

# YEAR 11

## What are we studying?



Subject	Last Term We Studied...	This Term We are Studying...
English	<p><b>Language: Consolidation of the skills below:</b></p> <ul style="list-style-type: none"> <li>• Narrative Writing,</li> <li>• Transactional Writing,</li> <li>• C1 and 2 Reading</li> </ul> <p><b>Literature: Consolidation of the texts and skills below:</b></p> <ul style="list-style-type: none"> <li>• Macbeth</li> <li>• Anthology Poetry</li> <li>• Unseen Poetry</li> <li>• An Inspector Calls</li> <li>• A Christmas Carol</li> </ul>	<p><b>Language: Consolidation of the skills below:</b></p> <ul style="list-style-type: none"> <li>• Narrative Writing,</li> <li>• Transactional Writing,</li> <li>• C1 and 2 Reading</li> </ul> <p><b>Literature: Consolidation of the texts and skills below:</b></p> <ul style="list-style-type: none"> <li>• Macbeth</li> <li>• Anthology Poetry</li> <li>• Unseen Poetry</li> <li>• An Inspector Calls</li> <li>• A Christmas Carol</li> </ul>
Maths	<p><b>FOUNDATION</b></p> <p><b>Algebra 18</b></p> <ul style="list-style-type: none"> <li>• Fibonacci sequence</li> <li>• Basic quadratic sequences</li> <li>• Basic geometric sequences</li> </ul> <p><b>Number 13</b></p> <ul style="list-style-type: none"> <li>• Rounding including significant figures</li> <li>• Estimation</li> <li>• Error bounds</li> </ul> <p><b>Shape 19</b></p> <ul style="list-style-type: none"> <li>• Scale factor - 2D and 3D shape</li> </ul> <p><b>HIGHER</b></p> <p><b>Shape 19</b></p> <ul style="list-style-type: none"> <li>• Similarity including area and volume</li> <li>• Know and apply the four standard congruence criteria for triangles</li> <li>• Circle Theorem</li> </ul> <p><b>Algebra 20</b></p> <ul style="list-style-type: none"> <li>• Iteration</li> </ul> <p>Both Higher and Foundation SOW from this point will follow a bespoke Exam plan based on analysis of mock exam feedback.</p>	<p><b>Higher and Foundation</b></p> <p>A 12 week, bespoke SOW for individual classes , recapping and revising key topics in preparation for March Mock exams based on feedback from the November mock exam analysis.</p>

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Science (Biology, Chemistry & Physics)	<p><b>P5 - Forces</b></p> <ul style="list-style-type: none"> <li>- How forces shape the world around us and how we can use <b>B5 - Homeostasis and Response</b></li> <li>- Exploring the nervous and endocrine system and their uses in the body.</li> </ul> <p><b>B6 - Inheritance</b></p> <ul style="list-style-type: none"> <li>- How genes are linked with inherited characteristics from parents and potential disorders</li> </ul> <p><b>C6 - Rates of reaction</b></p> <ul style="list-style-type: none"> <li>- them in daily activities.</li> </ul> <p><b>P6 - Waves</b></p> <ul style="list-style-type: none"> <li>- How they travel, their properties and their uses.</li> </ul> <p><b>P7 - Magnetism and Electromagnetism</b></p> <ul style="list-style-type: none"> <li>- Investigating the force of magnetism and its uses in electromagnets</li> <li>- In this topic we will investigate factors affecting the rate of reactions and how these can be used in industry.</li> </ul> <p><b>C7 - Organic Chemistry</b></p> <ul style="list-style-type: none"> <li>- Investigating the world of hydrocarbons and how we can split them into more useful substances.</li> </ul> <p><b>C8 - Chemical analysis</b></p> <ul style="list-style-type: none"> <li>- Investigating chromatography, gas tests and pure/ impure substances.</li> </ul> <p><b>C9 - Chemistry of the atmosphere (excluding Triple)</b></p> <ul style="list-style-type: none"> <li>- Investigating the composition of the atmosphere both past and present and factors causing change</li> </ul>	<p><b>Completing P6 - Waves</b></p> <ul style="list-style-type: none"> <li>- How they travel, their properties and their uses.</li> </ul> <p><b>Completing P7 - Magnetism and Electromagnetism</b></p> <ul style="list-style-type: none"> <li>- Investigating the force of magnetism and its uses in electromagnets</li> <li>- In this topic we will investigate factors affecting the rate of reactions and how these can be used in industry.</li> </ul> <p><b>Completing C9 - Chemistry of the atmosphere</b></p> <ul style="list-style-type: none"> <li>- Investigating the composition of the atmosphere both past and present and factors causing change</li> </ul> <p><b>B7 - Ecology</b></p> <ul style="list-style-type: none"> <li>- Investigating the biodiversity and interdependence exhibited within the natural world, and the factors affecting them.</li> </ul> <p><b>Final revision for March mock exams</b></p>
Geography	<p><b>Unit 1: Coasts</b></p> <p>Students study physical processes at the coast and the landforms associated with these. They study a stretch of the UK coastline (Holderness Coast) to show the effects and responses to coastal erosion.</p> <p><b>Unit 1: Rivers</b></p> <p>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>	<p><b>Unit 2 - The Challenge of Resource Management and Energy</b></p> <p>Students will examine the use of food, energy and water around the world and within the UK. This will be examined through the lens of sustainability.</p> <p><b>Final revision for March mock exams</b></p>



