

YEAR 11

What are we studying?



Subject	Last Term We Studied...	This Term We are Studying...
English	<p>Literature</p> <ul style="list-style-type: none"> • Anthology Poetry, An Inspector Calls <p>Language</p> <ul style="list-style-type: none"> • Spoken Language, C1 and C2 Reading and Writing skills 	<p>Language: Consolidation of the skills below:</p> <ul style="list-style-type: none"> • Narrative Writing, • Transactional Writing, • C1 and 2 Reading <p>Literature: Consolidation of the texts and skills below:</p> <ul style="list-style-type: none"> • Macbeth • Anthology Poetry • Unseen Poetry • An Inspector Calls • A Christmas Carol
Maths	<p>Core/Plus</p> <p>Proportion 11</p> <ul style="list-style-type: none"> • Direct and indirect proportion including graphs <p>Algebra 16</p> <ul style="list-style-type: none"> • Sequences; find the nth term of a linear sequence including patterns, generate a sequence given and nth term, determine if a number is a term in a given sequence. • <i>Core plus and extension only:</i> Simplify algebraic fractions, perform all operations on algebraic fractions, solve equations involving algebraic fractions <p>Shape 16</p> <ul style="list-style-type: none"> • Pythagoras and Trigonometry - recap Pythagoras Theorem, • Know the exact values of sin and cos for 0, 30, 45 60 and 90 and for tan 0, 30, 45 and 60. <p>Core plus and extension only:</p> <ul style="list-style-type: none"> • Apply Pythagoras Theorem and right angled trigonometry to 3D shapes • Use the Sine and Cosine rules to find missing lengths and angles <p>Proportion 12</p> <ul style="list-style-type: none"> • Proportion problems including; applying all four operations with decimals and fractions, • Rounding including significant figures • Estimation • Ratio notation, dividing by a ratio, problems solving with fractions, percentages and ratio • Draw graphs from ratio <p>Shape 17</p> <ul style="list-style-type: none"> • Bearings and Scale Diagrams <p>Proportion 13</p> <ul style="list-style-type: none"> • Percentages including finance : percentage of an amount, percentage change, reverse percentage change, profit and loss. growth and decay 	<p>FOUNDATION</p> <p>Number</p> <ul style="list-style-type: none"> • Calculating with all four operations with fractions (including mixed numbers), calculating WITH percentages, use of calculator <p>Ratio and Proportion</p> <ul style="list-style-type: none"> • Solving problems with fractions/ratio and percentages, best buy, scaling problems, similar shapes, calculating with ratio <p>Geometry</p> <ul style="list-style-type: none"> • Area and perimeter of rectangles, triangles, parallelograms, trapeziums and compound shapes <p>Algebra</p> <ul style="list-style-type: none"> • Expanding and factorising linear expressions, solving equations with unknowns one side and unknown two sides <p>Number</p> <ul style="list-style-type: none"> • Prime factors, HCF and LCM <p>Data and probability</p> <ul style="list-style-type: none"> • List all outcomes for events, two way tables, frequency trees, Venn Diagrams - construction and notation, relative frequency <p>Geometry</p> <ul style="list-style-type: none"> • Angle facts, Angles in polygons, area and circumference of circles <p>Data and probability</p> <ul style="list-style-type: none"> • Construction and interpretation of pie charts, tree diagrams, averages <p>HIGHER</p> <p>Number</p> <ul style="list-style-type: none"> • Indices, and error bounds, calculating with percentages. standard form, calculating with standard form <p>Algebra</p> <ul style="list-style-type: none"> • Factorising quadratic expressions including completing the square, quadratic graphs - solving and key features e.g. roots, turning points and y intercept <p>Geometry</p> <ul style="list-style-type: none"> • Transformations, recap of Pythagoras Theorem and trigonometry <p>Algebra</p> <ul style="list-style-type: none"> • Direct and indirect proportion <p>Data</p> <ul style="list-style-type: none"> • Cumulative frequency, box plots, frequency polygons, averages, histograms, capture recapture <p>Algebra</p> <ul style="list-style-type: none"> • Linear graphs including parallel and perpendicular, recurring decimals, linear inequalities <p>Geometry</p> <ul style="list-style-type: none"> • Circle Theorem, arcs and sectors, area and volume (including spheres, cones and pyramids), similar shapes <p>Algebra</p> <ul style="list-style-type: none"> • Changing the subject, iteration, simultaneous equations, geometric and quadratic sequences <p>Number</p> <ul style="list-style-type: none"> • Surds, rationalising the denominator

