



St Katherine's School

Year 11 Curriculum Guide

Maths

| Term | Foundation | Higher |
|----------|---|--|
| 1 | <p>Unit 13 - Probability</p> <p>Unit 14 - Multiplicative reasoning</p> <p>Unit 15 - Plans and elevations</p> | <p>Unit 12 - Similarity and congruence in 2D and 3D</p> <p>Unit 13 - Graphs of trig functions and further trigonometry</p> |
| 2 | <p>Unit 15 - Constructions, loci and bearings</p> <p>Revision, Mock exams (1) and MAD Time</p> | <p>Unit 14 - Collecting data, cumulative frequency, box plots and histograms</p> <p>Revision, Mock exams (1) and MAD Time</p> |
| 3 | <p>Unit 16 - Quadratics: Expanding, factorising and graphing</p> <p>Unit 17 - Circles, cylinders, cones and spheres</p> <p>Unit 18 - Fractions, reciprocals, indices and standard form</p> | <p>Unit 15 - Quadratics, expanding 3 binomials, sketching graphs, circles, cubics and quadratics</p> <p>Unit 16 - Circle theorems and circle geometry</p> <p>Unit 17 - Changing the subject of formulae, algebraic fractions and proof.</p> |
| 4 | <p>Mock exams (2) and MAD time</p> <p>Unit 18 - Indices and standard form</p> <p>Unit 19 - Similarity and vectors</p> | <p>Mock exams (2) and MAD time</p> <p>Unit 18 - Vectors and geometric proof</p> |
| 5 | <p>Unit 20 - Simultaneous equations, rearranging equations, graphs of cubics and reciprocal functions</p> <p>General Revision and GCSE Paper 1</p> | <p>Unit 19 - Gradient on a curve, area under a graph. Direct and indirect proportion</p> <p>General Revision and GCSE Paper 1</p> |
| 6 | GCSE Paper 2 & 3 | GCSE Paper 2 & 3 |

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>English Language Exam Techniques: Component 2 - C19th and C21st texts and transactional Writing.</p> <p>Shakespeare: <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>Shakespeare: <i>Romeo and Juliet</i> Complete Poetry Anthology</p> <p>English Language Exam Techniques: Component 1 - Unseen prose and narrative writing.</p> <p>Mock Revision</p> | <p>Mock Examinations</p> <p>English Language Component 1: Unseen prose and narrative writing</p> <p>English Literature Component 1: 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> | ESA set - Briefs sent from exam board. |
| 4 | English Literature and Language Revision | <p>GCSE Full Mock Examinations</p> <p>English Literature Component 1 and 2</p> | GCSE revision GCSE full mock | ESA development |
| 5 | English Literature and Language Revision | <p>GCSE Full Mock Examinations</p> <p>English Language Component 1 and 2</p> <p>GCSE Examinations</p> <p>English Literature Component 1 and 2</p> | GCSE revision | <p>GCSE ESA 10 Hour Exam</p> <p>Internal Moderation External Moderation</p> |
| 6 | English Language Revision | <p>GCSE Examinations</p> <p>English Language Component 1 and 2</p> | GCSE Examinations Film Studies Component 1 and 2 | |

Science

Triple Science AQA

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

Combined Science - Trilogy AQA

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

Design, Art & Technology

Art

Project 1 – Natural Forms

Project 2 – Personal Project

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

Design Technology

| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|--|--------|-----------------------------|---|--------|---|
| R107 coursework task - Planning and manufacture of a product | | | Using feedback on coursework elements to improve grades before final assessment | | Revision for unit R105 Exam and any final retakes |
| Unit R105 deepening of theory knowledge | | Revision for unit R105 Exam | Unit R105 deepening of theory knowledge | | |
| | | Unit R105 retakes | | | |

Hospitality

| Unit No & Title | Assignment Title |
|--|---|
| Unit 1: Introducing the hospitality industry | External Exam |
| Unit 3: Health and Food Safety | 1 of 2: Food safety in hospitality industry |
| Unit 3: Health and Food Safety | 2 of 2: Control safe working practices |

Business

| Term | Topic | Key Information |
|------|--|--|
| 1 | Unit 3 – Promoting a brand: <ul style="list-style-type: none"> • Defining branding • Different brand promotion techniques • Marketing mix • Creating a promotional campaign | Students are assessed by internally set assignments. These are grades pass, merit or distinction. |
| 2 | Unit 2 – Finance for business <ul style="list-style-type: none"> • Understand and identify costs and revenues • Identify expenditure • Understand profit and loss • Calculate break even and effect on business | Students are assessed by external exam 25% of final grade |
| 3 | Unit 2 – Finance for business <ul style="list-style-type: none"> • Purpose of budgeting • Cash flow forecasting and impact on business success • Income statement • Statement of financial position • Analyse financial statements to improve business success | Business Finance exam Feb 9th 2019. Duration 1 hour – on screen test |
| 4 | Unit 8 – Recruitment and selection <ul style="list-style-type: none"> • Functions within business • Job roles within business • Organisational structure • Recruitment process: job description, person specification | Students are assessed by internally set assignments. These are grades pass, merit or distinction Business finance exam retakes |
| 5 | Unit 8 – Recruitment and selection <ul style="list-style-type: none"> • Produce CV, application form and covering letter • Mock interviews • Skills Audit • Career path – identifying next steps and how to achieve them | Students are assessed by internally set assignments. These are grades pass, merit or distinction. |

