

# Curriculum Information Booklet

Year 11

2021-22

Year: 11

Subject: Art and Design

Curriculum Leader: Mr Madden

Learning across the Year 2021-22

Email: [d.madden@holyfamily.waltham.sch.uk](mailto:d.madden@holyfamily.waltham.sch.uk)

Course Details	Exam Board: Edexcel Percentage of course that is Coursework: 100%	
Autumn Term	Spring Term	Summer Term
<p align="center"><b>Beginning and/or End</b></p> <ol style="list-style-type: none"> <li>1. Mind map and Mood board</li> <li>2. Initial drawings (wooden forms/ flowers/ skulls)</li> <li>3. Linocutting( design and cutting/ printing and reductive double print )</li> <li>4.. Transcript (old and new)</li> <li>5. Experiment and develop</li> <li>6..Design details and final outcome plan</li> <li>7. MOCK EXAM 1 st Outcome</li> <li>8.Subtheme Research</li> <li>9.Develop and Explore (Collage/ Painting/ 3D)</li> <li>10.Plan for 2nd Outcome</li> <li>11.2nd outcome</li> </ol>	<p align="center"><b>Surfaces and Texture</b></p> <ol style="list-style-type: none"> <li>1.Draw a pepper / Edward Weston</li> <li>2.Abstract Painting based on texture photos</li> <li>3.Experimenting with media</li> <li>4.Texture in landscape Transcript</li> <li>5.Freud/ Saville Study</li> <li>6.Primary Source Material - photos and Drawings</li> <li>7.Paint and Collage (Rauschenberg /Polke)</li> <li>8. Subtheme Research</li> <li>9.Develop and Explore</li> <li>10.Plan for 1st Outcome</li> <li>11.1st Outcome</li> </ol>	<ol style="list-style-type: none"> <li>1.Refine and complete Coursework</li> <li>2.Portfolio work</li> <li>3. Set up exhibition</li> </ol>
Homework	Homework	Homework
<ol style="list-style-type: none"> <li>1.Title Page and Mind Map</li> <li>2.Mood board</li> <li>3.Present Initial drawings</li> <li>4.Artist research Page</li> <li>5.Present lino cutting experiments step by step guide</li> </ol>	<ol style="list-style-type: none"> <li>1.Title Page and Mind Map</li> <li>2.photos of different textures</li> <li>3.Artist Research Page (Avery/ Turner)</li> <li>4.Transcript (Complete/ Present)</li> <li>5.Complete Portrait study</li> <li>6.Present Primary Source Material</li> </ol>	<ol style="list-style-type: none"> <li>1.Refine and complete Coursework</li> <li>2.Portfolio work</li> </ol>

6. Transcript 7. Design ideas for final piece 8. Subtheme/ Artists research Page 9. Present experimentation 10. Present Final Plan for 2nd Outcome 11. Evaluation	7. Collage ideas 8. Subtheme research 9. Present experimentation 10. Present plan 11. Evaluation	
<b>Controlled Assessment/Internal Assessment Dates and Details</b>	<b>Controlled Assessment/Internal Assessment Dates and Details</b>	<b>Controlled Assessment/Internal Assessment Dates and Details</b>
December: Mock Exam (10 hours) January: Outcome deadline	1st April – Final Coursework (Component 1) Deadline	May – GCSE Exhibition
<b>Recommended Resources</b>	<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>
<p><i>An art kit is available to purchase from school containing all necessary equipment needed at home</i></p> <p><b>Art equipment needed:</b>          A3 Sketchbook, 2b + 4b Pencil          rubber, sharpener, ruler, glue stick, scissors          watercolour set, paint brushes. colouring pencils</p> <p><b>Useful websites:</b>          Exam boards: <a href="http://www.edexcel.co.uk">www.edexcel.co.uk</a></p> <p><b>Excellent coursework support and artist archive:</b>  <a href="http://www.art2day.co.uk/">http://www.art2day.co.uk/</a>  <a href="http://www.juliastubbs.co.uk/index.html">http://www.juliastubbs.co.uk/index.html</a>  <a href="http://www.studentartguide.com/">http://www.studentartguide.com/</a></p> <p><b>Gallery websites:</b>  <a href="http://www.saatchigallery.com/">http://www.saatchigallery.com/</a>  <a href="http://www.tate.org.uk/">http://www.tate.org.uk/</a>  <a href="http://www.nationalgallery.org.uk/">http://www.nationalgallery.org.uk/</a>  <a href="http://www.vam.ac.uk/">http://www.vam.ac.uk/</a></p>	<p><b>Useful and enriching galleries around London:</b></p> <p>William Morris Gallery          Tokarska          Tate Modern          National Portrait Gallery          Saatchi          Victoria and Albert Museum          Camden Art Centre          Barbican          White Cube          Serpentine Gallery          The Photographers Gallery          Hayward Gallery          Courtauld Gallery          Louise Blouin Foundation          The Wallace Collection          National Gallery          Royal Academy of Arts</p>	<p>2-3 hours must be spent on homework and finishing class work per week.</p> <p>Art and Design requires independent study throughout the year and expects students to creatively explore the themes in their own way.</p> <p>Exhibition visits during weekends and holidays are highly recommended to see art in context.</p> <p>Most students can spend hours on art but enjoy it immensely because of the nature of the work.</p>

Year: 11

Subject: Catering and Hospitality

Curriculum Leader: Ms Salahi

Learning across the Year 2021-22

Email:ms.salahi@holyfamily.waltham.sch.uk

<b>Course Details</b>	<b>Exam Board: WJEC</b> <b>% exam:40%</b> <b>% coursework: 60%</b>	
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
Those students who did not reach their target level will need to work on the booklets preparing themselves for the retake of the exam.  Functions of nutrients in the body Nutritional needs of specific groups Characteristics of unsatisfactory nutritional intake Cooking methods and how they impact on nutritional value Menu planning	Those students who did not reach their target level will need to work on the booklets preparing themselves for the retake of the exam. Introduction of assessment <u>Proposal - 3 hours</u> AC1.1 Describe function of nutrients AC 1.2 Compare nutritional needs of specific groups- 2 groups from scenario AC 1.3 Explain characteristics of unsatisfactory nutritional intake	Those students who did not reach their target level will need to work on the booklets preparing themselves for the retake of the exam.

<p>Environmental issues to consider when menu planning</p> <p>How to meet customers needs</p> <p>Presentation of food</p> <p><u>Practical work</u></p> <p>Turkey meatballs and homemade pasta</p> <p>Lasagne using soya mince</p> <p>Dessert suitable for a vegan</p> <p>Main course suitable for a specific age group</p> <p>Main courses suitable for the assessment</p> <p>Desserts suitable for the assessment</p> <p>Christmas practicals</p>	<p>AC1.4 Explain how cooking methods impact on nutritional value</p> <p>AC 2.1 Explain factors to consider when proposing dishes for the menus</p> <p>AC2.2 Explain how dishes on a menu address environmental issues</p> <p>AC2.3 Explain how menu dishes meet customers needs</p> <p><u>Annotated plan</u> - 2 hours</p> <p>AC 2.4 Plan production of dishes for menu</p> <p><u>Practical work</u></p> <p>Practice cooking dishes suitable for the chosen assessment.</p> <p>Practical exam - 4 hours - maximum only 5 students at a time.</p> <p>Practical assessment will take place this term - date to be confirmed.</p>	
<p><b>Homework</b></p>	<p><b>Homework</b></p>	<p><b>Homework</b></p>
<p>Questions to test knowledge</p> <p>Write plans for practical work</p> <p>Complete AC1.1, 1.2, 1.3, 1.4 notes</p> <p>Practice assessment proposal</p> <p>Choosing relevant recipes for practice assessment</p> <p>Time plan for practice assessment</p> <p>Exam questions testing knowledge for Unit 1</p>	<p>Correct mock exam paper</p> <p>Check notes for AC1.1, 1.2, 1.3, 1.4 notes are up to date</p> <p>Researching relevant recipes for assessment</p> <p>Exam questions</p>	<p>Exam questions</p> <p>Revision for Unit 1 exam</p>

Controlled Assessment/Internal Assessment Dates and Details	Controlled Assessment/Internal Assessment Dates and Details	Controlled Assessment/Internal Assessment Dates and Details
Monday 23rd Sept - Monday 30th Sept. Monday 18th Nov - Monday 25th Nov - mock assessment	Monday 3rd Feb	
<b>Autumn Term</b> <b>Challenge Tasks</b>	<b>Spring Term</b> <b>Challenge tasks</b>	<b>Summer Term</b> <b>Challenge Tasks</b>
<ul style="list-style-type: none"> <li>● High level cooking skills</li> <li>● High level presentation skills</li> <li>● Writing a logical, sequenced time plan including HACCP</li> </ul>	<ul style="list-style-type: none"> <li>● High level cooking skills</li> <li>● High level presentation skills</li> <li>● Writing a logical, sequenced time plan including HACC</li> </ul>	
<p style="text-align: center;"><b>Recommended Resources</b></p> <p>Must bring ingredients and a suitable labelled container to take the food home. Recommended text book is Hospitality and Catering Level1/2. Anita Tull, Alison Palmer. ISBN: 9781911208648</p>	<p style="text-align: center;"><b>Independent Learning Expectations</b></p> <p>Students should practice the dishes at home. They should be cooking and washing up at least once a week.</p>	

Year: 11

Subject: Design Technology

Curriculum Leader: Sudesh Nandlal

Learning across the Year 2021-22

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<b>Course Details</b>	<b>Exam Board: AQA</b> <b>Percentage of course that is Controlled Assessment: 50%</b> <b>Percentage of course that is Exam: 50%</b>	
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<p>Y11</p> <ul style="list-style-type: none"><li>● Producing design brief</li><li>● Design specification</li><li>● Generating design ideas</li><li>● Development of design ideas</li><li>● Modelling and Testing</li><li>● Final design and orthographic projection</li><li>● Production plan / Flow chart</li><li>● Photographic record of making</li></ul>	<ul style="list-style-type: none"><li>● Personal evaluation</li><li>● Evaluation against specification</li><li>● Peer/Client/Third party opinion/evaluation</li><li>● Testing of project</li><li>● Modification</li><li>● Modification for commercial production</li><li>● COMPLETION OF COURSEWORK BY FEBRUARY HALF TERM</li></ul> <p>Theory</p> <ul style="list-style-type: none"><li>● Making Principles( unit 7)</li><li>● Identification and application of FERROUS and NON FERROUS Metal</li></ul>	<ul style="list-style-type: none"><li>● Branding and advertising of products</li><li>● Packaging</li><li>● Design and Market Influences</li><li>● Revision on examination topics- materials components and processes</li><li>● Past exam style questions</li><li>● Exams</li></ul>

	<ul style="list-style-type: none"> <li>• Identification and application of PLASTICS.</li> <li>• Understanding of CERAMICS</li> <li>• Identification and application of TEXTILES</li> <li>• Classification, application and characteristics of FOODS</li> <li>• Function and applications of ELECTRONIC AND CONTROL COMPONENTS</li> <li>• Mini Project: To re inforce the manipulating and combining of different materials and its impact.</li> <li>• New and Modern MATERIALS</li> <li>• Implications and administration of MANUFACTURING SYSTEMS.</li> </ul>	
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>
<ul style="list-style-type: none"> <li>• Evaluation against specification</li> <li>• Orthographic projection</li> <li>• Evaluate modelling</li> <li>• Production plan</li> <li>• PG online unit 7</li> </ul>	<ul style="list-style-type: none"> <li>• FERROUS and NON FERROUS Metal</li> <li>• Types, identification and uses PLASTICS</li> <li>• Understanding of CERAMICS</li> <li>• Identification and application of TEXTILES</li> <li>• Classification, application and characteristics of FOODS</li> <li>• Function and applications of ELECTRONIC AND CONTROL COMPONENTS</li> <li>• Mini Project: To re inforce the manipulating and combining of different materials and its impact.</li> <li>• New and Modern MATERIALS</li> <li>• PG online unit 7</li> </ul>	<ul style="list-style-type: none"> <li>• Past exam question papers</li> <li>• Research websites on materials processes and components</li> <li>• Branding and advertising of products</li> <li>• Packaging</li> <li>• Design and Market Influences</li> <li>• Uses of TECHNICAL WORDS in all responses</li> </ul>
<b>Controlled Assessment/Internal Assessment Dates and Details</b>	<b>Controlled Assessment/Internal Assessment Dates and Details</b>	<b>Controlled Assessment/Internal Assessment Dates and Details</b>
<ul style="list-style-type: none"> <li>• Production Plan</li> <li>• Personal evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Mock exam plus two other informal mock exam</li> <li>• Answering of exam style questions</li> </ul>	<ul style="list-style-type: none"> <li>• Revision on examination topics- materials components and processes</li> </ul>