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<p>Science (Biology, Chemistry & Physics)</p>	<p>B4 - Bioenergetics</p> <p>C5 - Energy Changes</p> <p>P4 - Radiation</p> <p>P5 - Forces</p> <p>B5 - Homeostasis and Response</p>	<p>P5 - Forces - How forces shape the world around us and how we can use them in daily activities.</p> <p>P6 - Waves - How they travel, their properties and their uses.</p> <p>P7 - Magnetism and Electromagnetism - Investigating the force of magnetism and its uses in electromagnets</p> <p>B5 - Homeostasis and Response - Exploring the nervous and endocrine system and their uses in the body.</p> <p>B6 - Inheritance - How genes are linked with inherited characteristics from parents and potential disorders</p> <p>C6 - Rates of reaction - In this topic we will investigate factors affecting the rate of reactions and how these can be used in industry.</p> <p>C7 - Organic Chemistry - Investigating the world of hydrocarbons and how we can split them into more useful substances.</p> <p>C8 - Chemical analysis - Investigating chromatography, gas tests and pure/ impure substances.</p> <p>C9 - Chemistry of the atmosphere (excluding Triple) - Investigating the composition of the atmosphere both past and present and factors causing change</p>
<p>Geography</p>	<p>Unit 1: Coasts Students studied physical processes at the coast and the landforms associated with these. They studied a search of the UK coastline (Holderness Coast) to show the effects and responses to coastal erosion.</p> <p>Unit 3: Physical Fieldwork Students undertook a fieldwork study - does hard engineering control longshore drift at Redcar?</p>	<p>Unit 3: Human Fieldwork Students undertake a fieldwork study - Do housing inequalities exist in Middlesbrough?</p> <p>Unit 1: Rivers This unit builds on the physical processes and landforms along rivers. Flooding and management are also studied. They examine the River Tees as an example of a river that has been managed to reduce the risk of flooding.</p>



