

Curriculum Information Booklet



Year 11

Holy Family Catholic School Curriculum Overview Year 11 –

Art (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Component 1 : Exam paper 2 Theme: Past, Present and Future 1.Linocutting(design and cutting/ printing and reductive double print) 2.Transcript (old and new) 3.Experiment and develop 4.Design details and Final Outcome plan	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)	5. Complete 1st Outcome (Mock Exam) Exhibition Visit 6..Artist/ Subtheme Research 7.Develop and Explore (Collage/ Painting/ 3D) 8.Plan and Complete 2nd Outcome	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)	7.Develop and Explore (Collage/ Painting/ 3D) 8.Plan for Complete 3rd Outcome Component 2 : Externally Set Assignment Title Page, Mind Map, Mood board	Websites: https://www.art2day.co.uk/ password imagine https://www.tate.org.uk/ https://www.artrabbit.com/
Half Term 4 (Feb-Mar)	Students will explore initial Ideas, which will involve observational drawings/ artist research/ analysis/transcripts.	
Half Term 5 (Apr-May)	Students will develop Ideas with further research/ transcripts/ experimentation and a final plan Component 2 : Externally Set Assignment- 10 hour Exam (Final Outcome)	
Half Term 6 (Jun-Jul)	Holy Family Art and Photography Exhibition	

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 10 hour mock exam (Nov 22)tbc Externally Set Assignment 10 hour Exam (May 2023)
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 11 Art	Mr Madden mr.madden@holyfamilycatholicschool.co.uk

Holy Family Catholic School

Curriculum Overview Year 11 –

Photography (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>Refresher- Camera functions/ technical practise</p> <p>Workshops relating to Past/ Present/ Future</p> <p>Component 1: mock exam assignment: Past present and future</p> <ul style="list-style-type: none"> • developing and explore ideas- Mind map, collage of inspiration, Internet/ reading research • research primary and contextual sources- Artist research and analysis • experimenting with media, materials, techniques and processes • presenting personal response(s) 	<p>Shoots at home relating to Past/present/ Future</p> <p>Gallery visits: The photographers gallery, Tate Modern, Tate Britain, V&A, South bank Centre, Hayward gallery, The national gallery, National Portrait gallery</p> <p>Websites: Pinterest- create moodboards for Artists of interest/ inspiration for Past, present and Future Youtube for technical/ photoshop tutorials</p>
Half Term 2 (Nov-Dec)	<p>Enrichment opportunity: gallery visit or visit to a local area of interest to support students' response to the theme</p> <p>Workshops relating to Past/ Present/ Future- Darkroom/ experimental practise</p> <p>Component 1: mock exam assignment: Past present and future</p> <ul style="list-style-type: none"> • Further developing and exploring ideas- reflection on work/ sub theme • researching primary and contextual sources • experimenting with media, materials, techniques and processes • presenting personal response(s) 	
Half Term 3 (Jan-Feb)	<p>Portfolio/ Final piece</p> <p>Statement of intent/ Final piece</p> <p>Component 2 : Externally Set Assignment</p>	

	Title Page, Mind Map, Mood board	
Half Term 4 (Feb-Mar)	Students will explore initial Ideas, which will involve plan and shoot/ photographer research/ analysis/transcripts.	
Half Term 5 (Apr-May)	Students will develop Ideas with further research/ transcripts/ experimentation and a final plan Component 2 : Externally Set Assignment- 10 hour Exam (Final Outcome)	
Half Term 6 (Jun-Jul)	Holy Family Art and Photography Exhibition	

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 10 hour mock exam (Nov 22)tbc Externally Set Assignment 10 hour Exam (May 2023)
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	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 11 Photography	Ms Hammond ms.hammond@holyfamilycatholicschool.co.uk

Holy Family Catholic School Curriculum Overview Year 11 – Computing (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	OCR Computer GCSE - J277 <u>1.5 Systems software</u> <ul style="list-style-type: none"> 1.5.1 Operating systems 1.5.2 Utility software 	<ul style="list-style-type: none"> Completing homework assignments via Isaac Computer Science and on Google Classroom
Half Term 2 (Nov-Dec)	<u>1.6 Ethical, legal, cultural and environmental impacts of digital technology</u> <ul style="list-style-type: none"> 1.6.1 Ethical, legal, cultural and environmental impact Mock Exams Interventions	<ul style="list-style-type: none"> Completing homework assignments via Isaac Computer Science and on Google Classroom
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> Programming NEA Revision Weekly Intervention sessions 	<ul style="list-style-type: none"> Completing homework assignments via Isaac Computer Science and on Google Classroom
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> Programming NEA Revision Interventions 	<ul style="list-style-type: none"> Completing homework assignments via Isaac Computer Science and on Google Classroom
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> Revision Interventions Public Exams 	<ul style="list-style-type: none"> Completing homework assignments via Isaac Computer Science and on Google Classroom
Half Term 6 (Jun-Jul)	<ul style="list-style-type: none"> Public Exams 	<ul style="list-style-type: none"> Completing homework assignments via Isaac Computer Science and on Google Classroom

Examples of Home Learning Tasks	https://Knowitallninja.com , https://issacomputerscience.com , https://edpuzzle.com , https://quizziz.com , https://bbc.co.uk/bitesize , https://senecalearning.com , https://smartrevise.online/
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	Coding club offered to the year group and STEM club opportunity. Trips to Computing Museum/Bletchley Park

Who Can I Contact?	Head of Computing & IT	Mr Hussain
	Teachers of Year 11 Computing	Mr Wynter

Holy Family Catholic School Curriculum Overview Year 11 –

Digital IT (BTEC)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>COMPONENT 2: COLLECTING, PRESENTING AND INTERPRETING DATA</p> <p>Learning aim A: Investigate the role and impact of using data on individuals and organisations</p> <p>A1 Characteristics of data and information Learners will understand the concepts of data and that data is meaningless without converting it into information by adding structure and context.</p> <p>A2 Representing information Learners will understand the different ways of representing information and will be able to explain situations where they would be used.</p>	<p>Learners will assess in comprehensive detail how data is used across two different sectors in order to make decisions. Their assessment will:</p> <ul style="list-style-type: none"> • be specific in what data organisations need in order to make decisions and give a wide range of relevant examples to the context; each example will be comprehensively justified • include comprehensive detail as to how both primary and secondary data collection methods affect the data (e.g. sample size, who is asked). There will be a range of relevant examples; each example will be comprehensively justified • explore the link between the data collection methods and features, and how they impact on the quality of data throughout.
Half Term 2 (Nov-Dec)	<p>A3 Ensuring data is suitable for processing Learners will understand the methods that can be used to ensure data input is suitable and within boundaries so that it is ready to be processed.</p> <p>A4 Data collection Learners will understand how the data collection method and data collection features affect its reliability.</p> <p>A5 Quality of information and its impact on decision making Learners will understand the factors that affect the quality of information and their impact on decision making.</p>	<p>Learners will select and use effectively relevant data manipulation methods. They will use data manipulation methods with accuracy to manipulate a range of data.</p> <p>Learners will make efficient use of the data manipulation methods throughout their solution. This includes the use of complex functions (for example decision-making functions, string operation functions, lookup functions). The methods selected by learners will be comprehensively justified.</p>
Half Term 3 (Jan-Feb)	<p>A6 Sectors that use data modelling Learners will understand that different types of organisation use data modelling to help make decisions.</p> <p>A7 Threats to individuals Learners will understand the different threats that face individuals who have data stored about them.</p>	<p>Learners will provide a fully efficient and effective dashboard. This will:</p> <ul style="list-style-type: none"> • include suitable use of titles, labels, graphics and a range of formatting features • make use of automated features (e.g. buttons/macros, dropdown menus) to show some different aspects of the data on their

		dashboard. For example, learners could have a dropdown menu to show data from a range of different areas of their dataset.
Half Term 4 (Feb-Mar)	<p>Learning aim B: Create a dashboard using data manipulation tools</p> <p>B1 Data processing methods Learners will understand how data can be imported from an external source. They will then explore how to apply data processing methods.</p> <p>B2 Produce a dashboard Learners will use a dashboard to select and display information summaries based on a given large data set.</p>	<p>Learners will provide a fully efficient and effective dashboard. This will:</p> <ul style="list-style-type: none"> • have a wide range of clear summaries of their manipulated data • incorporate a wide range of appropriate presentation methods, including a range of different charts/graphics, tables, pivot tables and conditional formatting • have presentation methods that are appropriate for the data being shown • use suitable presentation features to create an effective dashboard that clearly summarises data
Half Term 5 (Apr-May)	<p>Learning aim C: Draw conclusions and review data presentation methods</p> <p>C1 Drawing conclusions based on the data Learners will draw conclusions on the data set, using their dashboard in order to make recommendations.</p> <p>C2 How presentation affects understanding Learners will assess how well they have used the presentation features listed in B2</p>	<p>Learners will use their dashboard to draw a range of specific, relevant and well justified conclusions. This will include trends, patterns and possible errors. They will:</p> <ul style="list-style-type: none"> • provide specific, appropriate and effective recommendations based on their conclusions in thorough detail • use their dashboard to give a wide range of relevant examples to support their conclusions and recommendations. <p>They will assess:</p> <ul style="list-style-type: none"> • the effectiveness of the presentation of their dashboard and how it affected the conclusions drawn and recommendations made • how they have used appropriate presentation features to ensure the information on their dashboard was not biased, misunderstood or used to make inaccurate decisions.
Half Term 6 (Jun-Jul)		

Examples of Home Learning Tasks	<p>Description</p> <p>Learners will be given a scenario outlining the data collected in two different sectors (not the data itself). The scenario will outline the data collection methods and features.</p> <p>Learners will assess:</p>
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	<ul style="list-style-type: none"> • how the data collection method (for example primary and secondary) and the data collection features (for example sample size, who was in the sample, when and where the data was collected) affect the quality of the data • how the quality of data affects decision making across two different sectors (for example transport, education). <p>Example task(s)</p> <ul style="list-style-type: none"> • Learners will explore the data collection methods for two different sectors. • Learners will assess how the data collection methods and features affect the quality of the data. • Learners will assess how the data collection methods and quality of data affect decision making in two sectors. <p>Evidence</p> <p>Evidence must fully meet the requirements of the assessment criteria and could include:</p> <ul style="list-style-type: none"> • a written document or a presentation (with speaker notes), assessing how the data collection methods affect the quality of data and decision making.
Assessment Tasks, Methods & Frequency	<p>Assessment for assignment 1 - The following targeted learning aim and criteria will be assessed: A.2P1, A.2P2, A.2M1 & A.2D1</p> <p>Assessment for assignment 2 - The following targeted learning aim and criteria will be assessed: B.2P3, B.2P4, B.2M2 & B.2D2</p> <p>Assessment for 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>For this component, learners must have access to:</p> <ul style="list-style-type: none"> • scenarios outlining the data collected in two different sectors • a preselected big data set • spreadsheet software.

