

# Curriculum Information Booklet



**Year 12**

# Holy Family Catholic School Curriculum Overview Year 12 –

## Art (A Level)



	Curriculum Content	Suggested Reading or Extension Activities
<b>Half Term 1 (Sept-Oct)</b>	<p>Introduction to Project 1 : Distortion Workshops 1</p> <ul style="list-style-type: none"> <li>• Research and analysis</li> <li>• Drawing methods</li> <li>• Painting methods</li> <li>• Printing methods</li> <li>• Collage methods</li> </ul> <p>Students to develop their knowledge, understanding and skills, to include: generating and developing ideas, researching primary and contextual sources, recording practical and written observations, exploring materials, processes, technologies and techniques</p>	<p><b>Books:</b>The story of Art - Ernst Gombrich  Ways of Seeing - John Berger  The story of Contemporary Art - Tony Godfrey  The Painted Word - Tom Wolfe  The Shock of the New - Robert Hughes  The Age of Collage - Silke Krohn  Black Artists Shaping the World - Sharna Jackson  Great Women Artists - Phaidon</p> <p>Completing and refining workshop processes that have been introduced in lesson/working independently in the art rooms on workshop</p>
<b>Half Term 2 (Nov-Dec)</b>	<p>Distortion Workshops 2</p> <ul style="list-style-type: none"> <li>• Surface preparation</li> <li>• Photo transfer</li> <li>• oil painting</li> <li>• Sculpture</li> <li>• Scanning, sewing, piercing and weaving</li> </ul> <p>Students to develop their knowledge, understanding and skills, to include: generating and developing ideas, researching primary and contextual sources, recording practical and written observations, exploring materials, processes, technologies and techniques</p>	<p><b>Gallery visits:</b> The photographers gallery, Tate Modern, Tate Britain, V&amp;A, South bank Centre, Hayward gallery, The national gallery, National Portrait gallery</p> <p>Completing and refining workshop processes that have been introduced in lesson/working independently in the art rooms on workshop</p>
<b>Half Term 3 (Jan-Feb)</b>	<ul style="list-style-type: none"> <li>• Artist Research on Distortion</li> <li>• Artist Transcript</li> <li>• Evaluation, Critique and Development of Ideas</li> <li>• Experiments and Selected Outcomes</li> </ul> <p>Development of ideas. Exploring a range of mediums and materials, Recording from primary and secondary sources</p>	<p><b>Websites:</b>  <a href="https://www.art2day.co.uk/">https://www.art2day.co.uk/</a>  password imagine  <a href="https://www.tate.org.uk/">https://www.tate.org.uk/</a>  <a href="https://www.artrabbit.com/">https://www.artrabbit.com/</a></p>
<b>Half Term 4 (Feb-Mar)</b>	Project 2 Thematic project	

	Personal development through Exploration of theme <ul style="list-style-type: none"> <li>• Initial Ideas</li> <li>• Observational drawings/ artist research/ analysis/transcript</li> <li>• Develop Ideas</li> <li>• research/ experimentation</li> <li>• 1st outcome</li> </ul>	
<b>Half Term 5 (Apr-May)</b>	Project 2 Thematic project Personal development through Exploration of theme <ul style="list-style-type: none"> <li>• Initial Ideas</li> <li>• Observational drawings/ artist research/ analysis/transcript</li> <li>• Develop Ideas</li> <li>• research/ experimentation</li> <li>• 2nd outcome</li> </ul>	
<b>Half Term 6 (Jun-Jul)</b>	Project 2 Thematic Project - 3rd outcome Exam plan/ Surface preparation  Art and Photography 10 hour Mock Exam (3rd Outcome)  4 assessment objectives - assess Project 2 Intro to Personal Study School Trip Holy Family Art and Photography Exhibition Personal Study Tutorials Personal Study deadline (1st Draft) 1000 words	

<b>Examples of Home Learning Tasks</b>	Workbook development Completing and refining workshop processes that have been introduced in lesson/working independently in the art rooms on workshop tasks.
<b>Assessment Tasks, Methods &amp; Frequency</b>	Assessment objectives covered A01 Develop, A02 Explore, A03 Record and A04 Present Regular 1:1 tutorials - Verbal and Written Feedback 10 hour mock exam (Jan2023)tbc 10 hour mock exam (Jun 2023)tbc  Self assessment task - Project 2  <b>Lesson plenary assessment to focus on:</b> <ul style="list-style-type: none"> <li>• Practical skills using a range of processes, techniques and mediums.</li> <li>• Research and analysis</li> </ul>
<b>Equipment that Students Need</b>	Pen, Pencil, Ruler, Rubber, sharpener, scissors, glue stick, colour pencils, watercolours, acrylic paints

<b>Parent / Carers can help their child by:</b>	Attending exhibitions, having basic equipment at home
<b>Useful Websites</b>	<a href="https://www.art2day.co.uk/">https://www.art2day.co.uk/</a> password imagine <a href="https://www.artrabbit.com/">https://www.artrabbit.com/</a> <a href="https://www.tate.org.uk/">https://www.tate.org.uk/</a>

	<a href="https://www.vam.ac.uk/">https://www.vam.ac.uk/</a> <a href="https://www.npg.org.uk/">https://www.npg.org.uk/</a>
<b>Extra-Curricular Activities &amp; Career Opportunities</b>	Art intervention catch up- Thursdays after school Mural and animation projects - to be arranged Visits by professionals/ Workshop/ exhibition opportunities with Deloitte - to be arranged

<b>Who Can I Contact?</b>	Head of Art	Mr Madden <a href="mailto:mr.madden@holyfamilycatholicschool.co.uk">mr.madden@holyfamilycatholicschool.co.uk</a>
	Teachers of Year 12 Art	Mr Madden <a href="mailto:mr.madden@holyfamilycatholicschool.co.uk">mr.madden@holyfamilycatholicschool.co.uk</a>

# Holy Family Catholic School Curriculum Overview Year 12 –



## Photography (A Level)

	Curriculum Content	Suggested Reading or Extension Activities
<b>Half Term 1 (Sept-Oct)</b>	<p>Introduction to Project 1 Distortion Workshops 1</p> <ul style="list-style-type: none"> <li>• Composition</li> <li>• Shutter Speed</li> <li>• Aperture</li> <li>• Low Light Photography and Studio Lighting</li> <li>• Photoshop Skills: Tone, Colour and Filters, Layers and Multi Me</li> <li>• Scanning, sewing, piercing and weaving</li> </ul> <p>Students to develop their knowledge, understanding and skills, to include: generating and developing ideas, researching primary and contextual sources, recording practical and written observations, exploring materials, processes, technologies and techniques</p>	<p><b>Books:</b> On Photography - Susan Sontag            Camera Lucida - Roland Barthes            The Photography Bible - Micheal Freeman            Ways of Seeing - John Berger            The story of Contemporary Art - Tony Godfrey            The Age of Collage - Silke Krohn</p>
<b>Half Term 2 (Nov-Dec)</b>	<p>Distortion Workshops 2</p> <ul style="list-style-type: none"> <li>• Surface preparation</li> <li>• Photo transfer</li> <li>• Analogue photography; cyanotypes</li> <li>• Analogue photography; chemigrams/ photograms</li> <li>• Analogue photography; processing film</li> <li>• Analogue photography; darkroom printing</li> </ul> <p>Students to develop their knowledge, understanding and skills, to include: generating and developing ideas, researching primary and contextual sources, recording practical and written observations, exploring materials, processes, technologies and techniques</p>	<p><b>Gallery visits:</b> The photographers gallery, Tate Modern, Tate Britain, V&amp;A, South bank Centre, Hayward gallery, The national gallery, National Portrait gallery</p>
<b>Half Term 3 (Jan-Feb)</b>	<ul style="list-style-type: none"> <li>• Photographer Research on Distortion</li> <li>• Photographer Transcript</li> <li>• Evaluation, Critique and Development of Ideas</li> <li>• Experiments and Selected Outcomes</li> <li>• Mock Exam (10hours)tbc</li> </ul> <p>Development of ideas. Exploring a range of mediums and materials, Recording from primary and secondary sources</p>	<p><b>Websites:</b>  <a href="https://www.art2day.co.uk/">https://www.art2day.co.uk/</a>            password imagine  <a href="https://www.tate.org.uk/">https://www.tate.org.uk/</a>  <a href="https://www.artrabbit.com/">https://www.artrabbit.com/</a></p>
<b>Half Term 4 (Feb-Mar)</b>	Project 2 Thematic project	

	Personal development through Exploration of theme <ul style="list-style-type: none"> <li>• Initial Ideas</li> <li>• Plan and shoot/ photographer research/ analysis/transcript</li> <li>• Develop Ideas</li> <li>• research/ experimentation</li> <li>• 1st outcome</li> </ul>	
<b>Half Term 5 (Apr-May)</b>	Project 2 Thematic project Personal development through Exploration of theme <ul style="list-style-type: none"> <li>• Initial Ideas</li> <li>• Plan and shoot/photographer research/ analysis/transcript</li> <li>• Develop Ideas</li> <li>• research/ experimentation</li> <li>• 2nd outcome</li> </ul>	
<b>Half Term 6 (Jun-Jul)</b>	Project 2 Thematic Project - 3rd outcome Exam plan/ Surface preparation  Art and Photography 10 hour Mock Exam Present 3rd Outcome  4 assessment objectives - assess project 2 Intro to Personal Study School Trip tbc Holy Family Art and Photography Exhibition Personal Study Tutorials Personal Study deadline (1st Draft) 1000 words	

<b>Examples of Home Learning Tasks</b>	Workbook development Completing and refining workshop processes that have been introduced in lesson/working independently in the art rooms on workshop tasks.
<b>Assessment Tasks, Methods &amp; Frequency</b>	Assessment objectives covered A01 Develop, A02 Explore, A03 Record and A04 Present  Regular 1:1 tutorials - Verbal and Written Feedback 10 hour mock exam (Jan2023)tbc 10 hour mock exam (Jun 2023)tbc  <b>Lesson plenary assessment to focus on:</b> <ul style="list-style-type: none"> <li>• Practical skills using a range of processes, techniques and mediums.</li> <li>• Research and analysis</li> </ul>
<b>Equipment that Students Need</b>	Pen, Pencil, Ruler, Rubber, sharpener, scissors. glue stick, camera

<b>Parent / Carers can help their child by:</b>	Attending exhibitions, having basic equipment at home
<b>Useful Websites</b>	<a href="https://www.art2day.co.uk/">https://www.art2day.co.uk/</a> password imagine <a href="https://www.artrabbit.com/">https://www.artrabbit.com/</a> <a href="https://www.tate.org.uk/">https://www.tate.org.uk/</a> <a href="https://www.vam.ac.uk/">https://www.vam.ac.uk/</a> <a href="https://www.npg.org.uk/">https://www.npg.org.uk/</a> <a href="https://thephotographersgallery.org.uk/">https://thephotographersgallery.org.uk/</a>

<b>Extra-Curricular Activities &amp; Career Opportunities</b>	Art intervention catch up- Thursdays after school Mural and animation projects - to be arranged Visits by professional artists/Workshop/ exhibition opportunities with Deloitte - to be arranged
---	--

<b>Who Can I Contact?</b>	Head of Photography	Mr Madden <a href="mailto:mr.madden@holyfamilycatholicschool.co.uk">mr.madden@holyfamilycatholicschool.co.uk</a>
	Teachers of Year 12 Photography	Ms Hammond <a href="mailto:ms.hammond@holyfamilycatholicschool.co.uk">ms.hammond@holyfamilycatholicschool.co.uk</a>

# Holy Family Catholic School Curriculum Overview Year 12 – Biology (A Level)



	Curriculum Content: Exam Board AQA	Suggested Reading or Extension Activities
<b>Half Term 1 (Sept-Oct)</b>	<p><b>3.1 Biological Molecules</b> This is a key topic which introduces the main biological molecules that students will need an understanding of for the whole course. This includes, Carbohydrates, Lipids, Proteins, Nucleic acids and Water. <b>Includes Required Practical 1</b></p> <p><b>3.2 Cells</b> This topic will look at the features in all cells and how we study them. It will also look into how cells arise from other cells including binary fission, mitosis and meiosis. <b>Includes Required Practical 2</b></p>	<p>Pixl Independence: Biological Molecules and Cells</p> <p>The Spark of Life by Frances Ashcroft</p>
<b>Half Term 2 (Nov-Dec)</b>	<p><b>3.2.3 Transport across Cell Membranes</b> This topic will look at the structure of the cell membrane along with the different processes of substances being transported across. <b>Includes Required Practical 3 and 4</b></p> <p><b>3.2.4 Cell Recognition and Immune system</b> This topic will study how cells can communicate with others to allow the recognition of 'self' and 'foreign' cells and how we respond to them in an immune response.</p>	<p>The Machinery of Life by David Goodsell</p> <p>Bad Science by Ben Goldacre</p>
<b>Half Term 3 (Jan-Feb)</b>	<p><b>3.3.3 Exchanging Substances</b> This topic will study the different ways in which substances are exchanged between the internal and external environments of organisms.</p> <p><b>3.4 DNA and Protein synthesis</b> This topic will look at the structure of DNA and chromosomes and the process of making proteins in the cell.</p> <p><b>3.4.4 Genetic Diversity</b> This topic will look at how genetic diversity can be caused by gene mutations, chromosome mutation or random factors due to meiosis and fertilisation. This diversity is acted upon by natural selection, resulting in species becoming better adapted to their environment. <b>Includes Required Practical 6</b></p>	<p>Pixl Independence: Exchange</p> <p>Genome by Matt Ridley</p> <p>The Double Helix by James Watson</p>



<b>Half Term 4 (Feb-Mar)</b>	<b>3.3.4 Mass Transport in plants and animals</b> This topic will look at the different ways in which substances, which have been exchanged, are now transported around the organism. This is to ensure that diffusion gradients are maintained <b>Includes Required Practical 5</b>  <b>3.4.5 Species and Biodiversity</b> This topic will look at what a species can be defined as and how they are classified and how we can measure biodiversity using species richness and an index of diversity.	Pixl Independence: Transport and Genetic Diversity  The Selfish Gene by Richard Dawkins  Do We Need Pandas? by Ken Thompson  The Variety of Life Colin Tudge
<b>Half Term 5 (Apr-May)</b>	<b>Maths in Biology</b> This term we will study the maths requirement of the Biology specification including the three statistical tests; Chi squared, T test and Spearman's Rank. <b>Preparation for end of year exams.</b>	
<b>Half Term 6 (Jun-Jul)</b>	<b>3.5 Photosynthesis and Respiration</b> This is where the year 2 lessons begin with Photosynthesis. In this topic we will look at how life depends on continuous transfers of energy. In both processes we will study the production of ATP which is the molecule which provides energy to the organism.	The Life of a Leaf by Steven Vogel  The Private Life of Plants by David Attenborough

<b>Examples of Home Learning Tasks</b>	Pixl Knowledge and Independence Completion of Lab book for required Practicals
<b>Assessment Tasks, Methods &amp; Frequency</b>	Students will be given Formal assessments every half term in line with the assessment weeks in the school calendar. Questions will be synoptic of the topics they have been studying up to that point.  Students will also be given 'Progress Tests' which will be used to check their understanding of the topic they have just completed.  All assessments will use published AQA exam questions from previous years and specifications.  Students lab books will be marked and assessed against the CPAC skills after every required practical.
<b>Equipment that Students Need</b>	Folders and dividers for each teacher and topic. Pen, pencil, ruler, rubber, scientific calculator, sharpener.

<b>Parent / Carers can help their child by:</b>	Make sure they have a quiet space to study with no distractions. Encourage them to not listen to music, use their phone when studying. Help with flashcard revision, quiz them and help check their answers. Encourage them to make a study timetable to organise their time.
<b>Useful Websites</b>	<a href="https://www.aqa.org.uk/subjects/science/as-and-a-level/biology-7401-7402">https://www.aqa.org.uk/subjects/science/as-and-a-level/biology-7401-7402</a> <a href="https://www.youtube.com/c/MissEstruch">https://www.youtube.com/c/MissEstruch</a> <a href="https://www.youtube.com/c/BiologyPracticalActivitiesandRevision">https://www.youtube.com/c/BiologyPracticalActivitiesandRevision</a> <a href="https://www.physicsandmathstutor.com/biology-revision/a-level-aqa/">https://www.physicsandmathstutor.com/biology-revision/a-level-aqa/</a>
<b>Extra-Curricular Activities &amp; Career Opportunities</b>	Sutton Trust Summer School Programmes Epping Forest/Kew Gardens fieldwork

Who Can I Contact?	Head of Science	Mr T. Thrasivoulou
	KS5 Science Co-ordinator	Mr A. Yohannes
	Teachers of Year 12 Biology	Mr Yohannes Mrs Wilbraham Mr O'Brien

# Holy Family Catholic School Curriculum Overview Year 12 – AQA A level Business Studies



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p><b>3.1 What is business (OZB)</b></p> <ul style="list-style-type: none"> <li>Why businesses set objectives</li> <li></li> </ul> <p>The measurement and importance of profit</p> <ul style="list-style-type: none"> <li>Why do businesses exist?</li> </ul> <p><b>3.2 Managers, leadership and decision making (CET)</b></p> <ul style="list-style-type: none"> <li>What managers do</li> <li>The effectiveness of different styles of management and leadership</li> <li>Scientific vs hunch decision making</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul> <p><a href="http://www.bbc.co.uk/news/business">www.bbc.co.uk/news/business</a></p> <p><a href="https://www.reuters.com/news/archive/businessNews">https://www.reuters.com/news/archive/businessNews</a></p> <ul style="list-style-type: none"> <li>Alibaba: The House That Jack Ma Built.</li> <li>Onward: How Starbucks Fought for Its Life without Losing Its Soul.</li> <li>Steve Jobs: The Exclusive Biography.</li> <li>Shoe Dog: A Memoir by the Creator of NIKE</li> <li>What you see is what you get- Sir Alan Sugar</li> </ul>
Half Term 2 (Nov-Dec)	<p><b>3.3 Decision making to improve marketing performance (OZB)</b></p> <ul style="list-style-type: none"> <li>the role of marketing</li> <li>the marketing mix</li> <li><b>STP</b></li> <li>market size</li> <li>market share</li> <li>brand loyalty</li> </ul> <p><b>3.4 Decision making to improve operational performance (CET)</b></p> <ul style="list-style-type: none"> <li>Operational objectives include:</li> <li>costs</li> <li>quality</li> <li>environmental objectives</li> <li>added value</li> </ul>	<p>Current companies news is always used in the lesson to aid application to the real work of business</p> <ul style="list-style-type: none"> <li>Seneca</li> <li><a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a></li> <li>Tutor2u-business</li> <li>Tutor2u booklets</li> <li>Teacher study pack</li> <li>BBC business news</li> </ul>

<b>Half Term 3 (Jan-Feb)</b>	<b>3.3 Decision making to improve marketing performance (OZB)</b> <ul style="list-style-type: none"> <li>• market size</li> <li>• market share</li> <li>• brand loyalty</li> <li>• PED and YED</li> </ul> <b>3.4 Decision making to improve operational performance (CET)</b> <ul style="list-style-type: none"> <li>• lean management</li> <li>• JIT</li> <li>• TQM</li> <li>• Buffer stocks</li> </ul>	<ul style="list-style-type: none"> <li>• Seneca</li> <li>• Tutor2u-business</li> <li>• Tutor2u booklets</li> <li>• Teacher study pack</li> <li>• BBC business news</li> </ul>
<b>Half Term 4 (Feb-Mar)</b>	<b>3.5 Decision making to improve financial performance (CET)</b> <ul style="list-style-type: none"> <li>• The distinction between cash flow and profit</li> <li>• The distinction between gross profit, operating profit and profit for the Cash flow objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Seneca</li> <li>• <a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a></li> <li>• Tutor2u-business</li> <li>• Tutor2u booklets</li> <li>• Teacher study pack</li> <li>• BBC business news</li> </ul>
<b>Half Term 5 (Apr-May)</b>	<b>3.5 Decision making to improve financial performance (CET)</b> <ul style="list-style-type: none"> <li>• Break-even</li> <li>• Profit and loss accounts</li> <li>• Profitability ratio (GPM, NPM, ROCE)</li> </ul> <b>3.6 Decision making to improve human resource performance (OZB)</b> <ul style="list-style-type: none"> <li>• Human resource objectives include: <ul style="list-style-type: none"> <li>• employee engagement and involvement</li> <li>• talent development, training, diversity</li> </ul> </li> <li>• Role of Trade Union</li> <li>• Motivational theories</li> </ul>	<ul style="list-style-type: none"> <li>• Seneca</li> <li>• <a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a></li> <li>• Tutor2u-business</li> <li>• Tutor2u booklets</li> <li>• Teacher study pack</li> <li>• BBC business news</li> </ul>
<b>Half Term 6 (Jun-Jul)</b>	1.Topic learned group tasks 2.Application to news tasks 3. Introduction to Ratio analysis (Yr2 content) (CET) 4. Introduction to vital business theories for Yr 2 content (OZB)	<ul style="list-style-type: none"> <li>• Teacher revision packs</li> <li>• Tutor2u revision video</li> </ul>

