

Curriculum Information Booklet



Year 10

Holy Family Catholic School Curriculum Overview Year 10 –

Art (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	The Body Project Drawing and Painting Methods 1.Skeleton - base line drawing test 2.Figure in western Art timeline 3..Different types of line drawing 4.Caravaggio research and charcoal drawing 5..Ink and Bleach drawing 6.Kehinde Wiley Painting study	Books; Ways of Seeing - John Berger The Age of Collage - Silke Krohn Black Artists Shaping the World - Sharna Jackson Great Women Artists - Phaidon
Half Term 2 (Nov-Dec)	Abstracting the body Students to look at Hannah Hoch and Henri Moore. They will create a collage and then make a clay sculpture and paint it. Plaster casting experiments	Gallery visits: The photographers gallery, Tate Modern, Tate Britain, V&A, South bank Centre, Hayward gallery, The national gallery, National Portrait gallery
Half Term 3 (Jan-Feb)	Students to choose one of 2 subthemes; Distortion and Movement. They will learn how to take photos with the school cameras and gather their own source material. Students will use their source material to make a collage based on a chosen artist This will be developed towards a final outcome Mock Exam 5 hours (tbc)	Websites: https://www.art2day.co.uk/ password imagine https://www.tate.org.uk/ https://www.artrabbit.com/
Half Term 4 (Feb-Mar)	<u>Component 1 : Exam paper 1- 12 week project</u> <u>Theme: Order and Disorder</u> Initial Abstract Painting Techniques Carousel - Mondrian, Pollock, Rothko, Matisse Students will be given an exam paper, before being shown how to structure their own project. They will choose their own artists, collect their own primary source material and produce their own transcripts.	
Half Term 5 (Apr-May)	Exhibition Visit Students continue to develop their own ideas with the choosing of a sub theme, then selecting artist research, source material, and experimenting with a range of techniques and processes to produce a final outcome ideas.	
Half Term 6 (Jun-Jul)	Final Plan and Surface Preparation Mock exam (10 hours) tbc School Exhibition- GCSE & A-level Photography <u>Introduction to Component 1 : Exam paper 2</u> <u>Theme: Past, Present and Future</u> Title Page, mind map and mood board	

Examples of Home Learning Tasks	Title page, mind map, mood board, Artist research pages, sub theme research pages, artists transcript, analysis, finish and present classwork, final plan
Assessment Tasks, Methods & Frequency	Assessment objectives covered A01 Develop, A02 Explore, A03 Record and A04 Present Regular 1:1 tutorials - Verbal and Written Feedback 5 hour mock exam (Jan 2023)tbc 10 hour Exam (Jun 2023)tbc
Equipment that Students Need	Pen, Pencil, Ruler, Rubber, sharpener, scissors, glue stick, colour pencils, watercolours, acrylic paints

Parent / Carers can help their child by:	Attending exhibitions, having basic art equipment at home i.e. colouring pencils/ pens, making sure their child have the required materials for lessons
Useful Websites	https://www.art2day.co.uk/ password imagine https://www.artrabbit.com/ https://www.tate.org.uk/ https://www.vam.ac.uk/ https://www.npg.org.uk/
Extra-Curricular Activities & Career Opportunities	Art intervention catch up- Thursdays after school Mural and animation projects - to be arranged

Who Can I Contact?	Head of Art	Mr Madden mr.madden@holyfamilycatholicschool.co.uk
	Teachers of Year 10 Art	Mr Madden mr.madden@holyfamilycatholicschool.co.uk

Holy Family Catholic School Curriculum Overview Year 10 –

Photography(GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Introduction to Photography/ Workshops Importance of Photography- camera basics, computer literacy and Adobe Photoshop basics Lens work- Fixed lens, Macro lens, Zoom lens Shutter speed priority: Freezing Motion and Ghosting Shutter speed priority: Panning and Light trails Picture/ Artist Analysis	Susan Sontag: On Photography Henry Carroll: Read this if you want to take great photographs
Half Term 2 (Nov-Dec)	Introduction to Photography/ Workshops Aperture priority: Shallow depth of field, focal points and deep depth of field Composition rules: Angles, Perspective , Colour, Minimalist & Maximalist Genre: Still life Exhibition visit	Websites: https://www.art2day.co.uk/ password imagine https://www.tate.org.uk/ https://www.artrabbit.com/
Half Term 3 (Jan-Feb)	Workshops continued Cameraless photography: Cyanotypes, Photograms and Chemigrams Darkroom- Film processing/ Contact Sheet/ Enlarging Cameraless Photography: Scanner, photocopy, Experimental Photography: Sewing, Nature, Lightbox Collage and Photomontage	Darkroom Photography club Thursdays after school
Half Term 4 (Feb-Mar)	Component 1 : Exam paper- 12 week project Theme: Reflections Developing and explore ideas- Mind map, collage of inspiration, Internet/ reading research Research primary and contextual sources- Artist research x 2 and analysis experimenting with media, materials, techniques and processes presenting personal response(s)- 2 x Shoot plan/ Shoot/ Reflection/ Comparison to artist Exhibition visit	Complete additional shoots at home/ on location Additional shoot plans
Half Term 5 (Apr-May)	Component 1 : Exam paper- 12 week project Theme: Reflections Research primary and contextual sources- Artist research x 2 and analysis Subtheme	Research/ practise reflective writing Complete additional shoots at home/ on location Additional shoot plans

	<p>experimenting with media, materials, techniques and processes</p> <p>presenting personal response(s)- 2 x Shoot plan/ Shoot/ Reflection/ Comparison to artist</p> <p>Exhibition visit</p> <p>Statement of intent & Final piece evaluation</p> <p>Mock exam- 5 hours- Reflections portfolio/ final piece</p>	<p>Research/ read about street photography and photographers ready for the next unit</p> <p>Henry Carroll: Read this if you want to take great photographs of people.</p>
Half Term 6 (Jun-Jul)	<p>Genre Photography</p> <p>Street Photography- 4 week response</p> <p>Research 2 Photographers</p> <p>2 shoots at home/ on location</p> <p>Final piece & Presentation</p> <p>Self assessment/ Peer assessment</p> <p>Exhibition visit- Street Photography shoot central london</p> <p>Prepare final piece for exhibition</p> <p>School Exhibition- GCSE & A-level Photography</p>	<p>Research/ read about street photographers</p>

Examples of Home Learning Tasks	Artist analysis, Artist research, External shoots, Writing up practical classwork
Assessment Tasks, Methods & Frequency	<p>Assessment objectives covered A01 Develop, A02 Explore, A03 Record and A04 Present</p> <p>Regular 1:1 tutorials - Verbal and Written Feedback</p> <p>5 hour mock exam (Jan 23)tbc</p> <p>10 hour Exam (May 2023)tbc</p>
Equipment that Students Need	Pen, Pencil, Ruler, Rubber, sharpener, scissors and glue stick.

Parent / Carers can help their child by:	Attending exhibitions, having basic art equipment at home i.e. colouring pencils/ pens, making sure their child have the required materials for lessons
Useful Websites	https://www.art2day.co.uk/ password imagine https://www.artrabbit.com/ https://www.tate.org.uk/ https://www.vam.ac.uk/ https://www.npg.org.uk/ https://thephotographersgallery.org.uk/
Extra-Curricular Activities & Career Opportunities	<p>Art intervention catch up- Thursdays after school</p> <p>Mural and animation projects - to be arranged</p>

Who Can I Contact?	Head of Art	Mr Madden mr.madden@holycatholicsschool.co.uk
	Teachers of Year 10 Photography	Ms Hammond ms.hammond@holycatholicsschool.co.uk

Holy Family Catholic School Curriculum Overview Year 10 – Computing (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>OCR Computer GCSE - J277</p> <p>1.1 Systems Architecture</p> <ul style="list-style-type: none"> 1.1.1 Architecture of the CPU 1.1.2 CPU Performance 1.1.3 Embedded systems <p>2.1 Algorithms</p> <ul style="list-style-type: none"> 2.1.1 Computational thinking 2.1.2 Designing, creating and refining algorithms 2.1.3 Searching and sorting algorithms 	<ul style="list-style-type: none"> Focused Programming Tasks Understand how instructions are stored and executed within a computer system Introduces students to the central processing unit (CPU) Completing homework assignments via Isaac Computer Science and on Google Classroom
Half Term 2 (Nov-Dec)	<p>1.2 Memory and storage</p> <ul style="list-style-type: none"> 1.2.1 Primary storage (Memory) 1.2.2 Secondary storage 1.2.3 Units 1.2.4 Data storage 1.2.5 Compression <p>2.2 Programming fundamentals</p> <ul style="list-style-type: none"> 2.2.1 Programming fundamentals 2.2.2 Data types 2.2.3 Additional programming techniques <p>2.4 Boolean logic</p> <p>2.4.1 Boolean logic</p>	<ul style="list-style-type: none"> Introduces students to memory and storage, data representation and programming fundamentals Focused Programming Tasks
Half Term 3 (Jan-Feb)	<p><u>1.3 Computers networks, connections and protocols</u></p> <ul style="list-style-type: none"> 1.3.1 Networks and topologies 1.3.2 Wired and wireless networks, protocols and layers <p>2.3 Producing robust programs</p> <ul style="list-style-type: none"> 2.3.1 Defensive design 2.3.2 Testing 	<ul style="list-style-type: none"> Focused Programming Tasks Completing homework assignments via Isaac Computer Science and on Google Classroom
Half Term 4 (Feb-Mar)	<p><u>1.6 Ethical, legal, cultural and environmental impacts of digital technology</u></p> <ul style="list-style-type: none"> 1.6.1 Ethical, legal, cultural and environmental impact 	<ul style="list-style-type: none"> Focused Programming Tasks Completing homework assignments via Isaac Computer Science and on Google Classroom
Half Term 5 (Apr-May)	<p>1.4 Network security</p> <ul style="list-style-type: none"> 1.4.1 Threats to computer systems and networks 	<ul style="list-style-type: none"> Focused Programming Tasks Completing homework assignments via Isaac

	<ul style="list-style-type: none"> 1.4.2 Identifying and preventing vulnerabilities 	Computer Science and on Google Classroom
Half Term 6 (Jun-Jul)	<ul style="list-style-type: none"> Revision End of year topic assesement 	<ul style="list-style-type: none"> Focused Programming Tasks

Examples of Home Learning Tasks	Completing homework assignments via Isaac Computer Science and on Google Classroom
Assessment Tasks, Methods & Frequency	End of topic assessment, extensive use of formative assessments. Mock Exams
Equipment that Students Need	None needed. All provided within the department.

Parent / Carers can help their child by:	Signing up to Google Guardian and checking their Google Guardian account and reminding their child with any upcoming homework deadlines.
Useful Websites	https://Knowitallninja.com , https://issacomputerscience.com , https://edpuzzle.com , https://quizziz.com , https://bbc.co.uk/bitesize , https://senecalearning.com , https://smartrevise.online/
Extra-Curricular Activities & Career Opportunities	STEM club places offered to those studying computing.

Who Can I Contact?	Head of Computing & IT	Mr Hussain
	Teachers of Year 10 Computing	Mr Wynter

Holy Family Catholic School Curriculum Overview Year 10 –

Digital IT (BTEC)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>Component 3: Effective Digital Working Practices</p> <p>A Modern technologies</p> <p>Learners should learn about how current and modern technologies are used by and have an impact on organisations and their stakeholders. Learners need to know the ways in which organisations and associated individuals use modern technologies to exchange information, communicate, and complete work-related tasks. Learners must be able to apply their knowledge to a range of vocational contexts.</p>	<p>Research into sub-topics and attempt knowitallninja online test:</p> <ul style="list-style-type: none"> • Communication technologies. • Features and uses of cloud storage. • Features and uses of cloud. • How the selection of platforms and services impacts on the use of cloud technologies. • How cloud and ‘traditional’ systems are used together. • Implications for organisations when choosing cloud technologies. • Changes to modern teams facilitated by modern technologies. • How modern technologies can be used to manage modern teams. • How organisations use modern technologies to communicate with stakeholders. • How modern technologies aid inclusivity and accessibility. • Positive and negative impacts of modern technologies on organisations in terms of. • Positive and negative impacts of modern technologies on individuals.
Half Term 2 (Nov-Dec)	<p>B2 Prevention and management of threats to data</p> <p>Learners should understand how different measures can be implemented to protect digital systems.</p> <p>They should understand the purpose of different systems and how their features and functionality protect digital systems. Learners should understand how one or more systems or procedures can be used to reduce the nature and/or impact of threats.</p>	<p>Research into sub-topics and attempt knowitallninja online test:</p> <ul style="list-style-type: none"> • Why systems are attacked. • External threats (threats outside the organisation) to digital systems and data security. • Internal threats (threats within the organisation) to digital systems and data security. • Impact of security breach. • User access restriction. • Data level protection. • Finding weaknesses and improving system security. • Defining responsibilities. • Defining security parameters.

		<ul style="list-style-type: none"> • Disaster recovery policy. • Actions to take after an attack.
Half Term 3 (Jan-Feb)	<p>C The wider implications of digital systems</p> <p>Learners should understand the wider implications of digital systems and their use. Learners should understand how legislation covering data protection, computer crimes and intellectual property has an impact on the way that organisations and individuals use digital systems and data. Learners should understand the procedures that organisations must follow in order to conform to legal requirements and professional guidelines.</p>	<p>Research into sub-topics and attempt knowitallninja online test:</p> <ul style="list-style-type: none"> • Shared data (location-based data, transactional data, cookies, data exchange between services). • Environmental. • Importance of providing equal access to services and information. • Net neutrality and how it impacts on organisations. • The purpose and use of acceptable use policies. • Blurring of social and business boundaries. • Data protection principles. • Data and the use of the internet. • Dealing with intellectual property. • The criminal use of computer systems. • Understand how organisations use different forms of notation to explain systems, data and information. • Be able to interpret information presented using different forms of notation in a range of contexts. • Be able to present knowledge and understanding using different forms of notations.
Half Term 4 (Feb-Mar)	<p>Component 1: Exploring user interface design principles and project planning techniques.</p> <p>Learning aim A: Investigate user interface design for individuals and organisations.</p> <p>A1 What is a user interface?</p> <p>Learners will investigate different types of user interface used by individuals and organisations. They will investigate how they vary across different uses, devices and purposes.</p> <p>A2 Audience needs</p> <p>Learners will investigate the varying needs of the audience and how they affect both the type and the design of the interface.</p> <p>A3 Design principles</p> <p>Learners will investigate a wide variety of design principles that provides both appropriate and effective user interaction with hardware devices.</p> <p>A4 Designing an efficient user interface</p> <p>Learners will investigate techniques that can be used to improve both the speed and access to user interfaces.</p>	<p>Choose two different types of user interface from the following list:</p> <ul style="list-style-type: none"> ■ textual based ■ menu based ■ forms based ■ graphical user interface ■ speech based ■ sensor based.
Half Term 5 (Apr-May)	<p>Learning aim B: Use project planning techniques to plan and design a user interface.</p>	<p>For each of your chosen user interfaces:</p>

