| In year 11, students are in sets for English, Maths, Science and Statistics, and mixed ability groupings for all other subjects. Personal Development (PSHE, RSE and Careers Education) is taught in tutor time once a week, and on Search Days. We spend a lot of time preparing students for the decision they make about Post 16 options. This includes a one to one careers interview, a dedicated Post 16 Search day and a number of Zooms and assemblies from local colleges and sixth forms.Every Monday, from 2.40 - 3.40pm, students complete an exam practice paper in tutor time. The purpose of exam practice is to give students ample practice and preparation for sitting exams, ahead of their GCSEs at the end of the year. We also run a targeted intervention programme that starts in September of Year 11. Students identified as being below target in key subjects attend intervention classes from 3pm - 4pm for 7 to 10 weeks on Tuesday and Thursdays. Teachers teach using a common approach we call ‘[How we Teach at Heartlands](https://cdn.realsmart.co.uk/a4f2eec442dc510be34096846956cbfc/uploads/2022/08/26101058/How-We-Teach-at-Heartlands-Booklet-Digital.pdf)’. Every lesson begins with a ‘DO NOW’ which tests prior learning. We expect 100% of students to follow our routines so they can be successful. Our classroom habits include ‘paired talk’ and ‘cold call’ which teachers use to check attention as well as understanding. Students are expected to have ‘strong discussions’ where they give opinions back by evidence and listen to others. Teachers model answers before students then do independent practice. Students get live feedback in class and do two formal assessments a year. At Key Stage 4 we particularly emphasise the importance of exam practice so they are confident in answering different types of exam questions. We also guide students on how to revise effectively so they are organised and prepared for their final exams.  |
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|  | Half term 1 | Half Term 2 | Half Term 3 | Half term 4 | Half term 5 |
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| English  | Literature Paper 1: Jekyll and Hyde | Literature Paper 1: Jekyll and Hyde (2 weeks) Language Paper 1: - Sci-Fi and the Gothic | Literature Paper 2: Power and Conflict Poetry (3 of the cluster of 15) | Unseen Poetry (3 weeks)Revision (targeted key areas identified from the Mocks) | Revision (targeted key areas identified from the Mocks) |
| Maths  | Foundation[Module 17 –](http://higher/Module%206%20-Collecting%20Data.docx) Further Percentages[Module 18 –](http://higher/Module%206%20-Collecting%20Data.docx) Circles[Module 19 –](http://higher/Module%206%20-Collecting%20Data.docx) Surface Area and VolumeHigher[Module 20 –](http://higher/Module%206%20-Collecting%20Data.docx) Algebraic Proof[Module 21 –](http://higher/Module%206%20-Collecting%20Data.docx) Kinematics[Module 22 –](http://higher/Module%206%20-Collecting%20Data.docx) Further Trigonometry[Module 23 –](http://higher/Module%206%20-Collecting%20Data.docx) Transformations of Functions | Foundation[Module 20 –](http://higher/Module%206%20-Collecting%20Data.docx) Simultaneous Equations[Module 21 –](http://higher/Module%206%20-Collecting%20Data.docx) Polygons[Module 22 –](http://higher/Module%206%20-Collecting%20Data.docx) TrigonometryRevision for mockHigher[Module 24 –](http://higher/Module%206%20-Collecting%20Data.docx) Volume and Surface Area[Module 25 –](http://higher/Module%206%20-Collecting%20Data.docx) Iteration[Module 26 –](http://higher/Module%206%20-Collecting%20Data.docx) Circle Theorems[Module 27 –](http://higher/Module%206%20-Collecting%20Data.docx) Vectors | FoundationRevision for mockMock[Module 23 –](http://higher/Module%206%20-Collecting%20Data.docx) Solving QuadraticsRatio revisionHigherRevision for mockMock[Module 28 –](http://higher/Module%206%20-Collecting%20Data.docx) Quadratic Inequalities[Module 29 –](http://higher/Module%206%20-Collecting%20Data.docx) Further Graphs[Module 30](http://higher/Module%206%20-Collecting%20Data.docx) - Congruence | Tailored revision plans | Tailored revision plans |
| Science  | B6.2 and B6.3 Monitoring and Maintaining Health | C6 Improving Processes and products | Mock exams and FIT | Revision of key topics and FIT | Revision of key topics |
| Citizenship  | Paper 1: Politics and ParticipationGovernment* The Constitution
* The Monarchy
 | Paper 1: Politics and ParticipationGovernment* Parliament
* Government
 | Paper 1: Politics and ParticipationElections, voting and devolution* Elections
* Voting
* MPs
* Local government
* Devolution
 | Revision | Revision  |
| Statistics | Types of experimentSimulationsControl groups & matched pairsRandom responsePetersen Capture-Recapture | Comparative pie chartsComparative pie chartsHistogram (unequal widths)Histogram (unequal widths)Recap Venn diagramsProbability from Venn diagrams | Geometric meanWeighted meanStandard deviation IStandard deviation IICalculating skewSketching normal distributionsNormal distribution percentagesStandardised scoresQuality Control charts | Tree diagram expected frequenciesBinomial distributionsBinomial distributionsBinomial distributions | Non-linear correlationsComparing Spearman's & PMCCCalculating equation of regression lineConditional from Venn / General addition lawWhole GCSE in reviewEvaluating hypothesesMaking comparisonsSEC revisitedExtended answers |
| Option Subjects  |