<b>Examples of Home Learning Tasks</b>	<ol style="list-style-type: none"> <li>1. Pre-reading tasks</li> <li>2. Complete hw set to consolidate in-class learning( usually 9 , 16 and 25 mark essays)</li> </ol>
<b>Assessment Tasks, Methods &amp; Frequency</b>	Students will learn key term tests within the lesson . and they will use a learning map to summarise the unit of study. They will do end of the topic tests to assess and consolidate knowledge .Students will also participate in regular school assessment examinations. These tests will inform the classroom teacher and pupils of any knowledge gaps that need to be tackled before moving forward with the curriculum.
<b>Equipment that Students Need</b>	Calculator, black pen, green pen and highlighters. An A4 notebook with dividers if possible

<b>Parent / Carers can help their child by:</b>	Help your child to keep stay abreast of the news, as businesses performance is affected by economic, legal and political news. Watch business programmes with your child ( Dragons Den, The Apprentice, Panorama business documentary which are related to business or the economy ) <b>Check that your child is uploading homework set by their classroom teacher on Google classroom.</b>
<b>Useful Websites</b>	<a href="https://www.reuters.com/news/archive/businessNews">https://www.reuters.com/news/archive/businessNews</a> <a href="http://www.bbc.co.uk/news/business">www.bbc.co.uk/news/business</a> <a href="https://www.bloomberg.com/businessweek">https://www.bloomberg.com/businessweek</a> <a href="http://www.bankofengland.co.uk/">http://www.bankofengland.co.uk/</a> <a href="http://www.tutor2u.com">www.tutor2u.com</a> <a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a>
<b>Extra-Curricular Activities &amp; Career Opportunities</b>	Tycoon club to encourage enterprise activities Trips to Amazon; working in the city day trips; business trip to Cadbury's world

<b>Who Can I Contact?</b>	Head of Business Studies	Mrs Cesario-Ziten <a href="mailto:mrs.cesario-ziten@holyfamilycatholicschool.co.uk">mrs.cesario-ziten@holyfamilycatholicschool.co.uk</a>
	Teachers of Year 12 Business Studies	Mrs Cesario-Ziten Miss Ozpalas

# Holy Family Catholic School Curriculum Overview Year 12 – BTEC Level 3 Diploma in Business



	Curriculum Content	Suggested Reading or Extension Activities
<b>Half Term 1 (Sept-Oct)</b>	<p><b>Unit 1-Exploring Business ( assignment 1)</b> In this introductory unit, learners study the purposes of different businesses, their structure, the effect of the external environment, and how they need to be dynamic and innovative to survive. <i>This unit is internally assessed by your classroom teachers.</i></p> <p><b>Unit 2: Developing a Marketing Campaign</b> Learners will gain skills relating to, and an understanding of, how a marketing campaign is developed.</p> <p><i>This unit is assessed under supervised conditions. Learners have access to Part A for a 2 hour preparation period with the <b>Part B assessment being a 3 hour supervised session.</b> The assessment is set and marked by Pearson.</i></p> <p><b>Unit 3- Personal and Business Finance</b> Learners study the purpose and importance of personal and business finance. They will develop the skills and knowledge needed to understand, analyse and prepare financial information. <i>This unit is assessed by a written examination set by Pearson. The examination will be two hours in length. The number of marks for the examination is 80</i></p>	<ul style="list-style-type: none"> <li>• <b>Seneca ( Unit 2)</b></li> <li>• <a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a></li> <li>• Tutor2u-business</li> <li>• Teacher study packs</li> <li>• BBC business news</li> </ul>
<b>Half Term 2 (Nov-Dec)</b>	<p><b>Unit 1-Exploring Business</b> (assignment 2) <b>Unit 2: Developing a Marketing Campaign</b> preparation for January examination <b>Unit 3- Personal and Business Finance</b> preparation for January examination</p>	<ul style="list-style-type: none"> <li>• <b>Seneca ( Unit 2 &amp; 3)</b></li> <li>• <a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a></li> <li>• Tutor2u-business</li> <li>• Teacher study packs</li> <li>• BBC business news</li> </ul>
<b>Half Term 3 (Jan-Feb)</b>	<p><b>Unit 1-Exploring Business</b> ( assignment 3) <b>Revision for exams in January ( Unit 2 and Unit 3)</b></p> <p><b>Unit 5-International Businesses ( assignment 1)</b> Learners study how UK businesses develop strategies to trade globally. Learners will also consider the factors that influence the implementation of these strategies. <i>This unit is internally assessed by your classroom teachers.</i></p>	<ul style="list-style-type: none"> <li>• Tutor2u-business</li> <li>• <b>Teacher study packs</b> <a href="https://www.twoteachers.co.uk/">https://www.twoteachers.co.uk/</a></li> </ul>

<b>Half Term 4 (Feb-Mar)</b>	<b>Unit 5-International Businesses ( assignment 2)</b>  <b>Unit 6- Principle of Management</b> An introduction to management theories- This unit enables learners to understand how the role of management and leadership in the workplace contributes towards business success.  Part A is released one week before Part B is scheduled for learners to prepare. Learners will take Part B in a <b>supervised assessment in a single three-hour session timetabled by Pearson.</b> The assessment is set and marked by Pearson. The number of marks for the unit is 88	<ul style="list-style-type: none"> <li>• <b>Seneca ( Unit 6)</b><a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a></li> <li>• Tutor2u-business</li> <li>• Teacher study packs</li> <li>• BBC business news</li> </ul>
<b>Half Term 5 (Apr-May)</b>	<b>Unit 5-International Businesses (( assignment 3)</b>	
<b>Half Term 6 (Jun-Jul)</b>	<b>Unit 6- Principle of Management</b> Immersion in the business world: Research tasks and presentations Who are the best employers to work for? How do they motivate their workforce? Research the best CEO of incorporated companies Leadership vs management	<ul style="list-style-type: none"> <li>• <b>Seneca ( Unit 6)</b></li> <li>• Tutor2u-business</li> <li>• Teacher study packs</li> <li>• BBC business news</li> </ul>

<b>Examples of Home Learning Tasks</b>	Coursework will be to complete the various units taught by the three different teachers. Students will work on three different units concurrently. Revision tasks set for external units such a Unit 2, 3, and 6
<b>Assessment Tasks, Methods &amp; Frequency</b>	Students will learn key term tests within the lesson . and they will use a learning map to summarise the unit of study. They will do end of the topic tests to assess and consolidate knowledge. Students will also participate in regular school assessment examinations. These tests will inform the classroom teacher and pupils of any knowledge gaps that need to be tackled before moving forward with the curriculum.
<b>Equipment that Students Need</b>	Students will need access to a computer to complete their tasks and CW Students should have their own Business notebook for CW notes and revision notes. A booklet and assessment guidance will be provided for each unit online access

<b>Parent / Carers can help their child by:</b>	Help your child to keep stay abreast of the news, as businesses performance is affected by economic, legal and political news. Watch business programmes with your child ( Dragons Den, The Apprentice, Panorama business documentary which are related to business or the economy <b>Check that your child is uploading homework set by their classroom teacher on Google classroom.</b>
<b>Useful Websites</b>	<a href="http://www.bbc.co.uk/news/business">www.bbc.co.uk/news/business</a> <a href="https://www.bloomberg.com/businessweek">https://www.bloomberg.com/businessweek</a> <a href="http://www.bankofengland.co.uk/">http://www.bankofengland.co.uk/</a> <a href="http://www.tutor2u.com">www.tutor2u.com</a> <a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a>

<b>Extra-Curricular Activities &amp; Career Opportunities</b>	Tycoon club to encourage enterprise activities Trips to Amazon; working in the city day trips; business trip to Cadbury's world
---	--

<b>Who Can I Contact?</b>	Head of Business Studies	Mrs Cesario-Ziten <a href="mailto:mrs.cesario-ziten@holyfamilycatholicschool.co.uk">mrs.cesario-ziten@holyfamilycatholicschool.co.uk</a>
	Teachers of Year 12 Business Studies	Ms Butt Miss Ozpalas Mrs Cesario-Ziten



# Holy Family Catholic School Curriculum

## Overview Year 12 – Chemistry (A Level)



	Teacher 1	Teacher 2	
<b>Half Term 1 (Sept-Oct)</b>	<p><b>3.1.1 Atomic structure</b> This topic develops GCSE knowledge about the atom.</p> <p><b>3.1.2 Amount of substance</b> This is a key topic that touches on every other topic in the course. When chemists measure out an amount of a substance, they use an amount in moles. An amount in moles can be measured out by mass in grams, by volume in dm<sup>3</sup> of a solution of known concentration and by volume in dm<sup>3</sup> of a gas.</p> <p><b>Required practical 1</b></p>	<p><b>3.3.1 Introduction to organic chemistry</b> Organic chemistry is the study of the millions of covalent compounds of the element carbon.</p> <p><b>3.3.2 Alkanes</b> Alkanes are the main constituent of crude oil, which is an important raw material for the chemical industry. Alkanes are also used as fuels and the environmental consequences of this use are considered in this section.</p> <p><b>3.3.3 Halogenoalkanes</b> Halogenoalkanes are much more reactive than alkanes. They have many uses, including as refrigerants, as solvents and in pharmaceuticals. The use of some halogenoalkanes has been restricted due to the effect of chlorofluorocarbons (CFCs) on the atmosphere.</p>	<p>Periodic Tales: The Curious Lives of the Elements by Hugh Aldersey-Williams</p>
<b>Half Term 2 (Nov-Dec)</b>	<p><b>3.1.3 Bonding</b> This topic requires solid understanding of bonding from GCSE and develops it further. The physical and chemical properties of compounds depend on the ways in which the compounds are held together by chemical bonds and by intermolecular forces. Materials scientists use knowledge of structure and bonding to engineer new materials with desirable properties. These new materials may offer new applications in a range of different modern technologies.</p>	<p><b>3.3.4 Alkenes</b> In alkenes, the high electron density of the carbon-carbon double bond leads to attack on these molecules by electrophiles. This section also covers the mechanism of addition to the double bond and introduces addition polymers, which are commercially important and have many uses in modern society.</p> <p><b>3.3.5 Alcohols</b> Alcohols have many scientific, medicinal and industrial uses. Ethanol is one such alcohol and it is produced using different methods, which are considered in this section. Ethanol can be used as a biofuel.</p>	<p>The Science of Everyday Life: Why Teapots Dribble, Toast Burns and Light Bulbs Shine by Marty Jopson</p>

		<b>Required practical 5</b>  <b>3.3.6 Organic analysis</b> Our understanding of organic molecules, their structure and the way they react, has been enhanced by organic analysis. This section considers some of the analytical techniques used by chemists, including test-tube reactions and spectroscopic techniques. <b>Required practical 6</b>	
<b>Half Term 3</b> <b>(Jan-Feb)</b>	<b>3.1.4 Energetics</b> The enthalpy change in a chemical reaction can be measured accurately. It is important to know this value for chemical reactions that are used as a source of heat energy in applications such as domestic boilers and internal combustion engines <b>Required practical 2</b>	<b>3.2.1 Periodicity</b> The Periodic Table provides chemists with a structured organisation of the known chemical elements from which they can make sense of their physical and chemical properties. The historical development of the Periodic Table and models of atomic structure provide good examples of how scientific ideas and explanations develop over time.	Bad Science by Ben Goldacre
<b>Half Term 4</b> <b>(Feb-Mar)</b>	<b>3.1.5 Kinetics</b> The study of kinetics enables chemists to determine how a change in conditions affects the speed of a chemical reaction. <b>Required practical 3</b>  <b>3.1.6 Chemical equilibria, Le Chatelier's principle and K<sub>c</sub></b> A study of equilibria indicates how far reactions will go. Le Chatelier's principle can be used to predict the effects of changes in temperature, pressure and concentration on the yield of a reversible reaction. This has important consequences for many industrial processes	<b>3.2.2 Group 2</b> The elements in Group 2 are called the alkaline earth metals. The trends in the solubilities of the hydroxides and the sulfates of these elements are linked to their use. Barium sulfate, magnesium hydroxide and magnesium sulfate have applications in medicines whilst calcium hydroxide is used in agriculture to change soil pH, which is essential for good crop production and maintaining the food supply.	Caesar's Last Breath: The Epic Story of The Air Around Us by Sam Kean

<b>Half Term 5 (Apr-May)</b>	<b>3.1.7 Oxidation, reduction and redox equations</b> Redox reactions involve a transfer of electrons from the reducing agent to the oxidising agent. This was introduced in GCSE and is developed further here.	<b>3.2.3 Group 7</b> The halogens in Group 7 are very reactive non-metals. Trends in their physical properties are examined and explained. Fluorine is too dangerous to be used in a school laboratory but the reactions of chlorine are studied. Challenges in studying the properties of elements in this group include explaining the trends in ability of the halogens to behave as oxidising agents and the halide ions to behave as reducing agents.	Elephants on Acid by Alex Boese
<b>Half Term 6 (Jun-Jul)</b>	<b>End of year exams</b> <b>Enrichment opportunities</b> <b>Start year 13 content</b>	<b>End of year exams</b> <b>Enrichment opportunities</b> <b>Start year 13 content</b>	

<b>Examples of Home Learning Tasks</b>	Completion of all classwork CPAC lab reports Exam style questions Online learning platforms Pixl Knowledge and Independence Completion of Lab book for required Practicals
<b>Assessment Tasks, Methods &amp; Frequency</b>	Formal assessments every half term in line with the assessment weeks in the school calendar. Questions will be synoptic of the topics they have been studying up to that point. Students lab books will be marked and assessed against the CPAC skills after every required practical. End of topic tests Mock exams
<b>Equipment that Students Need</b>	Folders and dividers for each teacher and topic. Pen, pencil, ruler, rubber, scientific calculator, sharpener.

<b>Parent / Carers can help their child by:</b>	Students will require a quiet space to study with no distractions. Encourage them to stay away from social media when studying. Encourage them to create a study timetable to organise their time. Joining the 'Google Classroom' to enable discussion about their learning and homework requirements.
<b>Useful Websites</b>	<a href="https://www.physicsandmathstutor.com/">https://www.physicsandmathstutor.com/</a> <a href="https://www.khanacademy.org/">https://www.khanacademy.org/</a> <a href="https://www.scisheets.co.uk/">https://www.scisheets.co.uk/</a>
<b>Extra-Curricular Activities &amp; Career Opportunities</b>	Careers talks and podcasts. Join Eco-council

<b>Who Can I Contact?</b>	Head of Science	Mr Thrasivoulou
	KS5 Science Co-ordinator	Mr Yohannes
	Teachers of Year 12 Chemistry	Ms Murtagh    Mr Mensah    Ms Paschalides

# Holy Family Catholic School Curriculum Overview Year 12 –

## ICT (BTEC)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p><b>Unit 1: Information Technology Systems</b></p> <p>A1 Digital devices, their functions and use The features and uses of digital devices in IT systems to meet the needs of individuals and organisations.</p> <p>A2 Peripheral devices and media The features and uses of peripheral devices and media in IT systems to meet the needs of individuals and organisations.</p> <p>A3 Computer software in an IT system The concepts and implications of the use of, and relationships between, hardware and software that form large- and small-scale IT systems and their impact on individuals and organisations.</p> <p>A4 Emerging technologies How emerging technologies can be used by individuals and organisations.</p> <p>A5 Choosing IT systems How the features of an IT system can affect its performance and/or the performance of a larger IT system.</p> <p>B Transmitting data The concepts, process and implications of transferring data within and between IT systems.</p> <p>B1 Connectivity</p> <p>B2 Networks The concepts and implications for individuals and organisations of connecting devices to form a network.</p> <p>B3 Issues relating to transmission of data How the features and processes of data transmission affect the use and performance of IT systems.</p>	<p>Extended reading can be done via Pearson revision guide and revision workbook.</p> <p>Also online revision via: <a href="https://www.knowitallninja.com">https://www.knowitallninja.com</a></p>
Half Term 2 (Nov-Dec)	<p>C Operating online The implications for individuals and organisations of using online IT systems.</p> <p>C1 Online systems The features, impact and implications of the use of online IT systems to store data and perform tasks.</p> <p>C2 Online communities The features of online communities and the implications of their widespread use for organisations and individuals.</p> <p>D Protecting data and information</p>	<p>Create a mind map to operating online: <a href="#">Operating Online   Mind Map (goconqr.com)</a></p> <p>Extended reading opportunity: <a href="#">10 things you can do to protect your data   TechRepublic</a></p>

	<p>The issues and implications of storing and transmitting information in digital form.</p> <p>D1 Threats to data, information and systems The implications of accidental and malicious threats to the security and integrity of data, held in, and used by, IT systems.</p> <p>D2 Protecting data The features, uses and implications of systems and procedures used to protect the data of individuals and organisations.</p>	
Half Term 3 (Jan-Feb)	<p>E Impact of IT systems The uses, issues and implications of IT systems and their impact on individuals and organisations.</p> <p>E1 Online services How the features of online services are used to meet the needs of individuals and organisations.</p> <p>E2 Impact on organisations</p> <p>E3 Using and manipulating data The uses, processes and implications for individuals and organisations of accessing and using data and information in digital form.</p> <p>F Issues The concepts, impacts and implications of issues resulting from the use of IT systems.</p> <p>F1 Moral and ethical issues The implications, for individuals, organisations and wider society, of moral and ethical factors of using information technology.</p> <p>F2 Legal issues The legal issues relating to the use of IT systems and the implications for individuals, organisations and wider society.</p>	<p>Extended reading opportunity: <a href="#">Impact of Information Technology in an Organization - Use of Technology</a></p>
Half Term 4 (Feb-Mar)	<p><b>Unit 3: Using Social Media in Business</b></p> <p>Learning aim A: Explore the impact of social media on the ways in which businesses promote their products and services</p> <p>A1 Social media websites</p> <p>A2 Business uses of social media</p> <p>A3 Risks and issues</p>	<p>Extended reading opportunity: <a href="#">The Importance of Social Media in Business for Entrepreneurial Success (lyfemarketing.com)</a></p>
Half Term 5 (Apr-May)	<p>Learning aim B: Develop a plan to use social media in a business to meet requirements</p> <p>B1 Social media planning processes Processes to consider when planning the potential use of social media in a business</p> <p>B2 Business requirements</p> <p>B3 Content planning and publishing Planning posts and other content to be published on social media websites</p> <p>B4 Developing an online community Working with a client to develop a strategy to encourage online community building</p> <p>B5 Developing a social media policy</p>	<p>Create a social media account from home due to social media accounts being blocked on school networks. Using Instagram/Facebook/Twitter etc...</p>

	Working with a client to create a social media policy applicable to businesses B6 Reviewing and refining plans Working with a client and other relevant stakeholders to improve the quality, effectiveness and appropriateness of the plans	
Half Term 6 (Jun-Jul)	Learning aim C: Implement the use of social media in a business Selection and use of appropriate social media website tools and techniques to implement a plan. C1 Creating accounts and profiles C2 Content creation and publication C3 Implementation of online community building C4 Data gathering and analysis Gathering and interpreting data on social media websites using dedicated tools, e.g. Facebook Insights, Twitter Analytics, Google Analytics and TweetReachTM. C5 Skills, knowledge and behaviours	Extended reading opportunity/flipped learning: <a href="https://www.infront.com">Implementing Social Media Into Your Business Marketing Practices (infront.com)</a>

Examples of Home Learning Tasks	Learners will be expected to build their social media campaign from home due to social media websites being blocked from the school network. This involves creating engaging content and posting them on their social media feed. While the theoretical content is delivered in class.
Assessment Tasks, Methods & Frequency	There is two summative assignments for this unit. The relationship of the learning aims and criteria is: Learning aim: A (A.P1, A.P2, A.M1, A.D1) Learning aims: B and C (B.P3, B.P4, C.P5, C.P6, B.M2, C.M3, BC.D2, BC.D3)
Equipment that Students Need	For this unit, learners must have access to a variety of social media websites that will allow them to plan and implement the use of the social media features.