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> <p>Outside speakers arranged from ADA college to discuss apprenticeship opportunities and Digital careers</p>

Who Can I Contact?	Head of Computing & IT	Mr Hussain
	Teachers of Year 11 Digital IT	Mr Hussain

Holy Family Catholic School Curriculum Overview Year 11 –

Drama (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>Component 2: Scripted Performance - 20% / Component 3: Theatre Makers in Practice - 40%</p> <p>Begin preparation for the Component 2 scripted exam. Students will perform either alone/in a group/ or in a pair to prepare two short pieces for an external visiting examiner.</p> <p>Alongside rehearsal for Component 2 Scripted Performance, students will continue with exam practice for their Component 3 written exam.</p>	<ul style="list-style-type: none"> • 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 • Read range of theatre reviews in national newspapers • The Stanislavsky Toolkit - ISBN - 978-1854597939 • The Brecht Toolkit - ISBN - 978-1854595508 • Managing deadlines • Use exemplars provided by the teacher to help draft Component 2 concept • 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 2: Scripted Performance - 20% / Component 3: Theatre Makers in Practice - 40%</p> <p>Rehearsal and refinement - Students will need to write a 200 word summary for the Component 2 examiner, which outlines the concept they have developed for performance of their characters.</p> <p>Alongside rehearsal for Component 2 Scripted Performance, students will continue with exam practice for their Component 3 written exam.</p>	<ul style="list-style-type: none"> • 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 • Read range of theatre reviews in national newspapers • The Stanislavsky Toolkit - ISBN - 978-1854597939 • The Brecht Toolkit - ISBN - 978-1854595508 • Managing deadlines • Use exemplars provided by the teacher to help draft Component 2 concept

		<ul style="list-style-type: none"> • Sketch costume ideas for the scripted performance exam • Redrafting exam practice essays for section A of the Component 3 exam, in order to develop confidence and secure writing style
Half Term 3 (Jan-Feb)	<p>Component 2: Scripted Performance / Component 3: Theatre Makers in Practice - 40%</p> <p>Rehearsal and refinement for Component 2 scripted exam.</p> <p>Alongside rehearsal for Component 2 Scripted Performance, students will continue with exam practice for their Component 3 written exam.</p>	<ul style="list-style-type: none"> • 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 • Read range of theatre reviews in national newspapers • The Stanislavsky Toolkit - ISBN - 978-1854597939 • The Brecht Toolkit - ISBN - 978-1854595508 • Managing deadlines • Use exemplars provided by the teacher to help draft Component 2 concept • Finalise/source costume for the scripted performance exam • Redrafting exam practice essays for section A of the Component 3 exam, in order to develop confidence and secure writing style
Half Term 4 (Feb-Mar)	<p>Component 2: Scripted Performance - 20% / Component 3: Theatre Makers in Practice - 40%</p> <p>Students will finalise their Component 2 extracts, performing them to the visiting examiner in early March.</p> <p>Alongside rehearsal for Component 2 Scripted Performance, students will continue with exam practice for their Component 3 written exam.</p>	<ul style="list-style-type: none"> • 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 • Read range of theatre reviews in national newspapers • The Stanislavsky Toolkit - ISBN - 978-1854597939 • The Brecht Toolkit - ISBN - 978-1854595508 • Managing deadlines • Use exemplars provided by the teacher to help draft Component 2 concept

		<ul style="list-style-type: none"> • Finalise/source costume for the scripted performance exam • Redrafting exam practice essays for section A of the Component 3 exam, in order to develop confidence and secure writing style
Half Term 5 (Apr-May)	Component 3: Theatre Makers in Practice - 40% Final countdown to the Component 3 written exam. Students will have a strategic revision schedule designed for them right up to the day of the exam. Revision cards designed for each question of the exam. Section B - Theatre Evaluation notes will be finalised. Students will complete timed essays responses.	<ul style="list-style-type: none"> • Continue to read range of theatre reviews in national newspapers • Manage deadlines • Create flash/revision cards • Use exemplars provided by the teacher to help draft Component 3 questions • Redrafting exam practice essays for section A of the Component 3 exam
Half Term 6 (Jun-Jul)	Course complete	

Examples of Home Learning Tasks	<ul style="list-style-type: none"> • Line learning • Rehearsal • Compiling a 200 word concept • Timed essay practice for section A and B of the written Component 3 exam
Assessment Tasks, Methods & Frequency	Students will be assessed on Component 3 practice questions/full papers in line with the school calendar assessment cycle. Alongside this students will complete Component 2 rehearsal, focusing on their practical scripted performance, using the exam criteria and their progress in this exam will be factored into their predicted grade as part of the school's assessment cycle.
Equipment that Students Need	<ul style="list-style-type: none"> • An Inspector Calls Student Booklet (which must be brought to every lesson) • Pens (black, purple and Green) • Scripts of their two chosen extracts for Component 2 exam • Purple exam practice exercise book • Plastic wallet with revision cards, exemplar materials, mark scheme inside

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 and revision materials • 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/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 • Training with lighting equipment in the Wiseman Drama Studio • Opportunities to focus on the role of the director

	<ul style="list-style-type: none"> • 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
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Who Can I Contact?	Head of Drama	Miss Hampshire: ms.hampshire@holyfamilycatholicschool.co.uk
	Teachers of Year 11 Drama	Mrs Henry: mrs.henry@holyfamilycatholicschool.co.uk

Holy Family Catholic School Curriculum Overview Year 11 –

Performing Arts (BTEC)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>Component 2: Developing Skills and Techniques in the Performing Arts Assessment type: Internal (marked/assessed by teacher)</p> <p>Working as a performer requires the application of skills, techniques and practices that enable students to produce and interpret performance work. Students will communicate intentions to an audience through the performance of a monologue and a duologue (in contrasting styles). In this component. Students will develop performing skills and techniques. Students will take part in workshops and classes to develop technical, practical and interpretative skills through the rehearsal and performance process. Students will review their own progress and consider how to make improvements.</p>	<ul style="list-style-type: none"> • 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 • Sketch costume ideas for the scripted performance exam • Redrafting coursework • Read both play texts for both extracts you are performing, in full.
Half Term 2 (Nov-Dec)	<p>Component 2: Developing Skills and Techniques in the Performing Arts</p> <p>Rehearsal and refinement of Component 2 scripted exam pieces.</p> <p>Students will also:</p> <ul style="list-style-type: none"> - Take part in movement and vocal workshops and document their participation in such in their component 2 coursework booklet. - Research the social, cultural, historical, political context of their plays/characters, completing character exploration tasks in their Component 2 coursework booklet - Complete audits of their skills and develop skills and techniques in rehearsal Component 2 coursework booklet in their learning booklet - Set targets for improvement and development in their Component 2 coursework booklet - Be observed by their teacher and be given practical feedback for improvement for their practical performance 	<ul style="list-style-type: none"> • 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 • Sketch costume ideas for the scripted performance exam • Redrafting coursework • Read both play texts for both extracts you are performing, in full.
Half Term 3 (Jan-Feb)	<p>Component 2: Developing Skills and Techniques in the Performing Arts</p>	<ul style="list-style-type: none"> • Attend rehearsals at lunchtime or after school (KS4 Drama/rehearsal club)

	<p>Rehearsal and refinement of Component 2 scripted exam pieces.</p> <p>Students will also:</p> <ul style="list-style-type: none"> - Continue to complete audits of their skills and develop skills and techniques in rehearsal Component 2 coursework booklet in their learning booklet - Set targets for improvement and development in their Component 2 coursework booklet - Be observed by their teacher and be given practical feedback for improvement for their practical performance 	<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 • The Stanislavsky Toolkit - ISBN - 978-1854597939 • The Brecht Toolkit - ISBN - 978-1854595508 • Managing deadlines • Sketch costume ideas for the scripted performance exam • Redrafting coursework • Read both play texts for both extracts you are performing, in full.
Half Term 4 (Feb-Mar)	<p>Component 2: Developing Skills and Techniques in the Performing Arts</p> <p>Finalise Component 2 scripted exam pieces. Students will perform to an invited audience and their work will be filmed for assessment purposes.</p> <p>Students should complete and submit all coursework before the Easter break, ready for their scripted performance exam early in Half Term 5.</p> <p>(RESIT) Component 3: Performing to a Brief Assessment type: External</p> <p><i>Students will have the opportunity to resit Component 3 (External) to improve their mark from Year 10.</i></p> <p>This component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2. Learners will respond to the stimulus and create a workshop performance that communicates ideas and creative intentions to a target audience of their choice. Learners will capture their ideas on planning, development and effectiveness of the performance process two written activities and an evaluation report. A task worth 60 marks will be completed under supervised conditions and externally marked by the exam board. For assessment, learners will be given a brief and stimulus to create performance material and will work in groups of 3-7 performers.</p> <p><i>Students will have the opportunity to resit Component 3 (External) to improve their mark from Year 10 if they did not obtain a pass grade.</i></p>	<ul style="list-style-type: none"> • Attend rehearsals at lunchtime or after school (KS4 Drama/rehearsal club) • Attend as much live theatre as possible • Managing deadline • Finalise costume ideas for the scripted performance exam • Finalise coursework • Finish reading both play texts for both extracts you are performing, in full.

Half Term 5 (Apr-May)	Component 2: Developing Skills and Techniques in the Performing Arts Component 2 scripted exam. Students will perform to an invited audience and their work will be filmed for assessment purposes. (RESIT) Component 3: Performing to a Brief Levels: 1/2 Assessment type: External See details above, if applicable.	<ul style="list-style-type: none"> Attend rehearsals at lunchtime or after school (KS4 Drama/rehearsal club)
Half Term 6 (Jun-Jul)	Course complete	

Examples of Home Learning Tasks	Coursework tasks include: <ul style="list-style-type: none"> 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
Assessment Tasks, Methods & Frequency	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.
Equipment that Students Need	<ul style="list-style-type: none"> Scripts of their two chosen extracts for Component 2 exam A Paper copy of their coursework booklet Access to their online 'Named Folder' on the Google Drive

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@holyfamilcatholicschool.co.uk
	Teachers of Year 11 Performing Arts	Miss Hampshire: ms.hampshire@holyfamilcatholicschool.co.uk

Holy Family Catholic School Curriculum Overview Year 11 –

English (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Completion of Macbeth - GCSE English Literature.	
Half Term 2 (Nov-Dec)	English Language Paper 2 - Writers' viewpoints and perspectives. Speaking and Listening assessment, linked to English Language Paper 2 discursive writing.	Read a quality newspaper, often available online, e.g. the Guardian. Watch online Ted Talks to get a feel for your speaking and listening assessment.
Half Term 3 (Jan-Feb)	Completion of work on Power and Conflict poetry - GCSE English Literature. Unseen poetry practice.	Attend online booster sessions.
Half Term 4 (Feb-Mar)	Revision of An Inspector Calls and A Christmas Carol. Continuing writing practice.	Watch Massolit lectures on this topic and attend online booster sessions.
Half Term 5 (Apr-May)	Final revision of English Language and Literature Papers 1 and 2 plus walk through mocks.	Watch Massolit lectures on this topic and attend online booster sessions.
Half Term 6 (Jun-Jul)	Exam period.	

