

Year 11 Spring Curriculum Update

January 2024

YEAR 11 SPRING TERM OVERVIEW

Year 11 students have had an excellent first term at Walton High. This term marks a really important period for Year 11, with just over four months until GCSEs start, the students are on their final push towards the first GCSE exam on May 9.

There are several practical and written exams happening this term and we wish the students all the best in these. The majority of students have impressed staff with their positive attitudes to learning and focus within lessons.

Students have been working hard for their mock exams and students should now have received their December mock exam grades and are encouraged to speak to their teachers if they are concerned. Targeted intervention has started, and all Year 11 students are encouraged to attend subject revision sessions that take place after-school. Year 11 will sit a second set of mocks the week commencing 26 February and more information will be sent in due course. All revision resources will be posted on Firefly for the students to access.



Walton High's Post 16 Information Evening was extremely successful with a high turnout from students of both campuses, and it was great to see so many Walton High Year 11 students making good use of the evening to ask as many questions as possible. Students should now be applying for either Post 16, college, or apprenticeships to ensure they secure a place for their studies after GCSE. For information regarding Post 16 courses and how to apply, please see the school website.



It's been a busy term for students and staff and over 100 students at WT campus enjoyed watching a production of Macbeth with feedback being extremely positive from students. Both campuses were also lucky to participate in a Preparation for Success Day where they were fortunate enough to hear from a motivational speaker 'Mr Beezy' whom the students really enjoyed.

ENGLISH LANGUAGE

This term students are revising the skills required for their GCSE English Language exam, specifically their writing skills in section B of both papers. For the first half term, there is a focus on fiction writing with the second half term non-fiction writing. Each lesson centres around a specific style, genre or writing skill such as describing a setting or crafting a character. Using a 'model' to magpie successful ideas and features, they are able to see what a clear and effective response should look like in order to replicate and develop their own piece.

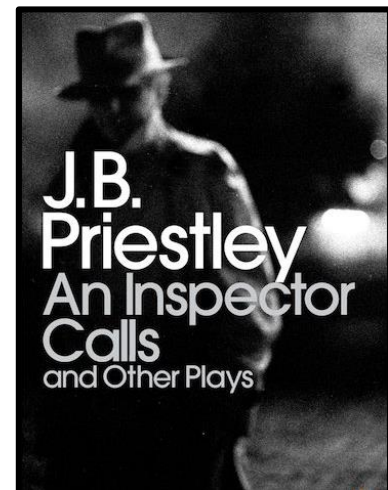


Reflecting on their learning in the previous lessons, they can craft detailed and effective stories, descriptions, persuasive speeches or newspaper articles. To encourage further reflection and direct their revision outside of lessons, students complete a range of self-assessments to monitor their progress.

ENGLISH LITERATURE

This term Year 11 are revising for their paper 2 English Literature exam: one question based on Priestley's *An Inspector Calls*, one question based on the *Power and Conflict* poems and some *Unseen* poetry skills. Students are focusing on the characters, themes and messages that we can interpret from each text.

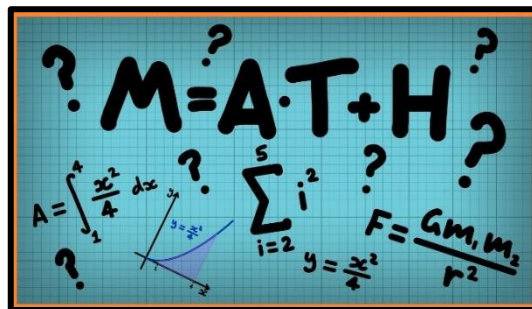
Students are currently enjoying revisiting the dynamics of the family in *An Inspector Calls* alongside the vivid and memorable imagery in poems. They are feeling confident with their understanding of the plot and have developed some particularly impressive interpretations about class and gender about the Birlings in the play.



As students revisit their prior learning, they will also build upon their essay writing skills, develop their line of thinking and ability to craft an interpretation.

