



# Year 11

## What we are learning in the Autumn Term 2026

The following shows the topics we are teaching in school over this term and some links that students may find useful in supporting their learning.

Please note that all learning is supported by resources which are placed daily on Showbie. Home Learning will also be listed in [Classcharts](#) and Science are supported by e-Textbooks on [Kerboodle](#).

| Subject            | Topics students are learning in the autumn term                                                                                                                                                                                                              | Exam board and other Useful links                                                                                                                                     |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Core subjects      |                                                                                                                                                                                                                                                              |                                                                                                                                                                       |
| English            | Autumn 1: English Language Paper 1 - Fiction text: revision of reading and writing skills<br><br>English Literature Paper 1: revision of 'Macbeth' and 'Dr Jekyll and Mr Hyde'<br><br>Autumn 2: English Literature Paper 2: revision of 'An Inspector Calls' | <a href="#">AQA</a><br><br><a href="#">Seneca</a><br><br><a href="#">Bitesize J and H</a><br><br><a href="#">Bitesize Macbeth</a><br><br><a href="#">Bitesize AIC</a> |
| Maths              | In year 11, pupils will study:<br>Sequences and Proof<br>Trigonometry <ul style="list-style-type: none"> <li>- Sine/Cosine Rule</li> <li>- Area of Triangles</li> </ul><br>Inequalities and Regions<br>Volume of 3D Shapes and Prisms                        | Edexcel Exam Board<br><br><a href="#">Maths Genie</a>                                                                                                                 |
| Science (combined) | Biology:<br>Homeostasis<br><br>Chemistry:<br>Organic Chemistry<br>Using Resources                                                                                                                                                                            | <a href="#">SGS Science Revision Website</a><br><br><a href="#">BBC Bitesize - Biology</a><br><br><a href="#">BBC Bitesize - Chemistry</a>                            |

|                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                      |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
|                                     | Physics:<br>Magnetism and Electromagnetism<br>Waves                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <a href="#">BBC Bitesize - Physics</a><br><br><a href="#">AQA Specification</a>                                      |
| PE (core)                           | <p>Pupils have now re-chosen their PE pathways enabling them to take part in physical activity with a competitive, recreational or leadership focus.</p> <p>Pupils will continue to further their knowledge on advanced skills in the competitive group looking into various invasion and net games applying this knowledge to game play alongside developing their knowledge of how to outwit an opponent.</p> <p>In the recreational group, there is a particular focus on encouraging a life-long positive relationship with physical activity exploring new sports and activities which they may not have covered before.</p> <p>In the leadership group, pupils will learn the key components and attributes of a successful leader within sport through various competitive scenarios. Pupils will develop these attributes by leading one another and supporting in primary school events.</p> |                                                                                                                      |
| PSHE                                | <p>Progression:</p> <p>Character and success</p> <p>Sixth form colleges</p> <p>Vocational qualifications</p> <p>Apprenticeships</p> <p>Going to University</p> <p>Next steps</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                      |
| RE (core)                           | WWII Case Study: Peace and Conflict                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <a href="#">AQA link</a><br><a href="#">Peace and Conflict</a>                                                       |
|                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                      |
| Art                                 | <p>Finalising structures project</p> <p>Working on final outcome</p> <p>Developing final outcome for 10 hour trial exam</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <a href="#">AQA</a><br><a href="#">Outline of term 1</a>                                                             |
| Biology (Part of Separate Sciences) | <p>Homeostasis</p> <p>The start of Inheritance and Variation</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <a href="#">SGS Science Revision Website</a><br><br><a href="#">AQA   GCSE   Biology   Specification at a glance</a> |

