

**YEAR 11**

Dear Parents and Carers,

This is an overview of the topics that your child will be studying in the second half term of Year 11 (November and December). If you have any queries about a subject, please contact the Curriculum Directors of each faculty (contact information below).

<b>Subject</b>	<b>The topics that your child will be studying</b>	<b>An outline of the course over the half term</b>
<b>Maths</b>	<b><i>Manipulating Expressions</i></b>	<i>This will include simplifying algebraic expressions, working with algebraic fractions and forming and solving equations.</i>
<b>English</b>	<b><i>Literature revision</i></b>	<i>Students will revisit the key themes of ‘Macbeth’ and ‘A Christmas Carol’ and practise their essay writing skills for English literature.</i>
<b>Science</b>	<b><i>Organising an ecosystem Chemical analysis Force and Pressure</i></b>	<ul style="list-style-type: none"> <li>• <i>Studies the structure and function of ecosystems, including the roles of producers, consumers, and decomposers in energy flow and nutrient cycling.</i></li> <li>• <i>Studies techniques used to analyse chemical substances, including chromatography, spectroscopy, and titration methods.</i></li> <li>• <i>Investigates the interaction between force, which is a push or pull acting on an object, and pressure, which is the force exerted over a specific area.</i></li> </ul>
<b>Geography</b>	<b><i>Tectonic and Weather Hazards</i></b>	<i>This part of the GCSE course investigates the different types of natural hazards, and the cause, consequences and responses to them. Students consider the variations between earthquakes in low-income countries compared to high-income countries. We also explore the impact of climate change on extreme weather events, with a focus on tropical storms. (Unit 1 – Section A)</i>
<b>History</b>	<b><i>The American West (1835-1895) (Paper 2) Pearson Edexcel.  Weimar and Nazi Germany, 1918-1939 (Paper 3) Pearson Edexcel.</i></b>	<p><i>Students will finish off the American West. This topic focuses on how complexities of how the American West came to be. They will investigate themes such as settlement, religion and beliefs, nationalism, technology, farming, government, and tribal structures.</i></p> <ul style="list-style-type: none"> <li>• <i>Key Topic 3: Later developments in the West, c1876–c1895.</i></li> </ul> <p><i>Students will then move onto Weimar and Nazi Germany. Studying this topic enables you to understand the complexities and challenges that the democratic Weimar Republic faced and how it</i></p>

		<p>was transformed into a one-party state under the leadership of the Nazis. The unit starts with the look at the aftermath of World War I and how the democratic Weimar Republic was established.</p> <ul style="list-style-type: none"> <li>• Key Topic 1: The Weimar Republic 1918–29.</li> </ul>
<b>Religious Education</b>	<b>Christian Practices - Paper 1 and Revision for Mock</b>	Students will study Christian practices such as: helping the local community, pilgrimage, mission and evangelism, the importance of the worldwide church.
<b>French</b>	<b>French Unit 8 – Travel and Tourism</b>  <b>French Unit 9 – School</b>	<p>Students will finish the unit on Travel and Tourism with an end of unit assessment in all four skills. They will then begin the next unit on School where they will be use high level phrases to talk in a range of tenses about their school environment and routines.</p>
<b>Sports Studies (GCSE PE)</b>	<b>R185 - Performance and leadership in sport activities – Topic 1</b>  <b>R185 - Performance and leadership in sport activities Topic 2</b>  <b>Unit R184: Contemporary issues in sport</b>	<p>Students will learn how to perform skills and techniques in Badminton and how to apply strategies and tactics.</p> <p>R185 -Students will display their level of performance, understanding how they perform and how they could develop further. Students will apply practice methods to support improvement in a selected sport.</p> <p>Students will learn about a range of topical and contemporary issues in sport, relating to; participation levels and barriers, promotion of values and ethical behaviour, the role of high-profile sporting events, the role of national governing bodies and how technology is used within sport.</p>
<b>Art</b>	<b>Identity</b>	Year 11 are continuing their Identity project by focusing on a new artist. They will be researching a new artist, and working in their style towards creating a final piece in Mock Exam in Dec.
<b>Music</b>	<b>Students will be working on three areas, performing, composing and theory</b>	<p><b>Composing:</b> Students will explore musical devices and will finalise their free composition for submission (15% of grade coursework) and be introduced to the Set Brief composition.</p> <p><b>Theory:</b> Students will look at the set work <i>Badinerie</i>, they will explore key signatures, cadences, time signatures, structure and intervals. They are revisiting the set work to look at it in more depth detail but also to revisit knowledge from Year 10.</p> <p><b>Performing:</b> Students work on developing solo and ensemble pieces.</p>
<b>Creative Imedia (IT)</b>	<b>R097 NEA</b>	Students will be completing their R097 NEA assessment worth 35% of their final grades. They