MATHS

Year 11 study AQA Maths course all classes have now finished learning the curriculum content. Students' learning is focused on revision of topics they have previously studied; bridging any gaps in learning; improving their problem solving; strengthening their ability to make connections between different topic areas; and prove and solve a range of more complex problems in preparation for their upcoming Mock and GCSE Exams. Year 11 are provided with a range of various learning activities to support their independent revision programme both through paper copies and electronic copies via Firefly. Students can revise using Corbett Maths, Maths Genie and MyMaths. Additional resources to support their independent learning can be found on Firefly Walton High. It is vital that students use their QLA (question level analysis) to motivate their independent revision.



SCIENCE

BIOLOGY

Year 11 students will be completing their Biology GCSE course in the first part of this term, concluding their final B6 module by looking at modern medical techniques and developments in the treatment of diseases including cancer and heart disease. Students will also study ways in which genetic diseases could be completely removed from the genome through the use of gene therapy. An important practical will be carried out by all Year 11 classes this half term with students being challenged with growing microorganisms in the lab and looking at how different chemicals can affect their growth.



In the second half term students will focus their attention on revising the practical skills, and content from their entire biology course. Each class will have the opportunity to carry out a range of practical tasks including testing for biological molecules, using enzymes and sampling of organisms to ensure clear understanding of the techniques involved and to enable students to answer questions related to these topics in their exams. Students will all sit a Paper 2 Biology mock in March, covering content from chapters B4, B5 and B6.

CHEMISTRY



We will be finishing the Chemistry course by studying the last of the human environmental impacts and looking at ideas about how we make water safe to drink. Then we will be starting targeted revision of weak areas and recapping the required practicals. How do we make water safe to drink and how do we process wastewater to make it safe?

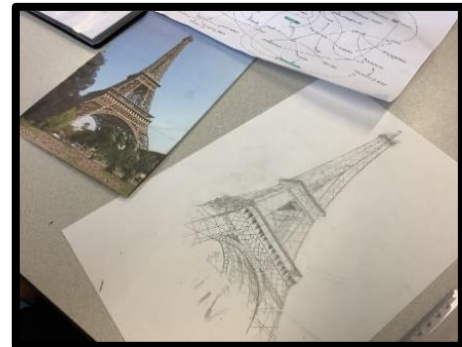
PHYSICS

Our students will complete the part of the curriculum centered around Energy. With the ongoing energy crisis, there will be many opportunities for students to discuss energy conservation in the home, and the school. Students will have an opportunity explore the real meaning behind the principle of conservation of energy, and its grand implications in relation to the four fundamental forces and three particles making up the matter around, and afar from us, in stars and galaxies. Their understanding of the principle that energy “cannot be created nor destroyed”, making it perpetual or eternal in nature, will help provide the foundations for the next module which takes us to *Powering the Earth*, and looking *beyond Earth*. The practical opportunities will provide the students with hands-on activities to help their understanding in determining, and describing the originating energy stores, and its transfer to another store.



ART

Students in Year 11 have now completed their sustained project and supporting portfolio of work. This supporting work is worth 60% of their GCSE grade. Students will be given the exam titles to start their preparation for 2024, in January. Students will discuss ideas with their teacher while developing responses over the next 12 weeks. Only one title will be chosen and explored. This exam makes up 40% of the overall GCSE Art grade. They will sit a final 10-hour exam over two days (April 2024 date to be confirmed). Students work will be marked according to how well they have shown evidence of:



- developing ideas through investigations and demonstrating critical understanding of sources
- refining work by exploring ideas, sketches and experimentations with materials
- recording ideas relevant to intentions as work progresses
- presenting a personal response which will leads into their exam in April.

Students are supported with after school sessions run by their teachers to challenge, extend and scaffold their learning. Extra support sessions are offered for students to attend and complete Independent Learning. Tasks will be set for each title and a week-by-week guide will be provided, so please ask your child about their plans for their independent outcome. Work is set on Firefly.

Support session take place at both the Brooklands and Walnut Tree campus on Wednesday 3-4pm.

BUSINESS

Students spent the first few weeks of this term completing the final parts of the Finance unit and will be considering the analysis of business' financial documents such as Statements of Comprehensive Income (profit and loss) and Statements of Financial Position (balance sheets). Students will use basic ratio analysis such as Gross and Net profit Margins and the Average Rate of Return to apprise given accounts and justify decisions made. These topics are designed to give a practical insight into the financial operation of a business and use a number of cross curricular mathematic skills that will be needed in world industry.



