

# Curriculum Overview

## Year 11/2020-2021

St Michael's  
Catholic High School



*"Bringing Christ to all and all to Christ"*

<b>RELIGIOUS EDUCATION</b>							
<b>Year 11 Knowledge:</b> What will students know?	<b>Life and Death</b>  The Catholic teachings on the sanctity of life and life after death. Pupils learn about the 20 <sup>th</sup> century history of the Catholic Church and the impact of the Second Vatican Council. The historical background of the nature of the Church and the structures of the Christianity strand of the Theology A Level. Interleaved topics include: The origins and nature of the soul, life after death, apostolic succession		<b>Sin and Forgiveness</b>  Pupils build upon the KS3 learning on the Sacraments and their impact on a believer's life. In this topic, pupils are also able to embed their prior learning on the sanctity of life in relation to capital punishment whilst evaluating arguments put forward by countries with differing approaches to capital punishment laws. Pupils are also reminded of St Claudine's value of love of Jesus and Mary by learning about Mary's status as a role model for young women. Interleaved topics include: Sanctity of life, imago Dei, Holy Week and salvation, grace and its role in the world, Mary as a role model for the Church, salvation and redemption, four marks of the Church, communion of saints, mission and evangelisation		Revision Judaism  <b>EXAMINATION PERIOD</b>  <b>SUMMER EXAMINATIONS</b>  Introduction to Religious studies A – level <b>Yr12- Preparation/Introduction</b>  Pupils are encouraged to engage with the A Level reading lists which support philosophical and ethical thought prior to the course starting.  Pupils are encouraged to engage with a range of activities put together by the department to encourage wider thinking and philosophical thought. Pupils also complete written evaluative tasks to assess the rigour of the A Level. This time period is significant for those moving from GCSE to A Level as it supports the transition and develops key independent skills that are needed for the Theology A Level.		
<b>ART</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>	
<b>Year 11 Knowledge:</b> What will students know?	<b>Coursework Project 2 Cont:</b> <b>A03:</b> Students compose personal design ideas and develop their skills in photography, Photoshop, drawing, painting, mixed media, printmaking and sculpture.	<b>A02:</b> Students develop their ideas, exploring different compositions and a range of different materials.  <b>A04:</b> Students develop their ideas to produce a large-scale final painting, drawing or sculpture.	<b>ESA Preparatory Studies:</b> Students produce a portfolio of work, exploring themes provided by AQA Exam board. <b>A01:</b> Students explore a variety of Artists of their choice and produce personal responses to their work.	<b>A02/A03:</b> Students develop their skills in photography, Photoshop, drawing, painting, mixed media and sculpture work.	<b>A04 ESA EXAM:</b> Students sit 10-hour exam in May to produce outcome from ESA portfolio.	<b>Study leave</b>	

