



Year 11 HT1

This term, the following aspects of the curriculum will be covered in your child's class:

**Art & Design/Textiles**

Students will gain recording skills, learn how to work from primary and secondary sources and, by exploring 2D visual language, will be able to generate and develop visual communication ideas successfully. Through exploring the work of 2D artists, craftspeople and designers, students will find inspiring examples to stimulate and develop your own creative work. This unit gives students an exciting opportunity for 2D designing and making. They will experiment with resistant and non-resistant materials and develop techniques in modelling, constructing, carving, joining and moulding. Students will gain skills in the visual language of 2D, exploring the formal elements of volume, surface, form and structure. Through vocational briefs they will be able to apply their learning in a personal and creative way. Students will explore 2D media in a series of activities designed to develop their visual communication skills. They will gather a range of different examples of 2D work for your portfolio that demonstrates their knowledge and understanding of 2D working methods. Students will also learn about essential health and safety practice within the creative industries, for example using equipment safely, working safely and recycling materials.

**Business**

**GCSE Business**

Making marketing decisions

- Product – to include the design mix, product life cycle
- Price to include pricing strategies and the influences on pricing strategies
- Promotion to include what are appropriate methods for different circumstances and the use of technology
- Place to include methods of distribution
- How to use the marketing mix to make decisions

**OCR Enterprise and Marketing**

Students will carry on producing their controlled assessment. They will carry out market research and determine the best tools to complete their research. They will analyse the research results and from this produce an outline product proposal

**ICT**

**Component 2 - Collecting, Presenting and Interpreting Data**

Aim: process and interpret data and draw conclusions

Assessment: internally assessed assignments

During Component 2 students will:

- explore how data impacts on individuals and organisations
- develop a dashboard using data manipulation tools
- draw conclusions and make recommendations on data intelligence

**Component 3 - Effective Digital Working Practices**

Aim: explore how organisations use digital systems and the wider implications associated with their use.

Assessment: scenario-based external assessment where students demonstrate their knowledge to propose digital solutions to realistic situations

During Component 3 your students will:

- explore how modern information technology is evolving
- understand what cyber security is and how to safeguard against it
- consider legal and ethical issues in data and information sharing

## English

### Language

Students will be able to:

Select relevant evidence from both texts. Offer clear interpretation of relevant implicit information.

Make relevant developed comments on how writers use language/structure to achieve effects.

Make clear and accurate use of subject terminology to support your views.

Compare ideas and perspectives in a clear, relevant and developed way.

Explain clearly how writers' methods are used.

Make relevant references to both texts.

Evaluate clearly the effect(s) on the reader.

Show developed understanding of writer's methods.

Select a range of relevant textual references.

Make a clear and developed response to the focus of the statement.

Consistently match the tone of your writing to the audience.

Use increasingly sophisticated vocabulary for effect as well as a range of successful methods.

Make effective use of a range of clear and connected paragraphs with integrated connectives.

Use punctuation to create a range of sentences that are mostly accurate.

Spell and use grammar correctly, including complex and irregular words.

Use increasingly sophisticated vocabulary.

### Literature

#### An Inspector Calls

Students will be able to:

Form a clear response to the tasks across Papers 1 & 2.

Use clear evidence from the texts to support a developed response.

Clearly explain the writer's methods, and support explanations supported with references.

Clearly explain the effects of the writer's methods on the reader.

Clearly explain the ideas/contextual features and make links with the texts.

### Catering & Hospitality

Students will complete the coursework element of the course which is worth 60% of the course. In AP1 students will be comparing the nutritional needs of two specific groups as well as explaining the characteristics of unsatisfactory intake of a range of nutrients.

### French

Students will consolidate key grammar, vocabulary, and structures for exam skills on the following topics

- Jobs
- Holidays

Lessons will centre on core skill development, revision, and exam preparation.

### Geography

**Students study Paper 2: The UK's Evolving physical landscape focussing on rivers. They will study the flooding in Sheffield, June 2007, as their case study.**

**Students will specifically study how:**

- **Distinctive river landscapes have different characteristics formed by interacting physical processes**
- **River landscapes are influenced by human activity interacting with physical processes**
- **Some rivers are more prone to flood, with a variety of river management options**

### History

Weimar and Nazi Germany; 1918-1939.

The early challenges to the Weimar Republic, 1919–23.

Students will understand:

- Reasons for the early unpopularity of the Republic, including the 'stab in the back' theory and the key terms of the Treaty of Versailles.

The early challenges to the Weimar Republic, 1919–23.

Students will understand:

- Challenges to the Republic Left and Right: Spartacists, Freikorps, the Kapp Putsch.
- The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr.

The recovery of the Republic, 1924–29.

Students will understand:

- Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment.
- The impact on domestic policies of Stresemann's achievements abroad: The Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact.

Changes in society, 1924–29.

Students will understand:

- Changes in the standard of living, including wages, housing, unemployment insurance.
- Changes in the position of women in work, politics and leisure.
- Cultural changes, including developments in architecture, art, literature and the cinema.

### ICT

### Component 3 - Effective Digital Working Practices

Aim: explore how organisations use digital systems and the wider implications associated with their use.