Computing

In years 10 and 11 the 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 | Paper 1: <i>Topic 3</i> Dynamic Landscapes: Rivers Coastal & Urban Fieldwork | Paper 2: American West c. 1835- c. 1890 <ul style="list-style-type: none"> - Early settlers - Native American conflict - Homesteaders & Cattle industry - Plains Wars - Law & Order - Destruction of Native American way of life | Component 2 - Christian Practices: Forms of Worship; Sacraments; Pilgrimage; Christianity in the UK; The worldwide church Component 3 - Buddhist Practices Buddhist places of worship in the UK and elsewhere; Meditation; Devotional Practices; Death and Mourning; Festivals and retreats. | Life: debates surrounding abortion, assisted suicide and capital punishment. |
| 2 | Paper 2: <i>Topic 7</i> UK in the 21st Century Paper 3: Geographical Exploration (practice) | | Component 1 - Human Rights: Human Rights; Social Justice; Wealth and Poverty; Prejudice and Discrimination | |
| 3 | Paper 1: <i>Topic 2</i> Changing Climate Paper 2: <i>Topic 8</i> Resource Reliance | Paper 3: Weimar & Nazi Germany 1918-1939 <ul style="list-style-type: none"> - Creation of the Weimar Republic - Rise of the Nazi Party - Control & Opposition under the Nazis - Life in Nazi Germany | Component 1 - Good and Evil: The nature of good and evil; The philosophical problem of evil and suffering; Crime and Punishment; forgiveness | Sex: child exploitation, consent, pornography and healthy relationships. |
| 4 | Paper 2: <i>Topic 7</i> Dynamic Development Paper 3: Geographical Exploration (practice) | | 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 ASSESSMENT - Grammar test + Reading |
| October 4 weeks | Local, national, international and global areas of interest > Social issues > Charity/ voluntary work ASSESSMENT - Speaking + Translation task |
| November 4 weeks | Current and future study and employment > Career choices and ambitions + Education post-16 MOCK EXAM (4 skills) |
| December + January 7 weeks | Identity and culture > Technology in everyday life / Social media / Mobile technology ASSESSMENT - MOCK EXAM (4 skills) |
| February 4 weeks | Local, national, international and global areas of interest > Global issues > Poverty/ homelessness ASSESSMENT - Speaking + Translation task |
| March 3 weeks | REVISION - Identity and culture ASSESSMENT - 4 skills |
| April 3 weeks | REVISION - Local, national, international and global areas of interest ASSESSMENT - 4 skills |
| May 4 weeks | REVISION - Current and future study and employment ASSESSMENT - 4 skills |
| June 4 weeks | EXAM PRACTICE |

Performing Arts

Drama

| Term | Topic |
|------|---|
| 1 | Exam C1 devising unit. Exam board stimuli. One off theory lesson on set text. Performances linked to a practitioner showing skills and understanding of methodologies. Portfolio to be completed during rehearsals, collect all information, ideas, designs. |
| 2 | Perform and complete C1 coursework, devised and evaluation. Prepare for mock C3 |
| 3 | C2 -Performance scripts and groups chosen, extracts chosen. Each group has teacher directing sessions. |
| 4 | C2 - exam to external examiner. Live theatre performance. |
| 5 | Revision for C3 set text DNA and live theatre performance. Mock exam questions set in and out of lessons. |
| 6 | Complete C3 written exam. |

Performing Arts

| Term | Topic |
|------|---|
| 1 | Start C2 - 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 | C2 - 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. Performance complete. |
| 3 | Examination Performance C2 Release of C3 task/theme |
| 4 | Start C3 - 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 | Examination Performance C3 workshop style performance per group. Optional to finish the course: final showcase of all group work |
| 6 | Revision for other exams. |

Music

| Term | Topic |
|------|--|
| 1 | Composing: complete free choice composition, score and programme note : start composition to a brief Performing: prepare and deliver solo performance |
| 2 | Composing: continue composition to a brief Performing: prepare and deliver ensemble performance |
| 3 | Composing: continue to work on composition to a brief Listening: 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 | Composing: complete composition to a brief, score and programme note Listening: 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 | Listening: further revision of study pieces and 4 areas of study (see above) |
| 6 | Exam |

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