<ul style="list-style-type: none"> <li>• Evaluation against specification</li> <li>• Peer/Client/Third party opinion/evaluation</li> <li>• Testing of project</li> <li>• Modification</li> <li>• Modification for commercial production</li> </ul>	<ul style="list-style-type: none"> <li>• End of section test on Metals,plastics, ceramics, textiles, foods, electronic components, and materials &amp; processes</li> </ul>	
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
<ul style="list-style-type: none"> <li>• Modelling of parts of the final project in order to make a successful prototype. Multiple photographs of the model making will be essential.</li> <li>• Evidence that you have the ability to solve problems. This may be done by identifying the possible problems and stating solutions</li> </ul>	<ul style="list-style-type: none"> <li>• Identify what exactly are you going to test on particular projects. Show how testing has taken place. Be graphical or show photos</li> <li>• Detailed presentation and explanations of designing questions from past exam papers</li> </ul>	<ul style="list-style-type: none"> <li>• When attempting design questions ,you must draw accurate responses in 3D with detailed annotations. Assume the examiner does not know this subject, therefore you must annotate about the materials used( eg scots pine ,MDF).</li> <li>• The fixing used (eg glue, nails, screws, no nails, tensol,) all aspects of the design question</li> </ul>
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	
Websites : <a href="http://www.technologystudent.com">www.technologystudent.com</a> <a href="http://www.bbc.com/bitesize">www.bbc bitsize.co.uk</a> <a href="http://www.howitworks.com">www.howitworks.com</a> <a href="http://www.design-milk.com">www.design-milk.com</a> <a href="http://www.ocr.org.uk">www.ocr.org.uk</a> <ul style="list-style-type: none"> <li>• Textbooks as supplied by the school</li> <li>• magazine for inspiration</li> <li>• Past exam papers</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to exam style questions</li> <li>• Worksheets on materials processes and components</li> </ul>	

Year: 11

Subject: Digital Information Technology

Curriculum Leader: Mr Hussain

Learning across the Year 2021-22

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<b>Course Details</b>	<b>Exam Board:</b> Edexcel / Pearson <b>Percentage of course that is coursework</b> 60% <b>Percentage of course that is Exam:</b> 40%	
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<p><b>COMPONENT 2: COLLECTING, PRESENTING AND INTERPRETING DATA</b></p> <p><b>Learning aim A: Investigate the role and impact of using data on individuals and organisations</b></p> <p><b>A1 Characteristics of data and information</b> Learners will understand the concepts of data and that data is meaningless without converting it into information by adding structure and context.</p> <p><b>A2 Representing information</b> Learners will understand the different ways of representing information and will be able to explain situations where they would be used.</p> <p><b>A3 Ensuring data is suitable for processing</b> Learners will understand the methods that can be used to ensure data input is suitable and within boundaries so that it is ready to be processed.</p> <p><b>A4 Data collection</b> Learners will understand how the data collection method and data collection features affect its reliability.</p>	<p><b>Learning aim B: Create a dashboard using data manipulation tools</b></p> <p><b>B1 Data processing methods</b> Learners will understand how data can be imported from an external source. They will then explore how to apply data processing methods.</p> <p><b>B2 Produce a dashboard</b> Learners will use a dashboard to select and display information summaries based on a given large data set.</p>	<p><b>Learning aim C: Draw conclusions and review data presentation methods</b></p> <p><b>C1 Drawing conclusions based on the data</b> Learners will draw conclusions on the data set, using their dashboard in order to make recommendations.</p> <p><b>C2 How presentation affects understanding</b> Learners will assess how well they have used the presentation features listed in B2</p>

<p><b>A5 Quality of information and its impact on decision making</b> Learners will understand the factors that affect the quality of information and their impact on decision making.</p> <p><b>A6 Sectors that use data modelling</b> Learners will understand that different types of organisation use data modelling to help make decisions.</p> <p><b>A7 Threats to individuals</b> Learners will understand the different threats that face individuals who have data stored about them.</p>		
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>
<p><b>Description</b> Learners will be given a scenario outlining the data collected in two different sectors (not the data itself). The scenario will outline the data collection methods and features. Learners will assess:</p> <ul style="list-style-type: none"> <li>• how the data collection method (for example primary and secondary) and the data collection features (for example sample size, who was in the sample, when and where the data was collected) affect the quality of the data</li> <li>• how the quality of data affects decision making across two different sectors (for example transport, education).</li> </ul> <p><b>Example task(s)</b></p> <ul style="list-style-type: none"> <li>• Learners will explore the data collection methods for two different sectors.</li> </ul>	<p><b>Description</b> Learners will be provided with a large data set, which they will import into spreadsheet software. Learners will:</p> <ul style="list-style-type: none"> <li>• select and apply the data manipulation methods listed in B1 to manipulate data in order to provide appropriate summaries of the data</li> <li>• produce a dashboard to display the summaries of data using appropriate presentation features and presentation methods.</li> </ul> <p><b>Example task(s)</b></p> <ul style="list-style-type: none"> <li>• Learners will select and use methods to capture and manipulate data such as importing data, using functions, sorting, conditional formatting etc.</li> <li>• Learners will select and use presentation methods and features to show their data in a dashboard.</li> </ul>	<p><b>Description</b> Learners will use their dashboard to draw conclusions and make appropriate recommendations. They will assess how the presentation features used in their dashboard affect how well the information is understood.</p> <p><b>Example task(s)</b></p> <ul style="list-style-type: none"> <li>• Learners will use their dashboard to: <ul style="list-style-type: none"> <li>o identify patterns and trends in the data</li> <li>o draw conclusions on patterns and trends in the data and then make recommendations</li> <li>o assess how effective the presentation of the data on the dashboard is.</li> </ul> </li> </ul> <p><b>Evidence</b> Evidence must fully meet the requirements of the assessment criteria and could include:</p>

<ul style="list-style-type: none"> <li>• Learners will assess how the data collection methods and features affect the quality of the data.</li> <li>• Learners will assess how the data collection methods and quality of data affect decision making in two sectors.</li> </ul> <p><b>Evidence</b> Evidence must fully meet the requirements of the assessment criteria and could include:</p> <ul style="list-style-type: none"> <li>• a written document or a presentation (with speaker notes), assessing how the data collection methods affect the quality of data and decision making.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners will use their spreadsheet skills to manipulate data and create an effective dashboard using appropriate presentation methods and features.</li> </ul> <p><b>Evidence</b> Evidence must fully meet the requirements of the assessment criteria and could include:</p> <ul style="list-style-type: none"> <li>• a spreadsheet showing the imported dataset, the data manipulation methods used and a completed dashboard</li> <li>• a written document containing screenshots that show the manipulation methods used and a completed dashboard</li> <li>• annotated screenshots of the completed dashboard and dataset, outlining the choice of presentation features and the data manipulation tools used</li> <li>• a printout of the final dashboard created.</li> </ul>	<ul style="list-style-type: none"> <li>• a written document that shows the drawing of conclusions and recommendations made, and assessment of how the presentation of the dashboard influences its effectiveness.</li> </ul>
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<b>Assessment: Autumn Term</b>	<b>Assessment: Spring Term</b>	<b>Assessment: Summer Term</b>
Assessment for assignment 1 due for submission. The following targeted learning aim and criteria will be assessed: A.2P1, A.2P2, A.2M1 & A.2D1	Assessment for assignment 2 due for submission. The following targeted learning aim and criteria will be assessed: B.2P3, B.2P4, B.2M2 & B.2D2	Assessment for assignment 3 due for submission. The following targeted learning aim and criteria will be assessed: C.2P5, C.2P6, C.2M3 & C.2D3
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>

<p>Learners will assess in comprehensive detail how data is used across two different sectors in order to make decisions.</p> <p>Their assessment will:</p> <ul style="list-style-type: none"> <li>• be specific in what data organisations need in order to make decisions and give a wide range of relevant examples to the context; each example will be comprehensively justified</li> <li>• include comprehensive detail as to how both primary and secondary data collection methods affect the data (e.g. sample size, who is asked). There will be a range of relevant examples; each example will be comprehensively justified</li> <li>• explore the link between the data collection methods and features, and how they impact on the quality of data throughout.</li> </ul>	<p>Learners will select and use effectively relevant data manipulation methods. They will use data manipulation methods with accuracy to manipulate a range of data.</p> <p>Learners will make efficient use of the data manipulation methods throughout their solution. This includes the use of complex functions (for example decision-making functions, string operation functions, lookup functions). The methods selected by learners will be comprehensively justified.</p> <p>Learners will provide a fully efficient and effective dashboard. This will:</p> <ul style="list-style-type: none"> <li>• have a wide range of clear summaries of their manipulated data</li> <li>• incorporate a wide range of appropriate presentation methods, including a range of different charts/graphics, tables, pivot tables and conditional formatting</li> <li>• have presentation methods that are appropriate for the data being shown</li> <li>• use suitable presentation features to create an effective dashboard that clearly summarises data</li> <li>• include suitable use of titles, labels, graphics and a range of formatting features</li> <li>• make use of automated features (e.g. buttons/macros, dropdown menus) to show some different aspects of the data on their dashboard.</li> </ul> <p>For example, learners could have a dropdown menu to show data from a range of different areas of their dataset.</p>	<p>Learners will use their dashboard to draw a range of specific, relevant and well justified conclusions. This will include trends, patterns and possible errors.</p> <p>They will:</p> <ul style="list-style-type: none"> <li>• provide specific, appropriate and effective recommendations based on their conclusions in thorough detail</li> <li>• use their dashboard to give a wide range of relevant examples to support their conclusions and recommendations.</li> </ul> <p>They will assess:</p> <ul style="list-style-type: none"> <li>• the effectiveness of the presentation of their dashboard and how it affected the conclusions drawn and recommendations made</li> <li>• how they have used appropriate presentation features to ensure the information on their dashboard was not biased, misunderstood or used to make inaccurate decisions.</li> </ul>
<p><b>Recommended Resources</b></p>	<p><b>Independent Learning Expectations</b></p>	
<p>For this component, learners must have access to:</p>	<ul style="list-style-type: none"> <li>• To research and contribute ideas to the developmental process.</li> </ul>	

<ul style="list-style-type: none"> <li>• scenarios outlining the data collected in two different sectors</li> <li>• a preselected big data set</li> <li>• spreadsheet software.</li> </ul>	<ul style="list-style-type: none"> <li>• Students to take responsibility for their own learning by making sure they attend all lessons and catch up on any work missed by liaising with their subject teacher and using Google Classroom</li> <li>• To manage coursework deadlines and organise time appropriately.</li> </ul>	
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### Learning across the Year 2021-22

Email: [s.hampshire@holyfamily.waltham.sch.uk](mailto:s.hampshire@holyfamily.waltham.sch.uk)

<b>Course Details</b>	<b>Exam Board: Edexcel</b> <b>Percentage of course that is coursework:</b> <b>40%</b> <b>Percentage of course that is Exam: 60%</b>	
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
Autumn 1: Performance of devised work to an invited audience and completion of final portfolio.  Autumn 2: Begin preparation for scripted exam. Students will work in groups to prepare two short pieces for an external visiting examiner.	Spring 1: Rehearsal for the scripted exam, which accounts for 20% of the final grade.  Spring 2: Scripted exam to the external examiner. This will take place week beginning: March 2022	Visit to the theatre to prepare students for the theatre evaluation question in the final written paper.  Revision of An Inspector Calls  Exam practice until final written paper.