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	<a href="https://www.knowitallninja.com">https://www.knowitallninja.com</a>
Extra-Curricular Activities & Career Opportunities	STEM club opportunity. Deloitte - IT & Creative Media tour trip E-Sports gaming day trip. Outside speakers arranged from ADA college to discuss apprenticeship opportunities and Digital careers.

Who Can I Contact?	Head of Computing & IT	Mr Hussain
	Teachers of Year 12 ICT	Mr Hussain



# Holy Family Catholic School Curriculum Overview Year 12 –

## Drama & Theatre Studies (A Level)



	Curriculum Content	Suggested Reading or Extension Activities
<b>Half Term 1 (Sept-Oct)</b>	<p><b>Introduction to (Drama)</b></p> <p>What is A Level Drama and Theatre? Breakdown of the course.</p> <p><b>Introduction to Component 3 - Theatre Makers in Practice - Section B: Page to Stage: Realising a Performance Text</b></p> <p>36 marks, assessing AO3.</p> <p>Introduction to Component 3 Section B - practical exploration of the text Machinal.</p> <p>Students answer two extended response questions based on an unseen extract from the performance text they have studied. (Machinal)</p> <p>Students will demonstrate how they, as theatre makers, intend to realise the extract in performance.</p> <p>Students answer from the perspective of a performer and a designer.</p> <p>Students must take in clean copies of their performance texts for this section, but no other printed materials.</p> <p>Performance texts for this section are not allowed in the examination as the extracts will be provided.</p> <p><b>Introduction to Component 3 - Theatre Makers in Practice - Section C: Interpreting a Performance Text</b></p> <p>24 marks, assessing AO3.</p> <p>Introduction to Component 3 Section C - practical exploration of the text Lysistrata, focusing on the practitioner Brecht.</p> <p>Students will answer one extended response question from a choice of two based on an unseen named section from their chosen performance text.</p>	<ul style="list-style-type: none"> <li>• Read Machinal by Sophie Tredwell</li> <li>• Read Lysistrata by Aristophanes</li> <li>• Purchase and read the Edexcel Revision guide: Edexcel A level Drama and Theatre Student Book and ActiveBook, Publisher: Pearson, Author: John Davey, Phil Cleaves, John Johnson, ISBN: 9781292150628</li> <li>• Attend as much live theatre as possible</li> <li>• Watch clips on YouTube of a range of theatre companies to get ideas: DV8, Complicite, Push</li> <li>• Read a range of theatre reviews in national newspapers</li> <li>• The Stanislavsky Toolkit - ISBN - 978-1854597939</li> <li>• The Brecht Toolkit - ISBN - 978-1854595508</li> <li>• Manage deadlines</li> <li>• Redrafting exam practice essays for section B and C of the Component 3 exam, in order to develop confidence and secure writing style.</li> </ul>

	<p>Students will demonstrate how their re-imagined production concept will communicate ideas to a contemporary audience.</p> <p>Students will also need to outline how the work of their chosen theatre practitioner has influenced their overall production concept and demonstrate an awareness of the performance text in its original performance conditions.</p> <p>Students will practically explore both set texts during workshops. Students will need to take notes on their practical exploration.</p>	
<b>Half Term 2 (Nov-Dec)</b>	<p><b>Component 3 - Theatre Makers in Practice - Section B - Machinal.</b></p> <p><b>Component 3 - Theatre Makers in Practice - Section C - Lysistrata.</b></p> <p>Teaching of application of practical work in line with exam expectations to prepare students for January mock exam</p> <p>Component 3 Section B - practical exploration of the text Machinal. This continues alongside developing annotations of the script to aid with revision purposes.</p> <p>Component 3 Section C - practical exploration of the text Lysistrata. This continues alongside developing annotations of the script to aid with revision purposes.</p> <p>Revision and fortnightly exam practice to be built into curriculum time.</p>	<ul style="list-style-type: none"> <li>• Read Machinal by Sophie Tredwell</li> <li>• Read Lysistrata by Aristophanes</li> <li>• Purchase and read the Edexcel Revision guide: Edexcel A level Drama and Theatre Student Book and ActiveBook, Publisher: Pearson, Author: John Davey, Phil Cleaves, John Johnson, ISBN: 9781292150628</li> <li>• Attend as much live theatre as possible</li> <li>• Watch clips on YouTube of a range of theatre companies to get ideas: DV8, Complicite, Push</li> <li>• Read a range of theatre reviews in national newspapers</li> <li>• The Stanislavsky Toolkit - ISBN - 978-1854597939</li> <li>• The Brecht Toolkit - ISBN - 978-1854595508</li> <li>• Manage deadlines</li> <li>• Redrafting exam practice essays for section B and C of the Component 3 exam, in order to develop confidence and secure writing style.</li> </ul>
<b>Half Term 3 (Jan-Feb)</b>	<p><b>Component 3 - Theatre Makers in Practice - Section B - Machinal.</b></p> <p><b>Component 3 - Theatre Makers in Practice - Section C - Lysistrata</b></p> <p>Completion of work on Machinal with a focus on exam practice and annotation of script for revision purposes.</p>	<ul style="list-style-type: none"> <li>• Read Machinal by Sophie Tredwell</li> <li>• Read Lysistrata by Aristophanes</li> <li>• Purchase and read the Edexcel Revision guide: Edexcel A level Drama and Theatre Student Book and ActiveBook, Publisher:</li> </ul>



Completion of work on Lysistrata with a focus on exam practice and annotation of script for revision purposes.

Development of revision cards that will be used for ongoing revision

### **Component 3 - Theatre Makers in Practice - Section A - Live Theatre Evaluation**

20 marks, assessing AO4.

This half term students visit the theatre to watch a live performance in preparation for Part A of the Component 3 exam.

Students answer one extended response question from a choice of two requiring them to analyse and evaluate a live theatre performance they have seen in light of a given statement.

Students will focus on developing notes for section A of the Component 3 exam - Theatre Evaluation.

Students are allowed to bring theatre evaluation notes of up to a maximum of 500 words into the final exam.

These notes must be focused on one performance only and include the details of the title, venue and date seen.

These notes should help them to demonstrate knowledge and understanding as an informed member of the audience.

These notes may include reference to:

- performers, including performers in specific roles
- design considerations, including the use of costume, set, lighting and sound
- the director's concept/interpretation and the chosen performance style
- impact on the audience, including, specifically, on the student, and how this was achieved
- the use of the theatre space
- how ideas were communicated during the performance. Sketches, drawings and diagrams may also be included in the notes and used to support the response to the question if required.

Pearson, Author: John Davey, Phil Cleaves, John Johnson, ISBN: 9781292150628

- Attend as much live theatre as possible
- Watch clips on YouTube of a range of theatre companies to get ideas: DV8, Complicite, Push
- Read a range of theatre reviews in national newspapers
- The Stanislavsky Toolkit - ISBN - 978-1854597939
- The Brecht Toolkit - ISBN - 978-1854595508
- Manage deadlines
- Redrafting exam practice essays for sections A, B and C of the Component 3 exam, in order to develop confidence and secure writing style

<b>Half Term 4 (Feb-Mar)</b>	<p><b>Component 1: Devising</b></p> <p>Non-examination assessment, 40% of the qualification, 80 marks.</p> <p>AO1, AO2 and AO4 are assessed. The unit is internally assessed and externally moderated.</p> <p>There are two parts to the assessment:</p> <p>1) a portfolio (60 marks, 40 marks assessing AO1 and 20 marks assessing AO4) Students complete a handwritten/typed portfolio between 2500–3000 words</p> <p>2. The devised performance (20 marks, assessing AO2)</p> <p>Students must devise an original performance piece, using one key extract from a performance text and a theatre practitioner as stimuli.</p> <p>This half term students will start teacher led workshops for devising. Teacher will facilitate the devising work and establish the expectations for the portfolio evidence.</p> <p><b>Component 3 - Theatre Makers in Practice - Section A - Live Theatre Evaluation</b></p> <p>Completion of Section A - Live Theatre Evaluation.</p>	<ul style="list-style-type: none"> <li>• Attend rehearsals at lunchtime or after school</li> <li>• Purchase and read the Edexcel Revision guide: Edexcel A level Drama and Theatre Student Book and ActiveBook, Publisher: Pearson, Author: John Davey, Phil Cleaves, John Johnson, ISBN: 9781292150628</li> <li>• Attend as much live theatre as possible</li> <li>• Watch clips on YouTube of a range of theatre companies to get ideas: DV8, Complicite, Push</li> <li>• The Stanislavsky Toolkit - ISBN - 978-1854597939</li> <li>• The Brecht Toolkit - ISBN - 978-1854595508</li> <li>• Manage deadlines</li> <li>• Redrafting exam practice essays for sections A of the Component 3 exam, in order to develop confidence and secure writing style</li> <li>• Redrafting of portfolio for Component 1</li> <li>• Consider costume, lighting, set and sound ideas for the devised performance exam</li> </ul>
<b>Half Term 5 (Apr-May)</b>	<p><b>Component 1: Devising</b></p> <p>Students will develop their devised performances. For this students will:</p> <ul style="list-style-type: none"> <li>• Rehearse and refine scenes</li> <li>• structure and develop plot and characters considering transitions</li> <li>• Consider lighting, sound and costume for their performance</li> <li>• Continue to develop their portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Attend rehearsals at lunchtime or after school</li> <li>• Redrafting of portfolio for Component 1</li> <li>• Develop costume, lighting, set and sound ideas for the devised performance exam</li> </ul>
<b>Half Term 6 (Jun-Jul)</b>	<p><b>Component 1: Devising</b></p> <p>Students will complete and perform their devised performances. For this students will:</p> <ul style="list-style-type: none"> <li>• Rehearse, refine and perform</li> <li>• Finalise lighting, sound and costume for their performance</li> <li>• Perform to a selected audience</li> <li>• Be recorded and marked by their teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Attend rehearsals at lunchtime or after school</li> <li>• Finalise costume, lighting, set and sound ideas for the devised performance exam</li> <li>• Finalise portfolio for Component 1</li> </ul>

- Complete their portfolio

<b>Examples of Home Learning Tasks</b>	<b>Homework assessments to focus on:</b> <ul style="list-style-type: none"> <li>• Logging practical exploration of text in exercise books.</li> <li>• Research and exploration notes on both set Texts, focusing on: Plot, Genre, Themes, Historical, Cultural, Social and Political Context, Visual Aural and Spatial elements, Vocal Awareness, Language and Practitioner</li> <li>• Exam practice for sections B and C of the exam paper that are completed in timed conditions. This will happen on rotation</li> <li>• Structured paragraphs that focus on developing appropriate language to answer Section A, of the exam paper - live theatre evaluation</li> <li>• Logging process of devising to enable the final writing of the portfolio</li> <li>• Completion of notes for theatre review</li> <li>• preparation of practitioner workshops to deliver to the rest of the class</li> </ul>
<b>Assessment Tasks, Methods &amp; Frequency</b>	<p>Fortnightly mini assessments that will focus on application of practical work summarised into written paragraphs, focused on character, design and direction, throughout half term 1, 2, 3</p> <ul style="list-style-type: none"> <li>• Main assessment 1: Complete a 18 mark and a 24 mark question on both set texts. (Plan essay in class and can do assessment with the plan)</li> <li>• Main assessment 2: Complete a 18 mark and a 24 mark question on both set texts. (Plan essay in class and can do assessment with the plan)</li> <li>• Main assessment 3: A modified A Level paper where possible – Max 2hrs)</li> <li>• This will be a section B and C of the exam paper, which equates to two thirds of the final exam paper - which will be a 2 hour exam</li> <li>• Main assessment 4: Complete exam paper - 2 hours and 30 minutes</li> <li>• Main assessment 5: Mock performance examination of devised unit</li> </ul>
<b>Equipment that Students Need</b>	<ul style="list-style-type: none"> <li>• Component 3 Section B ‘Machinal’ Student Booklet</li> <li>• Component 3 Section C ‘Lysistrata’ Student Booklet</li> <li>• Component 3 Section A ‘Theatre Evaluation’ Student Booklet</li> <li>• Pens (black, purple and Green)</li> <li>• Purple exam practice exercise book - Component 3 Section B ‘Machinal’</li> <li>• Purple exam practice exercise book - Component 3 Section C ‘Lysistrata’</li> </ul>
<b>Parent / Carers can help their child by:</b>	<ul style="list-style-type: none"> <li>• Purchasing an affordable laptop/chromebook for their child</li> <li>• Checking their child’s Drama Google Classroom for homework and revision materials</li> <li>• Taking them to watch live theatre performances frequently</li> <li>• Going over lines with their child for their scripted exam</li> <li>• Purchasing the: <a href="#">Pearson/Edexcel A Level Drama and Theatre Revision guide</a></li> </ul>
<b>Useful Websites</b>	<p> <a href="http://youtube.com">http://youtube.com</a>  <a href="https://www.nationaltheatre.org.uk/">https://www.nationaltheatre.org.uk/</a>  <a href="https://www.franticassembly.co.uk/">https://www.franticassembly.co.uk/</a>  <a href="https://www.stevenberkoff.com/">https://www.stevenberkoff.com/</a>  <a href="https://almeida.co.uk/sophie-treadwell-and-radical-theatre-2">https://almeida.co.uk/sophie-treadwell-and-radical-theatre-2</a> </p>

	<a href="https://www.lagreektheatre.com/">https://www.lagreektheatre.com/</a> <a href="https://www.nationaltheatre.org.uk/blog/five-best-sarah-kane-plays">https://www.nationaltheatre.org.uk/blog/five-best-sarah-kane-plays</a> <a href="https://essentialdrama.com/sarah-kane/">https://essentialdrama.com/sarah-kane/</a> <a href="http://essentialdrama.com/practitioners/antonin-artaud/">http://essentialdrama.com/practitioners/antonin-artaud/</a>
<b>Extra-Curricular Activities &amp; Career Opportunities</b>	<ul style="list-style-type: none"> <li>• Training with lighting equipment in the Wiseman Drama Studio</li> <li>• Opportunities to focus on the role of the director</li> <li>• Opportunities to focus on the role of a designer (lighting/sound/costume)</li> <li>• Opportunities to take part in workshops provided by professional actors/directors/playwrights</li> <li>• Opportunities to attend theatre trips</li> </ul>

<b>Who Can I Contact?</b>	Head of Drama	Miss Hampshire - <a href="mailto:ms.hampshire@holyfamilycatholicschool.co.uk">ms.hampshire@holyfamilycatholicschool.co.uk</a>
	Teachers of Year 12 Drama	Miss Hampshire - <a href="mailto:ms.hampshire@holyfamilycatholicschool.co.uk">ms.hampshire@holyfamilycatholicschool.co.uk</a>

# Holy Family Catholic School Curriculum Overview Year 12 –

## Performing Arts (RSL)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p><b>Unit 310: Approaches to Acting</b></p> <p>Vocational scenario: Educational Showcase</p> <p>Students will produce work in line with the vocational scenario provided by the exam board. The scenario is as follows:</p> <p>A local school has asked Year 12 students to take part in an educational showcase that they are putting on to help teach their KS3/4 drama students about theatre practitioners and their acting systems.</p> <p>They would like students to put together a resource describing the principles of four major systems of acting. This can be presented as a report, essay, audio/visual presentation, blog or vlog. It must be produced so that their students can gain an understanding of the chosen systems of acting.</p> <p>They have asked that students also prepare a performance of a scene for the educational showcase that demonstrates one of the acting systems and should include an introduction to the scene, explaining how they will incorporate the approaches of their chosen system, and that demonstrates acting skills drawn from their chosen system.</p> <p>Students must also undertake an evaluation of the performance to ensure that they can continue to grow and develop as a performer.</p> <p><b>Unit 314: Drama in the Community</b></p> <p>The growth of community drama in recent years has been one of the most significant developments in non-professional theatre. Students will research Community theatre,</p>	<ul style="list-style-type: none"> <li>• Research Brecht and Stanislavski and their systems</li> <li>• Research Augusto Boal, Joan Littlewood and Verbatim Theatre</li> <li>• Attend as much live theatre as possible</li> <li>• Watch clips on YouTube of a range of theatre companies to get ideas: DV8, Complicite, Push</li> <li>• The Stanislavsky Toolkit - ISBN - 978-1854597939</li> <li>• The Brecht Toolkit - ISBN - 978-1854595508</li> <li>• Manage deadlines</li> <li>• Redrafting of coursework</li> <li>• Rehearsal of performance work</li> </ul>

	<p>practitioners of the genre and take part in practical workshops. They will complete a coursework booklet with tasks that explore the concept of community drama. Students will also prepare and perform a community theatre performance to a selected audience.</p> <p>The aim of this unit is to introduce learners to the concept of community drama.</p> <p>The purpose of this unit is to enable learners to participate in the creation and performance of a community drama project.</p>	
<b>Half Term 2</b> <b>(Nov-Dec)</b>	<p><b>310 Approaches to Acting</b></p> <p><b>314 Drama in the Community</b></p> <p>Rehearsal and refinement of practical performance work and finalising coursework for both units.</p>	<ul style="list-style-type: none"> <li>● Research Brecht and Stanislavski and their systems</li> <li>● Research Augusto Boal, Joan Littlewood and Verbatim Theatre</li> <li>● Attend as much live theatre as possible</li> <li>● Watch clips on YouTube of a range of theatre companies to get ideas: DV8, Complicite, Push</li> <li>● The Stanislavsky Toolkit - ISBN - 978-1854597939</li> <li>● The Brecht Toolkit - ISBN - 978-1854595508</li> <li>● Manage deadlines</li> <li>● Redrafting of coursework</li> <li>● Rehearsal of performance work</li> </ul>
<b>Half Term 3</b> <b>(Jan-Feb)</b>	<p><b>309 - Ancient Greek Roman Theatre</b></p> <p>Vocational scenario: A local authority has commissioned a theatre company to present an Ancient Greek Theatre Festival to the local community.</p> <p>They would like students to put together a leaflet explaining Ancient Greek Theatre and Roman Theatre History to contextualise the performance that the theatre company will present to the local community.</p> <p>They have asked that students prepare two performances showcasing both Greek tragedy and comedy, demonstrating the key characteristics and style of the Ancient theatre art form.</p> <p>Students must also undertake an evaluation of the performances to ensure that they can</p>	<ul style="list-style-type: none"> <li>● Read Lysistrata by Aristophanes and The Trojan Women by Euripides</li> <li>● Research Greek Tragedy and Comedy</li> <li>● Research into careers and a range of industry professional roles</li> <li>● Attend as much live theatre as possible</li> <li>● Watch clips on YouTube of a range of theatre companies to get ideas: DV8, Complicite, Push</li> <li>● Manage deadlines</li> <li>● Redrafting of coursework</li> <li>● Rehearsal and refinement of assessed practical work</li> </ul>

identify strengths and areas for development as a performer.

### **306: Planning for a Career in the Creative & Performing Arts**

The purpose of the learning assessed in this unit is to familiarise learners with the processes associated with effective career planning. The aim of the unit is to provide opportunities to align/link their overarching career aims with the opportunities provided within the course, defining the way the learner engages with their learning.