GCSE Business Studies	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Year 11 Knowledge:</b> What will students know?</p>	<p><b>Topic 2.1 Growing the business</b> – students complete this section at the start of Y11.</p> <p><b>Topic 2.2 Making marketing decisions</b> – students revisit the 4P’s and explore how each is used to inform and make business decisions in a competitive environment</p> <ul style="list-style-type: none"> <li>• 2.2.1 Product</li> <li>• 2.2.2 Price</li> <li>• 2.2.3 Promotion</li> <li>• 2.2.4 Place</li> <li>• 2.2.5 Using the marketing mix to make business decisions</li> </ul>	<p><b>Topic 2.4 Making financial decisions</b> – here, students explore some financial decision-making tools – ie use of ratios:</p> <ul style="list-style-type: none"> <li>• 2.4.1 Business calculations</li> <li>• Understanding business performance</li> </ul>	<p><b>Topic 2.3 Making operational decisions</b> – this topic focuses on meeting customer needs vis a vis the design, supply, quality and sales decisions of goods and services:</p> <ul style="list-style-type: none"> <li>• 2.3.1 Business operations</li> <li>• Technology, productivity and production</li> <li>• Managing stock</li> <li>• Procurement</li> <li>• Managing Quality</li> <li>• The sales process</li> </ul>	<p><b>Topic 2.5 Making human resource decisions</b> – Students finish the course content by exploring human resources decisions faced by businesses:</p> <ul style="list-style-type: none"> <li>• 2.5.1 organisational structure,</li> <li>• 2.5.2 Effective Communication</li> <li>• 2.5.3 Effective recruitment</li> <li>• 2.5.4 Effective training and development</li> <li>• 2.5.5 Motivation</li> </ul>	<p>Revision notes Theme 1 &amp; 2 Exam techniques skills building Past papers</p>	<p>Revision notes Theme 1 &amp; 2 Exam techniques skills building Past papers</p>
BTEC Enterprise	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Year 11 Knowledge:</b> What will students know?</p>	<p><b>Component 3: Promotion and Finance for Enterprise</b></p> <p>Learning Aim C: Financial planning and forecasting Students will complete cash flow forecasts, and investigate the effects of positive and negative cash flow on an enterprise. They will construct and interpret a break-even chart, and recognise its limitations They will consider why enterprises may plan different sources of finance for different purposes or at different stages and the relevance of each source. Prepare for external examination</p>	<p><b>Component 1: Exploring Enterprises</b></p> <p>Learning aim A: Examine the characteristics of enterprises Using their practical knowledge, students will explore enterprises and complete part 1 of the component internally set assignment</p>	<p><b>Component 1: Exploring Enterprises</b></p> <p>Learning aim B: Explore how market research helps enterprises to meet customer needs and understand competitor behaviour, and complete part 2 of the component internally set assignment</p>	<p><b>Component 1: Exploring Enterprises</b></p> <p>Learning aim C: Investigate the factors that contribute to the success of an enterprise Students will investigate why enterprises are successful, looking at the impact of factors both inside and outside the control of the enterprise, and investigate ways in which SWOT and PEST analysis can be used to support decision making, and complete part 3 of the component internally set assignment</p>	<p>Closing the gaps for internally set assignment for component 1 Revision for component 3 resits including exam techniques skills building Past papers</p>	<p>Closing the gaps for internally set assignment for component 1 Revision for component 3 resits including exam techniques skills building Past papers</p>

COMPUTING	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 11 Knowledge:</b> What will students know?	<b>Programming:</b> programming concepts, sequence, selection, iteration, arrays, procedures and functions, records and files	<b>Logic and languages:</b> logic diagrams and truth tables, defensive design, errors and testing, facilities of an IDE	<b>NEA:</b> 20 hour programming project	<b>NEA:</b> 20 hour programming project	<b>Exam preparation</b>	n/a
DRAMA	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 11 Knowledge:</b> What will students know?	<b>Comp 1: Live Theatre Analysis</b> This may also be done briefly in a weeks worth of lessons in year 10 depending on when we see Live Theatre – essay practice for that will be done as homework!  How to watch live theatre and take notes on performance and design elements.  How to edit and enhance those notes after the performance. How to discuss intention and effect.  How to offer opinions on the performance. How to select the minute and most subtle details and discuss how they reflect theme and character. How to comment on: the creation of a convincing character in terms of, for example: age, gender, social background, ethnicity, status personality traits, idiosyncrasies, attitudes believable relationships established with other	<b>Comp 3: Scripted Drama</b> For this component students must complete two assessment tasks: • study and present a key extract (monologue, duologue or group performance) study and present a second key extract (monologue, duologue or group performance) from the same play. Students are assessed on their ability to apply theatrical skills to realise artistic intentions in live performance The key extracts chosen for study must be significant to the play as a whole ie pivotal to plot, character(s) or theme(s). The key extracts chosen must be continuous and individually last at least between 2- 20 minutes in duration if the full extract were to be performed (depending on group size). Students can perform an abridged version of the key extract if needed (to provide a coherent performance within the minimum performance times stated) but the	<b>Comp 3: Scripted Drama</b> Students are assessed on their ability to apply theatrical skills to realise artistic intentions in live performance of a published and approved script.  Students will: collaborate with others rehearse, refine and amend their work in progress analyse and evaluate their own process of creating devised drama to keep rehearsals moving towards a final goal.	<b>Comp 3: Scripted Drama Exam and Revision for Component 1 (Written exam) Section A (Theatre Basics).</b> Students are assessed on their ability to apply theatrical skills to realise artistic intentions in live performance  Students will continue to rehearse in their groups, finalising their performances and receiving peer assessment as well as filming and watching back for self-assessment. Students will perform their pieces to an audience while it is filmed.  See Spring 1 of year 10 for Section A knowledge and skills.	<b>Revision for Component 1 (Written exam) Section B (Blood Brothers)</b> Ensure students have a complete knowledge of the 4 different questions for BB. Q6.1: Design question worth 4 marks. This question will always be a design question. You will be asked to describe your ideas for a design element within the extract. You might be asked about: Costume, Set, Lighting or Sound. (You are unlikely to be asked a puppet question due to the style of the play.) Q6.2 Performance Question worth 8 marks. Asks you to describe how you would deliver a line vocally and physically and explain the effects you would want to create. You approach this question as a performer. You will be told which character you are playing. Q6.3 a performance question worth 12 marks. Asks you to explain how you would make use of the performance space and interact with another performer to create the	<b>Final Revision for Component 1 (written exam) Section C (Live Theatre Analysis)</b>  How to watch live theatre and take notes on performance and design elements. How to edit and enhance those notes after the performance. How to discuss intention and effect. How to offer opinions on the performance. How to select the minute and most subtle details and discuss how they reflect theme and character.

