

# 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>• CI 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>• CI 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>Higher and Foundation</b></p> <p>A 6 week, bespoke SOW for individual classes , recapping and revising key topics in preparation for final exams based on feedback from mock exams.</p>	<p><b>Higher and Foundation</b></p> <p>A 6 week, bespoke SOW for individual classes , recapping and revising key topics in preparation for final exams based on feedback from mock exams.</p>



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<p>Science (Biology, Chemistry &amp; Physics)</p>	<p>P8 - Space (Triple science)</p> <ul style="list-style-type: none"> <li>Describe the Composition of the Solar System</li> <li>Explain the Complete Life Cycle of Stars</li> <li>Describe the Production of Elements via Fusion</li> <li>Analyze Gravity and Orbital Motion</li> <li>Explain Red-Shift and the Expanding Universe</li> <li>Evaluate Evidence for the Big Bang Theory</li> </ul> <p>P7 - Magnetism and Electromagnetism</p> <ul style="list-style-type: none"> <li>Describe Permanent and Induced Magnetism</li> <li>Analyze Magnetic Fields and Compass Navigation</li> <li>Investigate Electromagnetism and Solenoids</li> <li>Apply Fleming's Left-Hand Rule to the Motor Effect</li> <li>Calculate Force on a Conductor in a Magnetic Field</li> <li>Explain the Principles of an Electric Motor</li> </ul> <p>B7 - Ecology</p> <ul style="list-style-type: none"> <li>Describe Levels of Organisation and Communities</li> <li>Analyze Abiotic and Biotic Factors Influencing Ecosystems</li> <li>Explain Adaptations and Survival Strategies</li> <li>Calculate Energy Transfers and Biomass in Food Chains</li> <li>Evaluate the Carbon and Water Cycles</li> <li>Assess Human Impact on Biodiversity and Ecosystems</li> </ul> <p>C10 - Using Resources</p> <ul style="list-style-type: none"> <li>Evaluate Methods for Supplying Potable Water</li> <li>Analyze the Process of Waste Water Treatment</li> <li>Compare Alternative Methods of Extracting Metals</li> <li>Execute and Interpret Life Cycle Assessments (LCAs)</li> <li>Explain the Principles of Reducing, Reusing, and Recycling</li> <li>Describe the Haber Process and NPK Fertilizer Production</li> </ul>	<p>B7 - Ecology</p> <ul style="list-style-type: none"> <li>Describe Levels of Organisation and Communities</li> <li>Analyze Abiotic and Biotic Factors Influencing Ecosystems</li> <li>Explain Adaptations and Survival Strategies</li> <li>Calculate Energy Transfers and Biomass in Food Chains</li> <li>Evaluate the Carbon and Water Cycles</li> <li>Assess Human Impact on Biodiversity and Ecosystems</li> </ul> <p>Masterclasses and Revision Exams</p>
<p>Geography</p>	<p><b>Mock Exams</b></p> <p><b>Unit 3: Pre-release</b></p> <p>Students were given a resource booklet by the exam board at Easter and they studied all aspects of this that will be examined in paper 3. This year the booklet is about a reservoir in Lincolnshire and whether it should be built or not.</p>	<p><b>Revision:</b></p> <p>The rest of the term will be spent revisiting all the key areas of study ready for the summer exams.</p>