	<p>B1 Project planning techniques Learners will investigate different planning tools and design methodologies that can be used to plan, monitor and execute projects.</p> <p>B2 Create a project plan Learners will select suitable project planning techniques to develop a project plan for the development of a user interface for a given brief.</p> <p>B3 Create an initial design Learners will create an initial design using the design principles listed in section A3.</p>	<ul style="list-style-type: none"> ■ identify where different design principles have been used ■ assess how the different design principles improve the effectiveness of the user interface for its users ■ assess the positive and negative effects that each design principle has ■ assess how each design principle supports the user to use the interface efficiently.
Half Term 6 (Jun-Jul)	<p>Learning aim C: Develop and review a user interface.</p> <p>C1 Developing a user interface Learners will use their design to produce a user interface.</p> <p>C2 Refining the user interface Learners will refine their user interface using an iterative process with potential users.</p> <p>C3 Review Learners will review the success of the user interface and the use of their chosen project planning techniques.</p>	<p>Complete the following for each of your chosen user interfaces in Assessment activity 1.</p> <ul style="list-style-type: none"> ■ Describe how intuitive the user interface is and how it could be developed further to better meet the needs of users. ■ Assess to what extent they support users with different accessibility needs, skill levels and demographics. ■ Assess to what extent they match user perceptions and the methods that are used to keep the user's attention. ■ Assess their suitability and describe an alternative user interface that could have been used. ■ Give clear reasons why the alternative type of user interface would better meet the user needs. <p>Your evidence can be in the form of screenshots of your chosen user interfaces, with annotations to show the different features that meet specific user needs.</p> <p>You may want to provide text that goes into more depth to justify your reasons.</p>

Examples of Home Learning Tasks	<p>You should include examples of where each different design principle has been used. These should be relevant to your specific user interfaces and be justified.</p> <p>Your evidence can be in the form of screenshots of your chosen user interfaces, with annotations to show where different design principles have been used.</p> <p>You may also want to provide text that goes into more depth about how effective the different design principles are.</p>
Assessment Tasks, Methods & Frequency	<p>Component 3: exam will be in February. End of topic test will be conducted covering all 27 sub-topics.</p> <p>Component 1: Assignment 1: The following targeted learning aim and criteria will be assessed: A.2P1, A.2P2, A.2M1 & A.2D1</p> <p>Assignment 2: The following targeted learning aim and criteria will be assessed: B.2P3, B.2P4, B.2M2 & B.2D2</p> <p>Assignment 3: The following targeted learning aim and criteria will be assessed: C.2P5, C.2P6, C.2M3 & C.2D3</p>

Equipment that Students Need	<p>Notebook & pens for notes and revision.</p> <p>Resource requirements</p> <p>For Component 1, learners must have access to:</p> <ul style="list-style-type: none"> • a range of user interfaces from different applications/devices, for example tablets, watches, software applications, websites, apps • appropriate application software, for example graphics, word-processing and/or presentation software • project planning software, for example Microsoft Excel®, Freedcamp, Trello. • mindmapping software, for example Coggle, FreeMind, MindMaple.
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Parent / Carers can help their child by:	Signing up to Google Guardian and checking their Google Guardian account and reminding their child with any upcoming homework/assignment deadlines.
Useful Websites	https://www.knowitallninja.com
Extra-Curricular Activities & Career Opportunities	<p>Coding club offered to the year group and STEM club opportunity.</p> <p>Trips to Computing Museum/Bletchley Park</p>

Who Can I Contact?	Head of Computing & IT	Mr Hussain
	Teachers of Year 10 Digital IT	Mr Hussain

Holy Family Catholic School Curriculum Overview Year 10 –

Drama (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>Component 3 - Section A - An Inspector Calls</p> <p>During this first half term students will begin to work on Section A of Component 3, which is the final written exam for GCSE Drama (that will take place in the Summer of Year 11). Students will:</p> <p>Explore the play An Inspector Calls by J.B Priestley. The play will be explored practically and will develop the student's knowledge of how to:</p> <ul style="list-style-type: none"> • Develop character for performance • How to direct and stage the play • How to use a range of techniques to direct extracts of the play • How lights, sound, music, costume and set can be used to develop an interpretation for the play • Approach specific questions in the exam, looking at exemplar materials, past papers, marking criteria, timings and key drama vocabulary. 	<ul style="list-style-type: none"> • Read 'An Inspector Calls' by J.B Priestley. • Purchase and read the Pearson/Edexcel Revision guide: https://www.pearsonschoolsandcolleges.co.uk/secondary/subjects/drama-secondary/pearson-edexcel-gcse-91-drama/revise-edexcel-gcse-9-1-drama-revision-guide-1 • Attend as much live theatre as possible • Watch clips on YouTube of a range of theatre companies to get ideas: DV8, Complicite, Push • Read range of theatre reviews in national newspapers • The Stanislavsky Toolkit - ISBN - 978-1854597939 • The Brecht Toolkit - ISBN - 978-1854595508 • Managing deadlines • Redrafting exam practice essays for section A of the Component 3 exam, in order to develop confidence and secure writing style
Half Term 2 (Nov-Dec)	<p>Component 3 - Section A - An Inspector Calls</p> <p>Students will begin to work towards performing key scenes of the play An Inspector Calls for an invited audience. Giving them the opportunity to research a specific character from the play, learn lines and rehearse for a scripted performance, which will give them invaluable experience and equip them with skills when approaching the Component 2 - Scripted Performance exam, in the Spring term of Year 11.</p>	<ul style="list-style-type: none"> • Attend as much live theatre as possible • Watch clips on YouTube of a range of theatre companies to get ideas: DV8, Complicite, Push • Read range of theatre reviews in national newspapers • The Stanislavsky Toolkit - ISBN - 978-1854597939 • The Brecht Toolkit - ISBN - 978-1854595508 • Managing deadlines • Redrafting exam practice essays for section A of the Component 3 exam, in order to develop confidence and secure writing style

		<ul style="list-style-type: none"> Attend rehearsals at lunchtime or after school
Half Term 3 (Jan-Feb)	<p>Component 3 - Section A - An Inspector Calls</p> <p>Students will perform a version of An Inspector Calls to an invited audience.</p> <p>This will include costume, props, set, prop, lighting and sound design.</p>	<ul style="list-style-type: none"> Attend as much live theatre as possible Watch clips on YouTube of a range of theatre companies to get ideas: DV8, Complicite, Push Read range of theatre reviews in national newspapers The Stanislavsky Toolkit - ISBN - 978-1854597939 The Brecht Toolkit - ISBN - 978-1854595508 Managing deadlines Redrafting exam practice essays for section A of the Component 3 exam, in order to develop confidence and secure writing style Attend rehearsals at lunchtime or after school
Half Term 4 (Feb-Mar)	<p>Component 1 - Devising - 40%</p> <p>Students will begin working on their devised performances. For this students will:</p> <ul style="list-style-type: none"> Be presented with a stimulus material as a source of inspiration for developing devised work Work in groups to research and develop ideas for performance Begin devising an original piece of theatre to perform to a visiting audience Create a character/characters for the performance Begin to complete a written portfolio that discusses their process of developing their work and that evaluates the final performance 	<ul style="list-style-type: none"> Attend the GCSE and A level showcases to inspire your thoughts around theatre and live performance, in preparation for the theatre review unit. Research for devising - you will need to research things that are connected to the themes and issues you identify as central to your piece. Research can include: <ul style="list-style-type: none"> case studies witness accounts/reports newspaper articles statistics science/medical research materials images/artwork music/song lyrics videos interviews Use exemplar materials and marking criteria to help structure your written portfolio
Half Term 5 (Apr-May)	Component 1 - Devising - 40%	<ul style="list-style-type: none"> Attend the GCSE and A level showcases to inspire your

	<p>Students will complete and perform their devised performances. For this students will:</p> <ul style="list-style-type: none"> • Rehearse, refine and perform • Consider lighting, sound and costume for their performance • Perform to a selected audience • Be recorded and marked by their teacher • Complete their portfolio 	<p>thoughts around theatre and live performance, in preparation for the theatre review unit.</p> <ul style="list-style-type: none"> • Research for devising - you will need to research things that are connected to the themes and issues you identify as central to your piece. Research can include: <ul style="list-style-type: none"> - case studies - witness accounts/reports - newspaper articles - statistics - science/medical research materials - images/artwork - music/song lyrics - videos - interviews • Use exemplar materials and marking criteria to help structure your written portfolio
Half Term 6 (Jun-Jul)	<p>Component 3 - Section B - Theatre Evaluation</p> <p>Students will visit a theatre to watch a live performance. They will prepare notes on this performance that focus on the following:</p>	<ul style="list-style-type: none"> • Take detailed notes on a live theatre performance. Notes will include information on: <ul style="list-style-type: none"> - Characters - themes - social, historical, political, cultural context - style/genre - actors - lighting - sound - staging - set - audience - costumes/props • Practice questions on section B of Component 3 paper.

Examples of Home Learning Tasks	Reading (Play-texts, newspaper articles, theatre reviews and other printed stimuli), line learning, character development/script development, watching performances: live/online , rehearsal/refinement of script work/devised work,, essay practice, character analysis, self assessment/peer assessment.
Assessment Tasks, Methods & Frequency	For the majority of the year students will be assessed on Component 3 practice questions/full papers in line with the school calendar assessment cycle. Towards the latter part of the year students will be assessed on Component 1 work, focusing on their practical devised performance and portfolio responses.

Equipment that Students Need	<ul style="list-style-type: none"> • An Inspector Calls Student Booklet (which must be brought to every lesson during all of Term 1 and Half Term 3) • Pens (black, purple and Green) • Purple exam practice exercise book • Component 3 - Section B - Theatre Evaluation booklet (during Half Term 6)
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Parent / Carers can help their child by:	<ul style="list-style-type: none"> • Purchasing an affordable laptop/chromebook for their child • Joining their child's Drama Google Classroom • Taking them to watch live theatre performances frequently • Encouraging their child to join an extra-curricular drama club • Purchasing the: Pearson/Edexcel GCSE Drama Revision guide
Useful Websites	http://youtube.com http://www.bbc.co.uk/schools/gcsebitesize/drama/ https://www.nationaltheatre.org.uk/
Extra-Curricular Activities & Career Opportunities	<ul style="list-style-type: none"> • KS4 Drama/rehearsal Club • Bi-annual Holy Family Whole School Production • Training with lighting equipment in the Wiseman Drama Studio • Opportunities to focus on the role of the director • Opportunities to focus on the role of a designer (lighting/sound/costume) • Opportunities to take part in workshops provided by professional actors/directors/playwrights • Opportunities to attend theatre trips

Who Can I Contact?	Head of Drama	Miss Hampshire- ms.hampshire@holyfamilycatholicschool.co.uk
	Teachers of Year 10 Drama	Miss Hampshire- ms.hampshire@holyfamilycatholicschool.co.uk

Holy Family Catholic School Curriculum Overview Year 10 –

Performing Arts (BTEC)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>Component 1: Exploring the Performing Arts</p> <p>Levels: 1/2 Assessment type: Internal, externally moderated</p> <p>Component in brief:</p> <p>Learners will develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance.</p> <p>Introduction:</p> <p>To develop in the performing arts, students will need a broad understanding of performance work and influences. This component will help students to understand the requirements of being a performer (in acting) across at least three performances and performance styles.</p> <p>In this component students will develop a practical understanding of how performing arts work is created. Students will look at elements such as roles, responsibilities and the application of relevant skills and techniques. They will have the chance to explore practically the work of different professionals to develop an appreciation of the methods they use to explore a theme and communicate to audiences through their work.</p> <p>Students will broaden their knowledge through observing existing repertoire and by learning about professionals' approaches and how they create and influence performance material. This component will give students an understanding of professional performing arts work and the processes and practices that contribute to the creation of a range of performance styles.</p> <p>Learning outcome: A Investigate how professional performance or production work is created B Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work.</p>	<ul style="list-style-type: none"> Research on three different performance styles/genres of theatre, focusing on: <ul style="list-style-type: none"> Creative stylistic qualities, to include: treatment of theme/issue production elements form/structure/narrative response to stimulus style/genre contextual influences collaboration with other professionals influences by other creatives, e.g. theatre makers Purpose and its influence on stylistic qualities, to include: to educate, to inform, to entertain, to provoke, to challenge viewpoints, to raise awareness, to celebrate View three live/recorded performances in three different styles/genres of theatre Research: roles, responsibilities and skills of the performers/non-performers for each style/genre chosen Read extracts from three chosen play texts (same as the three plays viewed, either live or recorded)

	<p>Pearson sets the assignments for the assessment of this component.</p> <p>The assignment for this component consists of two tasks.</p> <p>The assignment will take approximately 12 supervised hours to complete. The assignments will be marked by centres and moderated by Pearson.</p> <p>Assignments for this component will be made available in September and then December of each year through the secure area of the website. Learners must use the Pearson-set Assignment to provide the required evidence to achieve this component.</p>	
Half Term 2 (Nov-Dec)	<p>Component 1: Exploring the Performing Arts</p> <p>Continuing with practical exploration of unit content and coursework tasks.</p>	<ul style="list-style-type: none"> • See above for Component 1
Half Term 3 (Jan-Feb)	<p>Component 1: Exploring the Performing Arts</p> <p>Finalising practical exploration of unit content and coursework tasks.</p>	<ul style="list-style-type: none"> • See above for Component 1
Half Term 4 (Feb-Mar)	<p>Component 2: Developing Skills and Techniques in the Performing Arts</p> <p>Levels: 1/2</p> <p>Assessment type: Internal, externally moderated</p> <p>Component in brief:</p> <p>Learners will develop their performing arts skills and techniques through the reproduction of acting repertoire as performers.</p> <p>Introduction:</p> <p>Working as a performer requires the application of skills, techniques and practices that enables learners to produce and interpret performance work. Students will communicate intentions to an audience through the chosen discipline of acting, in any performance style. In this component, students will develop performing skills and techniques. They will have the opportunity to specialise as a performer in the discipline of acting. Students will take part in workshops and classes where they will develop technical, practical and interpretative skills through the rehearsal and performance process.</p>	<ul style="list-style-type: none"> - • Research into social, cultural, historical, political context of performance repertoire • Read play texts of chosen repertoire • Line learning • Script annotation • Attend rehearsals at lunchtime or after school (KS4 Drama/rehearsal club) • Attend as much live theatre as possible • Watch clips on YouTube of a range of theatre companies to get ideas: DV8, Complicite, Push • The Stanislavsky Toolkit - ISBN - 978-1854597939 • The Brecht Toolkit - ISBN - 978-1854595508 • Managing deadlines • Redrafting coursework

	<p>Students will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce performance elements of the work. Throughout the development, students will review their own progress and consider how to make improvements. Developing performance skills and techniques will enable learners to consider their aptitude and enjoyment for performing arts, helping them to make informed decisions about what they study in the future.</p> <p>Learning outcomes:</p> <p>A Use rehearsal or production/design processes B Apply skills and techniques in performance or realisation C Review own development and application of performance or design skills.</p>	
Half Term 5 (Apr-May)	<p>Component 2: Developing Skills and Techniques in the Performing Arts</p> <p>Continuing with practical exploration of unit content and coursework tasks.</p>	<ul style="list-style-type: none"> • See above tasks for Component 2
Half Term 6 (Jun-Jul)	<p>Component 2: Developing Skills and Techniques in the Performing Arts</p> <p>Finalising practical exploration of unit content and coursework tasks.</p>	<ul style="list-style-type: none"> • See above for Component 2

Examples of Home Learning Tasks	<p>Coursework tasks include:</p> <ul style="list-style-type: none"> - Research into a range of different theatre genres/practitioners and repertoire - View three live/recorded performances in three different styles/genres of theatre - Researching: roles, responsibilities and skills of the performers/non-performers for each style/genre chosen - Reading extracts from three chosen play texts (same as the three plays viewed, either live or recorded) - Research the social, cultural, historical, political context of their plays/characters, completing character exploration tasks - Audits of their skills and develop skills and techniques in rehearsal - Setting targets for improvement and development - Rehearsal - Line learning - Script annotation
Assessment Tasks, Methods & Frequency	<p>Ongoing assessment in line with assessment objectives for the component. Assessors/teachers will complete teacher statements which will detail the participation, development and skills displayed in workshops and rehearsal. Students will receive an estimated grade and a working grade, as part of the school's assessment cycle.</p>

Equipment that Students Need	<ul style="list-style-type: none"> • Scripts of their three pieces of repertoire studied in Component 1 • Scripts of their two chosen extracts for Component 2 exam • A Paper copy of their coursework booklets • Access to their online 'Named Folder' on the Google Drive
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Parent / Carers can help their child by:	<ul style="list-style-type: none"> • Purchasing an affordable laptop/chromebook for their child • Checking their child's Drama Google Classroom for homework/coursework tasks • Taking them to watch live theatre performances frequently • Encouraging their child to join an extra-curricular drama club • Going over lines with their child for their scripted exam • Purchasing the Pearson BTEC Level 2 Tech Award in Performing Arts Revision Guide
Useful Websites	http://youtube.com https://www.nationaltheatre.org.uk/
Extra-Curricular Activities & Career Opportunities	<ul style="list-style-type: none"> • KS4 Drama/rehearsal Club • Training with lighting equipment in the Wiseman Drama Studio • Opportunities to focus on the role of the director • Opportunities to focus on the role of a designer (lighting/sound/costume) • Opportunities to take part in workshops provided by professional actors/directors/playwrights • Opportunities to attend theatre trips

Who Can I Contact?	Head of Drama	Miss Hampshire- ms.hampshire@holyfamilycatholicschool.co.uk
	Teachers of Year 10 Performing Arts	Ms Oseke - ms.oseke@holyfamilycatholicschool.co.uk

Holy Family Catholic School Curriculum Overview Year 10 – English (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	An Inspector Calls - GCSE English Literature	Attend a performance of the play. Watch Massolit lectures on this topic.
Half Term 2 (Nov-Dec)	Completion of An Inspector Calls. Power and Conflict poetry- the Romantic period - GCSE English Literature.	Read other poetry by key poets - e.g. Blake, Keats.
Half Term 3 (Jan-Feb)	Macbeth - GCSE English Literature	Watch Massolit lectures on this topic.
Half Term 4 (Feb-Mar)	Macbeth continued. Regular unseen poetry practice.	
Half Term 5 (Apr-May)	Power and conflict poetry - War poems, followed by poems on 20th century social conflict. Creative writing linked to reading of the poems.	Read other poetry by key poets. e.g. Wifred Owen, Simon Armitage.
Half Term 6 (Jun-Jul)	GCSE English Language Paper 1 - explorations in creative reading and writing.	Read a range of modern fiction independently.