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Art	<b>Mock Exam - Component 1 (Project 2):</b> 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.	<b>Externally Set Assignment - Component 2 (40%)</b> Students are given a theme to develop by the exam board. The students have access to the exam paper to choose their starting point from the start of January. They are encouraged to explore their own personal style whilst engaging with the work of artists, craftspeople and designers to aid development of a personal response. This project is a shorter concise investigation from an initial starting point, recording the journey through A2 prep boards, large scale pieces and annotation to explain ideas and context. Students explore relevant media ensuring refinement of outcome and the inclusion of drawing relevant to the chosen media.
Photography	<b>Mock Exam - Component 1 (Project 2):</b> 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.	<b>Externally Set Assignment - Component 2 (40%)</b> Students are given a theme to develop by the exam board. The students have access to the exam paper to choose their starting point from the start of January. They are encouraged to explore their own personal interests whilst engaging with the work of photographers, craftspeople and designers to aid development of a personal response. This project is a shorter concise investigation from an initial starting point, recording the journey through a digital portfolio, larger printed pieces and annotation to explain ideas and context. Students explore relevant processes and techniques ensuring refinement of outcome and the inclusion of drawing relevant to the chosen theme.
3D Design	<b>Myths and Monsters:</b> 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.	<b>Externally Set Assignment Component 2 (40%):</b> Students are given a theme to develop by the exam board. The students have access to the exam paper to choose their starting point from the start of January. They are encouraged to explore their own personal style whilst engaging with the work of craftspeople and designers to aid development of a personal response. This project is a shorter concise investigation from an initial starting point, recording the journey through A2 research boards, 3D models and annotation to explain ideas and context. Students explore relevant materials and processes ensuring refinement of outcome and the inclusion of drawing to represent students developing ideas.
Hospitality and Catering	<b>Unit 1.2: How do hospitality &amp; catering providers operate?</b> Students will learn about how professional kitchens operate and about the materials and equipments that are used.  <b>Unit 2 - Non exam assessment:</b> 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.	<b>Unit 2 - Task 3:</b> In exam conditions, students will create their chosen dishes that they practised last term in response to the given NEA brief for their practical exam in January. Students will follow this with official write-ups and evaluations in response to their practical exam. <b>Unit 1.3 - How do hospitality &amp; catering providers ensure health &amp; safety?:</b> Students will continue to learn how hospitality and catering providers ensure health and safety requirements are met and the responsibilities for personal safety of both employers and the employees in relation to laws. They will also cover the key principles of HACCP to ensure food safety. <b>Unit 1.1 &amp; 1.4: Revision</b> Students will then recap knowledge of LO1 (How is hospitality & catering provided?) & LO4 (How do hospitality & catering providers ensure food safety?)