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Art	<p><b>Externally Set Assignment - Component 2 (40%)</b>            Students were given a theme to develop by the exam board. The students were given access to the exam paper to choose their starting point from the start of January. They were 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 explored relevant media ensuring refinement of outcome and the inclusion of drawing relevant to the chosen media.</p>	<p><b>Externally Set Assignment - Component 2 (40%):</b>            The students have had 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 sketchbook work, large scale pieces and annotation to explain ideas and context. Students this term are exploring relevant compositions, media and colour schemes for their designs ensuring refinement of outcome. Students will be completing this as evidence for AO2 for the first three weeks of the summer term and will then complete their evidence for AO4 (final piece) in their timed 10 hour exam on the deadline date.</p>
Photography	<p><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 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 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.</p>	<p><b>Externally Set Assignment - Component 2 (40%):</b>            The students have had 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 historical and contemporary photographers 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, large printed pieces and annotation to explain ideas and context. Students this term are exploring relevant compositions, lighting, framing and editing techniques for their ideas ensuring refinement of outcome. Students will be completing this as evidence for AO2 for the first three weeks of the summer term and will then complete their evidence for AO4 (final piece) in their timed 10 hour exam on the deadline date.</p>
3D Design	<p><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.</p>	<p><b>Externally Set Assignment - Component 2 (40%):</b>            The students have had 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. Students this term are exploring relevant materials, techniques and production methods for their designs ensuring refinement of outcome. Students will be completing this as evidence for AO2 for the first three weeks of the summer term and will then complete their evidence for AO4 (final resolved outcome) in their timed 10 hour exam on the deadline date.</p>

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<p>Hospitality and Catering</p>	<p><b>Unit 2 - Task 3:</b> In exam conditions, students created their chosen dishes that they practised last term in response to the given NEA brief for their practical exam in January. Students followed this with official write-ups and evaluations in response to their practical exam.</p> <p><b>Unit 1.3 - How do hospitality &amp; catering providers ensure health &amp; safety?:</b> Students continued 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 also covered the key principles of HACCP to ensure food safety.</p> <p><b>Unit 1.1 &amp; 1.4: Revision</b> Students then began to recap knowledge of LO1 (How is hospitality &amp; catering provided?) &amp; LO4 (How do hospitality &amp; catering providers ensure food safety?)</p>	<p><b>Unit 1 Revision:</b> This term students will be revising the content of unit 1 and covering exam technique in preparation of end of year exam.</p>
<p>IT</p>	<p><b>ICT in Society Revision:</b> This term students will be looking back at the content on spreadsheets, databases, automated documents, and image editing to revise the key concepts required for their end of year exam. Online testing will be used to inform them of the areas they need to focus their efforts on in the build up to their exam. Revision timetables and details are shared on students google classroom to support with revising at home.</p>	<p><b>Revision:</b> This term will be spent revisiting all the key areas of study ready for the summer exams and covering exam technique.</p>
<p>Business Studies</p>	<p><b>Finance:</b> This term students are completing the unit on finance by learning about breaking even and how this influences businesses decision making. They will look at cash flow and how important this is to a business. They will learn about the difference between cash and profit, the usefulness of cash flow forecasting to a business and the completion of cash flow forecasts.</p> <p><b>Influences on Business:</b> Students will learn about ethical, environmental issues and economic climate and their impact on businesses. They will also learn about the concept of globalisation and its impact on businesses.</p> <p><b>The interdependent nature of business:</b> Students will study the interdependent nature of business operations, finance, marketing and human resources within a business context how these interdependencies underpin business decision-making. They will look at the impact of risk and reward on business activity and the use of financial information in measuring and understanding business performance and decision-making.</p>	<p><b>Revision:</b> This term will be spent revisiting all the key areas of study ready for the summer exams and covering exam technique.</p>

