

# Curriculum Information

Year 10

2021-22

Year: 10

Subject: Art

Curriculum Leader: Ms Javaid Mr Madden

Learning across the Year 2021-22

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Course Details		
Autumn Term	Spring Term	Summer Term
<p><u>The Body</u></p> <ol style="list-style-type: none"> <li>1. Class works together on a BODY</li> <li>2. mind map Observational Drawing of a Skull base line test</li> <li>3. Introduction to Jenny Saville &amp; Intro to Artist Analysis</li> <li>4. Intro to Capturing primary source material looking at Distortion of the body linked to Jenny Saville</li> <li>5. Use Primary source material to produce experiment in style of Artist / into to acrylic</li> <li>6. Anatomy Studies breaking down of how to draw Eye, Nose and lips</li> <li>7. Artist analysis of HENRY MOORE, HANS BELLMER and Barbara Hepworth to make a body part collage</li> <li>8. Make a final design of body part collage link it to chosen artist</li> <li>9. Introduction to air dry clay Sculpt your body collage</li> <li>10. Refining clay sculpture</li> </ol>	<p><u>The body Continues: Distortion, Perception Movement of the body</u></p> <ol style="list-style-type: none"> <li>1.Colour theory refresher</li> <li>2.Advanced colour theory development tint tone shade</li> <li>3.Flesh colour theory experiment Lucian Freud or Kehinde Wiley</li> <li>4.Artist study Chuck Close how to use colour and grids</li> <li>5.Artist Transcript</li> <li>6.Collection Auguste Rodin inspired observational drawing</li> <li>7.Hand plaster casting experimentation build armature Cast hands in plaster display on armature</li> <li>8.Photographing of plaster outcome learning how to photograph your work</li> <li>9.Presented the process and outcome in</li> <li>10.Plan of large outcome development of ideas</li> <li>11. Present final ideas</li> </ol>	<ol style="list-style-type: none"> <li>1. Explore sub themes Distortion perception and movement</li> <li>2.Collect Primary Source material</li> <li>3.Create collage</li> <li>4.Artist research students Choice</li> <li>5.Artist Transcript</li> <li>6.Ink and Bleach Experiment</li> <li>7.Egon Schiele , Yinka Shonibare, kathe kollwitz</li> <li>8.Develop Artist experiment using Primary source material</li> <li>9.Lino printing of artist experiment</li> <li>10.Develop Final design outcome</li> <li>11.Mock Exam</li> <li>12.Finalise outcome</li> </ol>

<p>11. Paintings sculpture reflecting chosen artist 12. Photography of final painted outcome learning how to photograph your work</p>	<p>12. Finish large outcome</p>	
<p><b>Homework</b></p>	<p><b>Homework</b></p>	<p><b>Homework</b></p>
<p>1. Mind Map written up neat in sketchbook presented with Colour reference images 2. Finish Mood Board / title page 3. Finish Skull Drawing 4. Produce Jenny Saville research and Analysis page with experimentation 5. Complete artist experiment 6. Finish collage and Sculpture design design add colour swatch 7. Complete anatomy studies with shading and tone 8. Complete Artist analysis of HENRY MOORE, HANS BELLMER and Barbara Hepworth 9. Document sculpture progress in sketchbook</p>	<p>Present colour theory 1. Finish Flesh Experiment 2. Complete Chuck Close artist analysis 3. Embellish and reflect on Chuck close experiment 4. Complete artist transcript 5. Present artist analysis on Rodin 6. Document armature building 7. Document plaster process  Document outcome</p>	<p>1. Sub theme intro bring in found objects or images to relate to Distortion, perception or Movement of the body 2. Present collage in sketchbook with reflection 3. Complete artist research 4. Complete transcript 5. Present bleach experimentation and explain process in sketchbook 6. Pick and research artist 7. Complete artist experiment 8. Present Lino work and reflect on process 9. Mock exam prep 10. Resolve mock exam</p>
<p><b>Assessment Dates/Topics/Skills</b></p>	<p><b>Assessment Dates/Topics/Skills</b></p>	<p><b>Assessment Dates/Topics/Skills</b></p>
<p>Key Skills: Drawing Painting Collage Photomontage Research + analysis</p>	<p>Key Skills: Drawing 3D Photoshop Stenciling Research + analysis</p>	<p>Developing drawing skills through exploring portraiture Exploring different printing process, Stencil, linocut, direct and indirect mono printing Experimenting with ICT software</p>

Idea development Making decisions Resilience Resourcefulness Reciprocity Reflectiveness	Idea development Making decisions Resilience Resourcefulness Reciprocity Reflectiveness	
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Autumn Term	Spring Term	Summer Term
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
Teach Photoshop to a group of students. Research and present various painting techniques. Teach a technical painting technique to rest of class to incorporate into outcome. Teach surrealism to parent at home using a power point Learn about art movements that came before and after Surrealism and how they connect/reject one another.	Teach Photoshop to a group of students. Develop your stencil work to 3 or more colours and experiment with different backgrounds Lead your group in creating sculptures that consider structure, form and balance. Develop your drawing skills by practicing texture and tone from observation before attempting class tasks	To create a presentation/lesson on Art and Propaganda to delivery to the class. Students can create a PowerPoint or a set of activities to illustrate their findings.
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	
Students MUST have: drawing pencils (2B/4B), rubber, sharpener, colouring pencils and a glue stick. Students could visit the following websites/galleries to develop ideas: <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>	Students should spend at least 1 hour on homework which could include planning and research. Those planning to take GCSE Art could also consider developing their work further	

Year: 10

Subject:

Art Photography

Curriculum Leader: Ms Javaid / Mr Madden

Learning across the Year 2021-22

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Course Details	Exam Board: Edexcel Percentage of course that is Coursework: Percentage of course that is Exam:	
Autumn Term	Spring Term	Summer Term

<p>Importance of photography, camera Basics, basics in Photoshop</p> <p>Lens Work – Fixed Lens, Macro Lens, Zoom Lens, Fish-eye and Lens Filters</p> <p>Shutter Speed Priority: Freezing Motion and Ghosting</p> <p>Shutter Speed Priority: Panning and Light Trails</p> <p>Aperture Priority: Shallow Depth of Field, Focal Points and Deep Depth of Field</p> <p>Composition rules: Rule of thirds, Symmetry, Framing, Leading Lines, Pattern</p> <p>Composition rules: Angles/Perspective, Colour, Minimalist, Maximalist</p> <p>Genre: Still Life</p> <p>Camera-Less photography: Cyanotypes and photograms</p> <p>Camera-Less photography: scanner and photocopy experiments</p> <p>Exhibition Visit</p> <p>Genre: Street Photography/ Photojournalism</p>	<p>Genre: Editorial/Fashion</p> <p>Genre: Portrait/Conceptual</p> <p>Stop-Motion/Pianosequenza</p> <p>Collage and Photomontage</p> <p>Lighting</p> <p>Artist Research</p> <p>Artist Essay</p> <p>Mind-map</p> <p>Shoot Plan</p> <p>Shoot</p> <p>Contact Sheet</p> <p>Enlarge 1-3 negatives</p> <p>Edit 1-3 digitised images</p>	<p>Artist research 2</p> <p>Artist transcript</p> <p>Contact sheet and edit</p> <p>Final Ideas and development</p> <p>Final shoot and edits</p> <p>Exhibition</p>
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>
All work completed in class is coursework and will be presented and finished at home. Some	All work completed in class is coursework and will be presented and finished at home. Some	All work completed in class is coursework and will be presented and finished at home. Some

homework tasks will be to print, shoot, edit outside of lesson time.	homework tasks will be to print, shoot, edit outside of lesson time.	homework tasks will be to print, shoot, edit outside of lesson time.
<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>
Criteria used for assessment: A02 and A03 - ideas and recording. School mock exam and assessment week calendar used.	Criteria used for assessment: A01 and A04 analysis, research, ideas and outcomes. School mock exam and assessment week calendar used.	A01-4 used to assess holistically. School mock exam and assessment week calendar used.

Autumn Term	Spring Term	Summer Term
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
Photography Darkroom club to learn film photography Developing skills in Photoshop, Illustrator and Video editing to obtain advanced skills	Artist essay writing - submit drafts to ensure analysis is highly developed	Exhaust all possibilities when producing outcomes.
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	
<a href="http://www.photographersgallery.co.uk">www.photographersgallery.co.uk</a> Taylor Wesling Photographic Portrait Prize Ways of Seeing, John Berger Aesthetica Magazine Youtube Photoshop tutorials	A commitment of 2 hours a week to complete and present work neatly. There is an expectation to catch up on work missed so there are no gaps in coursework. Sometimes students will have to reshoot and reprint or reedit to improve outcomes.	

Year: 10

Subject: Hospitality and Catering

Curriculum Leader: Ms Salah

Learning across the Year 2021-22

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Course Details	Exam Board:WJEC Percentage of course that is Coursework: 60% Percentage of course that is Exam: 40%	
Autumn Term	Spring Term	Summer Term
<p>Introduction to course</p> <ul style="list-style-type: none"> <li>- Jobs in H&amp;C</li> <li>- Types of establishments</li> </ul> <p>Food and personal hygiene</p> <p>Kitchen equipment (large and small)</p> <p>Fruit and vegetables</p> <p>Salads</p> <p>Dips</p> <p>Soups</p> <p>Breads</p> <p>Health and safety</p> <ul style="list-style-type: none"> <li>- Laws and legislations</li> <li>- Risk and control measures</li> <li>- Food safety legislations</li> </ul> <p>Food Safety</p> <ul style="list-style-type: none"> <li>- Causes of ill health</li> <li>- Food allergies and intolerances</li> </ul> <p>Environmental health</p> <ul style="list-style-type: none"> <li>- The role of an environmental health officer</li> <li>- Continuation of food safety legislations</li> <li>- Food poisoning</li> </ul>	<p>Food presentation and styling – decorations and garnishes</p> <p>Writing a time plan</p> <p>Pastry</p> <p>Pasta &amp; Sauces</p> <p>Cake making</p> <p>Tunnock Tea cake challenge</p> <p><b><u>Understanding the H&amp;C Industry</u></b></p> <ul style="list-style-type: none"> <li>- Structure of the industry</li> </ul> <p>Styles and establishments</p> <ul style="list-style-type: none"> <li>- Commercial sector</li> <li>- Non-commercial sector</li> <li>- Job roles                             <ul style="list-style-type: none"> <li>- Standards and ratings</li> </ul> </li> </ul> <p><b><u>Hospitality Operations –</u></b></p> <ul style="list-style-type: none"> <li>- Front of house and kitchen brigade</li> <li>- Workflow and area layouts</li> <li>- Operational activities</li> <li>- Equipment and materials</li> <li>- Stock control</li> <li>- Documentation and administration</li> <li>- Staff allocations                             <ul style="list-style-type: none"> <li>- Dress codes</li> </ul> </li> </ul>	<p><b><u>Poultry and game</u></b></p> <ul style="list-style-type: none"> <li>- Jointing a chicken</li> <li>- Fish – Filleting</li> </ul> <p><b>The H&amp;C Industry and H&amp;C Operations</b> (continued)</p> <p><b>Meeting customer requirements</b></p> <ul style="list-style-type: none"> <li>- Customer needs, requirements and expectations</li> <li>- Customer trends</li> <li>- Customer rights and equality</li> </ul> <p><b>Revision and assessment of Unit 1</b> Externally marked written exam – 40% of overall Level 2 qualification</p> <p><b>Introduction to Unit 2 Coursework</b></p> <p><b><u>Practical work</u></b> Starters – Made using meat, fish or vegetables Main course dishes – Chicken, fish, vegetable.</p>



<p><b><u>Practical work</u></b>  Knife skills and Cutting Techniques e.g. julienne, brunoise, batonnet, macedoine, jardinière  Salads –  Cold salad: Seasonal autumn salad  Vegetable Couscous salad  Hot salad: Roasted vegetables and pasta salad  Sweet potato, Cauliflower and Chickpea salad  Dips: Salsa, Hummus, Smoky Spanish tomato &amp; garlic dip &amp; White bean (Butter)  SOUPS:  Carrot and coriander soup  Courgette, potato and cheddar soup  BREAD: Soda bread, Banana bread, Plaited sweet bread, Garlic bread, Multigrain bread  Gingerbread house challenge and decorating</p>	<p>- Safety and security</p> <p><b><u>Practical work</u></b>  Biscuit challenge – presentation &amp; styling  Pastry – shortcrust, choux and puff.  Pasta &amp; Sauces -  - Making fresh plain pasta shapes e.g. farfalle, fettuccini.  - Dish: Farfalle/Fettuccini with Tomato and Garlic Sauce  - Making fresh filled pasta e.g. ravioli.  - Dish: Meat/vegetable and cheese ravioli with creamy mushroom sauce  Cake making – Lemon drizzle tray  Bake  Marbled chocolate  Brownie  Easter cupcake  Challenge  Rice – Fried Rice (chicken/beef/prawn)  Chicken Korma and Pilau rice</p>	
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>
<p>Preparation for cooking  Unit 1 booklets:  Health and Safety booklets 1 – 5  Food Safety booklets 1 - 9  Exam questions</p>	<p>Preparation to cook  Researching recipes to fulfill tasks  The H&amp;C Industry booklets 1 – 11  Hospitality Operations booklets 1 -10  Writing time plans  Preparation for cooking</p>	<p>Researching recipes to fulfill tasks  Writing time plans  Preparation for cooking  The H&amp;C Industry booklets 1 – 11  Hospitality Operations booklets 1 -10  Exam questions</p>

	Exam questions	
<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>
Preparation and Cooking skills Assessment - peer/self/teacher assessed	Preparation and Cooking skills Assessment - peer/self/teacher assessed	Preparation and Cooking skills Assessment - peer/self/teacher assessed
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
High level cooking skills High level presentation skills. When modifying recipes can give detailed reasons for changes	High level cooking skills High level presentation skills. When modifying recipes can give detailed reasons for changes Writing a logical, sequenced time plan including HACCP	High level cooking skills High level presentation skills. When modifying recipes can give detailed reasons for changes Writing a logical, sequenced time plan including HACCP
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	
Resources as provided by the department. Students will bring in some ingredients and a suitable, labelled container to take the food home. School will provide some ingredients when required. Recommended textbooks are: Hospitality and Catering Level 1/ 2. Anita Tull, Alison Palmer. ISBN: 9781911208648 Hospitality and Catering Level 1/ 2. Study & Revision Guide. Anita Tull. ISBN: 9781912820177  <u>Recommended websites:</u>	Students should practise cooking the dishes at home. They should be cooking at home at least once a week.  Most homework tasks are independent learning tasks. Students are set the task but they have to interpret and fulfil the task in their own way. We expect all homework tasks to be managed and presented to a high level of excellence, showing time-management and a high level of effort.	Students need to be able to wash and dry up their equipment. They should be doing this at home so they are quick and efficient at doing this.