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 11 English	Mr Parry Mrs Maris	Mrs Osborne Mrs Gaynor	Mr Freeman Mr Myers	Mrs Crabtree Ms Duffy

Holy Family Catholic School Curriculum Overview Year 11 – French (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>Module 5: Holidays (Theme local area Holiday and travel)</p> <p>Holiday destination , Ideal holidays, Booking and reviewing hotels, A disastrous holiday using the correct preposition for destinations</p> <p>The conditional; reflexive verbs in the perfect tense; en + present participle; avant de + infinitive; demonstrative adjectives and pronouns; pluperfect tense regular present tense verb endings reflexive verbs</p> <p>Module 6 – Au collège (School) Discussing your subjects, school facilities, school rules</p>	<p>www.senecalearning.com www.pearsonactivelearn.com www.wordreference.com www.quizlet.com www.revisionworld.com</p> <p>Food specialities from various countries (Vietnam)</p> <p>Reading: an interview with with François Gabart</p>
Half Term 2 (Nov-Dec)	<p>Module 6 – Au collège (School) comparing schools in France and the UK</p> <p>Using imagination to extend your answer: • Give extra details, • Use time phrases • Give positive and negative opinions Using interesting phrases and structures to add variety Mock exam preparation Listening, Reading, Writing, Speaking</p>	<p>www.senecalearning.com www.pearsonactivelearn.com www.wordreference.com www.quizlet.com www.revisionworld.com</p> <p>Reading: cultural text: l'éducation national</p>
Half Term 3 (Jan-Feb)	<p>Module 7- Bon travail - Future aspiration, study and work</p> <p>Discussing jobs and future aspirations, important skills needed for various jobs, discussing work experience, ambitions apart from work,</p> <p>Start Module 8- Un oeil sur le monde - Environmental issues</p>	<p>www.senecalearning.com www.pearsonactivelearn.com www.wordreference.com www.quizlet.com www.revisionworld.com https://www.frenchlearner.com/vocabulary/environment/</p>
Half Term 4 (Feb-Mar)	<p>Module 8 continued Environmental issues, Ethical shopping, Voluntary work, Big events that bring the world together</p> <p>Mock speaking exam in class</p>	<p>www.senecalearning.com www.pearsonactivelearn.com www.wordreference.com www.quizlet.com www.revisionworld.com https://www.frenchlearner.com/vocabulary/environment/</p>
Half Term 5 (Apr-May)	<p>Final Speaking exams Revision and Exam skills</p>	
Half Term 6 (Jun-Jul)	<p>Revision and Exam skills</p>	

Examples of Home Learning Tasks	Speaking tasks, Speaking booklet completion, memorise vocabulary and answers, grammar tasks, Seneca and Activelearn, Redrafting work, Writing and Reading homework
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	www.senecalearning.com www.pearsonactivelearn.com www.wordreference.com www.quizlet.com www.revisionworld.com
Extra-Curricular Activities & Career Opportunities	Careers talks

Who Can I Contact?	Head of MFL	Ms Sheikh Oomar
	Teachers of Year 11 French	Ms Sheikh Oomar Ms St Aimie

Holy Family Catholic School Curriculum Overview Year 11 – Geography (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Living World - small scale ecosystems and rainforests <ul style="list-style-type: none"> Ecosystems Rainforest features Deforestation 	Students could broaden their knowledge of the natural world through watching documentaries such as David Attenborough with wider links to geography topics. Reading and watching the news. Reading list provided along with a selection of social media accounts to follow for geographical content.
Half Term 2 (Nov-Dec)	Living World - deserts <ul style="list-style-type: none"> Desert features Desertification 	
Half Term 3 (Jan-Feb)	Tectonic Hazards <ul style="list-style-type: none"> Tectonic theory Earthquakes - case studies of LIC/HIC 	
Half Term 4 (Feb-Mar)	Atmospheric Hazards <ul style="list-style-type: none"> Tropical storms Extreme weather in the UK Climate change 	
Half Term 5 (Apr-May)	Pre-release and Revision	
Half Term 6 (Jun-Jul)	Exams	

Examples of Home Learning Tasks	Pre-reading GCSE 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	Regular discussion of career opportunities Online lectures and talks that are relevant to areas of study

Who Can I Contact?	Head of Geography	Mrs Lawson
	Teachers of Year 11 Geography	Mrs Lawson, Ms Pearce Mrs Paine

Holy Family Catholic School Curriculum

Overview Year 11 – History (GCSE) - Exam

Board: Edexcel



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	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.	Alone In Berlin Hans Fallada, 1984 by George Orwell
Half Term 2 (Nov-Dec)		The Bookkeeper by Markus Zusak The Boy in the Striped Pyjamas by John Boyne
Half Term 3 (Jan-Feb)	Conflict in the Middle East. This Paper 2 topic takes students into unfamiliarity as they explore the various wars that occurred in the Middle East with a particular focus on the struggle between Israel and Palestine	https://www.parallelhistories.org.uk/israel-palestine-conflict-individual-lessons
Half Term 4 (Feb-Mar)		
Half Term 5 (Apr-May)	Revision focussing on the nearest exam	
Half Term 6 (Jun-Jul)	N/A	

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 https://www.parallelhistories.org.uk/israel-palestine-conflict-individual-lessons
Extra-Curricular Activities & Career Opportunities	<ul style="list-style-type: none"> 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 11 History	Mr Shah, Mr Sayer, Ms Warren, Ms Parker, Ms Alderson

Holy Family Catholic School Curriculum Overview Year 11 – Mathematics (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<u>Equations and Graphs</u> Solve simultaneous equations graphically. Represent inequalities on graphs. Interpret graphs of inequalities. Recognise and draw quadratic functions. Find approximate solutions to quadratic equations graphically. Solve quadratic equations using an iterative process. Find the roots of cubic equations. Sketch graphs of cubic functions. Solve cubic equations using an iterative process.	Completion of tasks on Digital PLC on Google Classroom.
Half Term 2 (Nov-Dec)	<u>Circle Theorems</u> Solve problems involving angles, triangles and circles. Understand and use facts about chords and their distance from the centre of a circle. Solve problems involving chords and radii. Understand and use facts about tangents at a point and from a point. Give reasons for angle and length calculations involving tangents. Understand, prove and use facts about angles subtended at the centre and the circumference of circles. Understand, prove and use facts about the angle in a semicircle being a right angle. Find missing angles using these theorems and give reasons for answers. Understand, prove and use facts about angles subtended at the circumference of a circle. Understand, prove and use facts about cyclic quadrilaterals. Prove the alternate segment theorem. Solve angle problems using circle theorems. Give reasons for angle sizes using mathematical language. Find the equation of the tangent to a circle at a given point.	
Half Term 3 (Jan-Feb)	<u>More Algebra</u> Change the subject of a formula where the power of the subject appears. Change the subject of a formula where the subject appears twice. Add and subtract algebraic fractions. Multiply and divide algebraic fractions. Change the subject of a formula involving fractions where all the variables are in the denominators.	

	<p>Simplify algebraic fractions. Add and subtract more complex algebraic fractions. Multiply and divide more complex algebraic fractions. Simplify expressions involving surds. Expand expressions involving surds. Rationalise the denominator of a fraction. Solve equations that involve algebraic fractions. Use function notation. Find composite functions. Find inverse functions. Prove a result using algebra.</p> <p><u>Vectors and Geometric Proofs</u> Understand and use vector notation. Work out the magnitude of a vector. Calculate using vectors and represent the solutions graphically. Calculate the resultant of two vectors. Solve problems using vectors. Use the resultant of two vectors to solve vector problems. Express points as position vectors. Prove lines are parallel. Prove points are collinear. Solve geometric problems in two dimensions using vector methods. Apply vector methods for simple geometric proofs.</p>	
Half Term 4 (Feb-Mar)	<p><u>Proportions and Graphs</u> Write and use equations to solve problems involving direct proportion. Write and use equations to solve problems involving direct proportion. Solve problems involving square and cubic proportionality. Write and use equations to solve problems involving inverse proportion. Use and recognise graphs showing inverse proportion. Recognise graphs of exponential functions. Sketch graphs of exponential functions. Calculate the gradient of a tangent at a point. Estimate the area under a non-linear graph. Understand the relationship between translating a graph and the change in its function notation. Understand the effect stretching a curve parallel to one of the axes has on its function form. Understand the effect reflecting a curve in one of the axes has on its function form.</p>	
Half Term 5 (Apr-May)	Mock Exam and summer Exams	
Half Term 6 (Jun-Jul)	Summer Exams	

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	
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 11 Mathematics	Mr McCollin, Mr Murphy, Ms Atakan, Ms Maslowska, Mr Heelan, Ms Scott, Mrs Asante

Holy Family Catholic School Curriculum Overview Year 11 – Media Studies (GCSE OCR)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Component Three - NEA - Creating Media Products Cont. Students to complete their NEA submissions.	Print Production Brief - Print Magazine <ul style="list-style-type: none"> - Photography - Editing - Production
Half Term 2 (Nov-Dec)	Component Two Section A - Crime Drama In this unit students will complete an in depth analysis of both the media language, media industry and audiences in relation to Crime Drama. Television genres have distinct social and cultural significance in terms of particular representations of the world. Students will study one complete episode of Luther as well as looking at historical crime dramas.	Set Text (Crime Drama) <ul style="list-style-type: none"> - Luther - The Sweeney
Half Term 3 (Jan-Feb)	Component Two Section B Music Videos This section requires a detailed study of music through focusing on two contemporary videos and the online, social and participatory media surrounding the artists. In addition one music video from the past will be studied to develop understanding of media language and how representations reflect and are influenced by contexts.	Set Text (Music Video) <ul style="list-style-type: none"> - Taylor Swift, Bad Blood - Bruno Mars, Up Town Funk - Justin Bieber, Intentions - TLC, Waterfalls - Duran, Duran, Rio
Half Term 4 (Feb-Mar)	Revision on all set texts from Component Two	Eduqas GCSE Media Studies: Revision Guide Seneca: Media Studies (Eduqas) Media Studies Revision YouTube
Half Term 5 (Apr-May)	Revision on all set texts from Component One	Eduqas GCSE Media Studies: Revision Guide Seneca: Media Studies (Eduqas) Media Studies Revision YouTube
Half Term 6 (Jun-Jul)	EXAMS	