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<p>Art</p>	<p>Human Condition - Component 1 60% (First Full Project): Students were working on producing evidence for the 4 assessment objectives. They were encouraged to explore their own personal style whilst engaging with the work of artists, craftspeople and designers to aid the development of a personal response. This project was a sustained investigation from an initial starting point, recording the journey through A2 project boards, larger scaled pieces and annotations to explain ideas and context. Students this term were exploring relevant media ensuring refinement of outcome. Students then selected the most appropriate experiments to produce their final response to the project. Students completed this project with their resolved final outcome before completing a period of student response time..</p>	<p>Mock Exam - Component 1 (Project 2): Students are given a past exam paper to allow them the experience of selecting one of the seven starting points provided and leading their own development through the 4 assessment objectives. They are encouraged to explore their own personal style whilst engaging with the work of artists, craftspeople and designers to aid the development of a personal response. This project is a sustained investigation from an initial starting point, recording the journey through portfolio work, larger scaled pieces and annotations to explain ideas and context. Students explore relevant media ensuring refinement of outcome and the inclusion of drawing & annotation relevant to the chosen media.</p>
<p>Photography</p>	<p>Fragments - Component 1 60% (Sustained Project): Students will continued their main project based on the theme Fragments and began producing evidence for Assessment Objectives 2 and 4. Students refined their ideas by exploring their use of the camera, lighting and composition before moving on to explore how they could alter their photographs digitally and by hand. Students annotated this journey and used it to make their own personal and meaningful outcome that reflected the best of what they had explored in response to the theme.</p>	<p>Mock Exam - Component 1 (Project 2): Students are given a past exam paper to allow them the experience of selecting one of the seven starting points provided and leading their own development through the 4 assessment objectives. They are encouraged to explore their own personal interests whilst engaging with the work of historical and contemporary photographers to aid the development of a personal response. This project is a sustained investigation from an initial starting point, recording the journey through a digital portfolio, larger scaled printed pieces and annotations to explain ideas and context. Students explore photographic techniques ensuring refinement of outcome and the inclusion of drawing & annotation relevant to the chosen theme.</p>
<p>3D Design</p>	<p>Myths and Monsters: Students exploration the brief for Myths and Monsters Set, Costume and Prop Design. They began by researching existing designs by looking at the work of existing 3D designers to support their ideas development. Students then began to explore a range of techniques and materials for creating accurate textures in our model making.</p>	<p>Myths and Monsters: This term the students will be exploring materials, making methods and developing their ideas through experimentation including use of sketchup/blender, 3D printing and laser cutting where appropriate. Students will be constructing, refining and completing their personal and meaningful final outcome informed by the experimentation we have undertaken.</p>
<p>Hospitality and Catering</p>	<p>Unit 2 - Preparation for the controlled assessment to be completed in Year 11: The students studied the functions of nutrients in the human body and the nutritional needs of specific people relating to age and specific dietary requirements. They also learnt about how cooking methods impact the nutritional value of food. Students were provided with a mock assessment brief and created a production plan for two chosen dishes. Students then prepared, cooked and served dishes under exam conditions in their mock practical exam. Students then evaluated their final outcomes and own performance. Students also completed a mock written exam.</p>	<p>Unit - Non exam assessment: To begin their NEA students will recap learning on nutrition. Students are issued with an assessment brief from the exam board. They will plan, prepare, cook, serve and evaluate two dishes that suit the two customers stated within the brief. They have 12 hours in which to complete their planning, practical work and evaluation. Practical lessons in preparation for their practical assessment continue to help develop skills required in their practical exam.</p>

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Computer Science	CPU components and the characteristics affect performance: Students studied the Common CPU components and their function, the factors that affect their performance, the purpose of embedded systems and the differences between RAM and ROM. Students also learnt how virtual memory is used and how to estimate data capacity requirements and justify a suitable storage device for a range of scenarios.	Networks and How data is used: Students will learn about the factors that affect network performance and the roles of devices in client-server & P2P networks. They will also be learning about which types of hardware can be used to connect devices in a network and the different network types, topologies and layers. They will look at the differences between IP and MAC addresses and how is data transmitted via wi-fi, ethernet and bluetooth. Students will then move on to look at the different threats posed to networks before looking at operating systems and the different types of software that can be used within them.
IT	Assessment Practice and Live Assessment (Images): Students have looked at an example brief and analysed its requirements to determine how their spreadsheet needs to be designed. Students then produced their spreadsheet and tested it. Students then moved on to build a database to fit the clients needs before producing a logo to fulfil the entire brief. In the final half term of the year students began their live assessment as set by the exam board.	Live Assessment (Spreadsheets/Databases/Automated Documents): Students will be working on their live assessment brief as set out by the exam board.
Business	People: Students have learnt about the financial and non financial methods of motivation and the importance of employee motivation and retention. We then went on to learn about different training methods and why businesses train their workers and the benefits to employees and businesses of staff development. Through this we also looked at the impact of current legislation on recruitment and employment. Operations: Students then went on to learn about different production processes and their impact on businesses, the influence of technology on production and the impact on businesses. Students then went on to learn about the concept of quality when supplying good and services and methods of ensuring quality.	Operations: Students this term will be learning about methods of selling and the influence of e-commerce on business activity. Students will look at the advantages of product knowledge, customer engagement to good customer service and after care. Students will then learn about business law, location and the role of suppliers. Finance: We will then move on to study the purpose of the finance function and the influence this has on business activity before looking at sources of finance, the reasons businesses need finance and ways of raising finance. We will then move on to learn about revenue, costs and profit and loss in business and their importance in business decision-making.