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History	<p><b>Unit 2: American West</b> Students were introduced to the impact of conflicts and conquest on the plains. The students learnt that the world of the settlers and the Indigenous peoples clashed violently. This incorporated a wider representation of History and the consequences for the early settlers who were victorious and the indigenous people who were seen as the losers who had lost everything. The students also prepared for their mock examinations for all three papers.</p>	<p>This term we will be revisiting Medicine Unit 1 in preparation for <b>Unit 1 Examination</b>. Students will cover the British Sector of the Western Front and Section B Medicine through time from c1250 until present.</p> <p>We will be revisiting Unit 2 Elizabethan England 1558-1588 We will be revisiting Unit 2 American West 1830-1890 preparation for Unit 2 examination.</p> <p>Students will be revisiting <b>Weimar and Nazi Germany</b>, preparation for <b>Unit 3 Examination</b>.</p>
Games	<p>Last term students covered 2 different concepts as described below. Each concept was covered for 5 weeks. Students had 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>	<p>Students will continue to have a choice of activity for the final half term, They will be encouraged to think about how they will maintain a physical active lifestyle when they leave school and will develop skills to make informed decisions about maintaining a positive Health &amp; Wellbeing.</p>
French or Spanish	<p>All themes &amp; Topics. Skills focus speaking – development of role play/ photo card skills and preparation of all topics for conversation depending on the needs of the class</p>	<p>All themes &amp; Topics. The practice of skills focuses on all skills for all 5 themes.</p> <p>Practice of Listening, Reading, Writing and Speaking. Students will practice exam questions in all 4 skills around all 5 themes.</p> <p>Particular attention will be given to high level structures and verbs accuracy for the Writing and the Speaking.</p> <p>Vocabulary from the specification will be examined in detail.</p>
Computer Science	<p><b>Computational thinking, algorithms and programming revision -</b> Students have been revising the following topics:</p> <ul style="list-style-type: none"> <li>Algorithms</li> <li>Programming fundamentals</li> <li>Producing robust programs</li> <li>Boolean logic</li> <li>Programming languages and Integrated</li> <li>Development Environments</li> </ul> <p>Students have a detailed breakdown of the learning and assessment points on google classroom.</p>	<p><b>Computational Science Revision -</b> Students will be revising the following topics:</p> <ul style="list-style-type: none"> <li>Protocols and layers</li> <li>CPU Components and Performance</li> <li>Ensuring they have a thorough understanding of programming fundamentals (selection and iteration) and addressing common misconceptions.</li> <li>Arrays</li> <li>Functions and procedures</li> <li>Reading/ Writing to files</li> </ul> <p>Students have a detailed breakdown of the learning and assessment points on google classroom.</p>

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<p><b>Health and Social Care</b></p>	<p><b>Component 3 – Health and Wellbeing.</b>            In this component students have learnt about :            AO1 - Knowledge of health and wellbeing            AO2 - 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>	<p><b>Component 3 – Health and Wellbeing.</b></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 this 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>
<p><b>Music</b></p>	<p>Students finished both of their compositions.</p> <p>They continued with performances and ensembles, and recorded them before Easter.</p> <p>Improving aural dictation.            Students revisited listening tasks relating to ensembles: Jazz, Blues, Musical Theatre with reference to Texture words</p>	<p>This term we will entirely focus on the appraising paper which is all about listening to music in a critical, intelligent way. We will be honing in on identifying instruments, notation, the elements of music and all of our key technical vocabulary as well as using MADTSHIRT to answer sample GCSE questions. We will also complete a range of theory sheets to hone in our academic knowledge.</p>
<p><b>Computer Science</b></p>	<p><b>Computational thinking, algorithms and programming revision -</b>            Students have been revising the following topics:</p> <ul style="list-style-type: none"> <li>● Algorithms</li> <li>● Programming fundamentals</li> <li>● Producing robust programs</li> <li>● Boolean logic</li> <li>● Programming languages and Integrated</li> <li>● Development Environments</li> </ul> <p>Students have a detailed breakdown of the learning and assessment points on google classroom.</p>	<p><b>Computational Science Revision -</b>            Students will be revising the following topics:</p> <ul style="list-style-type: none"> <li>● Protocols and layers</li> <li>● CPU Components and Performance</li> <li>● Ensuring they have a thorough understanding of programming fundamentals (selection and iteration) and addressing common misconceptions.</li> <li>● Arrays</li> <li>● Functions and procedures</li> <li>● Reading/Writing to files</li> </ul> <p>Students have a detailed breakdown of the learning and assessment points on google classroom.</p>
<p><b>Sports Studies</b></p>	<p><b>R186 Media Unit</b>            Students have completed their 3 coursework tasks for the Media Unit. All tasks should have been completed and submitted.</p> <p><b>R184 Contemporary Issues in sport</b>            Students have also looked at the following topics of work which were assessed in the March Mock:  <b>TA1</b> - Barriers affecting participation  <b>TA2</b> - Promoting Sporting Values  <b>TA3</b> - Hosting International Sporting Events  <b>TA5</b> - The use of Technology in Sport</p>	<p><b>R184 Contemporary Issues in sport</b>            Students will also be looking at exploring the final topic of work:  <b>TA4</b> - Role of National Governing Bodies</p> <p>Students will then revise and consolidate learning across all 5 topics in preparation for the externally assessed exam which accounts for 40% of their final mark. This mark is then added to all coursework marks to reach a final grade.</p>

