



# **St Katherine's School**

## **Year 11 Curriculum Guide**

# Maths

Term	Foundation	Higher
<b>1</b>	<p><b>Unit 16</b> – Quadratics: Expanding, factorising and graphing</p> <p><b>Unit 17</b> – Circles, cylinders, cones and spheres</p>	<p><b>Unit 15</b> – Quadratics, expanding 3 binomials, sketching graphs, circles, cubics and quadratics</p> <p><b>Unit 16</b> – Circle theorems and circle geometry</p>
<b>2</b>	<p><b>Revision, Mock exams (1) and MAD Time</b></p> <p><b>Unit 18</b> – Fractions, reciprocals, indices and standard form</p>	<p><b>Revision, Mock exams (1) and MAD Time.</b></p> <p><b>Unit 17</b> – Changing the subject of formulae, algebraic fractions and proof</p>
<b>3</b>	<p><b>Unit 19</b> – Similarity and vectors</p> <p><b>Unit 20</b> – Simultaneous equations, rearranging equations, graphs of cubics and reciprocal functions</p>	<p><b>Unit 17</b> – Changing the subject of formulae, algebraic fractions and proof.</p> <p><b>Unit 18</b> – Vectors and geometric proof</p>
<b>4</b>	<p><b>Mock exams (2) and MAD time</b></p> <p><b>Unit 20</b> – Simultaneous equations, rearranging equations, graphs of cubics and reciprocal functions</p>	<p><b>Mock exams (2) and MAD time</b></p> <p><b>Unit 19</b> – Gradient on a curve, area under a graph. Direct and indirect proportion</p>
<b>5</b>	<b>General Revision and GCSE Paper 1</b>	<b>General Revision and GCSE Paper 1</b>
<b>6</b>	<b>GCSE Paper 2 &amp; 3</b>	<b>GCSE Paper 2 &amp; 3</b>

# English and Media Studies

Once a fortnight, all students complete 'The Writing Challenge', an extended writing task akin to tasks they will need to be able to complete in their English Language examinations.

All students are expected to read for at least twenty minutes a day and must bring their book to school every day.

Term	English Topics	Key Information	Film Studies	Photography
1	<p><b>English Language Exam Techniques:</b> Component 2 - C19th and C21st texts and transactional Writing.</p> <p><b>Shakespeare:</b> <i>Romeo and Juliet</i></p>	Outstanding Speaking and Listening Examinations to be completed.	Results from mock. GCSE coursework - film opening and evaluative essay. Component 1: Technological development and History of Film.	GCSE Component 1a and 1b to be developed and completed.
2	<p><b>Shakespeare:</b> <i>Romeo and Juliet</i> Complete <b>Poetry Anthology</b></p> <p><b>English Language Exam Techniques:</b> Component 1 - Unseen prose and narrative writing.</p> <p><b>Mock Revision</b></p>	<p><b>Mock Examinations</b></p> <p><b>English Language Component 1:</b> Unseen prose and narrative writing</p> <p><b>English Literature Component 1:</b> Shakespeare's <i>Romeo and Juliet</i> and the Poetry Anthology</p>	Component 2: <i>Slumdog Millionaire</i>	
3	<p>English Language Exam Techniques: Component 1 - Unseen prose and narrative writing.</p> <p>English Literature: Component 2 - Unseen Poetry</p>		Component 2: <i>Spirited Away</i>	<b>ESA set</b> - Briefs sent from exam board.
4	English Literature and Language Revision	<p><b>GCSE Full Mock Examinations</b></p> <p>English Literature Component 1 and 2</p>	<b>GCSE revision</b> <b>GCSE full mock</b>	<b>ESA development</b>
5	English Literature and Language Revision	<p><b>GCSE Full Mock Examinations</b></p> <p>English Language Component 1 and 2</p> <p><b>GCSE Examinations</b></p> <p>English Literature Component 1 and 2</p>	<b>GCSE revision</b>	<p><b>GCSE ESA 10 Hour Exam</b></p> <p><b>Internal Moderation</b> <b>External Moderation</b></p>
6	English Language Revision	<p><b>GCSE Examinations</b></p> <p>English Language Component 1 and 2</p>	<b>GCSE Examinations</b>  Film Studies Component 1 and 2	

