

# Curriculum Information Booklet

Year 11

2018-19

Year: 11  
Learning across the Year 2018-19

Subject: Art and Design

Curriculum Leader: Mr Singh  
Email: p.singh@holyfamily.waltham.sch.uk

Course Details	Exam Board: Edexcel Percentage of course that is Coursework: 60% Percentage of course that is Exam: 40%	
Autumn Term	Spring Term	Summer Term
<p><b>Transformation</b></p> <ol style="list-style-type: none"> <li>1. Cubism Worksheet &amp; discussion.</li> <li>2. Study of Picasso's Weeping Widow</li> <li>3. Duchamp's: Nude Descending Stairs</li> <li>4. Photography showing stages body movement Create movement collage &amp; photo montage using Photoshop using pictures</li> <li>5. Life drawing showing stages of movement different angles/viewpoints of one subject.</li> <li>6. Enlarge a section from your life drawing and use collage to create synthetic cubism transcript.</li> <li>7. Present a page on synthetic cubism.</li> <li>8. Second collage working into materials &amp; dry media</li> <li>9. Whole class create tableaux replicating Picasso's Guernica – photographed by teacher.</li> <li>12. Extensive drawing from own photos. Develop drawings using cubism characteristics</li> <li>13 <i>Mary Wigman video</i></li> </ol> <p>Using body expression and light to depict physical and emotional transformation – photography and life drawing</p> <ol style="list-style-type: none"> <li>14 Collect primary and secondary sources based on your idea</li> </ol>	<p><b>Externally Set Assignment</b> Students will have a approximately 8 weeks</p> <p><b>Develop</b> their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.</p> <p><b>Refine</b> their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.</p> <p><b>Record</b> ideas, observations and insights relevant to their intentions in visual and/or other forms</p> <p><b>Present</b> a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements.</p>	<p>Exhibition set up</p>

<p>15 Draw 3 alternative versions of your own idea.  16 Choose 1 idea and pick a related artist.  17 Practice sections of final idea  18 Try alternative materials/media of final idea  19 Try alternative compositions of final idea  20 Create small version of final piece</p> <p style="text-align: center;">MOCK EXAM</p> <p>10. Research for translation of idea into final piece  11. Development of ideas  12. Draft outcome  13. Final Transformation outcome</p>		
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>
<p>1. Title page 'Transformation'  2. Copy a section Nude Descending Stairs - and analyse finding quote from the Internet  3. Copy section of the Guernica or create modern transcript of the Guernica  4. Take own photos showing transformation using abstraction, reflection, symbolism, etc  5. Refine drawings and complete as outcomes  6. Present a page on Wigman and Expressionism, summarise link to Transformation  7. Plan a collage/drawing/painting based on 3. Transformation using ideas from previous lessons  8. Complete. Adding detail, colour and annotation.  9. Analyse related artwork using critical and contextual study.  10. Practice any details that need refining  11. Finish Mock Piece</p>	Personalised HW will be set.	
<b>Controlled Assessment/Internal Assessment Dates and Details</b>	<b>Controlled Assessment/Internal Assessment Dates and Details</b>	<b>Controlled Assessment/Internal Assessment Dates and Details</b>

<p>September: Marking Deadline November: Mock Exam (5 hours) December: Outcome deadline</p>	<p>31<sup>st</sup> January – Final Coursework (Unit 1) Deadline April – 10 hour ESA Exam</p>	<p>June – GCSE Exhibition</p>
<p><b>Recommended Resources</b></p>	<p><b>Recommended Resources</b></p>	<p><b>Independent Learning Expectations</b></p>
<p><i>An art kit is available to purchase from school containing all necessary equipment needed at home</i></p> <p><b>Art equipment needed:</b> A3 Sketchbook, 2b + 4b Pencil rubber, sharpener, ruler, glue stick, scissors watercolour set, paint brushes. colouring pencils</p> <p><b>Useful websites:</b> Exam boards: <a href="http://www.edexcel.co.uk">www.edexcel.co.uk</a></p> <p><b>Excellent coursework support and artist archive:</b> <a href="http://www.art2day.co.uk/">http://www.art2day.co.uk/</a> <a href="http://www.juliastubbs.co.uk/index.html">http://www.juliastubbs.co.uk/index.html</a> <a href="http://www.studentartguide.com/">http://www.studentartguide.com/</a></p> <p><b>Gallery websites:</b> <a href="http://www.saatchigallery.com/">http://www.saatchigallery.com/</a> <a href="http://www.tate.org.uk/">http://www.tate.org.uk/</a> <a href="http://www.nationalgallery.org.uk/">http://www.nationalgallery.org.uk/</a> <a href="http://www.vam.ac.uk/">http://www.vam.ac.uk/</a></p>	<p><b>Useful and enriching galleries around London:</b> William Morris Gallery Tokarska Tate Modern National Portrait Gallery Saatchi Victoria and Albert Museum Camden Art Centre Barbican White Cube Serpentine Gallery The Photographers Gallery Hayward Gallery Courtauld Gallery Louise Blouin Foundation The Wallace Collection National Gallery Royal Academy of Arts</p>	<p>2-3 hours must be spent on homework and finishing class work per week.</p> <p>Art and Design requires independent study throughout the year and expects students to creatively explore the themes in their own way.</p> <p>Exhibition visits during weekends and holidays are highly recommended to see art in context.</p> <p>Most students can spend hours on art but enjoy it immensely because of the nature of the work.</p>

Year: 11

Subject: GCSE Business

Curriculum Leader: Mrs Cesario-Ziten

Learning across the Year 2018-19

Email: t.cesarioziten@holyfamily.waltham.sch.uk

<p><b>Course Details</b>  <b>Business (9-1) - J204</b></p> <p>A course of study aimed to explore vital business concepts such as marketing, production and finance.</p>	<p><b>Exam Board: OCR J204</b>  <b>100% exam based</b>  <b>Business (01): Business activity, marketing and people (50%)</b>  <b>Business (02): Operations, finance and influences on business*(50%)</b></p>	
<p><b>Autumn Term</b></p>	<p><b>Spring Term</b></p>	<p><b>Summer Term</b></p>
<p><b>Operational Management Unit 4 (teacher 1)</b>            Production methods            Quality control            Customer service            Consumer laws</p>	<p><b>Influence on business Unit 6 (teacher 1)</b>            Ethics in business            Corporate Social Responsibility            Assessment of Unit 4</p>	<p><b>Review teaching topics from year 10</b>            Unit 1, 2, 3            Prepare for <b>Business 1 (J204/1)</b>            Date of exam: 24th of May            1h 30 m</p>
<p><b>Finance Unit 5 ( teacher 2)</b></p>	<p><b>Influence on business Unit 6 (teacher 2)</b></p>	<p><b>Review teaching topics from year 11</b></p>
<p>Source of finance            Cashflow            Revenue, costs and profit            Break even</p>	<p>The economy            Globalisation            Assessment of Unit 5</p>	<p>Unit 4, 5, 6            Prepare for <b>Business 2 (J204/2)</b>            Date of exam: 4th of June            1h 30 m</p>

Recommended Resources	Independent Learning Expectations	Independent Learning Expectations
<p><b>Use useful business resources:</b></p> <p><a href="http://www.tutor2u.com">www.tutor2u.com</a></p> <p><a href="http://www.bbc.news.com">www.bbc.news.com</a></p> <p><b>Youtube</b> to access GCSE revision</p>	<p><b>Watching</b> business programmes such as Dragon's Den and The Apprentice will extend and apply business knowledge acquired on this course.</p> <p><b>Reading the business news on bbc.com</b> everyday to relate knowledge with real life business events</p>	<p>Revise for knowledge by learning key terms</p> <p>Practise application of knowledge, analysis and evaluation by answering all 6, 8, 9 marks questions given by classroom teacher</p>

Year: 11

Subject: Computer Science

Curriculum Leader: A. Hussain

Learning across the Year 2018-19

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

<p><b>Course Details:</b>  <b>Gcse(9-1) J276</b>  <b>Exam 01: Computer Systems(50%)</b>  <b>Exam 02: Computational thinking, Algorithms, Programming (50%)</b>  <b>Exam 03: Programming Project</b></p>	<p><b>Exam Board: OCR</b>  <b>Percentage of course that is Controlled Assessment: 20%</b>  <b>Percentage of course that is Exam: 80%</b></p>	
<p><b>Autumn Term</b></p>	<p><b>Spring Term</b></p>	<p><b>Summer Term</b></p>
<p style="text-align: center;"><b><u>Exam 02:</u></b></p> <ul style="list-style-type: none"> <li>● Algorithms</li> <li>● Programming techniques</li> <li>● Producing robust programs</li> </ul> <p><b><u>Control assessment for 20 hours.</u></b></p> <ul style="list-style-type: none"> <li>● Definition of success criteria <ul style="list-style-type: none"> <li>● Analysis</li> </ul> </li> <li>● Design/flowchart/pseudocode <ul style="list-style-type: none"> <li>● Screenshots/annotation</li> </ul> </li> <li>● Testing (white box and blackbox) <ul style="list-style-type: none"> <li>● Evaluation/Success criteria</li> </ul> </li> </ul>	<p style="text-align: center;"><b><u>Exam 01:</u></b></p> <ul style="list-style-type: none"> <li>● System architecture <ul style="list-style-type: none"> <li>● Memory</li> </ul> </li> <li>● System security</li> </ul> <p style="text-align: center;"><b><u>Exam 02:</u></b></p> <ul style="list-style-type: none"> <li>● Computational logic</li> <li>● Translators and facilities of languages</li> <li>● Data representation</li> <li>● Programming techniques</li> </ul>	<p style="text-align: center;"><b><u>Exam 01</u></b></p> <p style="text-align: center;"><b><u>Revision</u></b></p> <ul style="list-style-type: none"> <li>● System architecture <ul style="list-style-type: none"> <li>● Storage</li> </ul> </li> <li>● Wired and wireless networks</li> <li>● Network topologies, protocols and layers <ul style="list-style-type: none"> <li>● System security</li> <li>● Proprietary issues</li> </ul> </li> </ul> <p style="text-align: center;"><b><u>Exam 02</u></b></p> <p style="text-align: center;"><b><u>Revision</u></b></p> <ul style="list-style-type: none"> <li>● Computational logic</li> <li>● Data representation</li> <li>● Programming techniques <ul style="list-style-type: none"> <li>● Algorithms</li> </ul> </li> </ul>
<p><b>Homework</b></p>	<p><b>Homework</b></p>	<p><b>Homework</b></p>