Examples of Home Learning Tasks	Mini case study tasks for set text, research assignments. Pre-reading tasks for context of each set text. Seneca revision tasks. Revision activities.
Assessment Tasks, Methods & Frequency	Production of coursework. Statement of aims and intentions. Case study of various Crime Dramas. Mini mock questions given to students in exam conditions with the use of peer and self-assessment against the marking criteria. Booklets with set texts and worksheets are given to students to use in and outside of the classroom. Full mock papers are done in class and marked using Eduqas 1-9 criteria. Feedback given to students on how to improve.
Equipment that Students Need	Students will need access to a computer to complete their course as all materials and many assessments are on Google Classroom. 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:	Watching the set text products and allowing your child to discuss the areas of representations evident and how we as spectators are encouraged to adopt particular perspectives.
Useful Websites	Students will need access to each set texts' website and social media pages. Seneca. And resources listed in each topic 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 11 Media	Mrs Farrugia and Mrs Belgrave

Holy Family Catholic School Curriculum Overview Year 11 – Music (GCSE) EDUQAS



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>Analysis: Students will recap knowledge of Film Music, Jazz & Blues and Classical Music.</p> <p>Performance: Students will rehearse for their Solo Performance assessment and for their group performance.</p> <p>Composition: Students will use this half term to improve their free composition.</p>	<p>Revise and test all previous topics:</p> <p>https://www.bbc.co.uk/bitesize/guides/z4ry7nb/revision/1 https://www.bbc.co.uk/bitesize/guides/zk43mfr/revision/1 https://www.bbc.co.uk/bitesize/guides/zd6xh39/revision/1 https://www.bbc.co.uk/bitesize/guides/z6vyb82/revision/1 https://www.bbc.co.uk/bitesize/guides/zjhtng8/revision/1 https://www.bbc.co.uk/bitesize/topics/zb7h8xs</p>
Half Term 2 (Nov-Dec)	<p>Analysis: Students will analyse Rock & Pop Styles</p> <p>Performance: Students will record their Solo Performance and prepare for their Group Performance.</p> <p>Composition: Students will begin their Set Brief Composition.</p>	<p>Revise and test knowledge of Popular music using: https://www.bbc.co.uk/bitesize/topics/zrmnwtty</p>
Half Term 3 (Jan-Feb)	<p>Analysis: Students will continue analysing Rock & Pop Styles.</p> <p>Performance: Students will continue working on improving their solo and group performances.</p> <p>Composition: Students will continue their Set Brief Composition.</p>	<p>Revise and test knowledge of Popular music using: https://www.bbc.co.uk/bitesize/topics/zrmnwtty</p>
Half Term 4 (Feb-Mar)	<p>Analysis: Students will analyse Fusions and Bhangra Styles.</p> <p>Performance: Students' deadline for their Solo and Group Performance Final Recording.</p> <p>Composition: Students will continue their Set Brief Composition.</p>	<p>Revise and test knowledge of Fusions & Bhangra music using: https://www.bbc.co.uk/bitesize/guides/zkjjw7p3/revision/4</p>
Half Term 5 (Apr-May)	<p>Analysis: Students will recap and revise for all AOS for the final exam in June.</p> <p>Composition: Deadline for Set Brief Composition and also deadline for the Free Composition.</p>	<p>Revise all previous topics for the exam in June: https://www.bbc.co.uk/bitesize/examspecs/zbmct39</p>
Half Term 6 (Jun-Jul)	<p>Analysis: Students will recap and revise for all AOS for the final exam in June.</p>	

Examples of Home Learning Tasks	<ul style="list-style-type: none"> • 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 complete listening tasks at home and listen to different types of music. • Students should attend the KS4 catch up sessions when necessary.
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 11 Music	Mr Marrone mr.marrone@holyfamilycatholicschool.co.uk Mr Strachan mr.strachan@holyfamilycatholicschool.co.uk

Holy Family Catholic School Curriculum Overview Year 11 – Music (BTEC FIRST MUSIC)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>Unit 1 Music Industry: students will revise in preparation for their Eternally Marked Exam in January 2023.</p> <p>Unit 2 Making a Music Product: Students are tasked with creating a CD, not only composing the music for it but undertaking extensive research into how a CD will be most successful and implementing a variety of tasks.</p> <p>Students use trackers which they have access to which helps them check off and understand everything they need to do.</p>	<ul style="list-style-type: none"> - Attend BTEC lunchtime club - Attend extra curricular music clubs to improve performance / Garageband ICT skills
Half Term 2 (Nov-Dec)	<p>Unit 1 Music Industry: students will revise in preparation for their Eternally Marked Exam in January 2023.</p> <p>Unit 2 Making a Music Product: Students will continue with their Unit 2 work with a deadline to complete the CD and evaluations by Christmas.</p>	<ul style="list-style-type: none"> - Attend BTEC lunchtime club - Attend extra curricular music clubs to improve performance / Garageband ICT skills
Half Term 3 (Jan-Feb)	<p>Unit 1 Music Industry: Students will take the External exam in January.</p> <p>Unit 4 Music Composition: Students are tasked with writing music for an advert. They have to come up with 4x 30 second ideas to go with an advert using a variety of different musical ideas, also writing about them as they come up with them.</p>	<ul style="list-style-type: none"> - Attend BTEC lunchtime club - Attend extra curricular music clubs to improve performance / Garageband ICT skills
Half Term 4 (Feb-Mar)	<p>Unit 4 Music Composition: Students will continue with this Unit. Now that they have written and composed their 4x 30 second ideas, they will now compose 2x1 minute ideas and then a final version which is 2minutes 30.</p>	<ul style="list-style-type: none"> - Attend BTEC lunchtime club - Attend extra curricular music clubs to improve performance / Garageband ICT skills
Half Term 5 (Apr-May)	<p>Unit 4 Music Composition: Students will continue with this Unit which should be completed by May 2023.</p> <p>Unit 1 Music Industry: Only if students need to retake the exam they will revise for this Unit. Otherwise they will have finished the course by May.</p>	<ul style="list-style-type: none"> - Attend BTEC lunchtime club - Attend extra curricular music clubs to improve performance / Garageband ICT skills
Half Term 6 (Jun-Jul)	Course will be complete by this point.	

Examples of Home Learning Tasks	Homework will be set for Unit 2 and Unit 1. For Unit 1 students will be set revision tasks and quizzes weekly to ensure that they have every success in their exam in January. For Unit 2 students will need to complete tasks that go towards their CD Promotion project including research.
Assessment Tasks, Methods & Frequency	<ul style="list-style-type: none"> - Assessment at Christmas 2022 on their CD Promotion Project. - External Unit 1 Exam in January 2023 - Assessment at Easter 2023 (formative) on Composition Project. - Assessment by May 2023 on Composition Project.
Equipment that Students Need	<ul style="list-style-type: none"> • Exercise Books (for all analysis of Unit 1 - notes) • Revision Guide & booklet for Unit 1 • Pens (Black and Green) • Access to Google Drive - where all work is stored electronically.

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
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/ • 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 11 Music	Mr Marrone mr.marrone@holyfamilycatholicschool.co.uk Mr Strachan mr.strachan@holyfamilycatholicschool.co.uk

Holy Family Catholic School Curriculum Overview Year 11 – 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 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 3 (Jan-Feb)	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 	
Half Term 4 (Feb-Mar)	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 	
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 physical activity in day to day life 	
Half Term 6 (Jun-Jul)		

Assessment Tasks, Methods & Frequency	<ul style="list-style-type: none"> Questions relevant to lesson content
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	<ul style="list-style-type: none"> • Values and importance of physical activity and lifelong involvement
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 • 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 11 – BTEC SPORT



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Unit 3 - Applying the principles of personal training A: Design a personal fitness training programme B: Know about the musculoskeletal system and cardiorespiratory system and the effects on the body during fitness training C: Implement a self-designed personal fitness training programme to achieve own goals and objectives D: Review a personal fitness training programme	Components of fitness http://www.brianmac.co.uk/conditon.htm
Half Term 2 (Nov-Dec)		Fitness testing http://www.topendsports.com/testing/ Principles of training http://www.bbc.co.uk/schools/gcsebitesize/pe/exercise/1_exercise_principles_rev1.shtml
Half Term 3 (Jan-Feb)		
Half Term 4 (Feb-Mar)	Unit 5- The sports Performer in action A - know about the short term responses and long term adaptations of the body systems to exercise. B know about the different energy systems used during sports performance	Barb.co.uk – licensed use free of charge for learners, contains data on viewing figures www.barb.co.uk
Half Term 5 (Apr-May)		
Half Term 6 (Jun-Jul)		

Examples of Home Learning Tasks	
Assessment Tasks, Methods & Frequency	<ul style="list-style-type: none"> Unit 3 coursework due according to assessment plan Unit 5 coursework due according to assessment plan
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
- DofE (managed by WIR)
- Intervention when needed

Who Can I Contact?

Head of PE

Mrs E Cole

Teachers of Year 11
GCSE PE

Mr R Wilbraham, Ms K Paul Jones

Holy Family Catholic School Curriculum Overview Year 11 – Religious Education (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Relationships and Families in the 21st Century: Second module of the Philosophy and Ethics Paper. Pupils will study the importance and purpose of marriage, Catholic church teachings about marriage, different views of marriage, Catholic Church teaching about sexual relationships, different views towards relationships, different types of family, the importance and purpose of the family, support that is offered by the Catholic Church for all families.	https://youtu.be/H_pxzT8Y060 https://youtu.be/IV7t6Vr5xJo
Half Term 2 (Nov-Dec)	Relationships and Families in the 21st Century: Continuation of the second module of the Philosophy and Ethics Paper. Pupils will study Catholic Church teaching on family planning, divergent attitudes to family planning, Catholic Church teaching on divorce, annulment and remarriage, different attitudes to divorce, Catholic Church teaching on the role of men and women in the family, divergent Christian views of the role of men and women, what is gender prejudice and discrimination, reasons for Catholic opposition to gender prejudice and discrimination, divergent Christian attitudes to gender prejudice and discrimination	https://youtu.be/7G8iu2KLi-0
Half Term 3 (Jan-Feb)	Judaism- Beliefs and Teachings: Beginning of the study of the Judaism Paper. Pupils will study the characteristics of the Almighty and their importance for Jewish life today, what is meant by the Shekinah and ways in which Jews connect with the Shekinah, the characteristics of the Messiah, divergent understandings of Messiah, God's covenant with Moses and the Jewish people, why it is important for Jews today, God's covenant with Abraham and how it affects Jewish life today, the Sanctity of life and the principle of Pikuach Nefesh, the Mitzvot and the importance for Jews today, belief about life after death.	https://www.bbc.co.uk/bitesize/guides/zh9vgdm/revision/1 https://www.bbc.co.uk/bitesize/guides/zvbsv9q/revision/5 https://www.bbc.co.uk/bitesize/guides/z6xw7p3/revision/9
Half Term 4 (Feb-Mar)	Judaism- Practice: Second module of the Judaism paper. Pupils will study public acts of worship in the synagogue, the nature and purpose of the Tenakh and Talmud, private prayer in the home and its importance, the Shema and Amidah, the nature, features and purpose of the birth, marriage, Bar and Bat Mitzvah ceremonies, how Shabbat is celebrated, Jewish	https://www.bbc.co.uk/bitesize/guides/z4kg4qt/revision/9

	festivals; Rosh Hashanah, Yom Kippur, Pesach, Shavuot, Sukkot.	
Half Term 5 (Apr-May)	Past exam papers practice and revision	
Half Term 6 (Jun-Jul)	Past exam papers practice and revision (if applicable)	