<p>Visit to the theatre and preparation for the theatre review question, which forms part of the final written paper.</p> <p>Revision of An Inspector Calls in preparation for the mock exams at the end of November.</p>	<p>Students will need to write a 200 word summary for the examiner, which outlines the concept they have developed for performance of their characters.</p>	
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>
<ul style="list-style-type: none"> <li>• Completion of final devising portfolio <ul style="list-style-type: none"> <li>• Learning lines</li> </ul> </li> <li>• Compiling notes based on live production seen.</li> <li>• Revision of essay structure for An Inspector Calls in preparation for the mock exam.</li> </ul>	<ul style="list-style-type: none"> <li>• Line learning</li> <li>• Compiling a 200 word concept.</li> </ul>	<ul style="list-style-type: none"> <li>• Compiling notes based on live production seen.</li> <li>• Revision of essay structure for An Inspector Calls in preparation for the mock exam.</li> </ul>
<b>Controlled Assessment/Internal Assessment Dates and Details</b>	<b>Controlled Assessment/Internal Assessment Dates and Details</b>	<b>Controlled Assessment/Internal Assessment Dates and Details</b>
<p>Devising exam - September 2021 Final portfolio submission - October 2021</p> <p>Ongoing internal assessments for component 1 will take place, in line with assessment dates in the calendar:</p> <p style="text-align: center;">Sep 2021 Oct 2021</p>	<p>Performance to examiner to take place week beginning March 2022.</p> <p>Concept deadline February 2022</p> <p>Ongoing internal assessments for component 1, in line with assessment dates in the calendar:</p> <p style="text-align: center;">Nov 21 – Mocks week 1 Nov 21 – Mocks – week 2</p>	<p>Final written exam, which accounts for 40% of the final grade will take place in May/ June 2022</p> <p>Year 11 final predictions – April 2022</p>
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
<p>Ensuring that adequate revision is completed for An Inspector Calls.</p> <p>Visits to the theatre to develop a wider understanding of how theatre production can convey meaning.</p>	<ul style="list-style-type: none"> <li>• Watch Youtube clips of characters that you will be playing for performance to help you to develop your own interpretation of the characters.</li> <li>• Consider how to implement Brecht and Artaud's theory to develop your scripted work.</li> </ul>	<ul style="list-style-type: none"> <li>• Refine exam practice by completing essays outside of what you are being asked to do.</li> <li>• Systematically re-draft all essays that are marked and given back to you.</li> <li>• Practice essays in times conditions.</li> </ul>
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	
<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <li>• To learn lines <ul style="list-style-type: none"> <li>• To attend rehearsals</li> </ul> </li> <li>• To research and contribute ideas to the developmental process.</li> </ul>	

<ul style="list-style-type: none"> <li>• Read range of theatre reviews in national newspapers</li> <li>• The Stanislavsky Toolkit - ISBN - 978-1854597939</li> <li>• The Brecht Toolkit - ISBN - 978-1854595508</li> </ul>	<ul style="list-style-type: none"> <li>• Students to take responsibility for their own learning by making sure they attend all lessons and catch up on any work missed by liaising with their subject teacher and using Show My Homework</li> <li>• To manage deadlines and organise time appropriately.</li> <li>• To complete all revision and essay practice.</li> </ul>	
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Year: 11

Subject: English Literature and English Language

Acting Curriculum Leader: Mr G Parry

Learning across the Year 2021-22

Email: [g.nathansonparr@holyfamily.waltham.sch.uk](mailto:g.nathansonparr@holyfamily.waltham.sch.uk)

<b>Course Details:</b>	<b>Exam Board: AQA</b> <b>Percentage of course that is Controlled Assessment: 0%</b> <b>Percentage of course that is Exam: 100%</b>	
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>



<p><b>Spoken Language: Non-Exam Assessment</b> Students will prepare for, and give, a formal presentation of their choice. Presentations will be filmed and sent to the exam board for moderation.</p> <p><b>Literature Paper 1 Section B: Macbeth</b> Students will complete study of Macbeth.</p> <p><b>Revision of Year 10 content:</b> An Inspector Calls (J.B. Priestley), A Christmas Carol (Charles Dickens) and Macbeth (William Shakespeare)</p> <p><b>Language Paper 1 Section A &amp; Section B</b> Throughout the winter term students will continue building on their confidence in approaching both sections of Language Paper 1, refining their ability to confidently build their own opinions, a critical analysis and explore the writer's methods. Additionally, students will also continue to work on writing skills for GCSE English Language.</p> <p><b>Unseen poetry</b> - students will work on <b>unseen poetry</b> to practice for section B of <b>GCSE English Literature paper 2.</b></p>	<p><b>English Language Paper 2: Reading and Writing Non-Fiction</b> Students will study a range of extracts, both fiction and non-fiction, examining the methods that writers have used to construct them. Students will focus on key skills of synthesis, comparison and evaluation. Students will then consider how to write their own creative and transactional writing.</p> <p><b>English Literature revision:</b> Students will revise all aspects of the English Literature course in preparation for their examinations.</p>	<p><b>English Language &amp; English Literature revision</b> Students will revise all aspects of the English Language and English Literature courses in preparation for their examinations.</p>
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>
Examples include: Collecting and analysing a range of fiction and non-fiction texts.	Examples include:	Examples include:  Past exam papers

<p>Practice essays  Sample exam questions  Contextual research via the internet or at the library  Analysis of specific sections of the text  Tracking questions to aid textual analysis  Creative writing based around the text  Character profiles  Creating presentations on aspects of the texts to give to peers.</p>	<p>Collecting and analysing a range of fiction and non-fiction texts  Practice essays  Sample exam questions  Contextual research via the internet or at the library  Analysis of specific sections of the text  Tracking questions to aid textual analysis  Creative writing based around the text  Character profiles  Creating presentations on aspects of the texts to give to peers.</p>	<p>Creating revision notes and guides  Practice essays</p>
<b>Assessment Dates and Details</b>	<b>Assessment Dates and Details</b>	<b>Assessment Dates and Details</b>
<p>Week beginning 15th November 2021: Mock exam fortnight  English Language Paper 1  (1 hour 45 minutes)  English Literature: Macbeth and An Inspector Calls (1 hour 45 minutes)    Speaking and Listening Assessment</p>	<p>31st January 2022  GCSE English Language Paper 2 - full mock</p>	<p>GCSE dates 2022 TBC</p>
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
<p>Read a number of texts from the KS4 'Challenge' book list  Student leadership tasks within lessons  Read a number of texts from the KS4 book list  Set up your own blog to practise writing skills.  Create a scrapbook of non-fiction material.  Create your own Learning Journal for each text.  Create your own revision guide for each text.</p>	<p>Create a number of revision podcasts to help your peers with revision.  Design a number of original exam questions, and self mark your responses.  Set up a revision website.</p>	<p>Run revision sessions for your friends  Create a booklet of 'model' answers for the exam questions.</p>

Recommended Resources	Independent Learning Expectations	
<p>See the Pupil Portal for links to some of the following to which the school has subscriptions.</p> <p>Crossref-it.info  <a href="http://www.senecalearning.com">www.senecalearning.com</a>  Audiopi.co.uk  Genius Notes  BBC Bitesize  The Student Room  AQA Website</p>	<p>Students should aim to read for at least 30 minutes per day to improve their reading speed and understanding of more complex vocabulary.</p> <p>All students should complete a range of non-fiction tasks on a daily basis.</p> <p>All students should complete a Reading Log for each text (provided by HFCS) in which they should detail their initial interpretations of each text.</p> <p>All students should read each text at least 4 times before the examinations.</p> <p>All students should aim to further their contextual knowledge by reading a range of related material/texts.</p> <p>It is the responsibility of students to ensure that their Student Revision Guide for each text is up to date and is not only a viable revision resource, but an outstanding one.</p>	

**Year: 11**

**Subject: French**

**Curriculum Leader: Mrs N. Sheikh Oomar**

**Learning across the Year 2020-2021**

**Email: ms.sheikhoomar@holyfamilycatholicshool.co.uk**

<p><b>Course Details</b></p> <p>Edexcel: GCSE (9-1) French</p>	<p>This is a linear exam with 4 papers which are tested at the end of Year 11:</p> <ol style="list-style-type: none"> <li>1. Listening (25%)</li> <li>2. Speaking (25%)</li> </ol>	
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	3. Reading (25%) 4. Writing (25%)	
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<p><b>Module 6: Au collège</b></p> <ul style="list-style-type: none"> <li>▪ School subjects</li> <li>▪ Differences between schooling in France and the UK</li> <li>▪ Discussing rules and regulations</li> <li>▪ Talking about successes at school</li> <li>▪ Talking about school activities</li> </ul> <p><b>Module 7: Bon travail</b></p> <ul style="list-style-type: none"> <li>▪ Jobs</li> <li>▪ Career choices</li> <li>▪ Plans for the future</li> <li>▪ Importance of languages</li> <li>▪ Applying for jobs</li> <li>▪ A job description</li> <li>▪ Revision</li> </ul> <p>Mock exam Listening, reading, writing, speaking</p>	<p><b>Module 8: Un oeil sur le monde</b></p> <ul style="list-style-type: none"> <li>▪ Problems facing the world</li> <li>▪ Protecting the environment</li> <li>▪ Ethical shopping</li> <li>▪ Volunteering</li> <li>▪ Revision</li> <li>▪ Speaking assessment</li> </ul> <p><b>Revision for exams:</b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• <b>Speaking</b></li> <li>• Reading</li> <li>• Writing</li> <li>• Exam strategy</li> <li>• Past papers</li> </ul>	<p><b>Revision for exams:</b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Reading</li> <li>• Writing</li> <li>• Exam strategy</li> <li>• Past papers</li> </ul>
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>
<ul style="list-style-type: none"> <li>- Answers to the speaking booklet</li> <li>- Activelearn / Seneca Learning Tasks</li> <li>- Workbook pages on school</li> <li>- Workbook page 4 &amp; Mon boulot dans le Tourisme</li> <li>- Workbook page 25 &amp; Je voudrais postuler</li> <li>- Workbook pages 76, 80 and 22</li> <li>- Writing Module 6 and 7</li> </ul>	<ul style="list-style-type: none"> <li>- Prepare answers for speaking &amp; Redraft</li> <li>- Workbook page 58</li> <li>- Writing on Point de départ</li> <li>- Writing on Notre Planète</li> <li>- Writing on the environment</li> <li>- Workbook page 78</li> <li>- Workbook page 35</li> <li>- Practise group presentation</li> <li>- Prepare answers for speaking</li> <li>- Redraft all topics for general conversation</li> <li>Past papers</li> </ul>	<ul style="list-style-type: none"> <li>Past papers</li> <li>Pixl Topic papers</li> <li>Translation booklet</li> <li>Literary texts booklet</li> <li>Translation tasks from grammar workbook</li> </ul>

	Pixl Topic papers Translation booklet	
<b>Internal Assessment Dates and Details</b>	<b>Internal Assessment Dates and Details</b>	<b>Internal Assessment Dates and Details</b>
<p><u>In class assessment: 24th Sept</u> Translation into French based on Module 7</p> <p><b>Module 6 Assessments:</b> 18th Oct</p> <p>Listening Speaking Reading Writing</p> <p><u>Mock exams</u> November on all 4 skills, past Edexcel paper</p>	<p><b>Module 8 Assessments</b></p> <p>Listening Speaking Reading Writing</p> <p>Start of April 2022: GCSE Speaking exam</p>	<p>May 2022: GCSE Listening, Reading, Writing exams</p>
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
<p>All lessons are planned according to what students must, should and could complete during the lesson. Thus all lessons include a Thinking Hard task.</p> <p>All students have PLCs that need to be constantly updated and referred to.</p> <p>Students must continue to re-apply vocabulary in a new context.</p> <p>Students should justify what they say using a variety of tenses to back up what they have said or written.</p> <p>Students must use flashy (unusual) vocabulary.</p> <p>All students have been provided with a Student Guide, which contains a progress review section, the marking criteria and strategies to improve.</p>	<p>See autumn term.</p>	<p>See autumn term.</p>

Recommended Resources	Independent Learning Expectations	See autumn term.
<ul style="list-style-type: none"> <li>• Edexcel GCSE (9-1) French Grammar &amp; Translation Workbook: ISBN 978 1292 132990</li> <li>• Edexcel GCSE (9-1) French Higher Student Book: ISBN 978 1292 117836</li> <li>• Edexcel GCSE (9-1) French Foundation Student Book: ISBN 978 1292 117829</li> <li>• Student Guide to Success for GCSE (supplied in September by class teacher)</li> <li>• Edexcel Revision Guide: ISBN-139781292132082</li> <li>• Collins Easy Learning French dictionary or Oxford Learner's dictionary: recommended for home use only as we have large stocks in school</li> <li>• <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a></li> <li>• <a href="http://www.bbc.co.uk/schools/gcsebitesize/french/">www.bbc.co.uk/schools/gcsebitesize/french/</a></li> <li>• <a href="http://www.edexcel.com/Subjects/Languages">www.edexcel.com/Subjects/Languages</a> (for past papers)</li> <li>• www.wordreference.com</li> <li>• Youtube: Cyprien</li> <li>• Youtube: Easy French</li> <li>• Youtube: Monsieur Pattinson</li> <li>• Seneca learning</li> </ul>	<p><u>To persevere according to the 1, 2, 3 Rule</u></p> <ul style="list-style-type: none"> <li>▪ To update the <i>Progress Review</i> page after each assessed piece of work</li> <li>▪ To correctly label the homework sheets with targets for improvement</li> <li>▪ To act on targets set by the teacher to provide evidence of improvement</li> <li>▪ To organise all worksheets and glue them in</li> <li>▪ To refer to the <i>Student Guide to Success</i></li> <li>▪ To develop grammatical skills</li> <li>▪ To practise appropriate use of the dictionary instead of resorting to Google translator</li> <li>▪ To try the websites on the left</li> <li>▪ To practise for speaking assessments with someone at home</li> </ul>	See autumn term.