<p>Practise exam questions on Algorithms, Programming techniques and robust programming.</p> <p>Practise programming skills using the online learning platforms websites provided by teacher.</p>	<p>Practise exam questions on computational logic, data representation and Facilities of translators.</p>	<p>Quizzes and exam papers(Computer systems/01 and Computational thinking, Algorithms And programming/02) to revise.</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>10<sup>th</sup> September 2018</p> <p>Assessment would cover Algorithms, programming techniques and networking.</p>	<p>20<sup>th</sup> November 2018</p> <p>Assessment would cover Computational logic, data representation and facilities of translators, programming techniques, system security and Memory.</p>	<p><b><u>J276 External assessment in May/June</u></b></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>Student practise their programming skills using python and programming techniques taught in the classroom.</p>	<p>Practise past exam questions and revision quizzes.</p>	
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	



<p><a href="http://www.gcsecomputing.org.uk/">http://www.gcsecomputing.org.uk/</a> - website guide to the course and materials.</p> <p><a href="http://www.codecademy.com/">http://www.codecademy.com/</a> learn to code in Python. You don't need Python installed on your computer to learn python this way.</p> <p><a href="https://www.tutorialspoint.com/python/">https://www.tutorialspoint.com/python/</a> <a href="https://www.codecademy.com/learn">https://www.codecademy.com/learn</a> <a href="https://www.w3schools.com">https://www.w3schools.com</a></p> <p>GCSE OCR Computer Science by David Waller (Author) and Ann Weidmann (Course consultant)(ISBN 9781316504031)</p> <p>GCSE OCR Computer Science by S Robson and PM Heathcote (ISBN: 9781910523087)</p>	<p>Students would be expected to practise exam questions.</p> <p>Revise topics taught in lessons and complete the homework.</p> <p>Practise the programming skills.</p>	
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Year: 11

Subject: Drama

Curriculum Leader: Ms Hampshire

Learning across the Year 2018-19

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

<p><b>Course Details</b></p>	<p><b>Exam Board: Edexcel</b>  <b>Percentage of course that is coursework: 40%</b>  <b>Percentage of course that is Exam: 60%</b></p>	
<p><b>Autumn Term</b></p>	<p><b>Spring Term</b></p>	<p><b>Summer Term</b></p>
<p>Autumn 1: Performance of devised work to an invited audience and completion of final portfolio.</p> <p>Autumn 2: Begin preparation for scripted exam. Students will work in groups to prepare two short pieces for an external visiting examiner.</p> <p>Visit to the theatre and preparation for the theatre review question, which forms part of the final written paper.</p> <p>Revision of An Inspector Calls in preparation for the mock exams at the end of November.</p>	<p>Spring 1: Rehearsal for the scripted exam, which accounts for 20% of the final grade.</p> <p>Spring 2: Scripted exam to the external examiner. This will take place week beginning: 26th March 2019</p> <p>Students will need to write a 200 word summary for the examiner, which outlines the concept they have developed for performance of their characters.</p>	<p>Visit to the theatre to prepare students for the theatre evaluation question in the final written paper.</p> <p>Revision of An Inspector Calls</p> <p>Exam practice until final written paper.</p>
<p><b>Homework</b></p>	<p><b>Homework</b></p>	<p><b>Homework</b></p>
<ul style="list-style-type: none"> <li>• Completion of final devising portfolio             <ul style="list-style-type: none"> <li>• Learning lines</li> </ul> </li> <li>• Compiling notes based on live production seen.</li> <li>• Revision of essay structure for An Inspector Calls in preparation for the mock exam.</li> </ul>	<ul style="list-style-type: none"> <li>• Line learning</li> <li>• Compiling a 200 word concept.</li> </ul>	<ul style="list-style-type: none"> <li>• Compiling notes based on live production seen.</li> <li>• Revision of essay structure for An Inspector Calls in preparation for the mock exam.</li> </ul>
<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>Devising exam - September 2018          Final portfolio submission - October 2018</p>	<p>Performance to examiner to take place week beginning March 2019.</p> <p>Concept deadline February 2019</p>	<p>Final written exam, which accounts for 40% of the final grade will take place in May/ June 2019</p>

Ongoing internal assessments for component 1 will take place, in line with assessment dates in the calendar:  Mon 24 <sup>th</sup> Sep 2018 Mon 1 <sup>st</sup> Oct 2018	Ongoing internal assessments for component 1, in line with assessment dates in the calendar:  Mon 19 <sup>th</sup> Nov 18 – Mocks week 1 Mon 26 <sup>th</sup> Nov 18 – Mocks – week 2	Year 11 final predictions – Tuesday 24 <sup>th</sup> April 2019
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
Ensuring that adequate revision is completed for An Inspector Calls.  Visits to the theatre to develop a wider understanding of how theatre production can convey meaning.	<ul style="list-style-type: none"> <li>• Watch Youtube clips of characters that you will be playing for performance to help you to develop your own interpretation of the characters.</li> <li>• Consider how to implement Brecht and Artaud's theory to develop your scripted work.</li> </ul>	<ul style="list-style-type: none"> <li>• Refine exam practice by completing essays outside of what you are being asked to do.</li> <li>• Systematically re-draft all essays that are marked and given back to you.</li> <li>• Practice essays in times conditions.</li> </ul>
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	
<ul style="list-style-type: none"> <li>• Attend as much live theatre as possible</li> <li>• Watch clips on YouTube of a range of theatre companies to get ideas: DV8, Complicite, Push</li> <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 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> <li>• To complete all revision and essay practice.</li> </ul>	

Year: 11

Subject: English Literature and English Language

KS4 Curriculum Leader: Mr Freeman

Learning across the Year 2018-19

Email: t.freeman@holyfamily.waltham.sch.uk

<b>Course Details:</b>	<b>Exam Board: AQA</b> <b>Percentage of course that is Controlled Assessment: 0%</b> <b>Percentage of course that is Exam: 100%</b>	
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<p><b>Literature Paper 1 Section A: A Christmas Carol (Charles Dickens)</b> Students will study A Christmas Carol. This section of the qualification is worth 18.75% of the Literature qualification. Students will build on the knowledge learnt in the Winter term and will focus on key themes and ideas presented throughout the novella</p> <p><b>Revision of Year 10 content:</b> An Inspector Calls (J.B. Priestley), Macbeth (William Shakespeare) and Power and Conflict Poetry anthology.</p> <p><b>Language Paper 2 Section B: Exploring Writers' Viewpoints and Perspectives.</b> This part of the Language paper is worth 25%. Students will revise ways in which they can effectively present their own viewpoints and perspectives. They will look at writing to argue and persuade in the form of letters, articles and speeches.</p> <p><b>Language Paper 1 Section B: Explorations of Creative Reading</b></p>	<p><b>English Language Paper 1 and 2: Reading and Writing Fiction and Non-Fiction</b> Students will study a range of extracts, both fiction and non-fiction, examining the methods that writers have used to construct them. Students will focus on key skills of synthesis, comparison and evaluation. Students will then consider how to write their own creative and transactional writing.</p> <p><b>Spoken Language: Non-Exam Assessment</b> Students will prepare for, and give, a formal presentation of their choice. Presentations will be filmed and sent to the exam board for moderation.</p> <p><b>English Literature revision:</b> Students will revise all aspects of the English Literature course in preparation for their examinations.</p>	<p><b>English Language &amp; English Literature revision</b> Students will revise all aspects of the English Language and English Literature courses in preparation for their examinations.</p>

<p>This part of the Language paper is worth 25%. Students will revise key techniques and styles required for effective description and narrative writing.</p>		
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>
<p>Examples include:  Collecting and analysing a range of fiction and non-fiction texts.  Practice essays  Sample exam questions  Contextual research via the internet or at the library  Analysis of specific sections of the text  Tracking questions to aid textual analysis  Creative writing based around the text  Character profiles  Creating presentations on aspects of the texts to give to peers.</p>	<p>Examples include:  Collecting and analysing a range of fiction and non-fiction texts  Practice essays  Sample exam questions  Contextual research via the internet or at the library  Analysis of specific sections of the text  Tracking questions to aid textual analysis  Creative writing based around the text  Character profiles  Creating presentations on aspects of the texts to give to peers.</p>	<p>Examples include:  Past exam papers  Creating revision notes and guides  Practice essays</p>
<b>Assessment Dates and Details</b>	<b>Assessment Dates and Details</b>	<b>Assessment Dates and Details</b>
<p>19th Nov - 1st Dec: Mock exam fortnight  English Literature Paper 1 (1 hour 45 minutes)  English Literature Paper 2 (2 hour 15 minutes)</p> <p>w/b 24th September: In class assessment A  Christmas Carol</p> <p>Ongoing assessment throughout the term on English Language GCSE content.</p> <p style="text-align: center;">Knowledge test</p>	<p>w/c 11th Feb: Core Subject Mock Exams  English Language Paper 1 (1 hour 45 minutes)  English Language Paper 1 (1 hour 45 minutes)</p> <p>Ongoing assessment throughout term on GCSE Literature GCSE content</p>	<p>GCSE dates 2019 TBC</p>
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>