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Business	<p><b>Finance:</b> This term students completed the unit on finance by learning about breaking even and how this influences businesses decision making. They looked at cash flow and how important this is to a business. They learnt about the difference between cash and profit, the usefulness of cash flow forecasting to a business and the completion of cash flow forecasts.</p> <p><b>Influences on Business:</b> Students then learnt about ethical, environmental issues and economic climate and their impact on businesses. They also learnt about the concept of globalisation and its impact on businesses.</p> <p><b>The interdependent nature of business:</b> Students then studied the interdependent nature of business operations, finance, marketing and human resources within a business context how these interdependencies underpin business decision-making. They then looked at the impact of risk and reward on business activity and the use of financial information in measuring and understanding business performance and decision-making.</p>	<p><b>Revision:</b> This term will be spent revisiting all the key areas of study ready for the summer exams and covering exam technique.</p>
Enterprise & Marketing	<p><b>R068 - Task 4 - 5:</b> This term began by looking at the theoretical knowledge for task 4, they learnt about calculating costs, revenue, break-even and profit relating to a business proposal. Using their knowledge they then applied an appropriate pricing strategy to their new product they had designed in response to the brief, and reviewed the likely financial viability of their business proposal. For task 5 the students learnt 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 learnt what a brand is and why branding is used to sell products. They looked at branding methods and produced a competitor analysis for task 1 of their second unit of coursework which was to market and pitch a business proposal based on their work in the first unit. In task 2 students learnt how to create a promotional campaign for a product/brand by producing a plan that outlines the objectives of the campaign and they created appropriate promotional materials. For task 3 the students planned and pitched their proposal for their new business in response to the brief. They performed a practice pitch on which they gained feedback before completing their final pitch to their teacher. Students then wrote a review of their pitch where they identified their own strengths and weaknesses.</p> <p><b>RO67 Revision:</b> In their single lesson each week students recapped the knowledge they had gained from their business studies lessons in Year 10 to prepare them for the written exam. They recapped: Characteristics, risk and reward for enterprise Market research to target a specific customer What makes a product financially viable Creating a marketing mix to support a product Factors to consider when starting up and running an enterprise</p>	<p><b>Revision:</b> This term will be spent revisiting all the key areas of study ready for the summer exams and covering exam technique.</p>

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Drama	<p>Students performed and were marked on their Script performance. This is worth 20% of their final mark.</p> <p>Students continued to prepare for unit 3 looking at the structure and style of exams questions and answers for 'Blood Brothers' and live performance.</p>	<p>Students will prepare for the written examination in May. They will revise both Blood Brothers and the live performance, elements of drama, characterisation and evaluating actors performances.</p> <p>Revision techniques, practice papers and exam papers will be used.</p>

Area	Last Term We Studied...	This Term We are Studying...
Assembly Focus	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Preparation and organisation</li> <li>• Holocaust remembrance day</li> <li>• Careers</li> <li>• Friendships and their importance</li> <li>• Mental Health</li> <li>• Safety on our streets</li> </ul>	<ul style="list-style-type: none"> <li>• County Lines</li> <li>• Young Careers</li> <li>• Diversity</li> <li>• Preparing for exams</li> <li>• Revision techniques</li> <li>• Stress management</li> </ul>
PD&G Session Focus	<ul style="list-style-type: none"> <li>• <b>Holocaust Remembrance:</b> Why is it so important to remember what happened?</li> <li>• <b>Careers:</b> What careers are available for me, where can I get the information I need?</li> <li>• <b>Mental Health:</b> How can I help others and where can I get support?</li> <li>• <b>Safety on our streets:</b> Being safe once we leave school How to be aware of the dangers and avoid situations that may lead to being unsafe.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Preparing for GCSE Exams.</b> weekly revision techniques.</li> </ul>