**Year: 11**

**Subject: Geography**

**Curriculum Leader: Miss Lippa**

**Learning across the Year 2021-22**

**Email: a.lippa@holyfamily.waltham.sch.uk**

Course Details	Exam Board: AQA	
	Percentage of course that is Exam: 100%	
Autumn Term	Spring Term	Summer Term
<p><b><u>The Living World</u></b>  <b><u>Ecosystems</u></b></p> <ul style="list-style-type: none"> <li>• Small scale UK ecosystem</li> <li>• Ecosystem components</li> <li>• Global biomes - distribution and characteristics</li> </ul>	<p><b><u>Climate Change</u></b></p> <ul style="list-style-type: none"> <li>• Evidence</li> <li>• Causes</li> <li>• Effects</li> </ul>	<p><b><u>Geographical Applications: Issues Analysis</u></b></p> <p>Pre-release materials are sent 12 weeks before the exam.</p>

<p><u>Tropical rainforests and Desert Environments</u></p> <ul style="list-style-type: none"> <li>• Characteristics</li> <li>• Opportunities and Challenges</li> </ul> <ul style="list-style-type: none"> <li>• Case studies - causes &amp; impacts of deforestation and desertification</li> <li>• Management and sustainability - issues &amp; strategies</li> </ul> <p><b><u>The Challenge of Natural Hazards</u></b></p> <p><u>Earthquakes &amp; volcanoes</u></p> <ul style="list-style-type: none"> <li>• Earthquakes &amp; volcanoes - plate tectonics theory, distribution &amp; physical processes</li> <li>• Effects and responses to tectonic hazards <ul style="list-style-type: none"> <li>• Management to reduce effects</li> </ul> </li> </ul> <p><u>Weather Hazards</u></p> <ul style="list-style-type: none"> <li>• General atmospheric circulation model</li> <li>• Tropical storms (distribution, formation, structure, features &amp; role of climate change; effects on people &amp; environment) <ul style="list-style-type: none"> <li>• UK weather hazards</li> </ul> </li> <li>• Case study of a recent extreme weather event in the UK</li> </ul>	<ul style="list-style-type: none"> <li>• management &amp; mitigation</li> </ul> <p><b><u>Physical Landscapes in the UK: Rivers</u></b></p> <p><u>Rivers: Theory</u></p> <ul style="list-style-type: none"> <li>• Long profile</li> <li>• Changing cross profile</li> <li>• Fluvial processes</li> <li>• Landforms</li> </ul> <ul style="list-style-type: none"> <li>• Relationship between precipitation and discharge</li> <li>• Case study of U.K. River valley landforms</li> </ul> <p><u>Rivers: Management</u></p> <ul style="list-style-type: none"> <li>• How physical and human factors affect flood risk <ul style="list-style-type: none"> <li>• Costs and benefits of hard engineering</li> </ul> </li> <li>• Case study of U.K. Flood management scheme</li> </ul>	<p><b>Revision:</b></p> <ul style="list-style-type: none"> <li>• A3 revision sheets – 1-page summaries <ul style="list-style-type: none"> <li>• Pictionary game (for keywords) <ul style="list-style-type: none"> <li>• Hot-seating</li> </ul> </li> <li>• Portfolio of case study summaries</li> <li>• Booklets of examination questions on a theme (e.g. graphs, map distributions, extended questions, etc.)</li> <li>• Topic- specific mini-tests on content</li> <li>• Weekly tests, using past examination papers – topics to be provided in advance</li> </ul> </li></ul>
<p><b>Homework</b></p>	<p><b>Homework</b></p>	<p><b>Homework</b></p>
<p>Single exam questions relevant to lesson content</p> <p>A3 (one page) revision sheets; portfolio of case studies (summaries)</p>	<p>Single exam questions relevant to lesson content</p> <p>A3 (one page) revision sheets; portfolio of case studies (summaries)</p>	<p>Selected past examination papers</p>
<p><b>Controlled Assessment/Internal Assessment Dates and Details</b></p>	<p><b>Controlled Assessment/Internal Assessment Dates and Details</b></p>	<p><b>Controlled Assessment/Internal Assessment Dates and Details</b></p>
<p><b>Assessment cycle 1:</b></p> <ul style="list-style-type: none"> <li>• Exam questions on The Living World</li> </ul> <p><b>Assessment cycle 2: mocks</b></p> <ul style="list-style-type: none"> <li>• Paper 1: Physical Geography</li> <li>• Paper 2: Human Geography</li> <li>• Paper 3: Geographical Applications</li> </ul>	<p><b>Assessment cycle 3</b></p> <ul style="list-style-type: none"> <li>• Exam questions on Hazards and Rivers</li> </ul>	<p><b>Assessment cycle 4</b></p> <ul style="list-style-type: none"> <li>• Practice Issues Analysis Paper</li> </ul>

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
Meeting the level 3 (top band) criteria on mark schemes – i.e. ensuring that links are explicit; that case study material is relevant, specific, detailed and supports points made	Meeting the level 3 (top band) criteria on mark schemes – i.e. ensuring that links are explicit; that case study material is relevant, specific, detailed and supports points made	Meeting the level 3 (top band) criteria on mark schemes – i.e. ensuring that links are explicit; that case study material is relevant, specific, detailed and supports points made.
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	
<p>GCSE Geography AQA Student Book</p> <p>Simon Ross (Series Editor), Nick Rowles Publisher: Oxford University Press</p> <p>ISBN-13: <a href="https://www.oxfordup.com/9780198366614">9780198366614</a></p> <p>£25</p>	<ul style="list-style-type: none"> <li>• To consolidate learning, by revisiting, at home, all work done in class</li> <li>• To transform class work into students' own work by active revision, such as mind maps of topics, case study summaries, etc.</li> <li>• Students to take responsibility for their learning; for example, liaising with staff on the content and homework from any missed lessons, well in advance of the next lesson.</li> <li>• To keep exercise books neat, well-presented and organised (with lesson content in the correct order, as intended by staff)</li> </ul>	

Year: 11

Subject: History

Curriculum Leader: Mr Shah

Learning across the Year 2021-22

Email: [e.shah@holyfamily.waltham.sch.uk](mailto:e.shah@holyfamily.waltham.sch.uk)

<b>Course Details</b>	<b>Exam Board: Edexcel</b>	
	<b>Percentage of course that is Exam:</b>	
	<b>100%</b>	
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>



<p>Study of Weimar and Nazi Germany - Paper 3 in their GCSEs</p> <p><u>Weimar Germany and the rise of the Nazi Party</u></p> <ul style="list-style-type: none"> <li>• The problems Germany faced after WW1 and how it impacted the Weimar Republic</li> <li>• Key challenges of 1923 and how Germany recovered under Stresemann which is known as the 'Golden Years'</li> <li>• How support grew for the Nazi party between 1923-1932 which increased after 1929 after the Wall Street Crash</li> </ul> <p><u>Government of the Third Reich to 1945</u></p> <ul style="list-style-type: none"> <li>• Steps for Hitler gaining power</li> <li>• Nazi control of Germany - propaganda, SS, church and banning political parties.</li> <li>• The extent of opposition that the Nazis faced</li> </ul> <p><u>Social impact of the Nazi state to 1945</u></p> <ul style="list-style-type: none"> <li>• Nazi policies towards women and the young people of Germany</li> <li>• Economic changes and the policies to reduce unemployment</li> <li>• Nazi treatment of minorities including the policy of the 'Final Solution'.</li> </ul>	<p>Final GCSE unit: Conflict in the Middle East.</p> <ul style="list-style-type: none"> <li>• The British withdrawal and the creation of Israel</li> <li>• Aftermath of the 1948–49 war</li> <li>• Increased tension, 1955–63</li> <li>• The Six Day War, 1967</li> <li>• Aftermath of the 1967 war</li> <li>• Israel and Egypt, 1967–73</li> <li>• Diplomatic negotiations</li> <li>• The Palestinian issue</li> <li>• Attempts at a solution</li> <li>• Women in the conflict</li> </ul>	<p>students will be revising</p> <ul style="list-style-type: none"> <li>• Past papers</li> <li>• Revisions games</li> <li>• Individual revision</li> <li>• Group revision</li> <li>• Whole class revision</li> </ul>
<p><b>Homework</b></p>	<p><b>Homework</b></p>	<p><b>Homework</b></p>

Past exam questions Revision for tests	Past exam questions Revision for tests	Past exam questions Revision for tests
<b>Internal Assessment Dates and Details</b>	<b>Internal Assessment Dates and Details</b>	<b>Internal Assessment Dates and Details</b>
Assessments in class/homework will take place once a fortnight and will be based on past papers	Assessment in class/homework will take place once a fortnight and will be based on past papers.	Assessment in class/homework will take place once a fortnight and will be based on past papers.

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
Student Leadership: Delivering part of the lesson to other students  Researching specific topic areas  Buddy system	Student Leadership: Delivering part of the lesson to other students  Researching specific topic areas  Buddy system	Student Leadership: Delivering part of the lesson to other students  Researching specific topic areas  Buddy system
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	

<p><b>Core Text:</b> Edexcel GCSE (9-1) History Conflict in the Middle East, c1945–1995 Student Book ISBN: 9781292127316</p> <p>Edexcel GCSE (9-1) History Weimar and Nazi Germany, 1918–1939 Student Book ISBN: 9781292127347</p> <p><b>Novels:</b> Alone In Berlin Hans Fallada, 1984 by George Orwell, The Bookkeeper by Markus Zusak, The Boy in the Striped Pyjamas by John Boyne</p> <p><b>Websites:</b> <a href="http://www.schoolhistory.co.uk">www.schoolhistory.co.uk</a></p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/history/shp/">http://www.bbc.co.uk/schools/gcsebitesize/history/shp/</a></p>	<p>Reading around the subject. Reading prior to the lesson on upcoming topic. Reading literature that illustrates the context of the time we are studying.</p> <p>Pride in work. Finding the best way that suits them for active learning.</p>	
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**Year: 11      Subject: Mathematics**

Curriculum Leader: Mr McCollin

Learning across the Year 2021-22

Email: [o.mccollin@holyfamily.waltham.sch.uk](mailto:o.mccollin@holyfamily.waltham.sch.uk)

Autumn Term	Spring Term	Summer Term
<p>Higher</p> <ul style="list-style-type: none"><li>• Vectors and vector notation</li><li>• Vector arithmetic</li><li>• Solving geometric problems</li><li>• Direct and inverse proportion</li><li>• Exponential functions</li><li>• Non linear graphs</li><li>• Translating graphs of functions</li><li>• Reflecting and stretching graphs of functions</li></ul> <p>Foundation</p> <ul style="list-style-type: none"><li>• Multiplying and dividing fractions</li><li>• The laws of indices</li><li>• Standard form</li><li>• Calculating with standard form</li><li>• Similarity and enlargement</li><li>• Congruency</li><li>• Calculating with vectors</li><li>• Graphs of cubic and reciprocal functions</li><li>• Non linear graphs</li><li>• Solving simultaneous equations graphically and algebraically</li><li>• Rearranging formulae</li><li>• Algebraic proof</li></ul>	<p>Higher</p> <ul style="list-style-type: none"><li>• Revision</li></ul> <p>Foundation</p> <ul style="list-style-type: none"><li>• Revision</li></ul>	<p>Higher</p> <ul style="list-style-type: none"><li>• Revision</li></ul> <p>Foundation</p> <ul style="list-style-type: none"><li>• Revision</li></ul>

Homework	Homework	Homework
<ul style="list-style-type: none"> <li>• Tasks on Hegarty Maths</li> <li>• On Maths practice papers.</li> <li>• Parallel Maths Project</li> </ul>	<ul style="list-style-type: none"> <li>• Tasks on Hegarty Maths</li> <li>• On Maths practice papers.</li> <li>• Parallel Maths Project</li> </ul>	<ul style="list-style-type: none"> <li>• Tasks on Hegarty Maths</li> <li>• On Maths practice papers.</li> <li>• Parallel Maths Project</li> </ul>
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
November mock assessments. 3 papers - 1 hour 30 minutes. Paper 1 - Non calculator, Paper 2/3 - Calculator	February mock assessments. Fortnightly assessments.	Fortnightly assessments.