Context: The ability to manage a career through careful planning - combined with a thorough knowledge of the professional landscape and the opportunities available within it - will substantially increase the potential for individuals to have a range of robust career options available to them. On a more specialist level, in order to develop professionally and to increase one's marketability and employability, the individual must understand what is needed to facilitate the development of appropriate knowledge and skills and the timescales involved in the process. Students will complete coursework consisting of a powerpoint presentation, essays and a research report.

Students will:

- Complete a career action plan to support future engagement in the creative/performing arts profession.
- Establish strategies for getting work in the creative and performing arts industries
- Assess the potential for progress into two roles in the creative and performing arts industries
- Devise and explain personal strategies to generate revenue from each area of work identified in 2.1 and how they may be combined or used independently, to produce a sustainable income
- Create a range of materials (e.g. CV, business proposal, pitch to a given brief) that will support their strategies to generate income



<b>Half Term 4 (Feb-Mar)</b>	<b>309 - Ancient Greek Roman Theatre</b>  <b>306: Planning for a Career in the Creative &amp; Performing Arts</b>  Rehearsal and refinement of practical performance work and completing coursework for both units.	<ul style="list-style-type: none"> <li>• Read Lysistrata by Aristophanes and The Trojan Women by Euripides</li> <li>• Research Greek Tragedy and Comedy</li> <li>• Research into careers and a range of industry professional roles</li> <li>• Attend as much live theatre as possible</li> <li>• Watch clips on YouTube of a range of theatre companies to get ideas: DV8, Complicite, Push</li> <li>• Manage deadlines</li> <li>• Redrafting of coursework</li> <li>• Rehearsal and refinement of assessed practical work</li> </ul>
<b>Half Term 5 (Apr-May)</b>	<b>309 - Ancient Greek Roman Theatre</b>  <b>306: Planning for a Career in the Creative &amp; Performing Arts</b>  Rehearsal and refinement of practical performance work and finalising coursework for both units.	<ul style="list-style-type: none"> <li>• Read Lysistrata by Aristophanes and The Trojan Women by Euripides</li> <li>• Research Greek Tragedy and Comedy</li> <li>• Research into careers and a range of industry professional roles</li> <li>• Attend as much live theatre as possible</li> <li>• Watch clips on YouTube of a range of theatre companies to get ideas: DV8, Complicite, Push</li> <li>• Manage deadlines</li> <li>• Redrafting of coursework</li> <li>• Rehearsal and refinement of assessed practical work</li> </ul>
<b>Half Term 6 (Jun-Jul)</b>	Introduction to external unit:  <b>304 - Performance Preparation</b>  *This unit will be completed next academic year	<ul style="list-style-type: none"> <li>• Research two chosen genres and observe and review two productions, one from each of your chosen genres (these should be based on the exploration of genres from pervious units)</li> <li>• Reading of exemplar materials for the external exam</li> </ul>

<b>Examples of Home Learning Tasks</b>	<ul style="list-style-type: none"> <li>• Rehearsal for practical assessments</li> <li>• Coursework tasks consisting of: Essays, presentations, reports, investigations, research and evaluations.</li> </ul>
<b>Assessment Tasks, Methods &amp; Frequency</b>	<ul style="list-style-type: none"> <li>• On-going assessment that will focus on development/performance of practical work and coursework tasks.</li> <li>• Assignments Briefs will give clear deadlines for students to complete and submit tasks for assessment at the beginning of the academic year and at the start of each unit undertaken.</li> </ul>



<b>Equipment that Students Need</b>	<ul style="list-style-type: none"> <li>• Online coursework booklets/tasks accessible through Google Classroom.</li> </ul>
<b>Parent / Carers can help their child by:</b>	<ul style="list-style-type: none"> <li>• Purchasing an affordable laptop/chromebook for their child</li> <li>• Checking their child's Drama Google Classroom for homework and revision materials</li> <li>• Taking them to watch live theatre performances frequently</li> <li>• Going over lines with their child for their scripted exam</li> </ul>
<b>Useful Websites</b>	<a href="https://www.rslawards.com/vocational/creative-performing-arts/">https://www.rslawards.com/vocational/creative-performing-arts/</a> <a href="http://youtube.com">http://youtube.com</a> <a href="https://www.nationaltheatre.org.uk/">https://www.nationaltheatre.org.uk/</a> <a href="https://www.franticassembly.co.uk/">https://www.franticassembly.co.uk/</a> <a href="https://www.lagreektheatre.com/">https://www.lagreektheatre.com/</a> <a href="https://www.bbc.co.uk/bitesize/guides/zwmvd2p/revision/1">https://www.bbc.co.uk/bitesize/guides/zwmvd2p/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zxn4mp3/revision/1">https://www.bbc.co.uk/bitesize/guides/zxn4mp3/revision/1</a>
<b>Extra-Curricular Activities &amp; Career Opportunities</b>	<ul style="list-style-type: none"> <li>• Opportunities to focus on the role of the director</li> <li>• Opportunities to focus on the role of a designer (lighting/sound/costume)</li> <li>• Opportunities to take part in workshops provided by professional actors/directors/playwrights</li> <li>• Opportunities to attend theatre trips</li> <li>• Training with lighting and sound equipment</li> <li>• Opportunities to attend forums, discussion and training with a range of industry professionals</li> </ul>

<b>Who Can I Contact?</b>	Head of Drama	Miss Hampshire: <a href="mailto:ms.hampshire@holyfamilycatholicschool.co.uk">ms.hampshire@holyfamilycatholicschool.co.uk</a>
	Teachers of Year 12 Performing Arts	Mrs Henry - <a href="mailto:mrs.henry@holyfamilycatholicschool.co.uk">mrs.henry@holyfamilycatholicschool.co.uk</a> Ms Oseke - <a href="mailto:ms.oseke@holyfamilycatholicschool.co.uk">ms.oseke@holyfamilycatholicschool.co.uk</a>

# Holy Family Catholic School Curriculum Overview Year 12 – Economics (A Level) OCR



	Curriculum Content	Suggested Reading or Extension Activities
<b>Half Term 1 (Sept-Oct)</b>	<b>Introduction to Microeconomics</b> 1.1 The economic problem 1.2 The allocation of resources 1.3 Opportunity cost <b>The role of markets</b> 2.1 Specialisation and trade 2.2 Demand 2.3 Supply 2.4 Consumer and producer surplus 2.5 Interaction of markets 2.6 Elasticity	Smith 4 <sup>th</sup> Edition Chapt 1-7 Anderton 6 <sup>th</sup> Ed Chapt 3-12
<b>Half Term 2 (Nov-Dec)</b>	2.8 Market Failure and externalities 2.9 Information Failure 2.10 Public goods 2.11 Government Intervention	Smith 4 <sup>th</sup> Edition Chapt 8-10 Anderton 6 <sup>th</sup> Ed Chapt 20-25
<b>Half Term 3 (Jan-Feb)</b>	<b>Aggregate demand and aggregate supply</b> 1.1 Circular flow of income 1.2 Aggregate demand 1.3 Aggregate supply 1.4 The interaction of AD/AS 1.5 The multiplier and accelerator	Smith 4 <sup>th</sup> Edition Chapt 19-20 Anderton 6 <sup>th</sup> Ed Chapt 26-35
<b>Half Term 4 (Feb-Mar)</b>	<b>Economic Policy Objectives</b> 2.1 Economic growth 2.3 Employment 2.4 Inflation 2.5 Balance of Payments 2.6 Trends in macroeconomic indicators	Smith 4 <sup>th</sup> Edition Chapt 22-26 Anderton 6 <sup>th</sup> Ed Chapt 36-40
<b>Half Term 5 (Apr-May)</b>	<b>Implementing Policy</b> 3.1 Fiscal Policy 3.2 Monetary Policy 3.3 Supply side policy 3.4 Policy Conflicts Revision for year 12 Mock exams	Smith 4 <sup>th</sup> Edition Chapt 30-32 Anderton 6 <sup>th</sup> Ed Chapt 41-44
<b>Half Term 6 (Jun-Jul)</b>	<b>Business Objectives</b> 3.1 Business objectives 3.2 Costs and economies of scale 3.3 Revenue and profit An introduction to market structures	Smith 4 <sup>th</sup> Edition Chapt 11-12 Anderton 6 <sup>th</sup> Ed Chapt 45-48

<b>Examples of Home Learning Tasks</b>	1. Pre-reading tasks 2. MCQ quizzes 3. Data response questions 4. Essay planning and consolidation of theory
--	---

	5. Research current economics
<b>Assessment Tasks, Methods &amp; Frequency</b>	<ol style="list-style-type: none"> <li>1. Weekly MCQ assessments</li> <li>2. End of topic assessments based on past exam questions</li> <li>3. Timed Essays</li> <li>4. Half termly assessments AS papers</li> </ol>
<b>Equipment that Students Need</b>	Calculator, black pen, green pen and highlighters. A4 notebook, A4 Folder

<b>Parent / Carers can help their child by:</b>	<ul style="list-style-type: none"> <li>• Encourage discussion about financial and global economics</li> <li>• Discuss the news and global events</li> <li>• Support your son/daughter to take part in extra activities such as lectures, visits and trips</li> <li>• Encourage wider reading around the subject</li> </ul>
<b>Useful Websites</b>	<a href="#">OCR Economics</a> <a href="#">Tutor2u</a> <a href="#">Economics help</a> <a href="#">Economics online</a> <a href="#">The Bank of England</a> <a href="#">BBC</a>
<b>Extra-Curricular Activities &amp; Career Opportunities</b>	Student investor challenge <a href="https://www.libf.ac.uk/study/financial-education/student-investor-challenge">https://www.libf.ac.uk/study/financial-education/student-investor-challenge</a> The Brokerage for Young People <a href="https://www.thebrokerage.org.uk/">https://www.thebrokerage.org.uk/</a> LSE Events <a href="https://www.lse.ac.uk/events">https://www.lse.ac.uk/events</a>

<b>Who Can I Contact?</b>	Head of Economics	Ms S Butt
	Teachers of Year 12 Economics	Ms S Butt

# Holy Family Catholic School Curriculum Overview Year 12 – English Literature (A Level)



	Curriculum Content	Suggested Reading or Extension Activities
<b>Half Term 1 (Sept-Oct)</b>	Introduction to Love Through the Ages: key concepts and historicist approach. Poetic movements in history using booklet, and incorporating love poetry anthology.  Shakespeare's Othello.	Buy and regularly read from a good anthology of love poetry - e.g. Penguin or Faber. Viewing film versions of Othello.. Reading articles on criticism and context.
<b>Half Term 2 (Nov-Dec)</b>	The Great Gatsby chapter by chapter plus periodically comparing to Pre 1900 Love Poetry Anthology  Shakespeare's Othello.	Viewing Massolit video courses on The Great Gatsby, Othello and movements in poetry.
<b>Half Term 3 (Jan-Feb)</b>	The Great Gatsby comparison with Pre-1900 love poetry. Othello Unseen love poetry comparison	Reading up on critical views of the different texts on emag. ( <a href="https://www.englishandmedia.co.uk/e-magazine/emag-login">https://www.englishandmedia.co.uk/e-magazine/emag-login</a> )
<b>Half Term 4 (Feb-Mar)</b>	The Great Gatsby comparison with Pre-1900 love poetry. Othello Unseen love poetry comparison	Using <a href="https://crossref-it.info/">https://crossref-it.info/</a> to gain greater insight into each text.
<b>Half Term 5 (Apr-May)</b>	The Great Gatsby comparison with Pre-1900 love poetry Othello Unseen love poetry comparison	Look at exemplar essays to gain an insight into producing high quality exam answers.
<b>Half Term 6 (Jun-Jul)</b>	NEA preparation, using text selector and wider reading booklets. Students decide on texts by the end of the term.	Using the wider reading booklet to select texts of interest and reading the full text independently.

<b>Examples of Home Learning Tasks</b>	Research tasks, pre reading tasks and essay practice.
<b>Assessment Tasks, Methods &amp; Frequency</b>	Written essays form the basis of all assessments. Six formal assessments in line with school assessment schedule. Regular essay homeworks.
<b>Equipment that Students Need</b>	Personal copies of all key texts in the correct editions.

<b>Parent / Carers can help their child by:</b>	Helping to buy texts, discussing the texts with students, supporting students to complete regular written work throughout the course, checking the online classroom regularly.
<b>Useful Websites</b>	<a href="https://www.englishandmedia.co.uk/e-magazine/emag-login">https://www.englishandmedia.co.uk/e-magazine/emag-login</a> <a href="https://www.massolit.io/">https://www.massolit.io/</a> <a href="https://crossref-it.info/">https://crossref-it.info/</a>
<b>Extra-Curricular Activities &amp; Career Opportunities</b>	Theatre trips, lecture trips to gain greater understanding of the texts studied. English literature is useful for any career that involves a need for strong communication skills, as well as law, journalism and marketing roles. Online booster sessions.

<b>Who Can I Contact?</b>	Head of English	Mr G Parry
	KS5 English Co-ordinator	Mr G Parry
	Teachers of Year 12 English Literature	Mr G Parry, Mr A Myers

# Holy Family Catholic School Curriculum

## Overview Year 12 – Film Studies (A Level)



	Curriculum Content	Suggested Reading or Extension Activities
<b>Half Term 1 (Sept-Oct)</b>	<b>Intro to Film Language &amp; Key Concepts</b> Cinematography, lighting, mise-en-scène, editing, sound, performance, aesthetics, film poetics, narrative, genre, spectator. Micro & macro elements introduced to students, summative assessments at the end of each element. Final formative formative textual analysis assessment at the end of introduction.	<a href="#">Intro to Film Studies Resources</a> -Bordwell, D. & Thompson, K. (1996). <i>Film Art: An Introduction</i> . -- -Bordwell, D. & Thompson, K. (1994). <i>Film History: An Introduction</i> . -Ross, E. (2015). <i>Filmish</i> .  <b>YouTube:</b> Cinefix/Everyframeapainting
<b>Half Term 2 (Nov-Dec)</b>	<b>History of US Film - Silent Era - 1990</b> ( <i>The Gold Rush/Signin in the Rain/Do the Right Thing</i> .) Micro-elements, narrative, spectatorship, genre, auteur theory. Drawing on the skills used in the first half term analyse the three set films. Summative assessment, analysing film extracts from different time periods and making comparisons between them and the way they generate meanings.	<a href="#">Film History Resources</a>  BFI Classics Collection for three set films.  <b>YouTube:</b> Film History CrashCourse
<b>Half Term 3 (Jan-Feb)</b>	<b>Contemporary UK vs US Film</b> ( <i>Guardians of the Galaxy/Ex-Machina</i> ) Macro-elements, narrative, genre, spectatorship, audience, institution, digital technology. production, exhibition, digital, Auteurism, narrative, genre, generic conventions, representation plus digital viewing experience and spectatorship. Building on analytical skills of the micro-elements and developing a knowledge and understanding of how film form, narrative and the concept of genre (including generic conventions and genre as a principal structuring element of narrative) contribute to the creation of representations of societies and cultures in contemporary British and US films.	<a href="#">Contemporary UK/US Resources</a>  <i>Side by Side</i> (2012) Dir. Christopher Kenneally
<b>Half Term 4 (Feb-Mar)</b>	<b>NEA Intro to Short Film</b> Narrative, form, micro-elements. Textual analysis of eight set shorts. Pre-production for NEA. Narrative, including archplots, three act structures and dramatic devices. Screenplay techniques.	<a href="#">NEA Resources</a>
<b>Half Term 5 (Apr-May)</b>	<b>NEA Production</b> Short film video production or screenplay option. Preliminary planning and skills development. Students plan and produce their chosen production task keeping a production diary to inform their evaluation.	<a href="#">NEA Resources</a>
<b>Half Term 6 (Jun-Jul)</b>	<b>NEA Post-Production &amp; Revision</b> Feedback and evaluation of NEA applying the techniques of analysis they have developed over the first year of study. Students prepare for the E17 Film festival. Revision of year 1 to take place.	<a href="#">NEA Resources</a> <a href="#">Year 12 Revision Resources</a>

<b>Examples of Home Learning Tasks</b>	Students will complete close textual analysis tasks of key scenes, revision for each topic, pre & post reading tasks as indicated in the lesson resources, research into context of set texts.
--	--

<b>Assessment Tasks, Methods &amp; Frequency</b>	Students will have formative assessments throughout each unit, this will include key scene micro element analyses, key frame analysis, debates, pre-production tasks and a summative assessment using exam questions.
<b>Equipment that Students Need</b>	Students will need access to a computer to complete their tasks and viewings. Students should have their own Film notebook for viewings and revision notes. A booklet and assessment guidance will be provided for each unit.

<b>Useful Websites</b>	imdb.com / shortoftheweek.com / rawscripts.com / simplyscripts / and those listed in each unit resource.
<b>Extra-Curricular Activities &amp; Career Opportunities</b>	Each year students will be involved with the E17 Film Festival - this will include workshops from professionals, a FutureFilmFocus careers event and the opportunity to work at the international Film Festival along with other exciting careers opportunities. We will also attend BFI Study Days.

<b>Who Can I Contact?</b>	Head of Media & Film Studies	Mrs Farrugia
	Teachers of Year 12 Film	Mrs Farrugia

# Holy Family Catholic School Curriculum Overview Year 12 – French (A Level)



	Curriculum Content	Suggested Reading or Extension Activities
<b>Half Term 1 (Sept-Oct)</b>	<p>Introduction to French:</p> <ul style="list-style-type: none"> <li>La structure de la famille en France</li> <li>L'institution du mariage</li> <li>L'enseignement en France</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li><i>Les verbes au présent</i></li> <li>Revision of KS4</li> <li><i>Le futur simple; Le futur proche</i></li> <li><i>Le conditionnel</i></li> <li><i>Les adjectifs possessifs</i></li> <li><i>La place des adjectifs</i></li> <li><i>Le passé composé; Avoir ou être au passé composé; Les accords au passé</i></li> <li><i>L'imparfait</i></li> <li><i>Les formes négatives; Les formes négatives</i></li> <li><i>Connectives</i></li> <li><i>Les expressions de quantité</i></li> <li><i>Le genre des noms</i></li> <li><i>Les articles définis et indéfinis</i></li> </ul>	<p>LePointduFLE Conjuguemos <a href="https://www.bescherelle.com/">https://www.bescherelle.com/</a> <a href="https://bonjourdefrance.com/">https://bonjourdefrance.com/</a> <a href="https://apprendre.tv5monde.com/fr">https://apprendre.tv5monde.com/fr</a></p> <p><a href="http://www.radiofrance.fr/">http://www.radiofrance.fr/</a> <a href="http://www.liberation.fr/">http://www.liberation.fr/</a> <a href="http://www.lemonde.fr/">http://www.lemonde.fr/</a> <a href="http://www.leparisien.fr/">http://www.leparisien.fr/</a></p>
<b>Half Term 2 (Nov-Dec)</b>	<ul style="list-style-type: none"> <li>Je m'oriente vers l'enseignement supérieur</li> <li>De l'enseignement au boulot</li> <li>L'équilibre travail-vie personnelle : ça marche ?</li> <li>Les grèves et les Français : un droit national</li> <li>L'égalité homme-femme au travail : un mythe ou une réalité ?</li> <li>Understanding of the skills needed when studying Un sac de billes.</li> <li>Novel synopsis</li> <li>Character portrayal</li> <li>Film comparison</li> <li>Comment on the plot</li> <li>Character analysis</li> <li>REVISION FOR Theme 1</li> <li>Second main assessment – 1 hour (35 marks)</li> <li>Unit 2 End of unit test</li> </ul>	<p><a href="https://getrevising.co.uk/resources/un-sac-de-billes-revision-mindmap-on-themes">https://getrevising.co.uk/resources/un-sac-de-billes-revision-mindmap-on-themes</a></p> <p><a href="https://www.languagesonline.org.uk/French/A2French/Joffo_Biographie/Index.htm">https://www.languagesonline.org.uk/French/A2French/Joffo_Biographie/Index.htm</a></p> <p><a href="https://wordwall.net/en-gb/community/un-sac-de-billes">https://wordwall.net/en-gb/community/un-sac-de-billes</a></p>
<b>Half Term 3 (Jan-Feb)</b>	<ul style="list-style-type: none"> <li>La musique francophone</li> <li>BBC4 La chanson française</li> <li>Les tendances musicales</li> </ul>	<p><a href="https://www.frenchtop10.com/8-la-musique-francophone-contemporaine">https://www.frenchtop10.com/8-la-musique-francophone-contemporaine</a></p>

	<ul style="list-style-type: none"> <li>Study of Un sac de billes and practice of essay-writing skills</li> <li>Le subjonctif; Le subjonctif présent; Le passé du subjonctif; Les conjonctions qui déclenchent le subjonctif</li> </ul>	<a href="https://sites.google.com/view/musique/lafrancophonie/lidentit%C3%A9">https://sites.google.com/view/musique/lafrancophonie/lidentit%C3%A9</a>
<b>Half Term 4 (Feb-Mar)</b>	<ul style="list-style-type: none"> <li>L'influence de la musique</li> <li>Peut-on tout dire ?</li> <li>La presse écrite en voie de disparition ?</li> <li>Study of Un sac de billes and practice of essay-writing skills</li> <li>Word order, inversion of subject and verb after adverbs</li> <li>Translation</li> <li>vocabulary building</li> </ul>	<a href="http://www.radiofrance.fr/">http://www.radiofrance.fr/</a> <a href="http://www.liberation.fr/">http://www.liberation.fr/</a> <a href="http://www.lemonde.fr/">http://www.lemonde.fr/</a> <a href="http://www.leparisien.fr/">http://www.leparisien.fr/</a>
<b>Half Term 5 (Apr-May)</b>	<ul style="list-style-type: none"> <li>Les festivals francophones</li> <li>Les coutumes et traditions en France</li> <li>Les coutumes du monde francophone</li> </ul>	<a href="https://quizlet.com/208981239/edexcel-a-level-french-62-les-festivals-francophones-flash-cards/">https://quizlet.com/208981239/edexcel-a-level-french-62-les-festivals-francophones-flash-cards/</a>  <a href="https://www.lesfrancophonides.fr/les-francophonides">https://www.lesfrancophonides.fr/les-francophonides</a>
<b>Half Term 6 (Jun-Jul)</b>	<p>Study of Un sac de billes and practice of essay-writing skills</p> <p>Practice of:</p> <ol style="list-style-type: none"> <li>Translation to and from English</li> <li>Reading and Listening</li> <li>Essay-writing skills</li> <li>Summarising skills</li> </ol>	It is expected that AS students will be preparing intensively for their Speaking examination and will be taking it around this time.

