



YEAR 11 CURRICULUM LETTER: AUTUMN 2024

Welcome to our Autumn term Curriculum Letter. There are plenty of activities for students to get involved in this term and many departments will be running exciting activities in the run up to Christmas. More general information about the curriculum can be found [here](#).

We run 2 Challenge Days during the year where the normal curriculum is collapsed and specific exciting events are put on. This term's Challenge Day will be on Wednesday 23rd October. Year 11 will be taking part in a Computer Science event and more information about this will be shared soon by Mr Neighbour.

Art

This term in Art, students will investigate the work of the Surrealists and Dadaists and the work of these artists in the collection of the Tate Modern.

Business

After recapping some of the key learning covered in the Summer term, students will be studying marketing. During this popular module we will be looking at topics including; branding, the importance of e-commerce, viral marketing and discussing the importance of an integrated marketing mix. It will then be time to start the next unit, Business Operations, where we will analyse and evaluate different production processes and the impact of technology on production. We will also study how organisations need to work with suppliers and a range of issues around stock control and procurement.

Careers

As part of their PSHE lessons, students will look at Future Pathways.

Computer Science

In Computer Science this term, students develop skills in Program Construction. They carry out a number of practical activities, in preparation for the paper 2 examination.

The students will also undertake revision lessons for the upcoming mock examinations and once these have been undertaken, they will then work on developing a number of solutions to some Python programming tasks. They will do this collaboratively and will utilise the skills they have learnt in their practical programming lessons.

Drama

Devising Drama'

Students will work on their first piece of coursework to be submitted as part of their GCSE. This will be a devised piece created from various given stimuli. Pupils are expected to record a polished performance to send off for assessment towards the end of the term. They must also complete a 'Devising Log', which is in three sections and must also be handed in before Christmas. Alongside this, pupils will be revising their set text and learning how to give exam style answers.

English

Pupils begin year 11 by revising their Shakespearean text Macbeth and Dickens' A Christmas Carol in preparation for their mock examination at the end of September. Please encourage students to attend Tuesday revision sessions in the Lecture Theatre!

Pupils then move onto English Language Paper 2, developing the core skills needed for analysing Non-Fiction and Transactional Writing. They will analyse, evaluate and compare unseen non-fiction texts as well as developing their skills in writing for different audiences and purposes.

Towards Christmas, students will begin their study of their final GCSE Literature set text - Leave Taking by Winsome Pinnock- a play exploring the concepts of identity, belonging, family and equality in modern Britain.

Geography

Year 11 students will be continuing their study of the UK's physical landscapes, focusing on coasts and rivers. This will include a fieldtrip to Dawlish Warren where students will learn fieldwork skills on coastal processes and management.

Following on from our work on the natural landscapes of the UK, students will begin to explore inequality around the world in the 'Changing Economic World Topic'.

Geology

Students will continue their work on Theme 8 - "A Dangerous Place to Live" and once completed (after the mock examinations, they will move onto Theme 9 - "Magic in the Rocks" which is about fossils and will link back into the work students have completed on Geohazards and also work from Theme 2 - "A Jewel in Space" which they studied in year 10.

History

Students will develop their knowledge and analytical and evaluative skills through the topic of Germany between 1919-1939, developing their understanding of how the Nazis used a number of ways to control the German population; through the Police State, Nazi social policies and the Nazi persecution of minorities.

Mathematics

Students will cover the following topics:

Circle Theorem. Introducing the mathematical concept of a theorem and how they are proved. The Greek Mathematician Euclid proved many results about circles in the 13 volumes of his elements which he wrote in 300BC. Circles have been known since the earliest recorded history.

Algebra. Building on skills so that in science and other industries complex formula can be rearranged to find important measures. Bridge designers use algebraic fractions when making sure their designs are structurally safe. Opticians use algebraic fractions when working out a lens prescriptions.

Algebraic Fractions

Simplifying Algebraic Fractions

More Algebraic Fractions

Solving Algebraic Fraction Equations

Surds

Proof

MFL - French

Students will complete a topic called: au college.

They will then learn how to discuss and give opinions on school rules, discuss the advantages of school exchanges and trips and other aspects of school, using a range of complex vocabulary. We also spend time in lessons focussing of exam skills ready for the mock exams.