|                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                               |
|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                               |
| Business Studies GCSE                 | Finance<br>External Influences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <a href="#">OCR Exam Board</a><br><a href="#">BBC GCSE Bitesize</a>                                                                                                                                                                           |
| Business Enterprise CNAT              | R069: Market and pitch a business proposal - coursework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <a href="#">CNAT Enterprise and Marketing specification</a>                                                                                                                                                                                   |
| Chemistry (Part of Separate Sciences) | Using Resources<br>The Extent of Chemical Change - Equilibria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <a href="#">SGS Science Revision Website</a><br><br><a href="https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462/specification-at-a-glance">https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462/specification-at-a-glance</a> |
| Computer Science                      | <p style="text-align: center;"><b>Testing &amp; Defensive Design</b></p> <p><b>Testing</b></p> <ul style="list-style-type: none"> <li>• The purpose of testing</li> <li>• Types of testing</li> <li>• Identify syntax and logic errors</li> <li>• Selecting and using suitable test data</li> <li>• Refining algorithms</li> </ul> <p><b>Defensive Design</b></p> <ul style="list-style-type: none"> <li>• Defensive design considerations</li> <li>• Input validation</li> <li>• Maintainability</li> <li>• Input Sanitisation</li> <li>• Input Verification</li> </ul> <p style="text-align: center;"><b>Images, Sounds &amp; Characters/ Advance Programming</b></p> <p><b>Data storage</b></p> <ul style="list-style-type: none"> <li>• Characters</li> <li>• Images</li> <li>• Sound</li> </ul> <p><b>Compression</b></p> <ul style="list-style-type: none"> <li>• The need for compression</li> <li>• Types of compression</li> </ul> <p><b>Additional programming techniques</b></p> <ul style="list-style-type: none"> <li>• The use of records to store data</li> <li>• The use of SQL to search for data</li> <li>• Random number generation</li> </ul> | <a href="#">Exam Board Spec.</a><br><a href="#">Isaac Computer Science</a><br><a href="#">Smart Revise</a><br><a href="#">Course Videos</a>                                                                                                   |

|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                             |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Creative<br>iMedia   | R094 TA1 & 2 Visual identity and digital graphics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <a href="#">Exam Board Spec.</a><br><a href="#">Revision Book</a><br><a href="#">Photopea</a><br><a href="#">Rocketcake</a>                                                                                                                                 |
| Design<br>Technology | Introduction to the NEA and theory<br>In the Autumn term students will research and design their own product based on their chosen context provided by the exam board. They will choose a client and create detailed designs based on their needs. They will then start their practical making, evidencing every step and justifying decisions. They will have weekly theory lessons to ensure their theory knowledge is complete.                                                                                                                                                                                                                                            | <a href="https://www.technologystudent.com/">https://www.technologystudent.com/</a>                                                                                                                                                                         |
| Dance                | <b>Theory:</b><br>Learn 2 Dance anthologies.<br>Revise section A & B<br><br><b>Practical:</b><br>Assessment of 2nd set phrase 'Flux'<br>Creation of Duo/Trio performance piece.<br>Performance in Christmas showcase.                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <a href="#">AQA</a><br><br><a href="#">Breathe video</a>                                                                                                                                                                                                    |
| Drama                | <b>Component 2</b> Devising for <b>NEA Performance (13th/14th October)</b> 10% of GCSE Grade:<br><br>Group preparation of practical work<br>Devising Performance<br>Devising Logs 1-3<br><b>Component 1</b> Revision for November Trial Exam:<br>Section A - Theatre roles and Staging layouts<br><br>Section B - Set Text<br>"Things I Know To Be True"<br>Revising the text, characters, themes etc, completing Character & Design workbook, and practising Questions 8:1-8:4<br><br>Component 1 Section C - Live Theatre<br>Revision guide & practice questions<br>Self-review of Trial Exam<br><br>Component 3 Text in Performance for March NEA:<br>Text extracts chosen | The Section B set text, Section C Revision Guide, practice questions etc will all be located on Google Classroom under Component 1B and Component 1C<br>"The Ocean at the End of the Lane" - production seen in Y9<br><a href="#">BBC Bitesize Revision</a> |

