

Curriculum Information

Year 10

2016-17

Year: 10

Subject: Art and Design

Curriculum Leader: Mr P Singh

Learning across the Year 2016-17

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>Expectations and introduction to course</p> <p>The Body</p> <ol style="list-style-type: none"> 1. Depictions of body in history. Introduction to Caravaggio. 2. Baroque and hip hop culture. Charcoal drawings. 3. Caravaggio and chiascuro. Chalk drawings. 4. Portraiture and Expression. Dumas, Munch and Schiele. Bleach painting. 5. Portraiture and Expression 2. Cindy Sherman. Intro photoshop. 6. Lachapelle and Botticelli images. Compare and contrast. Photoshoot cont. 7. Banksy. Start stencil 8. Shepard Fairey. Continue stencil making. 9. Villegle, Cutup and Faile. Decollage background. 10. Archimboldo, Fairburn, Tomaselli. Collage background. 11. Spray backgrounds. Evaluation. 12. Body and expression. Rubens to Saville. Oil pastel drawings. 13. Painting the Body. Saville and Bacon. 	<p>Belongings</p> <ol style="list-style-type: none"> 1. Belonging Title Page 2. Audrey Flack Analysis 2. Personal objects: Still Life Photography 3. Paul Catherall Research & analysis 4. Catherall 'cut paper' copy 5. Take some objects or part of still life and turn into Michael Craig Martin (MCM) line drawing 6. Mono print experiments 7. Develop 1 or 2 personal ideas and experiment with materials 8. Develop 1 idea further and plan alternative compositions 9. Create small version of final idea 10. Practice areas of final piece <p>MOCK EXAM</p> <ol style="list-style-type: none"> 11. Finish Final Piece 	<p>Belongings 3D</p> <ol style="list-style-type: none"> 1. Casting experiment 2. 3D artist research and analysis 3. Primary resources and ideas 4. Developing ideas 5. 3D Outcome 6. Documentation and evaluation
Homework	Homework	
<ol style="list-style-type: none"> 1. Create a timeline of the Body in Western Art. 2. Present a page on Caravaggio. 3. Visit National Portrait Gallery or Website – pick your favourite portrait and analyse 4. Copy favourite portrait 5. Portrait in the style of chosen artist. 	<ol style="list-style-type: none"> 1. Audrey Flack Artist Copy 2. Own still life copy =dry media + wet media 3. Own still life cut paper 4. MCM research and analysis 5. Computer colouring of line drawing + Felt-tip version 	<ol style="list-style-type: none"> 1. Refine casting, take photos and document 2. Sketch ideas based on research 3. Ensure photography is from all angles to work from. 4. Refine final 3D work <p>Summer homework:</p>

<p>6. Self-portrait photo of favourite pop icon/ film. 7. Present a page on Banksy or Shepard Fairy. 8. Create decollage portrait. 9. Present a page on chosen collage artist.</p>	<p>6. 3-5 Initial ideas for final piece 'belongings' 7. Mood-board/collage from secondary sources of ideas 8. Related artist 9. Statement of Intention</p>	<p>1. Double page of drawings depicting 'Transformation' 2. Double page of photography depicting 'Transformation'</p>
<p>Controlled Assessment/Internal Assessment Dates and Details</p>	<p>Controlled Assessment/Internal Assessment Dates and Details</p>	<p>Controlled Assessment/Internal Assessment Dates and Details</p>
<p>October: Marking Deadline December: The Body deadline</p>	<p>Feb: Marking Deadline April: Mock Exam – 5 hours May: Belongings Deadline</p>	<p>June – Marking Deadline July – Outcome for Transformation deadline</p>
<p>Recommended Resources</p>	<p>Independent Learning Expectations</p>	
<p><i>An art kit is available to purchase from school containing all necessary equipment needed at home</i> Art equipment needed: A3 Sketchbook, 2b + 4b Pencil rubber, sharpener, ruler, glue stick, scissors watercolour set, paint brushes. colouring pencils Useful websites: Exam boards: www.edexcel.co.uk Excellent coursework support and artist archive: http://www.art2day.co.uk/ http://www.juliastubbs.co.uk/index.html http://www.studentartguide.com/ Gallery websites: http://www.saatchigallery.com/ http://www.tate.org.uk/ http://www.nationalgallery.org.uk/ http://www.vam.ac.uk/</p>	<p>2-3 hours must be spent on homework and finished class work per week. Art and Design requires independent study throughout the year and expects students to creatively explore the themes in their own way. Exhibition visits during weekends and holidays are highly recommended to see art in context. Most students can spend hours on art but enjoy immensely because of the nature of the work. Approximately 20 tasks per term need to be completed at the highest level to meet the course these have been broken down into class and homework. Classwork that is not finished in lessons should be completed at home or in study club. If student is absent they <i>must</i> catch up. Study club does not replace homework time but used for those needing additional teaching support those falling behind their target grades.</p>	<p>Useful and enriching galleries around London: 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>