Assessment: scenario-based external assessment where students demonstrate their knowledge to propose digital solutions to realistic situations

During Component 3 your students will:

- explore how modern information technology is evolving
- understand what cyber security is and how to safeguard against it
- consider legal and ethical issues in data and information sharing

### Maths

- Y11HT1 Students will study
- Calculate with roots, and with integer indices
- Leave answers in surd form
- Given 3 sides of a triangle, justify if it is right-angled or not
- Apply Pythagoras' Theorem with a triangle drawn on a coordinate grid
- Calculate the length of a line segment AB given pairs of points
- Trigonometry in right angled triangles
- Know the exact values of  $\sin\theta$  and  $\cos\theta$  for  $\theta = 0^\circ, 30^\circ, 45^\circ, 60^\circ$  and  $90^\circ$ .
- Know the exact value of  $\tan\theta$  for  $\theta = 0^\circ, 30^\circ, 45^\circ$  and  $60^\circ$
- Find angles of elevation and depression
- Interpret maps and scale drawings
- Estimate lengths using a scale diagram
- Make an accurate scale drawing from a diagram
- Know and use compass directions
- Use three-figure bearings to specify direction
- Mark on a diagram the position of point B given its bearing from point A
- Give a bearing between the points on a map or scaled plan
- Given the bearing of a point A from point B, work out the bearing of B from A
- Use accurate drawing to solve bearings problems
- Solve locus problems including bearings

### Physical Education

Students will complete Unit 6

Learning Aim A: now the attributes associated with successful sports leadership

- Describe, using relevant examples, the attributes required for, and responsibilities of, sports leadership.
- Describe the attributes of two selected successful sports leaders.
- Explain the attributes required for, and responsibilities of, sports leadership.
- Evaluate the attributes of two successful sports leaders.
- Compare and contrast the attributes of two successful sports leaders.

### Performing Arts

Students will complete Component 2

- Demonstrate appropriate development of performance and interpretative skills for performance during the rehearsal process.
- Demonstrate effective development of performance and interpretative skills, and techniques for performance during the rehearsal process.
- Demonstrate disciplined and organised development of performance and interpretative skills, and techniques for performance during the rehearsal process.
- Select and apply relevant technical skills during rehearsal when reproducing repertoire.

- Demonstrate competent application of technical, stylistic and interpretative skills appropriate to the performance of existing repertoire.
- Demonstrate appropriate selection, application and creative use of technical, stylistic and interpretative skills during rehearsal and performance of existing repertoire.
- Demonstrate considered selection, application and assured use of technical, stylistic and interpretative skills during rehearsal and performance of existing repertoire. C.2P4 Describe own development of skills and techniques, using relevant examples to demonstrate strengths and areas for improvement.
- Describe own application of skills and techniques in performance, using relevant examples to demonstrate strengths and areas for improvement.
- Explain own development and application of skills and techniques, using appropriate examples to identify strengths and areas for improvement.

Analyse own development and application of skills and techniques, using considered examples to identify strengths and set targets for improvement.

### Religious Education

In Y10 and Y11 RE is taught within the Opening Minds program.

### Science

#### **Inheritance, variation and evolution**

Students will be able to:

- Describe the differences between asexual and sexual reproduction.
- Understand that meiosis leads to non-identical cells being formed while mitosis leads to identical cells being formed.
- Explain how meiosis halves the number of chromosomes in gametes and fertilisation restores the full number of chromosomes.
- Describe the structure of DNA and define the term genome.
- Discuss the importance of understanding the human genome, including: the search for genes linked to different types of disease; understanding and treatment of inherited disorders; use in tracing human migration patterns from the past.
- Explain the terms: gamete, chromosome, gene, allele, dominant, recessive, homozygous, heterozygous, genotype, phenotype
- Understand the concept of probability in predicting the results of a single gene cross.
- Use direct proportion and simple ratios to express the outcome of a genetic cross.
- Complete a Punnett square diagram and extract and interpret information from genetic crosses and family trees.
- (HT only) Construct a genetic cross by Punnett square diagram and use it to make predictions using the theory of probability.
- Carry out a genetic cross to show sex inheritance using direct proportion and simple ratios in genetic crosses. genes linked to different types of disease; understanding and treatment of inherited disorders; use in tracing human migration patterns from the past.
- Explain the terms: gamete, chromosome, gene, allele, dominant, recessive, homozygous, heterozygous, genotype, phenotype
- Understand the concept of probability in predicting the results of a single gene cross.
- (HT only) describe the main steps in the process of genetic engineering.
- Interpret information about genetic engineering techniques and make informed judgements about issues concerning cloning and genetic engineering, including GM crops.
- Use information given to show understanding of the Linnaean system.
- Describe the impact of developments in biology on classification systems.

#### **The rate and extent of chemical change**

Students should be able to:

- Calculate the mean rate of a reaction from given information about the quantity of a reactant used or the quantity of a product formed and the time taken.