Examples of Home Learning Tasks	Research tasks, pre reading tasks, knowledge consolidation tasks, learning of key quotes, essay practice.
Assessment Tasks, Methods & Frequency	Exam questions based on past papers.
Equipment that Students Need	Highlighter pens. A small dictionary and thesaurus are also recommended.

Parent / Carers can help their child by:	Supporting students to complete regular written work throughout the course, checking the online classroom regularly.
Useful Websites	https://www.massolit.io/ https://senecalearning.com/en-GB/ https://www.bbc.co.uk/bitesize/examspecs/zcbchv4 - AQA English Bitesize Language https://www.bbc.co.uk/bitesize/examspecs/zxqncwx - AQA Bitesize English Literature
Extra-Curricular Activities & Career Opportunities	Theatre trips, online booster sessions, school magazine. English language skills are vital for most jobs and very useful for any career that involves a need for strong communication skills, as well as law, journalism and marketing roles.

Who Can I Contact?	Head of English	Mr Parry			
	KS4 English Co-ordinator	Mr Parry			
	Teachers of Year 10 English	Mr Parry Mrs Maris	Mrs Osborne Mrs Crabtree	Mr Myers Ms Duffy	Ms Olaofe Ms Akram

Holy Family Catholic School Curriculum Overview Year 10 – French (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>Module 1 – Qui suis-je? (Identity and culture)</p> <p>Students build on their knowledge and skills from Year 9 so that they are able to describe themselves and their family members using more complex language and structures in the present tense. They learn how to describe their current and future relationships with their family members using reflexive verbs in the present and future tenses. They talk about what they were like when they were younger using the imperfect tense.</p> <p>present tense regular verbs, reflexive verbs use of adjectives, comparative using the perfect tense future tense Imperfect tense adding complexity to writing using 3 time frames using relative pronoun qui</p>	<p>www.senecalearning.com www.pearsonactivelearn.com www.wordreference.com www.quizlet.com</p> <p>Duolingo</p> <p>Reading: Les vacances du Petit Nicolas (Je suis malade)</p>
Half Term 2 (Nov-Dec)	<p>Module 2 le temps des loisirs (Identity and culture)</p> <p>Students will be learning about key sports and its benefits on the health, body and mind. They will discuss their reading, TV, film and music habits, French cinema and iconic French speaking celebrities in the film industry. They also learn complex structures in order to discuss the pros and cons of technology.</p> <p>use of depuis + present tense use of avant de + infinitive present tense irregular verbs lire, boire, prendre, faire</p> <p>use context to work out meaning / process of elimination -reading / listening skills</p>	<p>www.senecalearning.com www.pearsonactivelearn.com www.wordreference.com www.quizlet.com</p> <p>Duolingo</p> <p>Reading: Bonjour Tristesse Françoise Sagan</p>
Half Term 3 (Jan-Feb)	<p>Module 3 -Jours ordinaires jours de fêtes (Identity and culture)</p> <p>describing festivals / celebrations using a variety of tenses, food, shopping for clothes</p> <p>use of venir de to describe family celebration pronoun en completing short writing assessment under timed conditions</p>	<p>www.senecalearning.com www.pearsonactivelearn.com www.wordreference.com www.quizlet.com</p> <p>To consolidate learning, by revisiting, at home, all work done in class To transform class work into students' own work by active revision, such as mind maps of topics</p>
Half Term 4 (Feb-Mar)	Module 3 continued	<p>www.senecalearning.com www.pearsonactivelearn.com</p>

	<p>Start module 4 -De la ville à la campagne (Local area, holiday and travel)</p> <p>Talking about where you live, weather and transport using the pronoun y,using negatives and making more complex phrases, imperfect tense, conditional tense</p> <p>Be confident in the role play and asking questions</p> <p>Revision of all modules, applying exam skills</p>	<p>www.wordreference.com www.quizlet.com www.revisionworld.com</p> <p>Students to practise past exam papers in listening and reading.</p> <p>Reading: Le Festival de Sakifo</p>
Half Term 5 (Apr-May)	<p>Module 4 -De la ville à la campagne continued Advantages and disadvantages of living in the countryside, climate</p> <p>Use of negatives More complex structures revision of all tenses Translation skills exam preparation and feedback (Listening, Reading, Writing)</p>	<p>www.senecalearning.com www.pearsonactivelearn.com www.wordreference.com www.quizlet.com www.revisionworld.com</p> <p>Students to practise past exam papers in listening and reading.</p> <p>Reading: Victor Hugo Demain, dès l'aube</p>
Half Term 6 (Jun-Jul)	<p>module 4 -De la ville à la campagne continued discussing plans and the weather describing community projects Revision of all modules 1,2,3,4</p>	<p>www.senecalearning.com www.pearsonactivelearn.com www.wordreference.com www.quizlet.com www.revisionworld.com</p>

Examples of Home Learning Tasks	Seneca learning, Active Learn, Speaking booklet completion, Redrafting work, Memorising answers and vocabulary
Assessment Tasks, Methods & Frequency	Assessments in listening, reading, writing, translating, speaking, short and long exams. Every half term
Equipment that Students Need	<p>Studio for Edexcel GCSE French 9-1 (Foundation): ISBN 978 1292117829</p> <p>Studio for Edexcel GCSE French 9-1 (Higher): ISBN 978 1292117836</p> <p>Studio, Edexcel GCSE 9-1 French grammar and Translation workbook: ISBN 978129213299-0</p> <p>Edexcel Revision Guide: ISBN-139781292132082</p> <p>Student Guide to Success for GCSE (supplied in September by class teacher)</p> <p>Collins Easy Learning French dictionary or Oxford Learner's dictionary: recommended for home use only as we have large stocks in school</p>

Parent / Carers can help their child by:	Ensure their child is practising on the following websites every day for 10/15 mins, checking homework completion
Useful Websites	<p>www.senecalearning.com www.pearsonactivelearn.com www.wordreference.com www.quizlet.com www.revisionworld.com</p> <p>1. Youtube: Cyprien 2 Youtube: Easy French 3 Youtube: Monsieur Pattinson</p>
Extra-Curricular Activities & Career Opportunities	Trip to Paris

Who Can I Contact?	Head of MFL	Ms Sheikh Oomar
	Teachers of Year 10	Ms Sheikh Oomar
	French	Mr Fidegnon

Holy Family Catholic School Curriculum Overview Year 10 – Geography (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Urban Issues and Challenges - Global urbanisation patterns and Rio de Janeiro <ul style="list-style-type: none"> Patterns and causes of global urbanisation Introduction to Rio's importance Opportunities and challenges caused by urban change in Rio 	Students could broaden their knowledge of the natural world through watching documentaries such as David Attenborough with wider links to geography topics.
Half Term 2 (Nov-Dec)	Urban Issues and Challenges - Rio de Janeiro and London <ul style="list-style-type: none"> Environmental challenges of urban change in Rio Opportunities and challenges caused by urban change in London Urban Sprawl and commuter settlements 	Reading and watching the news. Reading list provided along with a selection of social media accounts to follow for geographical content.
Half Term 3 (Jan-Feb)	River Landscapes Review Coastal Landscapes <ul style="list-style-type: none"> Processes 	
Half Term 4 (Feb-Mar)	Coastal Landscapes <ul style="list-style-type: none"> Landforms Hard and Soft engineering 	
Half Term 5 (Apr-May)	Changing Economic World: Global Development <ul style="list-style-type: none"> The development gap Development and population 	
Half Term 6 (Jun-Jul)	Changing Economic World: The UK Economy <ul style="list-style-type: none"> Deindustrialisation and the service economy 	

Examples of Home Learning Tasks	Brazil Case Study Booklet GCSE Style questions
Assessment Tasks, Methods & Frequency	Exam questions and papers each half term
Equipment that Students Need	Pen (green and black), pencil, ruler, calculator, highlighters, glue stick

Parent / Carers can help their child by:	Checking students' books and online classrooms regularly Discussing current affairs with students
Useful Websites	https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/specification-at-a-glance
Extra-Curricular Activities & Career Opportunities	Residential Fieldwork trip

Who Can I Contact?	Head of Geography Teachers of Year 10 Geography	Mrs Lawson Ms Pearce, Mr Mumtaz
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Holy Family Catholic School Curriculum

Overview Year 10 – History (GCSE) - Exam

Board: Edexcel



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct) Half Term 2 (Nov-Dec)	<p>Medicine through time: a Paper 1 topic that explores how medicine has changed over time; from the Medieval period to the Modern day. Students will study different time periods (identified below) and explore many of the same topics to compare the change and continuity over time.</p> <ul style="list-style-type: none"> • Cause of disease • Treatment of disease • Public health • Training of doctors • Hospitals • Role of individuals <p>The time periods are as follows: 1350-1750 1750-1900 1900-Present day</p> <p>The examination topic will be diversified by the inclusion of global developments in medicine and the addition of important women such as Mary Seacole.</p>	<p>Hodder GCSE History for Edexcel: Medicine Through Time, c1250–Present by Ian Dawson ISBN: 9781471861376</p>
Half Term 3 (Jan-Feb) Half Term 4 (Feb-Mar) Half Term 5 (Apr-May)	<p>The Reigns of Kings Richard and John: a Paper 2 depth GCSE topic that focusses on what makes a Medieval King great and whether the kings meet that criteria</p> <p>The examination topic will be diversified through the exploration of the Muslim world under the leadership of Saladin and the embedding of the story of women such as Eleanor of Aquitaine</p>	<p>https://www.historyextra.com/article-type/podcast/</p>
Half Term 6 (Jun-Jul)	<p>Weimar and Nazi Germany - Paper 3 in their GCSEs begins. The study will be framed on two contrasting ideas: democracy and autocracy. Students will be using these terms to assess the historical developments of Germany from the end of World War One to the onset of World War Two.</p>	<p>Alone In Berlin Hans Fallada, 1984 by George Orwell The Bookkeeper by Markus Zusak The Boy in the Striped Pyjamas by John Boyne</p>

Examples of Home Learning Tasks	<ul style="list-style-type: none"> • Weekly revision booklets on prior learning • Seneca revision tasks
Assessment Tasks, Methods & Frequency	Fortnightly assessment work linked to the Edexcel History GCSE exam specification
Equipment that Students Need	Pen (green and black), pencil, ruler, highlighters and glue stick

Parent / Carers can help their child by:	Asking students to read extended written work out loud to them and encouraging them to complete re-drafts of this work.
Useful Websites	<ul style="list-style-type: none"> • https://senecalearning.com/ • https://www.bbc.co.uk/bitesize/topics/zcyx2v4/articles/zcg66g8
Extra-Curricular Activities & Career Opportunities	<ul style="list-style-type: none"> • Trip to the WW1 battlefields at Ypres, Belgium • Diversity & Inclusion Club • Links to careers during assessment feedback lessons • BHM and LGBT+ History Month activities

Who Can I Contact?	Head of History	Mr E Shah
	Teachers of Year 10 History	Mr Shah, Mr Sayer, Ms Warren, Ms Parker

Holy Family Catholic School

Curriculum Overview Year 10 – Mathematics (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>Support</p> <p>7 Averages and range</p> <p>7.1 Mean and range</p> <p>7.2 Mode, median and range</p> <p>7.3 Types of average</p> <p>7.4 Estimating the mean</p> <p>7.5 Sampling</p> <p>8 Perimeter, area and volume 1</p> <p>8.1 Rectangles, parallelograms and triangles</p> <p>8.2 Trapezia and changing units</p> <p>8.3 Area of compound shapes</p> <p>8.4 Surface area of 3D solids</p> <p>8.5 Volume of prisms</p> <p>8.6 More volume and surface area</p> <p>Core</p> <p>6 Graphs</p> <p>6.1 Linear graphs</p> <p>6.2 More linear graphs</p> <p>6.3 Graphing rates of change</p> <p>6.4 Real-life graphs</p> <p>6.5 Line segments</p> <p>6.6 Quadratic graphs</p> <p>6.7 Cubic and reciprocal graphs</p> <p>6.8 More graphs</p> <p>Extension</p> <p>7 Area and volume</p> <p>7.1 Perimeter and area</p> <p>7.2 Units and accuracy</p> <p>7.3 Prisms</p> <p>7.4 Circles</p> <p>7.5 Sectors of circles</p> <p>7.6 Cylinders and spheres</p> <p>7.7 Pyramids and cones</p> <p>8 Transformations and constructions</p> <p>8.1 3D solids</p> <p>8.2 Reflection and rotation</p> <p>8.3 Enlargement</p> <p>8.4 Transformations and combinations of transformations</p> <p>8.5 Bearings and scale drawings</p> <p>8.6 Constructions 1</p> <p>8.7 Constructions 2</p> <p>8.8 Loci</p>	Completion of tasks on Digital PLC on Google Classroom.