<b>Examples of Home Learning Tasks</b>	Development of Research skills Revision , note taking, Essay writing, re-drafting, grammar tasks, listening to the news / reading the news, Reading around the topic.
<b>Assessment Tasks, Methods &amp; Frequency</b>	<i>Listening, Reading and Translation</i> <i>Translation and Written response to works</i> <i>Speaking tasks</i> <i>every half term</i>
<b>Equipment that Students Need</b>	French dictionary, Folder /Binder,, Lined paper, Highlighters, document wallets

<b>Parent / Carers can help their child by:</b>	Ensure homework is up to date and student is doing extra reading
<b>Useful Websites</b>	See course information booklet



<b>Extra-Curricular Activities &amp; Career Opportunities</b>	Visit to the French institute BFI Careers talk
---	--

<b>Who Can I Contact?</b>	Head of MFL	Ms. Sheikh Oomar
	Teachers of Year 12 French	Ms Orblin Mr Fidegnon

# Holy Family Catholic School Curriculum Overview Year 12 – Geography (A Level)



	Curriculum Content	Suggested Reading or Extension Activities
<b>Half Term 1 (Sept-Oct)</b>	Paper 1: Water cycle Paper 2: Changing Places	<p>Students could broaden their knowledge of the natural world through watching documentaries such as David Attenborough with wider links to geography topics.</p> <p>Reading and watching the news.</p> <p>Reading list provided along with a selection of social media accounts to follow for geographical content.</p>
<b>Half Term 2 (Nov-Dec)</b>	Paper 1: Carbon cycle Paper 2: Changing Places	
<b>Half Term 3 (Jan-Feb)</b>	Paper 1: Coastal Landscapes Paper 2: Population and Environment - Food security and agriculture	
<b>Half Term 4 (Feb-Mar)</b>	Paper 1: Coastal Landscapes Paper 2: Population and Environment - Food security and agriculture and Global Health	
<b>Half Term 5 (Apr-May)</b>	Paper 1: Coastal Landscapes Paper 2: Population and Environment - Global Health	
<b>Half Term 6 (Jun-Jul)</b>	NEA Paper 2: Managing Disease	

<b>Examples of Home Learning Tasks</b>	Scrapbook activities fortnightly based on current affairs
<b>Assessment Tasks, Methods &amp; Frequency</b>	Exam questions and papers each half term
<b>Equipment that Students Need</b>	Pen (green and black), pencil, ruler, calculator, highlighters, glue stick

<b>Parent / Carers can help their child by:</b>	<p>Checking students' folders regularly to ensure organisation is maintained</p> <p>Checking online classrooms regularly</p> <p>Discussing current affairs with students</p>
<b>Useful Websites</b>	<p><a href="https://www.physicsandmathstutor.com/geography-revision/a-level-aqa/">https://www.physicsandmathstutor.com/geography-revision/a-level-aqa/</a></p> <p><a href="https://geography-revision.co.uk/a-level/">https://geography-revision.co.uk/a-level/</a></p> <p><a href="https://www.aqa.org.uk/subjects/geography/as-and-a-level/geography-7037/specification-at-a-glance">https://www.aqa.org.uk/subjects/geography/as-and-a-level/geography-7037/specification-at-a-glance</a></p>
<b>Extra-Curricular Activities &amp; Career Opportunities</b>	<p>4 Fieldwork Days across the A Level course</p> <p>Regular discussion of career opportunities</p> <p>Online lectures and talks that are relevant to areas of study</p>

<b>Who Can I Contact?</b>	Head of Geography	Mrs Lawson
	Teachers of Year 12 Geography	Mrs Lawson, Mrs Paine

# Holy Family Catholic School Curriculum Overview Year 12 Level 2 – Health & Social Care (BTEC)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<b>Component 1 - Human Lifespan Development (Internally assessed)</b> <ul style="list-style-type: none"> <li>Learners will investigate how, in real situations, human development is affected by different factors and that people deal differently with life events.</li> </ul>	<b>Read:</b> <a href="https://www.nhs.uk/conditions/sickle-cell-disease/">https://www.nhs.uk/conditions/sickle-cell-disease/</a>  <a href="https://www.barnardos.org.uk/grief-and-loss">https://www.barnardos.org.uk/grief-and-loss</a>  <a href="https://www.healthcareers.nhs.uk/explore-roles/allied-health-professionals/studying-be-allied-health-professional">https://www.healthcareers.nhs.uk/explore-roles/allied-health-professionals/studying-be-allied-health-professional</a>  <b>Watch:</b>
Half Term 2 (Nov-Dec)		
Half Term 3 (Jan-Feb)	<b>Component 2 - Health and Social Care Services and Values (Internally assessed)</b> <ul style="list-style-type: none"> <li>Learners study and explore practically, health and social care services and how they meet the needs of real service users. They also develop skills in applying care values</li> </ul>	<a href="http://www.youtube.com/watch?v=MyJzoXqfVx4">www.youtube.com/watch?v=MyJzoXqfVx4</a> <a href="http://www.youtube.com/playlist?list=PL7914115EB65911A5">www.youtube.com/playlist?list=PL7914115EB65911A5</a> <i>Kevin Becomes a Teenager: BBC Comedy</i> a video clip that shows the change in behaviour/attitudes as Kevin reaches 13 years <a href="http://www.youtube.com/watch?v=dLuEY6jN6gY">www.youtube.com/watch?v=dLuEY6jN6gY</a> <a href="http://www.youtube.com/watch?v=lih0Z2IbIUQ">www.youtube.com/watch?v=lih0Z2IbIUQ</a>  <b>Research:</b> The main life stages and how an individual progresses through them.
Half Term 4 (Feb-Mar)	<b>Component 2 - Health and Social Care Services and Values</b>  <b>Component 3 - Health and Wellbeing (Exam May TBC)</b> <ul style="list-style-type: none"> <li>Learners will study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and how to design a health and wellbeing improvement plan.</li> </ul>	<b>Read:</b> <a href="https://www.carersuk.org/for-professionals/policy/policy-library/facts-about-carers-2015">https://www.carersuk.org/for-professionals/policy/policy-library/facts-about-carers-2015</a> <a href="https://www.drinkaware.co.uk/facts/drinking-habits-and-behaviours/bin-gg-drinking">https://www.drinkaware.co.uk/facts/drinking-habits-and-behaviours/bin-gg-drinking</a>  <a href="https://theconversation.com/dinter-bitz-and-gwop-a-guide-to-british-youth-slang-in-2016-52037">https://theconversation.com/dinter-bitz-and-gwop-a-guide-to-british-youth-slang-in-2016-52037</a>
Half Term 5 (Apr-May)		

		<b>Watch:</b> <a href="https://www.youtube.com/watch?v=ofFatYwBh-g">www.youtube.com/watch?v=ofFatYwBh-g</a> <a href="https://www.youtube.com/watch?v=yGWXkgMJPnk">https://www.youtube.com/watch?v=yGWXkgMJPnk</a> <b>Research:</b> What are the factors that affect health and wellbeing? How can substance abuse impact the health and wellbeing of adolescents?
<b>Half Term 6 (Jun-Jul)</b>	<b>N/A</b>	

<b>Examples of Home Learning Tasks</b>	<ul style="list-style-type: none"> <li>Independently working on assignments</li> <li>Completing revision resources given in class for exam units</li> <li>Pre-reading tasks</li> </ul>
<b>Assessment Tasks, Methods &amp; Frequency</b>	<ul style="list-style-type: none"> <li>May 2023 - Component 3 Exam (External assessment)</li> <li>Half-termly assignments on google classroom</li> <li>Half-termly mock assessments for exam units</li> </ul>
<b>Equipment that Students Need</b>	Pens, highlighters, a folder to organise work/Notebooks

<b>Parent / Carers can help their child by:</b>	<ul style="list-style-type: none"> <li>Supporting students to work on assignments at home</li> <li>Meeting assignment deadlines</li> <li>Encouraging independent revision</li> <li>Checking work on google classroom</li> </ul>
<b>Useful Websites</b>	<a href="https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care/coursematerials.html#%2FfilterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments">https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care/coursematerials.html#%2FfilterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments</a>  <a href="https://www.nhs.uk/">https://www.nhs.uk/</a>  <a href="https://www.igd.com/Social-impact/Health">https://www.igd.com/Social-impact/Health</a>
<b>Extra-Curricular Activities &amp; Career Opportunities</b>	Y12 Hertfordshire University Trip Professional workshops - Nursing and Social Work

<b>Who Can I Contact?</b>	Head of Health & Social Care	Miss Duncan
	Teachers of Year 12 Health & Social Care	Miss Akinsanya

# Holy Family Catholic School Curriculum Overview Year 12 – Health & Social Care (BTEC)



	Curriculum Content	Suggested Reading or Extension Activities
<b>Half Term 1 (Sept-Oct)</b>	<b>Unit 1 - Human Lifespan Development (Exam - Jan)</b> <ul style="list-style-type: none"> <li>The development of an individual from birth to death</li> <li>Physical, intellectual, emotional and social development in each life stage</li> </ul> <b>Unit 7 - Principles of Safe Practice in Health and Social Care</b> <ul style="list-style-type: none"> <li>Methods of safeguarding in health and social care</li> <li>Key pieces of legislation that aim to keep individual safe e.g. The Data Protection Act</li> <li>Real life case studies where HSC settings have failed to keep individuals safe</li> </ul>	<b>Read:</b> <a href="https://www.theguardian.com/society/2009/aug/16/baby-p-family">https://www.theguardian.com/society/2009/aug/16/baby-p-family</a>  <a href="http://news.bbc.co.uk/1/hi/uk/2062590.stm">http://news.bbc.co.uk/1/hi/uk/2062590.stm</a>  <a href="https://www.staffordbc.gov.uk/sites/default/files/cme/DocMan1/Corporate%20Business%20and%20Partnerships/Safeguarding/Serious--Case-Review---Daniel-Pelka.pdf">https://www.staffordbc.gov.uk/sites/default/files/cme/DocMan1/Corporate%20Business%20and%20Partnerships/Safeguarding/Serious--Case-Review---Daniel-Pelka.pdf</a>
<b>Half Term 2 (Nov-Dec)</b>	<b>Unit 11 - Psychological perspectives for Health and Social Care</b> <ul style="list-style-type: none"> <li>Key psychology perspectives relating to HSC - behaviourist, social learning theory</li> <li>Case studies of individuals that have psychological disorders such as OCD, anxiety, PTSD</li> </ul>	<a href="https://www.simplypsychology.org/bandura.html">https://www.simplypsychology.org/bandura.html</a>  <b>Watch:</b> <a href="https://www.bbc.co.uk/programmes/m0017g7d">https://www.bbc.co.uk/programmes/m0017g7d</a>
<b>Half Term 3 (Jan-Feb)</b>	<b>Unit 2 - Working in Health and Social Care (Exam - May)</b> <ul style="list-style-type: none"> <li>The roles and responsibilities of 9 different HSC professionals</li> <li>The structure of health and social care in the UK</li> </ul> <b>Unit 7 - Principles of Safe Practice in Health and Social Care</b>  <b>Unit 11 - Psychological perspectives for Health and Social Care</b>	The hospital that didn't care: <a href="https://www.youtube.com/watch?v=iHX0FS9ec2Q">https://www.youtube.com/watch?v=iHX0FS9ec2Q</a>  <b>Research:</b> What are the effects of an ageing population? Research the positive and negative effects on society.
<b>Half Term 4 (Feb-Mar)</b>	<b>Unit 2 - Working in Health and Social Care (Exam - May)</b>  <b>Unit 5 - Meeting Individual Care and Support Needs</b> <ul style="list-style-type: none"> <li>Multi-disciplinary working to care for individuals with different needs</li> <li>The importance of confidentiality</li> <li>Examining case studies of people with different needs</li> </ul>	<b>Read:</b> 'About CQC' <a href="https://www.cqc.org.uk/about-us/our-purpose-role/who-we-are">https://www.cqc.org.uk/about-us/our-purpose-role/who-we-are</a>  <a href="https://www.politics.co.uk/reference/ofsted/">https://www.politics.co.uk/reference/ofsted/</a>
<b>Half Term 5 (Apr-May)</b>	<b>Unit 10 - Sociological Perspectives for Health and Social Care</b>	<a href="https://www.nice.org.uk/about/what-we-do/nice-international">https://www.nice.org.uk/about/what-we-do/nice-international</a>  <a href="https://www.britannica.com/topic/Marxism">https://www.britannica.com/topic/Marxism</a>

	<ul style="list-style-type: none"> <li>• Key sociological perspectives e.g. functionalism, marxism</li> <li>• Examining the structure of society and it's components - education, family, religion</li> </ul>	<b>Watch:</b> Maternity scandal: fighting for the truth <a href="https://www.bbc.co.uk/programmes/m0014sxq">https://www.bbc.co.uk/programmes/m0014sxq</a>  Undercover: Britain's biggest GP chain <a href="https://www.bbc.co.uk/programmes/m0017x2b">https://www.bbc.co.uk/programmes/m0017x2b</a>  <b>Research:</b> What campaigns have Public Health England created? Find 4 campaigns and note their aim, purpose and resources.
<b>Half Term 6 (Jun-Jul)</b>	<b>Unit 5 - Meeting Individual Care and Support Needs</b> <ul style="list-style-type: none"> <li>• Multi-disciplinary working to care for individuals with different needs</li> <li>• The importance of confidentiality</li> <li>• Examining case studies of people with different needs</li> </ul> <b>Unit 10 - Sociological Perspectives for Health and Social Care</b> <ul style="list-style-type: none"> <li>• Key sociological perspectives e.g. functionalism, marxism</li> <li>• Examining the structure of society and it's components - education, family, religion</li> </ul>	

<b>Examples of Home Learning Tasks</b>	<ul style="list-style-type: none"> <li>• Independently working on assignments</li> <li>• Completing revision resources given in class for exam units</li> <li>• Pre-reading tasks</li> </ul>
<b>Assessment Tasks, Methods &amp; Frequency</b>	<ul style="list-style-type: none"> <li>• January 2023 - Unit 1 Exam (External assessment)</li> <li>• May 2023 - Unit 2 Exam (External assessment)</li> <li>• Half-termly assignments on google classroom</li> <li>• Half-termly mock assessments for exam units</li> </ul>
<b>Equipment that Students Need</b>	Pens, highlighters, a folder to organise work

<b>Parent / Carers can help their child by:</b>	<ul style="list-style-type: none"> <li>• Supporting students to work on assignments at home</li> <li>• Meeting assignment deadlines</li> <li>• Encouraging independent revision</li> <li>• Checking work on google classroom</li> </ul>
<b>Useful Websites</b>	<a href="https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Health-and-Social-Care/2016/specification-and-sample-assessments/9781446938034_BTEC_Nat_ExtDip_HSC_Spec_Iss3C.pdf">https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Health-and-Social-Care/2016/specification-and-sample-assessments/9781446938034_BTEC_Nat_ExtDip_HSC_Spec_Iss3C.pdf</a>  <a href="https://www.nhsprofessionals.nhs.uk/">https://www.nhsprofessionals.nhs.uk/</a>
<b>Extra-Curricular Activities &amp; Career Opportunities</b>	Trip to Hertfordshire University Open Day Professional workshops - Nursing and Social Work Bethlem Museum of the Mind Nightingale Museum

<b>Who Can I Contact?</b>	Head of Health & Social Care	Miss Duncan
	Teachers of Year 12 Health & Social Care	Miss Amunikoro

# Holy Family Catholic School Curriculum Overview Year 12 – History (A Level)



	Curriculum Content	Suggested Reading or Extension Activities
<b>Half Term 1 (Sept-Oct)</b>	Mr Shah: South Africa Apartheid (1948-60) Ms Parker: The USA 1917-1996 (political environment)	Use the Enrichment Grid: <a href="#">W</a> Enrichment Grid and Map.docx  <a href="https://docs.google.com/document/d/1sk0FxTQMCnhzxU5Oml-mZ6LKWg6L75VW/edit?usp=sharing&amp;ouid=104097838839705805535&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1sk0FxTQMCnhzxU5Oml-mZ6LKWg6L75VW/edit?usp=sharing&amp;ouid=104097838839705805535&amp;rtpof=true&amp;sd=true</a>
<b>Half Term 2 (Nov-Dec)</b>	Mr Shah: South Africa Apartheid (1960-68) Ms Parker: The USA 1917-1996 (civil rights)	Use the Reading List: <a href="#">W</a> History KS5 Reading List.docx  <a href="https://docs.google.com/document/d/1cDIWKKkWJqJ_1iVMUcC9X8enJQ57d6vc/edit?usp=sharing&amp;ouid=104097838839705805535&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1cDIWKKkWJqJ_1iVMUcC9X8enJQ57d6vc/edit?usp=sharing&amp;ouid=104097838839705805535&amp;rtpof=true&amp;sd=true</a>
<b>Half Term 3 (Jan-Feb)</b>	Mr Shah: South Africa Apartheid (1968-73) Ms Parker: The USA 1917-1996 (culture and society)	
<b>Half Term 4 (Feb-Mar)</b>	Mr Shah: South Africa Apartheid (1968-73) Ms Parker: The USA 1917-1996 (quality of life)	
<b>Half Term 5 (Apr-May)</b>	Mr Shah: South Africa Apartheid (1973-94) Ms Parker: The USA 1917-1996 (Reagan and historical interpretations)	
<b>Half Term 6 (Jun-Jul)</b>	Mr Shah: South Africa Apartheid and source skills Ms Parker: Introduction to the Holocaust and Coursework	