- Draw, and interpret, graphs showing the quantity of product formed or quantity of reactant used up against time.
- Draw tangents to the curves on these graphs and use the slope of the tangent as a measure of the rate of reaction.
- (HT only) Calculate the gradient of a tangent to the curve on these graphs as a measure of rate of reaction at a specific time.**
- Predict and explain using collision theory the effects of changing conditions of concentration, pressure and temperature on the rate of a reaction.
- Predict and explain the effects of changes in the size of pieces of a reacting solid in terms of surface area to volume ratio.
- Use simple ideas about proportionality when using collision theory to explain the effect of a factor on the rate of a reaction.
- Recall how changing these factors affects the rate of chemical reactions.
- Required Practical Activity 11
- Identify catalysts in reactions from their effect on the rate of reaction and because they are not included in the chemical equation for the reaction.
  
- Explain catalytic action in terms of activation energy.
- Explain what is meant by a reversible reaction.
- Make qualitative predictions about the effect of changes on systems at equilibrium when given appropriate information.
- (HT only) interpret appropriate given data to predict the effect of a change in concentration of a reactant or product on given reactions at equilibrium.**
- Interpret appropriate given data to predict the effect of a change in temperature on given reactions at equilibrium.
- (HT only) Interpret appropriate given data to predict the effect of pressure changes on given reactions at equilibrium.**

### **Organic chemistry**

Students will be able to:

- Recognise substances as alkanes given their formulae in molecular or displayed forms.
- Name and identify methane, ethane, propane and butane (other specific alkanes are not required).
- Describe how boiling point, viscosity and flammability of hydrocarbons change with increasing molecular size.
- Write balanced equations for the complete combustion of hydrocarbons with a given formula.
- Explain how fractional distillation works in terms of evaporation and condensation.
- Recall the colour change when bromine water reacts with an alkene.
- Describe in general terms the conditions used for catalytic cracking and steam cracking.
- Balance chemical equations as examples of cracking given the formulae of the reactants and products.
- Give examples to illustrate the usefulness of cracking.
- Explain how modern life depends on the uses of hydrocarbons.

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### Business

#### GCSE

This term we will study making operational decisions to include:

- Business operations
- Working with suppliers
- Managing quality
- The sales process
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#### Enterprise and Marketing

This will be the final term on this piece of controlled assessment

- Produce a final design product proposal
- Investigate costs revenue profit and breakeven point of the product proposal
- Investigate the risks associated with the product proposal
- Evaluate the financial viability of the product proposal.

### Computing

#### **Ethical, legal, cultural and environmental concerns**

You should understand:

- how to investigate and discuss Computer Science technologies while considering:
  - ethical issues
  - legal issues
  - cultural issues
  - environmental issues
  - privacy issues
- how key stakeholders are affected by technologies
- environmental impact of Computer Science
- cultural implications of Computer Science
- open source vs proprietary software
- legislation relevant to Computer Science:
  - The Data Protection Act 1998
  - Computer Misuse Act 1990
  - Copyright Designs and Patents Act 1988
  - Creative Commons Licensing
  - Freedom of Information Act 2000

## English

### Language

Students will be able to:

Select relevant evidence from both texts. Offer clear interpretation of relevant implicit information.

Make relevant developed comments on how writers use language/structure to achieve effects.

Make clear and accurate use of subject terminology to support your views.

Compare ideas and perspectives in a clear, relevant and developed way.

Explain clearly how writers' methods are used.

Make relevant references to both texts.

Evaluate clearly the effect(s) on the reader.

Show developed understanding of writer's methods.

Select a range of relevant textual references.

Make a clear and developed response to the focus of the statement.

Consistently match the tone of your writing to the audience.

Use increasingly sophisticated vocabulary for effect as well as a range of successful methods.

Make effective use of a range of clear and connected paragraphs with integrated connectives.

Use punctuation to create a range of sentences that are mostly accurate.

Spell and use grammar correctly, including complex and irregular words.

Use increasingly sophisticated vocabulary.

### Literature

#### Paper 1 Revision

Students will be able to:

Form a clear response to the tasks across Papers 1 & 2.

Use clear evidence from the texts to support a developed response.

Clearly explain the writer's methods, and support explanations supported with references.

Clearly explain the effects of the writer's methods on the reader.

Clearly explain the ideas/contextual features and make links with the texts.

## Catering & Hospitality

Students will complete the coursework element of the course which is worth 60% of the course. In AP2 students will learn about how to understand menu planning and explain the factors to consider when proposing dishes for menus. They will also be explaining how dishes on a menu address environmental issues, explain how dishes on a menu address environmental issues and plan production of dishes for a menu.



## French

Students will consolidate key grammar, vocabulary, and structures for exam skills on the following topics:

- School
- Family

Lessons will centre on core skill development, revision, and exam preparation.

## Geography

**Students continue to study paper 2 – investigating the UKs evolving human landscape.**

**Specifically, they study how**

- **Population, economic activities and settlements are key elements of the human landscape**
- **The UK economy and society are increasingly linked and shaped by the wider world**
- **The context of London and how this influences it's function**
- **How London has changed through employment, services and the movement of people**
- **How the changes in London create challenges and opportunities**
- **How ways of life in London can be improved by different strategies.**

## History

Weimar and Nazi Germany; 1918-1939.