Half Term 2 (Nov-Dec)	<p><u>Support</u></p> <p>17 Perimeter, area and volume 2</p> <p>17.1 Circumference of a circle 1</p> <p>17.2 Circumference of a circle 2</p> <p>17.3 Area of a circle</p> <p>17.4 Semicircles and sectors</p> <p>17.5 Composite 2D shapes and cylinders</p> <p>17.6 Pyramids and cones</p> <p>17.7 Spheres and composite solids</p> <p><u>Core</u></p> <p>7 Area and volume</p> <p>7.1 Perimeter and area</p> <p>7.2 Units and accuracy</p> <p>7.3 Prisms</p> <p>7.4 Circles</p> <p>7.5 Sectors of circles</p> <p>7.6 Cylinders and spheres</p> <p>7.7 Pyramids and cones</p> <p>8 Transformations and constructions</p> <p>8.1 3D solids</p> <p>8.2 Reflection and rotation</p> <p>8.3 Enlargement</p> <p>8.4 Transformations and combinations of transformations</p> <p>8.5 Bearings and scale drawings</p> <p>8.6 Constructions 1</p> <p>8.7 Constructions 2</p> <p>8.8 Loci</p> <p><u>Extension</u></p> <p>10 Probability</p> <p>10.1 Combined events</p> <p>10.2 Mutually exclusive events</p> <p>10.3 Experimental probability</p> <p>10.4 Independent events and tree diagrams</p> <p>10.5 Conditional probability</p> <p>10.6 Venn diagrams and set notation</p> <p>11 Multiplicative reasoning</p> <p>11.1 Growth and decay</p> <p>11.2 Compound measures</p> <p>11.3 More compound measures</p> <p>11.4 Ratio and proportion</p>	
Half Term 3 (Jan-Feb)	<p><u>Support</u></p> <p>9 Graphs</p> <p>9.1 Coordinates</p> <p>9.2 Linear graphs</p> <p>9.3 Gradient</p> <p>9.4 $y = mx + c$</p> <p>9.5 Real-life graphs</p> <p>9.6 Distance-time graphs</p> <p>9.7 More real-life graphs</p> <p>16.2 Plotting quadratic graphs</p> <p>16.3 Using quadratic graphs</p> <p>20.1 Graphs of cubic and reciprocal functions</p> <p><u>Core</u></p> <p>10 Probability</p> <p>10.1 Combined events</p> <p>10.2 Mutually exclusive events</p> <p>10.3 Experimental probability</p> <p>10.4 Independent events and tree diagrams</p>	

	10.5 Conditional probability 10.6 Venn diagrams and set notation "11 Multiplicative reasoning 11.1 Growth and decay 11.2 Compound measures 11.3 More compound measures 11.4 Ratio and proportion Extension 12 Similarity and congruence 12.1 Congruence 12.2 Geometric proof and congruence 12.3 Similarity 12.4 More similarity 12.5 Similarity in 3D solids	
Half Term 4 (Feb-Mar)	Support 10 Transformations 10.1 Translation 10.2 Reflection 10.3 Rotation 10.4 Enlargement 10.5 Describing enlargements 10.6 Combining transformations 15.1 3D solids 15.2 Plans and elevations Core 12 Similarity and congruence 12.1 Congruence 12.2 Geometric proof and congruence 12.3 Similarity 12.4 More similarity 12.5 Similarity in 3D solids 13.1 Accuracy Extension 13 More trigonometry 13.1 Accuracy 13.2 Graph of the sine function 13.3 Graph of the cosine function 13.4 The tangent function 13.5 Calculating areas and the sine rule 13.6 The cosine rule and 2D trigonometric problems 13.7 Solving problems in 3D 13.8 Transforming trigonometric graphs 1 13.9 Transforming trigonometric graphs 2	
Half Term 5 (Apr-May)	Support 11 Ratio and proportion 11.1 Writing ratios 11.2 Using ratios 1 11.3 Ratios and measures 11.4 Using ratios 2 11.5 Comparing using ratios 11.6 Using proportion 11.7 Proportion and graphs 11.8 Proportion problems	

Core
13 More trigonometry
 13.1 Accuracy
 13.2 Graph of the sine function
 13.3 Graph of the cosine function
 13.4 The tangent function
 13.5 Calculating areas and the sine rule
 13.6 The cosine rule and 2D trigonometric problems
 13.7 Solving problems in 3D
 13.8 Transforming trigonometric graphs 1
 13.9 Transforming trigonometric graphs 2
Extension
 14 Further statistics
 14.1 Sampling
 14.2 Cumulative frequency
 14.3 Box plots
 14.4 Drawing histograms
 14.5 Interpreting histograms
 14.6 Comparing and describing populations

**Half Term 6
(Jun-Jul)**

Support
13 Probability
 13.1 Calculating probability
 13.2 Two events
 13.3 Experimental probability
 13.4 Venn diagrams
 13.5 Tree diagrams
 13.6 More tree diagrams
Core
14 Further statistics
 14.1 Sampling
 14.2 Cumulative frequency
 14.3 Box plots
 14.4 Drawing histograms
 14.5 Interpreting histograms
 14.6 Comparing and describing populations
Extension
 15 Equations and graphs
 15.1 Solving simultaneous equations graphically
 15.2 Representing inequalities graphically
 15.3 Graphs of quadratic functions
 15.4 Solving quadratic equations graphically
 15.5 Graphs of cubic functions

**Examples of Home
Learning Tasks**

Homework on MathsWatch.
 Activities on Personal Learning Checklist (on Google Classroom).
 Practice papers using OnMaths.Com and Maths Genie.

**Assessment Tasks,
Methods & Frequency**

End of unit assessments in class.
 Termly assessments.
 End of Year Assessment in June.

**Equipment that
Students Need**

2 black pens, green pen, pencil, ruler, protractor, compass and a scientific calculator. Half termly equipment checks take place.

**Parent / Carers can
help their child by:**

Ensuring all homework is completed.
 Support the department by ensuring their child uses the digital PLC to revise for assessments or when they have missed school.
 Ensure their children have the correct equipment at all times as stated above.

Useful Websites

<https://vle.mathswatch.co.uk/vle/>

	https://corbettmaths.com/ https://www.mathsgenie.co.uk/ https://parallel.org.uk/
Extra-Curricular Activities & Career Opportunities	Independent study using MathsWatch. Students selected for Intermediate Maths Challenge. Parallel Maths Challenge.

Who Can I Contact?	Head of Mathematics	Mr McCollin
	Deputy Head of Mathematics	Ms Atakan
	Teachers of Year 10 Mathematics	Mr McCollin, Mr Heelan, Ms Scott, Ms Sandhu, Ms Yeboah, Ms Thomas

Holy Family Catholic School Curriculum

Overview Year 10 – Media Studies (GCSE Eduqas)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Introduction to Media Language Introduction to micro and macro elements of Media Studies inc. camera angles, sound, mise-en-scene, editing, representation, audience, genre. Summative assessments via film poster deconstruction using media language, spelling tests. Various analyses of media texts ensuring that media language is used correctly and developing analytical language and skills.	Eduqas GCSE Media Studies: Revision Guide Seneca: Media Studies (Eduqas)
Half Term 2 (Nov-Dec)	Component One Section A - Media Language & Representation In this section students will analyse media language, considering how the selection and combination of elements of media language influence and communicate meanings in media products. They will also explore the concept of representation and relevant representations of gender, ethnicity, age, issues and events in the media.	Set Texts (ML & Rep) <ul style="list-style-type: none"> - Magazines: GQ & Pride - Film posters: The Man with the Golden Gun and No Time to Die - Newspapers: The Guardian & The Sun Media Studies Revision YouTube
Half Term 3 (Jan-Feb)	Component One Section A - Media Language & Representation Cont. Component One Section B - Media Industries & Audiences Students will develop their knowledge and understanding of key aspects of media industries, including ownership, funding, regulation, production, distribution and technology. They will also cover audience theories, targeting, categorisation and consumption.	Set Texts (ML & Rep) <ul style="list-style-type: none"> - Adverts: This Girl Can & Quality Street Set Texts (Industries & Audiences) <ul style="list-style-type: none"> - Newspaper: The Sun - Film industry: No Time to Die Media Studies Revision YouTube
Half Term 4 (Feb-Mar)	Component One Section B - Media Industries & Audiences Cont.	Set Texts (Industries & Audiences) <ul style="list-style-type: none"> - Radio: The Archers - Video games: Fortnite
Half Term 5 (Apr-May)	Revision on all set texts from Component One - Exploring the Media Students will be given a comprehensive revision period to secure their knowledge for Component One. (Two weeks work experience)	Seneca - Media Studies Eduqas Media Studies Revision YouTube
Half Term 6 (Jun-Jul)	Component Three NEA - Creating Media Products This component draws together knowledge and understanding of the media theoretical framework throughout the course and requires students to apply their knowledge of the media synoptically through a practical production. The NEA is worth 30% of overall GCSE	Print Production Brief - Print Magazine <ul style="list-style-type: none"> - Analysing existing products - Research and planning tasks - Audience Research - Statement of aims - Drafting / MockUps

Examples of Home Learning Tasks	Mini case study tasks for set text, research assignments, digital photography for NEA. Pre-reading tasks for context of each set text.
Assessment Tasks, Methods & Frequency	A mini mock question is given to students at the end of each topic. Done in exam conditions with the use of peer and self-assessment against the marking criteria.

	Booklets with set texts and activities shared with students via GoogleClassroom are Full mock papers are done in class and marked using Eduqas 1-9 criteria. Students will also complete Knowledge organisers.
Equipment that Students Need	Students will need access to a computer to complete their course as all materials and many assessments are on GoogleClassroom. Students will be provided with a Media Studies notebook and a booklet and assessment guidance will be provided for each unit.

Parent / Carers can help their child by:	Engaging in conversation about the set texts studied. It will also be beneficial for parents/carers to explain the types of media they engage with and what platforms were available when they were a teen!
Useful Websites	Students will need access to each set texts' website and social media pages. Seneca. And resources listed in each topics PPT.
Extra-Curricular Activities & Career Opportunities	Opportunities for subject specific workshops from industry professionals. Trips can include cinema visits, Warner Bros Studios, BBC tours.

Who Can I Contact?	Head of Media & Film Studies	Mrs Farrugia
	Teachers of Year 10 Media	Mrs Farrugia and Mrs Belgrave

Holy Family Catholic School Curriculum

Overview Year 10 – Music (GCSE Eduqas)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct) (Nov-Dec)	<p>Analysis: 2 hours a fortnight will be spent on “Music 101” - Basic GCSE Musical elements and musical terminology will be studied.</p> <p>Performance: students will rehearse for their Solo Performance assessment.</p> <p>Composition: Students will start developing their Composition skills - starting with a Theme and variations scheme.</p>	<p>Revise and test music theory and music 101 knowledge using: https://www.bbc.co.uk/bitesize/topics/zn4tkmn</p> <p>Practice your instrument as much as you can outside of lessons.</p>
Half Term 2 (Nov-Dec)	<p>Analysis: Following on from music 101 2 hours a fortnight will be spent studying Musical forms and devices.</p> <p>Performance: Students will continue rehearsing for their Solo Performance assessment.</p> <p>Composition: Students will continue developing their Composition skills - starting with a Theme and variations scheme.</p>	<p>Revise and test musical forms and devices using: https://www.bbc.co.uk/bitesize/topics/zfhfap3</p> <p>GCSE students are encouraged to attend the modulo orchestra to improve ensemble performance skills.</p>
Half Term 3 (Jan-Feb)	<p>Analysis: The Sonorities and Textures of music and they will analyse their first set work.</p> <p>Performance: students will rehearse for their Solo Performance assessment and for their first Ensemble Performance assessment.</p> <p>Composition: Students will study minimalism and compose their own minimalist compositions.</p>	<p>Revise and test Sonority and textures knowledge using: https://www.bbc.co.uk/bitesize/guides/z4ry7nb/revision/1 https://www.bbc.co.uk/bitesize/guides/zk43mfr/revision/1</p> <p>Visit the music room outside of lessons to continue with composition work. Practice your instrument.</p>
Half Term 4 (Feb-Mar)	<p>Analysis: Students will analyse Musical theatre.</p> <p>Performance: students will rehearse for their Solo Performance assessment and for their first Ensemble Performance assessment.</p> <p>Composition: Students will study the conventions of Song writing and compose their own songs.</p>	<p>Revise and test knowledge of Musical theatre using: https://www.bbc.co.uk/bitesize/guides/zd6xh39/revision/1 https://www.bbc.co.uk/bitesize/guides/z6vyb82/revision/1</p> <p>GCSE students are encouraged to prepare a piece for the school summer concert and attend the modulo orchestra to improve ensemble performance skills.</p>
Half Term 5 (Apr-May)	<p>Analysis: Students will analyse Blues and Jazz.</p>	<p>Revise and test knowledge of Jazz and blues using: https://www.bbc.co.uk/bitesize/guides/zjhtng8/revision/1</p>

	<p>Performance: students will rehearse for their Solo Performance assessment and for their first Ensemble Performance assessment.</p> <p>Composition: Students will compose their free composition.</p>	<p>Visit the music room outside of lessons to continue with composition work. Practice your instrument.</p>
Half Term 6 (Jun-Jul)	<p>Analysis: Students will analyse Film Music</p> <p>Performance: students will rehearse for their Solo Performance assessment and for their first Ensemble Performance assessment.</p> <p>Composition: Students will continue composing their free composition.</p>	<p>Revise and test knowledge of Film music using: https://www.bbc.co.uk/bitesize/topics/zb7h8xs</p> <p>GCSE students are encouraged to prepare a piece for the school summer concert and attend the modulo orchestra to improve ensemble performance skills.</p>

Examples of Home Learning Tasks	<p>Students should practice their instruments for 30 mins per day. Students should take time going over new terminology and add it to their glossary. Students should attend the KS4 catch up sessions when necessary.</p>
Assessment Tasks, Methods & Frequency	<ul style="list-style-type: none"> - A mini mock is given to students at the end of each topic. Done in exam conditions with the use of peer and self-assessment against the marking criteria - Worksheets and quizzes will be set frequently for homework - Full mock papers are done in class and marked using Eduqas 1-9 criteria. Feedback given to students on how to improve. - Students' compositions and performances will be marked at three points throughout the year using Eduqas 1-9 criteria and feedback will be given on how to improve. - Knowledge organisers and PLCs
Equipment that Students Need	<ul style="list-style-type: none"> ● Exercise Books (for all analysis) ● Pens (Black and Green) ● Your instrument should be brought to every performance lesson

Parent / Carers can help their child by:	<ul style="list-style-type: none"> ● Joining their child's Music Google Classroom ● Taking their child to see some live music ● Encouraging them to listen to different types of music ● Encouraging their child to join an extracurricular Music club ● Encouraging their child to play their instrument for 30 mins per day.
Useful Websites	<ul style="list-style-type: none"> ● https://www.bbc.co.uk/bitesize/examspecs/zbmct39 ● http://www.your-personal-singing-guide.com/choir-singing.htm ● http://www.dsokids.com/ ● http://www.mymusictheory.com/ ● http://www.youtube.com ● http://www.musictheoryvideos.com/ ● http://www.musictheory.net/
Extra-Curricular Activities & Career Opportunities	<ul style="list-style-type: none"> ● Music Technology Club ● Orchestra ● Choir ● Performing in front of others on their instrument in assemblies ● Bi-annual Holy Family Whole School Production ● Opportunities to go on trips to go and see some live music

Who Can I Contact?	Head of Music	Mr Marrone mr.marrone@holyfamilycatholicschool.co.uk
	Teachers of Year 10 Music	Mr Strachan mr.strachan@holyfamilycatholicschool.co.uk Mr Marrone mr.marrone@holyfamilycatholicschool.co.uk

Holy Family Catholic School Curriculum Overview Year 10 – Music (BTEC TECH AWARD - MUSIC PRACTICE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>Component 1 - Exploring Music Products and Styles</p> <p>Component 1 asks students to explore different musical genres, styles and techniques used in these styles.</p> <p>Students will begin producing a practical portfolio of evidence including video, audio, DAW projects. Students will be looking at existing music from different time periods but also students will be exploring musical performance, creating original music and exploring producing music. This project will be due in April 2023.</p> <p>To begin with students will study various different styles of music including:</p> <ul style="list-style-type: none"> • 60s-70s: Disco and Soul • 80s-90s: Reggae and Stadium Rock 	<ul style="list-style-type: none"> • Instrumental and vocal tuition should be undertaken with the school if possible to increase your musical abilities. • Wider Listening outside of the classroom to as many different styles of music as possible. • Extra-curricular activities and BTEC Club should be attended by all.
Half Term 2 (Nov-Dec)	<p>Component 1 - Exploring Music Products and Styles</p> <p>Students will be continuing on the above project undergoing similar tasks and workshops just with different styles:</p> <ul style="list-style-type: none"> • 00s - Present day: Hip Hop and EDM • World Music and Fusion 	<ul style="list-style-type: none"> • Instrumental and vocal tuition should be undertaken with the school if possible to increase your musical abilities. • Wider Listening outside of the classroom to as many different styles of music as possible. • Extra-curricular activities and BTEC Club should be attended by all.
Half Term 3 (Jan-Feb)	<p>Component 1 - Exploring Music Products and Styles</p> <p>Students will be continuing on the above project undergoing similar tasks and workshops just with different styles:</p> <ul style="list-style-type: none"> • Music for Media and Western Classical Music • Jazz and Blues 	<ul style="list-style-type: none"> • Instrumental and vocal tuition should be undertaken with the school if possible to increase your musical abilities. • Wider Listening outside of the classroom to as many different styles of music as possible. • Extra-curricular activities and BTEC Club should be attended by all.
Half Term 4 (Feb-Mar)	<p>Component 2 - Music Skills Development</p> <p>Students will begin their next component this half term which looks at developing their skills as an all-rounded musician. Students will be working on a practical portfolio of evidence of skills development. This portfolio will be taught through to Year 11 - due in October 2023.</p>	<ul style="list-style-type: none"> • Instrumental and vocal tuition should be undertaken with the school if possible to increase your musical abilities. • Practicing your instrument for 30 minutes a day.