<b>Examples of Home Learning Tasks</b>	Weekly pre-reading
<b>Assessment Tasks, Methods &amp; Frequency</b>	Twice per half-term assessment work modelled on the Edexcel GCSE exam specification
<b>Equipment that Students Need</b>	2x Folders, pen (green and black), pencil, ruler, highlighters and glue stick

<b>Parent / Carers can help their child by:</b>	Regular questioning and discussions on what they are learning. Ask them to teach you. Go with your child to a place on our enrichment grid: <a href="#">W</a> Enrichment Grid and Map.docx <a href="https://docs.google.com/document/d/1sk0FxTQMCnhzxU5Oml-mZ6LKWg6L75VW/edit?usp=sharing&amp;ouid=104097838839705805535&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1sk0FxTQMCnhzxU5Oml-mZ6LKWg6L75VW/edit?usp=sharing&amp;ouid=104097838839705805535&amp;rtpof=true&amp;sd=true</a>
<b>Useful Websites</b>	<a href="#">W</a> History KS5 Reading List.docx  <a href="https://docs.google.com/document/d/1cDIWKKkWJqJ_1iVMUcC9X8enJQ57d6vc/edit?usp=sharing&amp;ouid=104097838839705805535&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1cDIWKKkWJqJ_1iVMUcC9X8enJQ57d6vc/edit?usp=sharing&amp;ouid=104097838839705805535&amp;rtpof=true&amp;sd=true</a>
<b>Extra-Curricular Activities &amp; Career Opportunities</b>	<ul style="list-style-type: none"> <li>• Trip to the Imperial War Museum</li> <li>• Trip to the London Docklands</li> <li>• Enrichment trip to Berlin, Germany</li> <li>• Diversity &amp; Inclusion Club</li> </ul>

	<ul style="list-style-type: none"> <li>• Links to careers during assessment feedback lessons</li> <li>• BHM and LGBT+ History Month activities</li> </ul>
--	---

Who Can I Contact?	Head of History	Ms Parker (Head of KS5 History), Mr E Shah (Head of History)
	Teachers of Year 12 History	Ms Parker, Mr Shah



# Holy Family Catholic School

## Curriculum Overview Year 12 – Mathematics (A Level)



	Curriculum Content - Teacher 1	Curriculum Content - Teacher 2
<b>Half Term 1 (Sept-Oct)</b>	<b>PURE - Unit 1 - Algebra and Functions (ch 1 and 3.1-3.3)</b> Index laws Expanding and factorising. Negative and fractional indices. Surds. Rationalising denominators. Linear simultaneous equations. Quadratic simultaneous equations. Solving simultaneous equations graphically. <b>MECH - Unit 7 - Quantities and Units in Mechanics (ch 8)</b> Modelling and assumptions. Quantities and units. Working with vectors. <b>MECH - Unit 8a - Kinematics (Constant Acceleration) (ch 9.1-9.2)</b> Displacement-time graphs. Velocity-time graphs.	<b>PURE - Unit 1 - Algebra and Functions (ch 2)</b> Solving quadratic equations. Completing the square. Function notation. Graphs of Quadratics. The discriminant. <b>PURE - Unit 3 - Further Algebra (ch 7 and 8)</b> Simplify algebraic fractions. Divide a polynomial by a linear expression. Know the factor theorem and use this to factorise a cubic expression. Proof by deduction, exhaustion and counter-example. Use Pascal's triangle to identify binomial coefficients. Use combinations and factorial notation.
<b>Half Term 2 (Nov-Dec)</b>	<b>PURE - Unit 6a - Coordinate Geometry (ch 5)</b> Find the gradient given two points. Find the equation of a line given gradient and a point. Find the equation of a line given two points. Find points of intersection of two straight lines. Find the midpoint of a line segment. Length of a line segment. Construct straight line graphs for mathematics problems. Know and use the rules for parallel and perpendicular gradients. <b>PURE - Unit 5 - Vectors (ch 11)</b> Use of $i, j, k$ , unit vectors. Vector addition, subtraction and multiplication by a scalar and their geometrical representations. Magnitude of a vector and finding unit vectors. Position vectors. Distance between two points. Vector equations of straight lines. <b>MECH - Unit 8b - Kinematics (Constant Acceleration) (ch 9.3-9.5)</b> Constant acceleration formulae. Vertical motion under gravity. <b>MECH - Unit 9a - Forces and Newton's Laws (ch 10.1-10.2)</b> Force diagrams. Forces as vectors	Use the binomial expansion to expand brackets. Find individual coefficients using the binomial expansion. Make approximations using the binomial expansion <b>PURE - Unit 3 - Differentiation (ch 12)</b> Differentiate functions of the form $y = ax^n$ or $f(x) = ax^n$ . Differentiate to solve problems involving gradients, tangents and normals. Find the second order derivative of a simple function. Find stationary points and determine their nature. Sketch the gradient function. Differentiation in real life problems. <b>PURE - Unit 4 - Integration (ch 13)</b> Integration as the reverse process of differentiation. Integrate functions of the form $ax^n$ . Indefinite integration including the constant of integration. Find the equation of a curve, given the gradient function and a point on the curve, e.g. given $dy/dx$ or $f'(x)$ .
<b>Half Term 3 (Jan-Feb)</b>	<b>PURE - Unit 6b - Circles (ch 6)</b> Find the equation of the perpendicular bisector. The equation of a circle in the form $(x-a)^2 + (y-b)^2 = r^2$ identifying the radius and the centre. Intersections of straight line and circles.	Find area between a curve and given straight lines. <b>STATS - Unit 4 - Statistical Sampling (ch 1) Sampling.</b> Types of data.

	<p>GCSE circle theorems. Circle problems with triangles. <b>PURE - Unit 7a - Trigonometry (ch 9)</b> Cosine rule. Sine rule. Area of a triangle formula. Sine, cosine and tangent graphs and their transformations. <b>MECH - Unit 9b - Forces and Newton's Laws (ch 10.3-10.6)</b> Forces and acceleration. Motion in 2 dimensions. Connected particles. Pulleys.</p>	<p>The large data set. <b>STATS - Unit 1 - Data presentation and interpretation (ch 2)</b> Measures of location and spread. Variance and standard deviation. Coding. <b>STATS - Unit 6 - Data presentation and interpretation (ch 3 and 4)</b> Boxplots, cumulative frequency and histograms. Correlation. Linear regression.</p>
<b>Half Term 4 (Feb-Mar)</b>	<p><b>PURE - Unit 8 - Algebra and Functions (part 2) - (ch 3.4-3.7)</b> Linear inequalities. Quadratic inequalities. Inequalities on graphs and regions. <b>PURE - Unit 7b - Trigonometry (ch 10)</b> Calculate sine, cosine and tangent of any angle. Special triangles to know exact values for sin, cos and tan of <math>30^\circ</math>, <math>45^\circ</math> and <math>60^\circ</math>. Know that <math>\tan\theta = \sin\theta/\cos\theta</math> Use <math>\sin^2\theta + \cos^2\theta = 1</math>. Solve trigonometric equations of the form <math>\sin\theta = k</math>, <math>\sin\theta = a</math> and <math>\sin(\theta \pm b) = c</math>. Solve trigonometric equations with quadratics. <b>MECH - Unit 10 - Kinematics 2 (variable acceleration) (ch 11)</b> Function of time. Using differentiation and integration. Maxima and minima problems.</p>	<p><b>PURE - Unit 8 - Algebra and Functions (part 2) - (ch 4)</b> Cubic graphs. Quartic graphs. Reciprocal graphs. Points of intersection. Stretching graphs. Transformations of functions. <b>STATS - Unit 3 - Probability (ch 5)</b> Calculating probabilities. Venn diagrams. Mutually exclusive and independent events. Tree diagrams.</p>
<b>Half Term 5 (Apr-May)</b>	<p><b>PURE - Unit 8 - Exponentials and Logarithms</b> The terms 'base' and 'logarithm'. The laws of logs. Use of logs to solve equations. Graphs of the form <math>y=a^x</math>. The function <math>e^x</math> and its graph. The graph of <math>y=e^{ax+b} + c</math>. The function <math>\ln x</math> and its graph. Natural log as the inverse function of <math>e^x</math>. Solve equations involving <math>e</math> and <math>\ln x</math>.</p>	<p><b>STATS - Unit 2 - Statistical Distributions (ch 6)</b> Probability distributions. The binomial distribution. Cumulative probabilities. <b>STATS - Unit 5 - Statistical Hypothesis Testing (ch 7)</b> Hypothesis testing. Finding critical values. One-tailed tests. Two-tailed tests.</p>
<b>Half Term 6 (Jun-Jul)</b>	<p><b>Year 2</b> Unit 1 - Proof Unit 2 - Algebraic and Partial Fractions</p>	<p><b>Year 2</b> Unit 3- Sequences and Series</p>

<b>Examples of Home Learning Tasks</b>	<p><b>Homework assessments to focus on:</b> Topics from Pure Mathematics 1 that will be extended in Pure Mathematics 2 <b>Lesson plenary assessment to focus on:</b> Past Exam Questions</p>
<b>Assessment Tasks, Methods &amp; Frequency</b>	<p><b>INDUCTION ASSESSMENT - October</b> <b>Progress Test - November</b> <b>Mock Exam - January</b> <b>Progress Test - February</b> <b>Mock Exam - May</b> <b>End of Year examination - June</b> Interim assessments after each unit. Retests will be sat where TMG is not met in the initial test after the intervention period.</p>

<b>Equipment that Students Need</b>	Normal classroom equipment for Mathematics plus a Classwiz Casio Calculator. Textbooks will be provided and should be brought to each lesson.
-------------------------------------	---

<b>Useful Websites</b>	Google Classroom (code will be given at the start of the course) DrFrostMaths.co.uk, Crash Maths, s-cool.co.uk, Physicsandmathstutor, Examsolutions, Integral.
<b>Extra-Curricular Activities &amp; Career Opportunities</b>	Senior Maths Challenge, Senior Team Maths Challenge, RI Lectures.

<b>Who Can I Contact?</b>	Head of Mathematics	Mr McCollin
	KS5 Mathematics Co-ordinator	Mr Shannon
	Teachers of Year 12 Mathematics	Mr Shannon, Ms Maslowska, Mr Heelan, Ms Yeboah

# Holy Family Catholic School Curriculum

## Overview Year 12 – Creative Media

### Production (BTEC) Edexcel



	Curriculum Content	Suggested Reading or Extension Activities
<b>Half Term 1 (Sept-Oct)</b>	<p><b>Introduction to the subject</b></p> <p><b>Unit 4: Pre-Production Portfolio</b> Assignment 1: Pre-production requirements, students will be understanding the requirements of pre- production requirements for a digital media product. Students will be marked and assessed against the P,M,D criteria</p> <p><b>Unit 1: Media Representations</b> This unit is assessed through an examination onscreen set and marked by Pearson. The examination will last 2hrs and will consist of short- and long-answer questions. Learners will have access to the unseen media product(s) or extracts during the examination and will be able to engage independently with onscreen material. <b>A01</b> Demonstrate knowledge and understanding of media terminology, semiotics, theories, concepts and messages.</p>	<p><a href="http://www.creativeengland.co.uk/film-and-tv/production-funding">http://www.creativeengland.co.uk/film-and-tv/production-funding</a></p> <p><a href="#">Get funding and support   BFI</a></p> <p><a href="#">Download FREE Filmmaking Production Documents</a>  <a href="#">BTEC CDMP Unit 1 Media Representations Exam EXPLAINED!</a></p>
<b>Half Term 2 (Nov-Dec)</b>	<p><b>Unit 4: Pre-Production Portfolio</b></p> <p><b>Assignment 2:</b> The pre-production process, Students will carry out pre-production for a digital media product and produce a pre-production portfolio for a creative media production. This will be reviewed pre-production of a digital media product summative feedback given once the unit is completed. Students will be marked and assessed against the P,M,D criteria</p> <p><b>Unit 1: Media Representations External Exam Preparation</b></p> <p><b>A02:</b> Apply knowledge and understanding of media concepts, semiotics, theories and formal techniques to constructed representations</p>	<p><a href="#">Semiotics analysis for beginners!   How to read signs in film   Roland Barthes Media Theory</a></p> <p><a href="#">Pre-Production, Production and Post-Production Defined - Digital Brew</a></p>
<b>Half Term 3 (Jan-Feb)</b>	<p><b>Unit 6: Media Campaigns</b></p> <p><b>Assignment 1: Planning a Media Campaign</b></p> <p>Students will understand the purpose and features of media campaigns and then in groups develop a cross-platform media campaign of their choice. Students will be marked and assessed against the P,M,D criteria</p> <p><b>Unit 1: Media Representations External Exam Preparation A03</b> Analyse media texts to deconstruct representations and decode messages and evaluate their effectiveness and impact</p>	<p><a href="#">24 Creative Social Media Campaign Examples to Boost Your Inspiration</a></p> <p><a href="#">Stuart Hall Reception Theory Encoding &amp; Decoding - BTEC Creative Media Unit 1 Media Exam</a></p>
<b>Half Term 4 (Feb-Mar)</b>	<p><b>Unit 6: Media Campaigns</b></p> <p><b>Assignment 2: Producing a Media Campaign,</b> Students will produce a cross-platform media campaign of their choice - for a set target audience. Students will be marked and assessed against the P,M,D criteria</p> <p><b>Unit 1: Media Representations External Exam Preparation A04</b> Make connections between polysemic messages underpinning media representations and their related values and effects on wider society</p>	<p><a href="#">Unit 6 Assignment 1 Submission JN (Switch Media Campaign)</a>  <a href="#">ALL The Media Theorists EXPLAINED! BTEC Creative Media Unit 1 Media Representations Exam Theory</a>  <a href="#">Representation - GCSE Media Studies Revision - BBC Bitesize</a></p>
<b>Half Term 5 (Apr-May)</b>	<p><b>Unit 6: Media Campaigns</b></p> <p><b>Assignment 2: Producing a Media Campaign</b> Students will review their cross-platform media campaign against a success criteria the P,M,D criteria</p> <p><b>Unit 1: Media Representations</b> students will sit the exam online for 2hrs (externally assessed) A01-A04 Criterias</p>	<p><a href="https://www.youtube.com/watch?v=z2T-Rh838GA">https://www.youtube.com/watch?v=z2T-Rh838GA</a>  <a href="#">This Girl Can – what about you?</a></p> <p><a href="#">Laura Mulvey Male ...</a></p>
<b>Half Term 6 (Jun-Jul)</b>	<p><b>Unit 14: Digital Magazine Production</b></p> <p><b>Assignment 1: Codes and Conventions of Digital Magazines</b></p> <p>Understand the considerations, codes and conventions of a specific genre of magazine for print and digital platforms Students will be marked and assessed against the P,M,D criteria</p>	<p><a href="#">Print Magazines vs Digital Magazines Publishing</a></p>

<b>Examples of Home Learning Tasks</b>	<b>Watch:</b> Adverts connected to campaigns - learn how promotional adverts are produced <b>Watch:</b> How to edit using Imovie, Lightworks or Premiere Pro <b>Watch:</b> Youtube Live Revision Guides placed in G classroom <b>Read:</b> Teacher Revision PPT and create Revision Guides for exam <b>To Do:</b> Practice past papers
<b>Assessment Tasks, Methods &amp; Frequency</b>	<ul style="list-style-type: none"> <li>Coursework submissions - Every half term all ONLINE using G-classroom</li> <li>Booklets with CW Briefs and checklists alongside student help guide PPTs are given to students to use in and outside of the classroom.</li> <li>Full mock papers are done in class and marked</li> <li>Feedback given to students on how to improve using DEPT online marking policy.</li> <li>Knowledge organisers and PLCs given to students</li> </ul>
<b>Equipment that Students Need</b>	Headphones Data on Mobile and Storage for filming Photography for magazine unit (Not essential but good to have their own camera) Students will need access to a computer to complete their tasks and CW Students should have their own Media notebook for CW notes and revision notes. A booklet and assessment guidance will be provided for each unit online access

<b>Parent / Carers can help their child by:</b>	Checking their Theory notes online and Google Classroom submissions weekly.
<b>Useful Websites</b>	<a href="https://www.citethisforme.com/citation-generator/harvard">https://www.citethisforme.com/citation-generator/harvard</a> <a href="https://www.grammarly.com/">https://www.grammarly.com/</a>
<b>Extra-Curricular Activities &amp; Career Opportunities</b>	<ul style="list-style-type: none"> <li>Film Focus Workshops</li> <li>Sky Skills Studios</li> <li>The Museum of Brands, Packaging &amp; Advertising</li> <li>Harry Potter Studios and Workshops</li> <li>BFI trip</li> </ul>

<b>Who Can I Contact?</b>	Head of Media & Film Studies	Mrs Farrugia
	Teachers of Year 12 Media	Mrs Farrugia and Mrs Belgrave

# Holy Family Catholic School Curriculum Overview Year 12 – Physics (A Level)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p><b>3.1 Measurements and their errors</b> Content in this section is a continuing study for a student of physics. A working knowledge of the specified fundamental (base) units of measurement is vital. Likewise, practical work in the subject needs to be underpinned by an awareness of the nature of measurement errors and of their numerical treatment. The ability to carry through reasonable estimations is a skill that is required throughout the course and beyond.</p> <p><b>3.2.1 Particles and radiation</b> This section introduces students both to the fundamental properties of matter, and to electromagnetic radiation. Through a study of these topics, students become aware of the way ideas develop and evolve in physics. They will appreciate the importance of international collaboration in the development of new experiments and theories in this area of fundamental research.</p>	<p>Notes, questions and answers: <a href="https://www.physicsandmathstutor.com/physics-revision/a-level-aqa/measurements-and-errors/">https://www.physicsandmathstutor.com/physics-revision/a-level-aqa/measurements-and-errors/</a></p> <p>Map of the standard model: <a href="https://www.quantamagazine.org/a-new-map-of-the-standard-model-of-particle-physics-20201022/">https://www.quantamagazine.org/a-new-map-of-the-standard-model-of-particle-physics-20201022/</a></p> <p>For current investigations: <a href="https://home.cern/science/physics/standard-model">https://home.cern/science/physics/standard-model</a></p> <p>Lectures: The Feynman Lectures (<a href="http://www.feynmanlectures.caltech.edu">www.feynmanlectures.caltech.edu</a>)</p> <p>The Trouble with Physics: The Rise of String Theory, the Fall of a Science and What Comes Next (Paperback) by Lee Smolin (Author)</p>
Half Term 2 (Nov-Dec)	<p><b>3.2.2 Electromagnetic radiation and quantum phenomena</b> Students will use their knowledge of the particle zoo to begin to appreciate quantum phenomena. We begin to dive into the world of quantum mechanics, where nothing is quite what it seems.</p> <p><b>3.3.1 Waves</b> GCSE studies of wave phenomena are extended through a development of knowledge of the characteristics, properties, and applications of travelling waves and stationary waves. Topics treated include refraction, diffraction, superposition and interference.</p>	<p>Photoelectric effect online simulation: <a href="https://phet.colorado.edu/sims/cheerpi/photoelectric/latest/photoelectric.html?simulation=photoelectric">https://phet.colorado.edu/sims/cheerpi/photoelectric/latest/photoelectric.html?simulation=photoelectric</a></p> <p>The Quantum Handshake, Entanglement, Nonlocality and Transactions (Paperback) John G. Cramer (Author)</p> <p>Online course: <a href="https://www.physicsclassroom.com/class/waves">https://www.physicsclassroom.com/class/waves</a></p>