Year: 10

Subject: ASDAN

Curriculum Leader: Ms Pierre

Learning across the Year 2016-17

Email: g.pierre@holymfamily.waltham.sch.uk

<p>Course Details Certificate of Personal Effectiveness (CoPE) Level 1 and Level 2 - Level 1 is equivalent to GCSE grades D-G Level 2 is equivalent to GCSE grades A*-C Aims:-</p> <ul style="list-style-type: none"> · To develop and demonstrate a range of personal , key and employability skills leading to personal effectiveness · To broaden experience and manage learning through the enrichment activities provided by the ASDAN challenges · To receive formal recognition and accreditation for above 	<p>Exam Board: ASDAN Percentage of course that is Coursework: 100% Percentage of course that is Exam: 0% All Internal and External Moderation and Continuous Assessment</p>	
Autumn Term	Spring Term	Summer Term
<p>Introduction to ASDAN Setting up the Student Book Setting up the Student Portfolio Working with others – Citizenship and Community Work related Learning & Enterprise Sport & Leisure Home Management</p>	<p>The Environment Number Handling Health Survival World of Work</p>	<p>Technology The Wider World Expressive Arts Beliefs and Values</p>
Homework	Homework	Homework

Portfolio building through challenges and project work. (See learning expectations)	Portfolio building through challenges and project work. (See learning expectations)	Portfolio building through challenges and project work. (See learning expectations)
Controlled Assessment/Internal Assessment Dates and Details	Controlled Assessment/Internal Assessment Dates and Details	Controlled Assessment/Internal Assessment Dates and Details
Internal assessment of Student Portfolio - Support for moderation from ASDAN	Internal assessment of Student Portfolio - Support for moderation from ASDAN	<u>External</u> assessment of Student Portfolio - Support for moderation from ASDAN
Recommended Resources	Independent Learning Expectations	
<p>Recommended Resources</p> <p>Student Booklet</p> <p>Student Portfolio</p> <p>Stationery</p> <p>Camera</p> <p>Posters</p> <p>Visits</p> <p>Plus many more</p> <p>http://www.asdan.org.uk</p>	<p>Independent Learning Expectations</p> <p>3-5 hours must be spent on student booklet and portfolio building following up directed sessions each week.</p> <p>ASDAN requires independent study throughout the year and expects students to explore the themes from direction.</p> <p>Students should be able to enjoy building their portfolios because of the interactive challenges set to work on.</p> <p>Approximately 12 tasks per term need to be completed to meet the course. Challenges and tasks that are not finished in lesson should be completed at home or in study club and evidenced in the portfolio. If a student is absent they must catch up.</p> <p>Study club does not replace homework time but is used for those needing additional teaching support or those falling behind with their booklets and portfolio work.</p>	<p>Useful and enriching galleries around London:</p> <p>William Morris Gallery</p> <p>Tokarska</p> <p>Tate Modern</p> <p>National Portrait Gallery</p> <p>Saatchi</p> <p>Victoria and Albert Museum</p> <p>Camden Art Centre</p> <p>Barbican</p> <p>White Cube</p> <p>Serpentine Gallery</p> <p>The Photographers Gallery</p> <p>Hayward Gallery</p> <p>Courtauld Gallery</p> <p>Louise Blouin Foundation</p> <p>The Wallace Collection</p> <p>National Gallery</p> <p>Royal Academy of Arts</p>