<p>Read a number of texts from the KS4 'Challenge' book list</p> <p>Student leadership tasks within lessons</p> <p>Read a number of texts from the KS4 book list</p> <p>Set up your own blog to practise writing skills.</p> <p>Create a scrapbook of non-fiction material.</p> <p>Create your own Learning Journal for each text.</p> <p>Create your own revision guide for each text.</p>	<p>Create a number of revision podcasts to help your peers with revision.</p> <p>Design a number of original exam questions, and self mark your responses.</p> <p>Set up a revision website.</p>	<p>Run revision sessions for your friends</p> <p>Create a booklet of 'model' answers for the exam questions.</p>
<p><b>Recommended Resources</b></p>	<p><b>Independent Learning Expectations</b></p>	
<p>BBC Bitesize</p> <p>The Student Room</p> <p>BBC News website</p> <p>Broadsheet newspapers</p> <p>AQA Website</p> <p>Crossref-it.info</p> <p>www.senecalearning.com</p>	<p>Students should aim to read for at least 30 minutes per day to improve their reading speed and understanding of more complex vocabulary.</p> <p>All students should complete a range of non-fiction tasks on a daily basis.</p> <p>All students should complete a Reading Log for each text (provided by HFCS) in which they should detail their initial interpretations of each text.</p> <p>All students should read each text at least 4 times before the examinations.</p> <p>All students should aim to further their contextual knowledge by reading a range of related material/texts with similar themes from the English Department reading list.</p> <p>It is the responsibility of students to ensure that their Student Revision Guide for each text is up to date and is not only a viable revision resource, but an outstanding one.</p>	

Year: 11

Subject: Food and Cookery

Curriculum Leader: Ms Litchfield

Learning across the Year 2018-19

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

<b><u>Course Details</u></b>	Exam Board: Percentage of course that is Controlled Assessment: 75% Percentage of course that is Exam: 25%	
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
Reviewing health and safety and preparation to cook. Revision of balanced diets Seasonality and food choice Examples of food to cook - minced beef pie, chicken casserole, patties, fruit tarts, nut roast with tomato sauce, vegetarian pizza, cheese and onion pie, chilli con carne with rice, chicken burrito, pineapple upside down pudding and custard, apple and blackberry turnovers	Planning menus for a set brief Preparing the dishes on the menu Evaluating the strength and weaknesses of a menu Evaluating the planning and preparation process Evaluating the cooked dishes and identify improvements	Revision of unit 03 ready for external exam Reworking of Unit 02 or 04 assessment tasks if necessary
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>
Practice exam questions Researching recipes Preparation to cook	Practice exam questions Researching recipes Preparation to cook	Practice exam questions

<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>
Oct 2017 External Assessment of Unit 03 Exploring balanced diets Assessment w/b 25th Sept. 2017 Unit 02 Understanding Food	Unit 04 Plan and produce dishes in response to a brief	June 2018 External Assessment of Unit 03 Exploring balanced diets
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
To achieve a distinction grade on all tasks Will choose dishes to cook that show high level skills	To achieve a distinction grade on all tasks Will choose dishes to cook that show high level skills	To achieve a distinction grade on all tasks Will choose dishes to cook that show high level skills
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	
<p style="text-align: center;"> <a href="http://www.bbc.co.uk/food/">http://www.bbc.co.uk/food/</a>  <a href="http://www.recipes.vegsoc.org/">http://www.recipes.vegsoc.org/</a>  <a href="http://www.nhs.uk/Change4Life/Pages/health-eating.aspx">http://www.nhs.uk/Change4Life/Pages/health-eating.aspx</a>  <a href="http://www.meatandeducation.redmeatinformation.com/">http://www.meatandeducation.redmeatinformation.com/</a> </p> <p style="text-align: center;">           Students need to bring ingredients and a            labelled container to take cooked food            home.         </p> <p style="text-align: center;"> <a href="http://explorefood.foodafactoflife.org.uk">http://explorefood.foodafactoflife.org.uk</a> -            use this program to analyse their diet and            nutritional content of the food they cook         </p>	<p style="text-align: center;">           Watching TV programmes to increase their            knowledge of different foods and how they            are prepared. E.g. Master Chef, Saturday            Kitchen         </p> <p style="text-align: center;">           Visit a variety of restaurants and experience            different foods         </p> <p style="text-align: center;">           Practise cooking different food products to            develop cooking skills.         </p>	



Year: 11

Subject: French

Curriculum Leader: Mrs Heath

Learning across the Year 2018-19

Email: j.heath@holyfamily.waltham.sch.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><b>Module 5: Le grand large</b></p> <ul style="list-style-type: none"> <li>▪ Holiday disasters</li> <li>▪ Revision</li> <li>▪ Speaking assessment</li> </ul> <p><b>Module 6: Au collège</b></p> <ul style="list-style-type: none"> <li>▪ School</li> <li>▪ Differences between France &amp; UK</li> <li>▪ School rules</li> <li>▪ Getting best out of school</li> <li>▪ Revision</li> </ul>	<p><b>Module 7: Bon travail</b></p> <ul style="list-style-type: none"> <li>▪ Jobs</li> <li>▪ Career choices</li> <li>▪ Plans for the future</li> <li>▪ Importance of languages</li> <li>▪ Applying for jobs</li> <li>▪ A job description</li> <li>▪ Revision</li> <li>▪ Speaking assessment</li> </ul> <p><b>Module 8: Un oeil sur le monde</b></p> <ul style="list-style-type: none"> <li>▪ Problems facing the world</li> <li>▪ Protecting the environment</li> <li>▪ Ethical shopping</li> <li>▪ Volunteering</li> <li>▪ Revision</li> <li>▪ Speaking assessment</li> </ul>	<p><b>Revision for exams:</b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> <li>• Exam strategy</li> <li>• Past papers</li> </ul>
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>
<p>10/09/18 - Workbook and redraft of Module 5 writing 17/09/18 - Prepare answers for speaking &amp; In-class assessment 24/09/18 - Point de départ Module 6 01/10/18 - Workbook page 24</p>	<p>07/01/19 - Writing Module 7 14/01/19 - Prepare answers for speaking &amp; Redraft 21/01/19 - Workbook page 58 28/01/19 - Writing on Point de départ 04/02/19 - Writing on Notre Planète</p>	<p>Past papers Pixl Topic papers Translation booklet Literary texts booklet</p>

08/10/18 - Workbook page 90 15/10/18 - Workbook page 72 29/10/18 - Writing Module 6 05/11/18 - Redraft 12/11/18 - Prepare answers for speaking exam 03/12/18 - Workbook page 4 & Mon boulot dans le Tourisme 10/12/18 - Workbook page 25 & Je voudrais postuler 17/12/18 - Workbook pages 76, 80 and 22	11/02/19 - Writing on the environment 25/02/19 - Workbook page 78 04/03/19 - Workbook page 35 11/03/19 - Practise group presentation 18/03/18 - Prepare answers for speaking 25/03/18 - Redraft all topics for general conversation	Translation tasks from grammar workbook
<b>Internal Assessment Dates and Details</b>	<b>Internal Assessment Dates and Details</b>	<b>Internal Assessment Dates and Details</b>
<u>In class assessment: 24th Sept</u> Translation into French based on Module 5  <u>Speaking assessment: Module 5</u> 24th Sept  <u>Mock exams</u> 19th November on all 4 skills	21/01/18 - Speaking assessment Module 7 25/03/18 - Speaking assessment Module 8	End April 2019: GCSE Speaking exam
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
All lessons are planned according to what students must, should and could complete during the lesson. Thus all lessons include a challenge task. All students have PLCs that need to be constantly updated and referred to.  Students must continue to re-apply vocabulary in a new context.  Students should justify what they say using a variety of tenses to back up what they have said or written. Students must use flashy (unusual) vocabulary.	See autumn term.	See autumn term.

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

Year: 11

Subject: Geography

Curriculum Leader: Miss Lippa

Learning across the Year 2018-19

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

Course Details	Exam Board: AQA	
	Percentage of course that is Exam: 100%	
Autumn Term	Spring Term	Summer Term
<p><b><u>The Living World</u></b>  <u>Ecosystems</u></p> <ul style="list-style-type: none"> <li>• Small scale UK ecosystem</li> <li>• Ecosystem components</li> <li>• Global biomes - distribution and characteristics</li> </ul> <p><b><u>Tropical rainforests and Desert Environments</u></b></p> <ul style="list-style-type: none"> <li>• Characteristics</li> <li>• Opportunities and Challenges</li> </ul> <ul style="list-style-type: none"> <li>• Case studies - causes &amp; impacts of deforestation and desertification</li> <li>• Management and sustainability - issues &amp; strategies</li> </ul> <p><b><u>The Challenge of Natural Hazards</u></b>  <u>Earthquakes &amp; volcanoes</u></p> <ul style="list-style-type: none"> <li>• Earthquakes &amp; volcanoes - plate tectonics theory, distribution &amp; physical processes</li> <li>• Effects and responses to tectonic hazards <ul style="list-style-type: none"> <li>• Management to reduce effects</li> </ul> </li> </ul> <p><u>Weather Hazards</u></p> <ul style="list-style-type: none"> <li>• General atmospheric circulation model</li> <li>• Tropical storms (distribution, formation, structure, features &amp; role of climate change; effects on people &amp; environment) <ul style="list-style-type: none"> <li>• UK weather hazards</li> </ul> </li> <li>• Case study of a recent extreme weather event in the UK</li> </ul>	<p><b><u>Climate Change</u></b></p> <ul style="list-style-type: none"> <li>• Evidence</li> <li>• Causes</li> <li>• Effects</li> <li>• management &amp; mitigation</li> </ul> <p><b><u>Physical Landscapes in the UK: Rivers</u></b>  <u>Rivers: Theory</u></p> <ul style="list-style-type: none"> <li>• Long profile</li> <li>• Changing cross profile</li> <li>• Fluvial processes <ul style="list-style-type: none"> <li>• Landforms</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>• Relationship between precipitation and discharge</li> <li>• Case study of U.K. River valley landforms</li> </ul> <p><u>Rivers: Management</u></p> <ul style="list-style-type: none"> <li>• How physical and human factors affect flood risk <ul style="list-style-type: none"> <li>• Costs and benefits of hard engineering</li> </ul> </li> <li>• Case study of U.K. Flood management scheme</li> </ul>	<p><b><u>Geographical Applications: Issues Analysis</u></b></p> <p>Pre-release materials are sent 12 weeks before the exam.</p> <p><b>Revision:</b></p> <ul style="list-style-type: none"> <li>• A3 revision sheets – 1-page summaries <ul style="list-style-type: none"> <li>• Pictionary game (for keywords) <ul style="list-style-type: none"> <li>• Hot-seating</li> </ul> </li> <li>• Portfolio of case study summaries</li> </ul> </li> <li>• Booklets of examination questions n a theme (e.g. graphs, map distributions, extended questions, etc.)</li> <li>• Topic- specific mini-tests on content</li> <li>• Weekly tests, using past examination papers – topics to be provided in advance</li> </ul>
Homework	Homework	
Single exam questions relevant to lesson content	Single exam questions relevant to lesson content	
	Homework	
	Selected past examination papers	