<b>Half Term 3 (Jan-Feb)</b>	<p><b>3.3.2 Refraction, diffraction and interference</b></p> <p>This section builds on the understanding of the nature of light and wave properties to interpret optical applications and provide qualitative detail about the famous Young's Double Slit.</p> <p><b>3.5 Electricity</b></p> <p>This section builds on and develops earlier study of these phenomena from GCSE. It provides opportunities for the development of practical skills at an early stage in the course and lays the groundwork for later study of the many electrical applications that are important to society.</p>	<p>Online wave simulations: <a href="https://phet.colorado.edu/sims/html/wave-interference/latest/wave-interference_en.html">https://phet.colorado.edu/sims/html/wave-interference/latest/wave-interference_en.html</a></p> <p>Modern Optics Simplified (Hardcover) Robert D Guenther (Author)</p> <p>Electronic Devices and Circuit Theory (Paperback) Robert L. Boylestad (Author)</p>
<b>Half Term 4 (Feb-Mar)</b>	<p><b>3.4 Mechanics and materials</b></p> <p>Vectors and their treatment are introduced followed by development of the student's knowledge and understanding of forces, energy and momentum. The section continues with a study of materials considered in terms of their bulk properties and tensile strength.</p>	<p>Watch: <a href="https://www.youtube.com/watch?v=LrxaiZNa00">https://www.youtube.com/watch?v=LrxaiZNa00</a></p>
<b>Half Term 5 (Apr-May)</b>	<p><b>3.6.1 Further mechanics (A-level only)</b></p> <p>The earlier study of mechanics is further advanced through a consideration of circular motion and simple harmonic motion (the harmonic oscillator).</p>	<p>Watch: <a href="https://www.youtube.com/watch?v=y2FmgoOht7Y&amp;t=27s">https://www.youtube.com/watch?v=y2FmgoOht7Y&amp;t=27s</a></p>
<b>Half Term 6 (Jun-Jul)</b>	<b>Revision and Exam practice</b>	

<b>Examples of Home Learning Tasks</b>	<p>Completion of all classwork</p> <p>CPAC lab reports</p> <p>Research based tasks</p> <p>Exam style questions</p> <p>Online learning platforms</p>
<b>Assessment Tasks, Methods &amp; Frequency</b>	<p>Progress tests</p> <p>Diagnostic/synoptic exams</p> <p>End of topic tests</p> <p>Mock exams</p>
<b>Equipment that Students Need</b>	<p><u>Basic stationary</u>: pens (black and green), pencil, ruler, rubber, folder to store class hand-outs</p> <p><u>Specific equipment</u>: scientific calculator, protractor</p> <p>Lab coats will be provided for practicals</p>

<b>Parent / Carers can help their child by:</b>	<ul style="list-style-type: none"> <li>• Joining the 'Google Classroom' to enable discussion about their learning and homework requirements.</li> <li>• Ensuring their child is fully equipped at the beginning of the academic year</li> <li>• Attending 'Parents Evenings'.</li> </ul>
<b>Useful Websites</b>	<p><a href="https://www.aqa.org.uk/subjects/science/as-and-a-level/physics-7407-7408">https://www.aqa.org.uk/subjects/science/as-and-a-level/physics-7407-7408</a></p> <p><a href="https://www.physicsandmathstutor.com/">https://www.physicsandmathstutor.com/</a></p> <p><a href="https://www.physicsonline.com">https://www.physicsonline.com</a></p> <p><a href="https://www.focuslearning.co.uk/">https://www.focuslearning.co.uk/</a></p>

<b>Extra-Curricular Activities &amp; Career Opportunities</b>	<ul style="list-style-type: none"> <li>• Sutton Trust Summer School Programmes</li> <li>• UCL lectures:  <a href="https://www.ucl.ac.uk/physics-astronomy/outreach/science-centre-lectures">https://www.ucl.ac.uk/physics-astronomy/outreach/science-centre-lectures</a> </li> <li>• Funding and bursaries: <a href="https://www.ogdentrust.com/">https://www.ogdentrust.com/</a></li> </ul>
---	--

<b>Who Can I Contact?</b>	Head of Science	Mr Thrasivoulou
	KS5 Science Co-ordinator	Mr Yohannes
	Teachers of Year 12 Physics	Ms Johnson



# Holy Family Catholic School Curriculum Overview Year 12 – Politics (A Level) - Exam Board: Edexcel



	Curriculum Content	Suggested Reading or Extension Activities
<b>Half Term 1 (Sept-Oct)</b>	Mr Shah: Core political ideas: liberalism (Paper 1) Mr Sayer: UK Politics covering democracy and participation (Paper 1)	<p>Engage with current affairs and politics by:</p> <ul style="list-style-type: none"> <li>Following BBC News and BBC Politics on social media</li> <li>Subscribe to a news podcast e.g. Guardian Politics Weekly</li> <li>Subscribe to TLDR UK and Channel 4 News on Youtube</li> <li>Listen to the Today Programme on Radio 4</li> </ul> <p>Use the Enrichment Grid:  <a href="#">W Enrichment Grid and Map.docx</a></p> <p><a href="https://docs.google.com/document/d/1sk0FxTQMCnhzxU5Oml-mZ6LKWg6L75VW/edit?usp=sharing&amp;ouid=104097838839705805535&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1sk0FxTQMCnhzxU5Oml-mZ6LKWg6L75VW/edit?usp=sharing&amp;ouid=104097838839705805535&amp;rtpof=true&amp;sd=true</a></p>
<b>Half Term 2 (Nov-Dec)</b>	Mr Shah: Core political ideas: conservatism (Paper 1) Mr Sayer: UK Politics covering human rights in context and political parties (Paper 1)	
<b>Half Term 3 (Jan-Feb)</b>	Mr Shah: UK Government covering the UK constitution (Paper 2) Mr Sayer: UK Politics covering electoral systems (Paper 1)	
<b>Half Term 4 (Feb-Mar)</b>	Mr Shah: UK Government covering the UK Executive (Paper 2) Mr Sayer: UK Politics covering voting behaviour and the media (Paper 1)	
<b>Half Term 5 (Apr-May)</b>	Mr Shah: UK Government covering the UK Parliament (Paper 2) Mr Sayer: Core political ideas: socialism (Paper 1)	
<b>Half Term 6 (Jun-Jul)</b>	Mr Shah & Mr Sayer: UK Government covering the relationship between institutions (Paper 2)	

<b>Examples of Home Learning Tasks</b>	<ul style="list-style-type: none"> <li>Weekly pre-reading</li> <li>Seneca revision tasks</li> </ul>
<b>Assessment Tasks, Methods &amp; Frequency</b>	Twice per half-term assessment work modelled on the Edexcel GCSE exam specification
<b>Equipment that Students Need</b>	2x Folders, pen (green and black), pencil, ruler, highlighters and glue stick

<b>Parent / Carers can help their child by:</b>	<p>Regular questioning and discussions of current affairs. Watching/listening to the news with your child.</p> <p>Go with your child to a place on our enrichment grid:  <a href="#">W Enrichment Grid and Map.docx</a>  <a href="https://docs.google.com/document/d/1sk0FxTQMCnhzxU5Oml-mZ6LKWg6L75VW/edit?usp=sharing&amp;ouid=104097838839705805535&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1sk0FxTQMCnhzxU5Oml-mZ6LKWg6L75VW/edit?usp=sharing&amp;ouid=104097838839705805535&amp;rtpof=true&amp;sd=true</a></p>
<b>Useful Websites</b>	<a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a>

<b>Extra-Curricular Activities &amp; Career Opportunities</b>	<ul style="list-style-type: none"> <li>• Trip Westminster including the Houses of Parliament and the Supreme Court</li> <li>• Enrichment trip to Berlin, Germany</li> <li>• Diversity &amp; Inclusion Club</li> <li>• Links to careers during assessment feedback lessons</li> <li>• BHM and LGBT+ History Month activities</li> </ul>
---	--

<b>Who Can I Contact?</b>	Head of Politics	Mr E Shah
	Teachers of Year 12 Politics	Mr Shah, Mr Sayer

# Holy Family Catholic School Curriculum

## Overview Year 12 – Psychology (A Level)



	Curriculum Content (Teacher 1)	Curriculum Content (Teacher 2)	Suggested Reading or Extension Activities
<b>Half Term 1 (Sept-Oct)</b>	Introduction to Psychology Memory The Cognitive Approach Research Methods in context	Introduction to Psychology Attachment The Behavioural Approach Research Methods in context	Use of online textbook which includes low stakes quizzes, hyperlinks, revision resources etc.
<b>Half Term 2 (Nov-Dec)</b>	Memory Cont. Research Methods in context	Attachment Cont. Research Methods in context	As above
<b>Half Term 3 (Jan-Feb)</b>	Psychopathology Research Methods in context	Social Influence Research Methods in context	As above
<b>Half Term 4 (Feb-Mar)</b>	Psychopathology Cont. Research Methods in context	Social Influence Cont. Research Methods in context	As above
<b>Half Term 5 (Apr-May)</b>	The Biological Approach Bio-Psychology	Origins of Psychology The Humanistic Approach	As above
<b>Half Term 6 (Jun-Jul)</b>	Bio-Psychology Cont.	The Psychodynamic Approach	As above

<b>Examples of Home Learning Tasks</b>	All topic packs operate on a flipped learning principle, therefore pre-reading for each lesson is expected for students to ensure they are keeping up with class discussion and debate. Topic Packs are provided in both hard and soft copy via google classroom. Students are also provided with past paper packs to complete. Each work pack includes further suggested reading/activities eg: Ted Talks, links to careers and applied psychology and issues for the economy, ethical/moral issues etc.
<b>Assessment Tasks, Methods &amp; Frequency</b>	Formal summative assessment via timed, closed book class test (using real past papers) every three weeks. Alternating between larger assessment and interim assessment. Lower stakes testing in lessons in the form of quizzes, knowledge checks and past paper questions etc.
<b>Equipment that Students Need</b>	Calculator, graph drawing items and general stationary. Online course text book is free to students

<b>Parent / Carers can help their child by:</b>	Providing a quiet working space taking an interest in the subject content Helping with revision games and organisation
<b>Useful Websites</b>	<p>The Brain – a Secret History  <a href="http://www.bbc.co.uk/programmes/b00xccc9">http://www.bbc.co.uk/programmes/b00xccc9</a></p> <p>Science: Human Body and Mind  <a href="http://www.bbc.co.uk/science/humanbody/mind/index.shtml?brain">http://www.bbc.co.uk/science/humanbody/mind/index.shtml?brain</a></p> <p>All in the Mind (Radio 4)  <a href="http://www.bbc.co.uk/programmes/b006qxx9">http://www.bbc.co.uk/programmes/b006qxx9</a></p> <p>Clips for class – video clips of experiments <a href="http://clipsforclass.com/">http://clipsforclass.com/</a></p>

	Psychlotron – lots of good resources <a href="http://www.psychlotron.org.uk/">http://www.psychlotron.org.uk/</a>  About Psychology <a href="http://psychology.about.com/">http://psychology.about.com/</a>  Simply Psychology <a href="http://www.simplypsychology.org/">http://www.simplypsychology.org/</a>  TED Psychology talks <a href="http://www.ted.com/topics/psychology">http://www.ted.com/topics/psychology</a>
<b>Extra-Curricular Activities &amp; Career Opportunities</b>	Careers in Psychology: <a href="https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/psychology">https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/psychology</a>  British Psychology Society <a href="http://www.bps.org.uk/">http://www.bps.org.uk/</a>  NHS (Mental Health) <a href="http://www.nhs.uk">http://www.nhs.uk</a>

<b>Who Can I Contact?</b>	Head of Psychology	M Delf
	Teachers of Year 12 Psychology	M Delf (Teacher 1) T Amunikoro (Teacher 2)

# Holy Family Catholic School Curriculum Overview Year 12 – Sociology (A Level)



	Curriculum Content (Miss Hall)	Curriculum Content (Miss Osei)	Suggested Reading or Extension Activities
<b>Half Term 1 (Sept-Oct)</b>	Introduction to Sociology  Research Methods Sampling Questionnaires Observations Other primary research methods	Introduction to Sociology  Research Methods Research process and evaluation of the process Experiments Interviews	Seneca Department Revision Booklets Past Paper Exam booklets
<b>Half Term 2 (Nov-Dec)</b>	Theory Functionalist Theory Modernity, Post and Late Modernity Sociology and Science Objectivity and Values	Theory Marxist Theory Feminist Theory Social Actions Theory	Seneca Department Revision Booklets Past Paper Exam booklets
<b>Half Term 3 (Jan-Feb)</b>	Theory Sociology and Social Policy  Education Role of Education	Family Theories of the Family Family Policy	Seneca Department Revision Booklets Past Paper Exam booklets
<b>Half Term 4 (Feb-Mar)</b>	Education Social Class and Achievement Gender and Achievement	Family Family Diversity Couples	Seneca Department Revision Booklets Past Paper Exam booklets
<b>Half Term 5 (Apr-May)</b>	Education Gender and Achievement continued. Revision for End of Year Test	Family Childhood Revision for End of Year Test	Seneca Department Revision Booklets Past Paper Exam booklets
<b>Half Term 6 (Jun-Jul)</b>	Education Ethnicity and Achievement	Family Demography	Seneca Department Revision Booklets Past Paper Exam booklets

<b>Examples of Home Learning Tasks</b>	Students will participate in flip learning, they will be expected to do pre-reading including notes and comprehension questions before lessons. Students will be set thinking hard tasks in line with HFCS Study Guide to consolidate learning.
<b>Assessment Tasks, Methods &amp; Frequency</b>	Students will participate in regular testing using past paper and exam style questions in line with the assessment schedule. These assessments will be closed book and take place supervised in the study room. Students will take part in interim in class assessments using smaller exam questions such as 10 mark questions.
<b>Equipment that Students Need</b>	Black pen, green pen, highlighters, folders, folder dividers, plastic wallets.

<b>Parent / Carers can help their child by:</b>	<p>Encouraging your child to watch the news to keep up to date with current affairs.</p> <p>Reading through homework and exam questions to check spelling, grammar and understanding.</p> <p>Encouraging your child to create good routines regarding using non contact hours, learning, homework and revision.</p> <p>Asking questions about the subject.</p>
<b>Useful Websites</b>	<p>Assessment Resources:</p> <p>AQA Past Papers/Mark Schemes:  <a href="https://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192/assessment-resources">https://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192/assessment-resources</a></p> <p>New Sites:</p> <p>The Conversation - <a href="https://theconversation.com/uk">https://theconversation.com/uk</a></p> <p>The Guardian - <a href="https://www.theguardian.com/uk">https://www.theguardian.com/uk</a></p> <p>The Week - <a href="https://www.theweek.co.uk/">https://www.theweek.co.uk/</a></p> <p>Sociology Podcasts and Radio Shows:</p> <p>Thinking Allowed - <a href="https://www.bbc.co.uk/programmes/b006qy05">https://www.bbc.co.uk/programmes/b006qy05</a></p> <p>Analysis - <a href="https://www.bbc.co.uk/programmes/b006r4vz">https://www.bbc.co.uk/programmes/b006r4vz</a></p> <p>More or Less - <a href="https://www.bbc.co.uk/programmes/b006qshd">https://www.bbc.co.uk/programmes/b006qshd</a></p>
<b>Extra-Curricular Activities &amp; Career Opportunities</b>	<p>Career Opportunities:  <a href="https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/sociology">https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/sociology</a></p>

<b>Who Can I Contact?</b>	Head of Sociology	Miss Hall
	Teachers of Year 12 Sociology	Miss Hall - miss. <a href="mailto:hall@holyfamilycatholicschool.co.uk">hall@holyfamilycatholicschool.co.uk</a> Miss Osei - ms.osei@holyfamilycatholicschool.co.uk

# Holy Family Catholic School Curriculum Overview Year 12 – Spanish (A Level)



	Curriculum Content	Suggested Reading or Extension Activities
<b>Half Term 1 (Sept-Oct)</b>	<p>Theme 1: La evolución social de la familia española</p> <p>Introduction to Spanish and revision GCSE grammar</p> <p>Different family models</p> <p>Attitudes to marriage and cohabitation</p> <p>Attitudes to same sex relationships</p> <p>Role of grandparents and extended family</p> <p>Marriage, separation and divorce</p>	<p><a href="http://www.donquijote.org/cultura">http://www.donquijote.org/cultura</a></p> <p><a href="http://www.elpais.es">www.elpais.es</a> (Newspaper)</p> <p><a href="http://www.elmundo.es">www.elmundo.es</a> (Newspaper)</p> <p><a href="http://www.lavanguardia.es">www.lavanguardia.es</a> (Newspaper)</p> <p><a href="http://www.abc.es">www.abc.es</a> (Newspaper)</p>
<b>Half Term 2 (Nov-Dec)</b>	<p>The current situation of work for young people</p> <p>Job opportunities in different sectors</p> <p>Gender inequality</p> <p>Changes in the impact of tourism in the last 50 years</p> <p>Impact of tourism on the environment</p> <p>Economic impact of tourism</p> <p>Introduction to film and literary texts</p>	<p><a href="http://www.donquijote.org/cultura">http://www.donquijote.org/cultura</a></p> <p><a href="http://www.elpais.es">www.elpais.es</a> (Newspaper)</p> <p><a href="http://www.elmundo.es">www.elmundo.es</a> (Newspaper)</p> <p><a href="http://www.lavanguardia.es">www.lavanguardia.es</a> (Newspaper)</p> <p><a href="http://www.abc.es">www.abc.es</a> (Newspaper)</p>
<b>Half Term 3 (Jan-Feb)</b>	<p>Theme 2: La cultura en el mundo de habla española</p> <p>Influence of music and musicians</p> <p>Change of music styles</p> <p>Different types of Spanish guitar</p> <p>Familiarisation with book or film</p> <p>AS practice paper</p> <p>Character portrayal, relationships between characters, comparison and contrast of characters</p>	<p><a href="http://www.donquijote.org/cultura">http://www.donquijote.org/cultura</a></p> <p><a href="http://www.elpais.es">www.elpais.es</a> (Newspaper)</p> <p><a href="http://www.elmundo.es">www.elmundo.es</a> (Newspaper)</p> <p><a href="http://www.lavanguardia.es">www.lavanguardia.es</a> (Newspaper)</p> <p><a href="http://www.abc.es">www.abc.es</a> (Newspaper)</p>

	<p>Historical background, realism</p> <p>Themes, symbols, ideas, metaphors</p> <p>Style, techniques, structure, narration</p> <p>Essay structure, planning and writing</p> <p>How to refer to texts</p>	
<b>Half Term 4 (Feb-Mar)</b>	<p>Study of the impact of television, especially soap operas and reality TV</p> <p>The importance of the press in the digital era</p> <p>Importance of social networks and how they have changed the way people relate</p> <p>Customs relating to food in Spain</p> <p>Customs relating to food in Latin America</p> <p>Different festivals including religious and non-religious</p>	<p><a href="http://www.donquijote.org/cultura">http://www.donquijote.org/cultura</a></p> <p><a href="http://www.elpais.es">www.elpais.es</a> (Newspaper)</p> <p><a href="http://www.elmundo.es">www.elmundo.es</a> (Newspaper)</p> <p><a href="http://www.lavanguardia.es">www.lavanguardia.es</a> (Newspaper)</p> <p><a href="http://www.abc.es">www.abc.es</a> (Newspaper)</p>
<b>Half Term 5 (Apr-May)</b>	<p>Topic 1 &amp; 2 revision</p> <p>Preparation for Speaking exam</p> <p>Essay writing practice</p> <p>Exam skills</p> <p>Development of Research skills</p>	<p><a href="http://www.donquijote.org/cultura">http://www.donquijote.org/cultura</a></p> <p><a href="http://www.elpais.es">www.elpais.es</a> (Newspaper)</p> <p><a href="http://www.elmundo.es">www.elmundo.es</a> (Newspaper)</p> <p><a href="http://www.lavanguardia.es">www.lavanguardia.es</a> (Newspaper)</p> <p><a href="http://www.abc.es">www.abc.es</a> (Newspaper)</p>
<b>Half Term 6 (Jun-Jul)</b>	<p>Revision of AS grammar</p> <p>Work on Literature/Film to meet A-level standard</p> <p>Introduction to second Work/Literature</p>	<p><a href="http://www.donquijote.org/cultura">http://www.donquijote.org/cultura</a></p> <p><a href="http://www.elpais.es">www.elpais.es</a> (Newspaper)</p> <p><a href="http://www.elmundo.es">www.elmundo.es</a> (Newspaper)</p> <p><a href="http://www.lavanguardia.es">www.lavanguardia.es</a> (Newspaper)</p> <p><a href="http://www.abc.es">www.abc.es</a> (Newspaper)</p>