# Science

## Triple Science AQA

Term	Biology	Chemistry	Physics
1	<ul style="list-style-type: none"> <li>Human nervous system</li> <li>Hormonal coordination</li> <li>Homeostasis</li> <li>Reproduction</li> </ul>	<ul style="list-style-type: none"> <li>Crude oil and fuels</li> <li>Organic reactions</li> <li>Polymers</li> </ul>	<ul style="list-style-type: none"> <li>Forces in balance</li> <li>Motion</li> </ul>
2	<ul style="list-style-type: none"> <li>Variation and evolution</li> <li>Mock exams</li> <li>Genetics and evolution</li> </ul>	<ul style="list-style-type: none"> <li>Chemical analysis</li> <li>Mock exams</li> </ul>	<ul style="list-style-type: none"> <li>Force and motion</li> <li>Force and pressure</li> <li>Mock exams</li> <li>Wave properties</li> </ul>
3	<ul style="list-style-type: none"> <li>Adaptations, interdependence and competition</li> <li>Organising an ecosystem</li> </ul>	<ul style="list-style-type: none"> <li>The Earth's atmosphere</li> <li>The Earth's resources</li> </ul>	<ul style="list-style-type: none"> <li>Electromagnetic waves</li> <li>Light</li> <li>Electromagnetism</li> </ul>
4	<ul style="list-style-type: none"> <li>Mock exams</li> <li>Biodiversity and ecosystems</li> </ul>	<ul style="list-style-type: none"> <li>Mock exams</li> <li>Using our resources</li> </ul>	<ul style="list-style-type: none"> <li>Mock exams</li> <li>Space</li> </ul>
5	<ul style="list-style-type: none"> <li>Revision</li> <li>Final Exams</li> </ul>		

## Combined Science - Trilogy AQA

Term	Biology	Chemistry	Physics
1	<ul style="list-style-type: none"> <li>The human nervous system</li> <li>Hormonal coordination</li> </ul>	<ul style="list-style-type: none"> <li>Crude oil and fuels</li> <li>Chemical analysis</li> </ul>	<ul style="list-style-type: none"> <li>Forces in balance</li> <li>Motion</li> </ul>
2	<ul style="list-style-type: none"> <li>Reproduction</li> <li>Variation and evolution</li> <li>Mock exams</li> </ul>	<ul style="list-style-type: none"> <li>The Earth's atmosphere</li> <li>Mock exams</li> </ul>	<ul style="list-style-type: none"> <li>Force and motion</li> <li>Mock exams</li> </ul>
3	<ul style="list-style-type: none"> <li>Genetics and evolution</li> </ul>	<ul style="list-style-type: none"> <li>The Earth's resources</li> <li>Mock exams</li> </ul>	<ul style="list-style-type: none"> <li>Wave properties</li> <li>Electromagnetic waves</li> </ul>
4	<ul style="list-style-type: none"> <li>Mock exams</li> <li>Biodiversity and ecosystems</li> </ul>		<ul style="list-style-type: none"> <li>Mock exams</li> <li>Electromagnetism</li> </ul>
5	<ul style="list-style-type: none"> <li>Revision</li> <li>Final Exams</li> </ul>		