Students will then be working on examination techniques and revising essential topics that were covered in previous academic years to expand their knowledge now that they have experienced the all aspects of the exam specification. There will be a focus on how to link different parts of the curriculum in order to achieve the highest marks on the more difficult long answer questions. Students will undertake their second mock examination later in the term.

COMPUTER SCIENCE

So, it is right after mocks and based on students targeted units or topics where they have highlighted some underperformance or weaknesses, we will be revisiting both Unit 1 and 2 topics, and then carrying on with practising exam techniques and strategies for their next set of mocks and upcoming exams. Units such as memory and storage, networks, programming fundamentals will be revisited.

To support at home please feel free to give encouragement to use the range of resources at their disposal, most of these can be found on Firefly alongside links to websites such as Seneca Learning and useful YouTube series.

Video tutorial links to current topics to support learning at home:

<https://student.craigndave.org/videos/slr1-2-memory-and-storage>

<https://student.craigndave.org/videos/ocr-gcse-j277-slr-1-3-types-of-networks>

<https://student.craigndave.org/videos/slr1-3-computer-networks-connections-and-protocols>

<https://student.craigndave.org/videos/slr2-2-programming-fundamentals>

Do come along to our support sessions on Tuesdays (Weeks A/B) in BE1 and Wednesdays (Week A only) in BE3 at Walnut Tree; and on Thursdays in BC6 at Brooklands to help you enhance your learning in the topics being covered.



CREATIVE MEDIA

Component 3 is the final unit for Year 11 and marked externally by the exam board. In January students were provided with a “client brief” and asked to create a media product in one of the following sectors: audio/moving image, publishing or interactive.

Since then students have interpreted the client’s needs and engaged fully in the process of ideas generation, selecting and refining ideas until satisfied their idea met the requirements of the brief.



Students have undertaken pre-production planning material to demonstrate to the client how their ideas have been implemented within the planned media product. Throughout the pre-production process, students monitored and reviewed the effectiveness of their planning and intended outcome to ensure that the media product is fit for audience and purpose.

DRAMA

Last term Year 11 students completed 40% of their Drama GCSE by performing the component 1 devised work to a small audience. In this unit students showed great talent and initial marks place almost every student in the top two bands. Students completed a portfolio explaining their ideas and process and then evaluated their performance. We are really proud of their achievements here.

This half-term and next students move on to a scripted assessment. Here they adapt two sections of the same script to create one performance in a certain style. Students choose from contemporary plays from around the world. Most of the plays found this year concern identity and justice with some comic pieces as well. There will be a performance assessment on March 11 for this unit where an examiner from Eduqas board visits for the day. Before this time, we plan to have an evening so parents and friends can see this performance work. Watch out for dates and times advertising this event.



ECONOMICS



Students will complete revision of Unit 3.1 – how markets work in preparation for mock exams in March. Following the mocks and exam feedback, students will revise Unit 3.2 – how the economy works.

FOOD AND NUTRITION

After completing their NEA1 last term students have begun working on their NEA2 Food Preparation Task which has been set by the exam board. Students have been busy researching their topic and getting excited about the dishes they could cook. They will be carrying out three technical trials demonstrating their practical skills as well as high level finishing techniques. In March they will then have their three-hour practical assessment where they will prepare and cook three more dishes.



GEOGRAPHY



Last term saw some of our Year 11 students attend a fieldtrip to Sicily where they had the chance to see some amazing evidence of, and landforms created by, volcanic activity – witnessing the reality of their Year 9 studies.

This term starts with Year 11 finishing their ‘Changing Economic World’ topic. They will be looking at how infrastructure and transport has improved within the UK and

the positive impact this has had on our economy. They will also be looking at the impact of Brexit and evaluating if they think it was a positive economic choice or not.

Later this term, Year 11 will start their final topic for the GCSE course – ‘Living World’. This Physical Geography topic incorporates a study of tropical rainforests and hot deserts. Students will be studying deforestation in the Malaysian rainforest and looking at what opportunities the Thar Desert can be used for, such as producing solar energy. Students will also be preparing for their second mock exam in March, and support sessions will be running weekly after school for students to enhance work done in the classroom.