	<p>characters, for example:          familial/romantic/commercial/hierarchical          the skills applied:          vocal: pitch, pace, pause, emphasis, accent          physical: movement, gesture, posture, gait, poise, balance; tactility;          spatial relationships          facial expression: eye contact physical appearance of the performer/character – age, height, build, colouring, facial features          use of costume and props          use of space and setting          interaction with other characters; listening and response delivery of specific lines.          OR the copious design elements as listed in the box above.</p>	<p>wording itself must not be modified.          Students must show/are marked on:          the overall contribution to performance made by their performance or design          the range of theatrical skills demonstrated in their performance or design          the effectiveness with which they deploy their performance or design skills          the appropriateness of their interpretation to the play as a whole, as evidenced through their performance or design          the sensitivity to the context of the play they display through their performance or design          their success in achieving their artistic intent, as evidenced by their performance or design when considered against their Statement of Dramatic Intentions          carry out research          develop their own ideas</p>			<p>effect specified in the question.          You approach this question as a performer. You will be told which character you are playing.          Q6.4/5 a performer or design question.          Gives you a choice of two questions – one question to be answered from a performer’s perspective (6.4) and the other from a designer’s perspective (6.5)          Q 6,4 will ask you to describe how you would use your acting skills to interpret one of the characters in the extract and in the play as a whole.          Q6.5 will ask you how you would design to support the action in the extract and the play as a whole.          You choose the design element.          You will have a copy of the play to help you answer this question.</p>	
<b>ENGLISH</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 11 Knowledge:</b> What will students know?	The Strange Case of Jekyll and Hyde by Robert Louis Stevenson or A Christmas Carol by Charles Dickens.	The Strange Case of Jekyll and Hyde by Robert Louis Stevenson or A Christmas Carol by Charles Dickens.	Poetry anthology selection and unseen poetry.  Revision of examination papers, skills and texts according to class requirements.	Revision of examination papers, skills and texts according to class requirements.	<b>Examination season begins.</b>	<b>Examination season.</b>

<b>FRENCH</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 11 Knowledge:</b> What will students know?	Local environment issues and actions Infinitive structure Environmental problems and solutions Global issues Use pluperfect tense Social issues – unemployment, poverty and homelessness Inequality Poverty around the world subjunctive si structure	Holiday destinations Countries Modes of transport Holiday preferences Sequences Describing holidays in detail Perfect and Imperfect tenses together Holiday activities and opinions Visiting French towns and cities Using 3 time frames – past, present and future	Describe your school School subjects Adverbs School day and timetable School life in different countries Compare school life in France and Britain Comparative School rules and uniform Superlative Ideal school	Future studies Future options University and apprenticeships Future tense Jobs and part time work Work experience Applying for a job Passive voice Advantages and disadvantages of jobs French idioms	<b>EXAMS</b>	<b>EXAMS</b>
<b>GEOGRAPHY</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 11 Knowledge:</b> What will students know?	<b>The Changing Economic World</b> There are global variations in economic development and quality of life. Various strategies exist for reducing the global development gap. Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change. Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.		<b>The Challenge of Natural Hazards</b> Natural hazards pose major risks to people and property. Earthquakes and volcanic eruptions are the result of physical processes. The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth. Management can reduce the effects of a tectonic hazard. Global atmospheric circulation helps to determine patterns of weather and climate. Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions. Tropical storms have significant effects on people and the environment. The UK is affected by a number of weather hazards. Extreme weather events in the UK have impacts on human activity. Climate change is the result of natural and human factors, and has a range of effects. Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).		<b>The Pre Release</b>  On one of the 6 units we study: this is not known until the release date in March	<b>EXAMS</b>
<b>HISTORY</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 11 Knowledge:</b> What will students know?	<b>The Cold War</b>  Edexcel GCSE Key Topic 1: The origins of the Cold War c.1941-1958	<b>The Cold War</b>  Edexcel GCSE Key Topic 2: Cold War Crisis 1958- 1970 Key Topic 3: The end of the Cold War 197-1991	<b>Henry VIII and his ministers</b>  Edexcel GCSE Key Topic 1: Henry and Wolsey c.1509-1529 Key Topic 2: Henry VIII and Cromwell c.1529-1540	<b>Henry VIII and his ministers</b>  Edexcel GCSE Key Topic 3: The Reformation and its impact c.1529-1540	<b>Revision and Exam prep</b>  Weimar and Nazi Germany The Cold War Crime and Punishment Henry VIII and his ministers	<b>Revision and Exam prep</b>  Weimar and Nazi Germany The Cold War Crime and Punishment Henry VIII and his ministers