- Hitler and the early days of The Nazi Party 1919-23.
- The Munich Putsch.
- The 'lean years' and The Wall Street Crash.
- Why Hitler became chancellor in 1933.
- Why Hitler became Fuhrer in 1934.
- The police state
- Policies towards The Church
- Policies towards the young
- Nazi policies towards women
- Nazi persecution of minorities

## ICT

### **Component 3 - Effective Digital Working Practices**

Aim: explore how organisations use digital systems and the wider implications associated with their use.

Assessment: scenario-based external assessment where students demonstrate their knowledge to propose digital solutions to realistic situations

During Component 3 your students will:

- explore how modern information technology is evolving
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## Maths

- Algebra notation e.g.  $ab$  means  $a \times b$
- Substitution
- Vocabulary - expression, equation, formulae, inequality, terms, factors
- Collect like terms
- Expand single brackets
- Factorise - single brackets

- Know the definition of Sum and Product
- Rearrange formulae to change the subject
- Functions - inputs and outputs
- Simple laws of indices
- Plot and read Coordinates in all four quadrants
- Plot straight line graphs
- Gradients and intercepts of straight line graphs
- Graphs involving speed, distance and time
- Recognise, sketch and interpret straight line graphs
- Solve linear equations with unknowns on one side e.g.  $5x - 7 = 18$
- Generate terms of a sequence
- Find the nth term of a linear sequence e.g. 3, 5, 7, 9...

## Performing Arts

### Students will complete Component 2

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- Describe own application of skills and techniques in performance, using relevant examples to demonstrate strengths and areas for improvement.
- Explain own development and application of skills and techniques, using appropriate examples to identify strengths and areas for improvement.
- Analyse own development and application of skills and techniques, using considered examples to identify strengths and set targets for improvement.

## Physical Education

### Students will complete Unit 6

Learning Aim B: Undertake the planning and leading of sports activities

- Plan two selected sports activities.
- Independently lead a sports activity session.
- Justify the choice of activities within the sports activity plan.
- Lead a successful sports activity session.

## Religious Education

In Y10 and Y11 RE is taught within the Opening Minds program.

## Science

### Waves

Students will be able to:

-Describe the difference between longitudinal and transverse waves.

- Describe evidence that, for both ripples on a water surface and sound waves in air, it is the wave and not the water or air itself that travels.
- Describe wave motion in terms of their amplitude, wavelength, frequency and period.
- Apply the equation linking period and frequency.
- Recall and apply the equation for wave speed.
- Identify amplitude and wavelength from given diagrams.
- Describe a method to measure the speed of sound waves in air.
- Describe a method to measure the speed of ripples on a water surface.
- Give examples that illustrate the transfer of energy by electromagnetic waves.
- Give practical applications of each type of electromagnetic wave.
- (HT only) Give brief explanations why each type of electromagnetic wave is suitable for the practical application.
- Construct ray diagrams to illustrate the refraction of a wave at the boundary between two different media.
- HT only – Explain how different substances may absorb, transmit, refract or reflect electromagnetic waves in ways that vary with wavelength
- HT only - use wave front diagrams to explain refraction in terms of the change of speed that happens when a wave travels from one medium to a different medium.
- Required practical activity 21: investigate how the amount of infrared radiation absorbed or radiated by a surface depends on the nature of that surface.

## **Ecology**

Students will be able to:

- Describe different levels of organisation in an ecosystem from individual organisms to the whole ecosystem.
- Describe the importance of interdependence and competition in a community.
- Suggest the factors for which organisms are competing in a given habitat.
- Suggest how organisms are adapted to the conditions in which they live.
- Extract and interpret information from charts, graphs and tables relating to the interaction of organisms within a community.
- Explain how a change in an abiotic factor would affect a given community given appropriate data or context.  
Extract and interpret information from charts, graphs and tables relating to the effect of abiotic factors on organisms within a community
- Explain how a change in a biotic factor might affect a given community given appropriate data or context.
- Extract and interpret information from charts, graphs and tables relating to the effect of biotic factors on organisms within a community.
- Explain how organisms are adapted to live in their natural environment.
- Understand that photosynthetic organisms are the producers of biomass for life on Earth.
- Interpret graphs used to model predator-prey cycles.
- Recall that many different materials cycle through the abiotic and biotic components of an ecosystem.
- Explain the importance of the carbon and water cycles to living organisms.
- Interpret and explain the processes in diagrams of the carbon cycle, the water cycle.
- Explain the role of microorganisms in cycling materials through an ecosystem by returning carbon to the atmosphere as carbon dioxide and mineral ions to the soil.
- Explain how waste, deforestation and global warming have an impact on biodiversity.
- Explain how pollution can occur and its consequences.
- Understand the conflict between the need for cheap available compost to increase food production and the need to conserve peat bogs and peatlands as habitats for biodiversity and to reduce carbon dioxide emissions.
- Evaluate the environmental implications of deforestation.
- Describe some of the biological consequences of global warming.
- Explain why evidence is uncertain or incomplete in a complex context global warming.  
Describe both positive and negative human interactions in an ecosystem and explain their impact on biodiversity.
- Evaluate given information about methods that can be used to tackle problems caused by human impacts on the environment.
- Explain and evaluate the conflicting pressures on maintaining biodiversity given appropriate information.