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Computer Science	<p><b>Networks and How data is used:</b> Students will learn about the factors that affect network performance and the roles of devices in client-server &amp; 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 data is 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.</p>	<p><b>Component 1 &amp; 2 Revision:</b> This term students will be completing a range of revision sessions and on-line testing to inform them of the areas they need to focus their efforts on in the build up to their end of year exam. Revision timetables and details are shared on students google classroom to support with revising at home.</p>
Digital Information Technology	<p><b>PSA 1:</b> Students completed their set assignment from the exam board which is a mandatory, internally assessed assignment completed under controlled conditions.</p> <p><b>Unit 3 A:</b> Students studied Modern Technologies which included learning about communication technologies features and uses of cloud storage, features and usage of cloud computing, hybrid systems and impacts of cloud technologies, modern working and accessibility. Students then completed an assessment on what they had learnt before being provided with feedback and time to respond and improve.</p>	<p><b>Unit 3 B:</b> This term students will be preparing for their Unit 3 Assessments. Students will learn about Cyber Security including external threats and why systems are targeted, internal threats to IT systems and their impact, user restrictions, backup and recovery systems. Students will then complete an assessment on what they have learnt and have the opportunity to receive feedback and make improvements.</p> <p><b>Unit 3 C:</b> Students will then move on to study the wider implications of Digital Systems including responsible use of shared data, environmental impacts of Digital Information Technology, equal opportunities with Digital IT, Net Neutrality and Standards, Use Policies, Data Protection, Copyright and Criminal use. Students will then complete an assessment on what they have learnt and have the opportunity to receive feedback and make improvements.</p> <p><b>Unit 3 D:</b> Finally students will be looking at Planning and Communication including data flow diagrams, flow charts, system diagrams and tables. Again students will then complete an assessment on what they have learnt and have the opportunity to receive feedback and make improvements.</p>
Enterprise & Marketing	<p><b>R068 - Task 1 - 3:</b> Students are taught how to carry out market research to aid decisions relating to a business proposal. This includes how to select appropriate primary and secondary market research methods and data types in order to complete meaningful research. Students are taught about the sampling methods cluster, convenience, random and quota. Once complete the students will then write their first coursework task by completing market research in response to the live brief from OCR. Students will then move on to study the theory behind identifying potential customers and how to build a customer profile based on market research findings. Following this students then apply this new knowledge to complete task 2 of their coursework by writing the profile of a customer who would buy the product set out in the brief. Students will then move on to look at the design mix, they are taught about how function, aesthetics and economic manufacture affect the design of a product. We will be exploring how a product must satisfy customer need and how customer need affects the design. Students will then apply this knowledge in task 3 by producing designs for their new product as outlined in the brief. They will learn how to review these designs for a product proposal and how to finalise their designs based on feedback.</p>	<p><b>R068 - Task 4 - 5:</b> This term begins by looking at the theoretical knowledge for task 4, they will learn about calculating costs, revenue, break-even and profit relating to a business proposal. Using their knowledge they will apply an appropriate pricing strategy to their new product they have designed in response to the brief, and review the likely financial viability of their business proposal. For task 5 the students will learn about how to review the likely success of the business proposal looking at the risks and challenges of launching a new product.</p> <p><b>R069 - Task 1 - 4:</b> Students will learn what a brand is and why branding is used to sell products. They will look at branding methods and produce a competitor analysis for task 1 of their second unit of coursework which is to market and pitch a business proposal based on their work in the first unit. In task 2 students will learn how to create a promotional campaign for a product/brand by producing a plan that outlines the objectives of the campaign and creating appropriate promotional materials. For task 3 students will plan and pitch their proposal for their new business in response to the brief. They will perform a practice pitch on which they will gain feedback before completing their final pitch to their teacher. Students will then write a review of their pitch where they identify their own strengths and weaknesses.</p>