<p><a href="https://www.bbc.co.uk/food">https://www.bbc.co.uk/food</a>  <a href="http://www.bbcgoodfood.com">http://www.bbcgoodfood.com</a></p> <p><a href="https://www.bbc.co.uk/bitesize/clips/zxfq_xnb">https://www.bbc.co.uk/bitesize/clips/zxfq_xnb</a></p> <p>Relevant Youtube links suited to area of work/recipes</p>		
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Year: 10      Subject: GCSE: Computing      Curriculum Leader: Mr Hussain

Learning across the Year 2021-22      Email: [a.hussain@holyfamily.waltham.sch.uk](mailto:a.hussain@holyfamily.waltham.sch.uk)

<p>Course Details</p>	<p>Exam Board: OCR  Percentage of course that is Coursework:  0%  Percentage of course that is Exam: 100%</p>	
<p><b>Autumn Term</b></p>	<p><b>Spring Term</b></p>	<p><b>Summer Term</b></p>
<p><b><u>1.1 Systems Architecture</u></b>  1.1.1 Architecture of the CPU  1.1.2 CPU Performance  1.1.3 Embedded systems</p> <p><b><u>2.1 Algorithms</u></b>  2.1.1 Computational thinking  2.1.2 Designing, creating and refining algorithms  2.1.3 Searching and sorting algorithms</p> <p><b><u>1.2 Memory and storage</u></b>  1.2.1 Primary storage (Memory)  1.2.2 Secondary storage  1.2.3 Units  1.2.4 Data storage  1.2.5 Compression</p> <p><b><u>2.2 Programming fundamentals</u></b></p>	<p><b><u>1.3 Computers networks, connections and protocols</u></b>  1.3.1 Networks and topologies  1.3.2 Wired and wireless networks, protocols and layers</p> <p><b><u>2.3 Producing robust programs</u></b>  2.3.1 Defensive design  2.3.2 Testing</p> <p><b><u>1.4 Network security</u></b>  1.4.1 Threats to computer systems and networks  1.4.2 Identifying and preventing vulnerabilities</p> <p><b><u>2.4 Boolean logic</u></b>  2.4.1 Boolean logic</p>	<p><b><u>1.5 Systems software</u></b>  1.5.1 Operating systems  1.5.2 Utility software</p> <p><b><u>1.6 Ethical, legal, cultural and environmental impacts of digital technology</u></b>  1.6.1 Ethical, legal, cultural and environmental impact</p> <p><b><u>1.6 Ethical, legal, cultural and environmental impacts of digital technology</u></b>  1.6.1 Ethical, legal, cultural and environmental impact</p>

2.2.1 Programming fundamentals 2.2.2 Data types 2.2.3 Additional programming techniques		
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>
<ul style="list-style-type: none"> <li>• Bi-weekly Seneca Learning Assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Bi-weekly Seneca Learning Assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Bi-weekly Seneca Learning Assignments</li> </ul>
<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>
<ul style="list-style-type: none"> <li>• W/C 18th Octpber</li> <li>• W/C13th December</li> </ul>	<ul style="list-style-type: none"> <li>• W/C 7th February</li> </ul>	<ul style="list-style-type: none"> <li>• W/C 13th June</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>• Focused Programming Tasks</li> <li>• Understand how instructions are stored and executed within a computer system</li> </ul>	<ul style="list-style-type: none"> <li>• Focused Programming tasks</li> <li>• Develop and apply their analytic, problem-solving, design, and computational thinking skills</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Focused Programming Tasks</li> <li>• Understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to report a range of concerns</li> </ul>
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	
<ul style="list-style-type: none"> <li>• KnowItAllNinja</li> <li>• Seneca Learning</li> <li>• Replit</li> <li>• Codecademy</li> <li>• NCCE Teach Computing</li> <li>• Past Exam Papers</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	

Course Details	Exam Board: AQA Unit 1 - Written Paper (Exams): 50% Unit 2 - NEA (Coursework): 50%	
Autumn Term	Spring Term	Summer Term
<p>1) MINI PROJECT: <b><u>Ballista/Siege engine</u></b></p> <p>The focus is on familiarization of tools and Machinery, H&amp;S Prize money: £5</p> <ul style="list-style-type: none"> <li>Initial designs</li> <li>Final design in 3D</li> <li>Cutting list of components and tools</li> <li>Making</li> <li>Evaluation</li> </ul> <p>2) Mini Project: <b><u>Test tube holder</u></b></p> <ul style="list-style-type: none"> <li>Research</li> <li>Initial ideas</li> <li>Specification</li> <li>Initial ideas</li> <li>Making</li> <li>evaluation</li> </ul> <p><b><u>THEORY</u></b></p> <ul style="list-style-type: none"> <li>Past exam paper</li> <li>Safety and routines within the workshop</li> <li>Design questions</li> <li>Materials and components: tools</li> <li><b>Energy, Materials , Systems and Devices( Unit 2)</b></li> <li><b>PG online units 2 and 4</b></li> </ul>	<p>3) Mini project: <b><u>Mechanisms</u></b></p> <ul style="list-style-type: none"> <li>Friction and how to limit friction</li> <li>Rotary systems such as chain and sprocket, pulley and belt, crank and slider, gears.</li> <li>Linkages</li> <li>Types of motion</li> <li>Cam profile</li> <li>Forces on body - shear, compression, torsion, tension.</li> <li>Make a project to include any mechanisms.</li> </ul> <p>4) Mini Project: <b><u>Electronics</u></b></p> <ul style="list-style-type: none"> <li>Concept of input/process/output</li> <li>Identification of electronic components</li> <li>Properties of components</li> <li>Soldering-soft soldering/hard soldering and welding</li> <li>Fixing of materials eg welding</li> </ul> <p><b><u>THEORY</u></b></p> <ul style="list-style-type: none"> <li>Past exam paper</li> <li>Safety signs and symbols</li> <li>Smart materials</li> <li>Adhesives</li> <li>Types and uses of metals</li> <li>Fitting and fixings</li> <li><b>Common Specialist Technical Principles(unit 4)</b></li> <li><b>PG online unit 6</b></li> </ul>	<p><b><u>COURSEWORK: START June 2021</u></b></p> <p><b>Identify and Investigate design possibilities (AO1)</b></p> <ul style="list-style-type: none"> <li>Mind map/Spider diagram</li> <li>Moodboard; Designer influence</li> <li>Research plan</li> <li>Customer/Client//target market profile</li> <li>Client interview</li> <li>Existing products analysis (Research)</li> <li>Product disassembly</li> <li>Social, Moral, Environmental, Commercial viability</li> <li>Human factor</li> <li>Analysis of research</li> </ul> <p><b>Yr 11 (AO1)</b></p> <ul style="list-style-type: none"> <li>Design specification</li> <li>Design ideas</li> </ul> <p><b>Design and make prototypes that are fit for purpose (AO2)</b></p> <ul style="list-style-type: none"> <li>Generating design ideas</li> <li>Evaluation of design ideas</li> <li>Developing design ideas</li> <li>Analysis of development</li> <li>CAD development</li> <li>Modelling/Testing with different materials</li> <li>Final CAD design</li> </ul> <p><b>Analysing, evaluating and testing (AO3)</b></p> <ul style="list-style-type: none"> <li>Evaluate final design against specification</li> <li>Testing finished product</li> </ul> <p><b><u>THEORY</u></b></p> <ul style="list-style-type: none"> <li>Revision for mock exam</li> </ul>

		<ul style="list-style-type: none"> <li>• Stock forms of materials: rough sawn, PAR, sheet, planks</li> <li>• Ergonomics and Anthropometrics</li> <li>• <b>DESIGNING PRINCIPLES (UNIT 6)</b></li> </ul>
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>
<ul style="list-style-type: none"> <li>• Research</li> <li>• Design movement research</li> <li>• Final Design on Sketchup</li> <li>• Evaluation of mini-project</li> </ul> <b>Theory</b> <ul style="list-style-type: none"> <li>• Past exam questions</li> <li>• Worksheets on safety rules and routines</li> <li>• Tools and its uses</li> </ul>	<ul style="list-style-type: none"> <li>• Research</li> <li>• Design ideas</li> <li>• Research analysis</li> <li>• Design ideas</li> </ul> <b>Theory</b> <ul style="list-style-type: none"> <li>• Past exam style questions</li> <li>• Identification and application of smart materials</li> <li>• Identification of adhesives and its application</li> <li>• Identification of Types of metals and its uses</li> <li>• Identification of fixings and fittings</li> </ul>	<ul style="list-style-type: none"> <li>• Development of ideas</li> <li>• Analysis of development</li> <li>• Final design.</li> <li>• Final Design on Sketchup</li> <li>• Production plan / flow chart</li> </ul> <b>Theory</b> <ul style="list-style-type: none"> <li>• Past exam style questions</li> <li>• Worksheet on Stock forms of wood, metal and plastics</li> <li>• Worksheet on ergonomics and anthropometrics</li> <li>• Identification and application of timbers</li> <li>• Advantages and disadvantages of manmade boards</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>• Spider Diagram</li> <li>• Design needs, brief</li> <li>• Task analysis</li> <li>• Research plan</li> <li>• Customer profile</li> <li>• Product Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaire analysis</li> <li>• Design specification</li> <li>• Design ideas analysis</li> </ul> <u>Theory assessments</u> <ul style="list-style-type: none"> <li>• Exam style questions of types of card, making processes, advantages/disadvantages of CAD/CAM</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of development</li> <li>• Evaluation of models against specification</li> <li>• CAD final design</li> </ul> <u>Theory Assessments</u> <ul style="list-style-type: none"> <li>• Classification and working properties of materials</li> <li>• Timber based composites- man made timber</li> <li>• Mock exam</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>• Comprehensive analysis of relevant and focused research.</li> <li>• Ability to discriminate when selecting and acquiring relevant research that will promote originality in design.</li> <li>• Shown excellent understanding and analysis of the design context.</li> <li>• Identify target market and intended customer/user profiled.</li> </ul>	<ul style="list-style-type: none"> <li>• Clear and specific design criteria identified, reflecting the analysis undertaken.</li> <li>• Imaginative and innovative design ideas.</li> <li>• Modelling the final design, demonstrating creativity, flair and originality.</li> <li>• Excellent analysis and understanding of the design context.</li> </ul>	<ul style="list-style-type: none"> <li>• A coherent and appropriate design strategy, with clear evidence of planned approach.</li> <li>• Demonstrate an implications of a wide range of issues including social, moral, environmental and sustainability must be taken into consideration and informed the development of the design proposal.</li> <li>• Use of appropriate materials when modelling.</li> </ul>
<p><b>Recommended Resources</b></p>	<p><b>Independent Learning Expectations</b></p>	
<ul style="list-style-type: none"> <li>• Websites : <a href="http://www.technologystudent.com">www.technologystudent.com</a> www.bbc bitsize.co. <a href="http://www.howitworks.com">www.howitworks.com</a> <a href="http://www.design-milk.com">www.design-milk.com</a> www.ocr.org.uk</li> <li>• Textbooks as supplied by the school</li> <li>• magazine for inspiration</li> </ul>	<ul style="list-style-type: none"> <li>• Preparation of aspects of coursework as per deadline.</li> <li>• Research on how to solve problems as they arise and to ensure that the project is a success.</li> <li>• Detailed initial and final idea with accurate and informative annotations.</li> <li>• Detailed modelling to have a grasp of a 3D model of your project.</li> <li>• Complete the final design using Google Sketchup or any other 3D graphic software.</li> <li>• Past exam papers.</li> <li>• Worksheets on materials processes and components.</li> </ul>	

Year: 10

Subject: Digital Information Technology

Curriculum Leader: Mr Hussain

Learning across the Year 2021-22

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

<b>Course Details</b>	<b>Exam Board:</b> Edexcel <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>
<b>Component 1: Exploring user interface design principles and project planning techniques.</b>  <b>Learning aim A: Investigate user interface design for individuals and organisations.</b>  <b>A1 What is a user interface?</b> Learners will investigate different types of user interface used by individuals and organisations. They will investigate how they vary across different uses, devices and purposes.  <b>A2 Audience needs</b> Learners will investigate the varying needs of the audience and how they affect both the type and the design of the interface.  <b>A3 Design principles</b> Learners will investigate a wide variety of design principles that provides both appropriate and effective user interaction with hardware devices.  <b>A4 Designing an efficient user interface</b>	<b>Learning aim B: Use project planning techniques to plan and design a user interface.</b>  <b>B1 Project planning techniques</b> Learners will investigate different planning tools and design methodologies that can be used to plan, monitor and execute projects.  <b>B2 Create a project plan</b> Learners will select suitable project planning techniques to develop a project plan for the development of a user interface for a given brief.  <b>B3 Create an initial design</b> Learners will create an initial design using the design principles listed in section A3.	<b>Learning aim C: Develop and review a user interface.</b>  <b>C1 Developing a user interface</b> Learners will use their design to produce a user interface.  <b>C2 Refining the user interface</b> Learners will refine their user interface using an iterative process with potential users.  <b>C3 Review</b> Learners will review the success of the user interface and the use of their chosen project planning techniques.