Year: 10

Subject: Mathematics

Autumn Term	Spring Term	Summer Term
<b>Challenge Tasks</b> Parallel Maths Project. Independent study using Hegarty Maths. Maths Challenge.	<b>Challenge tasks</b> Parallel Maths Project. Independent study using Hegarty Maths. Maths Challenge.	<b>Challenge Tasks</b> Parallel Maths Project. Independent study using Hegarty Maths. Maths Challenge. .
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	
HegartyMaths.com Parallel.org.uk OnMaths.com Online revision classes.	Complete all homework. Regularly use and update the Digital PLC (accessible via Google Classroom).	

	<p>Read over notes prior to the next lesson in order to facilitate continuous progression.</p> <p>Complete practice papers on OnMaths.</p>	
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**Year: 11**

**Subject: GCSE MEDIA**

**Curriculum Leader: Mrs Belgrave**

**Learning across the Year 2021-22**

**Email: [s.belgrave@holyfamily.waltham.sch.uk](mailto:s.belgrave@holyfamily.waltham.sch.uk)**

<b>Course Details</b>	<p><b>Exam Board: EDQUAS</b></p> <p><b>Percentage of course that is Controlled Assessment: 30%</b></p> <p><b>Percentage of course that is Exam: 70%</b></p>	
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>

<p>Component 2 Section B: Music Resource</p> <ul style="list-style-type: none"> <li>• Social Media and its importance to the music industry.</li> <li>• Clear emphasis on textual analysis. There are resources, including a detailed factsheet, for each of the set music videos from the 1980s and early 1990s.</li> <li>• Music genre</li> <li>• Music 90s to present</li> <li>• Duran Duran vs Phraell Willams</li> </ul>	<p><b>Component 3: Creating Media Products</b></p> <p><b>Non-exam assessment</b></p> <p><b>30% of qualification</b></p> <p><b>An individual media production for an intended audience in response to a choice of briefs set by the examiner .</b></p> <p><b>The framework is based on four interrelated areas:</b></p> <ul style="list-style-type: none"> <li>• <b>media language: how the media through their forms, codes and conventions communicate meanings</b></li> <li>• <b>representation: how the media portray events, issues, individuals</b></li> <li>• <b>media industries: how the media industries' processes of production, distribution and circulation affect media forms and platforms audiences</b></li> </ul>	<p><b>Mock exam based on all set works to inform revision areas.</b></p> <p><b>Final coursework deadline</b></p> <p><b>GCSE final exam</b></p>
<p style="text-align: center;"><b>Homework</b></p>	<p style="text-align: center;"><b>Homework</b></p>	<p style="text-align: center;"><b>Homework</b></p>
<ul style="list-style-type: none"> <li>• Media forms Areas to be studied</li> <li>• Newspapers (sections A and B) In-depth study covering all areas of the</li> <li>• theoretical framework:</li> <li>• Media language (section A)</li> <li>• Representation (section A)</li> <li>• Media industries (section B)</li> <li>• Audiences (section B)</li> <li>• Media contexts (section A)</li> <li>• Advertising and Marketing (section A) Media language</li> <li>• Representation</li> <li>• Media contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Completing Tasks Radio (section B) Media industries</li> <li>• Audiences</li> <li>• Media contexts</li> <li>• Video games (section B) Media industries</li> <li>• Audiences</li> <li>• Film (section B) Media industries</li> <li>• Mock paper – to be completed during the Easter holiday.</li> <li>• Activities from the revision booklet; practice exam questions.</li> <li>• Building a revision bank to help with Paper 1 and 2 exam techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Mock paper – to be completed during the Easter holiday.</li> <li>• Activities from the revision booklet; practice exam questions.</li> </ul>

<b>Controlled Assessment/Internal Assessment Dates and Details</b>	<b>Controlled Assessment/Internal Assessment Dates and Details</b>	<b>Controlled Assessment/Internal Assessment Dates and Details</b>
<p>Assessment cycle 1: Exam questions Paper 2</p> <p>All components are revision for set texts and papers</p> <p>Mock exams will be every half term for the Unit 1- in class and homework will be set. Independent studies will take place outside the classroom in order to complete assignments.</p> <p>Paper 2 Section A</p> <p>Section A: Exploring Media Language and Representation (45 marks) This section will assess knowledge and understanding of media language and representation in relation to two of the media forms studied for this section: magazine front covers, film posters, newspaper front pages, or print advertisements</p>	<p>Assessment cycle 2: mocks Mock paper: <b>Component 2: Understanding Media Forms and Products</b></p> <p>All components are revision for set texts and papers REVISION and completing Set Product CW</p> <p>Paper 2 section B</p> <p>There will be two questions:</p> <ul style="list-style-type: none"> <li>• Question 1 will assess media language and will require analysis of one of the products set for study in this section. Learners refer to a copy of the product in the examination. Reference to relevant contexts may be required.</li> <li>• Question 2 will assess context and representation in relation to a different media form from that assessed in question one.</li> </ul>	<p>Assessment cycle 3: Exam questions on FULL PAPER 1 and Paper 2</p> <p><b>Paper 1 and 2</b></p> <p>Starting CW component 3 production</p>

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
<ul style="list-style-type: none"> <li>• Artists on Twitter</li> <li>• Artists on Facebook</li> <li>• Read the lyrics on the left, focus on language.</li> <li>• These provide sentence starters for students responding to content such as video clips, pictures or articles.</li> <li>• The intention is that they will improve the depth of responses students give rather than giving limited</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking hard tasks for Paper 1/ 2</li> <li>• PLT recaps</li> <li>• TedTalks on Crime</li> <li>• Ted Talks on Music Textual analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Students develop revision lessons on each element of the exam and deliver them to the whole class. Individual question analysis. Paper 1 and Paper 2 Reflection Frames</li> </ul>



<p>responses to questions such as 'what did you think of that?' or 'do you have any questions?'</p> <ul style="list-style-type: none"> <li>• Students view the content and then complete the sentences to give their responses</li> </ul> <p>To be reflective, resilient, resourceful and reciprocal learners.</p>		
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	
<ul style="list-style-type: none"> <li>• Music Videos</li> <li>• Crime Drama</li> </ul>	<p>Students will be given the skills to become active independent learners, such as becoming leaders, good listeners and communicators as well as take on production roles. As independent learners we encourage students to take on tutorial roles to teach other members of the class the skills they have. It is expected that students take great pride in their work as they will be producing a high amount of production work. Students must also take pride and care with the specialised equipment they will be using.</p>	

Year: 11

Subject: Music

Curriculum Leader: Mrs. Corlett

Learning across the Year 2021-22

Email: [h.corlett@holyfamily.waltham.sch.uk](mailto:h.corlett@holyfamily.waltham.sch.uk)

<b>Course Details</b>	<p><b>Exam Board: Edexcel</b></p> <p><b>Percentage of course that is Controlled Assessment: 30%</b></p> <p><b>Percentage of the course that is Coursework: 30%</b></p> <p><b>Percentage of course that is Exam: 40%</b></p>	
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<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<ul style="list-style-type: none"> <li>• Bach - Brandenburg Concerto</li> <li>• Esperanza Spalding: Samba Em Preludio</li> <li>• Beethoven Piano Sonata</li> <li>• Solo and Group Performance work</li> <li>• Free composition work</li> </ul>	<ul style="list-style-type: none"> <li>• Revision activities on all set works</li> <li>• Brief Composition coursework</li> </ul>	<ul style="list-style-type: none"> <li>• Mock exam based on all set works to inform revision areas.</li> <li>• Final coursework deadline</li> <li>• GCSE final exam</li> </ul>
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>
<ul style="list-style-type: none"> <li>• Theory booklet work</li> <li>• Samba Em Preludio listening activity</li> <li>• Samba Em Preludio musical elements essay</li> <li>• Bach listening activity</li> <li>• Bach musical elements essay</li> <li>• Beethoven listening activity</li> <li>• Beethoven musical elements essay</li> <li>• Revision activities</li> <li>• Unfamiliar listening</li> <li>• Performance</li> </ul>	<p>Theory booklet work</p> <p>Revision activities for set works e.g.</p> <ul style="list-style-type: none"> <li>• Mindmaps of all set works</li> <li>• Venn diagrams of all comparative wider listening</li> <li>• Unfamiliar listening</li> </ul> <p>Extra sessions on composition</p>	<p>Theory booklet work</p> <p>Revision activities for set works e.g.</p> <ul style="list-style-type: none"> <li>• Mindmaps of all set works</li> <li>• Venn diagrams of all comparative wider listening</li> <li>• Unfamiliar listening</li> </ul> <p>Musical essays elements on all set works.</p>
<b>Controlled Assessment/Internal Assessment Dates and Details</b>	<b>Controlled Assessment/Internal Assessment Dates and Details</b>	<b>Controlled Assessment/Internal Assessment Dates and Details</b>
<p>Composition controlled assessment to be completed during class time 1 hour per fortnight throughout the year.</p> <p>October assessment - Full paper to be completed - less one set work yet to be completed.</p> <p>November assessment–</p> <ul style="list-style-type: none"> <li>• Complete paper to be completed</li> </ul> <p>October half term – Solo performance summative assessment.</p>	<p>Composition controlled assessment to be completed during class time 1 hour per fortnight throughout the year.</p> <p>Mock exam - Full GCSE Paper</p> <p>Easter - Final Brief composition coursework deadline</p> <p>Easter - Summative Group performance assessment</p>	<p>Dept mock exams every 2 weeks</p> <p>Beginning June 2019 – FINAL EXTERNAL GCSE exam</p>

October half term - Summative assessment free composition/ Mock exam -Full GCSE Paper		
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
<ul style="list-style-type: none"> <li>Attend extra-curricular music clubs to improve performance / logic skills</li> <li>Attend GCSE lunchtime club</li> <li>Revision planner activities</li> </ul>	<ul style="list-style-type: none"> <li>Attend extra-curricular music clubs to improve performance / logic skills</li> <li>Attend GCSE lunchtime club</li> <li>Revision planner activities</li> </ul>	<ul style="list-style-type: none"> <li>Attend extra-curricular music clubs to improve performance / logic skills</li> <li>Attend GCSE lunchtime club</li> <li>Revision planner activities</li> </ul>
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	
Year 11 Revision guide GCSE bitesize GCSE Music Anthology GCSE Music Anthology guide GCSE Music workbook	Revise for all tests.  Spend own time practising instrument / vocal skills. Revision planner activities	

Year: 11

Subject: Music BTEC

Curriculum Leader: Mrs. Corlett

Learning across the Year 2021-22

Email: [h.corlett@holyfamily.waltham.sch.uk](mailto:h.corlett@holyfamily.waltham.sch.uk)

Course Details	Exam Board:Edexcel Percentage of course that is Coursework: 67% Percentage of course that is Exam: 33%	
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
CD promotion project	Composition project	Composition project completion

<p>Students are tasked with creating a CD, not only composing the music for it but undertaking extensive research into how a CD will be most successful and implementing a variety of tasks.</p> <p>Students use trackers which they have access to which helps them check off and understand everything they need to do.</p>	<p>Students are tasked with writing music for an advert. They have to come up with a variety of different musical ideas, also writing about them as they come up with them.</p>	
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>
<p>Homework will be set to complete tasks that go towards their CD Promotion project including research.</p>	<p>Homework will be set to complete tasks that go towards their composition project including research.</p>	<p>Homework will be set to complete tasks that go towards their composition project including research.</p>
<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>
<p>Assessment on CD Promotion Project - Christmas deadline</p>	<p>Assessment on Composition Project Easter formative deadline</p>	<p>Assessment on Composition Project</p>
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
<ul style="list-style-type: none"> <li>• Attend extra curricular music clubs to improve performance / Garageband ICT skills</li> <li>• Attend BTEC lunchtime club (Thursdays)</li> </ul>	<ul style="list-style-type: none"> <li>• Attend extra curricular music clubs to improve performance / Garageband ICT skills</li> <li>• Attend BTEC lunchtime club (Thursdays)</li> </ul>	<ul style="list-style-type: none"> <li>• Attend extra curricular music clubs to improve performance / Logic ICT skills</li> <li>• Attend BTEC lunchtime club (Thursdays)</li> </ul>