Year: 10

Subject: Business

Curriculum Leader: Mrs Cesario-Ziten

Learning across the Year 2016-17

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

<p align="center">Course Details</p> <p>A course of study aimed to explore vital business concepts such as marketing, production and finance.</p>	<p>Exam Board: OCR Percentage of course that is Coursework: 25% Percentage of course that is Exam: 75%</p>	
<p align="center">Autumn Term</p>	<p align="center">Spring Term</p>	<p align="center">Summer Term</p>
<p>Unit A291: Marketing and enterprise</p> <p>Marketing: --Market research and data collection --The marketing mix --Marketing in the wider business environment</p> <p>Enterprise: --Enterprise and the entrepreneur --The business plan</p> <p>Controlled assessment</p> <p>Approx. 16 hours – 60 marks 25% of the qualification Candidates select one of the two controlled assessment tasks made available by OCR.</p>	<p>Unit A292: Business and people</p> <p>• The structure of business activity: --The need for business activity --Business ownership, trading organisations, growth and location</p> <p>• The workforce in business: --Employment and retention --Organisation and communication</p>	<p>OCR GCSE Business Studies Unit A293: Production, Finance and the External Business Environment.</p> <ul style="list-style-type: none"> • Financial management • Production • Business Ethics • External environment • Interest rate • Exchange rate.
<p align="center">Homework</p>	<p align="center">Homework</p>	<p align="center">Homework</p>
<p>Homework will aim to extend understanding of a marketing campaign of large companies e.g. Asda, Cadbury 's</p>	<p>Controlled assessment research of chosen business to investigate.</p>	<p>Understanding Human resource management Research the various form of business ownership .e.g. PLC, LTD, Partnership, Sole trader.</p>

Controlled Assessment/Internal Assessment Dates and Details	Controlled Assessment/Internal Assessment Dates and Details	Controlled Assessment/Internal Assessment Dates and Details
<p>Internal mock test to assess learning of Marketing and Enterprise.</p> <p>There will be a test at the end of each unit of work.</p>	<p>Controlled assessment days will be start in Spring term. Approx. 16 hours will be spent on completing CA.</p> <p>There will be a test at the end of each unit of work.</p>	<p>Controlled Assessment completion deadline end of April 2018.</p> <p>There will be a test at the end of each unit of work.</p>
Recommended Resources	Independent Learning Expectations	
<p>Use useful business resources:</p> <p>www.bized.com www.tutor2u.com www.bbc.news.com</p>	<p>Watching business programmes such as Dragon’s Den and The Apprentice will extend and apply business knowledge acquired on this course.</p> <p>To rely on their own independent learning to research a chosen business to use as a base for their controlled assessment.</p> <p>To use good organisational skills to plan the research fo0r controlled assessment.</p> <p>To be responsible for meeting all course work deadline and for handing in all set homework on time.</p>	<p>Useful and enriching galleries around London: 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>

Year: 10

Subject: Computer Science

Curriculum Leader: Ms Kaur

Learning across the Year 2016-17

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Course Details	Exam Board: OCR Percentage of course that is Controlled Assessment: 20% Percentage of course that is Exam: 80%	
Autumn Term	Spring Term	Summer Term
<p><i>Learning about computational thinking, algorithms and programming</i></p> <p>Algorithms Programming techniques Producing Robust programs Computational Logics Translators and facilities of languages</p>	<p><i>Learning how to report your controlled assessment:</i></p> <p>Definition of success criteria Analysis Design/flowchart/pseudocode Screenshots/annotation Testing (whitebox and blackbox) Evaluation/Success criteria</p> <p><i>Completion of programming project (20 timed hours)</i></p>	<p><i>Learning about computational thinking, algorithms and programming</i></p> <p>Data representation Reviewing Algorithms Reviewing Programming techniques Reviewing Producing Robust programs Reviewing Computational Logics Reviewing Translators and facilities of languages</p>
Homework	Homework	Homework
<p>Practicing exam questions. Producing algorithms</p>	<p>Practicing exam questions. Preparing for controlled assessment</p>	<p>Practicing exam questions.</p>
Controlled Assessment/Internal Assessment Dates and Details	Controlled Assessment/Internal Assessment Dates and Details	Controlled Assessment/Internal Assessment Dates and Details
<p>Test on all content covered weeks beginning 10th and 17th October 2016</p>	<p>In class exam weeks beginning 23rd and 30th Jan 2017 based on all content covered</p>	<p>Test on all content covered week beginning 17th April 2017</p> <p>Mock on all content covered weeks beginning 26th April 2017 and 3rd July 2017</p>

Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
To practise python coding language to help further knowledge about programming principles by complete extension exercises & creating mini programs	To practise python coding language to help further knowledge about programming principles by complete extension exercises & creating mini programs	To practise python coding language to help further knowledge about programming principles by complete extension exercises & creating mini programs
Recommended Resources	Independent Learning Expectations	
<p>http://www.gcsecomputing.org.uk/ - website guide to the course and materials.</p> <p>http://www.freepascal.org/ - download this to program in Pascal. Parental consent needed.</p> <p>http://www.taoyue.com/tutorials/pascal/pas00.html - simple tutorials for Pascal programming.</p> <p>http://www.codecademy.com/ learn to code in Python. You don't need Python installed on your computer to learn python this way.</p> <p>OCR Computing for GCSE: Student's Book by Sean O'Byrne</p> <p>OCR Computing for GCSE - A451 Revision Guide for Unit 1</p>	<p>To download Python Version 3 on to their home computer and practice python coding. Alternatively they can use 'codecademy' website to learn the python coding language. To ensure that all homework set and all controlled assessments are done to the best of the student's ability.</p> <p>To ensure that students use after school hours to practise controlled assessment activities so that they can use lesson time productively. This means that if they are struggling during controlled conditions in lesson, they must go home and figure out how they can move forward with the activity in the next lesson by practising at home.</p>	

Year: 10

Subject: Digital Applications

Curriculum Leader: Ms Kaur

Learning across the Year 2016-17

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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
<u>UNIT 1 DA201</u> <ul style="list-style-type: none">● Introduction to the Course● Comparing websites● Creating folders● Understanding web site structures● Understanding Dreamweaver● Creating own layers and templates● Learning hotspots● Understanding navigation bars● Working with audacity● Understanding basic coding for websites Mock exam practice	<u>UNIT 1 DA201</u> <ul style="list-style-type: none">● Creating storyboards● Understanding site plan● Annotate a website showing a suitable house style● Save images in a folder● Creation of rollover images for their pages. Discussion on why and appropriate rollover images. Rollover images on every page to be consistent.● Talk of consistency and proportions on pages.● Accessibility on web pages● Addressing skills and knowledge based on creating on website● 1st Exam practice scenario Mock exam practice	<u>UNIT 1 DA201</u> 2 nd Exam Practice Task 1 - Identify the purpose and audience for the new Smarts Leisure Park website. Task 2 Produce a Site plan with details of at least five pages shown Task 3 - Create an annotated document showing a suitable house style. Task 4 - Create an annotated Page Plan for each page showing the location of the elements for your Website. Task 5 - Evidence of collecting and storing at least two images for your website Task 6- Create the website using the images given. 3 pages and correct layout using assets / images/ rollovers/links/style <ul style="list-style-type: none">● Skills recap● Prepare for exam- Exam test, students are given the assets folder and scenario, they must read the

		scenario and interpret it. Exam is 2 and ½ hours. <i>Jun-July</i> Start Unit 4: Game Maker
Homework	Homework	Homework
<ul style="list-style-type: none"> Brainstorming website ideas and layouts Designing own website –drawings Drawing flowcharts explaining different web structures Presentation preparation to feedback skills knowledge to class 	Video tutorials for Dream weaver Learning theory and skills for Unit 1	Practising Dream weaver Learning theory and skills for Unit 1 and practicing exam techniques
Controlled Assessment/Internal Assessment Dates and Details	Controlled Assessment/Internal Assessment Dates and Details	Controlled Assessment/Internal Assessment Dates and Details
<ul style="list-style-type: none"> Mock exam Week beginning- 10th October 2016 	<ul style="list-style-type: none"> <u>Web design - Exam Jan 2017</u> Week beginning -30th Jan 2017- In class assessment Parents evening 9th March 2017	<ul style="list-style-type: none"> Week beginning- 17th April 2017 - In class assessment <u>Web design- Exam May 2017</u>
Recommended Resources	Independent Learning Expectations	
http://www.thesitewizard.com/gettingstarted/dreamweaver1.shtml <u>Books:</u> Dreamweaver CS6 -By Nick Vandome Dreamweaver - By FR Heathcote	To Download Dreamweaver on to your home computer and practice the skills. Can also use the website called ‘funky chicken’ for basic coding. To ensure all homework set and all controlled assessment is done to your best ability. To ensure that students use after school hours to practice controlled assessment activities so that they can use lesson time productively. This means if they are struggling during controlled conditions n lesson, they must go home and figure out how they can move forward with the activity in the next lesson by practicing at home.	