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 book and checking revision materials, checking that their child sticks to a revision routine.
Useful Websites	www.hfcswnet.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 See Pupil Portal for further reading and extended learning.
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 11 Religious Education	Mr P Norman mr.norman@holyfamilycatholicschool.co.uk Mr C Beckett 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 11 – Combined Science (Trilogy GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<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 (RP 7) Biodiversity and the effect of human interaction on ecosystems EoTT (End of Topic Test) <p>B6. Inheritance, Variation and Evolution</p> <p><i>'Why do you look similar to your sibling but not the exact same?'</i></p> <ul style="list-style-type: none"> Reproduction, DNA and the genome, Genetic inheritance Variation and evolution, selective breeding and genetic engineering Evidence of evolution and Classification EoTT (End of Topic Test) 	<p>A brief history of everyone who ever lived, by Adam Rutherford</p> <p>Pixl Independence: Inheritance, Evolution and Variation</p>
Half Term 2 (Nov-Dec)	<p>Mock Revision and Mock Exams (Biology, Chemistry and Physics Paper 1)</p> <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 (RP 20) Electromagnetic waves <p>P7. Electromagnetism</p> <p><i>'How are magnetism and electricity linked?'</i></p> <ul style="list-style-type: none"> Permanent and induced magnetism, magnetic forces and fields The motor effect Fleming's left-hand rule (HT only) Joint EoTT (End of Topic Test) 	<p>Pixl Independence: Forces</p>
Half Term 3 (Jan-Feb)	<p>B5. Homeostasis & Response</p> <p><i>'Why does our body need to keep conditions the same?'</i></p> <ul style="list-style-type: none"> Homeostasis and The human nervous system Hormonal coordination in humans The use of hormones to treat infertility (HT only) Negative feedback (HT only) <p>GCSE Mock Revision (Forces & Biology Paper 1 topics)</p> <p>Biology Paper 1 and Physics Paper 2 Exams</p>	
Half Term 4 (Feb-Mar)	<p>C6. Rates of reaction</p> <p><i>'How can manufacturing companies get product faster?'</i></p> <ul style="list-style-type: none"> Factors which affect the rate of chemical reactions (RP11) 	<p>Stuff Matters by Mark Miodownik</p>

	<ul style="list-style-type: none"> • Collision theory, activation energy and catalysts • Reversible reactions and dynamic equilibrium • The effect of changing conditions on equilibrium (HT only) <p>C8. Chemical Analysis <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 (RP12) • Identification of common gases <p>C9. Chemistry of the Atmosphere <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 <p>C10. Using resources <i>'How are we making use of our earth's resources?'</i></p> <ul style="list-style-type: none"> • Using the Earth's resources and obtaining potable water (RP13) • Life cycle assessment and recycling <p>Chemistry Mock Paper 2</p>	<p>Oxygen: The molecule that made the world, by <i>Nick Lane</i></p> <p>Pixl Independence: Organic Chemistry</p>
Half Term 5 (Apr-May)	GCSE Revision programme GCSE Examinations	
Half Term 6 (Jun-Jul)	GCSE Examinations	

Examples of Home Learning Tasks	<ul style="list-style-type: none"> • Reading/comprehension tasks • Exam style questions • 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> <p>Formal mock exams for both Paper 1 and 2 in each discipline</p>
Equipment that Students Need	<p>Basic stationary: pens (black and green), pencil, ruler, rubber</p> <p>Specific equipment: scientific calculator, protractor</p> <p>Lab coats will be provided for practicals</p>

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	

Who Can I Contact?	Head of Science	Mr Thrasivoulou	
	KS4 Science Co-ordinator	Ms Johnson	
	Teachers of Year 11 Science	Ms Anjorin Mr O'Brien Ms Tariq Mr Thrasivoulou	Ms Johnson Ms Pachalides Mr Uddin



Holy Family Catholic School Curriculum

Overview Year 11 – Triple Science (Bio, Chem, Phys GCSE)

	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>B7. Ecology</p> <p>‘How are species and their environment related?’</p> <ul style="list-style-type: none"> Adaptations, interdependence and competition Organisation of an ecosystem (RP 9) Decomposition and and impact of environmental change (Biology only) (RP10) Biodiversity and the effect of human interaction on ecosystems Trophic levels in an ecosystem (biology only) Food production (biology only) EoTT (End of Topic Test) <p>B6. Inheritance, Variation and Evolution</p> <p>‘Why do you look similar to your sibling but not the exact same?’</p> <ul style="list-style-type: none"> Reproduction, DNA and the genome and Genetic inheritance DNA structure (biology only) Theory of evolution, speciation and The understanding of genetics (biology only) Evidence of evolution and Classification EoTT (End of Topic Test) 	<p>Mutants, author <i>Armand Marie Leroi</i></p> <p>Rosalind Franklin: The Dark Lady of DNA, author <i>Brenda Maddox</i></p>
Half Term 2 (Nov-Dec)	<p>Mock Revision and Mock Exams (Biology, Chemistry and Physics Paper 1)</p> <p>P6. Waves</p> <p>‘What do X-rays and your car radio have in common?’</p> <ul style="list-style-type: none"> Waves in air, fluids and solids (RP 8) Reflection of waves (physics only) (RP9) Sound waves (physics only) (HT only) Waves for detection and exploration (physics only) (HT only) Electromagnetic waves Lenses (physics only) Visible light (physics only) Black body radiation (physics only) 	<p>Pixl Knowledge: Paper 1 topics</p>
Half Term 3 (Jan-Feb)	<p>P7. Electromagnetism</p> <p>‘How are magnetism and electricity linked?’</p> <ul style="list-style-type: none"> Permanent and induced magnetism, magnetic forces and fields The motor effect Fleming’s left-hand rule & Electric motors (HT only) Loudspeakers (physics only) (HT only) 	<p>A Brief History of Time, author <i>Stephen Hawking</i></p>

	<ul style="list-style-type: none"> Induced potential, transformers and the National Grid (physics only) (HT only) <p>P8. Space (Physics only) 'Can a star turn into a planet?'</p> <ul style="list-style-type: none"> Solar system; stability of orbital motions; satellites Red-shift <p>Physics Mock Paper 2 Biology Mock Paper 1</p>	Pixl Independence: Coordination and Control
Half Term 4 (Feb-Mar)	<p>C6. Rates of reaction 'How can manufacturing companies get product faster?'</p> <ul style="list-style-type: none"> Factors which affect the rate of chemical reactions (RP5) Collision theory, activation energy and catalysts Reversible reactions and dynamic equilibrium The effect of changing conditions on equilibrium (HT only) <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 (RP6) Identification of common gases 3 Identification of ions by chemical and spectroscopic means (chemistry only) (RP7) <p>C9. Chemistry of the Atmosphere 'Where did all the oxygen come from?'</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 <p>C10. Using resources 'How are we making use of our earth's resources?'</p> <ul style="list-style-type: none"> Using the Earth's resources and obtaining potable water (RP8) Life cycle assessment and recycling Using materials (chemistry only) The Haber process and the use of NPK fertilisers (chemistry only) <p>Chemistry Mock Paper 2</p>	<p>Reactions: The private life of atoms, author <i>Peter Atkins</i></p> <p>Mauve: How one man invented a colour that changed the world, author <i>Simon Garfield</i></p> <p>Oxygen: The molecule that made the world, by <i>Nick Lane</i></p>
Half Term 5 (Apr-May)	<p>B5. Homeostasis & Response 'Why does our body need to keep conditions the same?'</p> <ul style="list-style-type: none"> Homeostasis and The human nervous system Hormonal coordination in humans The use of hormones to treat infertility (HT only) Negative feedback (HT only) <p>GCSE Revision programme</p>	Pixl Therapy and Testing: Mathematics and graphs

	GCSE Examinations Window 1	
Half Term 6 (Jun-Jul)	GCSE Examinations Window 2	

Examples of Home Learning Tasks	<ul style="list-style-type: none"> • Reading/comprehension tasks • Exam style questions • 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> <p>Formal mock exams for both Paper 1 and 2 in each discipline</p>
Equipment that Students Need	<p>Basic stationary: pens (black and green), pencil, ruler, rubber</p> <p>Specific equipment: scientific calculator, protractor</p> <p>Lab coats will be provided for practicals</p>

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	

Who Can I Contact?	Head of Science	Mr Thrasivoulou
	KS4 Science Co-ordinator	Ms Johnson
	Teachers of Year 11 Science	Mr Thrasivoulou Mr Uddin

Holy Family Catholic School Curriculum Overview Year 11 – Sociology (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Crime and Deviance Difference between Crime and Deviance Perspectives and explanations of crime Statistics and Crime Relationship between Social Class and crime Relationship between Gender and crime	Seneca Thinking Hard Tasks from HFCS Study Guide
Half Term 2 (Nov-Dec)	Crime and Deviance Relationship between Ethnicity and crime Relationship between Age and crime Deviancy Amplification Crime related issues that cause public debates. Crime related issues that cause public concern	Creating your own research project Seneca Thinking Hard Tasks from HFCS Study Guide
Half Term 3 (Jan-Feb)	Social Stratification Perspectives approaches to social stratification Social Class and stratification Gender and stratification	Seneca Thinking Hard Tasks from HFCS Study Guide
Half Term 4 (Feb-Mar)	Social Stratification Ethnicity and stratification Age and stratification Poverty Power relationships	Seneca Thinking Hard Tasks from HFCS Study Guide
Half Term 5 (Apr-May)	Revision	Seneca Thinking Hard Tasks from HFCS Study Guide
Half Term 6 (Jun-Jul)	Reivision	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
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	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 11 Sociology	Miss Hall - miss. hall@holyfamilycatholicschool.co.uk Miss Osei - ms.osei@holyfamilycatholicschool.co.uk