# Design, Art & Technology

## Art

Project 1 – Natural Forms

Project 2 – Personal Project

<b>AO1</b>	Artist research: <ul style="list-style-type: none"><li>● Independently sourcing relevant artists:<ul style="list-style-type: none"><li>○ Google research</li><li>○ Gallery visits</li><li>○ RWA/Botanical Gardens visit</li></ul></li><li>● Relevant backgrounds</li><li>● Transcripts with relevant use of media</li><li>● Relevant presentation</li><li>● Analytical and personalised writing</li></ul>
<b>AO2</b>	Independently refine ideas through experimenting and selecting appropriate resources, media, techniques and processes
<b>AO3</b>	Revisit monochromatic observational drawing skills: <ul style="list-style-type: none"><li>● Tonal shading</li><li>● Texture</li><li>● Blending</li><li>● Sketching and ‘building up’</li></ul> Recording ideas through photography: <ul style="list-style-type: none"><li>● Composition</li><li>● Foreground and background</li></ul> Revisit colour techniques: <ul style="list-style-type: none"><li>● Warm / cool / complementary / contrasting</li><li>● Tints and tones</li></ul> White gel pen / white coloured pencil on black: <ul style="list-style-type: none"><li>● Line / pattern / detail</li></ul> Paint – acrylic / watercolour / brusho / ink: <ul style="list-style-type: none"><li>● Thick opaque layers and thin washes</li><li>● Brush / palette knife</li><li>● Painting onto dry / wet surfaces</li><li>● Scratch into paint with card</li><li>● Drybrushing</li></ul> Spraypaint: <ul style="list-style-type: none"><li>● Stencils</li><li>● OHP</li></ul> Clay: <ul style="list-style-type: none"><li>● Slabs and coils</li><li>● Black and metallic dry- brushing</li></ul> Printing: <ul style="list-style-type: none"><li>● Rubber stamping</li><li>● Frottage</li></ul>
<b>AO4</b>	Present an independent, personal and well considered response with strong, relevant connections to appropriate artists and sources

## Engineering Design

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
R106 coursework task - In depth product analysis			Using feedback on coursework elements to improve grades before final submission		Revision for unit R105 final retakes
Unit R105 deepening of theory knowledge		Revision for unit R105 retake	Unit R105 deepening of theory knowledge		

## Hospitality

### Unit 2 Hospitality and Catering in Action

Learning Outcome	Assessment Criteria
<b>LO1</b> understand the importance of nutrition when planning menus	AC1.1 describe functions of nutrients in the human body
	AC1.2 compare nutritional needs of specific groups
	AC1.3 explain characteristics of unsatisfactory nutritional intake
	AC1.4 explain how cooking methods impact on nutritional value
<b>LO2</b> understand menu planning	AC2.1 explain factors to consider when proposing dishes for menus
	AC2.2 explain how dishes on a menu address environmental issues
	AC2.3 explain how menu dishes meet customer needs
	AC2.3 explain how menu dishes meet customer needs
<b>LO3</b> be able to cook dishes	LO3 be able to cook dishes
	AC3.2 assure quality of commodities to be used in food preparation
	AC3.3 use techniques in cooking of commodities
	AC3.4 complete dishes using presentation techniques
	AC3.5 use food safety practices

# Business

Level 2 OCR Enterprise and Marketing: students study 3 units over two years. Students can be awarded a Pass, Merit, Distinction and Distinction\* grade.

Term	Topic	Key Information
1 and 2	<p><b>RO65 external assessment portfolio</b>  <b>Review product viability</b></p> <ul style="list-style-type: none"> <li>• Cost product</li> <li>• Pricing strategy</li> <li>• Break even</li> </ul> <p><b>Final self and peer evaluation</b></p> <p><b>RO64: Enterprise and marketing concepts</b></p> <ul style="list-style-type: none"> <li>• Customer service for business success</li> <li>• Business ownership</li> <li>• Sources of capital</li> <li>• Importance of a business plan</li> <li>• Functional Areas of business</li> <li>• Activities of functional areas</li> </ul> <p><b>Exam revision</b></p>	<p><b>Externally set assignment 25% of final grade.</b></p> <p><b>Students will study towards their exam worth 50% of the final grade</b></p> <p><b><u>EXAM: Thursday 9th January 2020 am</u></b></p>
3 and 4	<p><b>RO64: Enterprise and marketing concepts</b></p> <p><b>RO66 Market and pitch a business proposal</b></p> <ul style="list-style-type: none"> <li>• Build brand identity</li> <li>• Plan brand ideas</li> <li>• Promote a product</li> <li>• Plan a pitch</li> </ul>	<p><b><u>EXAM: Thursday 9th January 2020 am</u></b></p> <p><b>Externally set assignment 25% of final grade</b></p>
5 and 6	<p><b>RO66 Market and pitch a business proposal:</b></p> <ul style="list-style-type: none"> <li>• Use and develop personal and presentation skills to deliver a professional pitch</li> <li>• Deliver pitch to external audience</li> <li>• Review professional pitch</li> <li>• Review business proposal</li> </ul>	<p><b>Externally set assignment 25% of final grade</b></p>