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History	<p><b>Unit 3: Germany</b> The students have had the opportunity to study Hitler's early career and the Rise of the Nazis. Students have analysed and arrived 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. The students finally studied the treatment of the minorities.</p> <p><b>Unit 2: American West</b> Student have been learning 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>	<p><b>Unit 2: American West</b> Student are continuing to 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> <p><b>Preparation for March GCSE Mock Examinations</b> Unit 2: Elizabethan England Unit 2: American West Unit 3: Germany</p>
Games	<p>Students have covered 3 different concepts this term, as described below. Each concept is covered for 5 weeks with students having a choice of activity.</p> <p><b>Sporting Values:</b></p> <ul style="list-style-type: none"> <li>Football, Handball, Netball or Rugby</li> </ul> <p><b>Leadership and Motivation:</b></p> <ul style="list-style-type: none"> <li>Football, Rugby, Benchball or Basketball</li> </ul> <p><b>Making Activities Fun:</b></p> <ul style="list-style-type: none"> <li>Football, Table Tennis, Volleyball or Handball</li> </ul>	<p>This term students will cover 2 different concepts as described below. Each concept is covered for 5 weeks and students will have a choice of activity.</p> <p><b>Adapting Activities:</b></p> <ul style="list-style-type: none"> <li>Boxercise, Football, Just Dance or Dodgeball</li> </ul> <p><b>Competition:</b></p> <ul style="list-style-type: none"> <li>Basketball, Indoor games, Just Dance or Football</li> </ul>
French	<p><b>Module 6</b></p> <ul style="list-style-type: none"> <li><b>Theme 3 My neighbourhood</b> Talk about geography and climate Talk about climate change Talk about dangers and solutions Discuss green solutions and ecological school projects</li> </ul> <p><b>Module 7</b></p> <ul style="list-style-type: none"> <li><b>Theme 3 My neighbourhood</b> Describe cities, towns and areas where we live Describe changes in our areas Express preferences about where we live Asking and understanding directions Describe ideal home Talk about shopping preferences</li> </ul>	<p><b>Module 8</b></p> <ul style="list-style-type: none"> <li><b>Theme 5 Studying &amp; my future</b> Talk about summer plans Talk about future plans regarding educations Discuss jobs</li> <li><b>revision to suit the needs of the class</b> Develop speaking and writing answers increase accuracy Recall and revise vocabulary</li> </ul>
Spanish	<p><b>Module 6</b></p> <ul style="list-style-type: none"> <li><b>Theme 3 My neighbourhood</b> Describe cities, towns and areas where we live Describe changes in our areas Talk about shopping preferences Express preferences about where we live</li> </ul> <p><b>Module 7</b></p> <ul style="list-style-type: none"> <li><b>Theme 3 My neighbourhood</b> Talk about climate change Talk about solutions Learn about natural wonders of Spanish speaking countries</li> </ul>	<p><b>Module 8</b></p> <ul style="list-style-type: none"> <li><b>Theme 5 Studying &amp; my future</b> Talk about summer plans Talk about future plans regarding educations Discuss jobs</li> <li><b>revision to suit the needs of the class</b> Develop speaking and writing answers increase accuracy Recall and revise vocabulary</li> </ul>

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Health and Social Care	<p><b>Component 2 - PSA</b></p> <p>Students have completed Component 2 of the PSA which will account for another 30% of their final grade. This will include:</p> <p><b>Learning outcome A:</b> Understand the different types of health and social care services and barriers to accessing them</p> <p><b>A3 Barriers to accessing services</b> = Learners will explore barriers that can make it difficult to use these services and suggest how these barriers can be overcome.</p> <p><b>Learning outcome B:</b> Understand the skills, attributes and values required to give care</p> <p><b>B1 Skills and attributes in health and social care</b> = Learners will explore the skills and attributes that are required when delivering care.</p> <p><b>B2 Values in health and social care</b> = Learners will explore the values that are required when planning and delivering care.</p> <p><b>B3 The obstacles individuals requiring care may face</b> = Learners will explore the personal obstacles that individuals requiring and receiving care may face.</p> <p><b>B4 The benefits to individuals of the skills, attributes and values in health and social care practice</b> = Learners will explore how skills, attributes and values benefit individuals when receiving care.</p>	<p><b>Component 3 – Health and Wellbeing.</b></p> <p>In this component students will study:</p> <p><b>AO1</b> - Knowledge of health and wellbeing</p> <p><b>AO2</b> - Understanding of health and wellbeing</p> <p><b>AO3</b> - Apply knowledge and understanding of health and wellbeing</p> <p><b>AO4</b> - Analyse and evaluate knowledge and understanding of health and wellbeing</p> <p>This component is formally assessed by a written externally marked exam in the summer term. The exam counts for 40% of the total mark and is added to the component 1 and component 2 PSA scores achieved.</p>
Music	<p>Students have revisited Forms &amp; Devices in more depth via Area of Study 1 (Bach Badinerie) and focused on development of coursework for composition and performance.</p> <p>Set Brief Composition - Students have composed to a brief set by the exam board using skills and knowledge gained over the last year.</p> <p>Revisit Area of Study 4 (Popular Music), Mock Exam, Performance &amp; Composition Development</p>	<p>Students will continue with both compositions (own choice and board set). These will be completed and submitted before Easter.</p> <p>Students will continue with performances and ensembles, these will be recorded and submitted before Easter.</p> <p>Students will aim to improve aural dictation.</p> <p>Students will revisit listening tasks relating to Area of Study 2, Ensembles: Jazz, Blues, Musical Theatre with reference to Texture words.</p> <p>Students will also revisit listening tasks related to Area of Study 3, Film Music</p>
Sports Studies	<p><b>R186 Media Unit</b></p> <p>Students have been exploring the sources and positive and negative effects of media on sport and began the next coursework unit which accounts for 20% of their final grade.</p> <p><b>R184 exam Unit</b></p> <p>Students have also began the exam topic looking at the following 2 areas.</p> <p><b>TA1</b> - Barriers to participation</p> <p><b>TA2</b> - Promoting Sporting values</p>	<p><b>R186 Media Unit</b></p> <p>Students will be continuing to work on the media and sport unit and complete their 3 assessed pieces of coursework.</p> <p><b>R184 Contemporary Issues in sport</b></p> <p>Students will also be looking at exploring the following topics of work:</p> <p><b>TA2</b> - Promoting Sporting Values</p> <p><b>TA3</b> - Hosting International Sporting Events</p> <p><b>TA4</b> - Role of National Governing Bodies</p> <p>This unit accounts for 40% of the final grade and is assessed with an external exam in the summer term.</p>
Drama	<p>Learners have completed their portfolio work for unit 1. They have evaluated and analysed the previous performance. Students have been able to confidently talk through the process.</p> <p>Learners have used a variety of scripts to develop their performance skills further in preparation for their final Unit 2 exam performed next term. Students have selected and worked with their chosen extract.</p> <p>Students have further developed their understanding of Blood Brothers. Students have developed an understanding of lighting, costume and sound in a play text.</p>	<p>Students will perform and be marked on their Script performance. This is worth 20% of their final mark.</p> <p>Students will continue to prepare for unit 3 looking at structure and style of exam questions and answers for 'Blood Brothers' and live performance.</p>