A3 (one page) revision sheets; portfolio of case studies (summaries)	A3 (one page) revision sheets; portfolio of case studies (summaries)	
<b>Controlled Assessment/Internal Assessment Dates and Details</b>	<b>Controlled Assessment/Internal Assessment Dates and Details</b>	<b>Controlled Assessment/Internal Assessment Dates and Details</b>
<p><b>Assessment cycle 1:</b></p> <ul style="list-style-type: none"> <li>Exam questions on The Living World</li> </ul> <p><b>Assessment cycle 2: mocks</b></p> <ul style="list-style-type: none"> <li>Paper 1: Physical Geography</li> <li>Paper 2: Human Geography</li> <li>Paper 3: Geographical Applications</li> </ul>	<p><b>Assessment cycle 3</b></p> <ul style="list-style-type: none"> <li>Exam questions on Hazards and Rivers</li> </ul>	<p><b>Assessment cycle 4</b></p> <ul style="list-style-type: none"> <li>Practice Issues Analysis Paper</li> </ul>

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

Year: 11

Subject: History

Curriculum Leader: Mr Shah

Learning across the Year 2018-19

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

Course Details	Exam Board: Edexcel Percentage of course that is Exam: 100%	
Autumn Term	Spring Term	Summer Term
<p>Students will study a depth study which focuses on Life in Germany c1919-c1945 (Option 2C). It is divided into three units; two of which will be completed in the Autumn Term. This will be formally assessed in May 2019.</p> <p><u>Weimar Germany and the rise of the Nazi Party</u></p> <ul style="list-style-type: none"> <li>• The problems Germany faced after WW1 and how it impacted the Weimar Republic</li> <li>• Key challenges of 1923 and how Germany recovered under Stresemann which is known as the 'Golden Years'</li> <li>• How support grew for the Nazi party between 1923-1932 which increased after 1929 after the Wall Street Crash</li> </ul> <p><u>Government of the Third Reich to 1945</u></p> <ul style="list-style-type: none"> <li>• Steps for Hitler gaining power</li> <li>• Nazi control of Germany - propaganda, SS, church and banning political parties.</li> </ul>	<p>Continuation of Germany.</p> <p><u>Social impact of the Nazi state to 1945</u></p> <ul style="list-style-type: none"> <li>• Nazi policies towards women and the young people of Germany</li> <li>• Economic changes and the policies to reduce unemployment</li> <li>• Nazi treatment of minorities including the policy of the 'Final Solution'.</li> </ul> <p>Before the February half term, students will study the unit called Conflict in the Middle East. This covers</p> <ul style="list-style-type: none"> <li>• The British withdrawal and the creation of Israel</li> <li>• Aftermath of the 1948–49 war</li> <li>• Increased tension, 1955–63 <ul style="list-style-type: none"> <li>• The Six Day War, 1967</li> </ul> </li> <li>• Aftermath of the 1967 war</li> <li>• Israel and Egypt, 1967–73 <ul style="list-style-type: none"> <li>• Diplomatic negotiations</li> <li>• The Palestinian issue</li> <li>• Attempts at a solution</li> </ul> </li> </ul>	<p>Continuation of Conflict in the Middle East:</p> <ul style="list-style-type: none"> <li>• The British withdrawal and the creation of Israel <ul style="list-style-type: none"> <li>• Aftermath of the 1948–49 war</li> <li>• Increased tension, 1955–63 <ul style="list-style-type: none"> <li>• The Six Day War, 1967</li> </ul> </li> <li>• Aftermath of the 1967 war</li> <li>• Israel and Egypt, 1967–73 <ul style="list-style-type: none"> <li>• Diplomatic negotiations</li> <li>• The Palestinian issue</li> <li>• Attempts at a solution</li> </ul> </li> </ul> </li> </ul> <p>Once this has finished students will be revising for the following units with their teachers and at home; Medicine, Germany, King Richard and King John</p> <ul style="list-style-type: none"> <li>• Past papers</li> <li>• Revisions games</li> <li>• Individual revision</li> <li>• Group revision</li> <li>• Whole class revision</li> </ul>

<ul style="list-style-type: none"> <li>The extent of opposition that the Nazis faced</li> </ul>		
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>
<p>Past exam questions</p> <p>Revision for tests</p>	<p>Past exam questions</p> <p>Revision for tests</p>	<p>Past exam questions</p> <p>Revision for tests</p>
<b>Internal Assessment Dates and Details</b>	<b>Internal Assessment Dates and Details</b>	<b>Internal Assessment Dates and Details</b>
Assessments in class/homework will take place once a fortnight and will be based on past papers	Assessment in class/homework will take place once a fortnight and will be based on past papers.	Assessment in class/homework will take place once a fortnight and will be based on past papers.

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

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

Subject: Mathematics

Curriculum Leader: Mr McCollin

Learning across the Year 2018-19

Email: o.mccollin@holyfamily.waltham.sch.uk

<b>Course Details</b>	<b>Exam Board: Edexcel (Mathematics A Linear)</b> <b>Percentage of course that is Controlled Assessment: None</b> <b>Percentage of course that is Exam: 100%</b>	
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<p style="text-align: center;"><u>Higher</u></p> <p><b>15 Equations and graphs</b> 15.1 Solving simultaneous equations graphically 15.2 Representing inequalities graphically 15.3 Graphs of quadratic functions 15.4 Solving quadratic equations graphically 15.5 Graphs of cubic functions</p> <p>Assessment Week <b>Mon 24th Sep 2018 Mon 1st Oct 2018</b></p> <p><b>16 Circle theorems</b> 16.1 Radii and chords 16.2 Tangents 16.3 Angles in circles 1 16.4 Angles in circles 2 16.5 Applying circle theorems</p>	<p style="text-align: center;"><u>Higher</u></p> <p><b>17 More algebra</b> 17.1 Rearranging formulae 17.2 Algebraic fractions 17.3 Simplifying algebraic fractions 17.4 More algebraic fractions 17.5 Surds 17.6 Solving algebraic fraction equations 17.7 Functions 17.8 Proof</p> <p><b>19 Proportion and graphs</b> 19.1 Direct proportion 19.2 More direct proportion 19.3 Inverse proportion 19.4 Exponential functions 19.5 Non-linear graphs 19.6 Translating graphs of functions 19.7 Reflecting and stretching graphs of functions</p>	<p style="text-align: center;"><u>Higher</u></p> <p style="text-align: center;"><b>Repeats and Revision Public Exams GCSE</b></p>

Foundation

12 Right-angled triangles

- 12.1 Pythagoras' theorem 1
- 12.2 Pythagoras' theorem 2
- 12.3 Trigonometry: the sine ratio 1
- 12.4 Trigonometry: the sine ratio 2
- 12.5 Trigonometry: the cosine ratio
- 12.6 Trigonometry: the tangent ratio
- 12.7 Finding lengths and angles using trigonometry

Assessment Week Mon 24th Sep 2018 Mon 1st Oct 2018

13 Probability

- 13.1 Calculating probability
- 13.2 Two events
- 13.3 Experimental probability
- 13.4 Venn diagrams
- 13.5 Tree diagrams
- 13.6 More tree diagrams

14 Multiplicative reasoning

- 14.1 Percentages
- 14.2 Growth and decay
- 14.3 Compound measures
- 14.4 Distance, speed and time
- 14.5 Direct and inverse proportion

Mock Week 1&2 Mon 19th Nov 18 Mon 26th Nov 18

Foundation

17 Perimeter, area and volume 2

- 17.1 Circumference of a circle 1
- 17.2 Circumference of a circle 2
- 17.3 Area of a circle
- 17.4 Semicircles and sectors
- 17.5 Composite 2D shapes and cylinders
- 17.6 Pyramids and cones
- 17.7 Spheres and composite solids

18 Fractions, indices and standard form

- 18.1 Multiplying and dividing fractions
- 18.2 The laws of indices
- 18.3 Writing large numbers in standard form
- 18.4 Writing small numbers in standard form
- 18.5 Calculating with standard form

19 Congruence, similarity and vectors

- 19.2 More similarity
- 19.3 Using similarity
- 19.4 Congruence 1
- 19.5 Congruence 2
- 19.6 Vectors 1
- 19.7 Vectors 2
- 19.1 Similarity and enlargement

Foundation

**Repeats and Revision  
Public Exams GCSE**

<p><b>15 Constructions, loci and bearings</b></p> <p>15.1 3D solids  15.2 Plans and elevations  15.3 Accurate drawings 1  15.4 Scale drawings and maps  15.5 Accurate drawings 2  15.6 Constructions  15.7 Loci and regions  15.8 Bearings</p> <p><b><u>Mock Week 1&amp;2 Mon 19th Nov 18 Mon 26th Nov 18</u></b></p> <p><b>16 Quadratic equations and graphs</b></p> <p>16.1 Expanding double brackets  16.2 Plotting quadratic graphs  16.3 Using quadratic graphs  16.4 Factorising quadratic expressions  16.5 Solving quadratic equations algebraically</p>	<p><b>20 More algebra</b></p> <p>20.1 Graphs of cubic and reciprocal functions  20.2 Non-linear graphs  20.3 Solving simultaneous equations graphically  20.4 Solving simultaneous equations algebraically  20.5 Rearranging formulae  20.6 Proof</p>	
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>
Homework will be set as and when due. One homework is also set on <a href="http://www.vle.mathswatch.co.uk/vle">www.vle.mathswatch.co.uk/vle</a> once a fortnight.	Homework will be set as and when due. One homework is also set on <a href="https://www.vle.mathswatch.co.uk/vle">https://www.vle.mathswatch.co.uk/vle</a> once a fortnight.	Homework will be set as and when due. One homework is also set on <a href="http://www.vle.mathswatch.co.uk/vle">www.vle.mathswatch.co.uk/vle</a> once a fortnight.
<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>
End of Chapter Test	Mid Year Exams February Half term And set movements	End of Year Exams

Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
Financial Literacy	Financial Literacy	Financial Literacy
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	
<p>A textbook will be available for each student. Students will be allowed access to the book online.</p> <p>Log in and Password for <a href="http://www.vle.mathswatch.co.uk/vle">www.vle.mathswatch.co.uk/vle</a> also be provided.</p> <p>Mathsgenie.co.uk Onmaths.co.uk Phone app <b>seneca</b></p>	<p><a href="http://www.vle.mathswatch.co.uk/vle">www.vle.mathswatch.co.uk/vle</a> is a paid for website that covers every topic in the Maths curriculum at KS3, GCSE, AS, A2, Statistics and much more. We expect students to visit this site frequently as part of independent learning and personal development, not just to do the homework set.</p>	

Year: 11

Subject: Music

Curriculum Leader: Mrs. Corlett

Learning across the Year 2018-19

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

<p><b>Course Details</b></p>	<p><b>Exam Board: Edexcel</b>  <b>Percentage of course that is Controlled Assessment: 30%</b>  <b>Percentage of the course that is Coursework: 30%</b>  <b>Percentage of course that is Exam: 40%</b></p>	
<p><b>Autumn Term</b></p>	<p><b>Spring Term</b></p>	<p><b>Summer Term</b></p>
<ul style="list-style-type: none"> <li>• Esperanza Spalding: Samba Em Preludio and Afro Celt Sound System: Release set works</li> <li>• Theory exam</li> <li>• Solo and Group Performance work</li> <li>• composition work</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Revision activities on all set works</li> <li>• Composition coursework</li> </ul>	<ul style="list-style-type: none"> <li>• Mock exam based on all set works to inform revision areas.</li> <li>• Final coursework deadline</li> <li>• GCSE final exam</li> </ul>
<p><b>Homework</b></p>	<p><b>Homework</b></p>	<p><b>Homework</b></p>
<ul style="list-style-type: none"> <li>• Theory booklet work</li> <li>• Samba Em Preludio listening activity</li> <li>• Samba Em Preludio musical elements essay</li> <li>• Release listening activity</li> <li>• Release musical elements essay</li> <li>• Revision activities</li> <li>• Unfamiliar listening</li> <li>• Performance</li> </ul>	<p>Theory booklet work</p> <p>Revision activities for set works e.g.</p> <ul style="list-style-type: none"> <li>• Mindmaps of all set works</li> <li>• Venn diagrams of all comparative wider listening</li> <li>• Unfamiliar listening</li> </ul> <p>Extra sessions on composition</p>	<p>Theory booklet work</p> <p>Revision activities for set works e.g.</p> <ul style="list-style-type: none"> <li>• Mindmaps of all set works</li> <li>• Venn diagrams of all comparative wider listening</li> <li>• Unfamiliar listening</li> </ul> <p>Musical essays elements on all set works.</p>
<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>Composition controlled assessment to be completed during class time 1 hour per fortnight throughout the year.</p>	<p>Composition controlled assessment to be completed during class time 1 hour per fortnight throughout the year.</p>	<p>Dept mock exams every 2 weeks</p>

<p>October assessment - Full paper to be completed - less one set work yet to be completed.</p> <p>November assessment–</p> <ul style="list-style-type: none"> <li>• Complete paper to be completed</li> </ul> <p>October half term – Solo performance summative assessment.</p> <p>October half term - Summative assessment free composition/</p> <p>Mock exam -Full GCSE Paper</p>	<p>Mock exam - Full GCSE Paper</p> <p>Easter - Final Brief composition coursework deadline</p> <p>Easter - Summative Group performance assessment</p>	<p>Beginning June 2019 – FINAL EXTERNAL GCSE exam</p>
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
<ul style="list-style-type: none"> <li>• Attend extra-curricular music clubs to improve performance / logic skills</li> <li>• Attend GCSE lunchtime club</li> <li>• Revision planner activities</li> </ul>	<ul style="list-style-type: none"> <li>• Attend extra-curricular music clubs to improve performance / logic skills</li> <li>• Attend GCSE lunchtime club</li> <li>• Revision planner activities</li> </ul>	<ul style="list-style-type: none"> <li>• Attend extra-curricular music clubs to improve performance / logic skills</li> <li>• Attend GCSE lunchtime club</li> <li>• Revision planner activities</li> </ul>
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	
<p>Year 11 Revision guide</p> <p>GCSE bitesize</p> <p>GCSE Music Anthology</p> <p>GCSE Music Anthology guide</p> <p>GCSE Music workbook</p>	<p>Revise for all tests.</p> <p>Spend own time practising instrument / vocal skills.</p> <p>Revision planner activities</p>	

Year: 11

Subject: Performing Arts

Curriculum Leader: Ms Hampshire

Learning across the Year 2018-19

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

<b>Course Details</b>	<b>Exam Board: Pearson</b> <b>Percentage of the course that is internally assessed: 70%</b> <b>Percentage of the course that is an external exam: 30%</b>	
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<p>Developing skills, looking at a range of scripted texts and issue based drama as stimuli, to prepare students for component three (taken in year 11), whereby students have to create a performance based on a set stimulus set by the exam board.</p> <p>Such as:</p> <ul style="list-style-type: none"><li>• Tell Me Why?</li><li>• Slow Time</li><li>• Breakfast</li><li>• Tube suicide</li><li>• Domestic Violence</li></ul> <p>A mock devised piece as preparation for component 3, will take place during this term.</p>	<p><b>Component 3: Performing to a Brief</b> <b>Levels: 1/2</b> <b>Assessment type: External</b> <b>Guided learning hours: 48 (30% of the qualification)</b></p> <p><b>Overview:</b></p> <p>This component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2. Learners will respond to the stimulus and create a workshop performance that communicates ideas and creative intentions to a target audience of their choice. Learners will capture their ideas on planning, development and effectiveness of the performance process 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><b>Assessment objectives</b></p> <p><b>AO1</b> Understand how to respond to a brief <b>AO2</b> Select and develop skills and techniques in response to a brief <b>AO3</b> Apply skills and techniques in a workshop performance in response to a brief <b>AO4</b> Evaluate the development process and outcome in response to a brief</p>	<p><b>Component 3: Performing to a Brief</b> <b>Levels: 1/2</b> <b>Assessment type: External</b> <b>Guided learning hours: 48 (30% of the qualification)</b></p> <p><b>Overview:</b></p> <p>This component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2. Learners will respond to the stimulus and create a workshop performance that communicates ideas and creative intentions to a target audience of their choice. Learners will capture their ideas on planning, development and effectiveness of the performance process 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><b>Assessment objectives</b></p> <p><b>AO1</b> Understand how to respond to a brief <b>AO2</b> Select and develop skills and techniques in response to a brief <b>AO3</b> Apply skills and techniques in a workshop performance in response to a brief <b>AO4</b> Evaluate the development process and outcome in response to a brief</p>

<b>Homework</b>	<b>Homework</b>	<b>Homework</b>
<ul style="list-style-type: none"> <li>Learners will capture their ideas on planning, development and effectiveness of the performance process in a written log <ul style="list-style-type: none"> <li>Rehearsal and refinement of practical work.</li> </ul> </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>
<b>Controlled Assessment/Internal Assessment Dates and Details</b>	<b>Controlled Assessment/Internal Assessment Dates and Details</b>	<b>Controlled Assessment/Internal Assessment Dates and Details</b>
On-going assessment of blogs and log books as preparation for Component three..	Log books/blogs for component 3 to be completed by: May, week to be confirmed by exam board.. Interim dates to be circulated on assignment briefs.	Log books/blogs for component 3 to be completed by: May, week to be confirmed by exam board.. Interim dates to be circulated on assignment briefs.
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
Students should try and see as much live theatre as possible in order to help them develop their own ability to interpret and stage their own versions of the play.	<ul style="list-style-type: none"> <li>Using appropriate terminology when writing log books.</li> <li>Researching theatre practitioners and understanding how their theories can help to develop and shape performance. <ul style="list-style-type: none"> <li>Organising own rehearsals with peers.</li> </ul> </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> <li>Organising own rehearsals with peers.</li> </ul> </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 <ul style="list-style-type: none"> <li>The Stanislavsky Toolkit - ISBN - 978-1854597939</li> <li>The Brecht Toolkit - ISBN - 978-1854595508</li> </ul> </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: 11

Subject: Design Technology

Curriculum Leader: Sudesh Nandlal

Learning across the Year 2018-19

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

<b>Course Details</b>	<b>Exam Board: AQA</b> <b>Percentage of course that is Controlled Assessment: 50%</b> <b>Percentage of course that is Exam: 50%</b>	
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<p>Y11</p> <ul style="list-style-type: none"><li>• Producing design brief</li><li>• Design specification</li><li>• Generating design ideas</li><li>• Development of design ideas</li><li>• Modelling and Testing</li><li>• Final design and orthographic projection<ul style="list-style-type: none"><li>• Production plan / Flow chart</li><li>• Photographic record of making</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Personal evaluation</li><li>• Evaluation against specification</li><li>• Peer/Client/Third party opinion/evaluation<ul style="list-style-type: none"><li>• Testing of project</li><li>• Modification</li></ul></li><li>• Modification for commercial production</li><li>• COMPLETION OF COURSEWORK BY FEBRUARY HALF TERM</li><li>• Theory<ul style="list-style-type: none"><li>• Making Principles( unit 7)</li><li>• Identification and application of FERROUS and NON FERROUS Metal</li><li>• Identification and application of PLASTICS.</li><li>• Understanding of CERAMICS</li><li>• Identification and application of TEXTILES</li><li>• Classification, application and characteristics of FOODS</li><li>• Function and applications of ELECTRONIC AND CONTROL COMPONENTS</li><li>• Mini Project: To re inforce the manipulating and combining of different materials and its impact.</li><li>• New and Modern MATERIALS</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Branding and advertising of products<ul style="list-style-type: none"><li>• Packaging</li><li>• Design and Market Influences</li></ul></li><li>• Revision on examination topics- materials components and processes<ul style="list-style-type: none"><li>• Past exam style questions</li><li>• Exams</li></ul></li></ul>

