Year 11: Spring

	Spring 1	Spring 2
English	Learners will continue to read *Never Let Me Go* as part of an ongoing exploration of genre and to encourage reading for pleasure. This text supports thoughtful discussion and reflection, helping students to broaden their literary experience while developing deeper engagement with reading beyond the classroom. **Individual research and presentation** Learners will have the opportunity to create a talk about a topic of their choice. They will develop the skill of speaking in front of a small group and be able to respond to questions from their peers. A great opportunity to develop confidence and share information about something important to them. In addition to this, learners will continue to develop the skills to analyse and write non fiction texts in preparation for functional skills exams.	**Writing in the real world** Gain an understanding of how to write in response to real life scenarios. Exploring the conventions of non fiction texts and creating own texts which convey opinions and views in a convincing manner. Learners will develop the art of persuasion through the use of carefully crafted sentences and linguistic devices.
Maths (GCSE – Foundation)	**Reasoning** Multiplication, geometric, algebraic	**Revision and Communication** Transforming and constructing, Listing and describing Show that ....
Math (Functional Skills)	**Proportion and Ratio** – scaling and sharing in a given ratio **Scale drawing** – draw to scale, find actual scale **Probability –** expressing probability in words/figures Problem solving using money	**Number** Decimals Percentage Applications Data Handling Measures of Average
Computing	**ICDL spreadsheet skills** • Formulas • Functions • Charts	**ICDL productivity skills** • Planning • Software choice • File management
	Online safety message	

		• Safer Internet day 10/2/26 • Smart tech, safe choices – Exploring the safe and responsible use of AI	
	Science	**Resources** • Electron transfer, oxidation and reduction • Metal Extraction by reduction of oxides • Metal Extraction by electrolysis • Metal Extraction by biological methods • Energy resources • Energy conservation and dissipation • Preventing unwanted energy transfers • Energy efficiency	**Revision and Exam Preparation** • Walking Talking Mocks • Topic Recap • Exam Technique • Personalised Revision plans • Practice Papers
Options	**Art**	**Component 3: Responding to a Client Brief – External assessment** In this component, learners will interpret a client brief that is asking them to produce specific art or design work for an identified audience. They will use their skills to understand the constraints and the requirements of the brief. They will use planning and organisation skills to ensure that the work can progress and develop in a structured way. Learners will ensure that the work meets the requirements of the brief by continually reviewing the work in relation to client needs. Finally, they will present the work in an appropriate format for the client, in order to communicate the development and the final response.	
	Computing	**Theory** • Sort & search Algorithms • Networking • Issues • Essay style questions	**Programming** • Revision of constructs • Turtle
	Geography	**Climate Change** Students will begin to consider the effects of global warning and analyse evidence to consider the consequences of climate change. Then following on, researching into the effects of climate change in Africa and Australia. Finally completing the topic on by learning about the significance of the Arctic food chain and its importance as a habitat for the arctic Polar Bear.	**World Development** The World Development topic this half term is part of Theme 1: Changing Places – Changing Economies, covers the global, uneven nature of development, examining measures of development, causes of the development gap, and strategies to reduce it. Key focus areas include globalisation, transnational corporations (TNCs), and the role of aid
	Construction	**Trade Specialism Enhancement**	

		Now year 11 have nearly finished BTEC portfolio, next term will be spent developing individual skills in a trade learner are most interested in pursuing further. This can include Advanced Carpentry Operations, Advanced Plumbing Operations, Advanced Decorating Operations, or Advanced Electrical Operations. Extra accreditation to be achieved through AQA Unit Award Scheme.	
	Graphics	**Externally Set Assignment**	
		Learners will need to choose one of the starting points and produce a personal response. Their work will be marked according to how well you have shown evidence of: • Developing ideas through investigations, demonstrating critical understanding of sources. • Refining work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. • Recording ideas, observations and insights relevant to your intentions as work progresses. • Presenting a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	
	Travel and Tourism	**Unit: Promotion**	**Unit: Hospitality**
		To understand how the travel and tourism products and services are promoted To produce promotional material for travel and tourism Know how to present promotional material for travel and tourism	To identify hospitality providers in our area Describe products and services offered by a chosen accommodation provider Describe products and services offered by a chosen food and drink hospitality provider Explain why customer service is important to hospitality providers
	Hospitality	**Unit 1: Introducing the Hospitality Industry**	**Unit 7: Food and Beverage Service in the Hospitality Industry**
		This unit explores different aspects of the hospitality industry by looking at its component parts, gaining an insight into the business of hospitality and the different products and services it provides. It further explores how these products and services are offered in a range of settings to meet the requirements of different hospitality areas. Another area of investigation is how hospitality interacts with other industries, gaining knowledge and understanding of these important business relationships. Finally, investigation into the trends and issues that affect how hospitality businesses function. Here you will explore the significance of a range of distinct factors affecting business	In this unit you will learn to develop the skills and practices required to work in this area of the hospitality industry. You will learn how to prepare the service area using appropriate personal presentation, professional, safe and hygienic practices, as well as using the appropriate equipment for the service style used and why it is essential to follow professional, safe and hygienic practices when providing food and beverage service. It is also essential to understand the impact of not doing so. You will have the chance to practise your skills to serve customers with food and beverages. During this process, you will be able to collect feedback from your customers and colleagues, and you will then have the opportunity to review and reflect on the success of your performance. Once a week you will take on the role of a member of staff within the schools Discover-Tea Coffee Shop.

		operations, discovering how the hospitality industry responds and manages the impact of these influences.	
	Vocational	As part of their vocational studies, our Sport and Health & Social Care students are reaching the final stages of their courses. Sport students are putting their skills into practice by assisting with physical activities, while Health & Social Care students are providing creative, inclusive sessions for participants. Together, they deliver joint activities that combine movement, games, and creative tasks, giving students the opportunity to apply their learning in a real-world setting. This collaborative approach develops teamwork, communication, and practical skills, while ensuring activities are enjoyable, safe, and tailored to the needs of participants.	
	Food	• Food Assessment • Get set and cook • Practicing your dishes and completing assessment work	• Cooking for your future • Looking at developing your skills for cooking and preparation for life • Trying the new skills and dishes
	PSHE	**Next Steps** Students will learn; • how to use feedback constructively when planning for the future • how to set and achieve SMART targets • effective revision techniques and strategies • about options post-16 and career pathways • about application processes, including writing CVs, personal statements and interview technique • how to maximise employability, including managing online presence and taking opportunities to broaden experience • about rights, responsibilities and challenges in relation to working part time whilst studying how to manage work/life balance	**Independence** Students will learn; • how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads) • emergency first aid skills • how to assess emergency and non-emergency situations and contact appropriate services • about the links between lifestyle and some cancers • about the importance of screening and how to perform self-examination • about vaccinations and immunisations • about registering with and accessing doctors, sexual health clinics, opticians and other health services • how to manage influences and risks relating to cosmetic and aesthetic body alterations about blood, organ and stem cell donation