Holy Family Catholic School Curriculum Overview Year 11 – Spanish (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>Module 7 – A currar (Future aspirations, study and work)</p> <p>Professions and workplaces, how you earn money, work experience, importance of learning languages, applying for a summer job, discussing gap years. Imperfect tense, solía + infinitive, using the preterite and imperfect together, present continuous, using IOP, conditional tense, talking about plans for the future using different tenses and expressions. Cuando + Subjunctive.</p>	<p>www.senecalearning.com www.pearsonactivelearn.com www.wordreference.com www.quizlet.com www.revisionworld.com</p> <p>La paella loca</p>
Half Term 2 (Nov-Dec)	<p>Module 8 - Hacia un mundo mejor (International and global dimension)</p> <p>Describing types of houses, how to look after the environment, healthy eating, diet problems and advice, discussing global issues Present subjunctive with (no) es + adjective + que + subjunctive, high numbers</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. To improve speaking questions.</p>
Half Term 3 (Jan-Feb)	<p>Module 8 continued</p> <p>Local actions to help the environment Subjunctive in commands Discussing healthy / unhealthy lifestyles Using three tenses Talking about international sporting events, natural disasters Pluperfect tense, imperfect continuous</p> <p>Module 6 – De costumbre (Identity and culture) Describing mealtimes, talking about your daily routine, illnesses and injuries, ordering at the chemist. Present tense recap, verb soler, reflexive verbs.</p>	<p>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>
Half Term 4 (Feb-Mar)	<p>Module 6 – De costumbre (Identity and culture)</p> <p>Typical Spanish/Latin-American foods, different Spanish and Latin-American festivals, ordering in a restaurant, at a music festival. Passive voice, using 'se' to avoid the passive voice, absolute superlatives, irregular preterite verbs.</p> <p>Modules 1 to 8 revision</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. To improve speaking questions.</p>

Half Term 5 (Apr-May)	Past exam papers practice and revision	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
Half Term 6 (Jun-Jul)	Past exam papers practice and revision (if applicable)	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2016.coursematerials

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 11 Spanish	Ms Prada (Head of Spanish) Ms Orblin

Holy Family Catholic School Curriculum

Overview Year 11 – Technology: Design Tech (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>Coursework (continue):</p> <p><u>Social, Moral, Economic and Environmental challenges, and Commercial viability</u></p> <p>Social, economic and moral issues: Consideration for mass production. E.g. cheap labour countries, job opportunities, child labour, legal issues, etc.</p> <p>Sustainability and Environmental issues: Talk about 6R's (Recycle, Reuse, Reduce, Rethink, Repair, Refuse); CE; Lion Mark; 0-3 age safety; British Kite mark; fair trade, global warming, etc.</p> <p>Commercial viability: Tell and explain how the product could be sold. E.g. online; advertising; amazon; eBay; etc. Remember that the product should have the potential to be commercially viable to meet the client's needs.</p> <p><u>Evaluation</u>: How do the issues you have considered affect the product you want to make? How do they relate or imply to your contextual challenge, user needs and wants? Reflect on the impact on society.</p> <p><u>Human Factor</u></p> <p><u>Introduction</u>: Begin the page with the need to consider human factors when designing.</p> <p>Get images of anthropometrics and ergonomics, talk about them and relate to what you intend to make.</p> <p><u>Evaluation</u>: How will this knowledge affect the design to meet the client needs and wants.</p> <p><u>Research Analysis</u></p> <p><u>Introduction</u>: Use this page to summarise all the investigations you have carried out.</p> <p>The research includes Mood board; Client interview; Client profile; Existing Product analysis; and product Disassembly.</p> <p><u>Evaluation</u>: What did you actually find out in your research? How will the research done and the</p>	<ul style="list-style-type: none"> Investigate issues of cheap labour countries, job opportunities, child labour, legal relating to intended product. Investigate sustainability and environmental issues: Talk about 6R's (Recycle, Reuse, Reduce, Rethink, Repair, Refuse); CE; Lion Mark; 0-3 age safety; British Kite mark; fair trade, global warming, etc. Use Design and Technology (9-1) text book, and Design and Technology workbook. Summarise all the investigations done so far.

knowledge you have now going to influence your design work? How are you going to use it in your design? Make sure investigation work actually informs the design ideas.

**Half Term 2
(Nov-Dec)**

Coursework (continue):

A01: Identifying and Investigating design possibilities

Producing a Design Brief and Design Specification
(10 marks)

Based on the above investigation you now have a clear idea of what you want. Use this page to write your design brief. This is a brief statement of what you are going to make. It should be lengthy to explain and address what you are going to make.

Design Brief:

E.g. "Based on the above investigation and my clients' needs, I would like to design and make a

....."
....."

What must be included in your design brief:

- What is going to be designed and made, based on your investigations and client's needs.
- The target audience/target market (Users/Customers).
- The purpose of the design. Why is the product needed? I.e. the problem the product needs to solve.
- The brief overview of how it should work.
- What will it look like? What materials will be used to make the product?

Note: Everything you say must be based on the previous investigations and your client's needs and wants.

Design Specification

Introduction: This page is about the requirements of what you are making.

Use the specification sheet to tell the specific requirements of the product you are making. Design specification must be meaningful, well justified and the criteria should be measurable.

- Write a brief state of what you intend to make based on previous investigation.

- Use the design specification sheet.

Conclusion:

Conclude the page with the summary of your requirements. Any criteria you state should be measurable, relevant, and have real purpose. Always remember to focus on the clients' or users' needs and wants.

A02: Design and make prototypes that are fit for purpose

Generating Design Ideas (20 marks)

Introduction: Give a brief introduction of what the page is about.

- Draw at least 6 different design ideas of the product you want to make. Note that your designs must be imaginative, creative, original, imaginative and innovative and push yourself to explore more unusual ideas. Your ideas must be from your research/investigation, basic shapes (oval, square, triangle, circle, rectangle, etc.) and inspiration, taking into account your client/user needs and wants. The designs must address your contextual challenge. Note that the ideas must be quality and well annotated.
- Avoid design fixation (not open to new ideas).
- Always take into accounts the on-going investigation.
- Use a wide range of techniques such as isometric, perspective, rendering (shading), etc.
- Comment (with full annotation) on all the drawings about how the design will work to satisfy your design specification. Show/Draw the type of joint for all the ideas.
- There must be quality of ideas and not the quality of sketches.

Evaluation (Client's opinion):

Conclude the page by selecting the ideas you may like to further develop. What does your client/user think about each of the ideas you are selecting? Note that in commenting, students must always make reference to their product based on design specification and user needs and wants. You must render (shade) all the drawings to make them real.

Evaluation of design ideas

- Use knowledge from Year 9 ICT 2D and 3D drawings.
- Talking to the clients and users about the ideas generated. See their opinion.

- based on the design specification and user needs

Introduction: This page is about evaluating some of the design ideas and making a section of what idea(s) you may want to develop and make.

- Make a table to compare at least 2 ideas from your design ideas that you want to develop against all the design specification. Also seek the user's opinion.

Conclusion (Client's opinion):

Give a brief summary of the outcome of your comparison and mention the idea(s) you are going to develop. Always relate any investigation to the contextual challenge and user needs. Relate your designs to the specification, taking account of the clients' thoughts and consider their suitability.

Developing Design Ideas (20 marks)

Development of ideas with CAD

Introduction: What is the reason why you want to develop your idea(s) with any computer software?

- You must use any software (Google sketch-up, 2D design, Pro-desktop) to draw the idea(s) you are developing in 3D. You must Comment and annotate your idea(s).
- Show photographic evidence of the CAD drawing from different views and comment on each of them.
- What software did you use to develop your idea?
- How did you draw it?
- What tools did you use?
- Is it difficult or easy to make?
- Do very good and comprehensive annotations to explain your development/changes.

Client's opinion:

- What does the user/client think about the development or changes so far?
- Mention problems you faced when making. How did you solve these problems?
- Give reasons why you like or dislike certain aspects of the design.
- How does the design match your specification?

Development of ideas with modelling

Introduction: What is the reason why you want to develop your idea(s) by card/Styrofoam modelling?

and wants, evaluate all the ideas and select 2 for further development.

- 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 appropriate materials to model and text the chosen ideas/ideas.

- You must use a card/Styrofoam/foam board to develop your idea(s). You must Comment and annotate your idea(s).
- Why did you model your chosen idea (s)?
- Show photographic evidence of the model from different views and comment on each of them.
- Tell how you made the model.
- What material was used? Why did you use these materials?
- List some properties of materials used.
- Is it difficult or easy to make?

Client's opinion:

- What does the user/client think about the development or changes so far?
- Mention problems you faced when making. How did you solve these problems?
- Give reasons why you like or dislike certain aspects of the design.
- How does the design match your specification?

Development of ideas with CAM

Introduction: What is the reason why you want to develop your idea(s) with CAM?

- You can use any CNC machine such as Laser cutter or 3D printer to develop the idea(s) in 3D. You must Comment and annotate your idea(s).
- Show photographic evidence of the CAM model from different views and comment on each of them.
- What CNC machine did you use to develop your idea?
- How did you use it?
- Is it difficult or easy to make?

Client's opinion:

- What does the user/client think about the development or changes so far?
- Mention problems you faced when making. How did you solve these problems?
- Give reasons why you like or dislike certain aspects of the design.
- How does the design match your specification?

- Seek your client's opinion before arriving at a conclusion.

- 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>

Testing of Materials

Introduction: Begin the page with the reason why you want to investigate/research into possible materials you can use to make your product.

- Present the page with photos of some of the possible materials and components you can to make your product. E.g. wood, plastic, metal types. (Note: Don't research materials that you are not going to use).
- State the properties of the materials.
- If possible, use the images of the real/actual materials.

Evaluation:

- Now be specific of the choice of the materials and components you are using and tell the reason behind your choice. Justify the materials and components selected.
- What does your client think about the choice of materials?

The use of joints and finished

Introduction: Begin the page with the reason why you want to investigate/research into possible joints and finishes you can use to make your product.

- Present the page with photos of some of the possible joints and finishes you can use to make the product. E.g. lap, dowel (pin), finger, mitre joints etc. Finishes include varnishing, painting, waxing, polishing, dip coating, etc.
- Why do you need this type of joint or finish?
- Draw or make the joint to see how it will work. I.e. test the joint.

Evaluation:

- Now be specific of the choice of the joint and finish you are using and tell the reason behind your choice. Justify the joint and finish selected.
- What does your client think about the choice?

Analysis of development

Introduction: Give a brief introduction of what the page is about.

- Research different types of materials that will be appropriate for making the final prototype.
- Make meaningful conclusions.

- Drawing, making and testing different types of wood joints.
- Applying on woods and metals.
- Drawing, making and testing different types of metal joints.

- Drawing a table to summarise/evaluate all the

- Compare your developed ideas. You can do the analysis by making a table with some design specifications stated earlier and compare the designs.