| Geography  | Paper 2 - Changing Economic World (NIgeria) | Paper 2 - Changing Economic World (NIgeria) | Paper 2 - Changing Economic World UK | * Paper 3 - Pre-Release
* GCSE Exam Revision
 |  |
| History  | Paper 3: Weimar to Nazi GermanyKey Topic 1: Weimar Republic 1918-19 (10 lessons)Key Topic 2: Hitler’s Rise to Power (7 lessons) | Paper 3: Weimar to Nazi GermanyKey Topic 3: Nazi control and dictatorship (8 lessons)Revision Paper 1 and Paper 2 | Paper 3: Weimar to Nazi GermanyKT4: Life in Nazi Germany (8 lessons)Paper 1 MIB revision  | Paper 1 MIB overview revisionPaper 2 EEE revisionPaper 2 SR revision  |  |
| Computing  | 2 lessons of theory a fortnight teaching Cyber security theory (Unit 7)3 lessons of practical a fortnight conducting an advanced programming project using Python programming on the computer (Unit 3) | 2 lessons of theory a fortnight teaching SQL and relational databases (Unit 8)3 lessons of practical a fortnight conducting an advanced programming project using Python programming on the computer (Unit 3) | 2 lessons of theory a fortnight teaching SQL and relational databases (Unit 8)3 lessons of practical a fortnight conducting an advanced programming project using Python programming on the computer (Unit 3) | 2 lessons of theory a fortnight teaching Ethical, Legal and Environmental concerns in Computing, and explicitly learning how to undertake long mark exam questions (Unit 9)3 lessons of practical revising application of programming (Unit 3) | Post Mocks Revision plan is devised and implemented based on key areas of revision needed to be conducted. This typically includes:* Network Protocols
* Subroutines
* 2D arrays
* FDE and Memory
* SQL
* Legal issues
* Compression
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| Spanish  | Theme 2: Local, national, international and global areas of interest | Theme 3:My Studies, School Life, Further Study,Jobs & Future Plans | Revision Mod 1-5Revision on School Life: Focus on Imperfect tense and comparatives. Including Golden Rules for Higher abilityRevision on Healthy Lifestyle. Focus on giving extended reasons. Understanding different tenses.Practice for Speaking examRevision on all 8 modules, including vocabulary and grammar, and all 4 skills. |  |
| French  | Theme 3:Current and future study and employment | Theme 2: Local, national, international and global areas of interest | GCSE revision and speaking preparation - all modules. |  |
| Music  | Revision / exam techniqueBhangraComp 2 (Brief) - beginPerformance - work on both performances | AoS1 Aural skillsComplete 1st draft comp 2Record solo & ensemble performance - draft | Revision & exam techniqueComp 2 completed by Feb half termEnsemble performance | Revision & exam techniqueComp revisionsRe-record performances if necessary | RevisionComposition logs/scores |
| Drama  | Students continue to explore and understand the set text for the component 3 written exam in addition to live theatre analysis. Students learn and explore the remaining design elements and how to respond to a range of exam style questions from the perspective of the actor, director and designers.  | Students continue to explore, practice and revise the set text for the component 3 written exam in addition to live theatre analysis. Students learn and explore the remaining design elements and how to respond to a range of exam style questions from the perspective of the actor, director and designers.  | Students explore selected extracts from a selected play text to learn, interpret, identify artistic intentions and rehearse to realise these in a practical performance assessment.  | Students continue to rehearse and finalise selected extracts from a selected play text to realise their artistic intentions in a practical performance assessment.  | Students revise for their upcoming GCSE component 3 written exam.  |
| Art | Component 1: Mock Exam Assignment - Personal Portfolio project (Can continue from last Term in Y10) Continue to complete Mock Exam project started in Y10 Summer Term (includes a period of sustained focus) | Component 2: Externally Set Assignment |  |
| Design and Technology  | NEA - Development Core technical principles  | NEA - Making Core technical principles  | NEA - EvaluatingRevision of topics  | Exam preparation and revision  | Exam preparation and revision  |
| Food And Nutrition | **Food Science:** Based on NEA1 release. This unit is based on food science reactions between ingredients, heat and variable changes.**NEA1 from week 3 to week 7:****NEA 1 includes:** **Students will produce a portfolio with supporting evidence.** **2 lessons a fortnight are practical** | **NEA1 Weeks 8 to 10 :****During NEA 1, 1 lesson a fortnight is theory based.****NEA 1 includes: finalising** * Results Analysis
* Conclusion

**2 lessons a fortnight are practical** | **NEA2:** This unit will focus on how to research and prepare a menu for a specific diet or event. Students will produce a portfolio with supporting evidence. Students will learn about key technical skills and food styling.**1 lesson a fortnight is theory based.** The theory will be based on Diet, health and Nutritional needs this includes:* Balanced diet
* Nutrients needs by different groups
* Impact of diet on health
* Types of medical diets
 | **NEA2:**Students to complete and submit NEA2 after practical application completion. Evaluation the final section to complete at this point. |