MFL - German

Pupils will learn about family relationships and friendships through the medium of a film study of "Goodbye Lenin"

They will learn how to:

- To talk about what life was like in the former East Germany
- To describe the relationships between the characters in Goodbye Lenin
- To talk about how the characters in Goodbye Lenin get on with each other
- To discuss the qualities of a good friend in relation to individual characters,
- To discuss the techniques the director uses to highlight the relationships in the film
- Apply some of the above to their own family and friends

Music

Exploration of AOS1 Set Works: Mozart Clarinet Concerto in A - Movement III. Preparation for final solo and ensemble performances after half term.

PERFORMANCE, COMPOSITION 2 and REVISION: This term the pupils will complete their solo and ensemble performances for the GCSE. They will then spend time on their second piece of composition coursework and address any gaps in their knowledge re the areas of study for the exam section.

PE

CORE PE:

Students are offered a range of activities that develops their personal fitness and promotes an active, healthy lifestyle. The main focus in year 11 is for them to participate in some physical activity as a way of promoting good mental health and enjoyment.

They are able to choose 2 per week which they then develop skills in for half a term.

They are taught to use and develop a variety of tactics and strategies to overcome opponents in either hockey, badminton, volleyball, handball, rugby, netball, or football, depending of which of these they choose.

They can choose to work on their own fitness in our fitness suite.

They can also choose to take part in a toning session to help strengthen their muscles and teach them a variety of exercises they can use at home to further improve their muscular strength and endurance.

Students can also choose to develop their technique and improve their flexibility and strength in yoga, learning skills they can use at home and in later life.

GCSE PE:

In year 11, students will be Writing their Personal Exercise Programme Evaluation.

Students will develop their understanding of sport psychology, including how to classify sports skills as open/closed, basic (simple)/complex and low organisation/high organisation. They will develop their understanding of practice structures - massed, disturbed, fixed and variable and how to apply these to choose the best practice to develop a range of skills.

PSHE

A mix of wider world such as core British values, managing money, a short self-defence course (external instructor), managing exam stress, healthy eating, importance of sleep, resilience & self-esteem, revisiting sexual health and contraception.

Religion, Philosophy and Ethics

We start year 11 with a unit on Christian beliefs, revisiting some of the themes and Jewish beliefs studied in year 10.

After their mocks, students will start a unit on Crime and Punishment. In Ethics and Values, students are looking at issues around abortion.

Science

Biology:

This term, year 11 will start by preparing for the mock exams e.g. recall topics and exam technique.

After the exam, we continue with our topic on exchange and transport by looking at the structure of the heart and blood. This gives us chance to look at real world examples e.g. pacemakers, stents and transplants.

Following on from the exam feedback, this will allow us to look at the weaker areas that need tackling ready for the summer.

Chemistry:

Quantitative Chemistry. In this topic, students develop an understanding of how chemists use quantitative analysis to determine the formulae of compounds and the equations for reactions. As well as how, given this information, analysts can then use quantitative methods to determine the purity of chemical samples and to monitor the yield from chemical reactions.

Physics:

Students completing the Combined course will cover the topic of waves and look at the different types of waves and their properties. Students completing the Separate Science course will cover the topic of waves, look at the different types of waves and their properties and develop this further by studying the electromagnetic spectrum and how we use different types of waves in different methods of communication. Combined Science students will complete the unit of forces and motion before starting waves.

Double Science students will complete the EM waves topic which describes the uses of the electromagnetic spectrum from Gamma Rays to Radiowaves. Triple Science students will also apply their understanding of waves and describe the properties of mechanical and electromagnetic waves in terms of energy transfer with or without the need for a transfer medium. They will compare transverse waves and longitudinal waves by examining the relationship between the direction of propagation and the direction of the oscillations. In addition, students will investigate the properties of sound waves in more detail using oscilloscope traces, comparing both amplitude and frequency before looking at the ear's response to frequency.

Students will complete a range of tasks in their 'Learning Grids' booklets as well as online simulations and quizzes on Kerboodle - a subscription service which supports teaching and learning in school and at home.