<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	
BTEC Music Workbook Careers in Music book All workbooks	<ul style="list-style-type: none"> <li>• Spend own time continuing CD Project work</li> <li>• Spend own time continuing composition work</li> </ul>	

**Year: 11**

**Subject: Performing Arts**

**Curriculum Leader: Miss Hampshire**

**Learning across the Year 2021-22**

**Email: s.hampshire@holyfamily.waltham.sch.uk**

<b>Course Details</b>	<b>Exam Board: Pearson</b> <b>Percentage of the course that is internally assessed: 70%</b> <b>Percentage of the course that is an external exam: 30%</b>	
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Component 2:</b> Developing Skills and Techniques in the Performing Arts <b>Levels:</b> 1/2 <b>Assessment type:</b> Internal <b>Guided learning hours:</b> 36  <b>Overview:</b> Working as a performer requires the application of skills, techniques and practices that enable you to produce and interpret performance work. You will communicate intentions to an audience through the performance of a monologue and a duologue (in contrasting styles).. In this component, you will develop performing skills and techniques. You will have the opportunity to specialise as a performer in the	<b>Component 2:</b> Developing Skills and Techniques in the Performing Arts <b>Levels:</b> 1/2 <b>Assessment type:</b> Internal <b>Guided learning hours:</b> 36  <b>Overview:</b> Working as a performer requires the application of skills, techniques and practices that enable you to produce and interpret performance work. You will communicate intentions to an audience through the performance of a monologue and a duologue (in contrasting styles).. In this component, you will develop performing skills and techniques. You will have the	<b>(RESIT) Component 3:</b> Performing to a Brief <b>Levels:</b> 1/2 <b>Assessment type:</b> External <b>Guided learning hours:</b> 48 (30% of the qualification)  <i>Students will have the opportunity to resit Component 3 (External) to improve their mark from Year 10.</i>

<p>discipline of : Acting, You will take part in workshops and classes where you will develop technical, practical and interpretative skills through the rehearsal and performance process. You will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce performance of the work. Throughout your development, you will review your own progress and consider how to make improvements. Developing performance or design skills and techniques will enable you to consider your aptitude and enjoyment for performing arts, helping you to make informed decisions about what you study in the future. This component will help you to progress to Level 3 qualifications in performing arts, where skills and techniques are looked at in more detail. Alternatively, you may want to progress to other Level 3 vocational or academic subject areas.</p> <p>This component has many transferable qualities, for example communication skills and teamwork, which will be valuable whatever you decide to do.</p> <p style="text-align: center;"><b>Assessment objectives</b></p> <p><b>A</b> Develop skills and techniques for performance  <b>B</b> Apply skills and techniques in rehearsal and performance  <b>C</b> Review own development and contribution to the performance .</p>	<p>opportunity to specialise as a performer in the discipline of : Acting, You will take part in workshops and classes where you will develop technical, practical and interpretative skills through the rehearsal and performance process. You will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce performance of the work.</p> <p>Throughout your development, you will review your own progress and consider how to make improvements. Developing performance or design skills and techniques will enable you to consider your aptitude and enjoyment for performing arts, helping you to make informed decisions about what you study in the future. This component will help you to progress to Level 3 qualifications in performing arts, where skills and techniques are looked at in more detail. Alternatively, you may want to progress to other Level 3 vocational or academic subject areas. This component has many transferable qualities, for example communication skills and teamwork, which will be valuable whatever you decide to do.</p> <p style="text-align: center;"><b>Assessment objectives</b></p> <p><b>A</b> Develop skills and techniques for performance  <b>B</b> Apply skills and techniques in rehearsal and performance  <b>C</b> Review own development and contribution to the performance</p>	<p style="text-align: center;"><b>(Re-submit) Component 2:</b> Developing Skills and Techniques in the Performing Arts  <b>Levels:</b> 1/2  <b>Assessment type:</b> Internal  <b>Guided learning hours:</b> 36</p> <p style="text-align: center;"><i>Students will have the opportunity to resubmit Component 2 (Internall) to improve their mark..</i></p>
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>
<ul style="list-style-type: none"> <li>● Learners will capture their ideas on planning, development and refinement, in a series of skills logs, research tasks, audits, targets and workshop diaries.</li> <li>● Rehearsal and refinement of practical work.</li> </ul>	<ul style="list-style-type: none"> <li>● Learners will capture their ideas on planning, development and refinement, in a series of skills logs, research tasks, audits, targets and workshop diaries.</li> <li>● Rehearsal and refinement of practical work.</li> </ul>	
<b>Controlled Assessment/Internal Assessment Dates and Details</b>	<b>Controlled Assessment/Internal Assessment Dates and Details</b>	<b>Controlled Assessment/Internal Assessment Dates and Details</b>
On-going assessment of blogs and log books as preparation for Component three..	Log books/blogs for component 3 to be completed by: May, week to be confirmed by exam board.. Interim dates to be circulated on assignment briefs.	Log books/blogs for component 3 to be completed by: May, week to be confirmed by exam board.. Interim dates to be circulated on assignment briefs.
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
Students should try and see as much live theatre as possible in order to help them develop their own ability to interpret and stage their own versions of the play.	<ul style="list-style-type: none"> <li>● Using appropriate terminology when writing log books.</li> <li>● Researching theatre practitioners and understanding how their theories can help to develop and shape performance.</li> </ul>	<ul style="list-style-type: none"> <li>● Attend the GCSE and A level showcases to inspire your thoughts around theatre.. <ul style="list-style-type: none"> <li>● Managing deadlines</li> </ul> </li> <li>● Organising own rehearsals with peers.</li> </ul>

	<ul style="list-style-type: none"> <li>Organising own rehearsals with peers.</li> </ul>	
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	
<ul style="list-style-type: none"> <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 range of theatre reviews in national newspapers</li> <li>The Stanislavsky Toolkit - ISBN - 978-1854597939</li> <li>The Brecht Toolkit - ISBN - 978-1854595508</li> </ul>	<ul style="list-style-type: none"> <li>To learn lines</li> <li>To attend rehearsals</li> <li>To log process throughout the devising process, in order to aid with the writing of the final written portfolio.</li> <li>To research and contribute ideas to the developmental process. <ul style="list-style-type: none"> <li>Target setting</li> <li>Skills audits</li> </ul> </li> <li>Students to take responsibility for their own learning by making sure they attend all lessons and catch up on any work missed by liaising with their subject teacher and using Show My Homework</li> <li>To manage deadlines and organise time appropriately.</li> </ul>	

**Year: 11**

**Subject: RE**

**Curriculum Leader: Mr Norman**

**Learning across the Year 2021-22**

**Email: [p.norman@holyfamily.waltham.sch.uk](mailto:p.norman@holyfamily.waltham.sch.uk)**

<p><b>Course details:</b>  <b>GCSE Religious Studies A</b>  <b>Catholic Christianity with Judaism</b></p> <p><b>NB: THIS IS THE NEW SPECIFICATION</b></p>	<p><b>Exam Board: Edexcel</b></p> <p><b>The assessment is 100% exam</b></p> <p><b>There are 3 exams papers (50%, 25% and 25%)</b></p>	
<b>Autumn: First half term</b>	<b>Autumn: Second half term</b>	<b>Spring Term</b>
<p>Area of Study 1 Catholic Christianity part 4 Forms of Expression and ways of Life</p> <p>Area of Study 2 Judaism part 7 - Beliefs and practice</p>	<p>Area of Study 2 part 8: Judaism - Practices</p> <p>Area of Study 3 Philosophy and Ethics part 9 Arguments for the Existence of God</p>	<p>Area of Study 3 Philosophy and Ethics part 9 Arguments for the Existence of God continued</p> <p>Area of Study 3 Philosophy and Ethics part 10 Religious teachings on relationships and families in the 21st Century</p>

		Revision Carousel - Revision of all Units in preparation for GCSE
<p style="text-align: center;"><b>Homework</b></p> <p>GCSE questions will be set as homework on the following themes within the topic</p> <p style="text-align: center;">Catholic architecture</p> <p style="text-align: center;">Catholic church buildings</p> <p style="text-align: center;">Sacred objects</p> <p style="text-align: center;">Art in catholicism</p> <p style="text-align: center;">Sculpture and statues</p> <p style="text-align: center;">The Almighty</p> <p style="text-align: center;">The Messiah</p> <p style="text-align: center;">Covenant</p> <p style="text-align: center;">Abraham</p> <p style="text-align: center;">Mitzot</p>	<p style="text-align: center;"><b>Homework</b></p> <p>GCSE questions will be set as homework on the following themes within the topic</p> <p style="text-align: center;"><b>The Shema</b> <b>Shabbat</b> <b>Festivals</b> <b>Synagogue</b> <b>Visions</b> <b>Miracles</b> <b>Design</b> <b>Existence of suffering</b></p> <p><a href="http://www.hfcsw.net">www.hfcsw.net</a> - use this RE Department website to complete a variety of revision tasks. You will also have access to content resources and exam questions from this webpage. Personal log-in details available from Mr Skelton</p> <p><b>Use the online textbook via kerboodle</b></p> <p><b><i>Catholic Christianity with Islam and Judaism</i></b></p> <p>Here you will be able to revise all content needed for your RE GCSE. This eTextbook is the same as the Textbook used in lesson and has exam questions and tips at the end of every topic.</p>	<p style="text-align: center;"><b>Homework</b></p> <p>GCSE questions will be set as homework on the following themes within the topic</p> <p style="text-align: center;"><b>Marriage</b> <b>Sexual relationships</b> <b>The family</b> <b>Divorce and annulment</b> <b>Gender equality in the family</b> <b>Prejudice and discrimination</b></p> <p style="text-align: center;"><b>SUMMER TERM</b></p> <p style="text-align: center;"><b>Revision and preparation for GCSE papers in <u>MAY</u></b></p>
<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>



<p>A set of GCSE questions will be used as assessment material  Week beginning Monday 24th September and Monday 1st October</p>	<p>Mock exams as per the whole school exam timetable beginning Monday 19th November</p>	<p>A trial exam paper will be used to assess students Week beginning Monday 11th February 2019   Final exam papers in May/June</p>
<p><b>Challenge Tasks</b></p>	<p><b>Challenge tasks</b></p>	<p><b>Challenge Tasks</b></p>
<p>GCSE stimulus issue:</p> <p>Watch the news over a period of two weeks. Categorise the stories into moral and natural evil. Decide whether this shows that God does not exist.</p> <p>Design a leaflet or poster advertising the work of CAFOD; they should include in it why people should help CAFOD.</p> <p>Make a study of the range of charities which are Religiously motivated working to relieve poverty in the UK and Developing world</p>	<p><a href="http://Ww.hfcsw.net">Ww.hfcsw.net</a></p> <p>Use the website to access a wide range of support materials, exam questions, powerpoints etc</p> <p>Complete sets of papers in <u>exam conditions</u>  _(1 hour 50 minutes per paper, no books or notes)</p>	<p>GCSE stimulus issue:</p> <p>Conduct a survey of the people you know – what kind of families do they live in?</p> <p>Ask to what extent religion plays an important role in their family life.</p> <p>In the light of certain countries allowing homosexual marriage, investigate how the Catholic Church and other Christian denominations respond to this and the potential effect it will have on societies and family life in the future.</p>
<p><b>Recommended Resources</b></p>	<p><b>Independent Learning Expectations</b></p>	
<p><b>On Line textbook via kerboodle</b></p> <p>This is a website that allows pupils access to the edexcel course textbooks online, and an additional</p>	<p>Each pupil is encouraged to deepen their knowledge and understanding of the topics as the course</p>	