Learners will investigate techniques that can be used to improve both the speed and access to user interfaces.		
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>
<p>Choose two different types of user interface from the following list:</p> <ul style="list-style-type: none"> <li>■ textual based</li> <li>■ menu based</li> <li>■ forms based</li> <li>■ graphical user interface</li> <li>■ speech based</li> <li>■ sensor based.</li> </ul> <p>For each of your chosen user interfaces:</p> <ul style="list-style-type: none"> <li>■ identify where different design principles have been used</li> <li>■ assess how the different design principles improve the effectiveness of the user interface for its users</li> <li>■ assess the positive and negative effects that each design principle has</li> <li>■ assess how each design principle supports the user to use the interface efficiently.</li> </ul>	<p>You should include examples of where each different design principle has been used. These should be relevant to your specific user interfaces and be justified.</p> <p>Your evidence can be in the form of screenshots of your chosen user interfaces, with annotations to show where different design principles have been used.</p> <p>You may also want to provide text that goes into more depth about how effective the different design principles are.</p>	<p>Complete the following for each of your chosen user interfaces in Assessment activity 1.</p> <ul style="list-style-type: none"> <li>■ Describe how intuitive the user interface is and how it could be developed further to better meet the needs of users.</li> <li>■ Assess to what extent they support users with different accessibility needs, skill levels and demographics.</li> <li>■ Assess to what extent they match user perceptions and the methods that are used to keep the user's attention.</li> <li>■ Assess their suitability and describe an alternative user interface that could have been used.</li> <li>■ Give clear reasons why the alternative type of user interface would better meet the user needs.</li> </ul> <p>Your evidence can be in the form of screenshots of your chosen user interfaces, with annotations to show the different features that meet specific user needs.</p> <p>You may want to provide text that goes into more depth to justify your reasons.</p>

<b>Assessment: Autumn Term</b>	<b>Assessment: Spring Term</b>	<b>Assessment: Summer Term</b>
<p>Assessment for assignment 1 due for submission. The following targeted learning aim and criteria will be assessed: A.2P1, A.2P2, A.2M1 &amp; A.2D1</p>	<p>Assessment for assignment 2 due for submission. The following targeted learning aim and criteria will be assessed: B.2P3, B.2P4, B.2M2 &amp; B.2D2</p>	<p>Assessment for assignment 3 due for submission. The following targeted learning aim and criteria will be assessed: C.2P5, C.2P6, C.2M3 &amp; C.2D3</p>

<p style="text-align: center;"><b>Challenge Tasks</b></p>	<p style="text-align: center;"><b>Challenge tasks</b></p>	<p style="text-align: center;"><b>Challenge Tasks</b></p>
<ul style="list-style-type: none"> <li>■ Explain how a user interface can apply design principles to meet specific user needs.</li> <li>■ Assess the suitability of different types of user interface and how effectively they meet user needs.</li> </ul>	<p>Consider the possible ethical issues that each of your chosen user interfaces may create for groups of people with different demographics.</p> <p>For each issue explain why it is an ethical issue and suggest ways that the user interface can be adapted to resolve these issues.</p> <ul style="list-style-type: none"> <li>■ Assess the extent to which your chosen user interface meets its purpose.</li> </ul>	<ul style="list-style-type: none"> <li>■ Assess the extent to which other user interface designs would achieve the same purpose.</li> </ul>
<p style="text-align: center;"><b>Recommended Resources</b></p>	<p style="text-align: center;"><b>Independent Learning Expectations</b></p>	
<p>For this component, learners must have access to:</p> <p>(<a href="http://qualifications.pearson.com/endorsed-resources">http://qualifications.pearson.com/endorsed-resources</a>)</p> <ul style="list-style-type: none"> <li>• a range of user interfaces from different applications/devices, for example tablets, watches, software applications, websites, apps</li> <li>• appropriate application software, for example graphics, word-processing and/or presentation software</li> <li>• project planning software, for example Microsoft Excel®, Freedcamp, Trello.</li> <li>• mindmapping software, for example Coggle, FreeMind, MindMaple.</li> </ul>	<ul style="list-style-type: none"> <li>• To research and contribute ideas to the developmental process.</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 coursework deadlines and organise time appropriately.</li> </ul>	

Year: 10

Subject: Drama

Curriculum Leader: Miss Hampshire

Learning across the Year 2021-2022

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

<b>Course Details</b>	<b>Exam Board: Edexcel Percentage of course that is Coursework: 40% Percentage of course that is Exam: 60%</b>	
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<p>During this term students will begin to work on Component 3, which is the final written exam that will take place in the Summer of 2023. During this term the students will:</p> <p>Explore the play An Inspector Calls by J.B Priestley. The play will be explored practically and will develop the student's knowledge of how to:</p> <ul style="list-style-type: none"><li>• Develop character for performance</li><li>• How to direct and stage the play</li><li>• How to use a range of techniques to direct extracts of the play</li><li>• How lights, sound, music, costume and set can be used to develop an interpretation for the play.</li></ul> <p>In the latter half of the term, students will work towards performing key scenes of the play for an invited audience.</p>	<p>During this term students will complete the following:</p> <ul style="list-style-type: none"><li>• Students will perform a version of An Inspector Calls to an invited audience.</li></ul> <p>In the second half of the term, students will begin working on their devised performances. For this unit students will:</p> <ul style="list-style-type: none"><li>• Be presented with a stimulus material as a source of inspiration for developing devised work.</li><li>• Work in groups to research and develop ideas for performance.</li><li>• Devise an original piece of theatre to perform to a visiting audience.</li><li>• Complete a written portfolio that discusses their process of developing their work and that evaluates the final performance.</li></ul>	<p>During this term students will:</p> <ul style="list-style-type: none"><li>• Complete their written portfolio based on their devised piece</li><li>• Revise An Inspector Calls in preparation for their end of year exams.</li></ul>
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>
<ul style="list-style-type: none"><li>• Essay practice in relation to the five questions that they will be expected to answer in the final written exam.</li><li>• Research around the social, cultural and historical context of the play.</li></ul>	<ul style="list-style-type: none"><li>• Learning lines</li><li>• Research possible stimulus material and ideas for devised work</li><li>• Log Book entries: reflecting and evaluating the process and development of devised work</li><li>• Drafting of portfolio</li></ul>	<ul style="list-style-type: none"><li>• Drafting of the portfolio</li><li>• Completion of the final written portfolio</li><li>• Revision of An Inspector Calls</li><li>• Exam practice of An Inspector Calls</li></ul>
<b>Coursework/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>There will be ongoing internal assessment via the fortnightly essay questions that will be set for component 1).</p> <p>Assessment dates in calendar: October 2021</p>	<p>The devised performance equates to 40% of the student's final grade.</p> <p>The devised performance to an audience will take place towards the end of May or early June 2022</p> <p>(There will be ongoing internal assessment via the fortnightly essay questions that will be set for component 1.)</p> <p>Assessment dates in calendar: Jan 2022</p>	<p>The deadline for the final written portfolio will be the end of June 2022</p> <p>Students will have end of year exams during the end of June and beginning of July. They will sit a mock paper based on An Inspector Calls during this period, which is expected to last an hour.</p> <p>Assessment dates in calendar: April 2022 –Exam fortnight</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>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</p>	<ul style="list-style-type: none"> <li>● Using appropriate terminology when evaluating practical work both orally and written work.</li> <li>● Researching theatre practitioners and understanding how their theories can help to develop and shape performance</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Attend the GCSE and A level showcases to inspire your thoughts around theatre and live performance, in preparation for the theatre review unit.</li> <li>● Managing deadlines</li> <li>● Redrafting exam practice essays in order to develop confidence and secure writing style.</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.</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: 10

Subject: English/English Literature

Acting Curriculum Leader: Mr G Parry

Learning across the Year 2021-22

Email: [g.nathanson-parr@holyfamily.waltham.sch.uk](mailto:g.nathanson-parr@holyfamily.waltham.sch.uk)

Course Details	Exam Board: AQA Percentage of course that is Coursework: 0% Percentage of course that is Exam: 100%	
Autumn Term	Spring Term	Summer Term
<p><b>An Inspector Calls by JB Priestley.</b> Students will study this GCSE text in depth, having read it at the end of year 9. They will look at key ideas, language and structural methods and historical context and learn how to write exam essays for assessment. They will also complete writing tasks linked to study of the play. These will teach the key principles of <b>Language Paper 2 Question 5: Viewpoint writing.</b></p> <p>Students will then move on to studying <b>A Christmas Carol by Charles Dickens</b> as the next part of their GCSE Literature course. They will look at key ideas, language and structural methods and historical context and learn how to write exam essays for assessment. They will also complete writing tasks linked to study of the novel.</p>	<p>Students will study <b>Macbeth by William Shakespeare</b>. This is the third major text for Literature GCSE and students will read the whole text but also focus on key extracts to prepare them for the final exam.</p> <p>We will then move on to <b>GCSE English Language Paper 1</b>. This paper involves a reading section where students will explain their understanding of how texts work as well as a section on writing creatively, with a specific focus on narrative and descriptive writing.</p>	<p><b>Power and Conflict Poetry</b> Students will study a cluster of poems about love and relationships, exploring their language and structure as well as learning to make comparisons between poems.</p> <p>They will then move on to study the <b>GCSE English Language Paper 2</b>, with a specific focus on reading skills.</p> <p>Before the end of term they will start planning for their <b>speaking and listening assessment</b> which will take place when they return after the summer holiday.</p>
Homework	Homework	Homework

A range of tasks to build students literacy skills with explicit links to requirements for the GCSE exams.	A range of tasks to build students literacy skills with explicit links to requirements for the GCSE exams.	A range of tasks to build students literacy skills with explicit links to requirements for the GCSE exams.
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
Week beginning 4th October 2021.	Week beginning 17th January 2022.	Week beginning 25th April 2022.
An Inspector Calls full essay question.	A full exam question on A Christmas Carol.	A full exam question on Macbeth plus a Language Paper 2 writing task.

Autumn Term	Spring Term	Summer Term
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
<p>Create a timeline of 19th Century Literature.</p> <p>Create a presentation, detailing how one of the aspects of context you have explored is evident in one of the text that you have studied.</p> <p>Explore the links between An Inspector Calls and A Christmas Carol.</p>	<p>Read another play by Shakespeare - e.g. The Merchant of Venice.</p> <p>Complete a portfolio of excellent writing for different forms and purposes.</p>	<p>Film your own interpretations of the poems.</p> <p>Produce a 'no fear' guide to one of the poems</p> <p>Research one of the poets to be studied at GCSE.</p> <p>Create a 'Writing Revision Guide' for GCSE English Language.</p>
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	
See the Pupil Portal for links to a range of online resources which will help with revision and consolidation of knowledge as well as exam preparation.	<p>At KS3 and KS4 we expect all students to read a variety of texts, both inside and outside of school. Students should read challenging material and use it to improve their own writing.</p> <p>Students should take what they have learned in class and use it to move their own learning on to a different level, making links between different subjects.</p> <p>We expect all students to think creatively when they approach reading and writing tasks.</p>	

	We expect all homework projects to be managed and presented to a high level of excellence, showing time-management and a high level of effort.	
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**Year: 10**

**Subject: French**

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

**Learning across the Year 2021-22**

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

<p><b>Course Details</b> 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> <li>3. Reading (25%)</li> <li>4. Writing (25%)</li> </ol>	
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<p><u>Module 1: Identity &amp; Culture</u></p> <ul style="list-style-type: none"> <li>• Revising family</li> <li>• My character</li> <li>• Revising activities</li> <li>• Friends</li> <li>• Relationships</li> <li>• Going out</li> <li>• What you have done on a night out</li> <li>• When you were younger</li> <li>• Role models</li> </ul> <p><u>Module 2: Identity &amp; Culture</u></p> <ul style="list-style-type: none"> <li>• Revising sport and music</li> <li>• Revising technology, films and TV</li> <li>• Describing a film</li> </ul>	<p><u>Module 3: Identify &amp; Culture</u></p> <ul style="list-style-type: none"> <li>• Festivals and celebrations</li> <li>• Shopping for clothes</li> <li>• Daily life</li> <li>• Food and meals</li> <li>• Food for special occasions</li> <li>• Using polite language</li> <li>• Describing family celebrations</li> </ul> <p><u>Module 4: Local area, holiday &amp; travel</u></p> <ul style="list-style-type: none"> <li>• Where you live, weather and transport</li> <li>• Describing a region</li> </ul>	<p><u>Module 5: Holidays</u></p> <ul style="list-style-type: none"> <li>• Holiday destination</li> <li>• Ideal holidays</li> <li>• Booking and reviewing hotels</li> <li>• A disastrous holiday</li> </ul> <p>Revision of module 1-4</p> <p>Assessment preparation</p>

<ul style="list-style-type: none"> <li>• Sport</li> <li>• Your life online</li> <li>• What you did yesterday evening</li> <li>• Books and reading</li> <li>• TV programmes</li> <li>• Actors and films</li> <li>• Revision</li> </ul>	<ul style="list-style-type: none"> <li>• Describing your town</li> <li>• Discussing what to see and do</li> </ul>	
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>
<p>Unless stated below homework will be decided by the class teacher according to the what would most benefit the class.</p> <ul style="list-style-type: none"> <li>- Redraft of in-class assessment &amp; Seneca</li> <li>- Reading: Les vacances du Petit Nicholas (Je suis malade)</li> <li>- Prepare answers for Speaking</li> <li>- Flashcards &amp; Seneca</li> <li>- Green pen corrections on written assessment</li> </ul>	<p>See autumn term.</p> <ul style="list-style-type: none"> <li>- Presentation</li> <li>- Speaking booklet completion</li> <li>-</li> <li>- Redraft &amp; Activelearn end of Module assessments</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Higher book: pages 54-55</li> <li>- Foundation book: pages 54-55</li> <li>- Higher book: pages 50-51</li> <li>- Foundation book: pages 62-63</li> <li>- Writing Module 3</li> <li>- Redraft &amp; Activelearn Module 3</li> <li>- Prepare answers for Speaking assessment</li> <li>- Flashcards Seneca</li> <li>- Green pen corrections on written Assessments</li> </ul>

<b>Assessment: Autumn Term</b>	<b>Assessment: Spring Term</b>	<b>Assessment: Summer Term</b>
A GCSE grade will be awarded after each piece of redrafted written work.	A GCSE grade will be awarded after each piece of redrafted written work.	A GCSE grade will be awarded after each piece of redrafted written work.