Conclusion:

Which idea are you going to take as your final idea and make? Now that you have finished modelling your idea(s), how is this experience going to help you to make your product? What material do you think you can use to make your product?

Final design idea with google sketch-up/2D Techsoft or hand drawn

Introduction: Give a brief introduction of what the page is about.

- Draw the final idea in 3D with Google sketch-up or any software. Comment and annotate the final ideas with dimensions.

Evaluation the final design against design specification

Introduction: Give a brief introduction of what the page is about.

- Evaluate the final design idea against all the design criteria (specification).

Evaluation: What is so unique about your design? How does the final design satisfy the design criteria? Relate it to the contextual challenge and user needs.

Client's opinion: What does your client think about the final idea?

Orthographic Projection

Present the final idea in orthographic projection showing the Front Elevation, Side Elevation, Plan (Top) views with dimensions and scale. Show the 3rd (Third) angle projection symbol.

Manufacture Specification

Introduction: Give a brief introduction of what the page is about.

Manufacturing Specification is the list of information a manufacturer needs to produce the product. This must include the materials and standard components (such as screws, nails, electrical components, etc.) to be used during manufacturing.

development against some of the specification points.

- Evaluating the final design against design specification.
- Drawing a table to summarise/evaluate all the development against some of the specification points.
- Show the final design from three different angles (Front, Side, Top) with scale, dimensions, and type of projection (3rd angle projection).

Conclusion: Justify the information produced to inform the manufacturer. Explain your decisions.

**Half Term 4
(Feb-Mar)**

Coursework (continue):

Realising the Design Idea (20 marks)

Cutting List

Make a cutting list using the Focus Education Software.

Production Plan

List the entire step-by-step plan in logical order of how the final product will be made.

Start each sentence with a verb.

Photographic record of making

Begin the page with what you are going to do. I.e. write the reason why this page. Record key stages involved in making of the prototype project. You must provide comprehensive notes and photographic evidence of each stage of making. Demonstrate a high level of making skills.

Highlight all the quality control checks. Also state any problems faced and how you solved them.

A03: Analysing, evaluating and testing (20 marks)

Personal evaluation

Personally analyse and give your opinion about your finished project. What do you like/dislike about your prototype? Why? Talk about your strengths and weaknesses. Are there any changes?

Evaluation against design specification and manufacture specification

Critically evaluate your project against your design specification. Tell the things you have achieved and what you have not been able to achieve.

Conclusion: Tell overall achievement. What have you enjoyed about the project?

User/Client evaluation

You have already identified your user/client. Ask your client to evaluate the finished product. This can be done with questions and answers. He/she

- Show each step of making/production with health and safety and quality control checks.
- Each step of making must be shown with photos, and identify quality control checks.
- Generate questions you can ask your client.

can also test the product and give you his/her feedback.

Conclusion: Tell overall achievement. What has your client enjoyed about the project?

Peer (third party) evaluation

Ask questions on the product made and ask between 3 to 5 people to respond to those questions.

Evaluation:

Analyse and evaluate your peer/client's response.

Example: Seven out of ten liked the colour of my project.

Now give your own opinion on what others are saying.

Testing of project

Test the product to see how best it works. You must do that with pictures/photos.

Test how it functions (works), stability, strength, durability, fit for purpose, etc.

Modifications

You can list all the possible changes you made when making your product.

Now state and explain any modification (Changes) you could make if given another opportunity to make it again. Don't forget to take into account all the suggestions made during evaluation above. Give meaningful conclusions leading to proposals for further development, modification or improvements of product and system designed to control manufacture.

Note: It is very important to draw the modified version of the product to show the changes you could make. Do very detailed annotation.

Modification for commercial production

(Note: Only include this page if you think your product is not a prototype and that it can be further developed using any production methods).

Justify the need for modifications to the product and consideration given as to how the outcome might need to be modified for commercial production. Talk about industrial practices such as

- Generate questions you can ask your peers.

- There should be real testing of the finished product at the appropriate place with photos.

- List all the changes you could make when given the chance to resign again.

- How could the product be made commercially?

	Just-In-Time production (JIT), Mass production, Batch production, Continuous production, etc. show with pictures. In what area or process of making could your product be produced in large quantity?	
Half Term 5 (Apr-May)	Revision: Practise past papers and revision booklets.	<ul style="list-style-type: none"> ● GCSE Bitesize Art & Design https://www.bbc.co.uk/bitesize/subjects/z6hs34j ● 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 ● Design and Technology (9-1) text book, and Design and Technology workbook.
Half Term 6 (Jun-Jul)	External Exams: Practise past papers and revision booklets.	<ul style="list-style-type: none"> ● GCSE Bitesize Art & Design https://www.bbc.co.uk/bitesize/subjects/z6hs34j ● 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 ● Design and Technology (9-1) text book, and Design and Technology workbook.

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 11 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	
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Who Can I Contact?	Head of Technology	Mr S. Nandlal
	Teachers of Year 11 Technology	Mr P.Kwarteng/ Mr S. Nandlal

Holy Family Catholic School Curriculum Overview Year 11 – 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>Hospitality and Catering - UNIT 2 cont'd Guided learning hours 72</p> <p>Recap of Health and Safety in the food room Hygiene: Food poisoning emphasising on : <ul style="list-style-type: none"> - Campylobacter - Salmonella - E-coli - Clostridium perfringens - Listeria - Bacillus cereus - Staphylococcus aureus </p> <p>AC3.1 Describe personal safety responsibilities in the workplace</p> <p>L01 Understand the importance of nutrition when planning menus</p> <p>AC1.3 Explain characteristics of satisfactory and unsatisfactory nutritional intakes (cont'd)</p> <p>AC1.2 Nutritional needs of specific groups</p> <p>AC1.4 Explain how cooking methods impact on nutritional value</p> <ul style="list-style-type: none"> • Cooking temperatures • Dry heat methods • Moist methods • Methods that use oil <p>L02 Understand menu planning</p> <p>AC2.1 Explain factors to consider when proposing dishes for menus</p> <p>AC2.2 Explain how dishes on a menu address environmental issues</p> <p>AC2.3 Explain how menu dishes meet customer needs</p> <p>L03 Be able to cook dishes</p>	<p>Continue with further research on nutrient deficiencies - visible and on-visible symptoms https://www.eatright.org/food/vitamins-and-supplements/types-of-vitamins-and-nutrients/is-your-body-trying-to-tell-you-something-common-nutrient-inadequacies-and-deficiencies</p> <p>Coursework preparation practice - Knowledge organiser</p> <p>Coursework preparation practice - Knowledge organiser</p> <p>https://www.youtube.com/watch?v=f0ZxyoN9ax0</p>

	<p>Practical work</p> <p>Preparing suitable recipes for a target group, with a specific nutritional need.</p> <p>Recipes will consist of a range of different commodities dependent on season, including starters, mains and desserts from; meat, fish, poultry, eggs, dairy and vegetarian alternatives.</p> <p>A range of cooking methods to be considered.</p>	
Half Term 2 (Nov-Dec)	<p>UNIT2 - Mock exam / coursework</p> <p>Detailed feedback will be given this once as it is the only time allowed</p> <ul style="list-style-type: none"> - Areas to recap - Areas in the mocks students need to improve to progress further <p>L02 Understand menu planning</p> <p>AC2.4 Plan production of dishes for a menu</p> <p>Planning for two dishes</p> <p>Consideration must be shown to</p> <p>E.g:</p> <ul style="list-style-type: none"> - Timings - Equipment - Special points (contingencies) - Health and safety points <p>L03 Be able to cook dishes</p> <ul style="list-style-type: none"> • Menu styles • Proposing dishes for a menu • Food and environmental issues • Costs • Dietary requirements • Production <p>Revision in preparation for UNIT1 resits in January (will only apply to relevant students)</p>	Coursework preparation practice - Knowledge organiser
Half Term 3 (Jan-Feb)	<p>UNIT2 - Coursework (60% of overall qualification)</p> <p>L03 Be able to cook dishes</p> <p>AC3.2 Assure quality of commodities to be used in food preparation</p>	

	<p>Peer and self-assessment against the quality assurance in food preparation.</p> <p>Commodities</p> <ul style="list-style-type: none"> • Poultry, fish and meat • Eggs • Dairy • Cereals • Fruit and vegetables • Soya products <p>Techniques used to cook and present</p> <ul style="list-style-type: none"> • Knife skills • Melting • Whisking • Rubbing in • Hydrating • Dehydrating • Spun sugar • Garnishing for sweet and savoury dishes 	
Half Term 4 (Feb-Mar)	<p>AC3.2 Assure quality of commodities to be used in food preparation</p> <p>Teacher assessment against the criteria</p> <p>E.g:</p> <ul style="list-style-type: none"> - Smell / Aroma - Appearance - Texture <p>UNIT2 - Coursework - Practical assessment</p> <p>3hrs to prepare and plate 2 dishes</p>	
Half Term 5 (Apr-May)	<p>Assessment of Unit 2</p> <p>Moderation</p> <p>Revision lessons in preparation for UNIT1 resits in June (will only apply to students who missed the January resit)</p> <p>Level 2 Food Hygiene Certificate</p> <ul style="list-style-type: none"> - Online course with an assessment upon completion 	
Half Term 6 (Jun-Jul)	Study leave and other GCSE subject exams	

Examples of Home Learning Tasks	
Assessment Tasks, Methods & Frequency	<p>Assessment - peer/self/teacher assessed, time planning, assessment of preparation and cooking skills, Q&A (written test)</p> <p>Controlled assessment for coursework - Total of 9hrs</p> <p>Mock exams - mock coursework assessment</p> <p>UNIT 2 practical exam - 3hrs</p>
Equipment that Students Need	<p>Some resources are provided by the department. Students will also need to bring in some ingredients and a suitable, labelled container to take the food home.</p>

	Recommended textbook: Hospitality and Catering Level 1/ 2. Anita Tull, Alison Palmer. ISBN: 9781911208648
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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://healthy-kids.com.au/kids/high-school-2/macronutrients/ https://www.youtube.com/watch?v=CP1Lzx1wQX8 https://www.youtube.com/watch?v=Tokw9GE9hkQ https://www.youtube.com/watch?v=KD-FmeueFUo https://www.youtube.com/watch?v=AKR1g4aHNb4 https://www.nhs.uk/conditions/vitamins-and-minerals/ https://www.helpguide.org/harvard/vitamins-and-minerals.htm https://www.youtube.com/watch?v=7WnpSB14nDM https://www.nutrition.org.uk/nutritionscience/life.html https://getrevising.co.uk/diagrams/nutritional-needs-of-different-age-groups https://www.eatright.org/health/wellness/healthy-aging/special-nutrient-needs-of-older-adults https://www.ecowatch.com/how-does-cooking-affect-food-2642501577.html?rebelltitem=2#rebelltitem2 https://www.hypervibe.com/au/blog/baking-boiling-steaming-or-frying-how-cooking-affects-nutrients/ https://www.bbcgoodfood.com/seasonal-calendar/all https://www.youtube.com/watch?v=aqF3EuFm7vQ https://www.chefs-resources.com/kitchen-management-tools/kitchen-management-alley/modern-kitchen-brigade-system/ https://www.highspeedtraining.co.uk/hub/requirements-to-be-a-chef/ https://kindling.org.uk/sustainable-food-definition
Extra-Curricular Activities & Career Opportunities	