ICT	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 11 Knowledge:</b> What will students know?	To be able to select and present information in the development of the solution to meet an identified need	To be able to initiate and plan a solution to meet an identified need To be able to iteratively review and evaluate the development of the solution	Familiarise students with expectations of RO13 NEA. e.g. what the brief will look like, how to manage time and tasks, how to store data securely	NEA coursework (RO13) requirements, deadlines and resources	NEA coursework (RO13) requirements, deadlines and resources	n/a
MATHS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 11 Knowledge:</b> What will students know?	Graphs 1 Working in 3D Handling Data Calculations 2	Graphs 2 Pythagoras and Trigonometry GIE	GIE Feedback Probability of Combined Events	Sequences Units and Proportionality	Revision – class specific.	<b>Exams</b>

SCIENCE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 11 Knowledge:</b> What will students know?	<p>Biology 10: Human Nervous System Homeostasis Nervous system Reflex actions The brain and the eye</p> <p>Biology 11: Hormonal coordination Control of glucose levels and diabetes Negative feedback Hormones and reproduction Plant hormones</p> <p>Chemistry 8: Rates of reaction Factors affecting rate Equilibrium and altering conditions</p> <p>Chemistry 9: Crude oil and fuels Hydrocarbons Complete and incomplete combustion of fuels</p> <p>Fractional distillation and cracking</p>	<p>Biology 13: Reproduction Sexual and asexual reproduction Genetics, DNA and inheritance</p> <p>Biology 14: Variation and Evolution Variation and evolution by natural selection Selective breeding and genetic engineering cloning</p> <p>Chemistry 12: Chemical analysis Chromatography Testing for gases</p> <p>Physics 14: Light (T) light and colour lenses</p>	<p>Biology 15: Genetics history of genetics evidence for evolution extinction</p> <p>Biology 12: Homeostasis (T) controlling body temperature removing waste products the kidney</p> <p>Physics 15: Electromagnets magnetic fields uses of electromagnets The motor effect The generator effect (T) Transformers (T)</p> <p>Physics 16: Space (T) The Solar System Life cycle of a star Planets, satellites and orbits The big bang and the future of the Universe</p>	Exam Preparation	Exam Preparation	Exam Preparation

	<p>Physics 12:Waves Properties of waves Transverse v longitudinal Reflection and refraction Sound waves (T) Seismic waves (T)</p> <p>Physics 13: EM waves Uses and dangers of the EM spectrum</p>					
<b>SPANISH</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 11 Knowledge:</b> What will students know?	<p>Local environment issues and actions Environmental problems and solutions Global issues Social issues – poverty and homelessness Use ‘I am worried about ...’ and similar expressions Quantifiers If sentences Use ‘someone’ and ‘something’ Modal verbs Reflexive constructions Pluperfect tense Preterite tense Negatives Subjunctive Imperfect subjunctive</p>	<p>Holiday destinations Countries Modes of transport Holiday preferences Weather Sequences Describing holidays in detail Holiday activities and opinions Visiting Spanish towns and cities Preterite tense Imperfect tense To be + the past participle Passive voice Subjunctive</p>	<p>Describe your school School subjects Daily routine Adverbs Comparative School rules and uniform The good and bad aspects of school Superlative Quantifiers and intensifiers Imperative Personal a Verbs +infinitive Expressions with to have Subjunctive Reflexive verbs Adjectives Past continuous tense</p>	<p>Future studies Future options University and apprenticeships Future tense If clauses Verbs of planning or wanting Jobs and part time work Work experience Applying for a job Adjectives Advantages and disadvantages of jobs Ideal jobs</p>	<b>Exams</b>	<b>Exams</b>
<b>PHYSICAL EDUCATION</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 11 Knowledge:</b> What will students know?	<p>Using data (qualitative/quantitative) Classification of skills goal &amp; target setting Information processing Guidance &amp; feedback Mental preparation</p>	<p>Coursework Part 2 – evaluation section Engagement patterns Obesity Somatotypes GIE exam preparation &amp; revision.</p>	<p>GIE feedback Commercialisation Technology Conduct of sports performers. Performance enhancing drugs. Spectator behaviour /hooliganism</p>	<p>Energy Use &amp; nutrition Revision (teacher led) <b>Body systems</b> <b>Movt. Analysis.</b> <b>Com., of fitness</b> <b>Fitness training and testing</b> <b>Training thresholds</b></p>	<p><b>Preparation for exercise.</b> <b>Classification of skills</b> <b>Engagement patterns</b> <b>Commercialisation</b> <b>Diet and energy use</b> <b>Performer/player conduct</b> <b>Obesity &amp; somatotypes</b></p>	Examinations