<p><b><u>In-class assessment</u></b> Week beginning: Monday, 4th October Translation into French</p> <p><b><u>Module 1 Assessments</u></b> Listening Speaking Reading Writing</p> <p><b><u>Module 2 Assessments</u></b> Listening Speaking Reading Writing</p>	<p><b><u>Module3 Assessments</u></b> Listening Speaking Reading Writing</p> <p><b><u>Module 4 Assessments</u></b> Listening Speaking Reading Writing</p>	<p><b><u>Module 5 Assessments</u></b> Listening Speaking Reading Writing</p> <p><b>Mock exam paper</b> in listening, reading, writing And speaking</p>
<p style="text-align: center;"><b>Challenge Tasks</b></p>	<p style="text-align: center;"><b>Challenge tasks</b></p>	<p style="text-align: center;"><b>Challenge Tasks</b></p>
<p>All lessons are planned according to what students must, should and could complete during the lesson. 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 ideas and opinions 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</p>	<p>To consolidate learning, by revisiting, at home, all work done in class</p> <p>To transform class work into students' own work by active revision, such as mind maps of topics,</p> <p>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.</p> <p>To keep exercise books neat, well-presented and organised (with lesson content in the correct order, as intended by staff)</p>	<p>See autumn term.</p>

<p>review section, the marking criteria and strategies to improve.</p>		
<p><b>Recommended Resources</b></p>	<p><b>Independent Learning Expectations</b></p>	
<ol style="list-style-type: none"> <li>1. Studio for Edexcel GCSE French 9-1 (Foundation): ISBN 978 1292117829</li> <li>2. Studio for Edexcel GCSE French 9-1 (Higher): ISBN 978 1292117836</li> <li>3. Studio, Edexcel GCSE 9-1 French grammar and Translation workbook: ISBN 978129213299-0</li> <li>4. Edexcel Revision Guide: ISBN-139781292132082</li> <li>5. Student Guide to Success for GCSE (supplied in September by class teacher)</li> <li>6. Collins Easy Learning French dictionary or Oxford Learner's dictionary: recommended for home use only as we have large stocks in school</li> <li>7. <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a></li> <li>8. <a href="http://www.bbc.co.uk/schools/gcsebitesize/french/">www.bbc.co.uk/schools/gcsebitesize/french/</a></li> <li>9. <a href="http://www.edexcel.com/Subjects/Languages">www.edexcel.com/Subjects/Languages</a> (for past papers)</li> <li>10. <a href="http://www.wordreference.com">www.wordreference.com</a></li> <li>11. Youtube: Cyprien</li> <li>12. Youtube: Easy French</li> <li>13. Youtube: Monsieur Pattinson</li> </ol>	<ul style="list-style-type: none"> <li>• To persevere with a task taking into account the 1, 2, 3 Rule</li> <li>• To update the <i>Progress Review</i> page</li> <li>• To correctly label the homework sheets with targets for improvement</li> <li>• To use the green pen to improve work</li> <li>• To act on targets set by the teacher to provide evidence of improvement</li> <li>• To glue all worksheets 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 or <i>Wordreference.com</i> instead of resorting to Google translator</li> <li>• To apply the <i>TONIC</i> strategy</li> </ul>	

Year: 10

Subject: Geography

Curriculum Leader: Miss Lippa

Learning across the Year 2021-22

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

Course Details	Exam Board: Percentage of course that is Coursework: Percentage of course that is Exam:	
Autumn Term	Spring Term	Summer Term
<p><b><u>Urban issues &amp; challenges</u></b></p> <ul style="list-style-type: none"> <li>● Global pattern of urban change</li> <li>● Urban trends</li> <li>● Factors affecting the rate of urbanisation</li> <li>● Emergence of megacities</li> <li>● Case study of Mumbai, India [a major city in a newly emerging economy (NEE)] - to include: location &amp; importance; causes of growth; opportunities &amp; challenges; slum improvement (urban planning)</li> </ul> <p><b><u>Urban issues &amp; challenges UK Case Study</u></b></p> <ul style="list-style-type: none"> <li>● Overview of the distribution of population and the major cities of the UK.</li> <li>● Case study of a major UK city (e.g. London) to illustrate: location and importance; impacts of migration on its growth and character; how urban change has created opportunities and challenges; example of an urban regeneration project (QE2 Olympic Park)</li> </ul>	<p><b><u>Physical Landscapes in the UK (rivers)</u></b></p> <ul style="list-style-type: none"> <li>● Long profile &amp; changing cross profile</li> <li>● Fluvial processes</li> <li>● Characteristics &amp; formation of landforms resulting from erosion (interlocking spurs, waterfalls &amp; gorges)</li> <li>● Characteristics &amp; formation of landforms resulting from erosion &amp; deposition (e.g. meanders &amp; ox-bow lakes)</li> <li>● Characteristics &amp; formation of landforms resulting from deposition (e.g. levees, floodplains &amp; estuaries)</li> <li>● Example of a UK river valley to illustrate the above</li> <li>● How physical &amp; human factors affect flood risk</li> <li>● Hydrographs</li> <li>● Costs and benefits of hard and soft engineering</li> <li>● Example of a flood management scheme in the UK</li> </ul>	<p><b><u>Resource Management: Water Option</u></b></p> <ul style="list-style-type: none"> <li>● Areas of surplus and deficit</li> <li>● Impacts on water insecurity e.g. Water fuelled conflicts in the Middle East</li> <li>● strategies to increase water supply - including a case study of a large scale water transfer scheme e.g. Lesotho</li> <li>● Sustainable water futures</li> <li>● Case study in an LIC or NEE to increase sustainable water supply e.g. excellent Development project in Kenya</li> </ul> <p><b><u>Practice Issue Evaluation</u></b></p>

<ul style="list-style-type: none"> <li>• Features of sustainable urban living (water &amp; energy conservation, waste recycling, creating green space)</li> <li>• How urban transport strategies are used to reduce traffic congestion</li> </ul>	<p><b>Resource Management: General</b></p> <ul style="list-style-type: none"> <li>• Significance of food, water and energy to wellbeing</li> <li>• Global inequalities of food, water and energy</li> <li>• Food, water and energy in the uk - changing demand opportunities and challenges</li> </ul>	
Homework		Homework
<ul style="list-style-type: none"> <li>• Kerboodle assessment activities</li> <li>• Topic spelling tests and online quizzes on SMHW</li> <li>• Completion of selected sections of the course unit booklets</li> </ul>	<ul style="list-style-type: none"> <li>• Kerboodle assessment activities</li> <li>• Topic spelling tests and online quizzes on SMHW</li> <li>• Completion of selected sections of the course unit booklets</li> </ul>	<ul style="list-style-type: none"> <li>• Kerboodle assessment activities</li> <li>• Topic spelling tests and online quizzes on SMHW</li> <li>• Completion of selected sections of the course unit booklets</li> </ul>
<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>
<p>Cycle 1</p> <ul style="list-style-type: none"> <li>• To what extent do urban areas in NEEs provide opportunities?</li> <li>• How urban regeneration in a UK city has improved the lives of the urban poor.</li> <li>• Evaluation of a transport management strategy</li> </ul>	<p>Cycle 2</p> <ul style="list-style-type: none"> <li>• Explaining the sequence of landforms that result from erosion</li> <li>• Mid-unit test (includes skills)</li> <li>• End of rivers unit test (includes skills)</li> </ul>	<p>Cycle 3</p> <ul style="list-style-type: none"> <li>• End of Year pre-public examination</li> </ul>

Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
Meeting the 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 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 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>	
<b>AQA GCSE Geography Student Book</b> (key text)	<ul style="list-style-type: none"> <li>• To consolidate learning, by revisiting, at home, all work done in class</li> </ul>	

<ul style="list-style-type: none"><li>• Authors: Simon Ross, Nick Rowles</li><li>• Publisher: <a href="#">Oxford University Press</a></li><li>• ISBN-13: 9780198366614</li><li>• Price: £25</li></ul>	<ul style="list-style-type: none"><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>	
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Year: 10 Subject: Graphics

Curriculum Leader: Miss Jaber

Learning across the Year 2021-22

Email: l.jaber@holyfamily.waltham.sch.uk

Course Details	Exam Board: AQA Percentage of course that is Coursework: 60% Percentage of course that is Exam: 40%	
Autumn Term	Spring Term	Summer Term
<p><b><u>Typography Project Coursework (1)</u></b></p> <ul style="list-style-type: none"><li>● Introduction to the course and the assessment objectives:</li><li>● What makes a good sketchbook?</li><li>● Introduction to the sustained project</li><li>● What is typography? Students explore serif, sans serif and display fonts</li><li>● Typography key terms: what are they and what do they mean?</li><li>● Logo analysis: what makes a successful logo?</li><li>● Letter design task</li><li>● Typography media experimentation: students draw different fonts using different medias ie. pencil, pen, paints, charcoal</li><li>● Letters in objects: students take pictures of objects that look like letters</li><li>● Introduction to different typography artists and their work. Students create a moodboard</li><li>● Choose 1 artist and create a more detailed artist research page.</li></ul>	<p><b><u>Typography Project (continued) Coursework (1)</u></b></p> <ul style="list-style-type: none"><li>● Introduction to the 'creative letter' project</li><li>● Mark making with pencil to develop drawing skills</li><li>● Take close up photographs of textures in nature to inspire mark making</li><li>● Mark making inspired by own photographs</li><li>● Mark making using different media</li><li>● Combine and use own mark making techniques to design letters</li><li>● Developing and refining a final piece in response to the project title.</li></ul>	<p><b><u>Children's book project Coursework (2)</u></b></p> <ul style="list-style-type: none"><li>● Introduction to the project</li><li>● Analysing existing children's books</li><li>● Children's book moodboard</li><li>● Choose 1 children's book and produce a research page</li><li>● Story mind map</li><li>● Storyboarding</li><li>● Character illustrations using different medias</li><li>● Development using adobe programmes: photoshop, illustrator</li><li>● Model making using clay</li><li>● Exploring book binding techniques</li><li>● Developing and refining a final piece in response to the project title.</li></ul>
Homework	Homework	Homework

<ul style="list-style-type: none"> <li>• Completing sketchbook tasks in own time</li> <li>• Image collection</li> <li>• Researching artists/designers</li> </ul>	<ul style="list-style-type: none"> <li>• Textures in nature photographs</li> <li>• Completing sketchbook tasks in own time</li> <li>• Planning for final piece</li> </ul>	<ul style="list-style-type: none"> <li>• Completing sketchbook tasks in own time</li> <li>• Planning for final piece</li> </ul>
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
<ul style="list-style-type: none"> <li>• Explore and experiment with a range of media</li> <li>• Using digital design programmes; such as Photoshop, inDesign and Illustrator to develop digital skills.</li> <li>• Independent learning throughout the majority of the course</li> <li>• Demonstration of ability in the final outcome.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and experiment with a range of media</li> <li>• Using digital design programmes; such as Photoshop, inDesign and Illustrator to develop digital skills.</li> <li>• Independent learning throughout the majority of the course</li> <li>• Demonstration of ability in the final outcome.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and experiment with a range of media</li> <li>• Using digital design programmes; such as Photoshop, inDesign and Illustrator to develop digital skills.</li> <li>• Independent learning throughout the majority of the course</li> <li>• Demonstration of ability in the final outcome.</li> </ul>
Recommended Resources	Independent Learning Expectations	
<ul style="list-style-type: none"> <li>• <b>GCSE Bitesize Art &amp; Design</b> <a href="https://www.bbc.co.uk/bitesize/subjects/z6hs34j">https://www.bbc.co.uk/bitesize/subjects/z6hs34j</a></li> <li>• <b>Student Art Guide</b> <a href="https://www.studentartguide.com">https://www.studentartguide.com</a></li> <li>• <b>Pinterest</b> (to gather inspiration)</li> <li>• <b>YouTube</b> when developing/practising a specific skill/technique.</li> </ul>	<p>Students are expected to buy equipment that will enable them to complete work from home. This includes:</p> <ul style="list-style-type: none"> <li>- Drawing pencils</li> <li>- Rubber and Sharpener</li> <li>- Water colours</li> <li>- Oil pastels</li> <li>- Charcoal sticks</li> <li>- Black fine liner pens</li> </ul> <p>Very often students will be asked to complete sketchbook work/activities at home that are not</p>	

