	Targeted Revision cycle Revision of all contents seen in the GCSE course with ongoing exam style practice. Whole-class reteaching addresses common misconceptions and strengthens weaker areas.	Targeted Revision cycle Revision of all contents seen in the GCSE course with ongoing exam style practice. Whole-class reteaching addresses common misconceptions and strengthens weaker areas.



Science - Physics	Electromagnetic waves Recall the groups of the electromagnetic spectrum in order of wavelength. Describe their properties. Explain uses and risks of different waves, including in communication, medicine, and industry.	Using electromagnetic waves Students describe the uses and hazards of electromagnetic waves across the spectrum. Light <i>Explain reflection, refraction, and the use of convex and concave lenses in focusing light.</i>	Electromagnetism Students describe magnetic fields around magnets and current-carrying wires. Explain how electromagnets work and apply their uses in devices like motors, bells, and circuit breakers.	Targeted Revision cycle Revision of all contents seen in the GCSE course with ongoing exam style practice. Whole-class reteaching addresses common misconceptions and strengthens weaker areas.	
Geography	UK Landscapes: Coasts Students learn about coastal landforms such as headlands and bays, sand dunes and spits and wave types. Students will also learn how coasts are managed and why this causes conflict	Changing Economic World How levels of development are measured, an in depth study of Nigeria as a developing nation and an in depth study of the UK has a globalised high income country	Paper 3: fieldwork and pre release Students complete write ups of 2 days of fieldwork and also analyse and interpret the pre-release issue booklet that is provided before the paper 3 exam	Targeted Revision cycle Revision of all contents seen in the GCSE course with ongoing exam style practice. Whole-class reteaching addresses common misconceptions and strengthens weaker areas.	
History	Migration in Britain and Notting Hill Students complete their study of migration to Britain by analysing causes of migration, migrant experiences, and their impact on British society. They investigate Notting Hill as a case study, using primary sources to explore challenges faced and contributions made by migrants, deepening their understanding of social, cultural, and economic change.	The American West 1835-1890 An exploration of the changing nature of America, including a study of the Indigenous people and the impact of migration and settlement on their way of life. This enquiry also investigates the rise and fall of the cattle industry, law and order and the growth of the railways. Students practice identifying significant events and turning points as well as their use of chronology to accurately explain the events of the past.	The American West 1835-1890 An exploration of the changing nature of America, including a study of the Indigenous people and the impact of migration and settlement on their way of life. This enquiry also investigates the rise and fall of the cattle industry, law and order and the growth of the railways. Students practice identifying significant events and turning points as well as their use of chronology to accurately explain the events of the past.	Targeted Revision cycle Revision of all contents seen in the GCSE course with ongoing exam style practice. Whole-class reteaching addresses common misconceptions and strengthens weaker areas.	
Spanish	My personal world Students will embed the use of essential grammatical features and will continue to increase their vocabulary and advanced grammatical structures within the thematic context of their personal world (their family, town, holidays and likes/dislikes)	The internet and myself Students will continue to embed the use of essential grammatical features and will continue to increase their vocabulary and advanced grammatical structures within the thematic context of technology and the internet.	Lifestyle and wellbeing Students will apply all the contents delivered through the course within the topic of wellbeing and with a special focus on Speaking skills.	Targeted Revision cycle Revision of all contents seen in the GCSE course with ongoing exam style practice. Whole-class reteaching addresses common misconceptions and strengthens weaker areas.	



Art	Personal Project Development Students continue or begin a personal project that reflects their chosen theme, developing ideas through research, experimentation with media, and skill-building. They explore a range of techniques such as drawing, painting, printmaking, and mixed media, focusing on refining technical skills and creative expression. Sketchbooks are used extensively to record artist studies, visual exploration, and critical reflection. Emphasis is on developing a coherent, personal response with sustained investigation and experimentation, showing clear progression in ideas and skills.	Externally Set Assignment (ESA) – Research and Planning The ESA theme is released in January, prompting students to explore initial ideas through sketching, media experimentation, and contextual research. This term focuses on developing a structured project plan, refining creative concepts, and producing preparatory studies. Students work towards a cohesive body of work that supports a resolved final piece, with strong emphasis on time management and creative decision-making ahead of the exam.	Externally Set Assignment – Final Exam and Submission Students complete their ESA final piece(s) during the supervised exam period (typically 10 hours). They apply skills and knowledge gained throughout the course to create a resolved artwork that responds to their preparatory work. After completion, students write evaluations to reflect on their creative process and final outcome. The final portfolio, including preparatory work and the exam piece, forms 40% (60% Preparatory work already completed in Year 10) of the GCSE grade and must demonstrate personal vision, technical ability, and critical understanding.	