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History	<p>Unit 3: Germany students were able to compare how Weimar Germany was treated after losing WWI to the Allies. Students were able to explain the challenges facing the Weimar Republic between 1919-1923. The students also learnt how Germany recovered under Stresemann and that the Stresemann Era was known as the 'Golden Age'. The students prepared for their summer mock examinations and their masterclasses were delivered on Medicine and Elizabethan England.</p>	<p>Unit 3: Germany They students will have the opportunity to study Hitler's early career and the Rise of the Nazis. Students will be analysing and arriving at a judgement of how Hitler and the Nazis came to power, including how Hitler was able to create a dictatorship and create a police state. Then finally the students will be studying the treatment of the minorities.</p> <p>Unit 2: American West Student learn about conflict and conquest on the plains. This develops key concepts which are threaded throughout the History curriculum including; democracy, government, religion and law and order.</p>
Games	<p>Students looked at the following 2 concepts across the summer term.</p> <p>Decision making during track & field Students will look at how they can improve PB's in some of the following track & field events, (100m, 200m, 400m, 800m, Javelin, Long Jump, Shot Putt, High Jump & Discus.), with the aim of completing a pentathlon.</p> <p>Solving game situations as they arise Students will be developing their range of skills, techniques and tactics in striking & fielding sports including rounders, cricket & softball.</p>	<p>Students will cover 3 different concepts this term, as described below. Each concept is covered for 5 weeks with students having a choice of activity.</p> <p>Sporting Values:</p> <ul style="list-style-type: none"> Football, Handball, Netball or Rugby <p>Leadership and Motivation:</p> <ul style="list-style-type: none"> Football, Rugby, Benchball or Basketball <p>Making Activities Fun:</p> <ul style="list-style-type: none"> Football, Table Tennis, Volleyball or Handball
French or Spanish	<p>Theme 2 Local Area, holiday & travel Holidays including Travel & Tourist transactions</p> <ul style="list-style-type: none"> Expressed where I go (destinations) Expressed where I stay (accommodations) discussing preferences and plans (opinions and future tense) Described past experiences Conducted tourist transactions (role play focus) 	<p>Theme 3 - School What school is like:</p> <ul style="list-style-type: none"> School trips and events <p>Theme 4 Future aspirations, studies and work</p> <ul style="list-style-type: none"> Continuing to study vs. other future projects Jobs and career choices Future plans Learning languages beyond the classroom <p>Theme 5 International & global dimensions</p> <ul style="list-style-type: none"> Talk about health and social campaigns sport and music events in TL countries Environmental issues and solutions Access to natural resources