	<p>completed in class. All work produced during this course is contributed to the final grade.</p> <p>Access to a computer/laptop will also be useful</p>	
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**Year: 10**

**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)**

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



<p>Medicine and Public Health through Time. This is a project that discovers how medicine has changed over time; from the Medieval period to the Modern day. Students will study different time periods (identified below) and explore many of the same topics to compare the change and continuity over time.</p> <ul style="list-style-type: none"> <li>● Cause of disease</li> <li>● Treatment of disease</li> <li>● Public health</li> <li>● Training of doctors</li> <li>● Hospitals</li> <li>● Role of individuals</li> </ul> <p>The time periods are as follows:</p> <p>1350-1750 1750-1900 1900-Present day</p> <p>As of 2018, student will have a more diverse teaching of the development of medicine. Lessons will, for example, focus on global developments in medicine and the work of important women such as Mary Seacole.</p> <p>-</p>	<p>Study of Kings Richard and John - a depth GCSE topic</p> <p><b>Focus:</b> King John's downfall, 1206-1216 How King John became to be disliked as a monarch and how he is remembered today. Continuation of Conflict in the Middle East</p>	<p>Spring 2: Study of Weimar and Nazi Germany - Paper 3 in their GCSEs begins - further details in the Year 11 section</p>
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>
<ul style="list-style-type: none"> <li>● Sample exam questions</li> <li>● Revision for test</li> </ul>	<ul style="list-style-type: none"> <li>● Sample exam questions</li> <li>● Revision for test</li> </ul>	<ul style="list-style-type: none"> <li>● Sample exam questions</li> <li>● Revision for test</li> </ul>

<ul style="list-style-type: none"> <li>• Reflection tasks</li> <li>• Creative tasks e.g. presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection tasks</li> <li>• Creative tasks e.g. presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection tasks</li> <li>• Creative tasks e.g. presentations</li> </ul>
<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>
Timed essays /tests throughout the term - one at least every fortnight	Timed essays /tests throughout the term - one at least every fortnight	Timed essays /tests throughout the term - one at least every fortnight

<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>	
Edexcel GCSE (9-1) History Conflict in the Middle East, c1945–1995 Student Book ISBN: 9781292127316  <i>Hodder GCSE History for Edexcel: Medicine Through Time, c1250–Present</i> by Ian Dawson ISBN: 9781471861376	To try three things before asking the teacher for help To be reflective, resilient, resourceful and reciprocal learners. To take on student leadership roles within lessons and plan this with the teacher in advance of the lessons. To read around topics and share findings with the class	

	To communicate with teachers about research so they can be further questioned/stretched To complete challenge tasks	
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**Year: 10**

**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>• Quadratic equations</li><li>• Completing the square</li><li>• Solving simultaneous equations</li><li>• Solving linear inequalities</li><li>• Probability: combined/mutually exclusive events</li><li>• Experimental probability</li><li>• Independent probability/conditional probability</li><li>• Venn diagrams and set notation</li><li>• Growth and decay</li><li>• Compound measure</li><li>• Ratio and proportion</li></ul> <p>Foundation</p> <ul style="list-style-type: none"><li>• Coordinates</li><li>• Linear graphs</li><li>• Gradient and <math>y=mx+c</math></li><li>• Real life graphs</li><li>• Distance time graphs</li><li>• Transformations</li><li>• Combined transformations</li><li>• Simplifying and sharing ratio</li><li>• Ratio and proportion</li><li>• Proportion problems</li></ul>	<p>Higher</p> <ul style="list-style-type: none"><li>• Similarity and congruence</li><li>• Geometric proof</li><li>• Accuracy</li><li>• Sine, cosine, tangent functions</li><li>• Sine and cosine rule</li><li>• Solving trigonometric problems in 3D</li><li>• Transforming trigonometric graphs</li><li>• Sampling</li><li>• Cumulative frequency</li><li>• Box plots</li><li>• Histograms</li><li>• Comparing and describing populations</li></ul> <p>Foundation</p> <ul style="list-style-type: none"><li>• Pythagoras' theorem</li><li>• Trigonometry in right angled triangles</li><li>• Calculating probability</li><li>• Experimental probability</li><li>• Venn diagrams</li><li>• Tree diagrams</li><li>• Percentage profit/loss</li><li>• Reverse percentage</li><li>• Growth and decay</li><li>• Compound measure</li><li>• Speed distance time</li><li>• Direct and inverse proportion</li></ul>	<p>Higher</p> <ul style="list-style-type: none"><li>• Solving simultaneous equations graphically</li><li>• Graphing inequalities</li><li>• Graphs of quadratic functions</li><li>• Solving quadratic equations graphically</li><li>• Graphs of cubic functions</li><li>• Circle theorems</li><li>• Rearranging formula</li><li>• Algebraic fractions</li><li>• Surds</li><li>• Functions</li><li>• Proof</li></ul> <p>Foundation</p> <ul style="list-style-type: none"><li>• 3D solids</li><li>• Plans and elevations</li><li>• Constructions and loci</li><li>• Bearings</li><li>• Expanding double brackets</li><li>• Plotting quadratic graphs</li><li>• Using quadratic graphs</li><li>• Factorising quadratics</li><li>• Solving quadratic equations</li><li>• Circumference and area of circles</li><li>• Surface area</li><li>• Volume and surface area of cylinders</li><li>• Volume and surface area of pyramids, spheres and cones</li></ul>
Homework	Homework	Homework

<ul style="list-style-type: none"> <li>• Tasks on Hegarty Maths</li> <li>• Tasks from the Digital PLC</li> <li>• Parallel Maths Project</li> </ul>	<ul style="list-style-type: none"> <li>• Tasks on Hegarty Maths</li> <li>• Tasks from the Digital PLC</li> <li>• Parallel Maths Project</li> </ul>	<ul style="list-style-type: none"> <li>• Tasks on Hegarty Maths</li> <li>• Tasks from the Digital PLC</li> <li>• Parallel Maths Project</li> </ul>
<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>
End of unit assessments. End of term assessment.	End of unit assessments. End of term assessment.	End of year assessment.

Year: 10

Subject: Mathematics

Autumn Term	Spring Term	Summer Term
<p><b>Challenge Tasks</b></p> <p>Parallel Maths Project. Independent study using Hegarty Maths. Maths Challenge.</p>	<p><b>Challenge tasks</b></p> <p>Parallel Maths Project. Independent study using Hegarty Maths. Maths Challenge.</p>	<p><b>Challenge Tasks</b></p> <p>Parallel Maths Project. Independent study using Hegarty Maths. Maths Challenge. .</p>
<p><b>Recommended Resources</b></p>	<p><b>Independent Learning Expectations</b></p>	
<p>HegartyMaths.com Parallel.org.uk Digital PLC's (accessible via Google Classroom). OnMaths.com</p>	<p>Complete all homework. Regularly use and update the Digital PLC (accessible via Google Classroom). Read over notes prior to the next lesson in order to facilitate continuous progression. Use and update PLC regularly.</p>	

**Year: 10**

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

<p>Component 1: Exploring the Media</p> <ul style="list-style-type: none"> <li>• Written examination: 1 hour 30 minutes</li> <li>• 40% of qualification</li> <li>• Section A: Exploring Media Language and Representation</li> <li>• This section assesses media language and representation in relation to two of the following print</li> <li>• media forms: magazines, marketing (film posters), newspapers, or print advertisements. There are</li> </ul>	<p><b>Component 2: Understanding Media Forms and Products</b></p> <p><b>Written examination: 1 hour 30 minutes</b></p> <p><b>30% of qualification</b></p> <p><b>This component assesses all areas of the theoretical framework and contexts of the media in relation to television and music.</b></p> <p><b>Section A: Television</b></p> <ul style="list-style-type: none"> <li>• one question on either media language or representation, which will be based on an extract from one of the set television programme episodes to be viewed in the examination</li> </ul> <p>(reference to relevant contexts may be required)</p> <ul style="list-style-type: none"> <li>• one question on media industries, audiences or media contexts.</li> </ul> <p><b>Section B: Music (music videos and online media)</b></p> <ul style="list-style-type: none"> <li>• one question on either media language or representation (reference to relevant contexts may be required)</li> <li>• one question on media industries, audiences or media contexts</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>• media language: how the media through their forms, codes and conventions communicate meanings</li> <li>• representation: how the media portray events, issues, individuals</li> <li>• media industries: how the media industries' processes of production, distribution and circulation affect media forms and platforms</li> <li>• audiences</li> </ul>
<p><b>Homework</b></p>	<p><b>Homework</b></p>	<p><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 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 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>
<p align="center"><b>Controlled Assessment/Internal Assessment Dates and Details</b></p>	<p align="center"><b>Controlled Assessment/Internal Assessment Dates and Details</b></p>	<p align="center"><b>Controlled Assessment/Internal Assessment Dates and Details</b></p>
<p>Assessment cycle 1: Exam questions on synergy, media texts, distribution, media regulators</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 1 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. Learners will analyse two types of resource material:</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</p> <p>Paper 1 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</p> <p><b>Paper 1</b></p> <p>Starting CW component 3 research and planning</p>



Autumn Term	Spring Term	Summer Term
<p align="center"><b>Challenge Tasks</b></p>	<p align="center"><b>Challenge tasks</b></p>	<p align="center"><b>Challenge Tasks</b></p>
<ul style="list-style-type: none"> <li>Class Debate - 'Is the 9pm Watershed still appropriate for today's audiences or is it an outdated principle in an age where censorship is almost impossible?' To try three things before asking the teacher for help</li> </ul> <p>To be reflective, resilient, resourceful and reciprocal learners.</p>	<ul style="list-style-type: none"> <li>Students can 'Become the Expert' in an area of the four conventions and teach others.</li> <li>In small groups students deliver a short presentation to develop their understanding of genre, generic codes and conventions.</li> <li>To take on student leadership roles within lessons and plan this with the teacher in advance of the lessons.</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.</li> <li>Create revision cards Component 1 paper 1 -Thinking hard strategies</li> </ul>
<p align="center"><b>Recommended Resources</b></p>	<p align="center"><b>Independent Learning Expectations</b></p>	
<ul style="list-style-type: none"> <li>Magazine front covers Film posters (marketing) Newspaper front pages Print advertisements Pride (November 2015) GQ (July 2016)</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: 10      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)

<p>Course Details</p>	<p>Exam Board: Edexcel          Percentage of course that is Coursework:          67%          Percentage of course that is Exam: 33%</p>	
<p>Autumn Term</p>	<p>Spring Term</p>	<p>Summer Term</p>
<p><b>Sequencing</b></p> <p>Students will begin their coursework on 'How To Use Garageband'. They will complete a PowerPoint presentation on how to use the different functions that the application has to offer.</p> <p><b>Music Industry</b></p> <p>Students will learn about various job roles in the music industry.</p> <p>Students will also learn about music venues and recording studios.</p>	<p><b>Sequencing</b></p> <p>Students will continue with the work from the Autumn term.</p> <p>Students will re-create a popular song of their choice and they will change it using the skills they learnt from year 9 (remixing) and from the work they did in the Autumn term.</p> <p><b>Music Industry</b></p> <p>Students will learn about various job roles in the music industry.</p>	<p><b>Sequencing &amp; Music Industry</b></p> <p>Students will continue the work they were doing last term both Sequencing &amp; Music Industry work.</p> <p>Students will learn about essay techniques in preparation for their exam in May.</p> <p>Students will learn a lot about the music industry in preparation for their exam in May.</p>

	Students will also be learning about music production, promotion and unions.	
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>
A Variety of homeworks are set based on venues and recording studios including an essay in the exam style.  Homework will be set on completing unfinished tasks at home. Extension tasks will also be given for those looking to improve their current grade standard on their coursework.	A Variety of homeworks is set based on production, promotion and unions including essays in the exam style.  Homework will be set on completing unfinished tasks at home. Extension tasks will also be given for those looking to improve their current grade standard on their coursework.	Homework will be set on links within the roles of the music industry as well as composing and performance roles within the industry.  Homework will be set on completing unfinished tasks at home. Extension tasks will also be given for those looking to improve their current grade standard on their coursework.
<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>
Exam on venues and recording studio topics  Ongoing assessment of Sequencing coursework.	Assessment of work completed so far on the Music Industry Project.  Ongoing assessment of Sequencing coursework.	End of year Assessment on all work completed on Sequencing and The Music Industry
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
Attend extra curricular music clubs to improve performance / Garageband ICT skills  Attend BTEC lunchtime club (Thursdays)	Attend extra curricular music clubs to improve performance / Garageband ICT skills  Attend BTEC lunchtime club (Thursdays)	Attend extra curricular music clubs to improve performance / Garageband ICT skills  Attend BTEC lunchtime club
<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>• Revise for all tests.</li> <li>• Spend own time continuing composition and sequenced work</li> </ul>	

Year: 10      Subject: Music GCSE      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:Eduqas Percentage of course that is Coursework: 60% Percentage of course that is Exam: 40%	
Autumn Term	Spring Term	Summer Term
<p><b>Analysis:</b> 2 hours a fortnight will be spent on “Music 101” - Basic GCSE Musical elements and musical terminology will be studied. Following on from music 101 2 hours a fortnight will be spent studying Musical forms and devices.</p> <p><b>Performance:</b> students will rehearse for their Solo Performance assessment.</p> <p><b>Composition:</b> Students will start developing their Composition skills - starting with a Theme and variations scheme. .</p>	<p><b>Analysis:</b> Jan - The Sonorities and Textures of music. Feb - Students will analyse their first set work. March - April - Musical theatre.</p> <p><b>Performance:</b> students will rehearse for their first Ensemble Performance assessment.</p> <p><b>Composition:</b> <b>Half term 1</b> - Students will study minimalism and compose their own minimalist compositions. <b>Half term 2</b> - Students will study the conventions of Song writing and compose their own songs.</p>	<p><b>Analysis:</b> May - Blues June - July The History of Film music</p> <p><b>Performance:</b> students will rehearse for their next group Performance assessment.</p> <p><b>Composition:</b> Students will compose their free composition.</p>