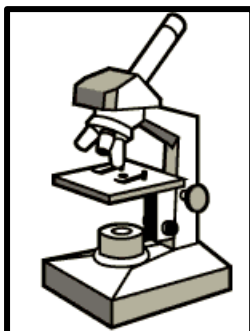
HEALTH AND SOCIAL CARE

This term we will explore the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual’s health and wellbeing.



HISTORY

By this stage of the ‘Britain and Health’ course, having already completed two time periods, Year 11 are really starting to get to grips with the unit. They expect to learn about ‘quack’ doctors, risk takers and medical pioneers. By looking at common themes and issues in each time period students track change and continuity over time and start to analyse turning points and identify patterns. Lessons



see students learn about the trauma of pre anesthetic surgery and how governments in the Nineteenth Century struggled to cope with epidemics and the financial cost of dealing with Public Health. Lots of work is also undertaken on evaluating the usefulness of sources using clear criteria.

As well continuing to learn about ‘Britain and Health’ in class, Year 11 will also need to give substantial time outside of lessons, to the revision of Elizabethan England as the Spring Term Mock Examination will be a full Paper

2 assessing both the 'Britain and Health' and 'Elizabethan England' topics. Students have been issued with revision guides, have access to BBC Bitesize, have access to GCSE Pod, where the 'Check and Challenge' quizzes come highly recommended and have their Elizabethan exercise books. The 'Student' section for History on Firefly contains lots of resources both to consolidate knowledge and to refine examination technique.

IT

Students are recapping all topics, skills and knowledge learnt from theoretical units and practical/coursework set assignments from Year 9 to date. A recap on learning objective 4 - the factors to be considered when collecting, processing and storing data will be looked at. The threats



and vulnerabilities to data, Impact and consequences of a cybersecurity attack, prevention methods including how to securely destroy data will also be looked at. In addition, during this half term, on 11 January 2023, students sat their Unit R012 external exams.

Now, students in Year 11 will carry on practising exam techniques and strategies to start preparing them for their second set of mocks and exams. To support at home please feel free to give encouragement to use the range of resources at their disposal, most of these can be found on Firefly alongside links to websites such as GCSEpod, Seneca Learning and useful YouTube series.

Do come along to our support sessions on Tuesdays (Weeks A/B) in BE1 at Walnut Tree; and on Thursdays in BC6 at Brooklands to help you enhance your learning in the topics being covered.

LANGUAGES

FRENCH

With their GCSE exams fast approaching, this term students will be revising the different topics seen across the last two years. They will be focusing on the four skills from the AQA board: listening, reading, writing and speaking. The topics cover Identity and culture, local and global areas of interest and current and future employment. They will be practising skills such as completing a photocard and role play, extended writing and translation.



SPANISH



Having finally concluded all three themes, students will embark on their revision journey. Lessons will be focused on all four skills listening, reading, writing, but with close attention to speaking since the window for the actual exam will open on 2 April and close on 17 May. Every lesson will include opportunities to deepen their knowledge, practise and grow their confidence.

MUSIC

Students have been working hard to complete their Non-Exam Assessment portfolios in Music. Each student will be recording two final performances on their chosen instrument and it has been wonderful to listen to them perform their best work. Composition skills are also being showcased as students finalise their two pieces of original work, putting all of the skills they have gained over their GCSE study into practice. Students are also revisiting and refining their listening analysis skills in preparation for the summer exam series.



PE



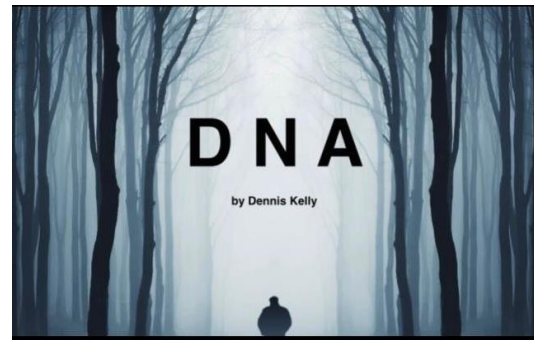
Groups have recently moved on to a new rotation of activities; girls' groups are now focusing on the skills and tactics of table tennis and have started with serving and how to manoeuvre their opponent around the table. All boys' groups are now completing a Football unit focusing on leadership. Students will be split into teams, and each team will be led by a student who will teach a drill and conditioned game of their own design. These drills and conditioned games will support students as they progress towards a tournament at the end of the unit.