Year: 10

Subject: Drama

Curriculum Leader: Ms Hampshire

Learning across the Year 2016-17

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

Course Details		Exam Board: Edexcel Percentage of course that is Coursework: 40% Percentage of course that is Exam: 60%	
Autumn Term	Spring Term	Summer Term	
<p>During this term students will begin to work on Component 3, which is the final written exam that will take place in the Summer of 2018. During this term the students will:</p> <p>Explore the play An Inspector Calls by J.B Priestly. The play will be explored practically and will develop the student's knowledge of how to:</p> <ul style="list-style-type: none">• Develop character for performance• How to direct and stage the play• How to use a range of techniques to direct extracts of the play• How lights, sound, music, costume and set can be used to develop an interpretation for the play. <p>In the latter half of the term, students will work towards performing key scenes of the play for an invited audience.</p>	<p>During this term students will complete the following:</p> <ul style="list-style-type: none">• Students will perform a version of An Inspector Calls to an invited audience. <p>In the second half of the term, students will begin working on their devised performances. For this unit students will:</p> <ul style="list-style-type: none">• Be presented with a stimulus material as a source of inspiration for developing devised work.• Work in groups to research and develop ideas for performance.• Devise an original piece of theatre to perform to a visiting audience.• Complete a written portfolio that discusses their process of developing their work and that evaluates the final performance.	<p>During this term students will:</p> <ul style="list-style-type: none">• Complete their written portfolio based on their devised piece• Revise An Inspector Calls in preparation for their end of year exams.	
Homework	Homework	Homework	
<ul style="list-style-type: none">• Essay practice in relation to the five questions that they will be expected to answer in the final written exam.	<ul style="list-style-type: none">• Learning lines• Research possible stimulus material and ideas for devised work	<ul style="list-style-type: none">• Drafting of the portfolio• Completion of the final written portfolio• Revision of An Inspector Calls• Exam practice of An Inspector Calls	

<ul style="list-style-type: none"> Research around the social, cultural and historical context of the play. 	<ul style="list-style-type: none"> Log Book entries: reflecting and evaluating the process and development of devised work Drafting of portfolio 	
Coursework/Internal Assessment Dates and Details	Controlled Assessment/Internal Assessment Dates and Details	Controlled Assessment/Internal Assessment Dates and Details
There will be ongoing assessment via the fortnightly essay questions that will be set.	<ul style="list-style-type: none"> The devised performance equates to 40% of the student's' final grade. The devised performance to an audience will take place towards the end of May or early June 2017 	<p>The deadline for the final written portfolio will be the 30th of June 2017</p> <p>Students will have end of year exams during the end of June and beginning of July. They will sit a mock paper based on An Inspector Calls during this period, which is expected to last an hour.</p>
Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
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"> Using appropriate terminology when evaluating practical work both orally and written work. Researching theatre practitioners and understanding how their theories can help to develop and shape performance 	<ul style="list-style-type: none"> Attend the GCSE and A level showcases to inspire your thoughts around theatre and live performance, in preparation for the theatre review unit. Managing deadlines Redrafting exam practice essays in order to develop confidence and secure writing style.
Recommended Resources	Independent Learning Expectations	
<ul style="list-style-type: none"> Attend as much live theatre as possible Watch clips on YouTube of a range of theatre companies to get ideas: DV8, Complicite, Push Read range of theatre reviews in national newspapers The Stanislavsky Toolkit - ISBN - 978-1854597939 The Brecht Toolkit - ISBN - 978-1854595508 	<ul style="list-style-type: none"> To learn lines To attend rehearsals To log process throughout the devising process, in order to aid with the writing of the final written portfolio. To research and contribute ideas to the developmental process. 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 To manage deadlines and organise time appropriately. 	