	Photography Final Development of Personal Project Students focus on completing their personal project begun in Year 10 or start a new theme set by the exam board's externally set assignment (ESA). They develop ideas through photography experiments, exploring advanced techniques such as long exposure, macro, multiple exposures, and studio lighting. Digital editing skills are refined using software like Photoshop or Lightroom, focusing on retouching, cropping, layering, and colour correction. Students document their creative process thoroughly in sketchbooks or digital portfolios, including artist research, concept development, and critical reflection. This term emphasises personal voice, creativity, and technical mastery.	Externally Set Assignment (ESA) – Preparation and Planning The exam board releases the ESA theme in January. Students analyse the theme, generate initial ideas, and plan a focused project. They conduct research into relevant photographers and styles, and develop their own response through shoots and experiments. This phase includes producing supporting studies and refining digital manipulation techniques. Sketchbooks should show clear progression and exploration. Students practice time management and organisation to prepare for the 10-hour supervised exam in Term 3.	Externally Set Assignment – Final Exam Students complete their ESA project during a 10-hour timed exam (usually over two or three sessions). They create a final series of resolved images based on their preparatory work. Emphasis is on technical excellence, creativity, and cohesion of the final portfolio. After the exam, students complete evaluations and reflections to articulate their intentions and outcomes. This final body of work, supported by their preparatory portfolio, is submitted for assessment	
	Food & Nutrition Controlled Assessment Preparation and Advanced Skills Students develop practical skills by practising advanced cooking techniques like emulsification, bread making, and sauce preparation. They also work on time management and presentation skills through mock controlled assessments. Theory lessons cover detailed nutrition, food safety, and the science behind cooking methods, helping students prepare for the practical exam and deepen their understanding of food-related concepts.	Coursework Completion and Submission This term is dedicated to completing all aspects of the controlled assessment coursework. Students finalise planning, cooking, and evaluating their practical dishes under supervised conditions. They must demonstrate effective organisation, apply learned techniques, and produce detailed	Targeted Revision cycle Revision of all contents seen in the GCSE course with ongoing exam style practice. Whole-class reteaching addresses common misconceptions and strengthens weaker areas.	



		evaluations to meet the assessment criteria. Teachers provide individual support to ensure all coursework components are completed to a high standard before submission			
Design & Technology	Eduqas GCSE Design and Technology NEA 2025 Students respond to a contextual challenge by producing a design and make task that demonstrates creativity, technical accuracy, and problem-solving. They carry out independent research, identify a user, and write a design brief and specification. Ideas are developed through sketching, modelling, CAD, and iterative testing. A high-quality prototype is manufactured using appropriate tools and materials. All stages—from research to final evaluation—must be documented in a design folder showing a clear design journey.	NEA Refinement and Completion This final opportunity allows students to complete any outstanding work in their design portfolio or prototype, including research, design ideas, CAD, making, testing, and evaluations. They must respond to feedback, refine their work, and present everything clearly.	Targeted Revision cycle Revision of all contents seen in the GCSE course with ongoing exam style practice. Whole-class reteaching addresses common misconceptions and strengthens weaker areas.		
Music	<p>This term focuses on deepening students' understanding of musical concepts through appraising, performing, and composing. Study centres on J.S. Bach's <i>Badinerie</i>, examining its structure, stylistic devices, and historical context within the Western Classical Tradition (1650–1910). Key features such as form, contrast, repetition, and melodic motifs are explored in detail.</p> <p>Students will continue developing their solo and ensemble performance pieces and work towards completing both their free composition and performance recordings by the Christmas break.</p>	<p>This term, students prepare for their Listening & Analysing exam and complete their composition coursework. They study Toto's <i>Africa</i>, focusing on popular music features like textures, music technology, song form, riffs, and chord progressions, supported by guided listening, past paper practice, and exam technique development.</p>	Targeted Revision cycle Revision of all contents seen in the GCSE course with ongoing exam style practice. Whole-class reteaching addresses common misconceptions and strengthens weaker areas. Spring 2: Final refinements are made to all coursework components — both Performance and Composition — ensuring each submission reflects the student's full potential ahead of final assessment.		