<p>textbook to support the course. The website has access to a range of past papers and tips on how to answer exam questions well.</p> <p><a href="http://www.hfcsw.net">www.hfcsw.net</a></p> <p>This Holy Family RE Department website offers a range of activities like quizzes and audio material that can enhance a pupils understanding of a topic (pupils will be given login details individually for this).</p>	<p>progresses. Use of the My Dynamic Learning and RE Department websites will enable this.</p> <p>Pupils must always be mindful that each topic covered ought to be studied in the light, and teaching of the Roman Catholic Church. All pupils should therefore keep up to date with Church teaching and practice. Following the news and discussing the issues that relate to faith and practice with your family and friends is also recommended.</p>	
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Year: 11 set 1

Subject: Triple Science

Curriculum Leader: Mr Thrasivoulou

Learning across the Year 2021-22

Email: [t.thrasivoulou@holyfamily.waltham.sch.uk](mailto:t.thrasivoulou@holyfamily.waltham.sch.uk)

<p><b>Course Details</b> AQA Triple Science Biology, Chemistry and Physics</p>	<p><b>Exam Board: AQA</b></p> <ul style="list-style-type: none"><li>• 100% Exam-based assessment at the end of Year 11.</li><li>• Students will sit 2 exams per GCSE (paper 1 and paper 2) to make a total of 6 exams.</li><li>• Each exam lasts 1 hour 45 minutes.</li><li>• <i>NB Students will achieve three GCSEs at the end of this course</i></li></ul>	
<p><b>Autumn Term</b></p>	<p><b>Spring Term</b></p>	<p><b>Summer Term</b></p>
<p><i>Revising Paper 1 topics until November mocks.</i></p> <p><b>Biology:</b> B7 - Ecology</p> <p><b>Chemistry:</b> C9 - Chemistry of the atmosphere</p> <p><b>Physics:</b> P7 - Electromagnetism</p>	<p><i>Once the below content is delivered, pupils will take their paper 2 mock exams.</i></p> <p><b>Biology:</b> B7 - Ecology continues Recap of Paper 2 topics: B6 Inheritance and B5 - Homeostasis</p> <p><b>Chemistry:</b> C9 - Chemistry of the atmosphere continues C10 - Using resources Recap of Paper 2 topics: C6 - Rates of reaction, C7 - Organic Chemistry, C8 - Chemical analysis</p> <p><b>Physics:</b> P7 - Electromagnetism P8 - Space Recap P5 - Forces and P6 - Waves</p>	<p><b>Higher Tier</b></p> <ul style="list-style-type: none"><li>• Past papers revision and reviewing exam techniques.</li></ul> <p><b>Foundation Tier</b></p> <ul style="list-style-type: none"><li>• Past papers revision and reviewing exam techniques.</li></ul>

<b>Homework</b>	<b>Homework</b>	<b>Homework</b>
<ul style="list-style-type: none"> <li>• Past paper AQA exam questions on topic area studied</li> <li>• Complete online SENECA tasks and revision booklets</li> <li>• Completing E-learning simulation tasks for required practicals</li> <li>• Online Lbq tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Past paper AQA exam questions on topic area studied</li> <li>• Complete online SENECA tasks and revision booklets</li> <li>• Completing E-learning simulation tasks for required practicals</li> <li>• Online Lbq tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Past paper AQA exam questions on topic area studied</li> <li>• Complete online SENECA tasks and revision booklets</li> <li>• Completing E-learning simulation tasks for required practicals</li> <li>• Online Lbq tasks</li> </ul>
<b>Internal Assessment Dates and Details</b>	<b>Internal Assessment Dates and Details</b>	<b>External Assessment Dates and Details</b>
<p>TRIPLE SCIENCE W/B: 13/12/2021 - C9 Chemistry of the atmosphere W/B:15/11/2021- Year 11 mock exam Paper 1 (Biology,Chemistry,Physics)</p> <p>*Skills: AO1 - recall; A02 - application of knowledge and A03 evaluation</p>	<p>TRIPLE SCIENCE W/B: 10/1/2022 - P7 Electromagnetism W/B: 24/1/2022 - B7 Ecology W/B: 24/1/2022 - C10 Using Resources W/B: 07/2/2022 - P8 Space</p> <p>*Skills: AO1 - recall; A02 - application of knowledge and A03 evaluation</p>	<p>Public exams (combined and Triple Science) W/B: 16/5/2022 - Biology, Chemistry and Physics paper 1 W/B 6/6/2022- Biology, Chemistry and Physics paper 2</p>

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
<ul style="list-style-type: none"> <li>• Complete stretch and challenge activities set on Google Classroom.</li> <li>• Refer to the bespoke Stretch and Challenge task set by class teacher from</li> </ul>	<ul style="list-style-type: none"> <li>• Complete stretch and challenge activities set on Google Classroom.</li> <li>• Refer to the bespoke Stretch and Challenge task set by class teacher from End of Topic</li> </ul>	<ul style="list-style-type: none"> <li>• Complete stretch and challenge activities set on Google Classroom.</li> <li>• Refer to the bespoke Stretch and Challenge task set by class teacher</li> </ul>

<p>End of Topic Tests to make progress in relevant numeracy skills and/or content knowledge.</p> <ul style="list-style-type: none"> <li>• Participate in STEM club challenges and projects.</li> </ul>	<p>Tests to make progress in relevant numeracy skills and/or content knowledge.</p> <ul style="list-style-type: none"> <li>• Participate in STEM club challenges and projects.</li> </ul>	<p>from End of Topic Tests to make progress in relevant numeracy skills and/or content knowledge.</p> <ul style="list-style-type: none"> <li>• Participate in STEM club challenges and projects.</li> </ul>
<p><b>Recommended Resources</b></p>	<p><b>Independent Learning Expectations</b></p>	
<p>Triple Science AQA Specifications  <b>GCSE Triple Science</b>  <b>Biology:</b>  <a href="https://www.aqa.org.uk/subjects/science/gcse/biology-8461">https://www.aqa.org.uk/subjects/science/gcse/biology-8461</a>  <b>Chemistry:</b>  <a href="http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462">http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462</a>  <b>Physics:</b>  <a href="http://www.aqa.org.uk/subjects/science/gcse/physics-8463">http://www.aqa.org.uk/subjects/science/gcse/physics-8463</a>  Useful websites:  <a href="http://www.physicsandmathstutor.com">www.physicsandmathstutor.com</a>  <a href="https://www.youtube.com/c/Freesciencelessons">https://www.youtube.com/c/Freesciencelessons</a>  <a href="https://www.youtube.com/c/Cognitoedu">https://www.youtube.com/c/Cognitoedu</a></p>	<ul style="list-style-type: none"> <li>• Revise for all exams using End of topic test feedback.</li> <li>• Complete homework tasks as well as revision booklets</li> <li>• Complete online SENECA and 'Learning by Questions' tasks set on Google Classroom.</li> <li>• Fulfil revision cards, using video shared links to support this.</li> </ul>	

*Resources and lesson powerpoints are centralised and posted by teachers on all Google Classrooms.		
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**Year: 11**

**Learning across the Year 2021-22**

**Subject: Combined science**

**Curriculum Leader: Mr Thrasivoulou**

**Email: [t.thrasivoulou@holyfamily.waltham.sch.uk](mailto:t.thrasivoulou@holyfamily.waltham.sch.uk)**

<p style="text-align: center;"><b>Course Details</b></p> <p style="text-align: center;">AQA Combined Science Biology, Chemistry and Physics</p>	<p style="text-align: center;"><b>Exam Board: AQA</b></p> <p>100% Exam-based assessment at the end of Year 11.</p> <p>Students will sit 2 exams per GCSE (paper 1 and paper 2) to make a total of 6 exams.</p> <p>Each exam lasts 1 hour 15 minutes.</p> <p><i>*Students will achieve two GCSEs at the end of this course</i></p>	
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<p>C6 - Rate and extent of chemical Change C7 - Organic Chemistry B5 - Homeostasis &amp; Response B6 - Inheritance and variation</p>	<p>P6 - Waves P7 - Electromagnetism B7 - Ecology C8 - Chemical Analysis C9 - Chemistry of the atmosphere C10 - Using Resources</p>	<p><b>Higher Tier</b></p> <ul style="list-style-type: none"> <li>• Past papers revision and reviewing exam techniques.</li> </ul> <p><b>Foundation Tier</b></p> <ul style="list-style-type: none"> <li>• Past papers revision and reviewing exam techniques.</li> </ul>

Homework	Homework	Homework
<ul style="list-style-type: none"> <li>• Past paper AQA exam questions on topic area studied</li> <li>• Complete online SENECA tasks and revision booklets</li> <li>• Completing E-learning simulation tasks for required practicals</li> <li>• Online Lbq tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Past paper AQA exam questions on topic area studied</li> <li>• Complete online SENECA tasks and revision booklets</li> <li>• Completing E-learning simulation tasks for required practicals</li> <li>• Online Lbq tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Past paper AQA exam questions on topic area studied</li> <li>• Complete online SENECA tasks and revision booklets</li> <li>• Completing E-learning simulation tasks for required practicals</li> <li>• Online Lbq tasks</li> </ul>
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	External Assessment Dates and Details
<p>YEAR 11 ASSESSMENT WINDOW</p> <p>WB: 5/10/2021 - C6 Rate and extent of chemical Change &amp; C7 Organic Chemistry</p> <p>*Year 11 mock exams (First series):</p> <p>WB:15/11/2021- Physics Paper 1</p> <p>WB: 22/11/2021 - Mixed Biology &amp; Chemistry paper 2</p> <p>**Skills: AO1 - recall; A02 - application of knowledge and A03 evaluation</p>	<p>WB: 10/1/2022 - B6 Inheritance, Variation and Evolution</p> <p>W/B: 31/1/2022 - P6 Waves &amp; P7 Electromagnetism</p> <p>*Year 11 mock exams (Second series):</p> <p>W/B:28/2/2022 - Chemistry Paper 1</p> <p>W/B: 14/3/2022 - Physics Paper 2</p> <p>W/B: 18/04/2022 - Biology Paper 1</p> <p>**Skills: AO1 - recall; A02 - application of knowledge and A03 evaluation</p>	<p>Public exams (combined and Triple Science)</p> <p>W/B 16/5/2022- Biology, Chemistry and Physics Paper 1</p> <p>W/B 6/6/2022- Biology, Chemistry and Physics Paper 2</p>

Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
<ul style="list-style-type: none"> <li>• Complete stretch and challenge activities set on Google Classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete stretch and challenge activities set on Google Classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete stretch and challenge activities set on Google Classroom.</li> </ul>



<ul style="list-style-type: none"> <li>● Refer to the bespoke Stretch and Challenge task set by class teacher from End of Topic Tests to make progress in relevant numeracy skills and/or content knowledge.</li> <li>● Create a glossary of key terminology in each topic.</li> <li>● Participate in STEM club challenges and projects.</li> </ul>	<ul style="list-style-type: none"> <li>● Refer to the bespoke Stretch and Challenge task set by class teacher from End of Topic Tests to make progress in relevant numeracy skills and/or content knowledge.</li> <li>● Create a glossary of key terminology in each topic.</li> <li>● Participate in STEM club challenges and projects.</li> </ul>	<ul style="list-style-type: none"> <li>● Refer to the bespoke Stretch and Challenge task set by class teacher from End of Topic Tests to make progress in relevant numeracy skills and/or content knowledge.</li> <li>● Create a glossary of key terminology in each topic.</li> <li>● Participate in STEM club challenges and projects.</li> </ul>
<p style="text-align: center;"><b>Recommended Resources</b></p> <p><b>GCSE Combined Science Specification</b>  <a href="https://filestore.aqa.org.uk/resources/science/specifications/AQA-8464-SP-2016.PDF">https://filestore.aqa.org.uk/resources/science/specifications/AQA-8464-SP-2016.PDF</a></p> <p>Useful websites:  <a href="http://www.physicsandmathstutor.com">www.physicsandmathstutor.com</a>  <a href="https://www.youtube.com/c/Freesciencelessons">https://www.youtube.com/c/Freesciencelessons</a>  <a href="https://www.youtube.com/c/Cognitoedu">https://www.youtube.com/c/Cognitoedu</a></p> <p>*Resources and lesson powerpoints are centralised and posted by teachers on all Google Classrooms.</p>	<p style="text-align: center;"><b>Independent Learning Expectations</b></p> <ul style="list-style-type: none"> <li>● Revise for all exams using End of topic test feedback</li> <li>● Complete homework tasks as well as revision booklets</li> <li>● Complete online SENECA and 'Learning by Questions' tasks set on Google Classroom.</li> <li>● Fulfil revision cards, using video shared links support this.</li> </ul>	