# Computing

In years 10 and 11 students who opt for computing study the OCR GCSE Computing (J276) specification.

The GCSE is assessed by two external written exams at the end of Year 11, each worth 50% of the final grade.

There is also a 20-hour non-examined assessment task, which the students must complete to a satisfactory standard to pass the course.

Term	Topic
1	NEA Preparation: Programming Skills and The Design Cycle
2	Non Examined Assessment, Mock Exam Preparation
3	2.4 Computational Logic
4	2.6 Data Representation
5	Revision and Exam Preparation
6	Revision and Exam Preparation



# Humanities

Term	Geography	History	Philosophy & Belief	Society & Culture
1	<p><b>Paper 1:</b> <i>Topic 3</i> Dynamic Landscapes: Rivers</p> <p>Fieldwork - human and physical geography</p>	<p><b>Paper 2:</b> American West c. 1835- c. 1890</p> <ul style="list-style-type: none"> <li>- Early settlers</li> <li>- Native American conflict</li> <li>- Homesteaders &amp; Cattle industry</li> <li>- Plains Wars</li> <li>- Law &amp; Order</li> <li>- Destruction of Native American way of life</li> </ul>	<p><b>Component 2 - Christian Practices:</b> Forms of Worship; Sacraments; Pilgrimage; Christianity in the UK; The worldwide church</p> <p><b>Component 3 - Buddhist Practices</b> Buddhist places of worship in the UK and elsewhere; Meditation; Devotional Practices; Death and Mourning; Festivals and retreats.</p>	<p><b>Life:</b> debates surrounding abortion, assisted suicide and capital punishment.</p>
2	<p><b>Paper 1:</b> <i>Topic 1</i> Global Hazards</p> <p><b>Paper 2:</b> <i>Topic 7</i> UK in the 21st Century</p>		<p><b>Component 1 - Human Rights:</b> Human Rights; Social Justice; Wealth and Poverty; Prejudice and Discrimination</p>	
3	<p><b>Paper 2:</b> <i>Topic 7</i> Dynamic Development</p> <p><b>Paper 1:</b> <i>Topic 2</i> Changing Climate</p>	<p><b>Paper 3:</b> Weimar &amp; Nazi Germany 1918-1939</p> <ul style="list-style-type: none"> <li>- Creation of the Weimar Republic</li> <li>- Rise of the Nazi Party</li> <li>- Control &amp; Opposition under the Nazis</li> <li>- Life in Nazi Germany</li> </ul>	<p><b>Component 1 - Good and Evil:</b> The nature of good and evil; The philosophical problem of evil and suffering; Crime and Punishment; forgiveness</p>	<p><b>Sex:</b> child exploitation, consent, pornography and healthy relationships.</p>
4	<p><b>Paper 3:</b> Geographical Exploration (practice)</p>		Revision	
5	Revision of all three exam units	Revision of all three exam units	Revision	Revision
6				