	<ul style="list-style-type: none"> <li>• Implications and administration of MANUFACTURING SYSTEMS.</li> </ul>	
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>
<ul style="list-style-type: none"> <li>• Evaluation against specification <ul style="list-style-type: none"> <li>• Orthographic projection <ul style="list-style-type: none"> <li>• Evaluate modelling <ul style="list-style-type: none"> <li>• Production plan <ul style="list-style-type: none"> <li>• PG online unit 7</li> </ul> </li> </ul> </li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• FERROUS and NON FERROUS Metal</li> <li>• Types, identification and uses PLASTICS <ul style="list-style-type: none"> <li>• Understanding of CERAMICS</li> <li>• Identification and application of TEXTILES</li> <li>• Classification, application and characteristics of FOODS</li> <li>• Function and applications of ELECTRONIC AND CONTROL COMPONENTS</li> <li>• Mini Project: To re inforce the manipulating and combining of different materials and its impact.</li> <li>• New and Modern MATERIALS <ul style="list-style-type: none"> <li>• PG online unit 7</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Past exam question papers</li> <li>• Research websites on materials processes and components</li> <li>• Branding and advertising of products <ul style="list-style-type: none"> <li>• Packaging</li> </ul> </li> <li>• Design and Market Influences</li> <li>• Uses of TECHNICAL WORDS in all responses</li> </ul>
<b>Controlled Assessment/Internal Assessment Dates and Details</b>	<b>Controlled Assessment/Internal Assessment Dates and Details</b>	<b>Controlled Assessment/Internal Assessment Dates and Details</b>
<ul style="list-style-type: none"> <li>• Production Plan <ul style="list-style-type: none"> <li>• Personal evaluation</li> </ul> </li> <li>• Evaluation against specification <ul style="list-style-type: none"> <li>• Peer/Client/Third party opinion/evaluation <ul style="list-style-type: none"> <li>• Testing of project <ul style="list-style-type: none"> <li>• Modification</li> </ul> </li> </ul> </li> </ul> </li> <li>• Modification for commercial production</li> </ul>	<ul style="list-style-type: none"> <li>• Mock exam</li> <li>• Answering of exam style questions</li> <li>• End of section test on Metals,plastics, ceramics, textiles, foods, electronic components, and materials &amp; processes</li> </ul>	<ul style="list-style-type: none"> <li>• Revision on examination topics- materials components and processes</li> </ul>
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
<ul style="list-style-type: none"> <li>• Modelling of parts of the final project in order to make a successful prototype. Multiple photographs of the model making will be essential.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify what exactly are you going to test on particular projects. Show how testing has taken place. Be graphical or show photos</li> </ul>	<ul style="list-style-type: none"> <li>• When attempting design questions ,you must draw accurate responses in 3D with detailed annotations. Assume the examiner does not know this subject,</li> </ul>

<ul style="list-style-type: none"> <li>Evidence that you have the ability to solve problems. This may be done by identifying the possible problems and stating solutions</li> </ul>	<ul style="list-style-type: none"> <li>Detailed presentation and explanations of designing questions from past exam papers</li> </ul>	<p>therefore you must annotate about the materials used( eg scots pine ,MDF).</p> <ul style="list-style-type: none"> <li>The fixing used (eg glue, nails, screws, no nails, tensol,) all aspects of the design question</li> </ul>
<p><b>Recommended Resources</b></p>	<p><b>Independent Learning Expectations</b></p>	
<p>Websites : <a href="http://www.technologystudent.com">www.technologystudent.com</a>  <a href="http://www.bbc.co.uk/bitesize">www.bbc bitsize.co.uk</a>  <a href="http://www.howitworks.com">www.howitworks.com</a>  <a href="http://www.design-milk.com">www.design-milk.com</a>  <a href="http://www.ocr.org.uk">www.ocr.org.uk</a></p> <ul style="list-style-type: none"> <li>Textbooks as supplied by the school <ul style="list-style-type: none"> <li>magazine for inspiration</li> <li>Past exam papers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Respond to exam style questions</li> <li>Worksheets on materials processes and components</li> </ul>	

Year: 11

Subject: RE

Curriculum Leader: Mr Norman

Learning across the Year 2018-19

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

<p><b>Course details:</b>  <b>GCSE Religious Studies A</b>  <b>Catholic Christianity with Judaism</b></p> <p><b>NB: THIS IS THE NEW SPECIFICATION</b></p>	<p><b>Exam Board: Edexcel</b></p> <p><b>The assessment is 100% exam</b></p> <p><b>There are 3 exams papers (50%, 25% and 25%)</b></p>	
<p><b>Autumn: First half term</b></p>	<p><b>Autumn: Second half term</b></p>	<p><b>Spring Term</b></p>
<p>Area of Study 1 Catholic Christianity part 4 Forms of Expression and ways of Life</p> <p>Area of Study 2 Judaism part 7 - Beliefs and practice</p>	<p>Area of Study 2 part 8: Judaism - Practices</p> <p>Area of Study 3 Philosophy and Ethics part 9 Arguments for the Existence of God</p>	<p>Area of Study 3 Philosophy and Ethics part 9 Arguments for the Existence of God continued</p> <p>Area of Study 3 Philosophy and Ethics part 10 Religious teachings on relationships and families in the 21st Century</p> <p>Revision Carousel - Revision of all Units in preparation for GCSE</p>
<p><b>Homework</b></p> <p>GCSE questions will be set as homework on the following themes within the topic</p> <ul style="list-style-type: none"> <li>Catholic architecture</li> <li>Catholic church buildings</li> <li>Sacred objects</li> <li>Art in catholicism</li> <li>Sculpture and statues</li> </ul>	<p><b>Homework</b></p> <p>GCSE questions will be set as homework on the following themes within the topic</p> <p><b>The Shema</b>  <b>Shabbat</b>  <b>Festivals</b>  <b>Synagogue</b>  <b>Visions</b>  <b>Miracles</b></p>	<p><b>Homework</b></p> <p>GCSE questions will be set as homework on the following themes within the topic</p> <ul style="list-style-type: none"> <li><b>Marriage</b></li> <li><b>Sexual relationships</b></li> <li><b>The family</b></li> <li><b>Divorce and annulment</b></li> <li><b>Gender equality in the family</b></li> <li><b>Prejudice and discrimination</b></li> </ul> <p><b>SUMMER TERM</b></p>

<p>The Almighty</p> <p>The Messiah</p> <p>Covenant</p> <p>Abraham</p> <p>Mitzot</p>	<p style="text-align: center;"><b>Design</b> <b>Existence of suffering</b></p> <p><a href="http://www.hfcsw.net">www.hfcsw.net</a> - use this RE Department website to complete a variety of revision tasks. You will also have access to content resources and exam questions from this webpage. Personal log-in details available from Mr Skelton</p> <p><b>Use the online textbook via kerboodle</b></p> <p><b><i>Catholic Christianity with Islam and Judaism</i></b></p> <p>Here you will be able to revise all content needed for your RE GCSE. This eTextbook is the same as the Textbook used in lesson and has exam questions and tips at the end of every topic.</p>	<p style="text-align: center;"><b>Revision and preparation for GCSE papers in <u>MAY</u></b></p>
<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>
<p>A set of GCSE questions will be used as assessment material Week beginning Monday 24th September and Monday 1st October</p>	<p>Mock exams as per the whole school exam timetable beginning Monday 19th November</p>	<p>A trial exam paper will be used to assess students Week beginning Monday 11th February 2019</p> <p style="text-align: center;">Final exam papers in May/June</p>
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>

<p>GCSE stimulus issue:</p> <p>Watch the news over a period of two weeks. Categorise the stories into moral and natural evil. Decide whether this shows that God does not exist.</p> <p>Design a leaflet or poster advertising the work of CAFOD; they should include in it why people should help CAFOD.</p> <p>Make a study of the range of charities which are Religiously motivated working to relieve poverty in the UK and Developing world</p>	<p><a href="http://Ww.hfcsw.net">Ww.hfcsw.net</a></p> <p>Use the website to access a wide range of support materials, exam questions, powerpoints etc</p> <p>Complete sets of papers in <u>exam conditions</u></p> <p>(1 hour 50 minutes per paper, no books or notes)</p>	<p>GCSE stimulus issue:</p> <p>Conduct a survey of the people you know – what kind of families do they live in?</p> <p>Ask to what extent religion plays an important role in their family life.</p> <p>In the light of certain countries allowing homosexual marriage, investigate how the Catholic Church and other Christian denominations respond to this and the potential effect it will have on societies and family life in the future.</p>
<p><b>Recommended Resources</b></p>	<p><b>Independent Learning Expectations</b></p>	
<p><b>On Line textbook via kerboodle</b></p> <p>This is a website that allows pupils access to the edexcel course textbooks online, and an additional textbook to support the course. The website has access to a range of past papers and tips on how to answer exam questions well.</p> <p><a href="http://www.hfcsw.net">www.hfcsw.net</a></p> <p>This Holy Family RE Department website offers a range of activities like quizzes and audio material that can enhance a pupils understanding of a topic (pupils will be given login details individually for this).</p>	<p>Each pupil is encouraged to deepen their knowledge and understanding of the topics as the course progresses. Use of the My Dynamic Learning and RE Department websites will enable this.</p> <p>Pupils must always be mindful that each topic covered ought to be studied in the light, and teaching of the Roman Catholic Church. All pupils should therefore keep up to date with Church teaching and practice. Following the news and discussing the issues that relate to faith and practice with your family and friends is also recommended.</p>	

Year: 11 set 1

Subject: Triple Science

Curriculum Leader: Mr Mungovan

Learning across the Year 2018-19

Email: M.Mungovan@holyfamily.waltham.sch.uk

<p><b>Course Details</b> AQA Triple Science Biology, Chemistry and Physics</p>	<p><b>Exam Board: AQA</b> 100% Exam-based assessment at the end of Year 11.</p> <p>Students will sit 2 exams per GCSE (paper 1 and paper 2) to make a total of 6 exams.</p> <p>Each exam lasts 1 hour 45 minutes.</p> <p><i>NB Students will achieve three GCSEs at the end of this course</i></p>	
<p><b>Autumn Term</b></p>	<p><b>Spring Term</b></p>	<p><b>Summer Term</b></p>
<ol style="list-style-type: none"><li>1. Inheritance and variation</li><li>2. Organic chemistry</li><li>3. Space</li> <li>4. Rate of change</li><li>5. Waves</li><li>6. forces</li></ol>	<ol style="list-style-type: none"><li>1. Waves continue</li><li>2. Forces continue</li><li>3. Chemical analysis</li><li>4. Using chemical resources</li><li>5. magnetism</li></ol>	<p>Past papers revision reviewing exam techniques.</p>