<b>Examples of Home Learning Tasks</b>	Vocab learning, grammar tasks, independent extended reading, writing, essay redrafting, independent listening activities
<b>Assessment Tasks, Methods &amp; Frequency</b>	Half termly in all skills



<b>Equipment that Students Need</b>	Exercise book/binder, dictionary, course textbook, grammar book, film and literary book
-------------------------------------	---

<b>Parent / Carers can help their child by:</b>	Ensure students are spending an hour after each lesson going over notes and doing extended reading. Completion of all tasks.
<b>Useful Websites</b>	<a href="http://www.donquijote.org/cultura">http://www.donquijote.org/cultura</a> <a href="http://www.elpais.es">www.elpais.es</a> (Newspaper) <a href="http://www.elmundo.es">www.elmundo.es</a> (Newspaper) <a href="http://www.lavanguardia.es">www.lavanguardia.es</a> (Newspaper) <a href="http://www.abc.es">www.abc.es</a> (Newspaper) <a href="http://www.que.es/bilbao">http://www.que.es/bilbao</a> <a href="http://www.google.es">www.google.es</a> <a href="http://www.yahoo.es">www.yahoo.es</a> <a href="http://www.yabla.com">www.yabla.com</a> (Videos in Spanish) <a href="http://www.lomastv.com">www.lomastv.com</a> (Videos in Spanish) <a href="http://www.broadcast-live.com/television/espanoles.html">http://www.broadcast-live.com/television/espanoles.html</a> <a href="http://www.rtve.es/podcast">www.rtve.es/podcast</a> (TV station) <a href="http://www.cadenaser.com">www.cadenaser.com</a> (Radio station) <a href="http://www.ondacero.es">www.ondacero.es</a> (Radio station) <a href="http://www.cvc.cervantes.es/portada.htm">www.cvc.cervantes.es/portada.htm</a> <a href="http://www.mec.es/sgci/uk">www.mec.es/sgci/uk</a> <a href="http://www.educacion.es/exterior/uk/es/tecla/tecla.shtml">www.educacion.es/exterior/uk/es/tecla/tecla.shtml</a> (Reading comprehension with answers. Materials from the Spanish Embassy) <a href="http://www.spain.info/es">http://www.spain.info/es</a> <a href="https://www.ver-taal.com/">https://www.ver-taal.com/</a> (Grammar and vocabulary exercises. Links to Spanish news with listening activities)
<b>Extra-Curricular Activities &amp; Career Opportunities</b>	Careers talks

<b>Who Can I Contact?</b>	Head of MFL	Ms Sheikh Oomar
	Teachers of Year 12 Spanish	Ms Prada (Head of Spanish)

# Holy Family Catholic School Curriculum

## Overview Year 12 – Sport (BTEC)



	Curriculum Content	Suggested Reading or Extension Activities	
Half Term 1 (Sept-Oct)	<b>Unit 1: Anatomy and Physiology</b>  <b>Topic A:</b> The effects of exercise and sports performance on the skeletal system <b>Topic B:</b> The effects of exercise and sports performance on the muscular system <b>Topic C:</b> The effects of exercise and sports performance on the respiratory system <b>Topic D:</b> The effects of sport and exercise performance on the cardiovascular system <b>Topic E:</b> The effects of exercise and sports performance on the energy systems	<a href="https://www.youtube.com/watch?v=LMZStgTd-Tw">https://www.youtube.com/watch?v=LMZStgTd-Tw</a> <b>Time: 13 mins</b> <a href="https://www.youtube.com/watch?v=mMecn9S4zW4">https://www.youtube.com/watch?v=mMecn9S4zW4</a> <b>Time: 14 mins</b> <a href="https://www.youtube.com/watch?v=E4RjzRzKafk">https://www.youtube.com/watch?v=E4RjzRzKafk</a> <b>Time: 13 mins</b> <a href="https://www.youtube.com/watch?v=JbT-oygHL-w">https://www.youtube.com/watch?v=JbT-oygHL-w</a> <b>Time: 14 mins</b>	<a href="https://www.youtube.com/watch?v=z4dS_7NNSok&amp;t=15s">https://www.youtube.com/watch?v=z4dS_7NNSok&amp;t=15s</a> <b>Time: 17 mins</b>  <a href="https://www.youtube.com/watch?v=-GEWi9fNKRA">https://www.youtube.com/watch?v=-GEWi9fNKRA</a> <b>Time: 4 mins</b> <a href="https://www.youtube.com/watch?v=nhOY5xCVhpl">https://www.youtube.com/watch?v=nhOY5xCVhpl</a> <b>Time: 6 mins</b>  <a href="https://www.youtube.com/watch?v=mt8VycST1_s">https://www.youtube.com/watch?v=mt8VycST1_s</a> <b>Time: 6 mins</b>
Half Term 2 (Nov-Dec)		<a href="https://www.youtube.com/watch?v=zW20MP64vVM">https://www.youtube.com/watch?v=zW20MP64vVM</a> <b>Time: 13 mins</b> <a href="https://www.youtube.com/watch?v=utQK-NIL9t0">https://www.youtube.com/watch?v=utQK-NIL9t0</a> <a href="https://www.youtube.com/watch?v=qg65ZlIK73A">https://www.youtube.com/watch?v=qg65ZlIK73A</a> <a href="https://www.youtube.com/watch?v=rMcg9YzNSEs">https://www.youtube.com/watch?v=rMcg9YzNSEs</a>	<a href="https://www.youtube.com/watch?v=cES44_7eUY">https://www.youtube.com/watch?v=cES44_7eUY</a> <a href="https://www.youtube.com/watch?v=QItS-l2-pRg">https://www.youtube.com/watch?v=QItS-l2-pRg</a> <a href="https://www.youtube.com/watch?v=G3L_KbsCDg0">https://www.youtube.com/watch?v=G3L_KbsCDg0</a> <a href="https://www.youtube.com/watch?v=IM-zC4EVNsY">https://www.youtube.com/watch?v=IM-zC4EVNsY</a>
Half Term 3 (Jan-Feb)	<b>Unit 2: Fitness Training and Programming for Health, Sport and Wellbeing</b>		
Half Term 4 (Feb-Mar)	<b>Topic A:</b> Examine lifestyle factors and their effect on health and well-being <b>Topic B:</b> Understand the screening processes for training programming <b>Topic C:</b> Understand programme-related nutritional needs <b>Topic D:</b> Examine training methods for different components of fitness <b>Topic E:</b> Understand training programme design	<b>Listen</b> to the podcast “sprint training for fitness” from Fitness for Sport Podcast. Consider its application to their general population. <a href="#">Sprint training for fitness</a>  <b>Time: 1 hour 18 mins</b>	Watch the documentary on Netflix “The Game Changers”. The documentary explores the effects of a non-meat diet in sport. Consider the application of this to an endurance athlete. <a href="#">The Game Changers (on Netflix)</a> <b>Time: 1 hour 25 mins</b>
Half Term 5 (Apr-May)	Unit 2 - continue until External exam		
Half Term 6 (Jun-Jul)	<b>Unit 4: Sports Leadership</b>		

**Learning Aim A:** Understand the roles, qualities and characteristics of an effective sports leader

**Learning Aim B:** Examine the importance of psychological factors and their link with effective leadership

**Examples of Home Learning Tasks**

**Assessment Tasks, Methods & Frequency**

Unit 1 exam - Jan 2023 (resit May 2023)  
Unit 2 exam - May 2023 ( resit Jan 2024)

**Who Can I Contact?**

Head of PE

Mrs E Cole

Teachers of Year 12 Sport

Mr E Graefe

# Holy Family Catholic School Curriculum Overview Year 12 – Technology: Design Tech (Product Design) (A Level)



**Curriculum Content**

**Suggested Reading or Extension Activities**

**Half Term 1 (Sept-Oct)**

**Introduction to Product Design(JAL)**

**COURSEWORK**

- 1) Investigation on given topics during summer term (Tasks 1&2)
- 2) Investigation and Analysis on Similar Products of your choice with detailed labelling and annotation
- 3) Investigation on a need for a product (Photo evidence of situation (gap in the market) brainstorm/WH analysis, client profile, mood board, Analysis of Situation...

**Homework assessments to focus on:**

- Research topics given in Summer term
- Design Context

**Lesson plenary assessment to focus on:**

- Writing conclusions for each research undertaken

- Completion of worksheet resources for Unit 2 - Performance characteristics of polymers(Characteristics, Applications,Stock forms and types, Elastomers & Biodegradable polymers)
- Completion of worksheet resources for Unit 1- Performance characteristic of paper and card(Performance,application ns & recycling)
- Completion of practical assessment for the safe use of the BAND SAW
- Visit [www.aqa.co.uk](http://www.aqa.co.uk): to refer to the specification and past exam papers

	<p><b><u>THEORY(JAL):</u></b> Unit 2 - Performance characteristics of polymers</p> <p><b><u>Introduction to Product Design(NAS)</u></b> <b><u>H&amp;S):</u></b> Rules, regulations &amp; training for the correct use of the BAND SAW</p> <p><b><u>THEORY(NAS):</u></b> Unit 1 - Performance characteristics of papers and board</p> <p><b><u>MINI-PROJECT(NAS):</u></b> CAD/CAM</p>	<ul style="list-style-type: none"> <li>visit <a href="http://www.technologystudent.com">www.technologystudent.com</a> : for theory knowledge</li> <li>Visit <a href="http://www.bbcbitesize.co.uk">www.bbcbitesize.co.uk</a>: for theory knowledge</li> <li>Youtube/<a href="http://how its made">how its made</a>: to learn new invasion and new skills</li> <li><a href="http://www.pinterest.co.uk">www.pinterest.co.uk</a> (for visual aid, ideas and exploring graphic techniques)</li> </ul>
<b>Half Term 2 (Nov-Dec)</b>	<p><b><u>COURSEWORK(JAL)</u></b> 4) Disassembly and well detailed Analysis of Existing Products with diagrams or photo evidence</p> <p>5) Interview with Experts and Analysis of the response you have got from the expert</p> <p>6) Investigation on current trends, analysis and your conclusion</p> <p>7) Research on Anthropometric data with analysis and your conclusion</p> <p>8) Range of initial ideas with annotation and evidence to show a variety of Colouring/drawing techniques including ICT and photo evidence of test models</p> <p><b><u>THEORY(JAL):</u></b> Unit 4 - Performance characteristics of metals</p> <p><b><u>THEORY(NAS):</u></b> Unit 3 - Performance characteristics of woods</p> <p><b><u>MINI-PROJECT(NAS):</u></b> Bent furniture</p>	<ul style="list-style-type: none"> <li>Completion of worksheet resources for Unit 4 - Performance characteristics of metals( Stock forms, performance,testing &amp; finishes)</li> <li>Completion of worksheet resources for Unit 3-Performance characteristics of woods(stock forms,performance,testing and finishing)</li> <li>Visit <a href="http://www.aqa.co.uk">www.aqa.co.uk</a>: to refer to the specification and past exam papers</li> <li>visit <a href="http://www.technologystudent.com">www.technologystudent.com</a> : for theory knowledge</li> <li>Visit <a href="http://www.bbcbitesize.co.uk">www.bbcbitesize.co.uk</a>: for theory knowledge</li> <li>Youtube/<a href="http://how its made">how its made</a>: to learn new invasion and new skills</li> <li><a href="http://www.pinterest.co.uk">www.pinterest.co.uk</a> (for visual aid, ideas and exploring graphic techniques)</li> </ul>
<b>Half Term 3 (Jan-Feb)</b>	<p><b><u>COURSEWORK(JAL)</u></b> 9) Well detailed / comprehensive Design Specification (must be measurable)</p> <p>10) Investigation &amp; Analysis on Materials and Manufactured Items (for your best design) (Practical with photographic evidence)</p> <p>11) Investigation and Analysis on intended Processes and Finishes (for your best design)</p>	<ul style="list-style-type: none"> <li>Completion of worksheet resources for Unit 7- Processing and working with polymers (working with polymers,forming polymers,finishing polymers)</li> <li>Completion of worksheet resources for Unit 5- Composite, smart &amp; modern materials(composite</li> </ul>

	<p>(Practical with photographic evidence)</p> <p><b><u>THEORY(JAL):</u></b> Unit 7 - Processing and working with polymers</p> <p><b><u>THEORY(NAS):</u></b> Unit 5 - Composite, smart &amp; modern materials</p> <p><b><u>MINI-PROJECT(NAS):</u></b> Project Anything</p>	<p>materials,smart materials,modern materials)</p> <ul style="list-style-type: none"> <li>• Visit <a href="http://www.aqa.co.uk">www.aqa.co.uk</a>: to refer to the specification and past exam papers</li> <li>• visit <a href="http://www.technologystudent.com">www.technologystudent.com</a> : for theory knowledge</li> <li>• Visit <a href="http://www.bbcbitesize.co.uk">www.bbcbitesize.co.uk</a>: for theory knowledge</li> <li>• Youtube/<a href="http://how its made">how its made</a>: to learn new invasion and new skills</li> <li>• <a href="http://www.pinterest.co.uk">www.pinterest.co.uk</a> (for visual aid, ideas and exploring graphic techniques)</li> </ul>
Half Term 4 (Feb-Mar)	<p><b><u>COURSEWORK(JAL)</u></b></p> <p>11) Investigation and Analysis on intended Processes and Finishes (for your best design) <b>(Design development Continued)</b></p> <p>(Practical with photographic evidence)</p> <p>12) Development of chosen idea with a <b><u>variety of materials</u></b> and <b><u>proportions</u></b></p> <p>(<b>photos</b> of models and ICT evidence of testing is a must)</p> <p>13) Materials and Manufactured items List with costing</p> <p>14) Working Drawing and Details of Final Idea (orthographic, 3D drawing using ICT and any joining details hand drawn or ICT)</p> <p><b><u>THEORY(JAL):</u></b> Unit 9 - Processing and working with metals</p> <p><b><u>THEORY(NAS):</u></b> Unit 6 - Processing and working with paper and boards</p> <p><b><u>MINI-PROJECT(NAS):</u></b> Vinyl manipulation + material investigation page for CW</p>	<ul style="list-style-type: none"> <li>• Completion of worksheet resources for Unit 9 - Processing and working with metals(forming, joining and wasting of metals)</li> <li>• Completion of worksheet resources for Unit 6 - Processing and working with paper and boards( forming processes &amp; bonding,jigs and fixtures)</li> <li>• Visit <a href="http://www.aqa.co.uk">www.aqa.co.uk</a>: to refer to the specification and past exam papers</li> <li>• visit <a href="http://www.technologystudent.com">www.technologystudent.com</a> : for theory knowledge</li> <li>• Visit <a href="http://www.bbcbitesize.co.uk">www.bbcbitesize.co.uk</a>: for theory knowledge</li> <li>• Youtube/<a href="http://how its made">how its made</a>: to learn new invasion and new skills</li> <li>• <a href="http://www.pinterest.co.uk">www.pinterest.co.uk</a> (for visual aid, ideas and exploring graphic techniques)</li> </ul>
Half Term 5 (Apr-May)	<p><b><u>COURSEWORK(JAL)</u></b></p> <p>15) Well Detailed/ Comprehensive Production Plan for Final Idea with Quality Control Checks, safety and Estimated Time</p> <p><b><u>MAKING THE PROJECT with NAS</u></b></p> <p><b><u>THEORY(JAL):</u></b> Unit 11 - Product design considerations</p>	<ul style="list-style-type: none"> <li>• Completion of worksheet resources for Unit 8 - Processing and working with woods(working with wood &amp; forming wood)</li> <li>• Completion of worksheet resources for Unit 11 - Product design considerations( product development,inclusive</li> </ul>

**THEORY(NAS):**

Unit 8 - Processing and working with woods

**MINI-PROJECT(NAS):** Mechanisms + material investigation page for CW

design,safe working practices,protecting designs &amp; manufacture,repair, maintenance and disposal

- Visit [www.aqa.co.uk](http://www.aqa.co.uk): to refer to the specification and past exam papers
- visit [www.technologystudent.com](http://www.technologystudent.com) : for theory knowledge
- Visit [www.bbcbitesize.co.uk](http://www.bbcbitesize.co.uk): for theory knowledge
- Youtube/[how its made](http://howitsmade.com): to learn new invasion and new skills
- [www.pinterest.co.uk](http://www.pinterest.co.uk) (for visual aid, ideas and exploring graphic techniques)

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

Making the Project(continued)

**THEORY(JAL):**

Unit 12 - Product design and development

**THEORY(NAS):**

Unit 10 - Modern industrial &amp; commercial practise

**MINI-PROJECT(NAS):** Paper/card manipulation + material investigation page for CW

- Completion of worksheet resources for Unit 12 - Product design and development(feasibility studies,enterprise and marketing communication data,design communications)
- Completion of worksheet resources for Unit 10 - Modern industrial & commercial practise(scales of production,efficient use of materials,computer systems and digital design)
- Visit [www.aqa.co.uk](http://www.aqa.co.uk): to refer to the specification and past exam papers
- visit [www.technologystudent.com](http://www.technologystudent.com) : for theory knowledge
- Visit [www.bbcbitesize.co.uk](http://www.bbcbitesize.co.uk): for theory knowledge
- Youtube/[how its made](http://howitsmade.com): to learn new invasion and new skills
- [www.pinterest.co.uk](http://www.pinterest.co.uk) (for visual aid, ideas and exploring graphic techniques)

**Examples of Home Learning Tasks**

Completion of past exam papers, completion of coursework page in order to meet the deadline

**Assessment Tasks, Methods & Frequency****INTERIM Assessment 1 w/b 17.10.22**

- Context & all research using 5 different research methods
- Initial ideas with colours and annotation

**INTERIM Assessment 2 w/b 05.12.22**

	<ul style="list-style-type: none"> <li>- Well detailed specification based on all research done so far</li> <li>- Section A of past paper to check knowledge on materials and properties</li> </ul> <p><b>INTERIM Assessment 3 w/b 06.02.2023</b></p> <ul style="list-style-type: none"> <li>- Presentation of final idea details through models (photo evidence)</li> <li>- Presentation of well detailed production plan</li> </ul> <p><b>INTERIM Assessment 4 w/b 27.03.2023</b></p> <ul style="list-style-type: none"> <li>- Presentation of modified production plan</li> </ul> <p><b>INTERIM Assessment w/b 29.05.2023</b></p> <ul style="list-style-type: none"> <li>- mock exam</li> </ul>
<b>Equipment that Students Need</b>	<ul style="list-style-type: none"> <li>• Pencils, pens, colouring pencils/pens, ruler, fine liner pens, rubber, glue sticks, scissors sharpener, computer access, calculator</li> </ul>

<b>Parent / Carers can help their child by:</b>	<ul style="list-style-type: none"> <li>• Proof reading their coursework for gaps and errors. Also to ensure that the deadline for coursework submission is met</li> </ul>
<b>Useful Websites</b>	<ul style="list-style-type: none"> <li>• Visit <a href="http://www.aqa.co.uk">www.aqa.co.uk</a></li> <li>• Visit <a href="http://www.technologystudent.com">www.technologystudent.com</a></li> <li>• Visit <a href="http://www.bbcbitessize.co.uk">www.bbcbitessize.co.uk</a></li> <li>• Youtube/<a href="https://www.youtube.com/watch?v=howitsmade">how its made</a></li> </ul>
<b>Extra-Curricular Activities &amp; Career Opportunities</b>	<ul style="list-style-type: none"> <li>• Ex-students and members from the engineering/architecture industry to address Y10-Y13 on careers and university choices</li> </ul>

<b>Who Can I Contact?</b>	Head of Technology	Mr Sudesh Nandlal
	Teachers of Year 12 Technology	Miss Layla Jaber/ Mr Peter Kwarteng/ Mr Sudesh Nandlal