	<p>For this half term students will be working on developing their Performance skills only. They will be working on putting together a practical portfolio of evidence skills. The skills they will develop this term will be all Performance based :</p> <ul style="list-style-type: none"> • Tuning • Technique • Practicing • Following an accompaniment • Stage presence 	<ul style="list-style-type: none"> • Extra-curricular activities and BTEC Club should be attended by all.
Half Term 5 (Apr-May)	<p>Component 2 - Music Skills Development</p> <p>For this half term students will be working on developing their Music Creation skills only. They will be working on putting together a practical portfolio of evidence skills. The skills they will develop this term will be all composition based :</p> <ul style="list-style-type: none"> • Extending ideas • Structure • Rhythmic and Melodic patterns • Developing harmony 	<ul style="list-style-type: none"> • Instrumental and vocal tuition should be undertaken with the school if possible to increase your musical abilities. • Taking time outside of the classroom to write original music. • Extra-curricular activities and BTEC Club should be attended by all.
Half Term 6 (Jun-Jul)	<p>Component 2 - Music Skills Development</p> <p>For this half term students will be working on developing their Music Production skills only. They will be working on putting together a portfolio of evidence skills. The skills they will develop this term will be all Garageband/DAW based:</p> <ul style="list-style-type: none"> • Using software instruments • Audio and software tools • Manipulation techniques • Inputting and editing audio • Using effects 	<ul style="list-style-type: none"> • Instrumental and vocal tuition should be undertaken with the school if possible to increase your musical abilities. • Taking time outside of the classroom to explore further compositional techniques. • Extra-curricular activities and BTEC Club should be attended by all.

Examples of Home Learning Tasks	Students will be asked to do extra research into different musical styles throughout the year to broaden their knowledge and understanding of different musical styles. Students will also need to practice their instrument at least 30 minutes per day to ensure that they are progressing well. A lot of homework will be practical based as we need a lot of video footage and audio evidence of the work undertaken in Component 1 and 2.
Assessment Tasks, Methods & Frequency	There are two internal assessments this year which have been outlined above. Assessment will be ongoing throughout the course with weekly tasks ensuring that students will meet their targets.
Equipment that Students Need	<ul style="list-style-type: none"> • Exercise Books (for all analysis). • Pens (Black and Green). • Your instrument should be brought to every performance lesson. • Access to Google Drive - where we will build all portfolio work.

Parent / Carers can help their child by:	<ul style="list-style-type: none"> • Joining their child's Music Google Classroom • Taking their child to see some live music • Encouraging them to listen to many different types of music • Encouraging their child to join an extracurricular Music club • Encouraging their child to play their instrument for 30 mins per day.
Useful Websites	<ul style="list-style-type: none"> • http://www.your-personal-singing-guide.com/choir-singing.htm • http://www.dsokids.com/ • http://www.mymusictheory.com/

	<ul style="list-style-type: none"> • http://www.youtube.com • http://www.musictheoryvideos.com/ • http://www.musictheory.net/
Extra-Curricular Activities & Career Opportunities	<ul style="list-style-type: none"> • Music BTEC Club • Orchestra • Choir • Performing in front of others on their instrument in assemblies • Bi-annual Holy Family Whole School Production • Opportunities to go on trips to go and see some live music

Who Can I Contact?	Head of Music	Mr Marrone mr.marrone@holyfamilycatholicschool.co.uk
	Teachers of Year 10 Music	Mr Strachan mr.strachan@holyfamilycatholicschool.co.uk Mr Marrone mr.marrone@holyfamilycatholicschool.co.uk

Holy Family Catholic School Curriculum Overview Year 10 – PE (Core)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Performance - sports performance <ul style="list-style-type: none"> Mastering football/netball Fitness - exercise for fitness <ul style="list-style-type: none"> Improving myself physically through structured exercise Leisure - health active lifestyle <ul style="list-style-type: none"> staying fit and healthy through physical activity in day to day life 	<ul style="list-style-type: none"> Wider reading about sport Attend extra-curricular clubs at school Join clubs outside of school Watch sport in your local community and on TV Get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle
Half Term 2 (Nov-Dec)	Performance - sports performance <ul style="list-style-type: none"> Mastering basketball Fitness - exercise for fitness <ul style="list-style-type: none"> Improving myself physically through structured exercise Leisure - health active lifestyle <ul style="list-style-type: none"> staying fit and healthy through physical activity in day to day life 	
Half Term 3 (Jan-Feb)	Performance - sports performance <ul style="list-style-type: none"> Mastering net/wall games/ football/netball Fitness - exercise for fitness <ul style="list-style-type: none"> Improving myself physically through structured exercise Leisure - health active lifestyle <ul style="list-style-type: none"> staying fit and healthy through physical activity in day to day life 	
Half Term 4 (Feb-Mar)	Performance - sports performance <ul style="list-style-type: none"> Mastering net/wall games/ football/netball Fitness - exercise for fitness <ul style="list-style-type: none"> Improving myself physically through structured exercise Leisure - health active lifestyle <ul style="list-style-type: none"> staying fit and healthy through physical activity in day to day life 	
Half Term 5 (Apr-May)	Performance - sports performance <ul style="list-style-type: none"> Mastering football/netball Fitness - exercise for fitness <ul style="list-style-type: none"> Improving myself physically through structured exercise Leisure - health active lifestyle <ul style="list-style-type: none"> staying fit and healthy through diet 	
Half Term 6 (Jun-Jul)	Performance - sports performance <ul style="list-style-type: none"> Mastering football/netball Fitness - exercise for fitness <ul style="list-style-type: none"> Improving myself physically through structured exercise Leisure - health active lifestyle <ul style="list-style-type: none"> staying fit and healthy through diet 	

Examples of Home Learning Tasks	
Assessment Tasks, Methods & Frequency	<ul style="list-style-type: none"> ● AfL and Formative Assessment (Questioning, Observation, Feedback) ● Regular descriptive feedback (teacher, self, peer) ● Clear vision of learning target. What does it look like? The qualities/ criteria involved. ● Use of models and examples to highlight strong and weak work. ● Learning log
Equipment that Students Need	Holy Family PE T-Shirt Holy Family PE Shorts White Sports Socks Trainers

Useful Websites	
Extra-Curricular Activities & Career Opportunities	<ul style="list-style-type: none"> ● Lunch/ Afterschool Sports Clubs - Various ● Fitness Room Access ● Football Team ● Basketball Team ● Cross - Country Team ● Athletics Team ● Netball Team ● Sports Leaders ● Silver DofE (managed by WIR)

Who Can I Contact?	Head of PE	Mrs E Cole
	Teachers of Year 8 PE	Mr R Wilbraham, Mr E Graefe, Ms M Winter, Ms K Paul Jones
	Sports Coach	Mr D Lavinier
	PE TA	Mr K Lisbie

Holy Family Catholic School Curriculum Overview Year 10 – GCSE PE



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Health, fitness and well-being – Paper 2: Socio-cultural influences and well-being in physical activity and sport. 1 The meaning of health and fitness: physical, mental/emotional and social health- linking participation in physical activity to exercise, sport to health and well-being. 2 The consequences of a sedentary lifestyle. 3 Obesity and how it may affect performance in physical activity and sport. 4 Somatotypes. 5 Energy use. 6 Reasons for having a balanced diet and the role of nutrients. 7 The role of carbohydrates, fat, protein, vitamins and minerals. 8 Reasons for maintaining water balance (hydration) and further applications of the topic area.	Lifestyle choices http://www.nhs.uk/choiceintheNHS/Lifechoices/Pages/Lifechoiceshome.aspx Nutrition http://www.nhs.uk/Livewell/Goodfood/Pages/Healthyeating.aspx http://www.nhs.uk/Livewell/Goodfood/Pages/reference-intakes-RI-guide-line-daily-amounts-GDA.aspx Hydration http://www.nutrition.org.uk/healthyliving/hydration/healthy-hydration-guide.html
Half Term 2 (Nov-Dec)	Applied anatomy and physiology – Paper 1: The human body and movement in physical activity and sport. 9 Bones and the functions of the skeleton. 10 Structure of the skeletal system/functions of the skeleton. 11 Muscles of the body. 12 Structure of a synovial joint. 13 Types of freely moveable joints that allow different movements. 14 How joints differ in design to allow certain types of movement. 15 How the major muscles and muscle groups of the body work antagonistically on the major joints of the skeleton to affect movement in physical activity at the major movable joints	
Half Term 3 (Jan-Feb)	Movement analysis – Paper 1: The human body and movement in physical activity and sport 16 First, second and third class levers. 17 Mechanical advantage. 18 Analysis of basic movements in sporting examples. 19 Analysis of basic movements in sporting examples. 20 Planes and axes	Levers http://www.brianmac.co.uk/levers.htm https://www.youtube.com/watch?v=ny8k7LUUIEk http://www.humankinetics.com/excerpts/excerpts/levers-work-to-create-movement-inthe-human-body Planes and axes http://www.physical-solutions.co.uk/

		wp-content/uploads/2015/05/UnderstandingPlanes-and-Axes-of-Movement.pdf (Please note: this link may not work in some browsers e.g. Safari)
Half Term 4 (Feb-Mar)	Applied anatomy and physiology – Paper 1: The human body and movement in physical activity and sport. 21. The pathway of air and gaseous exchange. 22 Blood vessels. 23 Structure of the heart and the cardiac cycle (pathway of blood). 24 Cardiac output and stroke volume (including the effects of exercise). 25 Mechanics of breathing and interpretation of a spirometer trace. 26 Aerobic and anaerobic exercise. 27 Recovery/EPOC. 28 The short and long term effects of exercise.ort.	
Half Term 5 (Apr-May)	Sports psychology – Paper 2: Socio-cultural influences and well-being in physical activity and sport. 29 Skill and ability, including classification of skill. 30 Definitions and types of goals. 31 The use and evaluation of setting performance and outcome goals, including the use of SMART targets to improve/optimize performance. 32 Basic information processing.	
Half Term 6 (Jun-Jul)	33 Revision of Year One content 35 Mock exam	

Assessment Tasks, Methods & Frequency	End of topic tests Yr 10 exams
Equipment that Students Need	Holy Family PE T-Shirt Holy Family PE Shorts White Sports Socks Trainers

Useful Websites	
Extra-Curricular Activities & Career Opportunities	<ul style="list-style-type: none"> • Fitness Room Access • Football Team • Basketball Team • Athletics Team • Netball Team

Who Can I Contact?	Head of PE	Mrs E Cole
	Teachers of Year 10 GCSE PE	Mr R Wilbraham

Holy Family Catholic School Curriculum Overview Year 10 – Religious Education (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Practices: Third module of the GCSE. Pupils will study the sacramental nature of reality, what is a sacrament, the seven sacraments, divergent attitudes to Sacraments, what is liturgical worship, what is the Mass, the parts of the Mass, the importance of the Eucharist and divergent Christian attitudes to liturgical worship, the funeral rite, the aims of the funeral rite, what is prayer, the types of prayer and the importance of the Lord's Prayer.	https://www.bbc.co.uk/bitesize/guides/zffxh39/revision/1
Half Term 2 (Nov-Dec)	Practices: Continuation of the third module of the GCSE. Pupils will study different forms of popular piety, why it is important to have different forms of worship, the nature, history and purpose of pilgrimage, places of pilgrimage, why pilgrimage is important for Christians today, Catholic Social Teaching, how CAFOD demonstrate Catholic Social Teaching, Catholic mission and evangelism, how the church engages in the new evangelism.	https://www.bbc.co.uk/bitesize/guides/zffxh39/revision/1 https://cafod.org.uk/Pray/Catholic-social-teaching
Half Term 3 (Jan-Feb)	Beliefs and Teachings: Fourth module and final module of the Catholic Christianity paper) of the GCSE. Pupils will study the Trinity, the Trinity in Catholic worship and belief today, the Trinity in the Bible, the historical development of the Trinity, the creation accounts in Genesis 1-3 and their significance, divergent Christian understanding of creation, the creation of humanity in the 'imago Dei', the significance of this for humans, the meaning of dominion and stewardship.	https://youtu.be/BKQgYYHHqxQ https://youtu.be/BKQgYYHHqxQ https://youtu.be/IM_Kpg_Xr60 https://youtu.be/tb_dTJ-nEcM
Half Term 4 (Feb-Mar)	Beliefs and Teachings: Continuation of the fourth module of the GCSE. Pupils will study the incarnation, what is the purpose of the incarnation and why it is important for Catholics today, the events of the Paschal Mystery, what the Catholic Church teaches about the Paschal Mystery, the significance of the Paschal Mystery, Catholic beliefs about life after death and why this is important for Catholics today.	https://youtu.be/l8zs810mhsc https://www.biblegateway.com/passage/?search=John1%3A1-18&version=NIV https://www.biblegateway.com/passage/?search=Luke+24&version=NIV https://youtu.be/J9RXw5HduR4 https://www.bbc.co.uk/bitesize/guides/zkk3rwx/revision/1

Half Term 5 (Apr-May)	Arguments for the Existence of God: Beginning of the study of the Philosophy and Ethics Paper. Pupils will study the nature of revelation, examples of Biblical and non-biblical visions, how visions might lead to belief in God, arguments against visions as proof that God exists, examples of Biblical and non-biblical miracles, how miracles might lead to belief in God, arguments against miracles as proof that God exists, what are religious experiences, how religious experiences might lead to belief in God, arguments against religious experiences as proof that God exists,	https://www.bbc.co.uk/bitesize/guides/zv2fgwx/revision/1
Half Term 6 (Jun-Jul)	Arguments for the Existence of God: Continuation of the first module of the Philosophy and Ethics Paper. Pupils will study the classical Design argument, the strengths and weaknesses of the design argument, the Cosmological argument, the strengths and weaknesses of the cosmological argument, examine why the existence of suffering is a problem for Catholics, Biblical, theoretical and practical responses to the problem of suffering.	https://www.bbc.co.uk/bitesize/guides/zv2fgwx/revision/1

Examples of Home Learning Tasks	Answering practice exam questions, developing answers to improve them,, completion of quizzes on key knowledge on Google Forms.
Assessment Tasks, Methods & Frequency	Half-termly formal assessment using past exam papers and summative weekly/bi-weekly knowledge quizzes.
Equipment that Students Need	Access to the Catholic Christianity Textbook (provided), exercise book, black/blue pen, red and green pen, highlighters, coloured pencils (provided), and ruler.