Homework	Homework	Homework
<p>A variety of tasks in relation to the musical elements, music history, musical terminology as well as forms and devices will be set.</p> <p>Students should continue to practice their instruments.</p>	<p>A variety of tasks in relation to the analysis work being completed will be set.</p> <p>Students should continue to practice their instruments. Students can continue composing their minimalist pieces at home on Musescore.</p>	<p>A variety of tasks in relation to the analysis work being completed will be set.</p> <p>Students should continue to practice their instruments. Students can continue composing their songs at home on Musescore.</p>
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
<p>Christmas performance assessment.</p> <p>Various online assessment quizzes</p> <p>Christmas Written exam on forms and devices.</p> <p>Theme and variations composition will be handed in for assessment at Christmas.</p>	<p>Students will have their analysis skills tested on everything studied so far at Easter.</p> <p>Students will hand in their Minimalist compositions at February half term and their song compositions at Easter.</p> <p>Students will perform and record their first ensemble piece at Easter.</p>	<p>Students will have an end of year mock based on everything they have learned this year.</p> <p>Students will hand in their final free composition for assessment at the end of the summer term.</p> <p>Students will submit their second group performance.</p>
Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
<p>Revise and test music theory and music 101 knowledge using: <a href="https://www.bbc.co.uk/bitesize/topics/zn4tkmn">https://www.bbc.co.uk/bitesize/topics/zn4tkmn</a></p> <p>Revise and test your musical forms and devices using: <a href="https://www.bbc.co.uk/bitesize/topics/zfhfp3">https://www.bbc.co.uk/bitesize/topics/zfhfp3</a></p> <p>GCSE students are encouraged to attend the modulo orchestra to improve ensemble performance skills.</p>	<p>Revise and test Sonority and textures knowledge using: <a href="https://www.bbc.co.uk/bitesize/guides/z4ry7nb/revision/1">https://www.bbc.co.uk/bitesize/guides/z4ry7nb/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zk43mfr/revision/1">https://www.bbc.co.uk/bitesize/guides/zk43mfr/revision/1</a></p> <p>Revise and test knowledge of Musical theatre using: <a href="https://www.bbc.co.uk/bitesize/guides/zd6xh39/revision/1">https://www.bbc.co.uk/bitesize/guides/zd6xh39/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/z6vyb82/revision/1">https://www.bbc.co.uk/bitesize/guides/z6vyb82/revision/1</a></p> <p>GCSE students are encouraged to prepare a piece for the school summer concert and attend the modulo orchestra to improve ensemble performance skills.</p>	<p>Revise and test knowledge of Film music using: <a href="https://www.bbc.co.uk/bitesize/topics/zb7h8xs">https://www.bbc.co.uk/bitesize/topics/zb7h8xs</a></p> <p>Revise and test knowledge of Jazz and blues using: <a href="https://www.bbc.co.uk/bitesize/guides/zjhtng8/revision/1">https://www.bbc.co.uk/bitesize/guides/zjhtng8/revision/1</a></p> <p>GCSE students are encouraged to prepare a piece for the school summer concert and attend the modulo orchestra to improve ensemble performance skills.</p>
Recommended Resources	Independent Learning Expectations	

<p><a href="https://www.bbc.co.uk/bitesize/examspecs/zbmct39">https://www.bbc.co.uk/bitesize/examspecs/zbmct39</a></p> <p>Textbook: WJEC/EDUQAS GCSE Music Student Book – Revised Edition.</p>	<p>Students should practice their instruments for 30 mins per day.</p> <p>Students should take time going over new terminology and add it to their glossary.</p> <p>Students should attend the KS4 catch up sessions when necessary.</p>	
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Year: 10      Subject: Performing Arts      Curriculum Leader: Ms Hampshire

Learning across the Year 2021-22      Email: [s.hampshire@holyfamily.waltham.sch.uk](mailto:s.hampshire@holyfamily.waltham.sch.uk)

<p><b>Course Details</b></p>	<p><b>Exam Board: Pearson</b></p> <p><b>Percentage of the course that is internally assessed: 70%</b></p> <p><b>Percentage of the course that is an external exam: 30%</b></p>	
<p><b>Autumn Term</b></p>	<p><b>Spring Term</b></p>	<p><b>Summer Term</b></p>
<p><b>Component 1:</b> Exploring the Performing Arts  <b>Levels:</b> 1/2  <b>Assessment type:</b> Internal  <b>Guided learning hours:</b> 36</p> <p><b>Overview:</b>  To develop as a performer you will need a broad understanding of performance work and influences. To gain a realistic overview of performing arts repertoire, you will learn about the skills and</p>	<p><b>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)</p> <p><b>Overview:</b>  This component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2. Learners will</p>	<p><b>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)</p> <p><b>Overview:</b>  This component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2. Learners will respond to the stimulus and create a workshop performance that</p>

<p>techniques of acting. This component will help you to understand the requirements of being an actor across a range of performances and performance styles.</p> <p>You will develop knowledge and understanding of a range of performance styles. You will look at elements such as roles, responsibilities and the application of relevant skills and techniques. You will broaden your knowledge through observing existing repertoire and by learning about the approaches of practitioners, and how they create and influence performance material.</p> <p>This component will give you an understanding of practitioners' work and the processes and practices that contribute to a range of performance styles, focusing on the theme of 'Oppression'. You will develop transferable skills, such as research and communication, which will support your progression to Level 2 or 3 vocational or academic qualifications.</p> <p style="text-align: center;"><b>Assessment objectives</b></p> <p><b>Learning aim A: Examine professional practitioners' performance work</b></p> <p><b>Learning aim B: Explore the interrelationships between constituent features of existing performance material.</b></p>	<p>respond to the stimulus and create a workshop performance that communicates ideas and creative intentions to a target audience of their choice. Learners will capture their ideas on planning, development and effectiveness of the performance process in a written log and an evaluation report. A task worth 60 marks will be completed under supervised conditions and externally marked by the exam board. For assessment, learners will be given a brief and stimulus to create performance material and will work in groups of 3-7 performers.</p> <p style="text-align: center;"><b>Assessment objectives</b></p> <p><b>AO1</b> Understand how to respond to a brief</p> <p><b>AO2</b> Select and develop skills and techniques in response to a brief</p> <p><b>AO3</b> Apply skills and techniques in a workshop performance in response to a brief</p> <p><b>AO4</b> Evaluate the development process and outcome in response to a brief</p>	<p>communicates ideas and creative intentions to a target audience of their choice. Learners will capture their ideas on planning, development and effectiveness of the performance process in a written log and an evaluation report. A task worth 60 marks will be completed under supervised conditions and externally marked by the exam board. For assessment, learners will be given a brief and stimulus to create performance material and will work in groups of 3-7 performers.</p> <p style="text-align: center;"><b>Assessment objectives</b></p> <p><b>AO1</b> Understand how to respond to a brief</p> <p><b>AO2</b> Select and develop skills and techniques in response to a brief</p> <p><b>AO3</b> Apply skills and techniques in a workshop performance in response to a brief</p> <p><b>AO4</b> Evaluate the development process and outcome in response to a brief</p>
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>
<p><b>All homework is coursework - and for assessment purposes.</b></p> <p><b>Research Journal:</b> You must first explore existing performance repertoire to develop your own understanding of what it is, who it is for, who made it and how it was made.</p> <p>You will participate in research activities and discussions that explore a range of professional productions/repertoire in your selected discipline (Acting).</p> <p><b>Presentation:</b> You must now present your findings in a presentation to the festival audience</p> <p>You need to make sure you include the following information:</p> <ul style="list-style-type: none"> <li>• Explanations of how the different practitioners approach creating professional work(s).</li> <li>• An explanation of the rehearsal process, using examples from your experience in classes and workshops</li> <li>• An explanation of the skills needed to perform in the styles of theatre explored.</li> <li>• Explain how effective the different practitioners' processes, skills and approaches are in creating professional work.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners will capture their ideas on planning, development and effectiveness of the performance process in a written log</li> </ul>	<ul style="list-style-type: none"> <li>• Learners will capture their ideas on planning, development and effectiveness of the performance process in a written log</li> </ul>

<p>To support your explanations, you should include extracts from live performance, practical demonstrations, recorded workshops/rehearsals, images, and anything that will help illustrate how performance material is made.</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>On-going assessment of research journal and presentation.</p>	<p>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.</p>	<p>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.</p>
<p><b>Autumn Term</b></p>	<p><b>Spring Term</b></p>	<p><b>Summer Term</b></p>
<p><b>Challenge Tasks</b></p>	<p><b>Challenge tasks</b></p>	<p><b>Challenge Tasks</b></p>
<p>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.</p>	<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> <li>• Organising own rehearsals with peers.</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>
<p><b>Recommended Resources</b></p>	<p><b>Independent Learning Expectations</b></p>	
<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 <ul style="list-style-type: none"> <li>• To attend rehearsals</li> </ul> </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.</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: 10

Subject: PE (Core)

Curriculum Leader: Mrs Cole

Learning across the Year 2021-22

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

Autumn Term	Spring Term	Summer Term
Football, Handball, Fitness , Basketball, Netball, Tramp, X Country	Football, Handball, Fitness , Basketball, Netball, Tramp,	Athletics, Rounders, Cricket, Tennis
Homework	Homework	Homework
<ul style="list-style-type: none"><li>• Questions relevant to lesson content</li><li>• Values and importance of physical activity and lifelong involvement</li></ul>	<ul style="list-style-type: none"><li>• Questions relevant to lesson content</li><li>• Values and importance of physical activity and lifelong involvement</li></ul>	<ul style="list-style-type: none"><li>• Questions relevant to lesson content</li><li>• Values and importance of physical activity and lifelong involvement</li></ul>
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
	Assessment at the end of each activity block	Assessment at the end of each activity block

Assessment at the end of each activity block		
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Autumn Term	Spring Term	Summer Term
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
<ul style="list-style-type: none"> <li>• Join extra-curricular clubs</li> <li>• More able students to lead parts of lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Join extra-curricular clubs</li> <li>• More able students to lead parts of lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Join extra-curricular clubs</li> <li>• More able students to lead parts of lesson</li> </ul>
<b>Independent Learning Expectations</b>	<b>Independent Learning Expectations</b>	<b>Independent Learning Expectations</b>
<ul style="list-style-type: none"> <li>• Wider reading about sport</li> <li>• Attend extra-curricular clubs at school</li> <li>• Join clubs outside of school</li> <li>• Watch sport in your local community and on TV</li> </ul>	<ul style="list-style-type: none"> <li>• Wider reading about sport</li> <li>• Attend extra-curricular clubs at school</li> <li>• Join clubs outside of school</li> <li>• Watch sport in your local community and on TV</li> </ul>	<ul style="list-style-type: none"> <li>• Wider reading about sport</li> <li>• Attend extra-curricular clubs at school</li> <li>• Join clubs outside of school</li> <li>• Watch sport in your local community and on TV</li> </ul>

Year: 10

Subject : BTEC Sport

Curriculum Leader: Mrs Cole

Learning across the Year 2021-22

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

<p>Course Details <b>Pearson BTEC Level 1/ Level 2 First Award in Sport</b> 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 1 Fitness for Sport and Exercise Learning aims</b></p> <p>In this unit you will: A know about the components of fitness and the principles of training B explore different fitness training methods C investigate fitness testing to determine fitness levels</p> <p><b>Topic A.1 Components of physical fitness.</b> <b>Topic A.2 Components of skill-related fitness.</b> <b>Topic A.3 Why fitness components are</b></p>	<p>Revision/ Exam technique/ Exam Practice for External exam on unit 1</p> <p><b>Unit 2 Practical performance in Sport Learning aims</b></p> <p>In this unit you will: A understand the rules, regulations and scoring systems for selected sports B practically demonstrate skills, techniques and tactics in selected sports</p>	<p><b>Unit 2 Practical performance in Sport Learning aims</b></p> <p>In this unit you will: A understand the rules, regulations and scoring systems for selected sports B practically demonstrate skills, techniques and tactics in selected sports C be able to review sports performance.</p>