Homework	Homework	Homework
<ul style="list-style-type: none"> <li>● Past paper AQA exam question on topic area studied</li> <li>● Take notes from Revision videos (e.g. Youtube:free Science videos) and answer questions from CGP revision work books</li> <li>● Create topic glossaries</li> <li>● Reading text and making notes/revision cards</li> <li>● Practise Maths Skills</li> <li>● Mind Maps</li> <li>● Quizzes from BBC bitesize</li> </ul>	<ul style="list-style-type: none"> <li>● Past paper AQA exam question on topic area studied</li> <li>● Take notes from Revision videos (e.g. Youtube:free Science videos) and answer questions from CGP revision work books</li> <li>● Create topic glossaries</li> <li>● Reading text and making notes/revision cards</li> <li>● Practise Maths Skills</li> <li>● Mind Maps</li> <li>● Quizzes from BBC bitesize</li> </ul>	<ul style="list-style-type: none"> <li>● Past paper AQA exam question on topic area studied</li> <li>● Take notes from Revision videos (e.g. Youtube:free Science videos) and answer questions from CGP revision work books</li> <li>● Create topic glossaries</li> <li>● Reading text and making notes/revision cards</li> <li>● Practise Maths Skills</li> <li>● Mind Maps</li> <li>● Quizzes from BBC bitesize</li> </ul>
Internal Assessment Dates and Details	Internal Assessment Dates and Details	External Assessment Dates and Details
<p>TRIPLE</p> <p>WB:1/10/2018 - :space physics</p> <p>WB:5/11/2018 - test A (1-7) units; organic chemistry</p> <p>WB:12/11/2018 - Test A (1-8)uits</p>	<p>TRIPLE</p> <p>WB:28/1/2019 - Test B(8-14) units</p> <p>WB:11/02/2019- Mock paper 2 (Biology, physics and Chemistry)</p> <p>WB:25/02/2019 - review test B(8-14)</p>	<p>Public exams (combined and triple)</p> <ol style="list-style-type: none"> <li>1. 14/5/2019-Biology paper 1</li> <li>2. 16/5/20119-Chemistry paper 1</li> <li>3. 22/5/2019 Physics paper 1</li> <li>4. 7/6/2019-Biology paper 2</li> <li>5. 12/6/2019-Chemistry paper 2</li> <li>6. 14/6/2019- Physics paper 2</li> </ol>



<p>WB:26/11/2018- year 11 mock exam Paper 1(Biology,Chemistry,Physics)</p> <p>Skills: AO1 - recall; A02 - application of knowledge and A03 evaluation</p>	<p>WB:4/03/2019- review mock paper 2 (Biology,Chemistry,Physics)</p> <p>WB:1/04/2019- Test -Magnetism and using resources</p> <p>Skills: AO1 - recall; A02 - application of knowledge and A03 evaluation</p>	
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<p><b>Autumn Term Challenge Tasks</b></p>	<p><b>Spring Term Challenge tasks</b></p>	<p><b>Summer Term Challenge Tasks</b></p>
<p>All lessons are planned according to what students must learn from the specification and learning objectives are graded and shared with pupils. All lessons have a stretch and challenge activity.</p> <p>All students are given PLCs that they can refer to to check their learning and are given independent activities/tasks to help them to make progress with every PLC spec point.</p>	<p>All lessons are planned according to what students must learn from the specification and learning objectives are graded and shared with pupils. All lessons have a stretch and challenge activity.</p> <p>All students are given PLCs that they can refer to to check their learning and are given independent activities/tasks to help them to make progress with every PLC spec point.</p>	<p>All lessons are planned according to what students must learn from the specification and learning objectives are graded and shared with pupils. All lessons have a stretch and challenge activity.</p> <p>All students are given PLCs that they can refer to to check their learning and are given independent activities/tasks to help them to make progress with every PLC spec point.</p>

<p>Students must continue to apply their scientific knowledge and vocabulary in a new context. This is the A02 component of the course.</p> <p>Students learn maths skills and how science works and should apply these skills where applicable.</p> <p>!</p>	<p>Students must continue to apply their scientific knowledge and vocabulary in a new context. This is the A02 component of the course.</p> <p>Students learn maths skills and how science works and should apply these skills where applicable.</p>	<p>Students must continue to apply their scientific knowledge and vocabulary in a new context. This is the A02 component of the course.</p> <p>Students learn maths skills and how science works and should apply these skills where applicable.</p> <p>!</p>
<p><b>Recommended Resources</b></p>	<p><b>Independent Learning Expectations</b></p>	
<p>Triple Science AQA Specifications</p> <p><b>GCSE Triple Science</b></p> <p><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></p> <p><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></p> <p><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></p>	<ul style="list-style-type: none"> <li>• Revise for all exams using PLCs, revision guide links</li> <li>• Hand in homework on time</li> <li>• Flip learning</li> <li>• Mind Maps</li> </ul> <p><a href="http://www.bbc.co.uk/education/subjects/zrkw2h">http://www.bbc.co.uk/education/subjects/zrkw2h</a></p>	

CGP Separate Science Revision guides and

workbooks

Biology

Chemistry

Physics

Library books ,

[www.bbc.co.uk/Schools/gcsebitesize/chemistry](http://www.bbc.co.uk/Schools/gcsebitesize/chemistry)

[www.howstuffworks.com](http://www.howstuffworks.com)

<http://www.energystar.gov/>

<http://www.est.org.uk/myhome/efficientproducts/>

[www.fireworks.com](http://www.fireworks.com)

Www. Free science lessons

Www. Physics and maths tutor

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Year: 11

Subject: Combined science

Curriculum Leader: Mr Mungovan

Learning across the Year 2018-19

Email: M.Mungovan@holyfamily.waltham.sch.uk

<p><b>Course Details</b></p> <p>AQA Combined Science Biology, Chemistry and Physics</p>	<p><b>Exam Board: AQA</b></p> <p>100% Exam-based assessment at the end of Year 11.</p> <p>Students will sit 2 exams per GCSE (paper 1 and paper 2) to make a total of 6 exams.</p> <p>Each exam lasts 1 hour 15 minutes.</p> <p><i>NB Students will achieve two GCSEs at the end of this course</i></p>	
<p><b>Autumn Term</b></p>	<p><b>Spring Term</b></p>	<p><b>Summer Term</b></p>
<ol style="list-style-type: none"><li>1. Homeostasis and response</li><li>2. Chemistry Of atmosphere</li><li>3. Inheritance and variation</li><li>4. forces</li></ol>	<ol style="list-style-type: none"><li>1. Forces continues</li><li>2. Chemical analysis</li><li>3. magnetism</li></ol>	<p>Past papers revision reviewing exam techniques.</p>
<p><b>Homework</b></p>	<p><b>Homework</b></p>	<p><b>Homework</b></p>
<ul style="list-style-type: none"><li>• Past paper AQA exam question on topic area studied</li></ul>	<ul style="list-style-type: none"><li>• Past paper AQA exam question on topic area studied</li></ul>	<ul style="list-style-type: none"><li>• Past paper AQA exam question on topic area studied</li></ul>

<ul style="list-style-type: none"> <li>• Take notes from Revision videos (e.g. Youtube:free Science videos) and answer questions from CGP revision work books</li> <li>• Create topic glossaries</li> <li>• Reading text and making notes/revision cards</li> <li>• Practise Maths Skills</li> <li>• Mind Maps</li> <li>• Quizzes from BBC bitesize</li> </ul> <p>Examples of Home learning type include:</p> <p style="text-align: center;">Cells, tissues and organs</p> <p>1. With the aid of diagrams and using scientific terminologies answer the following questions:</p> <p>a. list the main structures you would expect to find in an animal cell.</p> <p>b. explain how plant cell differ from animal cells</p> <p>c. Why is it important to control the level of glucose in your blood?</p> <p>d. What are the two forms of diabetes and how can each be treated?</p>	<ul style="list-style-type: none"> <li>• Take notes from Revision videos (e.g. Youtube:free Science videos) and answer questions from CGP revision work books</li> <li>• Create topic glossaries</li> <li>• Reading text and making notes/revision cards</li> <li>• Practise Maths Skills</li> <li>• Mind Maps</li> <li>• Quizzes from BBC bitesize</li> </ul> <p>Examples of Home learning type include</p> <p>1. Research how we can use gas chromatography to separate samples in a sample mixture. Explain the method used to identify compounds in a sample. Report your findings next lesson.</p> <p>2. What factors affect the rate of a reaction? Produce a factsheet outlining the four main factors, and a feature article about one chosen factor, giving more detail, deeper explanation, and examples in industry. Work can be completed online, or on paper.</p> <p>3. What is electrolysis used for? Starting with an explanation of the process, make a resource for Year 4 pupils which explains simply how electrolysis works, why we need to use it in factories, and what</p>	<ul style="list-style-type: none"> <li>• Take notes from Revision videos (e.g. Youtube:free Science videos) and answer questions from CGP revision work books</li> <li>• Create topic glossaries</li> <li>• Reading text and making notes/revision cards</li> <li>• Practise Maths Skills</li> <li>• Mind Maps</li> <li>• Quizzes from BBC bitesize</li> </ul>
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<p>Simple inheritance in animals and plants</p> <p>11.</p> <p>a. Why are new cells needed?</p> <p>b. What's the difference between sexual and asexual reproduction?</p> <p>Describe, using scientific terminologies and diagrams, differences between mitosis and meiosis. Also indicate which cells undergo which type of cell division?</p> <p>d. Explain why somatic (body cells) undergo mitotic division whilst gametic cells undergo meiotic division?</p> <p>12. The process for growth and differentiation is very different in plants and animals.</p> <p>a. What is differentiation?</p> <p>b. How is differentiation different in animal and plant cells?</p> <p>How does this difference affect the cloning of plants and animals?</p> <p>c. What are stem cells and what is the biggest ethical concern with the use of embryonic stem cells?</p> <p>d. Sexual reproduction results in genetic variety. Discuss</p> <p>13.</p> <p>a. With the aid of diagrams and scientific terminologies, explain the following terms:</p>	<p>we need it for. You might want to plan and record a video using a school iPad</p> <p>Physics Unit 2</p> <p>5. What's the relationship between distance/time graphs, velocity/time graphs and acceleration/time graphs? What happens to the gradient in each case? Using tracing paper over graph paper, and the data on page 110, investigate what happens to the graphs of each car's motion.</p> <p>6. List three everyday situations in which we try to reduce friction, and three where we try to make friction as large as possible.</p> <p>7. Your uncle, who last studied science many years ago at school, thinks that you obviously need a force to keep something moving. As he says, 'If you stop pushing something, it stops moving'. Write him a note, explaining why he is wrong. Include plenty of examples, to convince him of your argument.</p> <p>8. Write an article for your local newspaper persuading residents in your street to vote to install a speed camera in an accident hotspot. Research data about accidents and the number of deaths.</p> <p>9. Using a model car: explain how manufacturers design car safety features. Investigate if cheap models have the same safety features as expensive models. Make comparisons between the two. Present your findings as a poster.</p> <p>10. Explain what Hooke's law tells us, what it means and why it is useful to a man choosing a material to make elevator cables from.</p>	
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gametes, zygote, Deoxyribonucleic Acid (DNA), alleles, dominant, recessive,