Parent / Carers can help their child by:	Checking their exercise books and Google Classroom submissions weekly
Useful Websites	www.hfcsw.net RE Department website to complete a variety of revision tasks. You will also have access to content resources and exam.questions. Pearson Edexcel GCSE Religious Studies A (2016) https://www.kerboodle.com/users/login - Access to the textbook online
Extra-Curricular Activities & Career Opportunities	Philosophy Club Peace Club Chaplaincy service Liturgy Leaders https://www.natre.org.uk/news/latest-news/videos-of-careers-for-graduates-in-theology-and-religious-studies/

Who Can I Contact?	Head of Religious Education	Mr P Norman (Head of RE) mr.norman@holyfamilycatholicschool.co.uk
	Teachers of Year 10 Religious Education	Mr P Norman mr.norman@holyfamilycatholicschool.co.uk Mr C Becket mr.beckett@holyfamilycatholicschool.co.uk Dr C Wilkinson mrs.wilkinson@holyfamilycatholicschool.co.uk Mrs S Howard ms.howard@holyfamilycatholicschool.co.uk Mr G Skelton mr.skelton@holyfamilycatholicschool.co.uk

Holy Family Catholic School Curriculum Overview Year 10 – Combined Science (Trilogy GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>B4. Bioenergetics: 'How do organisms make and use energy?'</p> <ul style="list-style-type: none"> • Photosynthesis (RP 4) • Respiration • EoTT (End of Topic Test) <p>C3. Quantitative Chemistry: 'When coal is burnt in a fire, is all of the mass of the coal lost?'</p> <ul style="list-style-type: none"> • Chemical measurements, conservation of mass and the quantitative interpretation of chemical equations • Use of amount of substance in relation to masses of pure substances (HT) <p>C5. Energy Changes: 'How can we get reactions to give off/take in more heat energy?'</p> <ul style="list-style-type: none"> • Exothermic and endothermic reactions (RP 10) • The energy change of reactions (HT only) • Joint EoTT (End of Topic Test) 	<p>The Private Life of Plants by <i>David Attenborough</i></p> <p>Reactions: The private life of atoms, by <i>Peter Atkins</i></p> <p>Pixl Independence: Energy Changes</p>
Half Term 2 (Nov-Dec)	<p>P2. Electricity 'How are current, potential difference and resistance related?'</p> <ul style="list-style-type: none"> • Current, potential difference and resistance (RP 15) • Series and parallel circuits • Domestic uses and safety • EoTT (End of Topic Test) <p>B3. Infection and Response 'When you get the chickenpox, why is it likely you will not get them again?'</p> <ul style="list-style-type: none"> • Communicable diseases • Discovery and development of drugs • EoTT (End of Topic Test) 	<p>The Vaccine Race: How Scientists Used Human Cells to Combat Killer Viruses, by <i>Meredith Wadman</i></p>

Half Term 3 (Jan-Feb)	<p>C4. Chemical changes ‘How can certain processes change elements?’</p> <ul style="list-style-type: none"> • Reactions of acids (<i>RP 8</i>) (includes HT content) • Reactivity of metals (includes HT content) • EoTT (End of Topic Test) <p>P5. Forces ‘How can equations help us understand how objects move?’</p> <ul style="list-style-type: none"> • Forces and their interactions (includes HT content) • Work done and energy transfer • Forces and elasticity (<i>RP 18</i>) 	Science World: Forces in Action by Kathryn Whyman
Half Term 4 (Feb-Mar)	<p>P5. Forces</p> <ul style="list-style-type: none"> • Forces and motion (includes HT content) (<i>RP 19</i>) • Momentum (HT only) • EoTT (End of Topic Test) <p>C7. Organic Chemistry ‘Where does petrol come from?’</p> <ul style="list-style-type: none"> • Carbon compounds as fuels and feedstock • EoTT (End of Topic Test) <p>Revision for End of Year GCSE Mock Exams</p>	
Half Term 5 (Apr-May)	<p>End of Year GCSE Mock Exams - includes all content (Foundation/Higher) Tier level of entry</p> <p>B7. Ecology ‘How are species and their environment related?’</p> <ul style="list-style-type: none"> • Adaptations, interdependence and competition • Organisation of an ecosystem (<i>RP 7</i>) • Biodiversity and the effect of human interaction on ecosystems <p>P6. Waves ‘What do X-rays and your car radio have in common?’</p> <ul style="list-style-type: none"> • Waves in air, fluids and solids (<i>RP 20</i>) • Electromagnetic waves 	
Half Term 6 (Jun-Jul)	<p>C8. Chemical Analysis ‘How can I prove there’s hydrogen gas - even if I can’t see it?’</p> <ul style="list-style-type: none"> • Purity, formulations and chromatography (<i>RP12</i>) • Identification of common gases <p>C9. Chemistry of the Atmosphere ‘Where did all the oxygen come from?’</p>	Mauve: How one man invented a colour that changed the world, by Simon Garfield

	<ul style="list-style-type: none"> • The composition and evolution of the Earth's atmosphere • Carbon dioxide and methane as greenhouse gases • Common atmospheric pollutants and their sources 	Caesar's Last Breath: The Epic Story of The Air Around Us, by <i>Sam Kean</i>
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Examples of Home Learning Tasks	Reading/comprehension tasks Exam style questions Research tasks (articles) Online quizzes (Seneca, LBQ, Isaac Physics) Consolidation activities
Assessment Tasks, Methods & Frequency	Each topic will be assessed with an 'End of Topic Test' Tests will be tiered according to ability (foundation/higher)
Equipment that Students Need	Basic stationary: pens (black and green), pencil, ruler, rubber Specific equipment: scientific calculator, protractor Lab coats will be provided for practicals

Parent / Carers can help their child by:	<ul style="list-style-type: none"> • Joining the 'Google Classroom' to enable discussion about their learning and homework requirements. • Ensuring their child is fully equipped at the beginning of the academic year • Attending Parents Evenings.
Useful Websites	<ul style="list-style-type: none"> • https://www.bbc.co.uk/bitesize/examspecs/z8r997h • https://www.physicsandmathstutor.com/ • https://www.youtube.com/c/Cognitoedu
Extra-Curricular Activities & Career Opportunities	STEM club Eco-council

Who Can I Contact?	Head of Science	Mr Thrasivoulou	
	KS4 Science Co-ordinator	Ms Johnson	
	Teachers of Year 10 Science	Ms Johnson	Mr Mensah
		Ms Murtagh	Mr O'Brien
		Ms Paschalides	Ms Tariq
		Mr Thrasivoulou	Mr Uddin

Holy Family Catholic School

Curriculum Overview Year 10 – Triple Science (Bio, Chem, Phys GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>B4. Bioenergetics: 'How do organisms make and use energy?'</p> <ul style="list-style-type: none"> • Photosynthesis (RP 4) • Respiration • EoTT (End of Topic Test) <p>C3. Quantitative Chemistry 'When coal is burnt in a fire, is all of the mass of the coal lost?'</p> <ul style="list-style-type: none"> • Chemical measurements, conservation of mass and the quantitative interpretation of chemical equations • Use of amount of substance in relation to masses of pure substances (HT) <p>C4. Energy Changes 'How can we get reactions to give off/take in more heat energy?'</p> <ul style="list-style-type: none"> • Exothermic and endothermic reactions (RP 10) • The energy change of reactions (HT only) • Joint EoTT (End of Topic Test) 	<p>The Private Life of Plants by David Attenborough</p> <p>ChemSheets activity - Limiting Reagents: https://www.scisheets.co.uk/wp-content/uploads/2018/05/Chemsheets-GCSE-1102-Limiting-reagents-2.pdf</p> <p>Pixl Independence: Energy Changes</p> <p>ChemSheets activity - Bond energy calculations: https://www.scisheets.co.uk/wp-content/uploads/2018/03/Chemsheets-GCSE-1154-Bond-energy-calculations-1.pdf</p>
Half Term 2 (Nov-Dec)	<p>P2. Electricity 'How are current, potential difference and resistance related?'</p> <ul style="list-style-type: none"> • Current, potential difference and resistance (RP 15) • Series and parallel circuits • Domestic uses and safety • EoTT (End of Topic Test) <p>B3. Infection and Response 'When you get the chickenpox, why is it likely you will not get them again?'</p> <ul style="list-style-type: none"> • Communicable diseases • Discovery and development of drugs • EoTT (End of Topic Test) 	<p>Pixl Independence: Electricity</p> <p>The Vaccine Race: How Scientists Used Human Cells to Combat Killer Viruses, by Meredith Wadman</p>
Half Term 3 (Jan-Feb)	<p>C4. Chemical changes 'How can certain processes change elements?'</p> <ul style="list-style-type: none"> • Reactions of acids (RP 8) (includes HT content) • Reactivity of metals (includes HT content) • EoTT (End of Topic Test) 	<p>The Impact of Metal Extraction to the Environment, Economy, and Society, News article: https://greenerideal.com/news/business/0617-metal-extraction/</p>

	<p>P5. Forces</p> <p><i>'How can equations help us understand how objects move?'</i></p> <ul style="list-style-type: none"> Forces and their interactions (includes HT content) Work done and energy transfer Forces and elasticity (<i>RP 18</i>) 	<p>Science World: Forces in Action by <i>Kathryn Whyman</i></p> <p>The Feynman lectures on physics, <i>lecturer Feynman</i></p>
Half Term 4 (Feb-Mar)	<p>P5. Forces</p> <ul style="list-style-type: none"> Forces and motion (includes HT content) (<i>RP 19</i>) Momentum (HT only) EoTT (End of Topic Test) <p>C7. Organic Chemistry</p> <p><i>'Where does petrol come from?'</i></p> <ul style="list-style-type: none"> Carbon compounds as fuels and feedstock EoTT (End of Topic Test) 	<p>ChemSheets activity - Carboxylic acids: https://www.scisheets.co.uk/wp-content/uploads/2018/03/Chemsheets-GCSE-1234-Carboxylic-acids.pdf</p>
Half Term 5 (Apr-May)	<p>Revision for End of Year GCSE Mock Exams</p> <p>End of Year GCSE Mock Exams - includes all content (Higher Tier)</p> <p>B7. Ecology</p> <p><i>'How are species and their environment related?'</i></p> <ul style="list-style-type: none"> Adaptations, interdependence and competition Organisation of an ecosystem (<i>RP 7</i>) Biodiversity and the effect of human interaction on ecosystems EoTT (End of Topic Test) 	
Half Term 6 (Jun-Jul)	<p>P6. Waves</p> <p><i>'What do X-rays and your car radio have in common?'</i></p> <ul style="list-style-type: none"> Waves in air, fluids and solids (<i>RP 20</i>) Electromagnetic waves <p>C8. Chemical Analysis</p> <p><i>'How can I prove there's hydrogen gas - even if I can't see it?'</i></p> <ul style="list-style-type: none"> Purity, formulations and chromatography (<i>RP12</i>) Identification of common gases <p>C9. Chemistry of the Atmosphere</p> <p><i>'Where did all the oxygen come from?'</i></p> <ul style="list-style-type: none"> The composition and evolution of the Earth's atmosphere Carbon dioxide and methane as greenhouse gases Common atmospheric pollutants and their sources Joint EoTT (End of Topic Test) 	<p>Oxygen: The molecule that made the world, by <i>Nick Lane</i></p>

Examples of Home Learning Tasks	<ul style="list-style-type: none"> Reading/comprehension tasks Exam style questions Research tasks (articles) Online quizzes (Seneca, LBQ, Isaac Physics) Consolidation activities
Assessment Tasks, Methods & Frequency	<p>Each topic will be assessed with an 'End of Topic Test'</p> <p>Tests will be tiered according to ability (foundation/higher)</p>

Equipment that Students Need	Basic stationary: pens (black and green), pencil, ruler, rubber Specific equipment: scientific calculator, protractor Lab coats will be provided for practicals
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Parent / Carers can help their child by:	<ul style="list-style-type: none"> • Joining the 'Google Classroom' to enable discussion about their learning and homework requirements. • Ensuring their child is fully equipped at the beginning of the academic year • Attending Parents' Evenings.
Useful Websites	<ul style="list-style-type: none"> • https://www.bbc.co.uk/bitesize/examspecs/z8r997h • https://www.physicsandmathstutor.com/ • https://www.youtube.com/c/Cognitoedu
Extra-Curricular Activities & Career Opportunities	STEM club, Eco-council, Trips: BayLab workshop - Marvellous Mutations

Who Can I Contact?	Head of Science	Mr Thrasivoulou
	KS4 Science Co-ordinator	Ms Johnson
	Teachers of Year 10 Science	Mr Mensah Ms Tariq

Holy Family Catholic School Curriculum Overview Year 10 – Sociology (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Introduction to sociology Understanding of different perspectives, types of stratification and societies norms and values.	Seneca Thinking Hard Tasks from HFCS Study Guide
Half Term 2 (Nov-Dec)	Research Methods Understanding the research process within Sociology, different types of research methods and how to evaluate.	Creating your own research project Seneca Thinking Hard Tasks from HFCS Study Guide
Half Term 3 (Jan-Feb)	Family and Households Understanding the role of the family, different family types and roles within the family.	Seneca Thinking Hard Tasks from HFCS Study Guide
Half Term 4 (Feb-Mar)	Family and Households Understanding power distribution in the family, trends within the family, family in a global context and contemporary issues facing the family.	Seneca Thinking Hard Tasks from HFCS Study Guide
Half Term 5 (Apr-May)	Education Understanding the role of education, social class and achievement and gender and achievement.	Seneca Thinking Hard Tasks from HFCS Study Guide
Half Term 6 (Jun-Jul)	Education Understanding ethnicity and achievement and education policies.	Seneca Thinking Hard Tasks from HFCS Study Guide

Examples of Home Learning Tasks	Students will participate in homework that consolidates learning in the classroom. This could include further researching tasks of topic areas, thinking hard tasks using the HFCS Study Guide and exam style questions.
Assessment Tasks, Methods & Frequency	Students will participate in regular key term tests within the lesson. They will participate in end of the topic tests, closed book tests using past papers. Students will also take part in tests reflecting exam style questions in line with the school assessment schedule. Students will also participate in regular exam practice with the use of exam questions as plenary tasks.
Equipment that Students Need	Black pen, green pen, highlighters.