# Modern Foreign Languages

DATE	TOPIC
September 4 weeks	Local, national, international and global areas of interest > Global issues > The environment <b>ASSESSMENT</b> - Grammar test + Reading
October 4 weeks	Local, national, international and global areas of interest > Social issues > Charity/ voluntary work <b>ASSESSMENT</b> - Speaking + Translation task
November 4 weeks	Current and future study and employment > Career choices and ambitions + Education post-16 <b>MOCK EXAM</b> (4 skills)
December + January 7 weeks	Identity and culture > Technology in everyday life / Social media / Mobile technology <b>ASSESSMENT - MOCK EXAM</b> (4 skills)
February 4 weeks	Local, national, international and global areas of interest > Global issues > Poverty/ homelessness <b>ASSESSMENT</b> - Speaking + Translation task
March 3 weeks	REVISION - Identity and culture <b>ASSESSMENT</b> - 4 skills
April 3 weeks	REVISION - Local, national, international and global areas of interest <b>ASSESSMENT</b> - 4 skills
May 4 weeks	REVISION - Current and future study and employment <b>ASSESSMENT</b> - 4 skills
June 4 weeks	EXAM PRACTICE

# Performing Arts

## Drama

Term	Topic
1	<b>Exam C1 devising unit.</b> Exam board stimuli. Performances linked to a practitioner showing skills and understanding of methodologies. Portfolio to be completed during rehearsals, collect all information, ideas, designs.
2	<b>Perform and complete C1.</b> Coursework, devised and evaluation. Component 3 revision set text DNA, mock exam prep.
3	<b>Component 2.</b> Performance scripts and groups chosen, extracts chosen. Each group has teacher directing sessions.
4	<b>Component 2.</b> Performance to external examiner; dates TBC by exam board. Students to see a piece of Live theatre to write about in their summer examination. Notes to be made for revision aid.
5	<b>Revision for C3 set text</b> DNA and live theatre performance. Mock exam questions set in and out of lessons.
6	<b>Complete C3 written exam.</b>

## Performing Arts

Term	Topic
1	<b>Component 2 examination.</b> Developing Skills and Techniques in the Performing Arts. Workshop based sessions. Student led. A variety of dances and choreography based on previous learning in C1. Building on prior knowledge and developing core skills to be a triple threat musical theatre performer.
2	<b>Component 2</b> completion. Controlled assessment C1; presentation and logbook a and b plus creative vlog/blog/research folder- mood board.
3	<b>Component 3.</b> Task released by the exam board end of January.
4	<b>Component 3</b> - Performing to a Brief 40 hours prep time 8 hours assessment time. produce 10-15 min performances groups of 3-7 including solos, small groups and large group work.
5	<b>Examination Performance C3</b> Workshop style performance per group. External assessment with 3 part written element; controlled assessment in computer rooms.
6	Revision for other exams.

## Music

Term	Topic
1	<b>Composing:</b> complete free choice composition, score and programme note : start composition to a brief <b>Performing:</b> prepare and deliver solo performance
2	<b>Composing:</b> continue composition to a brief <b>Performing:</b> prepare and deliver ensemble performance
3	<b>Composing:</b> continue to work on composition to a brief <b>Listening:</b> revision of 4 areas of study: 1) Western Classical Tradition 1650-1910 2) Popular Music 3) Traditional Music 4) Western Classical Tradition 1910 onwards
4	<b>Composing:</b> complete composition to a brief, score and programme note <b>Listening:</b> revision of study pieces; 1) Haydn Clock Symphony 2nd movt 2) Beatles - Lucy In The Sky With Diamonds, Within You Without You, With A Little Help From My Friends
5	<b>Listening:</b> further revision of study pieces and 4 areas of study (see above)
6	<b>Exam</b>

# Physical Education

All year 11 students will follow a core PE curriculum. Some year 11 students may also have opted for examination PE which will occur in addition to their core PE lessons.

## Core PE

In key stage 4 staff will provide groups with more flexibility about the types of activities that they participate in. Some groups may have the opportunity to opt for blocks of activity while others may experience a variety of activities in lessons. Their activity options will depend on the staffing of their PE group.

Staff reserve the right to remove options from groups should their behaviour / cooperation mean that this process is not viable.

## Examination PE

September – February: Leadership

- Attributes of successful sports leadership
- Planning a sports activity session
- Leading a sports activity session
- Reviewing a sports activity session

February – June: The sports performer in action

- The short term effects of exercise
- The long term benefits of exercise
- Energy systems