## Chemistry of the atmosphere

Students will be able to:

- Describe how carbon monoxide, soot (carbon particles), sulfur dioxide and oxides of nitrogen are produced by burning fuels.
- Predict the products of combustion of a fuel given appropriate information about the composition of the fuel and the conditions in which it is used.
- Describe and explain the problems caused by increased amounts of these pollutants in the air.

**Art & Design/Textiles**

Students will gain recording skills, learn how to work from primary and secondary sources and, by exploring 2D visual language, will be able to generate and develop visual communication ideas successfully. Through exploring the work of 2D artists, craftspeople and designers, students will find inspiring examples to stimulate and develop your own creative work. This unit gives students an exciting opportunity for 2D designing and making. They will experiment with resistant and non-resistant materials and develop techniques in modelling, constructing, carving, joining and moulding. Students will gain skills in the visual language of 2D, exploring the formal elements of volume, surface, form and structure. Through vocational briefs they will be able to apply their learning in a personal and creative way. Students will explore 2D media in a series of activities designed to develop their visual communication skills. They will gather a range of different examples of 2D work for your portfolio that demonstrates their knowledge and understanding of 2D working methods. Students will also learn about essential health and safety practice within the creative industries, for example using equipment safely, working safely and recycling materials.

**Business****GCSE**

Making financial decisions to include

- Business calculations (gross and net profit, ARR)
- Understanding business performance and the use of financial data
- The use and limitations of financial information in understanding business performance and decision making
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**Enterprise and Marketing**

Students will study unit R066 – Market and Pitch a Proposal

This unit carries on from the first controlled assessment unit completed in Y10

**Task 1. Develop a brand identity and promotional plan to target your customer profile**

*Students will:*

- Understand what is a brand and different branding techniques
- Create a brand for their business challenge proposal that is relevant to their target audience.
- Understand promotional objectives and why businesses use them
- Understand the different promotional methods available to a business
- Create promotional objectives and a promotional plan for their business.

**Task 2. Plan a pitch for a proposal**

*Students will:*

- Consider the factors needed to pitch a business idea

**Computing****Computational logic**

You should understand:

- why data is represented in computer systems in binary form
- simple logic diagrams using the operations AND, OR and NOT
- truth tables
- combining Boolean operators using AND, OR and NOT to two levels
- applying logical operators in appropriate truth tables to solve problems
- applying computing-related mathematics:

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## English

### Language

Students will be able to:

Select relevant evidence from both texts. Offer clear interpretation of relevant implicit information.

Make relevant developed comments on how writers use language/structure to achieve effects.

Make clear and accurate use of subject terminology to support your views.

Compare ideas and perspectives in a clear, relevant and developed way.

Explain clearly how writers' methods are used.

Make relevant references to both texts.

Evaluate clearly the effect(s) on the reader.

Show developed understanding of writer's methods.

Select a range of relevant textual references.

Make a clear and developed response to the focus of the statement.

Consistently match the tone of your writing to the audience.

Use increasingly sophisticated vocabulary for effect as well as a range of successful methods.

Make effective use of a range of clear and connected paragraphs with integrated connectives.

Use punctuation to create a range of sentences that are mostly accurate.

Spell and use grammar correctly, including complex and irregular words.

Use increasingly sophisticated vocabulary.

### Literature

#### Paper 2 Revision

Students will be able to:

Form a clear response to the tasks across Papers 1 & 2.

Use clear evidence from the texts to support a developed response.

Clearly explain the writer's methods, and support explanations supported with references.

Clearly explain the effects of the writer's methods on the reader.

Clearly explain the ideas/contextual features and make links with the texts.

## Catering & Hospitality

Students will complete the coursework element of the course which is worth 60% of the course. In AP3 students will learn about how to understand menu planning and explain the factors to consider when proposing dishes for menus. They will also be explaining how dishes on a menu address environmental issues, explain how dishes on a menu address environmental issues and plan production of dishes for a menu.

## French

In Half Term 3, we focus on general revision and exam skills to prepare students for their reading, writing, listening, and speaking exams. All topics and concepts from the GCSE syllabus will be covered.

## Geography

Students now move onto paper 3 'People and The Biosphere before beginning Forests Under Threat

### People and the Biosphere

- That the Earth is home to a number of very large ecosystems (biomes), the distribution of which is affected by climate and other factors
- The biosphere is a vital life-support system for people as it provides both goods and services.