Who Can I Contact?	Head of Technology	Miss Jaber
	Teachers of Year 11 Technology	Mrs Cameron-Marques

Holy Family Catholic School Curriculum Overview

Year 11 – Technology: Graphics



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Children's Book Project (continued) Coursework 2 <ul style="list-style-type: none"> Character illustrations development Model making of characters using clay Storyboarding Exploring and experimenting book binding techniques 	<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 2 (Nov-Dec)	Children's Book Project (continued) Coursework 2 <ul style="list-style-type: none"> Book constructing 	<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 3 (Jan-Feb)	Component 2 Externally Set Assignment <p>AQA provide 7 starting points and students select and respond to one of these. Students will respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives:</p> <p>A01: Develop ideas, through investigation, demonstrating critical understanding of sources.</p> <p>A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>A03: Record ideas, observations and insights relevant intentions as work progresses.</p> <p>A04: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<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

	Students will start the preparatory period for the exam All work will be completed in their sketchbooks	
Half Term 4 (Feb-Mar)	Students will continue the preparatory period for the exam All work will be completed 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) ● 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)	Students will continue the preparatory period for the exam All work will be completed in their sketchbooks Exam - 10 hours of supervise time in class	<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 6 (Jun-Jul)	AQA exam moderation	

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"> ● Externally Set Assignment (teacher assessed and moderated by AQA)
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/

**Extra-Curricular
Activities & Career
Opportunities**

Graphic designer, web designer, app developer, illustrator, animator, interior designer, teaching,

**Who Can I
Contact?**

Head of Technology
Teachers of Year 11
Technology

Miss Jaber
Miss Jaber

Holy Family Catholic School Curriculum Overview Year 11 – Technology: Textiles



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>Component 2 (Coursework 2)</p> <p>Colour and Coral - Continuing from the previous term in Year 10 with their mood boards.</p> <p>Textiles decorative skills development: Exploring a range of textile techniques.</p> <ul style="list-style-type: none"> • Paper weaving • Fabric weaving • Using the embellisher • Punch needling • Applique/ reverse applique • Embellishing with hand embroidery, beans, buttons, sequins, etc • Cutwork <p>Take elements from their mood boards and develop their textiles skills. Minimum 2/3 ideas.</p> <p>Artist/designer research</p> <ul style="list-style-type: none"> • Introduction to 3 artists/designers and working on themes to develop and produce their own artwork/ response. • Look into fashion inspired by coral, under the sea, ocean, etc. <p>A01: Develop ideas, through investigation, demonstrating critical understanding of sources.</p> <p>A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>A03: Record ideas, observations and insights relevant intentions as work progresses.</p> <p>A04: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<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 • Research sewing techniques. • To visit exhibitions and galleries. Here are some exhibitions/galleries that may be useful or some interest: <ol style="list-style-type: none"> 1. Tate Modern 2. Tate Britain 3. Saatchi gallery 4. Fashion and Textiles Museum 5. Fashion Space Gallery 6. Victoria and Albert Museum 7. Museum of London 8. William Morris

Half Term 2 (Nov-Dec)	<p>Component 2 (Coursework 2)</p> <p>Final piece - Constructed top with short sleeves involving a decorative embellishment while bringing in the theme. This consists of</p> <ul style="list-style-type: none"> • Create a prototype using calico. • Following and using a pattern and production method; understanding how a textiles product is constructed. • Students to create a range of design ideas • Refine and select the final idea • Construct the final piece using white fabric as a base while adding textiles decorative skills. • Introduce pattern cutting skills • Operating a sewing machine safely and confidently. 	<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 • Research sewing techniques. • To visit exhibitions and galleries. Here are some exhibitions/galleries that may be useful or some interest: <ol style="list-style-type: none"> 1. Tate Modern 2. Tate Britain 3. Saatchi gallery 4. Fashion and Textiles Museum 5. Fashion Space Gallery 6. Victoria and Albert Museum 7. Museum of London 8. William Morris
Half Term 3 (Jan-Feb)	<p>Component 2 (Exam)</p> <p>Externally Set Assignment- Exam release date not confirmed (Jan 2023)</p> <p>AQA provides 7 starting points and students select and respond to one of these. Students will respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives:</p> <p>A01: Develop ideas, through investigation, demonstrating critical understanding of sources.</p> <p>A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>A03: Record ideas, observations and insights relevant intentions as work progresses.</p> <p>A04: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>Students will start the preparatory period for the exam</p> <p>All work will be completed in their sketchbooks</p>	<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 • Research sewing techniques. • To visit exhibitions and galleries. Here are some exhibitions/galleries that may be useful or some interest: <ol style="list-style-type: none"> 1. Tate Modern 2. Tate Britain 3. Saatchi gallery 4. Fashion and Textiles Museum 5. Fashion Space Gallery 6. Victoria and Albert Museum 7. Museum of London 8. William Morris

Half Term 4 (Feb-Mar)	<p>Students continue with their exam project covering all AO's.</p> <p>Students will continue the preparatory period for the exam</p> <p>All work will be completed in their sketchbooks</p>	<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 ● Research sewing techniques. ● To visit exhibitions and galleries. Here are some exhibitions/galleries that may be useful or some interest: <ol style="list-style-type: none"> 1. Tate Modern 2. Tate Britain 3. Saatchi gallery 4. Fashion and Textiles Museum 5. Fashion Space Gallery 6. Victoria and Albert Museum 7. Museum of London 8. William Morris
Half Term 5 (Apr-May)	<p>Students will continue the preparatory period for the exam</p> <p>All work will be completed in their sketchbooks</p> <p>Exam - 10 hours of supervise time in class</p>	<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 ● Research sewing techniques. ● To visit exhibitions and galleries. Here are some exhibitions/galleries that may be useful or some interest: <ol style="list-style-type: none"> 1. Tate Modern 2. Tate Britain 3. Saatchi gallery 4. Fashion and Textiles Museum 5. Fashion Space Gallery 6. Victoria and Albert Museum 7. Museum of London 8. William Morris
Half Term 6		<ul style="list-style-type: none"> ● GCSE Bitesize Art & Design

(Jun-Jul)	<p>Exam release date not confirmed</p> <p>AQA exam moderation</p>	<p>https://www.bbc.co.uk/bitesize/subjects/z6hs34j</p> <ul style="list-style-type: none"> • 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 • Research sewing techniques. • To visit exhibitions and galleries. Here are some exhibitions/galleries that may be useful or some interest: <ol style="list-style-type: none"> 1. Tate Modern 2. Tate Britain 3. Saatchi gallery 4. Fashion and Textiles Museum 5. Fashion Space Gallery 6. Victoria and Albert Museum 7. Museum of London 8. William Morris
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Examples of Home Learning Tasks	Completion of coursework (sketch books/ activities) in order to meet the deadline. 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	Artist/ Designer research/ Experimenting with textile techniques/ Outcome of final piece. Exam project.
Equipment that Students Need	Drawing pens, rubber, sharpener, colouring pencils, water colours, oil pastels, charcoal sticks, black fine liner pen.

Parent / Carers can help their child by:	<p>Parents/Carers can help their child by ensuring they check Google Classroom regularly so that they are aware of homework they need to bring to lessons.</p> <p>When possible let the students resource as much material including both primary and secondary. Art galleries are a great source of evidence to support their sketchbooks. Links are below.</p>
Useful Websites	<p>Victoria and Albert Museum - www.vam.ac.uk / Fashion and textiles Museum - www.ftmlondon.org / Natural History Museum - www.nhm.ac.uk / Saatchi Gallery - www.saatchigallery.com / Tate Galleries (Morden and Britain) - www.tate.org.uk / Sea Life - www.visitsealife.com / www.pinterest.co.uk - for visual aid, ideas and exploring graphic techniques / www.youtube.com for developing a specific technical skill)</p>
Extra-Curricular Activities & Career Opportunities	Fashion designer, Seamstress, Pattern Cutter, Graphic Designer, Illustrator, Animator, Interior Designer, Teaching, Fashion Photography, Fashion Journalism, Fashion Marketing, Visual Merchandising.

Who Can I Contact?	Head of Technology	Mr S. Nandlal
	Teachers of Year 11 Technology	Ms O'Donovan

Holy Family Catholic School Curriculum

Overview Year 11 - Travel & Tourism (BTEC)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Unit 3: The Travel and Tourism Customer Experience A: Investigate travel and tourism customer service	Travel & Tourism' BTEC First Level 2.. Pearson Education Limited, 2010 Travel and Tourism. Pearson Education Limited, 2013
Half Term 2 (Nov-Dec)	Unit 3: The Travel and Tourism Customer Experience B: Explore the needs and expectations of different types of customer 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 3: The Travel and Tourism Customer Experience C: Understand the important of customer service to travel and tourism	Travel & Tourism' BTEC First Level 2.. Pearson Education Limited, 2010 Travel and Tourism. Pearson Education Limited, 2013
Half Term 4 (Feb-Mar)	Unit 5: Factors Affecting Worldwide Travel and Tourism A investigate how climate, and worldwide time, can affect the appeal of worldwide destinations	Travel & Tourism' BTEC First Level 2.. Pearson Education Limited, 2010 Travel and Tourism. Pearson Education Limited, 2013
Half Term 5 (Apr-May)	Unit 5: Factors Affecting Worldwide Travel and Tourism A investigate how climate, and worldwide time, can affect the appeal of worldwide destinations B. Understand influential factors on worldwide travel and tourism destinations	Travel & Tourism' BTEC First Level 2.. Pearson Education Limited, 2010 Travel and Tourism. Pearson Education Limited, 2013
Half Term 6 (Jun-Jul)	Unit 5: Factors Affecting Worldwide Travel and Tourism B. Understand influential factors on worldwide travel and tourism destinations	Travel & Tourism' BTEC First Level 2.. Pearson Education Limited, 2010 Travel and Tourism. Pearson Education Limited, 2013

Examples of Home Learning Tasks	Why are passports and visas important travel documents? Research what entry requirements in the country travel advice sections on the Foreign Commonwealth Office (FCO) website. Research if visas are required for one chosen country in each continent and any other entry requirements.
Assessment Tasks, Methods & Frequency	Units 3 and 5 both 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.
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 11 Travel & Tourism	Ms Scullion, Mrs Traore