	<b>R093 Exam Prep/R094 NEA</b>	<p>have been working on this for the last half term so this is only for the beginning of the half term.</p> <p>Students will then move down one of two paths. If they were successful in completing their first NEA then they will return to preparations for the R093 exam unit which potentially they could sit in January. Alternatively they will be repeating their R094 NEA worth 25% of their final grade.</p>
<b>Design and Technology</b>	<b>Design and make prototypes that are fit for purpose.</b>	<p>Students should explore a range of possible ideas linking to the contextual challenge selected. These design ideas should demonstrate flair and originality and students are encouraged to take risks with their designs.</p> <p>Students are encouraged to be imaginative in their approach by experimenting with different ideas and possibilities that avoid design fixation.</p>
<b>Hospitality and Catering</b>	<p><b>AC1.1 Describe functions of nutrients in the human body</b>  <b>AC1.2 Compare nutritional needs of specific groups</b>  <b>AC1.3 Explain characteristics of unsatisfactory nutritional intake</b>  <b>AC1.4 Explain how cooking methods impact on nutritional value</b></p>	Learners will be completing their NEA (coursework) worth 60% of their GCSE.
<b>Enterprise</b>	<p><b>Targeting and segmenting the market</b></p> <p><b>4Ps of the marketing mix (A2)</b>  <b>Factors influencing the choice of marketing methods</b></p> <p><b>Trust, reputation and loyalty</b>  <b>Financial Documents</b></p> <p><b>Payment methods</b></p>	You will explore why enterprises are successful, looking at the impact of factors both inside and outside the control of the enterprise, and investigate ways in which situational analyses can be used to support decision making. This component will give you an understanding of the factors that contribute to a successful enterprise. You will develop transferable skills, such as research and data analysis, which will support your progression to Level 2 or Level 3 vocational or academic qualifications.
<b>Health and Social Care</b>	<p><b>Health and Social Care Services and Values</b></p> <p><b>Health and Wellbeing</b></p>	Continuation of controlled assessment for component 2 Looking at the impact of different factors, influences on our physical and mental wellbeing and things that can stop us getting support.
<b>Core Physical Education (non-exam)</b>	<p><b>Students will be studying a Mastery Curriculum developing Motor Competence, rules strategies tactics and healthy participation, building upon their KS3 knowledge. Students have chosen which specific sport pathway to study to allow for increase in participation after KS4</b></p>	<p>Badminton - Stance and Movement, Serve, Forehand/Backhand, Rules, Strategies and Tactics</p> <p>Invasion games - Passing and receiving, Movement, Shooting and Defending, Rules, Strategies and Tactics</p>

	<b>Students Study: Badminton and Invasion games.</b>	
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**Curriculum Directors**

<b>Faculties</b>	<b>Subjects</b>	<b>Curriculum Directors</b>
<b>Communications</b>	English and Modern Foreign Languages	<b>Mrs Spalding:</b> <a href="mailto:kspalding@oiea.co.uk">kspalding@oiea.co.uk</a>
<b>Mathematics and IT</b>	Geography, History and RE	<b>Mrs Magill:</b> <a href="mailto:amagill@oiea.co.uk">amagill@oiea.co.uk</a> <b>Mr Cotton:</b> <a href="mailto:ocotton@oiea.co.uk">ocotton@oiea.co.uk</a>
<b>Science and Sport</b>	Science, Core PE	<b>Mr Cross:</b> <a href="mailto:scross@oiea.co.uk">scross@oiea.co.uk</a>
<b>Humanities</b>	Mathematics and IT	<b>Mr Wyke:</b> <a href="mailto:pwylke@oiea.co.uk">pwylke@oiea.co.uk</a>
<b>Creative</b>	Art, DT, Food, Drama, Music	<b>Mr Underhill:</b> <a href="mailto:bunderhill@oiea.co.uk">bunderhill@oiea.co.uk</a>

*Yours faithfully*

*Mr R Siddons*

*Assistant Principal – Quality of Education*