Year: 10

Subject: English Literature and English Language

Curriculum Leader: Mrs Woolnough

Learning across the Year 2016-17

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Course Details	Exam Board: AQA Percentage of course that is Controlled Assessment: 0% Percentage of course that is Exam: 100%	
Autumn Term	Spring Term	Summer Term
<p>Literature Paper 2 Section A: An Inspector Calls (J.B.Priestley) This post-war British play forms 21.25% of the English Literature qualification, and is the core drama text. All examinations are closed book - students are expected to learn and revise key quotations.</p> <p>Language Paper 1 Part A: Explorations in Creative Reading This part of the Language paper is worth 25%. Students will be taught to analyse a range of 20th and 21st Century fiction extracts, examining the ways that writers have made deliberate choices when crafting them and exploring/evaluating different viewpoints in relation to an unseen text.</p>	<p>Literature Paper 1 Section A: Shakespeare Students will study Shakespeare's Macbeth in its entirety. This set text forms 21.25% of the English Literature qualification. All examinations are closed book - students are expected to learn and revise key quotations. All students will have the chance to watch the play performed live in school by The Young Shakespeare Company.</p> <p>Language Paper 2 Section A: Exploring Writers' Viewpoints and Perspectives. This part of the Language paper is worth 25%. Students will be taught to analyse a range of 19th, 20th and 21st Century non-fiction extracts, examining the ways that writers have made deliberate choices when crafting them and exploring/evaluating different viewpoints in relation to an unseen text. Students will focus</p>	<p>Literature Paper 2 Section B: Studied Poetry Students will study 15 poems from the Conflict and Power cluster of poetry that AQA will provide in an anthology. The study and comparison of the poems is worth 18.75% of the English Literature qualification.</p> <p>Literature Paper 2 Section C: Response to Unseen Poem Students will be taught how to analyse and make their own interpretations of a wide range of poetry. Skills of being able to write in a critical style using textual references, including quotations, to support and illustrate interpretations will be taught explicitly as will the requirement for students to be able to confidently write about the language, form and structure used by the writer. This section of the</p>

	heavily on their ability to compare unseen texts effectively.	exam paper is worth 15% of the English Literature qualification. Students will also be taught the skills of comparing poems and how to transfer these skills into a comparative essay which will be worth 5% of the English Literature qualification.
Homework	Homework	Homework
Some examples include: 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 Practice essays Sample exam questions Character profiles Creating presentations on aspects of the texts to give to peers.	Examples include 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 Practice essays Sample exam questions Character profiles Creating presentations on aspects of the texts to give to peers	Examples include: Past exam papers Creating revision notes and guides Practice essays
Controlled Assessment/Internal Assessment Dates and Details	Controlled Assessment/Internal Assessment Dates and Details	Controlled Assessment/Internal Assessment Dates and Details
10th-21st October: Timed Essay on An Inspector Calls. Ongoing assessment throughout the term on English Language GCSE content.	W/B: 23rd Jan: Literature Paper 2, Section A (45 minutes); Language Paper 1, Section A (60 minutes)	w/b 17th April: Literature Paper 1, Section A (60 minutes); Language Paper 2, Section A (60 minutes) W/b 26th June: End of Year 10 exams English Language Paper 1: Explorations in Creative Reading and Writing (1 hour 45 minutes) English Literature: Macbeth & Poetry (2 hours 15 minutes)
Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
Student leadership tasks within lessons	Create a number of revision podcasts to help your peers with revision.	Run revision sessions for your friends

<p>Read a number of texts from the KS4 'Challenge' book list Create your own Learning Journal for each text. Create your own revision guide for each text.</p>	<p>Design a number of original exam questions, and self-mark your responses. Film a modern day version of part of one of the texts on your phone or iPad. Set up a revision website or blog.</p>	<p>Create a booklet of 'model' answers for the exam questions.</p>
<p>Recommended Resources</p>	<p>Independent Learning Expectations</p>	
<p>An Inspector Calls (J B Priestley) Macbeth (Shakespeare) AQA Poetry Anthology: Poems Past and Present BBC Bitesize The Student Room Phillip Allen Literature Guides (for An Inspector Calls and Power and Conflict Poetry)</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. All students should read each text at least 4 times before the examinations. 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. 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: 10

