

# YEAR 11

## What are we studying?



Subject	Last Term We Studied...	This Term We are Studying...
English	<p><b>Literature</b></p> <ul style="list-style-type: none"> <li>• Anthology Poetry, An Inspector Calls</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Spoken Language, C1 and C2 Reading and Writing skills</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>Proportion 12</b></p> <ul style="list-style-type: none"> <li>• Percentage increase / decrease</li> <li>• Percentage change</li> <li>• Reverse Percentage Change</li> <li>• Compound and simple interest</li> </ul> <p><b>Shape 17</b></p> <ul style="list-style-type: none"> <li>• Bearings and scale</li> </ul> <p><b>Data 11</b></p> <ul style="list-style-type: none"> <li>• Probability</li> <li>• Frequency trees, Venn Diagrams and two way tables</li> <li>• Relative frequency and tree diagrams</li> </ul> <p><b>Algebra 17</b></p> <ul style="list-style-type: none"> <li>• Plotting and interpreting graphs linear, quadratic and cubic</li> <li>• All types of algebraic and proportional graphs</li> <li>• Recognise, sketch and interpret linear and quadratic graphs</li> </ul> <p><b>Shape 18</b></p> <ul style="list-style-type: none"> <li>• Transformations</li> </ul> <p><b>HIGHER</b></p> <p><b>Shape 18</b></p> <ul style="list-style-type: none"> <li>• Transformations including negative and fractional enlargement</li> <li>• Vectors including geometric problems and geometrical proof</li> </ul> <p><b>Algebra 18</b></p> <ul style="list-style-type: none"> <li>• Sequences including recap of linear, Fibonacci</li> <li>• Generating and describing quadratic sequences</li> <li>• Geometric ratio including negative, fractional and surd terms</li> </ul> <p><b>Number 13</b></p> <ul style="list-style-type: none"> <li>• Upper and lower bounds</li> <li>• Error intervals including truncation.</li> </ul> <p><b>Algebra 19</b></p> <ul style="list-style-type: none"> <li>• Complete the square</li> <li>• Graphs of quadratic functions including deducing the turning points and roots.</li> <li>• Solving quadratic inequalities</li> <li>• Solving simultaneous equations where one is quadratic</li> <li>• Equation of a tangent to a circle</li> </ul>	<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>

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Science (Biology, Chemistry & Physics)	<p><b>B4</b></p> <ul style="list-style-type: none"> <li>- Bioenergetics</li> </ul> <p><b>C5</b></p> <ul style="list-style-type: none"> <li>- Energy Changes</li> </ul> <p><b>P4</b></p> <ul style="list-style-type: none"> <li>- Radiation</li> </ul> <p><b>P5</b></p> <ul style="list-style-type: none"> <li>- Forces</li> </ul> <p><b>B5</b></p> <ul style="list-style-type: none"> <li>- Homeostasis and Response</li> </ul>	<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 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> </ul> <p><b>B5 - Homeostasis and Response</b></p> <ul style="list-style-type: none"> <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>- 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>
Geography	<p><b>Unit 3: Human Fieldwork</b> Students undertake a fieldwork study - Do housing inequalities exist in Middlesbrough?</p> <p><b>Unit 3: Physical Fieldwork</b> Students undertook a fieldwork study - Does hard engineering control longshore drift at Redcar?</p>	<p><b>Unit 1: Coasts</b> 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> 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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Art	<b>Human Condition - Component 1 60% (First Full Project):</b> 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..	<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.
Photography	<b>Fantastic &amp; Strange - Component 1 60% (Sustained Project):</b> Students will continued their main project based on the theme Fantastic & Strange 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.	<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.
3D Design	<b>Myths and Monsters:</b> 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.	<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.
Hospitality and Catering	<b>Unit 1 - Exam Content</b> Students have been taught all components of the exam content: <b>LO1</b> Understand the environment in which hospitality and catering providers operate. <b>LO2</b> Understand how hospitality and catering provisions operate. <b>LO3</b> Understand how hospitality and catering provision meets health and safety requirements. <b>LO4</b> Know how food can cause ill health. <b>LO5</b> Be able to propose a hospitality and catering provision to meet specific requirements.	<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.

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Computer Science	<b>CPU components and the characteristics affect performance:</b> 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.	<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 & 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	<b>Assessment Practice and Live Assessment (Images):</b> Students have looked at an example brief and analysed it's 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.	<b>Live Assessment (Spreadsheets/Databases/Automated Documents):</b> Students will be working on their live assessment brief as set out by the exam board.
Business	<b>People:</b> 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.  <b>Operations:</b> 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.	<b>Operations:</b> 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.  <b>Finance:</b> 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.
Enterprise & Marketing	<b>People:</b> 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.  <b>Operations:</b> 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.	<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.