Year: 11

Subject: Sociology

Curriculum Leader: Ms Hall

Learning across the Year 2021-22

Email: [I.hall@holyfamily.waltham.sch.uk](mailto:I.hall@holyfamily.waltham.sch.uk)

<b>Course Details</b>	<b>Exam Board: AQA</b> <b>Percentage of course that is Controlled Assessment: 0%</b> <b>Percentage of course that is Exam: 100%</b>	
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<p>1. Crime and Deviance</p> <ul style="list-style-type: none"><li>● Difference between Crime and Deviance</li><li>● Perspectives explanations of crime</li><li>● Statistics and Crime</li><li>● Relationship between Social Class and Crime</li><li>● Relationship between Gender and Crime</li><li>● Relationship between Ethnicity and Crime</li><li>● Relationship between Age and Crime</li><li>● Deviancy Amplification</li><li>● Crime related issues that cause public debates.</li><li>● Crime related issues that cause public concern</li></ul>	<p>2. Social Stratification</p> <ul style="list-style-type: none"><li>● Perspectives approaches to social stratification</li><li>● Social Class and stratification</li><li>● Gender and stratification</li><li>● Ethnicity and stratification</li><li>● Age and stratification</li><li>● Poverty</li><li>● Power relationships</li></ul>	<p>*** Revision ***</p> <p>Paper 1 The Sociology of Families and Education</p> <p>Paper 2 The Sociology of Crime and Deviance and Social Stratification</p>
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>

<ul style="list-style-type: none"> <li>- Research on the family tree</li> <li>- Exam Questions</li> <li>- Green Pen Activities</li> <li>- Revision Tasks</li> </ul>	<ul style="list-style-type: none"> <li>- Research on the family tree</li> <li>- Exam Questions</li> <li>- Green Pen Activities</li> <li>- Revision Tasks</li> </ul>	<ul style="list-style-type: none"> <li>- Activities from the revision booklet; practice exam questions, mock papers</li> </ul>
<b>Controlled Assessment/Internal Assessment Dates and Details</b>	<b>Controlled Assessment/Internal Assessment Dates and Details</b>	<b>Controlled Assessment/Internal Assessment Dates and Details</b>
<ul style="list-style-type: none"> <li>- Crime and Deviance class mock exam</li> <li>- Year 11 mock exam (focusing on the whole of Unit 1 and the Crime and Deviance section of Unit 2)</li> <li>- Unit 1 past paper to be completed as homework.</li> </ul>		<ul style="list-style-type: none"> <li>- Unit 2 mock exam – to be completed in class.</li> </ul>

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
<ul style="list-style-type: none"> <li>● To use published sociological research to help further knowledge of topic(s) covered.</li> <li>● To carry out an individual or group presentation on a topic related to the themes covered on the GCSE Sociology course using research data.</li> <li>● To read and make notes from articles related to the sociology of the mass media and crime and</li> </ul>	<ul style="list-style-type: none"> <li>● Independent research on an aspect of the social inequality topic.</li> <li>● To read and make notes from articles related to the sociology of the family from the Sociology Review magazine</li> <li>● To carry out an individual or group presentation on a topic related to the themes covered on the GCSE Sociology course using research data.</li> </ul>	<ul style="list-style-type: none"> <li>● Learning studies help develop subject knowledge.</li> <li>● Complete exam questions independently</li> </ul>

<p>deviance from the Sociology Review magazine</p>		
<p><b>Recommended Resources</b></p>	<p><b>Independent Learning Expectations</b></p>	
<ul style="list-style-type: none"> <li>• AQA GCSE 9-1 Sociology Student Book Paperback ISBN-13 : 978-0008220143</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to read newspapers (not the Metro) as a resource for keeping up-to-date with news related to society, politics and current affairs. Also, watching useful TV programmes such as Question Time would help with the Power unit.</li> <li>• To ensure that all homework set and all research projects are carried out to the best of the student's ability</li> </ul>	

Year: 11

Subject: Spanish

Curriculum Leader: Ms A. Prada

Learning across the Year 2021-22

Email: a.prada@holyfamily.waltham.sch.uk

<p><b>Course Details</b> Edexcel: GCSE (9-1) Spanish</p>	<p>This is a linear exam with 4 papers which are tested at the end of Year 11:</p> <ol style="list-style-type: none"><li>1. Listening (25%)</li><li>2. Speaking (25%)</li><li>3. Reading (25%)</li><li>4. Writing (25%)</li></ol>	
<p><b>Autumn Term</b></p>	<p><b>Spring Term</b></p>	<p><b>Summer Term</b></p>
<p><b>Module 6: De costumbre</b></p> <ul style="list-style-type: none"><li>▪ Talking about typical and special foods</li><li>▪ Discussing different festivals</li><li>▪ Describing a special day</li><li>▪ Ordering food in a restaurant</li><li>▪ Talking about a music festival</li></ul> <p><b>Module 7: ¡A currar!</b></p> <ul style="list-style-type: none"><li>▪ Talking about different jobs and preferences</li><li>▪ Talking about how you earn money</li><li>▪ Talking about work experience</li><li>▪ Talking about languages and travel</li><li>▪ Applying for a summer job</li></ul>	<p><b>Module 8: Hacia un mundo mejor</b></p> <ul style="list-style-type: none"><li>▪ Describing types of houses</li><li>▪ Talking about the environment</li><li>▪ Talking about healthy eating</li><li>▪ Discussing diet related problems</li><li>▪ Considering global issues</li><li>▪ Talking about local actions</li><li>▪ Discussing healthy lifestyles</li><li>▪ Talking about international sporting events</li></ul> <p>Modules 1 to 8 Revision: Te toca a ti Past exam papers</p>	<p><b>Revision for exams:</b></p> <ul style="list-style-type: none"><li>• Listening</li><li>• Reading</li><li>• Writing</li><li>• Exam strategy</li><li>• Past papers</li></ul>

<ul style="list-style-type: none"> <li>Discussing plans for the future</li> </ul>		
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>
<p>Reading Extension Tasks  Translation tasks from Spanish to English  Translation tasks from English to Spanish  Listening tasks from VIVA  Writing practice  Grammar tasks: 3 time frames revision  practice and revision of pronominal verbs (opinions)  <i>personal a</i> revision  Practice of phrasal verbs followed by infinitive  Using the preterite and imperfect tenses together to refer to the past  Using <i>lo +</i> adjectives  Perfect tense revision  Future tense revision  Subjunctive practice</p> <p>Speaking preparation for Modules 6 and 7 questions  Roleplay and picture based tasks practice for modules 6 &amp; 7  Module 6 &amp; 7 revision</p>	<p>Reading Extension Tasks  Translation tasks from Spanish to English  Translation tasks from English to Spanish  Listening tasks from VIVA  Writing practice  Grammar tasks: future tense revision  Comparative and superlative revision  DOP and IOP  Subjunctive uses and practice  Conditional tenses  Justified opinions</p> <p>Speaking preparation for Module 8 questions  Roleplay and picture based tasks practice  Modules 1 to 8 revision</p>	<p>Past papers  Speaking booklet- role plays and picture based cards  Conversation booklet  Translation booklet  Literary texts booklet  Essay writing practice  Grammar tables</p>
<b>Internal Assessment Dates and Details</b>	<b>Internal Assessment Dates and Details</b>	<b>Internal Assessment Dates and Details</b>
<p><b><u>November mock exams</u></b>  All skills assessed</p>	<p><b><u>Module 8 Assessments</u></b>  Listening  Speaking</p>	<p>May 2022: GCSE Listening, Reading and Writing exams</p>

<p><b><u>Module 7 Assessments:</u></b> end of term</p> <p>Listening Speaking Reading Writing</p> <p><u>Mock exams: wb 18th November</u> All 4 skills, past Edexcel paper</p>	<p>Reading Writing</p> <p>End April 2022: GCSE Speaking exam</p>	
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
<p>All lessons are planned according to what students must, should and could complete during the lesson. Thus all lessons include a Thinking Hard task.</p> <p>All students have PLCs that need to be constantly updated and referred to.</p> <p>Students must continue to re-apply vocabulary in a new context.</p> <p>Students should justify what they say using a variety of tenses to back up what they have said or written.</p> <p>Students must use flashy (unusual) vocabulary.</p> <p>All students have been provided with a Student Guide, which contains a progress review section, the marking criteria and strategies to improve. They also have vocabulary booklets from Viva and Edexcel, grammar booklets and translation books from Viva.</p>	<p style="text-align: center;">See autumn term.</p> <p>Exam practice papers and preparations is tier differentiated Grammar content is differentiated</p>	<p style="text-align: center;">See autumn term.</p>
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	See autumn term.

<ol style="list-style-type: none"> <li>1. GCSE Spanish guide to success (supplied by class teacher)</li> <li>2. Vocabulary Booklet (supplied by teacher)</li> <li>3. EDEXCEL GCSE Spanish Foundation. Pearson. ISBN: 9781846903915</li> <li>4. EDEXCEL GCSE Spanish Higher. Pearson. ISBN: 9781846903922</li> <li>5. Collins Easy Learning Spanish dictionary or Oxford Learner's dictionary: recommended for home use only as we have large stocks in school</li> <li>6. <a href="https://qualifications.pearson.com">https://qualifications.pearson.com</a></li> <li>7. <a href="http://www.bbc.co.uk/education">www.bbc.co.uk/education</a></li> <li>8. <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a></li> <li>9. Youtube videos</li> <li>10. <a href="https://www.duolingo.com/">https://www.duolingo.com/</a></li> <li>11. <a href="http://www.wordreference.com">www.wordreference.com</a></li> <li>12. SENECA</li> <li>13. VIVA</li> </ol>	<p><u>To persevere according to the 1, 2, 3 Rule</u></p> <ul style="list-style-type: none"> <li>▪ To update the <i>Progress Review</i> page after each assessed piece of work</li> <li>▪ To correctly label the homework sheets with targets for improvement</li> <li>▪ To act on targets set by the teacher to provide evidence of improvement</li> <li>▪ To organise all worksheets and glue them in</li> <li>▪ To refer to the <i>Student Guide to Success</i></li> <li>▪ To work on differentiated exam materials provided in class</li> <li>▪ To develop grammatical skills</li> <li>▪ To practise appropriate use of the dictionary instead of resorting to Google translator</li> <li>▪ To try the websites on the left</li> <li>▪ To practise for speaking assessments with someone at home</li> </ul>	<p>See autumn term.</p>
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Year: 11

Subject: BTEC SPORT

Curriculum Leader: Mrs E Cole

Learning across the Year 2021-22

Email: e.cole@holyfamily.waltham.sch.uk

<p><b>Course Details</b> Pearson BTEC Level 1/ Level 2 First Award in Sport Specification 2018</p>	<p>Exam Board: Pearson Percentage of course that is Coursework: 75% Percentage of course that is Exam: 25%</p>	
<p><b>Autumn Term</b></p>	<p><b>Spring Term</b></p>	<p><b>Summer Term</b></p>
<p><b>Unit 3: Applying the Principles of Personal Training</b> Learning aim A: Design a personal fitness training programme - A1- A2 Learning aim B: Know about the musculoskeletal system and cardiorespiratory system and the effects on the body during fitness training - B1 - B2 Learning aim C: Implement a self-designed personal fitness training programme to achieve own goals and objectives - C1 - C3 Learning aim D: Review a personal fitness</p>	<p><b>Unit 5 - The Sports performer in action</b> Learning aim A: Know about the short term responses and long term adaptations of the body systems to exercise - A1 - A4 Learning aim B: Know about the different energy systems used during sports performance - B1- B4</p>	<p><b>Unit 5 - The Sports performer in action</b> Learning aim A: Know about the short term responses and long term adaptations of the body systems to exercise - A1 - A4 Learning aim B: Know about the different energy systems used during sports performance - B1- B4 Assessed internally by Holy Family and externally verified by Pearson</p>

<p><b>training programme - D1</b></p> <p>Assessed internally by Holy family and externally verified by Pearson</p>		
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>
Complete assignment tasks - Pass, Merit, Distinction	- Complete assignment tasks - Pass, Merit, Distinction	- Complete assignment tasks - Pass, Merit, Distinction
<b>Controlled Assessment/Internal Assessment Dates and Details</b>	<b>Controlled Assessment/Internal Assessment Dates and Details</b>	<b>Controlled Assessment/Internal Assessment Dates and Details</b>
Complete coursework - Oct 2021	Complete assignment - Feb 2022	Complete assignment - May 2022