Subject: Food and Cookery

Curriculum Leader: Ms Litchfield

Learning across the Year 2016-17

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Course Details	Exam Board: NCFE Percentage of course that is Controlled Assessment: 75% Percentage of course that is Exam: 25%	
Autumn Term	Spring Term	Summer Term
Preparing self and the environment for cooking Prepare and storing equipment for cooking Cooking food showing a variety of skills - roasting, poaching, sautéing, stewing, casseroling, sauce making Examples of food to cook - soup, bread, spaghetti Bolognese, apple pie, curry and rice, fish pie, cauliflower cheese, macaroni cheese	Main food groups Eatwell plate Cooking food showing a variety of skills - roasting, poaching, sautéing, stewing, casseroling, sauce making Examples of food to cook - lasagne, spaghetti carbonara, eggs, oven chips, stir fried chicken, sweet and sour chicken	Sources of food Seasonality of food Food Choices Portion Control Nutrients Balanced diets Changing recipes to make them more healthy
Homework	Homework	Homework
Researching recipes Preparation to cook Worksheets to check learning in lesson	Researching recipes Preparation to cook Worksheets to check learning in lesson	Practice exam questions Researching recipes Preparation to cook

Controlled Assessment/Internal Assessment Dates and Details	Controlled Assessment/Internal Assessment Dates and Details	Controlled Assessment/Internal Assessment Dates and Details
Assessment 10th Oct - 21st Oct 2016 Unit 01 Preparing to cook Dec 2016 Food safety Exam	Assessment 23rd Jan - 3rd Feb 2017 Unit 01 Preparing to cook	Assessment 17th - 21st April 2017 Unit 02 Understanding Food June 2017 External Assessment of Unit 03 Exploring balanced diets

Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
To achieve a distinction grade on all tasks Will choose to show high level skills when cooking.	To achieve a Distinction grade on all tasks Will choose to show high level skills when cooking.	To achieve a Distinction grade on all tasks Will choose to show high level skills when cooking.
Recommended Resources	Independent Learning Expectations	
FOOD SAFETY FIRST PRINCIPLES , Claire Nash. Chartered Institute of Environmental Health http://www.bbc.co.uk/food/ http://www.recipes.vegsoc.org/ http://www.nhs.uk/Change4Life/Pages/health-eating.aspx http://www.meatandeducation.redmeatinfo.com/ Students need to bring ingredients and a labelled container to take cooked food home.	Watching TV programmes to increase their knowledge of different foods and how they are prepared. E.g. Master Chef, Saturday Kitchen Visit a variety of restaurants and experience different foods Choose work experience in a restaurant or kitchen	

<p>http://explorefood.foodafactoflife.org.uk - use this program to analyse their diet and nutritional content of the food they cook</p>	<p>Practise cooking different food products to develop cooking skills.</p>	
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Year: 10

Subject: French

Curriculum Leader: Mrs Heath

Learning across the Year 2016-17

Email: j.heath@holyfamily.waltham.sch.uk

Course Details		
	Exam Board: Edexcel Linear Exam - All papers taken at the end of Year 11 Percentage of course that is Exam: 100%	
Autumn Term	Spring Term	Summer Term
<p><u>Module 1: Identity & Culture</u></p> <ul style="list-style-type: none">Revising familyRevising activitiesFriendsRelationshipsGoing outWhat you have done on a night outWhen you were youngerRole modelsModel assessments <p><u>Module 2: Identity & Culture</u></p> <ul style="list-style-type: none">Revising sport and musicRevising technology, films and TVSportYour life onlineBooks and readingTV programmesActors and films <p>Please note that Module 2 starts in the autumn term but finishes in the spring term.</p>	<p><u>Module 3: Identify & Culture</u></p> <ul style="list-style-type: none">Food and mealsShopping for clothesDaily lifeFood for special occasionsUsing polite languageDescribing family celebrationsDescribing festivals and traditions <p><u>Module 4: Local area, holiday & travel</u></p> <ul style="list-style-type: none">Where you live, weather and transportDescribing a townDescribing a regionUsing negativesDiscussing what to see and doDiscussing plans and weatherDescribing community projects <p>Please note that module 4 starts at the end of the summer term.</p>	<p><u>Module 5: Local area, holiday & travel</u></p> <ul style="list-style-type: none">What you normally do on holidayPast and future holidaysIdeal holidayBooking hotelsOrdering in a restaurantTravellingBuying souvenirsHoliday disasters <p>Please note that this module finishes at the beginning of the autumn term of Year 11.</p>
Homework	Homework	Homework