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History	<p><b>Unit 3: Germany</b> 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><b>Unit 3: Germany</b> 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><b>Unit 2: American West</b> 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><b>Decision making during track &amp; field</b> Students will look at how they can improve PB's in some of the following track &amp; field events, (100m, 200m, 400m, 800m, Javelin, Long Jump, Shot Putt, High Jump &amp; Discus.), with the aim of completing a pentathlon.</p> <p><b>Solving game situations as they arise</b> Students will be developing their range of skills, techniques and tactics in striking &amp; fielding sports including rounders, cricket &amp; 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><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>
French	<p><b>Module 5</b></p> <ul style="list-style-type: none"> <li><b>Theme 6 Travel and Tourism</b></li> </ul> <p>Discuss travel plans Talk about ideal holidays Discuss holiday activities in three tenses Talk about festivals in the French speaking world Describe a past holiday Talk about holidays in 3 time frames Review and book holiday accommodation Describe staycation activities in three tenses Describe the weather in three tenses</p>	<p><b>Module 6</b></p> <ul style="list-style-type: none"> <li><b>Theme 3 My neighbourhood</b></li> </ul> <p>Talk about geography and climate Talk about climate change Talk about dangers and solutions Discuss green solutions and ecological school projects</p> <p><b>Module 7</b></p> <ul style="list-style-type: none"> <li><b>Theme 3 My neighbourhood</b></li> </ul> <p>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</p>
Spanish	<p><b>Module 5</b></p> <ul style="list-style-type: none"> <li><b>Theme 5 Studying and my future</b></li> </ul> <p>Learn about schools in Spain Talk about your ideal school Talk about studies Talk about conditional changes to school Talk about students and teachers in school Describe a past school trip in the past</p>	<p><b>Module 6</b></p> <ul style="list-style-type: none"> <li><b>Theme 3 My neighbourhood</b></li> </ul> <p>Describe cities, towns and areas where we live Describe changes in our areas Talk about shopping preferences Express preferences about where we live</p> <p><b>Module 7</b></p> <ul style="list-style-type: none"> <li><b>Theme 3 My neighbourhood</b></li> </ul> <p>Talk about climate change Talk about solutions Learn about natural wonders of Spanish speaking countries</p>

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Health and Social Care	<p><b>Component 2 - content delivery</b></p> <p><b>Learning outcome A: Understand the different types of health and social care services and barriers to accessing them</b></p> <p><b>A1 Healthcare services</b> = Learners will explore a range of healthcare conditions and how they can be managed by the individual and the different healthcare services that are available.</p> <p><b>A2 Social care services</b> = Learners will explore a range of social care needs and how these can be met by the social care services that are available.</p>	<p><b>Component 2 - PSA</b></p> <p>Students will complete 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>
Music	<p><b>Free Composition</b></p> <p><b>Mock Exam</b></p> <p><b>Mock Performance (solo)</b></p> <p><b>Mock Performance (ensemble)</b></p>	<p>Revisit Forms &amp; Devices in more depth via Area of Study 1 (Bach Badinerie), focus on development of coursework for composition and performance.</p> <p>Set Brief Composition - Students will compose 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>Work towards Christmas concert.</p>
Sports Studies	<p>Last term students completed and improved the following tasks which will account for 40% of their final mark.</p> <p><b>R185 Leadership &amp; Performance In Sport</b></p> <p><b>TA1</b> - Key components of performance.</p> <p><b>TA2</b> - Applying practice methods to support improvement in a sporting activity.</p> <p><b>TA3</b> - Organising and planning a sports activity session.</p> <p><b>TA4</b> - Leading a sports activity session</p> <p><b>TA5</b> - Reviewing your own performance in planning and leading a sports activity session</p>	<p><b>R186 Media Unit</b></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><b>R184 exam Unit</b></p> <p>Students will also be beginning 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>
Drama	<p><b>Unit 1:</b></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.</p> <p>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><b>How can I prepare for future employment?</b></p> <ul style="list-style-type: none"><li>• Online profile</li><li>• CV writing</li><li>• Skill building</li></ul> <p><b>What are the similarities and differences between Christianity and Islam?</b></p> <ul style="list-style-type: none"><li>• Holy books</li><li>• Main principles</li><li>• Morals and ethics</li><li>• Life events and holidays</li></ul>	<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>

Area	Last Term We Studied...	This Term We are Studying...
PD&G	<ul style="list-style-type: none"><li>• <b>Black history:</b> Why do we celebrate black history? Be more aware of the figures of black people in history.</li><li>• <b>Remembrance day:</b> The importance of remembrance and why we still acknowledge the wars, the poppy and what this symbolises.</li><li>• <b>ACKLAM:</b> What does this mean? How can this make me a better person? Why is this so important?</li><li>• <b>Anti Bullying:</b> What is bullying? What can I do?</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