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<p>Health and Social Care</p>	<p>Component 1 - Human Lifespan Development</p> <p>LO1 A - Understand human growth and development across life stages and the factors that affect it.</p> <p>LO1 B - Understand how individuals deal with life events.</p> <p>In this component, individuals studied the areas of growth and development and how they contributed to the whole person (P.I.E.S.). As well as reflecting upon factors impacting on lives, including lifestyle, culture, relationships and the ways in which this can affect development.</p>	<p>Component 1 PSA</p> <p>Students will complete Component 1 of the PSA which will account for another 30% of their final grade. This will include:</p> <ul style="list-style-type: none"> • Main life stages • Areas of growth and development • Physical ill health and disabilities • Factors - lifestyle, emotional and social factors, economic factors • life events - physical and mental illness, relationship changes and life circumstances • coping and adapting with change • Levels of support (informal, voluntary, professional) • Multi Agency working • Types of Support
<p>Music</p>	<p>Free Composition</p> <p>Mock Exam</p> <p>Mock Performance (solo)</p> <p>Mock Performance (ensemble)</p>	<p>Revisit Forms & Devices in more depth via Area of Study 1 (Bach Badinerie), focus on development of coursework for composition and performance.</p> <p>Revisit Area of Study 4 (Popular Music), Mock Exam, Performance & Composition Development</p> <p>Work towards Christmas Gala concert.</p>
<p>Sports Studies</p>	<p>Last term students completed and improved the following tasks which will account for 40% of their final mark.</p> <p>R185 Leadership & Performance In Sport</p> <p>TA1 - Key components of performance.</p> <p>TA2 - Applying practice methods to support improvement in a sporting activity.</p> <p>TA3 - Organising and planning a sports activity session.</p> <p>TA4 - Leading a sports activity session</p> <p>TA5 - Reviewing your own performance in planning and leading a sports activity session</p>	<p>R186 Media Unit</p> <p>Students will be exploring the sources and positive and negative effects of media on sport and beginning the next coursework unit which accounts for 20% of their final grade.</p> <p>R184 exam Unit</p> <p>Students will also be beginning the exam topic looking at the following 2 areas.</p> <p>TA1 - Barriers to participation</p> <p>TA2 - Promoting Sporting values</p>
<p>Drama</p>	<p>Unit 1:</p> <p>Students will select their stimulus for their devised exam, this performance is worth 20% of their final mark. They will prepare their piece for examination in June. They will then prepare a written portfolio to accompany this. Explaining their decisions and the process of devising to then look at the set Stimuli for their final Unit 1 exam.</p>	<p>Learners will complete their portfolio work for unit 1. they will evaluate and analyse the previous performance. Students will be able to confidently talk through the process.</p> <p>Learners will use a variety of scripts to develop their performance skills further in preparation for their final Unit 2 exam performed next term. Students will select and work with their chosen extract. Students will further develop their understanding of Blood Brothers. Students will develop understanding of lighting, costume and sound in a play text.</p> <p>Students will continue to develop their understanding of the live performance, analysing and evaluating this in detail and applying this knowledge to exam style questions.</p>

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Life	<p>How can I prepare for future employment?</p> <ul style="list-style-type: none"> • Online profile • CV writing • Skill building <p>What are the similarities and differences between Christianity and Islam?</p> <ul style="list-style-type: none"> • Holy books • Main principles • Morals and ethics • Life events and holidays 	<p>Tutor and drop down sessions of:</p> <ul style="list-style-type: none"> • SRE/Unhealthy behaviours • SMSC/Mental Health • Religion • Careers

Area	Last Term We Studied...	This Term We are Studying...
Assembly Focus	<ul style="list-style-type: none"> • Anti Social Behaviour • Expectations and behaviour • Religious celebrations • Culture: Different cultures • Elections and voting: who will be our Prime Minister? 	<ul style="list-style-type: none"> • Expectations and behaviour • ACE Program • Remembrance day • What is ACKLAM: how to be the best we can be • Accepting of others • Black History month • Anti Bullying • Careers; College options and pathways
Tutor Session Focus	<ul style="list-style-type: none"> • Anti Social Behaviour: what is classed as anti social? How can we be more aware of our and others behaviour. • Expectations and behaviour How should I be behaving in the academy and what are the expectations. Ensuring I am following these. • Elections: What is a democratic society. How do we vote? 	<ul style="list-style-type: none"> • Black history: Why do we celebrate black history? Be more aware of the figures of black people in history. • Remembrance day: The importance of remembrance and why we still acknowledge the wars. The poppy and what this symbolises. • ACKLAM: what does this mean. How can this make me a better person? Why is this so important? • Anti Bullying: What is bullying? What can I do?

Enrichment Curriculum - Additional activities on offer for students

