Year 11 Termly Learning – 2026-27

	Year 11					
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
English	**Focus: A Christmas Carol and Exam Prep** This classic 19th century novella is used to develop an understanding of Victorian writing and to further improve the students' key assessment objectives for GCSE. Many students will be preparing for Functional Skills and GCSE exams during this term		**Focus: Key Exam Skills** Past papers and recommended texts are used and studied to improve understanding of the GCSE papers. Assessments and mock examinations are used to identify the key areas of improvements which each student needs to work on .		**Focus: GCSE Examinations**	**Focus:**
Maths HW	GCSE Grade 1 Additon and subtraction. Multiplication and division. Time Metric conversions Writing, simplifying and ordering fractions	Grade 1 Place value Rounding Negative numbers Powers and roots BIDMAS Factors and multiplies Coordinates Pictograms	Grade 2 Calculation problems using a calculator Systematic listing Fractions of an amount Fractions, decimals and percentages	Simplifying algebra Writing and expression Function machines solving one step equations Angles Area and perimeter	Probability Frequency polygons Averages Bar charts Stem and leaf **Past papers/ revision**	**Revision and GCSE Exams**

Maths BC	Algebraic manipulation Equations, inequalities and formulae Quadratic expressions and equations	Percentages Ratio and Scale Work with fractions **November MOCK GCSE EXAMINATIONS**	Rounding and estimation Perimeter, area, volume Interpret and represent data Non-linear graphs	Angles Graphs and Diagrams Factors and Powers **REVISION**	**REVISION** **GCSE EXAMINATIONS**	**GCSE EXAMINATION**
Maths AC	**Geometry and Measure** Vectors Constructing triangles Bisectors and loci, congruence and similarity	**Statistics Charts, tables and averages** Statistical diagrams, line graphs, statistical averages, sampling, pie charts, scatter diagrams, grouped data and averages **November MOCK GCSE EXAMINATIONS**	**Probability** Calculating probabilities, and not happen, mutually exclusive and exhaustive outcomes, experimental probability, expectations, choices and outcomes **March MOCK GCSE EXAMINATIONS**	**REVISION**	**REVISION** **GCSE EXAMINATION**	***GCSE EXAMINATIONS***

Science **Biology** **Chemistry** **Physics**	**Ecosystems and material cycles Fuels & Earth Science** **Magnetism**	**Plant Structure/Function** **Chem – revision** **Magnetism & the Motor Effect**	**Control & Homeostasis** **Chem – revision** **Particle Model**	**Exchange & Transport** **Chem – revision Forces & Matter**	***FULL REVISION***	
Computing (BTEC DiT – 2nd year)	***Component 2*** ***Collecting, Presenting and interpreting Data*** • *Recap skills* • *Controlled Assessment (Set by Exam Board)*		***Component 3*** ***Effective Digital Working Practices*** *Learning about cloud technologies, cloud storage. The laws surrounding data and computers, ethical use of technology, flow charts, threats to technology*		***Component 3*** • Practice exam style questions • External Exam (Set by exam board)	**Study Leave**
History	**Paper 3: Weimar and Nazi Germany, 1918 – 1939** Including: The Weimar Republic 1918 – 1939 Hitler's rise to power 1919 – 1933 Nazi control and dictatorship 1933 – 1939 Life in Nazi Germany 1933 – 1939 **Entry level assessment**			**Paper 2: Superpowers & the Cold War 1941 – 1991** Including: Origins of the Cold War 1941 – 1958 Cold War crises 1958 – 1970 End of the Cold War 1970 – 1991		

PE	**Focus – Movement into gaps and Spaces** This termly focus will be introduced, development and improved through the following physical activity options: Tag Rugby, Table tennis, Badminton, Basketball, Dodgeball, Fitness, Kabaddi, Football, Bench ball, Handball, Volleyball, Pickle ball, cricket, speed	**Focus – To leader and give guidance to others.** This termly focus will be introduced, development and improved through the following physical activity options: Tag Rugby, Table tennis, Badminton, Basketball, Dodgeball, Fitness, Kabaddi, Football, Bench ball, Handball, Volleyball, Pickle ball, cricket, speed stacks, stool ball & Tennis.	**Focus – To understand how to organise / plan / participate in a recreational physical activity session.** This termly focus will be introduced, development and improved through a physical activities rotation which is designed by the pupils. Each rotation will be bespoke to each class. They have full control of the choice of activities and the order they	**Focus – To understand how to organise / plan / participate in a recreational physical activity session,** This termly focus will be introduced, development and improved through a physical activities rotation which is designed by the pupils. Each rotation will be bespoke to each class. They have full control of the choice of activities and the order they are completed in.	**Focus - To understand how to organise / plan / participate in a recreational physical activity session.** This termly focus will be introduced, development and improved through a physical activities rotation which is designed by the pupils. Each rotation will be bespoke to each class. They have full control of the choice of activities and the order they are completed in.	**Focus - To understand how to organise / plan / participate in a recreational physical activity session.** This termly focus will be introduced, development and improved through a physical activities rotation which is designed by the pupils. Each rotation will be bespoke to each class. They have full control of the choice of activities and the order they are completed in.