Parent / Carers can help their child by:	Encouraging your child to watch the news and keep up to date with current affairs. Subscribe to the online version of the textbook for £6.50 per year using this link: https://www.hoddereducation.co.uk/subjects/sociology/products/14-16/aqa-gcse-(9-1)-sociology-second-edition-student-e Reading through homework and exam questions to check spelling, grammar and understanding. Asking questions about the subject.
Useful Websites	Assessment Resources: https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/assessment-resources

	BBC News: https://www.bbc.co.uk/news
Extra-Curricular Activities & Career Opportunities	Career Opportunities: https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/sociology

Who Can I Contact?	Head of Sociology	Miss Hall
	Teachers of Year 10 Sociology	Miss Hall - miss. hall@holyfamilycatholicschool.co.uk Miss Osei - ms.osei@holyfamilycatholicschool.co.uk

Holy Family Catholic School Curriculum Overview Year 10 – Spanish (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>Module 1 – ¡Desconéctate! (Local area, holiday and travel)</p> <p>The weather, countries, activities and hobbies in the present, describing a hotel, describing problems in a hotel, making a hotel reservation.</p> <p>Question words, preterite revision, present tense revision, boot verbs, verb gustar with IOP, gustar in the present and the preterite.</p>	<p>https://www.thespanishexperiment.com/stories</p> <p>Extension reading task on Holidays.</p>
Half Term 2 (Nov-Dec)	<p>Module 2 - Mi vida en el insti (School)</p> <p>School subjects, timings, description of a school, description of your school uniform and opinion, comparatives and superlatives with subjects and teachers, school rules and prohibitions, talking about extra-curricular clubs and successes.</p> <p>Using different negative structures.</p>	<p>https://www.thespanishexperiment.com/stories</p> <p>Extension reading task on School.</p> <p>La paella loca</p>
Half Term 3 (Jan-Feb)	<p>Module 3 – Mi gente (Identity and culture)</p> <p>Family members, relationship verbs, personality and physical description, talking about apps and social media, reading preferences.</p> <p>Present tense continuous, tengo que + infinitive, quiero + infinitive, connectives use.</p> <p>Describing people and what they are doing/where they are in a photo.</p>	<p>https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2016.coursematerials</p> <p>www.senecalearning.com</p> <p>www.pearsonactivelearn.com</p> <p>www.wordreference.com</p> <p>www.quizlet.com</p> <p>www.revisionworld.com</p> <p>https://www.thespanishexperiment.com/stories</p> <p>Extension reading task on Family and relationships.</p>
Half Term 4 (Feb-Mar)	<p>Module 3 continued</p> <p>Relationships with your friends and family</p> <p>Reflexive verbs revision</p> <p>Module 4- Intereses e influencias (Identity and culture)</p> <p>Hobbies & free time, sports, BOOT verbs, types of TV programs you watch/like</p> <p>Soler + infinitive, DOP, IOP, imperfect tense, Describing your hobby in the past and talking about your present hobby, perfect tense</p>	<p>https://www.thespanishexperiment.com/stories</p> <p>Extension reading task on Free time activities.</p> <p>To consolidate learning, by revisiting, at home, all work done in class</p> <p>To transform class work into students' own work by active revision, such as mind maps of topics.</p> <p>To improve speaking questions.</p>

Half Term 5 (Apr-May)	Module 4 continued	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2016.coursematerials www.senecalearning.com www.pearsonactivelearn.com www.wordreference.com www.quizlet.com www.revisionworld.com
	<p>Different types of entertainment, role models. Determinants.</p> <p>Module 5- Ciudades (Local area, holiday and travel; identity and culture)</p> <p>Places in town, giving directions, types of shops, buying souvenirs, describing features of a region / town, planning what to do in town, shopping for clothes and presents</p> <p>Imperative mood, use of Usted, impersonal verbs- se puede/n, future tense, demonstrative adjectives</p>	<p>https://www.thespanishexperiment.com/stories</p> <p>Extension reading task on Local area.</p>
Half Term 6 (Jun-Jul)	<p>Module 5 continued</p> <p>Talking about problems in a town- pros and cons, describing a visit to a city/town in the past</p> <p>Conditional tense, perfect tense, using idioms</p> <p>Using the correct preposition for destinations, regular present tense verb endings, reflexive verbs, using the pluperfect tense</p> <p>Module 1 to 5 consolidation / catch up</p>	<p>https://www.thespanishexperiment.com/stories</p> <p>To consolidate learning, by revisiting, at home, all work done in class</p> <p>To transform class work into students' own work by active revision, such as mind maps of topics.</p> <p>To improve speaking questions.</p>

Examples of Home Learning Tasks	Creating vocabulary mind-maps, verb tables, regular and irregular tenses, visiting Pearson site to practise past exam papers and to self mark them to fully understand the criteria
Assessment Tasks, Methods & Frequency	Past exam papers differentiated by Modules and Themes to cover Listening, Reading, Speaking, Writing and translation to English and Spanish.
Equipment that Students Need	Exercise book, student guide, vocabulary books, speaking and writing book, verb tables, a bilingual dictionary.

Parent / Carers can help their child by:	Checking revision materials, checking that their child sticks to a strict revision routine, asking vocabulary and verb endings.
Useful Websites	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2016.coursematerials www.revisionworld.com www.senecalearning.com www.pearsonactivelearn.com www.wordreference.com www.quizlet.com
Extra-Curricular Activities & Career Opportunities	Pen-pal exchange, cooking and theatre visit.

Who Can I Contact?	Head of MFL	Ms Sheikh Oomar
	Teachers of Year 10 Spanish	Ms Prada (Head of Spanish)

Holy Family Catholic School Curriculum

Overview Year 10 – Technology: Design Tech (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>Siege Engine: Design Brief: The History department wants to put on a display of vintage weapons that were used in primeval times. These weapons have to be powered by natural power examples such as string tension, swinging motion, gravity, etc.</p> <p>Description: Using 10 x 10mm recycled timber, card, string and hot melt glue, pupils must make a siege engine of their choice. Appropriate research must be completed.</p> <p>Appropriate research opportunities: Internet, use of modelling techniques with cards. Timber and hot melt glue. Investigation of appropriate materials. Environmental issues. Modern methods of weaponry.</p> <p>Multi Material opportunities: Investigating the properties of timber, card, plastic and string. Modelling with wood and/or foam</p> <p>Opportunities to manufacture in quantity: Evaluate one-off, batch and mass production using appropriate methods of manufacture.</p> <p>Tasks:</p> <ul style="list-style-type: none"> • Produce sketches of a variety of siege engines (SE) using appropriate hand rendering techniques and CAD. (Label functions). • Carry out a full product analysis of SE, produce a disassembly drawing and label. • Students produce five initial ideas (A4 size) showing components and manufacturing techniques. (Produce flow chart). • Students to choose best design SE based on the information gathered and model from card or other suitable medium available, <p>Theory</p> <ol style="list-style-type: none"> 1. Systems approach to designing. 	<ul style="list-style-type: none"> • Research types of siege engines/catapult. • Research types of forces. • Appropriate materials for modelling such as balsa wood, MDF, Foamboard, Polystyrene, etc. • Properties of card, timber and plastics. • Types of production methods. • The use of 2D Techsoft and google sketchup. Download the Sketchup online version- It's free, just register with your school email and start drawing! https://www.sketchup.com/products/sketchup-for-web

	2. Mechanical devices. 3. Materials and their working properties	<ul style="list-style-type: none"> Materials and their properties.
Half Term 2 (Nov-Dec)	<p>Siege Engine (continue):</p> <ul style="list-style-type: none"> Investigate the effects and variations of different types of SE on the environment – In pairs, students make a working project and present it to class. Competition is encouraged. Students take digital photographs. Making/Realising the chosen ideas. <p>Theory</p> <ol style="list-style-type: none"> New and emerging technologies. Energy generation and storage. Development in new materials. 	<ul style="list-style-type: none"> EXTENSION Exercise: <ol style="list-style-type: none"> pupils create a suitable package of their project. As a requirement, pupils will present their work in pairs as part of the class competition. How can you improve the portability of the SE. Use Design and Technology (9-1) text book, and Design and Technology workbook.
Half Term 3 (Jan-Feb)	<p>Test Tube Holder:</p> <ul style="list-style-type: none"> Research existing products of two test tube holders. Carry out simple product analysis of similarly constructed test tube holders. Writing the design brief. Stating the design specification/criteria of the product intended to make. Drawing range of design ideas. Use appropriate software to design and develop the final idea (CAD). Modelling and developing the design ideas. Making/Realising the photo holder. Evaluating the final product. <p>Health and safety issues:</p> <ul style="list-style-type: none"> Wear aprons and eye protection. One person must work on a machine at a time. Hold work firmly when using the pillar drill. <p>Theory</p> <ol style="list-style-type: none"> Selection of materials. Forces and stresses. Ecological and social footprint. Sources and origins. 	<ul style="list-style-type: none"> Use the Product Analysis sheet as a guide. Appropriate materials for making test tube holders such as plastics, metals and wood. The use of 2D Techsoft and google sketchup. Download the Sketchup online version- It's free, just register with your school email and start drawing! https://www.sketchup.com/products/sketchup-for-web Use Design and Technology (9-1) text book, and Design and Technology workbook.
Half Term 4	Photo Holder:	

(Feb-Mar)	<ul style="list-style-type: none"> ● Research existing products and appropriate materials. ● Carry out simple product analysis of similarly constructed test photo holders. ● Writing client/customer/user profile. ● Writing the design brief. ● Stating the design specification/criteria of the product intended to make. ● Drawing range of design ideas. ● Modelling and developing the design ideas. ● Making/Realising the photo holder. <p>Health and safety issues:</p> <ul style="list-style-type: none"> ● Wear aprons and eye protection. ● One person must work on a machine at a time. ● Hold work firmly when using the pillar drill. <p>Theory</p> <ol style="list-style-type: none"> 1. Using and working with materials. 2. Stock forms, types and sizes. 3. Scale of production. 4. Specialist techniques and processes. 5. Surface treatment and finishes. 	<ul style="list-style-type: none"> ● Use the Product Analysis sheet as a guide. ● Appropriate materials for making photo holders such as plastics, metals and wood. ● The use of 2D Techsoft and google sketchup. Download the Sketchup online version- It's free, just register with your school email and start drawing! https://www.sketchup.com/products/sketchup-for-web ● Use Design and Technology (9-1) text book, and Design and Technology workbook.
Half Term 5 (Apr-May)	<p>Moving toy mechanism and Linkages:</p> <p>Design Brief: Pupils need to know and understand how to use CAD/CAM to create and assemble children's toy with simple moving mechanics. Pupils always see objects in motion. In mechanics, motions happen as a result of levers and linkages. Pupils are to design any form of linkage with corresponding motion. This could be used further to make a unique product.</p> <p>Description: Using 2D techsoft and google pupils create their own designs and transfer their files to either the laser cutter or the 3D printer. They must know how settings are done once the file is transferred before the CNC machine carries out the information.</p> <p>Theory:</p> <ul style="list-style-type: none"> ● Investigate two mechanical toys and how it works. ● Disassembly – How can it be improved? ● Design of mechanical grabber. ● Card modelling to create a mechanism. ● Design developing using a variety of sketching techniques. 	<ul style="list-style-type: none"> ● Research types of linkages, types of forces, types of movement, and cams. ● Appropriate materials for making mechanisms such as plastics, metals and wood. ● The use of 2D Techsoft and google sketchup. Download the Sketchup online version- It's free, just register with your school email and start drawing! https://www.sketchup.com/products/sketchup-for-web

	<ul style="list-style-type: none"> • Making – Show variety of materials and processes. • Evaluation of the finished product. • Investigation, primary and secondary. • Environmental, social and economic challenges. • The work of others • Design strategies. • Communication of designs • Prototype development. • Selection of materials. • Tolerances. • Material management. • Specialist tools and equipment. • Specialist techniques and processes. 	<ul style="list-style-type: none"> • Use Design and Technology (9-1) text book, and Design and Technology workbook.
Half Term 6 (Jun-Jul)	<p>Coursework:</p> <p>AO1: Identifying and Investigating design possibilities</p> <p><u>Identify and investigate design possibilities</u> (10 marks)</p> <ul style="list-style-type: none"> • Select the one contextual challenge from the three Contextual challenges given. • Do a detailed introduction and explanation of the Contextual challenge selected. <p><u>Content:</u></p> <p>Describe what the context selected is all about; Mention your user and target market; State both primary and secondary research about the challenge. What impact will the information gathered have on a possible product to meet the challenge?</p> <p><u>Conclusion:</u></p> <p>Relate your investigation to the contextual challenge. How will the information address the needs of the user/client?</p> <p>Do a mind map to explore the contextual challenge. You may consider using 5WH.</p> <p><u>Mood board</u></p> <p><u>Introduction:</u> Begin the page with the reason why you are making the page by telling the areas you will consider and what you are going to talk about.</p> <ul style="list-style-type: none"> • Design a mood board for your product. This must include design/cultural influences and design movement, images the client wants, 	<ul style="list-style-type: none"> • Contextual challenge from AQA. • Mind map to explore understanding of the challenge. • Use of 5WH • Appropriate images, inspirational images, and Design Movement.

what you intend to make, and inspirational images.

Evaluation: Summarise the information you have on your mood board. Relate your investigation to the contextual challenge. What did the information find out? What ideas have you got from this?

Consumer/Client/User/Target market profile

Introduction: Begin the page with what you are going to talk about.

Who is the product aimed at? Give a brief history of your target market. What he/she does, interest, likes and dislikes, where does he/she shop and why? Etc.

Evaluation: How will the information about your client/customer/target market help you to be as accurate as possible to the design brief? Clearly identify the client or user.

Interview with the client

Introduction: Begin the page with what you are going to talk about.

Come out with some questions you may want to ask your client with possible answers based on the product you intend to make. Design table of results. Plot graphs for each question.

Evaluation: What did the interview find out? Relate this to the contextual challenge. Always consider the user/client needs and wants.

Existing Products Analysis (Work of others)

Introduction: Begin the page with the reason why you are doing the research.

Get at least 2 pictures of existing products of what you want to design and make.

Evaluation: Conclude the page with your opinion on all the products of your findings. You can compare them and suggest what you want the product to be or to have. Relate your investigation to the contextual challenge and the user needs and wants.

Product Disassembly

- Talking to the client to get to know the client's needs and wants.
- Research and investigate the consumers or users of the potential product.

- Talking to the client to get to know the client's needs and wants.

- Use Product Analysis worksheet or ACCEFM sheet to analyse the product(s).

	<p><u>Introduction:</u> Begin the page with what you are going to talk about and tell why you chose the product you are going to analyse.</p> <p>Get an existing product, disassemble it and describe the function, material, safety, users, colour, size, manufacture, cost, ergonomics, anthropometrics, etc. Describe with photos.</p> <p><u>Evaluation:</u> End the page with how the project you have analysed will help you to make the product. What problems are you going to encounter? Relate this investigation to the contextual challenge as well as the user needs and wants. What did you find out from this investigation?</p>	<ul style="list-style-type: none"> • Use Product Analysis worksheet or ACCEFM sheet to analyse the product(s).
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Examples of Home Learning Tasks	As per whole school assessment cycle pupils will be tested on a mid-project assessment as well as an end of project assessment which is in keeping with the whole school data drops schedule. Year 10 mock.
Assessment Tasks, Methods & Frequency	Pupils will get a taste of drawing in 2D and 3D software just as Architects, engineers, game designers and artists do.
Equipment that Students Need	Plain papers/Pen/Pencil/Colour pencils/ green pen/eraser/sharpies for the H&S posters

Parent / Carers can help their child by:	Youtube, https://www.sketchup.com/products/sketchup-for-web , www.technologystudent.com , www.howitworks.com , www.bbcbitsize.co.uk
Useful Websites	Youtube, https://www.sketchup.com/products/sketchup-for-web , www.technologystudent.com , www.howitworks.com , www.bbcbitsize.co.uk Use Design and Technology (9-1) text book, and Design and Technology workbook
Extra-Curricular Activities & Career Opportunities	STEM club

Who Can I Contact?	Head of Technology	Mr S. Nandlal
	Teachers of Year 10 Technology	Mr.P.Kwarteng/ Mr S. Nandlal

Holy Family Catholic School Curriculum

Overview Year 10 – Technology:

Hospitality & Catering



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>Exam board and course - WJEC Level 1/2 Hospitality and Catering</p> <p>Introduction to the Hospitality and Catering course - UNIT1 Guided learning hours 48 Externally assessed (40%) of overall grade Exam taken at the end of year 10 (June 2023) with an opportunity to resit the exam in year 11 Exam consists of 5 learning outcomes/topics</p> <p>UNIT1 - LO3 Understand how hospitality and catering provision meet health and safety requirements E.g: Personal safety responsibilities <ul style="list-style-type: none"> - Employees - Employers Laws and legislations <ul style="list-style-type: none"> - Health and safety at Work Act - RIDDOR - COSHH Risk to personal safety and control measures <ul style="list-style-type: none"> - Health - Security Food presentation and styling Decorations and garnishes Writing a time plan</p> <p>UNIT2 - LO3 Be able to cook dishes Pastry Pasta & Sauces Cake making Tunnock Tea cake challenge</p> <p>UNIT1 - LO4 Know how food can cause ill health E.g: Causes <ul style="list-style-type: none"> - Bacteria - Chemicals - Metals Common types <ul style="list-style-type: none"> - Salmonella - E-coli - Listeria - Bacillus cereus UNIT2 - LO3 Be able to cook dishes</p>	<p>Watch videos on various legislations and laws</p> <p>Create a website to raise awareness of the common causes of food poisoning and the symptoms (visible and non-visible) Read the article below and summarise the findings. How could this death have been prevented? https://www.bbc.co.uk/news/uk-engl-and-49688459</p>