### Forests under threat

- The structure, functioning and adaptations of the tropical rainforest reflect the equatorial climate
- The taiga shows different characteristics, reflecting the more extreme and highly seasonal climate
- Tropical rainforests are threatened by deforestation and indirectly by climate change
- The taiga is increasingly threatened by commercial development
- Conservation and sustainable management of tropical rain forests are vital if goods and services are not to be lost for future generations
- The taiga wilderness areas need to be protected from over-exploitation

## History

### Superpower relations and The Cold War 1941-91

#### The origins and development of The Cold War 1941-56

- Conferences at Tehran, Yalta and Potsdam
- Winston Churchill's 'Iron Curtain' speech, Truman doctrine and Marshal Aid
- The Berlin Blockade/Airlift
- Soviet invasion of Hungary

#### Three Cold War crises

- The Berlin Crisis 1961
- The Cuban Missile Crisis 1963
- The Prague Spring
- Détente

## ICT

### Component 2 - Collecting, Presenting and Interpreting Data

Aim: process and interpret data and draw conclusions

Assessment: internally assessed assignments

During Component 2 students will:

- explore how data impacts on individuals and organisations
- develop a dashboard using data manipulation tools
- draw conclusions and make recommendations on data intelligence

## Math

- Y11HT3 Students will study
- Reflection and rotation symmetry
- Transformations - rotation, reflection, translation, enlargement (with a positive scale factor)
- Identify the equation of a line of symmetry



- Identify the scale factor of an enlargement of a shape as the ratio of the lengths of two corresponding sides, simple integer scale factors, or simple fractions
- Identify congruent shapes by eye
- Understand that distances and angles are preserved under reflections, so that any figure is congruent under this transformation
- Addition and subtraction of vectors, multiplication of vectors by a scalar, and diagrammatic and column representations of vectors
- Be able to represent information graphically given column vectors
- Identify two column vectors which are parallel
- Apply the concepts similarity, including the relationships between lengths in similar figures
- Understand similarity of triangles and of other plane shapes, use this to make geometric inferences, and solve angle problems using similarity
- Understand the effect of enlargement on perimeter of shapes
- Solve problems to find missing lengths in similar shapes

## Performing Arts

### Component 3

- Understand how to respond to a brief
- Select and develop skills and techniques in response to a brief
- Apply skills and techniques in a workshop performance in response to a brief
- Evaluate the development process and outcome in response to a brief

## Physical Education

### Students will complete Unit 6

Learning Aim C: Review the planning and leading of sports activities

- Review the planning and leading of the sports activity session, describing strengths and areas for improvement, and targets for future development as a sports leader.
- Explain targets for future development as a sports leader, including a personal development plan.

Justify targets for future development as a sports leader and activities within the personal development plan.

## Religious Education

In Y10 and Y11 RE is taught within the Opening Minds program.

## Science

### Magnetism and Electromagnetism

Students will be able to:

- Describe the attraction and repulsion between unlike and like poles for permanent magnets.
- Describe the difference between permanent and induced magnets.
- Describe how to plot the magnetic field pattern of a magnet using a compass.
- Draw the magnetic field pattern of a bar magnet showing how strength and direction change from one point to another.
- Explain how the behaviour of a magnetic compass is related to evidence that the core of the Earth must be magnetic.
- Describe how the magnetic effect of a current can be demonstrated.
- Draw the magnetic field pattern for a straight wire carrying a current and for a solenoid (showing the direction of the field).
- Explain how a solenoid arrangement can increase the magnetic effect of the current.
- (HT only) Show that Fleming's left-hand rule represents the relative orientation of the force, the current in the conductor and the magnetic field.
- Recall the factors that affect the size of the force on the conductor.
- Apply the equation force = magnetic flux density  $\times$  current  $\times$  length
- Explain how the force on a conductor in a magnetic field causes the rotation of the coil in an electric motor.

## Using resources

Students will be able to:

- State examples of natural products that are supplemented or replaced by agricultural and synthetic products.
- Distinguish between finite and renewable resources given appropriate information.
- Extract and interpret information about resources from charts, graphs and tables.
- Use orders of magnitude to evaluate the significance of data about resources.
- Distinguish between potable water and pure water.
- Describe the differences in treatment of ground water and salty water.
- Give reasons for the steps used to produce potable water.
- Comment on the relative ease of obtaining potable water from waste, ground and salt water.
- Evaluate alternative biological methods of metal extraction, given appropriate information.
- State examples of natural products that are supplemented or replaced by agricultural and synthetic products.
- Distinguish between finite and renewable resources given appropriate information.
- Extract and interpret information about resources from charts, graphs and tables.
- Use orders of magnitude to evaluate the significance of data about resources.
- Carry out simple comparative LCAs (life cycle assessment) for shopping bags made from plastic and paper.
- Interpret LCAs of other materials or products, given appropriate information.
- Evaluate ways of reducing the use of limited resources, given appropriate information.

## Chemical analysis

Students will be able to:

- Use melting point and boiling point data to distinguish pure from impure substances.
- Identify formulations given appropriate information.
- Explain how paper chromatography separates mixtures.
- Suggest how chromatographic methods can be used for distinguishing pure substances from impure substances.
- Interpret chromatograms and determine  $R_f$  values from chromatograms.
- Required Practical Activity 12
- Describe the gas tests for hydrogen, chlorine, oxygen and carbon dioxide.

## Chemistry of the atmosphere

Students will be able to:

- Interpret evidence and evaluate different theories about the Earth's early atmosphere.
- Describe the main changes in the atmosphere over time and some of the likely causes of these changes.
- Describe and explain the formation of deposits of limestone, coal, crude oil and natural gas.
- Describe the greenhouse effect in terms of the interaction of short and long wavelength radiation with matter.
- Describe two human activities that increase the amounts of each of the greenhouse gases carbon dioxide and methane.
- Evaluate the quality of evidence of reports about global climate change given appropriate information and describe uncertainties in the evidence base.
- Describe briefly four potential effects of global climate change.
- Discuss the scale, risk and environmental implications of global climate change.
- Describe actions to reduce emissions of carbon dioxide and methane and give reasons why actions may be limited.