CNAT Sport Science students are continuing to focus on R180 – Reducing the Risk of Sports Injuries. We have recently moved onto how intrinsic factors and influence the risk of injury in sport. Students have been applying the knowledge they have acquired to exam-based questions, and we have made real strides at answering the more extended 8 mark questions. Groups are soon to be moving on to postural conditions, how these can be caused and how these can affect sports performance. Once that is complete, students will have completed LO1 and will have an informal assessment on what they have learnt since September. LO2 will focus on warm-ups and cool-downs.

PERFORMING ARTS

This is a busy year for Year 11 students who are a hardworking and trustworthy group. Students have just completed their investigation of The Railway Children as a Live Theatre performance. Next, they match that research to show the theme 'relationships' which the Edexcel exam board has said is the focus of assessment at this time of year. This is for their component one assessment.

This term students perform extracts from Dennis Kelly's play 'DNA' for their Component 2 assessed performances from existing repertoire. There is big excitement in the class right now as students discuss and prepare their performances of this play. The play has many strong characters, and it is as if it was written for the many varied personalities of the class. It is a real honour to see them rise to the challenge of performing this play with its questions of staging and group morality.



The half term finishes with students creating their own piece of live acting from a given stimulus. It is a great way to finish the course as students are able to create a performance that reflects their own interests or their own lives. They are assessed on how and what they create, and we hope to have a public performance to showcase this work.

PSYCHOLOGY

Students will be working on the final topic of the GCSE Psychology course: psychological problems.

Our students find this topic fascinating and will learn about two psychological problems, depression, and addiction. Whilst this is a sensitive topic, our students show a mature approach in how they handle the content.

Students will answer key questions associated with the mental health disorders such as:

- What is the incidence of the disorders and how have these changed over time?
- What are the explanations of the disorders?
- How can the disorders be treated?



Students have the opportunity to think critically about the explanations of the disorders to consider which theories may offer the best explanations and the limitations of the treatments.

They will also learn about a key debate in psychology, the nature-nurture debate, and how this can apply to our understanding of psychological problems. They will reflect on biological and psychological explanations and treatments.

RELIGION, PHILOSOPHY AND ETHICS



In Year 11 this half term, students are exploring religious attitudes towards crime and punishment. They will be discussing questions such as ‘What is a crime? What is the aim of punishment? What is the difference between a law and a religious rule, and should the death penalty be allowed?’ These questions will encourage students to develop their views about world issues and consider a variety of both religious and secular responses.

SOCIOLOGY

In the spring term, Year 11 students have explored and analysed different types of power by analysing the influential work of Max Weber ‘The Theory of Economic and Social Organizations.’ After studying Weber’s work, students are going to study political power and who has political power in the UK today. They will learn about democracy and the voting system used in Britain, which is referred to as ‘first past the post’. To help consolidate their learning, students will also learn about the voting system used in other countries like Canada, which is referred to as ‘proportional representation’. This component will rely on students recalling previous knowledge, particularly that of Marxism. However, they will also be introduced to a new sociological perspective, that of pluralism. This is a perspective which is a key element of the A level specification, especially in Year 13. This component helps students prepare for wider society by teaching them how to take part in general elections. Students who are interested in political power and democracy will find the A level Sociology or A level Government and Politics course offered at Walton High of interest.



The final component of the GCSE that Year 11 will study is who has power in society today. This will require students to apply sociological perspectives to do different social groups and characteristics to determine who has power and status and who is powerless. The social groups and characteristics, which will be explored, include ethnicity, gender, age, sexuality and disability. This part of the course will allow students to explore the following questions:

- ‘Is the British government institutionally racist?’
- ‘Is British society still patriarchal in the 21st century’
- ‘What policies and practices have been put in place to combat discrimination?’