	<p>Practical work Biscuit challenge – presentation & styling Pastry – shortcrust, choux and puff. Pasta & Sauces - Making fresh plain pasta shapes e.g. farfalle, fettuccini. - Dish: Farfalle/Fettuccini with Tomato and Garlic Sauce - Making fresh filled pasta e.g. ravioli. - Dish: Meat/vegetable and cheese ravioli with creamy mushroom sauce</p> <p>L01 Understand the environment in which hospitality and catering providers operate E.g: - Structure of the industry - Styles and establishments - Commercial sector - Non-commercial sector - Job roles - Standards and ratings Analysing job requirements - Working conditions</p> <p>UNIT2 - L03 Be able to cook dishes Brief recap of food and personal hygiene Fruit and vegetables Soups Breads Practical work Knife skills and Cutting Techniques e.g. julienne, brunoise, batonnet, macedoine, jardinière Soups - Carrot and coriander & French onion</p> <p>Salads – Cold salad: Seasonal autumn salad Vegetable Couscous salad Hot salad: Roasted vegetables and pasta salad Sweet potato, Cauliflower and Chickpea salad Dips: Salsa, Hummus, Smoky Spanish tomato & garlic dip & White bean (Butter)</p>	<p>Mindmap the various establishment in the H&C industry</p> <p>Role play various job interviews</p> <p>Create a chart based on seasonal fruits and vegetables Venue visit e.g. Borough Market</p>
Half Term 2 (Nov-Dec)	<p>UNIT1 - L04 Know how food can cause ill health E.g: Symptoms of food induced ill health</p> <p>Role and responsibilities of the Environmental Health Officer (EHO) Food safety legislation Food Safety Act</p> <p>L01 Understand the environment in which hospitality and catering providers operate E.g: - Factors affecting success of H&C providers</p> <p>UNIT2 - L03 Be able to cook dishes</p>	<p>Create a job Ad for an EHO. This Ad will be published on a hospitality recruitment website. The job benefits and salary must be attractive.</p>

	Practical work SOUPS: Carrot and coriander soup Courgette, potato and cheddar soup BREAD: Soda bread, Banana bread, Plaited sweet bread, Garlic bread, Multigrain bread Gingerbread house challenge and decorating	
Half Term 3 (Jan-Feb)	UNIT1 - L02 Understand the environment in which hospitality and catering provisions operate E.g: Operation of the kitchen and front of house <ul style="list-style-type: none"> - Layout - Work flow - Operational activities - Stock control - Equipment and materials - Staff allocations - Dress code Customer requirements <ul style="list-style-type: none"> - Leisure - Business/corporate - Customer needs - Customer trends - Customer rights UNIT2 - L03 Be able to cook dishes Practical work SOUPS: Carrot and coriander soup Courgette, potato and cheddar soup BREAD: Soda bread, Banana bread, Plaited sweet bread, Garlic bread, Multigrain bread Gingerbread house challenge and decorating	Venue visit e.g. school kitchen, restaurant: Identify possible hazards and suitable control measures.
Half Term 4 (Feb-Mar)	UNIT1 - L05 Be able to propose a hospitality and catering provision to meet specific requirements E.g: <ul style="list-style-type: none"> - Suitable hospitality and catering provisions - Suitable hospitality provision - Advantages/disadvantages UNIT2 - L03 Be able to cook dishes Practical work Biscuit challenge – presentation & styling Pastry – shortcrust, choux and puff. Pasta & Sauces <ul style="list-style-type: none"> - Making fresh plain pasta shapes e.g. farfalle, fettuccini. -Dish: Farfalle/Fettuccini with Tomato and Garlic Sauce - Making fresh filled pasta e.g. ravioli. - Dish: Meat/vegetable and cheese ravioli with creamy mushroom sauce 	

Assessment Tasks, Methods & Frequency	Preparation and Cooking skills Assessment - peer/self/teacher assessed - WJEC past H&C exam question papers for each of the various LOs. Mock exams
Equipment that Students Need	Resources are provided by the department. Students will need to bring in some ingredients and a suitable, labelled container to take the food home. Recommended textbooks are: Hospitality and Catering Level 1/ 2. Anita Tull, Alison Palmer. ISBN: 9781911208648 Hospitality and Catering Level 1/ 2. Study & Revision Guide. Anita Tull. ISBN: 9781912820177

Parent / Carers can help their child by:	Students will need to be able to wash and dry up their equipment. It is advised that they should be doing this at home so they are quick and efficient at doing this in school. Include students in meal preparation and cooking at home. Encourage creative restaurant quality food styling and presentation.
Useful Websites	https://www.bbc.co.uk/food http://www.bbcgoodfood.com https://www.bbc.co.uk/bitesize/clips/zxfqxnbn https://www.hse.gov.uk/legislation/hswa.htm https://www.hse.gov.uk/riddor/ https://envirocare.org/what-is-coshh/ https://www.nhs.uk/conditions/food-poisoning https://www.food.gov.uk/contactconsumersreport-problem/report-suspected-food-poisoning https://www.youtube.com/watch?v=Ys7w4ly8UgQ https://www.youtube.com/watch?v=h7lag962qsg https://www.indeed.co.uk/Environmental-Health-Officer-jobs https://www.ucas.com/ucas/after-gcses/find-career-ideas/explore-jobs/job-profile/environmental-health-officer
Extra-Curricular Activities & Career Opportunities	

Who Can I Contact?	Head of Technology	Miss L.Jaber
	Teachers of Year 10 Technology	Mrs Cameron-Marques

Holy Family Catholic School Curriculum Overview Year 10 – Technology: Graphics



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>Component 1 Typography Project Coursework 1</p> <p>In year 10 students start the typography project. All work is recorded in their sketchbooks which is submitted and marked at the end of year 11.</p> <ul style="list-style-type: none"> Introduction to the Project (coursework 1) and the Assessment Objectives A01: Develop ideas, through investigation, demonstrating critical understanding of sources. A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. A03: Record ideas, observations and insights relevant intentions as work progresses. A04: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. What makes a good sketchbook Introduction to the typography project What is typography? Students explore typography key terms serif, sans serif etc.. Logo analysis: what makes a successful logo Letter design worksheet Typography media experimentation: students draw different fonts using different medias ie. pencil, pen, paints etc... <p>Practical skills</p> <ul style="list-style-type: none"> Drawing/illustration skills Media experimentation 	<ul style="list-style-type: none"> GCSE Bitesize Art & Design https://www.bbc.co.uk/bitesize/subjects/z6hs34j Student Art Guide https://www.studentartguide.com Pinterest (to gather inspiration) YouTube when developing/practising a specific skill/technique. AQA Past Papers https://www.aqa.org.uk/find-past-papers-and-mark-schemes Attend Exhibitions https://designmuseum.org
Half Term 2 (Nov-Dec)	<p>Typography Project (continued) Coursework 1</p> <ul style="list-style-type: none"> Letters in objects task: students take pictures of objects that look like letters Students are introduced to different typography artists Students create a typography artists moodboard 	<ul style="list-style-type: none"> GCSE Bitesize Art & Design https://www.bbc.co.uk/bitesize/subjects/z6hs34j Student Art Guide https://www.studentartguide.com Pinterest (to gather inspiration) YouTube when developing/practising a specific skill/technique.

	<ul style="list-style-type: none"> Students look into one typography artist in more depth and create an artist research page in their sketchbooks <p>Practical skills</p> <ul style="list-style-type: none"> Drawing/illustration skills Media experimentation Primary and secondary research Photography skills Computer skills (Photoshop) 	<ul style="list-style-type: none"> AQA Past Papers https://www.aqa.org.uk/find-past-papers-and-mark-schemes
Half Term 3 (Jan-Feb)	<p>Typography Project (continued) Coursework 1</p> <ul style="list-style-type: none"> Students experiment with different mark making with pencil to develop drawing skills Take photographs of textures in nature to inspire mark making Mark making inspired by own photographs Mark making using different objects Students are introduced to typography artist Ooli Moss Students create an artist research page on Ooli Moss <p>Practical skills</p> <ul style="list-style-type: none"> Drawing/illustration skills Media experimentation Primary and secondary research Photography skills Computer skills (Photoshop) 	<ul style="list-style-type: none"> GCSE Bitesize Art & Design https://www.bbc.co.uk/bitesize/subjects/z6hs34j Student Art Guide https://www.studentartguide.com Pinterest (to gather inspiration) YouTube when developing/practising a specific skill/technique. AQA Past Papers https://www.aqa.org.uk/find-past-papers-and-mark-schemes
Half Term 4 (Feb-Mar)	<p>Typography Project (continued) Coursework 1</p> <ul style="list-style-type: none"> Font style experimentation: students research and gather different font styles in preparation for their mock exam Font development: students develop these font styles to prepare for their final letter Creative letter: students use the techniques built through out the project to design a creative letter <p>Practical skills</p> <ul style="list-style-type: none"> Drawing/illustration skills Media experimentation Primary and secondary research Photography skills Computer skills (Photoshop) 	<ul style="list-style-type: none"> GCSE Bitesize Art & Design https://www.bbc.co.uk/bitesize/subjects/z6hs34j Student Art Guide https://www.studentartguide.com Pinterest (to gather inspiration) YouTube when developing/practising a specific skill/technique. AQA Past Papers https://www.aqa.org.uk/find-past-papers-and-mark-schemes
Half Term 5 (Apr-May)	<p>Children's Book Project Coursework 2</p> <ul style="list-style-type: none"> Introduce students to different children's book authors and illustrators Authors and illustrators moodboard Students look into one children's book artist in more depth and create an artist research page in their sketchbooks 	<ul style="list-style-type: none"> GCSE Bitesize Art & Design https://www.bbc.co.uk/bitesize/subjects/z6hs34j Student Art Guide https://www.studentartguide.com Pinterest (to gather inspiration)

	Practical skills <ul style="list-style-type: none"> • Drawing/illustration skills • Media experimentation • Primary and secondary research • Computer skills (Photoshop) 	<ul style="list-style-type: none"> • YouTube when developing/practising a specific skill/technique. • AQA Past Papers https://www.aqa.org.uk/find-past-papers-and-mark-schemes
Half Term 6 (Jun-Jul)	Children's Book Project (continued) Coursework 2 <ul style="list-style-type: none"> • Create a story mind map to generate ideas • Title font style research and experimentation • Character moodboard • Character initial ideas illustrations • Exploring Anthropomorphism - Photoshop task 	<ul style="list-style-type: none"> • GCSE Bitesize Art & Design https://www.bbc.co.uk/bitesize/subjects/z6hs34j • Student Art Guide https://www.studentartguide.com • Pinterest (to gather inspiration) • YouTube when developing/practising a specific skill/technique. • AQA Past Papers https://www.aqa.org.uk/find-past-papers-and-mark-schemes

Examples of Home Learning Tasks	Very often students will be asked to complete sketchbook work/activities at home that are not completed in class. All work produced during this course is contributed to the final grade.
Assessment Tasks, Methods & Frequency	<ul style="list-style-type: none"> • Coursework assessment (teacher assessed) • Mock Exam (Creative letter task)
Equipment that Students Need	Pencils, pens, colouring pencils/pens, ruler, fine liner pens, rubber, glue sticks, scissors sharpener, computer access

Parent / Carers can help their child by:	<p>This course required students to complete work from home. Parents/Carers can help their child by ensuring they are on top of their coursework and are completing work at home.</p> <p>As this is a creative subject a lot of the work is completed in sketchbooks. Parents/Carers can support their child by ensuring they have a clear work area that provides students with enough space to do work.</p>
Useful Websites	www.pinterest.co.uk (for visual aid, ideas and exploring graphic techniques) www.youtube.com (for developing a specific graphic skill)

	www.aqa.org.uk (for information about the course and the assessment objectives) www.designmuseum.org/ (exhibition information)
Extra-Curricular Activities & Career Opportunities	Graphic designer, web designer, app developer, illustrator, animator, interior designer, teaching

Who Can I Contact?	Head of Technology	Mr S. Nandlal
	Teachers of Year 10 Graphics	Miss Jaber

Holy Family Catholic School Curriculum

Overview Year 10 – Travel & Tourism (BTEC)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Unit 1: The UK Travel and Tourism Sector A: understand the UK travel and tourism sector and its importance of the UK economy B: Know about the industries and the key organisations, within the travel and tourism sector, their roles and interrelationships.	Travel & Tourism' BTEC First Level 2.. Pearson Education Limited, 2010 Travel and Tourism. Pearson Education Limited, 2013
Half Term 2 (Nov-Dec)	Unit 1: The UK Travel and Tourism Sector B: Know about the industries and the key organisations, within the travel and tourism sector, their roles and interrelationships. C: Understand the role of customer technology in the travel and tourism sector	Travel & Tourism' BTEC First Level 2.. Pearson Education Limited, 2010 Travel and Tourism. Pearson Education Limited, 2013
Half Term 3 (Jan-Feb)	Unit 2: UK Travel and Tourism Destinations A: Know UK travel and tourism destinations and gateways	Travel & Tourism' BTEC First Level 2.. Pearson Education Limited, 2010 Travel and Tourism. Pearson Education Limited, 2013 https://www.visitbritain.com/gb/
Half Term 4 (Feb-Mar)	Unit 2: UK Travel and Tourism Destinations B. Investigate the appeal of UK tourism destinations for different types of visitors.	Travel & Tourism' BTEC First Level 2.. Pearson Education Limited, 2010 Travel and Tourism. Pearson Education Limited, 2013
Half Term 5 (Apr-May)	Unit 2: UK Travel and Tourism Destinations C. Plan UK holidays to meet the needs of different visitors.	Travel & Tourism' BTEC First Level 2.. Pearson Education Limited, 2010 Travel and Tourism. Pearson Education Limited, 2013
Half Term 6 (Jun-Jul)	Consolidation of Unit 2 and Preparation for Unit 3 Unit 3: The Travel and Tourism Customer Experience	Travel & Tourism' BTEC First Level 2.. Pearson Education Limited, 2010 Travel and Tourism. Pearson Education Limited, 2013

Examples of Home Learning Tasks	To memorise three UK seaside resorts. To define inbound and outbound tourism and be prepared to give three examples. Explain how extreme weather can influence the travel and tourism sector. To list three websites which offer cheap accommodation.
Assessment Tasks, Methods & Frequency	Unit 1 Exam, Unit 2 Coursework
Equipment that Students Need	Pen, ruler, access to laptop - provided in school

Parent / Carers can help their child by:	Encouraging students to consolidate their knowledge at home. Enabling their children to experience different types of holidays. Actively involving their children when organising/booking their family holidays. Watching documentaries and reading relevant non-fictional literature about travelling.
Useful Websites	https://www.visitbritain.com/gb/
Extra-Curricular Activities & Career Opportunities	Trip to Central London to explore the most famous sights. Possibilities to enhance understanding of the travel and tourism sector by choosing to complete work experience at a relevant placement.

Who Can I Contact?	Head of Travel & Tourism	Mrs Kean
	Teachers of Year 10 Travel & Tourism	Mrs Traore, Mrs Kean