**Art & Design/Textiles**

Through building a portfolio, students will organise and present their best work so that others, for example teachers, peers, external moderators and outside agencies such as industry professionals, can understand student's creative ideas and acknowledge your technical skills in handling media across different art and design disciplines. Students will develop their skills of selecting and displaying your work to best effect by showcasing your creativity and technical skills. A portfolio is the most immediate way an artist, craftsperson or designer can show prospective clients or other audiences the breadth of their work. Students will need to keep an up-to-date record of your work to demonstrate knowledge and skills. Their portfolio may be paper based and could include research, sketches, final artwork or photographs of artwork. Increasingly, artists and designers are using digital means to show their work, for example they could upload your portfolio to social networking sites, gallery websites or create their own website. The portfolio will help students to progress through your current course to the next level. It will also help you to progress towards an art and design career.

**Business****GCSE**

Making HR decisions. To include

- Organisational structure
- Effective recruitment
- Training and development
- Motivation
- 

**Enterprise and Marketing**

**Students will study unit R066 – Market and Pitch a Proposal**

This unit carries on from the first controlled assessment unit completed in Y10

**Task 3 – Be able to pitch a proposal to an audience.**

*Students will:*

- Produce a pitch to 'sell' their product to an audience
- Pitch to peers.
- Self-assess and peer assess pitches
- Modify pitches to reflect assessment
- Pitch to an audience

**Computing****Producing robust programs**

You should understand:

- defensive design considerations:
  - input sanitisation/validation
  - planning for contingencies
  - anticipating misuse
  - authentication
- maintainability:
  - comments
  - indentation
- the purpose of testing
- types of testing:
  - iterative
  - final/terminal
- how to identify syntax and logic errors

- selecting and using suitable test data

## English

### Language

Students will be able to:

Select relevant evidence from both texts. Offer clear interpretation of relevant implicit information.

Make relevant developed comments on how writers use language/structure to achieve effects.

Make clear and accurate use of subject terminology to support your views.

Compare ideas and perspectives in a clear, relevant and developed way.

Explain clearly how writers' methods are used.

Make relevant references to both texts.

Evaluate clearly the effect(s) on the reader.

Show developed understanding of writer's methods.

Select a range of relevant textual references.

Make a clear and developed response to the focus of the statement.

Consistently match the tone of your writing to the audience.

Use increasingly sophisticated vocabulary for effect as well as a range of successful methods.

Make effective use of a range of clear and connected paragraphs with integrated connectives.

Use punctuation to create a range of sentences that are mostly accurate.

Spell and use grammar correctly, including complex and irregular words.

Use increasingly sophisticated vocabulary.

### Literature

#### Paper 1 and 2 Revision

Students will be able to:

Form a clear response to the tasks across Papers 1 & 2.

Use clear evidence from the texts to support a developed response.

Clearly explain the writer's methods, and support explanations supported with references.

Clearly explain the effects of the writer's methods on the reader.

Clearly explain the ideas/contextual features and make links with the texts.

## Catering & Hospitality

Students will complete the coursework element of the course which is worth 60% of the course. In AP4 students will learn about using techniques in preparation of commodities, assuring quality of commodities to be used in food

preparation, using techniques in cooking of commodities, completing dishes using presentation techniques and using food safety practices.

## French

In Half Term 4, we focus on general revision and exam skills to prepare students for their reading, writing, listening, and speaking exams. All topics and concepts from the GCSE syllabus will be covered.

## Geography

Students continue to study Forests under threat

- The structure, functioning and adaptations of the tropical rainforest reflect the equatorial climate
- The taiga shows different characteristics, reflecting the more extreme and highly seasonal climate
- Tropical rainforests are threatened by deforestation and indirectly by climate change
- The taiga is increasingly threatened by commercial development
- Conservation and sustainable management of tropical rain forests are vital if goods and services are not to be lost for future generations
- The taiga wilderness areas need to be protected from over-exploitation

Students then study Paper 3 Consuming Energy Resources.

- Energy can be classified in different ways and is not evenly distributed
- The global demand for oil is increasing and this increases pressure to exploit new areas
- That reducing the reliance of fossil fuels presents major technical challenges
- Attitudes to energy and environmental issues are changing.

Students will then study for the unseen fieldwork element of the course.

## History

Superpower relations and The Cold War 1941-91

The end of The Cold War

- The Soviet invasion of Afghanistan
- Reagan, SDI, 'Star Wars' and 'The Second Cold War
- Gorbachev and the fall of The Berlin Wall

The collapse of The Soviet Union.

## ICT

### Component 2 - Collecting, Presenting and Interpreting Data

Aim: process and interpret data and draw conclusions

Assessment: internally assessed assignments

During Component 2 students will:

- explore how data impacts on individuals and organisations
- develop a dashboard using data manipulation tools
- draw conclusions and make recommendations on data intelligence

## Maths

Students will study a programme of revision.