homozygous, heterozygous, Punnett square, Mendel, DNA fingerprinting.

b. Research on all of the following topics:

1. Differences between Huntington's and Cystic fibrosis diseases.
2. type of disease and how each is treated.
3. Issues on Genetic therapy as a solution to remove genetic disorder.
4. procedures and ethical issues on amniocentesis and Chorionic Villus testing as a procedure for prenatal testing.

## Chemistry Unit 2

1. Explain the following terminologies, using diagrams to aid with answers, if necessary:

- a. Atom, element, molecule, compound, mixture, periodic table, group, Period, relative molecular mass, atomic mass, ions.
- b. Explain the meaning of this statement: The electronic configuration of chlorine is (2.8.7).
- c. What are the electronic configurations of the elements Beryllium, magnesium and calcium?
- d. In which group of the periodic table do these three elements appear?

11. Make a poster explaining clearly how a member of a shooting range can work out how fast their bullets are going by weighing the bullet and rifle, and merely measuring the speed of the rifle's recoil.

<p>2. With the aid of diagrams and using scientific terminologies, explain trends of reactivity for group I and VII elements.</p> <p>3.</p> <p>a. Draw diagram to show the ions that would be formed when the following atoms transfer electrons. For each one, state whether electrons have been lost or gained and show the charge on the ions formed.</p> <p>I. Aluminium (Al)</p> <p>II. Fluorine (F)</p> <p>III. Potassium (K)</p> <p>IV. Oxygen (O)</p> <p>b. With the aid of diagrams explain the following terms: covalent bond, ionic bond, metallic bond</p> <p>c. Draw dot and cross diagrams to show how you would expect the following elements to form ions together:</p> <p>a. Lithium and chlorine</p> <p>b. Calcium and oxygen</p> <p>c. Aluminium and chlorine.</p>		
<p><b>Assessment Dates/Topics/Skills</b></p>	<p><b>Assessment Dates/Topics/Skills</b></p>	<p><b>External Assessment Dates and Details</b></p>
<p>WB:24/09/2018 - homeostasis and response</p>	<p>WB:7/1/2019- Test A -waves</p>	<p>Public exams (combined and triple) 7. 14/5/2019-Biology combined paper 1</p>



<p>WB:8/10/2018 - chemistry of atmosphere WB:29/10/2018 -inheritance and variation WB:26/11/2018- year 11 mock exam Paper 1(Biology,Chemistry,Physics)</p> <p>Skills: AO1 - recall; A02 - application of knowledge and A03 evaluation</p>	<p>WB:11/2/2019- Paper 2(Biology,Physics,Chemistry) WB:4/3/2019- Chemical analysis WB:18/3/2019- magnetism</p> <p>Skills: AO1 - recall; A02 - application of knowledge and A03 evaluation</p>	<p>8. 16/5/2019-Chemistry combined paper 1 9. 22/5/2019-Physics combined paper 1 10. 7/6/2019-Biology combined paper 2 11. 12/6/2019-Chemistry combined paper 2 12. 14/6/2019-Physics combined paper 2</p>
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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>
<p>All lessons are planned according to what students must learn from the specification and learning objectives are graded and shared with pupils. All lessons have a stretch and challenge activity. All students are given PLCs that they can refer to to check their learning and are given independent activities/tasks to help them to make progress with every PLC spec point.</p>	<p>All lessons are planned according to what students must learn from the specification and learning objectives are graded and shared with pupils. All lessons have a stretch and challenge activity. All students are given PLCs that they can refer to to check their learning and are given independent activities/tasks to help them to make progress with every PLC spec point.</p>	<p>All lessons are planned according to what students must learn from the specification and learning objectives are graded and shared with pupils. All lessons have a stretch and challenge activity. All students are given PLCs that they can refer to to check their learning and are given independent activities/tasks to help them to make progress with every PLC spec point.</p>

<p>Students must continue to apply their scientific knowledge and vocabulary in a new context. This is the A02 component of the course.</p> <p>Students learn maths skills and how science works and should apply these skills where applicable.</p>	<p>Students must continue to apply their scientific knowledge and vocabulary in a new context. This is the A02 component of the course.</p> <p>Students learn maths skills and how science works and should apply these skills where applicable.</p>	<p>Students must continue to apply their scientific knowledge and vocabulary in a new context. This is the A02 component of the course.</p> <p>Students learn maths skills and how science works and should apply these skills where applicable.</p>
<p style="text-align: center;"><b>Recommended Resources</b></p> <p>CGP combined Science Revision guides</p> <p>Biology</p> <p>Chemistry</p> <p>Physics</p> <p>Library books ,</p> <p><a href="http://www.bbc.co.uk/Schools/gcsebitesize/chemistry">www.bbc.co.uk/Schools/gcsebitesize/chemistry</a></p> <p><a href="http://www.howstuffworks.com">www.howstuffworks.com</a></p> <p><a href="http://www.energystar.gov/">http://www.energystar.gov/</a></p> <p><a href="http://www.kerboodle.com">www.kerboodle.com</a></p> <p><a href="http://www.est.org.uk/myhome/efficientproducts/">http://www.est.org.uk/myhome/efficientproducts/</a></p> <p><a href="http://www.fireworks.com">www.fireworks.com</a></p>	<p style="text-align: center;"><b>Independent Learning Expectations</b></p> <ul style="list-style-type: none"> <li>• Revise for all exams using PLCs, revision guide, re links</li> <li>• Hand in homework on time</li> <li>• Flip learning</li> <li>• Mind Maps</li> </ul> <p><a href="http://www.bbc.co.uk/education/subjects/zrkw2hv">http://www.bbc.co.uk/education/subjects/zrkw2hv</a></p>	

Www. Free science lessons

Www. Physics and maths tutor

Year: 11

Subject: Sociology

Curriculum Leader: Ms Hall

Learning across the Year 2018-19

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

<b>Course Details</b>	<b>Exam Board: AQA</b> <b>Percentage of course that is Controlled Assessment: 0%</b> <b>Percentage of course that is Exam: 100%</b>	
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
1) Crime and Deviance (16 lessons) 2) Mass media (12 lessons) 3) Preparation for the year 11 mock exam (2 lessons)	1) Mass Media (6 lessons) 2) Social inequality (20 lessons) 3) Revision for Unit 1 and Unit 2	*** Revision ***  Unit 1: Families, Education, Studying society Unit 2: Mass Media, Crime and Deviance, Social Inequality
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>
<ul style="list-style-type: none"><li>- Independent research into aspects of crime unit e.g. the contemporary examples of crime within the UK</li><li>- 12 mark essay questions from the mass media and crime and deviance units.</li><li>- Unit 1 mock paper – to be completed during the October half term</li></ul>	<ul style="list-style-type: none"><li>- Research newspaper articles related to social inequality</li><li>- 12 mark essay questions from the social inequality unit.</li><li>- Unit 2 mock paper – to be completed during the Easter holiday.</li><li>- Activities from the revision booklet; practice exam questions.</li></ul>	<ul style="list-style-type: none"><li>- Activities from the revision booklet; practice exam questions, mock papers</li></ul>

<b>Controlled Assessment/Internal Assessment Dates and Details</b>	<b>Controlled Assessment/Internal Assessment Dates and Details</b>	<b>Controlled Assessment/Internal Assessment Dates and Details</b>
<ul style="list-style-type: none"> <li>- Crime and Deviance class mock exam</li> <li>- Year 11 mock exam (focusing on the whole of Unit 1 and the Crime and Deviance section of Unit 2)</li> <li>- Unit 1 past paper to be completed as homework.</li> </ul>	<ul style="list-style-type: none"> <li>- Mass Media class mock exam</li> <li>- Social inequality class mock exam</li> <li>- Unit 2 past paper to be completed as homework</li> </ul>	<ul style="list-style-type: none"> <li>- Unit 2 mock exam – to be completed in class.</li> </ul>

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

Ken Browne - An Introduction to Sociology. This is one of the most detailed textbooks available for GCSE sociology. We have a small number of school copies but would make an excellent supplement for the main textbook that the school uses.

- **ISBN-13:** 978-0745650081

Collins Revision - GCSE Sociology for AQA. This is the revision guide we use, students are welcome to purchase the original version.

- **ISBN-13:** 978-0007350599

- Continue to read newspapers (not the Metro) as a resource for keeping up-to-date with news related to society, politics and current affairs. Also, watching useful TV programmes such as Question Time would help with the Power unit.
- To ensure that all homework set and all research projects are carried out to the best of the student's ability