	stacks, stool ball & Tennis.		are completed in.			
Year 11: B-Tec Food and Nutrition Level 2	**Focus: Food preparation and cooking skills** The students will learn how to use different types of skills when cooking to independently prepare and cook various recipes as a practice for when they complete the coursework exam.	**Focus: Identifying different cuts of meat/fish/shellfish and fruits and vegetables** The students identify how animals are reared and used for meats and the different cuts used for each animal. They research how fish is farmed and the different cuts and investigate the farming industry in this country and how our food is grown.	**Focus: Identifying different cooking methods.** Students identify the main cooking methods and describe them whilst using them in practical sessions.	**Focus Food and nutrition and Coursework started** Students recap the information about the Eat well guide and nutrients associated with each section and start planning the two courses they could make for the practical exam.	**Focus: Practical exam and evaluation** Students take part in preparing and cooking the chosen two course meal and evaluate the finished results completing and submitting the coursework	**Focus free skills lessons** For students who have not left for study leave there is a chance to take part in cooking skills lessons to see what they can do independently and see what has been learnt.
ACD	**Focus GCSE Exam Question theme of Food or questions from last years exam paper** pupils are supported through the preparation and the development of	**Focus** Pupils will produce an outcome realising their intentions through working to fulfil the GCSE exam assessment objectives AO1 – DEVELOP ideas by looking at artists, designers	**Focus GCSE Exam preparation** Exam paper is delivered in January pupils are supported through the preparation and the	**Focus planning for exam** Plan their outcome making sure they realise their intentions through working to fulfil the GCSE exam assessment objectives AO1 – DEVELOP ideas by looking at artists, designers and craftspeople. Getting inspiration from their work. Taking inspiration from the	**Focus pupils take Exam (controlled test) realising their intentions in their final piece or pieces** They present their preparation work and exam piece for internal and external moderation.	**Focus** N/A

	their ideas, researching relevant artists designers and creators, experimenting with a range of media and materials, refining and developing their work as it progresses. They will be expected to cover all of the 4 GCSE Assessment objectives	and craftspeople. Getting inspiration from their work. Taking inspiration from the world around, putting ideas into context. AO2 – EXPERIMENT AND REFINE trying things out, experiment with media and materials. Learning from mistakes and taking risks. AO3 – RECORD by drawing, photographing, collecting. Show the ideas they have and getting them onto paper….brainstorm, notes, collage etc AO4 – OUTCOME – The final piece / pieces. This links and connects to the research experimentation and development.	development of their ideas, researching relevant artists designers and creators, experimenting with a range of media and materials, refining and developing their work as it progresses. They will be expected to cover all of the 4 GCSE Assessment objectives	world around, putting ideas into context. AO2 – EXPERIMENT AND REFINE trying things out, experiment with media and materials. Learning from mistakes and taking risks. AO3 – RECORD by drawing, photographing, collecting. Show the ideas they have and getting them onto paper….brainstorm, notes, collage etc AO4 – OUTCOME – The final piece / pieces. This links and connects to the research experimentation and development.		