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Religious Studies	<p><b>Component 2: Christian Practices:</b> Students explored the diverse ways in which Christianity is lived out today. This included a study of liturgical and non-liturgical worship, the role of the sacraments (specifically Baptism and the Eucharist), and the significance of prayer. They examined the importance of pilgrimage and how the church functions on a global scale through missionary work and providing support for the persecuted church.</p>	<p><b>Component 3: Muslim Practices</b> This unit focuses on the Five Pillars of Islam as the foundation of Muslim life. Students will examine the importance of Shahadah (faith), Salah (prayer), Zakah (charity), Sawm (fasting), and Hajj (pilgrimage). For Shia Muslims, the study extends to the Ten Obligatory Acts. The unit also covers the significance of Jihad and the celebration of festivals such as Eid-ul-Adha and Eid-ul-Fitr.</p> <p><b>March Mock Exam Revision</b> To prepare for the upcoming mock exams, students will engage in a comprehensive review of the three core components:  <b>Component 1 (Religious, Philosophical &amp; Ethical Studies):</b> Reviewing the four themes: Issues of Relationships, Issues of Life and Death, Issues of Good and Evil, and Issues of Human Rights.  <b>Component 2 (Christianity):</b> Revisiting Christian Beliefs, Teachings, and Practices.  <b>Component 3 (Islam):</b> Revisiting Muslim Beliefs, Teachings, and Practices. Revision will focus on exam technique, specifically how to structure "d" questions (evaluative essays) and the accurate use of sacred texts (the Bible and the Qur'an) to support theological arguments.</p>
Life	<p><b>Tutor and drop down sessions of:</b></p> <ul style="list-style-type: none"> <li>• SRE/Unhealthy behaviours</li> <li>• SMSC/Mental Health</li> <li>• Religion</li> <li>• Careers</li> </ul>	
PD&G	<ul style="list-style-type: none"> <li>• <b>Monday</b> : Assembly</li> <li>• <b>Tuesday</b> : Academic Mentoring</li> <li>• <b>Wednesday</b> : Outwood Futures</li> <li>• <b>Thursday</b> : Votes For Schools</li> <li>• <b>Friday</b> : Academic Mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Monday</b> : Assembly</li> <li>• <b>Tuesday</b> : Academic Mentoring</li> <li>• <b>Wednesday</b> : Outwood Futures</li> <li>• <b>Thursday</b> : Votes For Schools</li> <li>• <b>Friday</b> : Academic Mentoring</li> </ul>

## Enrichment Curriculum - Additional activities on offer for students