Drama	Developing Scripted Performance and Exploring Live Theatre Students present research on their Component 2 play and begin rehearsals, focusing on character development, staging, and performance or design decisions. They are introduced to live theatre evaluation through <i>Frankenstein</i> , learning to analyse acting, design, and direction. Study of <i>An Inspector Calls</i> continues, building confidence in responding to exam-style questions.	Component 2 Performance and Exam Preparation This term, students perform their Component 2 pieces for an external examiner. In preparation, they take part in technical and dress rehearsals, developing performance confidence and professionalism. They support each other as both performers and audience members, gaining insight into staging, collaboration, and the assessment process during a dynamic performance week.	Targeted Revision cycle Revision of all contents seen in the GCSE course with ongoing exam style practice. Whole-class reteaching addresses common misconceptions and strengthens weaker areas. Spring 2: Following the practical exam, focus shifts to revision for the written paper (Component 3: Interpreting Theatre), with targeted preparation for both sections: <i>An Inspector Calls</i> and the live theatre evaluation based on <i>Frankenstein</i> .		



Computing	Students consolidate key algorithms and refine programming skills ahead of final assessments. They study linear and binary search, and bubble, insertion, and merge sort, applying and comparing them using datasets. Core programming concepts are revisited, including iteration, arrays, file handling, SQL, and theory on translators, languages, and IDEs. Mock exams inform focused revision and skill development.		This term, students deepen their understanding of cybersecurity, software, and ethical issues in computing. They study cyber threats and defences, functions of operating systems, and utility software. Legal, ethical, and environmental concerns are explored, encouraging critical thinking about technology's impact. The term ends with mock exams and targeted revision of core content.	Targeted Revision cycle Revision of all contents seen in the GCSE course with ongoing exam style practice. Whole-class reteaching addresses common misconceptions and strengthens weaker areas.	
Psychology	Social Influence: Explanations of social influence, including the effect of situational (environmental) and dispositional (personality) factors on conformity and obedience.	Memory: Structures of the brain associated with types of memory as well as theories of memory and forgetting.	Sleep and Dreaming: Understanding the neuropsychology of sleep, theories of dreaming, the activation synthesis theory of dreaming.	Targeted Revision cycle Revision of all contents seen in the GCSE course with ongoing exam style practice. Whole-class reteaching addresses common misconceptions and strengthens weaker areas. Revisiting Criminal Psychology, Development, Psychological Problems and Research Methods	
GCSE PE	SOCIO-CULTURAL INFLUENCES AND WELL-BEING IN PHYSICAL ACTIVITY AND SPORT This term, students explore sport psychology , including skill classification, goal setting (using SMART targets), feedback, and information processing. They examine performance preparation through theories of arousal, personality types, and motivation. The impact of socio-cultural influences is analysed, focusing on social groups, participation factors, sponsorship, and media. The term concludes with a video analysis deadline .		SOCIO-CULTURAL INFLUENCES AND WELL-BEING IN PHYSICAL ACTIVITY AND SPORT This term, students examine ethnic and socio-cultural issues in sport , including the impact of technology, performer conduct, and spectator behaviour, with a focus on hooliganism and its prevention. They also explore ethical issues , such as the use of prohibited substances, blood doping, beta blockers, and the disadvantages of performance-enhancing drugs (PEDs).	SOCIO-CULTURAL INFLUENCES AND WELL-BEING IN PHYSICAL ACTIVITY AND SPORT This term, students study health, fitness, and well-being , covering physical, social, and mental health. Topics include the impact of a sedentary lifestyle, obesity, somatotypes, energy use, nutrition, key nutritional substances, and the importance of hydration.	Targeted Revision cycle Revision of all contents seen in the GCSE course with ongoing exam style practice. Whole-class reteaching addresses common misconceptions and strengthens weaker areas.
Core PE	Show willingness to consistently make changes. Commit to self reflection and self improvement. Maintain performance under pressure. Take risks. Seeks opportunities to work on weaknesses. Cope with success. Learn independently.		Social Dance - an opportunity to embrace a Callington Prom tradition.	Show willingness to consistently make changes. Commit to self reflection and self improvement. Maintain performance under pressure. Take risks. Seeks opportunities to work on weaknesses. Cope with success. Learn independently.	