Photography Yr11	**Focus GCSE Exam Question** **Abstract and strange** pupils are supported through the preparation and the development of their ideas, researching relevant artists designers and creators, experimenting with a range of media and materials, refining and developing their work as it progresses. They will be expected to cover all of the 4 GCSE Assessment objectives	**Focus** Pupils will produce an outcome realising their intentions through working to fulfil the GCSE exam assessment objectives **AO1 – DEVELOP** ideas by looking at artists, designers and craftspeople. Getting inspiration from their work. Taking inspiration from the world around, putting ideas into context. **AO2 – EXPERIMENT AND REFINE** trying things out, experiment with media and materials. Learning from mistakes and taking risks. **AO3 – RECORD** by drawing,	**Focus GCSE Exam preparation** Exam paper is delivered in January pupils are supported through the preparation and the development of their ideas, researching relevant artists designers and creators, experimenting with a range of media and materials, refining and developing their work as it progresses. They will be expected to cover all of the 4 GCSE	**Focus planning for exam** Plan their outcome making sure they realise their intentions through working to fulfil the GCSE exam assessment objectives AO1 – DEVELOP ideas by looking at artists, designers and craftspeople. Getting inspiration from their work. Taking inspiration from the world around, putting ideas into context. AO2 – EXPERIMENT AND REFINE trying things out, experiment with media and materials. Learning from mistakes and taking risks. AO3 – RECORD by drawing, photographing, collecting. Show the ideas they have and getting them onto paper….brainstorm, notes, collage etc AO4 – OUTCOME – The final piece / pieces. This links and connects to the research	**Focus pupils take Exam (controlled test) realising their intentions in their final piece or pieces** They present their preparation work and exam piece for internal and external moderation.	**Focus** N/A

		photographing, collecting. Show the ideas they have and getting them onto paper….brainstorm, notes, collage etc **AO4 – OUTCOME** – The final piece / pieces. This links and connects to the research experimentation and development.	Assessment objectives	experimentation and development.		

Learning for Life	**Are we in the adult world at 16?** **Identity and Relationships** Managing online influences including manosphere Marriage and relationship rights Being a Parent/Carer 	**Yr11 Student Council campaigns, elections and vote** **Financial Health** Making money online and protecting against exploitation <u>Anti-bullying focus:</u> Managing conflict in friendships and intimate relationships.	**Mental Fitness: Managing pressure, anxiety and overwhelm** – especially with Change and Exam Season. MHFA: Stress Bucket Time Management / Self-Care **Sexual Health Part 2** **Cancer Awareness: Self-examination**	**Equality: Faith and Families** Protected Characteristics: Religion, Gender, LGBT, Sexual Orientation. Spotlight on faiths like Sikhism and Bahá'í Diverse Families **Managing romantic challenges** Coercion; Hate/revenge crime and support.	**Exam Season Support** Revision Relaxation Mental Fitness Self-Care **Celebrating Growth and time at LGS.** Managing endings / transition to Post-16/College 

Music	**Unit 1 – Arts Practice** Plan an arts challenge for yourself Identify strengths and areas for improvement in your chosen art form Create an action plan Set targets Implement and review the arts challenge Gather evidence about how you are developing Monitor progress Review progress	**Unit 1 – Arts pathways** Review an arts event from an audience perspective Demonstrate knowledge of the art form Understand the nature of a music review Share your review	**Unit 2 – Leadership challenge** Identify skills and qualities of a leader Create a leadership role in an arts project Assess the interests and abilities of the group Create a project plan Monitor and develop your skills Cooperate with others Problem solve Reflect			
Drama	**Focus: Unit 2 Preparation, Performance and Production.** Learning aim A: take part in the preparations for	**Focus: Unit 2 Preparation, Performance and Production.** Learning aim A: take part in the preparations for a live performance	**Focus: Unit 1 Individual Showcase** Learning aim A: understand the skills required for the selected progression opportunity	**Focus: Unit 1 Individual Showcase** Learning aim A: understand the skills required for the selected progression opportunity Learning aim B: present a self-promotional response to the selected progression opportunity.	**Focus: N/A**	**Focus: N/A**

	a live performance Learning aim B: demonstrate performance or production skills and techniques in a performance.	Learning aim B: demonstrate performance or production skills and techniques in a performance.	Learning aim B: present a self-promotional response to the selected progression opportunity.			
Construction	Gateway Level 1 Certificate in Skills for Construction 90mins a week face to face teaching time The qualification is designed to help learners understand aspects of the construction industry and the skills required to work successfully in the industry. Units covered within the qualification will include; Health and Safety, Painting and Decorating and Carpentry, with tasters of Electrical installation and Plumbing.					
Skill for Independent Living	Gateway Entry Level 3 Certificate in Skills for Independent Living 90mins a week face to face teaching time The qualification will support students to develop their communication and transition into a college environment whilst developing their independence. This qualification focusses on the skills needed for employment, independent living, further learning or adult life in general. The units are focused on; Personal and Social Skills, Employability Skills and Learning Skills.					