<b>D&amp;T – CBE</b>	
<p><b>Year 11 Knowledge:</b> What will students know?</p>	<p><b>Unit 2 – Developing Construction Projects: Plumbing project</b>  AC1.1 – Interpret technical sources of information  AC1.2 – Plan sequences of work to meet requirements of sources of information  AC2.1 – Identify sources required to complete construction task  AC2.2 – Calculate materials required to complete construction tasks  AC2.3 – Set success criteria for completion of construction tasks  AC2.4 – Prepare for construction tasks  AC3.1 - Apply techniques in completion of construction tasks  AC3.2 - Apply health and safety practices in completion of construction tasks  AC3.3 – Evaluate quality of construction tasks</p> <p><b>Unit 2 – Developing Construction Projects: Electrics project</b>  AC1.1 – Interpret technical sources of information  AC1.2 – Plan sequences of work to meet requirements of sources of information  AC2.1 – Identify sources required to complete construction task  AC2.2 – Calculate materials required to complete construction tasks  AC2.3 – Set success criteria for completion of construction tasks  AC2.4 – Prepare for construction tasks  AC3.1 - Apply techniques in completion of construction tasks  AC3.2 - Apply health and safety practices in completion of construction tasks  AC3.3 – Evaluate quality of construction tasks</p> <p><b>Unit 2 – Developing Construction Projects: Electrics project</b>  AC1.1 – Interpret technical sources of information  AC1.2 – Plan sequences of work to meet requirements of sources of information  AC2.1 – Identify sources required to complete construction task  AC2.2 – Calculate materials required to complete construction tasks  AC2.3 – Set success criteria for completion of construction tasks  AC2.4 – Prepare for construction tasks  AC3.1 - Apply techniques in completion of construction tasks  AC3.2 - Apply health and safety practices in completion of construction tasks  AC3.3 – Evaluate quality of construction tasks</p> <p><b>Revisit Unit 1 and Unit 3 theory in preparation for resit of exams</b></p>
<p><b>D&amp;T – FOOD PREPARATION &amp; NUTRITION</b></p>	
<p><b>Year 11 Knowledge:</b> What will students know?</p>	<p>Students will research and carry out the science investigation coursework, Planning to GCSE Standard for coursework choices; also coursework assessment in menu task assessment. Designing products to meet the requirements of a fixed scientific task set by the exam board.  A variety of products to meet the requirements of a scientific practical investigation task set by the exam board outcome.  Students will carry out a variety of different dishes trailed to fit the needs for a menu task set by the exam board highlighting a variety of high skilled dishes. Evaluation of each GCSE practical, seeking the opinions of other tasters.  Students will carry out research into borough market , and research into the menu for assessment 2 they will carry out dishes trailed and chosen for task 2.  Students will also take part in preparation lessons for their grade indicator paper consisting of a variety of practice papers and questions in lesson time.</p>

Students will plan for their practical exam.

Designing products to meet the requirements for a menu task set by the exam board.. and carrying out sensory testing, ranking preference tests and colour charts, commenting on what went well, and suggesting detailed and varied modifications justifying choice for improvement.

After carrying out their practical exam students will evaluate and suggest justifiable changes of improvement which could be applied using the comments and opinions of others.

Coursework will be edited and printed and signed off by Easter.

Students will understand a variety of exam preparation techniques using a variety of past papers and questions including question analysis and revision lessons .

Students will understand a variety of exam preparation techniques using a variety of past papers and questions including question analysis and revision lessons .