|                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Food Preparation and Nutrition</p> | <p>Students will begin the EDUQAS Food Preparation and Nutrition NEA1 by investigating the functional and chemical properties of ingredients through a range of practical experiments.</p> <p>They will plan and carry out tests, record their results accurately, and analyse the findings to draw conclusions based on scientific understanding. They will have the choice of two specific tasks that will have been released by the exam board at the start of the term.</p>                                                                                                                                                                                                                                                                                                                                     | <p><a href="https://illuminate.digital/eduqasfood/">https://illuminate.digital/eduqasfood/</a></p> <p>Exam Board EDUQAS</p> <p><a href="https://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition-gcse/#tab_keydocuments">https://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition-gcse/#tab_keydocuments</a></p>                                                   |
| <p>French</p>                         | <p>Unit 1 My School Life</p> <p>Prepare and complete Speaking Trial 1 tasks: Photo Description and Conversation</p> <p>I can describe school life in Francophone countries and compare it school life in my country</p> <p>I can give extended opinions on school subjects and compare them</p> <p>I can describe a typical day at school</p> <p>I can describe school rules and give my views on them</p> <p>I can use the perfect tense to describe my progress at school</p> <p>I can use the imperfect tense to describe my primary school</p> <p>I can talk about my experience of learning languages in all three time frames</p> <p>Unit 2 My Future</p> <p>I can use the future tense to describe my summer plans</p> <p>I can use a range of structures to describe my plans and hopes for the future.</p> | <p>Exam Board Pearson Edexcel</p> <p><a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/modern-languages-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/modern-languages-2016.html</a></p> <p>BBC Bitesize:</p> <p><a href="https://www.bbc.co.uk/bitesize/examspecs/zhkvkhv">https://www.bbc.co.uk/bitesize/examspecs/zhkvkhv</a></p> |

|                        |                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                        | <p>I can describe how I earn money or plan to earn money in the future</p> <p>I can describe possible future career pathways</p> <p>I can describe the advantages and disadvantages of different jobs and careers pathways</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Geography              | <p>Changing Economic World</p> <p>Physical Fieldwork</p>                                                                                                                                                                       | <p>AQA<br/> <a href="https://www.bbc.co.uk/bitesize/topics/zg93ycw">https://www.bbc.co.uk/bitesize/topics/zg93ycw</a></p> <p><a href="https://www.bbc.co.uk/bitesize/guides/zqk7nbk/revision/1">https://www.bbc.co.uk/bitesize/guides/zqk7nbk/revision/1</a></p>                                                                                                                                                                                                     |
| Health and Social Care | <p>RO33 - Supporting individuals through life events</p> <p>TA 2 - Impacts of life events</p> <p>TA 3 - Sources of support</p>                                                                                                 | <p><a href="https://www.ocr.org.uk/Images/711831-specification-cambridge-nationals-health-and-social-care-j835-assessment-from-2025.pdf">https://www.ocr.org.uk/Images/711831-specification-cambridge-nationals-health-and-social-care-j835-assessment-from-2025.pdf</a></p>                                                                                                                                                                                         |
| History                | <p>Finishing GCSE Eduqas topic- Elizabeth I</p> <p>Starting with:</p> <p>KQ3 Entertainment</p> <p>KQ4 The Problem of Religion</p> <p>KQ5 Catholic Plots</p> <p>Medicine Case Study: Letchworth Garden City</p>                 | <p><a href="https://www.bbc.co.uk/bitesize/guides/zw3hk7h/revision/1">https://www.bbc.co.uk/bitesize/guides/zw3hk7h/revision/1</a></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z3w89qt">https://www.bbc.co.uk/bitesize/topics/z3w89qt</a></p> <p><a href="https://www.eduqas.co.uk/media/vzupipk4/eduqas-gcse-history-spec-from-2016-e-20-12-2019.pdf">https://www.eduqas.co.uk/media/vzupipk4/eduqas-gcse-history-spec-from-2016-e-20-12-2019.pdf</a></p> |
| Music Vocational       | <p>Unit 1 - Performing. Students begin planning, researching and rehearsing for a performance in front of an audience. They will then carry out the performance, gather feedback and evaluate their work.</p>                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Music GCSE             | <p>Continuing to work on the two compositions (one to a brief released this September and one open choice), and analysing the two set work - Bach 'Badinerie' and Toto 'Africa'</p>                                            | <p><a href="https://www.eduqas.co.uk/qualifications/music-gcse/#tab_keydocuments">https://www.eduqas.co.uk/qualifications/music-gcse/#tab_keydocuments</a></p>                                                                                                                                                                                                                                                                                                       |
| Photography            | <p>Students will begin to personalise their 'Choice of</p>                                                                                                                                                                     | <p><a href="#">AQA</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                           |