<p><b>important for successful participation in given sports</b></p> <p><b>Topic A.4 Exercise intensity and how it can be determined.</b></p> <p><b>Topic A.5 The basic principles of training (FITT).</b></p> <p><b>Topic A.6 Additional principles of training</b></p> <p><b>Topic B.1 Requirements for each of the fitness training methods</b></p> <p><b>Topic B.2 Additional requirements for each of the fitness training methods</b></p> <p><b>Topic B.3 Fitness training methods</b></p> <p><b>Topic C.1 Fitness test methods for components of fitness</b></p> <p><b>Topic C.2 Importance of fitness testing to sports performers and coaches</b></p> <p><b>Topic C.3 Requirements for administration of each fitness test</b></p> <p><b>Topic C.4 Interpretation of fitness test results</b></p> <p>This unit is externally assessed using an onscreen test. Pearson sets and marks the test. The test lasts for one hour fifteen minutes and has 60 marks. Learners will complete an onscreen test that has different types of questions including short-answer and extended open response questions. Where appropriate, questions contain graphics, photos, animations or videos.</p>	<p>C be able to review sports performance.</p> <p><b>Topic A.1 Rules (or laws</b></p> <p><b>Topic A.2 Regulations</b></p> <p><b>Topic A.3 Scoring systems</b></p> <p><b>Topic A.4 Application of the rules/laws of sports in different situations</b></p> <p><b>Topic A.5 Sports</b></p> <p><b>A.6 Roles of officials</b></p> <p><b>Topic A.7 Responsibilities of officials</b></p> <p><b>Topic B.1 Components of physical fitness</b></p> <p><b>Topic B.2 Technical demands</b></p> <p><b>Topic B.3 Tactical demands</b></p> <p><b>Topic B.4 Safe and appropriate participation</b></p> <p><b>Topic B.5 Relevant skills and techniques</b></p> <p><b>Topic B.6 Relevant tactics</b></p> <p><b>Topic B.7 Effective use of skills and techniques, and the correct application of each component</b></p> <p><b>Topic B.8 Effective use of skills, techniques and tactics</b></p> <p><b>Topic B.9 Isolated practices</b></p> <p><b>Topic B.10 Conditioned practices</b></p> <p><b>Topic B.11 Competitive situations</b></p> <p><b>Topic C.1 Observation checklist</b></p> <p><b>Topic C.2 Review performance</b></p>	<p><b>Topic A.1 Rules (or laws</b></p> <p><b>Topic A.2 Regulations</b></p> <p><b>Topic A.3 Scoring systems</b></p> <p><b>Topic A.4 Application of the rules/laws of sports in different situations</b></p> <p><b>Topic A.5 Sports</b></p> <p><b>Topic A.6 Roles of officials</b></p> <p><b>Topic A.7 Responsibilities of officials</b></p> <p><b>Topic B.1 Components of physical fitness</b></p> <p><b>Topic B.2 Technical demands</b></p> <p><b>Topic B.3 Tactical demands</b></p> <p><b>Topic B.4 Safe and appropriate participation</b></p> <p><b>Topic B.5 Relevant skills and techniques</b></p> <p><b>Topic B.6 Relevant tactics</b></p> <p><b>Topic B.7 Effective use of skills and techniques, and the correct application of each component</b></p> <p><b>Topic B.8 Effective use of skills, techniques and tactics</b></p> <p><b>Topic B.9 Isolated practices</b></p> <p><b>Topic B.10 Conditioned practices</b></p> <p><b>Topic B.11 Competitive situations</b></p> <p><b>Topic C.1 Observation checklist</b></p> <p><b>Topic C.2 Review performance</b></p> <p>Assessed internally by Holy family and externally verified by Pearson</p>
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>
Exam style questions/ Research into upcoming topic areas	Coursework to complete Unit 2	Coursework to complete Unit 2
<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>
Assessment 1 - November 2021	Assessment 2 - Feb 2022	Assessment 3 - May 2022

Autumn Term	Spring Term	Summer Term
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
<ul style="list-style-type: none"> <li>• Complete long answer Distinction tasks on past papers</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Merit/ Distinction tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Merit/ Distinction tasks</li> </ul>
Independent Learning Expectations	Independent Learning Expectations	Independent Learning Expectations
<ul style="list-style-type: none"> <li>• Wider reading about sport</li> <li>• Join clubs outside of school</li> <li>• Watch sport in your local community and on TV</li> <li>• Take part in a fitness activity at a local sports centre/ gym</li> </ul>	<ul style="list-style-type: none"> <li>• Wider reading about sport</li> <li>• Join clubs outside of school</li> <li>• Watch sport in your local community and on TV</li> <li>• Take part in a fitness activity at a local sports centre/ gym</li> </ul>	<ul style="list-style-type: none"> <li>• Wider reading about sport</li> <li>• Join clubs outside of school</li> <li>• Watch sport in your local community and on TV</li> <li>• Take part in a fitness activity at a local sports centre/ gym</li> </ul>

Year: 10

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>Course Details GCSE Religious studies Edexcel A Catholic Christianity with Judaism</p> <p>This is the NEW SPECIFICATION</p> <p>The final exams will be taken at the end of year 11.</p>	<p>Exam board assessment: 100% exam</p> <p>Examined over 3 exam papers</p> <p>Catholic Christianity paper: 50% Judaism paper: 25% Philosophy and Ethics paper 25%</p>	
<p>Autumn Term</p>	<p>Spring Term</p>	<p>Summer Term</p>
<p>Area of Study 1: Catholic Christianity</p> <p>Chapter 1 Beliefs and Teachings</p>	<p>Area of Study 1: Catholic Christianity</p> <p>Chapter 2 Practices Chapter 3 Sources of wisdom and Authority</p>	<p>Area of Study 1: Catholic Christianity</p> <p>Chapter 4: Forms of expressions and ways of life</p>
<p>Homework</p>	<p>Homework</p>	<p>Homework</p>

Tasks and GCSE questions set about the following themes	GCSE questions and tasks based around the following topics	GCSE questions and tasks based around the following topics
<ul style="list-style-type: none"> <li>• The creed</li> <li>• Trinity</li> <li>• Creation</li> <li>• The nature of humanity</li> <li>• Incarnation</li> <li>• Paschal mystery</li> <li>• Eschatology</li> </ul>	<ul style="list-style-type: none"> <li>• The sacraments</li> <li>• Liturgical worship</li> <li>• Prayer</li> <li>• Popular piety</li> <li>• Pilgrimage</li> <li>• The Bible</li> <li>• The second Vatican council</li> <li>• The church</li> </ul>	<ul style="list-style-type: none"> <li>• Church architecture</li> <li>• Sacred objects</li> <li>• Artwork in Catholicism</li> <li>• Sculpture and statues</li> <li>• Symbolism</li> <li>• Drama</li> <li>• music</li> </ul>
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
GCSE style exam Questions fortnight beginning 15th October.	GCSE style exam questions fortnight beginning 4th february	GCSE style exam questions Week beginning 29th April

Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
<p>Developing the need to understand the importance of what Religions have in common, rather than what is different.</p> <p>Explore religious diversity in Walthamstow.</p>	<p>Understanding the place of Catholicism in the Christian religion.</p> <p>What is a Catholic?</p> <p>Why is pilgrimage important for Catholics</p>	<p>GCSE Issue:</p> <p>To understand the importance sacred objects Catholics.</p> <p>Assess year 10's view of statues, the rosary and holy pictures</p>
Recommended Resources	Independent Learning Expectations	
<ul style="list-style-type: none"> <li>• The RE dept website: A website that allows pupils access to the edexcel course textbooks online, and an</li> </ul>	Each pupil is encouraged to deepen their knowledge and understanding of the topics as the course progresses. Use of the department website will enable this. Pupils must always be	

additional textbook to support the course. The website has access to a range of past papers and tips on how to answer exam questions well.

- There are also links to other websites that offer a wider view of the topics studied. The website offers a range of activities like quizzes and audio material that can enhance a pupils understanding of a topic.
- FIND HOMEWORK ON 'SHOW MY HOMEWORK'

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.

Lots of opportunity to research the 'Religious landscape' of Waltham Forest. Individual survey and study of population.

Explore the meaning of 'devout' and practicing' in a range of other religions.



Year: 10

Subject: Combined and Triple Science

Curriculum Leader (KS4) : **Ms.Johnson**

Learning across the Year 2021-22

Email: I.Johnson@holyfamily.waltham.sch.uk

<p><b>Course Details:</b>  <b>AQA Combined and Triple Science</b>  <b>Biology, Chemistry and Physics</b>  <i>*Topics for both Triple and Combined Science will be delivered in the same order throughout the academic year, parallel to one another.</i></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 for Combined science lasts 1 hour 15 minutes.</li> <li>• Each exam for Triple Science lasts 1 hour 45 minutes.</li> </ul> <p><i>*Combined Science students will achieve a double grade at the end of their course and Triple Science students will achieve three GCSEs at the end of the Triple Science course.</i></p>	
<p><b>Autumn Term</b></p>	<p><b>Spring Term</b></p>	<p><b>Summer Term</b></p>
<p>*Completing P2 - Electricity  P5 - Forces  B3 - Infection &amp; Response  C3 - Quantitative Chemistry</p>	<p>P3 - Particle model of matter  B4 - Bioenergetics  C4 - Chemical Changes  *Revision for End of Year Exams</p>	<p>*End of year exams commence  C5 - Energy Changes  P4 - Atomic Structure  B7 - Ecology  P6 - Waves</p>
<p><b>Homework</b></p>		
<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	Assessment Dates/Topics/Skills
W/B: 21/09/21 - P2 Electricity W/B: 1/11/21 - P5 Forces W/B: 29/11/21 - B3 Infection & Response  *Skills: A01 - recall; A02 - application of knowledge and A03 evaluation	W/B: 10/1/22 - C3 Quantitative Chemistry W/B: 24/1/22 - P3 Particle model of matter W/B: 21/2/22 - B4 Bioenergetics W/B: 21/3/22 - C4 Chemical Changes  *Skills: A01 - recall; A02 - application of knowledge and A03 evaluation	W/B: 18/4/22 - End of year exams (full synoptic tests for Biology, Chemistry and Physics) W/B: 10/5/22 - C5 Energy Changes W/B: 24/5/22 - P4 Atomic Structure W/B: 24/6/22 - B7 Ecology W/B: 5/7/22 - P6 Waves  *Skills: A01 - recall; A02 - application of knowledge and A03 evaluation
<h3>Challenge Tasks</h3>		
<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 Tests to make progress in relevant numeracy skills and/or content knowledge.</li> <li>• Participate in STEM club challenges and projects.</li> </ul>		
<h3>Recommended Resources</h3>	<h3>Independent Learning Expectations</h3>	
Triple Science AQA Specifications  <b>GCSE Triple Science Specifications</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>  <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>  Useful websites:	<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>	

<p><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>  *Resources and lesson powerpoints are centralised and posted by teachers on all Google Classrooms.</p>	
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Year: 10

Subject: Sociology

Curriculum Leader: Miss. Hall

Learning across the Year 2021-22

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

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

<p>1. Introduction to sociology</p> <ul style="list-style-type: none"> <li>• Students will focus on the different perspectives - Marxism, Functionalism, Feminism, New Right.</li> <li>• To understand the different types of stratification.</li> <li>• Understand the differences between sociologist, psychologist and journalists.</li> </ul> <p>2. Research Methods</p> <ul style="list-style-type: none"> <li>• Different ways to collect research.</li> <li>• Examples of studies and the advantages and disadvantages.</li> <li>• How to evaluate the effectiveness of the method.</li> <li>• Research project investigating something in the education system.</li> </ul>	<p>3. Family</p> <ul style="list-style-type: none"> <li>• The role of the family.</li> <li>• Different family types.</li> <li>• Roles within the family.</li> <li>• Domestic Violence.</li> <li>• Trends within the family</li> <li>• Family in Global context.</li> <li>• Contemporary issues facing the family.</li> </ul>	<p>4. Education</p> <ul style="list-style-type: none"> <li>• The Role of Education</li> <li>• Gender and Achievement</li> <li>• Social Class and Achievement</li> <li>• Ethnicity and Achievement</li> <li>• Education Policies</li> </ul>
<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>• Research on the family tree</li> <li>• Exam Questions</li> <li>• Green Pen Activities</li> <li>• Revision Tasks</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>● Introduction to sociology key words test</li> <li>● Regular key term tests</li> <li>● Regular exam style questions tests.</li> </ul>	<ul style="list-style-type: none"> <li>● Full Family in class assessment -</li> <li>● Regular key term tests</li> <li>● Regular exam style questions tests.</li> </ul>	<ul style="list-style-type: none"> <li>● Regular key terms tests.</li> <li>● Regular exam style questions tests.</li> <li>● Year 10 End of Year assessment - Family with research methods and Education</li> </ul>
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<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 family from the Sociology Review magazine</li> </ul>	<ul style="list-style-type: none"> <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>● 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>
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	

- AQA GCSE 9-1 Sociology Student Book Paperback

ISBN-13 : 978-0008220143

- To begin reading newspapers (not the Metro) as a resource for keeping up-to-date with news related to society, politics and current affairs.
- To keep a record of current affairs to be able to use the events as examples to support points.
- To start watching and taking regular interest in the news.
- To research studies and sociologists further to gain an in-depth understanding of key sociologists and their work.
- To ensure that all homework set and all research projects are carried out to the best of the student's ability

**Year: 10**

**Subject: Spanish**

**Curriculum Leader: Ms A. Prada**

**Learning across the Year 2021-22**

**Email: [a.prada@holyfamily.waltham.sch.uk](mailto:a.prada@holyfamily.waltham.sch.uk)**

<b>Course Details</b>	This is a linear exam with 4 papers which are tested at the end of Year 11:  <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>	
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
Modulo 1: ¡Desconéctate! <ul style="list-style-type: none"><li>• Las vacaciones y el tiempo</li><li>• Actividades de verano</li><li>• ¿Qué haces en verano?</li><li>• ¿Cómo prefieres pasar las vacaciones?</li><li>• Destino Barcelona</li><li>• ¿Cómo era?</li><li>• Quisiera reservar</li><li>• Mis vacaciones desastrosas</li></ul> Módulo 2: Mi vida en el insti <ul style="list-style-type: none"><li>• Las asignaturas</li><li>• Facilidades del instituto</li><li>• El uniforme y el día escolar</li><li>• ¿Qué tal los estudios?</li><li>• Mi nuevo insti</li><li>• Está prohibido</li><li>• Destino Zaragoza</li><li>• Mis clubs y mis éxitos</li></ul>	Módulo 3: Mi gente <ul style="list-style-type: none"><li>• Eventos sociales y la familia</li><li>• Descripción física</li><li>• Mis aplicaciones favoritas</li><li>• ¿Qué estás haciendo?</li><li>• Leer es un placer</li><li>• Retratos</li><li>• Relaciones</li></ul> Módulo 4: Intereses e influencias <ul style="list-style-type: none"><li>• El tiempo libre</li><li>• La televisión y los programas</li><li>• Los pasatiempos y actividades de ocio</li><li>• Los deportes en el presente y el pasado</li><li>• Los temas del momento en los medios</li><li>• Actividades en directo</li><li>• Modelos a seguir</li></ul>	Módulo 5: Ciudades <ul style="list-style-type: none"><li>• Lugares de interés y direcciones</li><li>• Tiendas y comprando recuerdos</li><li>• Describir una región</li><li>• Actividades turísticas en el futuro</li><li>• Comprando ropa y regalos</li><li>• Los pros y los contras de la ciudad</li><li>• Describiendo una visita turística en el pasado</li></ul>
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>