## Performing Arts

### Component 3

- Understand how to respond to a brief
- Select and develop skills and techniques in response to a brief
- Apply skills and techniques in a workshop performance in response to a brief
- Evaluate the development process and outcome in response to a brief

## Physical Education

### Students will complete Unit 3: Applying the Principles of Personal Training

Learning Aim A: Design a personal fitness training programme

Learning Aim B: Know about the musculoskeletal system and cardiorespiratory system and the effects on the body during fitness training.

Learning Aim C: Implement a self-designed personal fitness training programme to achieve own goals and objectives.

Learning Aim D: Review a personal fitness training programme.

## Religious Education

In Y10 and Y11 RE is taught within the Opening Minds program.

## Science

### Biology revision

Revision covering the following key ideas that have been taught in Years 9, 10 and 11:

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

### Chemistry revision

Revision covering the following key ideas that have been taught in Years 9, 10 and 11:

- Atomic structure and the periodic table
- Bonding, structure and the properties of matter
- Quantitative chemistry
- Chemical Changes
- Energy changes
- The rate and extent of chemical change
- Chemistry of the atmosphere
- Using resources

### Physics revision

Revision covering the following key ideas that have been taught in Years 9, 10 and 11:

- Energy
- Electricity
- Particle model of matter
- Atomic structure
- Forces
- Waves

## Year 11 HT5

This term, the following aspects of the curriculum will be covered in your child's class:

### Art & Design

Through building a portfolio, students will organise and present their best work so that others, for example teachers, peers, external moderators and outside agencies such as industry professionals, can understand student's creative ideas and acknowledge their technical skills in handling media across different art and design disciplines. Students will develop their skills of selecting and displaying their work to best effect by showcasing their creativity and technical skills. A portfolio is the most immediate way an artist, craftsperson or designer can show prospective clients or other audiences the breadth of their work. Students will need to keep an up-to-date record of their work to demonstrate knowledge and skills. Their portfolio may be paper based and could include research, sketches, final artwork or photographs of artwork. Increasingly, artists and designers are using digital means to show their work, for example they could upload their portfolio to social networking sites, gallery websites or create their own website. The portfolio will help students to progress through their current course to the next level. It will also help them to progress towards an art and design career.

### Business

#### GCSE

Revision and exam preparation

#### Students will study unit R066 – Market and Pitch a Proposal

This unit carries on from the first controlled assessment unit completed in Y10 and completes the business proposal

*Students will:*

- Produce a reflection of their pitching skills
- Review their product.
- Any students resitting the exam will then have time to revise for their resit.

### Computing

#### Systems software

You should understand:

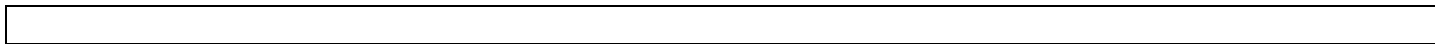
- the purpose and functionality of systems software
- operating systems:
  - user interface
  - memory
- management/ multitasking
  - peripheral management and drivers
  - user management
  - file management
- utility system software:
  - encryption software
  - defragmentation
  - data compression
  - the role and methods of backup: Full/ Incremental

### English

Students will study a programme of revision.

### Catering & Hospitality

Students will complete the coursework element of the course which is worth 60% of the course. In AP5 students will learn about using techniques in preparation of commodities, assuring quality of commodities to be used in food preparation, using techniques in cooking of commodities, completing dishes using presentation techniques and using food safety practices.





## French

In Half Term 5, we focus on general revision and exam skills to prepare students for their reading, writing, listening, and speaking exams. All topics and concepts from the GCSE syllabus will be covered.

## Geography

Revision of all key content and dedicated improvement time.

## History

Revision of all key content.

## ICT

Review of Component 1 and Component 2

Students will spend this time review all the content which was collated for both component 1 and component 2.

Each piece of coursework will be reviewed by students to ensure that no assignment objects have been missed out and that all the ones which are completed have been completed to a distinction grade.

## Maths

Students will study a programme of revision.

## Performing Arts

- Understand how to respond to a brief
- Select and develop skills and techniques in response to a brief
- Apply skills and techniques in a workshop performance in response to a brief
- Evaluate the development process and outcome in response to a brief

## Physical Education

**Students will complete Unit 3: Applying the Principles of Personal Training**

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Learning Aim C: Implement a self-designed personal fitness training programme to achieve own goals and objectives.

Learning Aim D: Review a personal fitness training programme.

## Religious Education

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## Science

### Biology revision

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- Cell biology
- Organisation
- Infection and response
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- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

### Chemistry revision

Revision covering the following key ideas that have been taught in Years 9, 10 and 11:

- Atomic structure and the periodic table

- Bonding, structure and the properties of matter
- Quantitative chemistry
- Chemical Changes
- Energy changes
- The rate and extent of chemical change
- Chemistry of the atmosphere
- Using resources

### **Physics revision**

Revision covering the following key ideas that have been taught in Years 9, 10 and 11:

- Energy
- Electricity
- Particle model of matter
- Atomic structure
- Forces
- Waves
- Magnetism and electromagnetism