|                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                     | <p>Colour' coursework project. Students will choose an aspect of their Y10 project to develop and will independently select relevant photographers and plan and create photoshoots.</p> <p>They will develop a final outcome for their coursework which they will create during their 10 hour trial exam.</p>                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                |
| Physics (Part of Separate Sciences) | <p>Magnetism and Electromagnetism</p> <p>The start of Forces</p>                                                                                                                                                                                                                                                                                                                                                                                                                | <p><a href="#">SGS Science Revision Website</a></p> <p><a href="https://www.aqa.org.uk/subjects/science/gcse/physics-8463/specification-at-a-glance">https://www.aqa.org.uk/subjects/science/gcse/physics-8463/specification-at-a-glance</a></p>                                                                                                                                               |
| PE GCSE                             | <p><b><u>Practical:</u></b><br/>Badminton, Table tennis, Football, Hockey, Netball or Handball</p> <p><b><u>Theory:</u></b><br/>Completion of coursework (Analysing and Evaluating performance). Applying all content covered to an analysis of performance in their chosen sport</p>                                                                                                                                                                                           | <p><a href="#">Analysing and evaluating performance - Bitesize</a></p> <p>Kerboodle AQA GCSE PE 1-9 Pages 156-157</p>                                                                                                                                                                                                                                                                          |
| RE GCSE                             | Islamic Practices                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><a href="#">Bitesize Islamic Practices</a></p> <p><a href="#">AQA Religious Studies Islamic Practices</a></p>                                                                                                                                                                                                                                                                               |
| Spanish                             | <p>Unit 1 My School Life</p> <p>Prepare and complete Speaking Trial 1 tasks: Photo Description and Conversation</p> <p>I can describe school life in Francophone countries and compare it school life in my country</p> <p>I can give extended opinions on school subjects and compare them</p> <p>I can describe a typical day at school</p> <p>I can describe school rules and give my views on them</p> <p>I can use the perfect tense to describe my progress at school</p> | <p>Exam Board Pearson Edexcel</p> <p><a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/modern-languages-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/modern-languages-2016.html</a></p> <p>BBC Bitesize:</p> <p><a href="https://www.bbc.co.uk/bitesize/examspecs/zhkvkhv">https://www.bbc.co.uk/bitesize/examspecs/zhkvkhv</a></p> |

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                         |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                        | <p>I can use the imperfect tense to describe my primary school</p> <p>I can talk about my experience of learning languages in all three time frames</p> <p>Unit 2 My Future</p> <p>I can use the future tense to describe my summer plans</p> <p>I can use a range of structures to describe my plans and hopes for the future.</p> <p>I can describe how I earn money or plan to earn money in the future</p> <p>I can describe possible future career pathways</p> <p>I can describe the advantages and disadvantages of different jobs and careers pathways</p> |                                                                                                                                                                         |
| Sports Studies<br>CNAT | <p>Practical:<br/>Badminton, Table tennis, Football, Hockey, Netball or Handball</p> <p>Theory:<br/>Completion of evaluation of delivered practical session<br/>RO51 - Contemporary issues in sport - Exam content in preparation for June exam</p>                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                         |
| ASDAN                  | <p>Year 11:<br/>Working towards collecting credits towards a GOLD award.</p> <ul style="list-style-type: none"> <li>• Supporting students with College Applications</li> <li>• Homework support</li> <li>• Revision</li> <li>• Team Work Challenges</li> </ul>                                                                                                                                                                                                                                                                                                     | <a href="https://www.asdan.org.uk/">https://www.asdan.org.uk/</a>                                                                                                       |
| Psychology             | <p>Memory topic:<br/>Information processing<br/>Models of memory<br/>Case studies</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <a href="https://sites.google.com/bohunt.hants.sch.uk/bet-gcse-psychology?usp=sharing">https://sites.google.com/bohunt.hants.sch.uk/bet-gcse-psychology?usp=sharing</a> |

|  |                                                                                                                                                                                                                |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | <p>Advertising and influencing memories</p> <p>Sleep and dreaming topic:<br/>Sleep cycles<br/>Sleep problems<br/>Dream analysis and theories<br/>Sleep hygiene</p> <p>Research methods and revision skills</p> |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|