<p>Reading Extension Tasks</p> <p>Translation tasks from Spanish to English</p> <p>Translation tasks from English to Spanish</p> <p>Listening tasks from VIVA</p> <p>Grammar tasks: present tense revision</p> <p>Regular and Irregular present tense</p> <p>Preterite formation and uses</p> <p>Irregular preterites</p> <p>Opinions</p> <p>Polite address using Usted &amp; Ustedes</p> <p>Big numbers practice</p> <p>Writing practice</p> <p>Speaking preparation for Module 1 questions</p> <p>Roleplay and picture based tasks practice</p> <p>Modules 1-2 revision</p>	<p>Reading Extension Tasks</p> <p>Translation tasks from Spanish to English</p> <p>Translation tasks from English to Spanish</p> <p>Listening tasks from VIVA</p> <p>Grammar tasks: opinion verbs- pronominal verbs</p> <p>Forming and using comparative sentences</p> <p>Adjectival agreement</p> <p>Different types of negative sentences and their formation</p> <p>Phrasal verbs followed by infinitive expressions</p> <p>Practice of the future tenses</p> <p>Irregular preterite tenses- further practice</p> <p>Practice of Object pronouns</p> <p>Speaking preparation for Modules 3 &amp; 4 questions</p> <p>Roleplay and picture based tasks practice</p> <p>Modules 1-4 revision</p>	<p>Reading Extension Tasks</p> <p>Translation tasks from Spanish to English</p> <p>Translation tasks from English to Spanish</p> <p>Listening tasks from VIVA</p> <p>Grammar tasks: revising BOOT / radical changing verbs</p> <p>revising adjectival agreement</p> <p>Practising final clauses; para + infinitive</p> <p>Practising different ways to justify opinions</p> <p>Practising the present continuous</p> <p>Expanding on a sentence using more complex connectives</p> <p>Practising the difference between <i>ser</i> and <i>estar</i></p> <p>Speaking preparation for Module 3 questions</p> <p>Roleplay and picture based tasks practice</p> <p>Modules 1-5 revision</p>
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<b>Assessment: Autumn Term</b>	<b>Assessment: Spring Term</b>	<b>Assessment: Summer Term</b>
<p><b><u>Module 1 Assessments</u></b></p> <p>Listening</p> <p>Reading</p> <p><b><u>Module 1 Edexcel reading, writing and translation</u></b></p> <p><b><u>Module 2 Assessments</u></b></p> <p>Listening</p> <p>Speaking</p> <p>Reading</p>	<p><b><u>Module 3 Assessments</u></b></p> <p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p> <p><b><u>Modules 1, 2 and 3 Edexcel reading, writing and translation</u></b></p>	<p><b><u>Module 4 Assessments</u></b></p> <p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p> <p><b><u>Module 5 Assessments</u></b></p> <p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p>



<p>Writing</p> <p><b><u>Module 1 and 2 Edexcel listening, writing and translation</u></b></p>		<p><b><u>Modules 1, 2, 3, 4 and 5 Edexcel reading, listening, writing and translation</u></b></p>
<p><b>Challenge Tasks</b></p>	<p><b>Challenge tasks</b></p>	<p><b>Challenge Tasks</b></p>
<p>All lessons are planned according to what students must, should and could complete during the lesson. All lessons include a challenge 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 ideas and opinions 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>All lessons are planned according to what students must, should and could complete during the lesson. All lessons include a challenge 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 ideas and opinions 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>All lessons are planned according to what students must, should and could complete during the lesson. All lessons include a challenge 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 ideas and opinions 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><b>Recommended Resources</b></p>	<p><b>Independent Learning Expectations</b></p>	
<p>1. Student Guide to Success in Year 10 (supplied by class teacher)</p>	<ul style="list-style-type: none"> <li>• To persevere with a task taking into account the 1, 2, 3 Rule</li> <li>• To update the <i>Progress Review</i> page</li> </ul>	

<ol style="list-style-type: none"> <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="http://www.bbc.co.uk/education">www.bbc.co.uk/education</a></li> <li>7. <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a></li> <li>8. Youtube</li> <li>9. <a href="https://www.duolingo.com/">https://www.duolingo.com/</a></li> <li>10. <a href="http://www.wordreference.com">www.wordreference.com</a></li> <li>11. SENECA</li> <li>12. VIVA</li> </ol>	<ul style="list-style-type: none"> <li>• To correctly label the homework sheets with targets for improvement</li> <li>• To use the green pen to improve work</li> <li>• To act on targets set by the teacher to provide evidence of improvement</li> <li>• To glue all worksheets 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 or <i>Wordreference.com</i> instead of resorting to Google translator</li> <li>• To apply the <i>TONIC</i> strategy</li> </ul>	
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Year: 10      Subject: Textiles      Curriculum Leader: Ms G.Salahi

Learning across the Year 2021-22      Email: [g.salahi@holyfamily.waltham.sch.uk](mailto:g.salahi@holyfamily.waltham.sch.uk)

Course Details	Exam Board: AQA Textiles Design Percentage of course that is Coursework: 60% Percentage of course that is Exam: 40%	
Autumn Term	Spring Term	Summer Term

## **Botanical Gardens Project**

### **Coursework 1**

- Introduction to the Project (coursework 1) and Assessment Objectives

**AO1:** Develop ideas, through investigation, demonstrating critical understanding of sources.

**AO2:** Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

**AO3:** Record ideas, observations and insights relevant intentions as work progresses.

**AO4:** Preset a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

- How to build and develop a successful sketchbook?

- Mind map exploring the theme of Botanical Gardens.

- Mark making with pencil to develop drawing skills

- Mark making with paint using a range of objects exploring texture.

- Initial observational drawing of household plants

- Visit to Kew Gardens to obtain observational photography and drawings.

- Selecting 30 photographs captured from Kew Garden to use to produce textile decorative technique samples.

- Creating samples using mixed media; oil pastels, water colours, charcoal, acrylic paints, colouring pencils and fine liners.

- Leaf Printing using the heat press

- Using Computer Aided design to develop fabric print patterns.

- Developing hand embroidery skills; using a range of stitches.

- How to use a sewing machine; back to basics, safety when using the machines and developing confidence when operating the machine.

## **Botanical Gardens Project**

### **Coursework 1 (continued)**

Assessment Objectives

**AO1:** Develop ideas, through investigation, demonstrating critical understanding of sources.

**AO2:** Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

**AO3:** Record ideas, observations and insights relevant intentions as work progresses.

**AO4:** Preset a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

- Continuing to explore a range of textile techniques; Applique, Freehand machine embroidery, Cut work, Reverse applique, Tie dye, Batik, Slashing, fabric transfer printing, stencilling, weaving, sublimation printing, screen printing, lino printing.

- Introduction to 3 Artists/Designers and working in their style to produce our own artwork/responses.

- Developing basic knowledge and understanding of how garments are constructed.

- Enhancement of our sewing machine skills.

- Developing and refining a final piece in response to the project title.

## **Under the Sea Project**

### **Coursework 2**

Assessment Objectives

**AO1:** Develop ideas, through investigation, demonstrating critical understanding of sources.

**AO2:** Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

**AO3:** Record ideas, observations and insights relevant intentions as work progresses.

**AO4:** Preset a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

- Mind map exploring the theme of Under The Sea

- Initial observational drawings

- Development of observational drawings

- Creating samples using mixed media; oil pastels, water colours, charcoal, acrylic paints, colouring pencils and fine liners, etc

- Introduction to 3 Artists/Designers and working in their style to produce our own artwork/responses.

- Enhancement of our sewing machine skills.

- Exploring a range of textile techniques; Applique, Freehand machine embroidery, Cut work, Reverse applique, Tie dye, Batik, Slashing, fabric transfer printing, stencilling, weaving, sublimation printing, screen printing, lino printing, computer aided design

- Developing and refining a final piece in response to the project title.

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<b>Homework</b>	<b>Homework</b>	<b>Homework</b>
<ul style="list-style-type: none"> <li>- Open a Pinterest account</li> <li>- Collecting leaves (Will be used for printing)</li> <li>- Complete Mind Map for Botanic Gardens</li> <li>- Complete initial observational drawings</li> <li>- Select 30 photographs from Kew Gardens which will be used for creating textile decorative technique samples.</li> <li>- Digital print designs using PowerPoint</li> <li>- Complete colour studies</li> <li>- Practice a range of hand embroidery stitches</li> </ul>	<ul style="list-style-type: none"> <li>- Artist/Designer research - Page 1</li> <li>- Artist/Designer research - Page 2</li> <li>- Artist/Designer research - Page 3</li> <li>- Completing weaving sample</li> <li>- Observational drawings</li> <li>- Colour studies</li> <li>- Researching garment construction techniques</li> <li>- Planning for final piece</li> <li>- Presenting sketchbook</li> </ul>	<ul style="list-style-type: none"> <li>- Complete Mind Map for Under The Sea</li> <li>- Complete initial observational drawings</li> <li>- Complete colour studies</li> <li>- Artist/Designer research - Page 1</li> <li>- Artist/Designer research - Page 2</li> <li>- Presenting sketchbook</li> </ul>
<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>
<ul style="list-style-type: none"> <li>- Observational drawing of household paints (AO3)</li> <li>- Leaf transfer with hand embroidery sample (AO2)</li> </ul>	<ul style="list-style-type: none"> <li>- Artist/Designer research - Page 2 (AO1)</li> <li>- Outcome of final piece (AO4)</li> </ul>	<ul style="list-style-type: none"> <li>- Observational drawing of selected Under The Sea focus area (AO3)</li> <li>- Lino printing onto fabric with embellishment (AO2)</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>- Will use more advanced digital tools; such as Photoshop to develop fabric print designs using computer aided design.</li> <li>- Research and explore a range of textile techniques independently which will enhance the development of students' own practical skills.</li> <li>- Teach a technical technique to the rest of class to enhance/solidify students' own learning.</li> <li>- Use of more complex hand embroidery stitches.</li> <li>- Quality of outcomes; drawing, mark marking and textile skills.</li> <li>- Independent learning when exploring a range of construction and decorative techniques.</li> <li>- Completion of 'Reach for the Stars' activities.</li> <li>- Demonstration of an exceptional ability in the final outcome/piece.</li> </ul>	<ul style="list-style-type: none"> <li>- Will use more advanced digital tools; such as Photoshop to develop fabric print designs using computer aided design.</li> <li>- Research and explore a range of textile techniques independently which will enhance the development of students' own practical skills.</li> <li>- Teach a technical technique to the rest of class to enhance/solidify students' own learning.</li> <li>- Use of more complex hand embroidery stitches.</li> <li>- Quality of outcomes; drawing, mark marking and textile skills.</li> <li>- Independent learning when exploring a range of construction and decorative techniques.</li> <li>- Completion of 'Reach for the Stars' activities.</li> <li>- Demonstration of an exceptional ability in the final outcome/piece.</li> </ul>	<ul style="list-style-type: none"> <li>- Will use more advanced digital tools; such as Photoshop to develop fabric print designs using computer aided design.</li> <li>- Research and explore a range of textile techniques independently which will enhance the development of students' own practical skills.</li> <li>- Teach a technical technique to the rest of class to enhance/solidify students' own learning.</li> <li>- Use of more complex hand embroidery stitches.</li> <li>- Quality of outcomes; drawing, mark marking and textile skills.</li> <li>- Independent learning when exploring a range of construction and decorative techniques.</li> <li>- Completion of 'Reach for the Stars' activities.</li> <li>- Demonstration of an exceptional ability in the final outcome/piece.</li> </ul>
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	

<p>- <b>Pinterest</b> (for visual aid, ideas and exploring textile decorative and contracted techniques.</p> <p>- <b>YouTube Tutorial</b> when developing a specific skill in Textiles.</p> <p>- Victoria and Albert Museum - <a href="https://www.vam.ac.uk/">https://www.vam.ac.uk/</a></p> <p>- William Morris Gallery - <a href="https://www.wmgallery.org.uk/">https://www.wmgallery.org.uk/</a></p> <p>Fashion and Textiles Museum - <a href="https://www.ftmlondon.org/">https://www.ftmlondon.org/</a></p> <p>- Kew Gardens - <a href="https://www.kew.org/">https://www.kew.org/</a></p>	<p>Students are expected to buy an <b>Equipment Survival Kit, which</b> includes...</p> <ul style="list-style-type: none"><li>- Drawing pencils</li><li>- Rubber and Sharpener</li><li>- Water colours</li><li>- Oil pastels</li><li>- Charcoal sticks</li><li>- Blakc fine liner pen</li></ul> <p>Often students will be asked to complete sketchbook work/activities at home. It is important that students meet deadlines and that homework activities are of the same quality as in the classroom.</p> <p>All work produced during this course is accessed to obtain a final grade.</p>	
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