<p>We follow the same pattern in each module:</p> <ol style="list-style-type: none"> 1. Spelling test on key vocabulary 2. Reading task (authentic material) 3. Pixl Reading (exam type task) 4. Writing 5. Redraft 	<p>See autumn term.</p>	<p>See autumn term.</p>
<p>Controlled Assessment/Internal Assessment Dates and Details</p>	<p>Controlled Assessment/Internal Assessment Dates and Details</p>	<p>Controlled Assessment/Internal Assessment Dates and Details</p>
<p>A GCSE grade will be awarded after each piece of redrafted written work.</p> <p>In-class assessment: Translation into French (Week beg 17th Oct 2016)</p>	<p>A GCSE grade will be awarded after each piece of redrafted written work.</p> <p>In-class assessment: F/H Overlap writing task of 80-90 words (Week beg 30th Jan 2017)</p>	<p>A GCSE grade will be awarded after each piece of redrafted written work.</p> <p>In-class assessment: F/H General conversation (Week beg 17th April 2017)</p> <p>Mock Listening and Reading exam (Week beg 26th June 2017)</p>
<p>Challenge Tasks</p>	<p>Challenge tasks</p>	<p>Challenge Tasks</p>
<p>All lessons are planned according to what students must, should and could complete during the lesson. Thus all lessons include a challenge task.</p> <p>All students have PLCs that need to be constantly updated and referred to.</p> <p>Students must continue to re-apply vocabulary in a new context.</p> <p>Students must use flashy vocabulary.</p> <p>All students have been provided with a Student Guide, which contains a progress review section, the marking criteria and strategies to improve.</p>	<p>See autumn term.</p>	<p>See autumn term.</p>
<p>Recommended Resources</p>	<p>Independent Learning Expectations</p>	

<ol style="list-style-type: none"> 1. Studio for Edexcel GCSE French 9-1 (Foundation): ISBN 978 1292117829 2. Studio for Edexcel GCSE French 9-1 (Higher): ISBN 978 1292117836 3. Edexcel Revision Guide: given to all students at the start of the year. These should be brought to every lesson and be replaced if lost by the student 4. Student Guide to Success for GCSE (supplied in September by class teacher) 5. Collins Easy Learning French dictionary or Oxford Learner's dictionary: recommended for home use only as we have large stocks in school 6. www.languagesonline.org.uk 7. www.bbc.co.uk/schools/gcsebitesize/french/ 8. www.edexcel.com/Subjects/Languages (for past papers) 9. www.voki.com (support for Speaking) 10. www.wordreference.com 11. Youtube: Cyprien 12. Youtube: Easy French 13. Youtube: Monsieur Pattinson 	<p>To persevere with a task taking into account the 1, 2, 3 Rule</p> <p>To update the <i>Progress Review</i> page every month</p> <p>To correctly label the homework sheets with targets for improvement</p> <p>To use the green pen to improve work</p> <p>To act on targets set by the teacher to provide evidence of improvement</p> <p>To glue all worksheets into your exercise book</p> <p>To refer to the <i>Student Guide to Success</i></p> <p>To develop grammatical skills</p> <p>To practise appropriate use of the dictionary instead of resorting to Google translator</p> <p>To apply the <i>TONIC</i> strategy.</p>	
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Year: 10

Subject: Geography

Curriculum Leader: Mr Delbourgo

Learning across the Year 2016-17

Email: g.delbourgo@holyfamily.waltham.sch.uk

<p>Course Details</p>	<p>Exam Board: AQA Percentage of course that is Controlled Assessment: 0% Percentage of course that is Exam: 100%</p>	
<p>Autumn Term</p>	<p>Spring Term</p>	<p>Summer Term</p>
<p><u>PHYSICAL GEOGRAPHY: UK physical landscapes - Coasts</u></p> <ul style="list-style-type: none"> • Range of diverse landscapes • Coastal processes • How geological structure and rock type influence coastal landforms (e.g. those resulting from erosion and deposition): case study of Holderness coast • Case study of coastal management (hard engineering, soft engineering and managed retreat) to illustrate costs and benefits <p><u>GEOGRAPHICAL APPLICATIONS - Fieldwork and skills:</u></p> <ul style="list-style-type: none"> • Cartographic skills • Graphical skills • Numerical skills • Statistical skills • Use of qualitative and quantitative data • Formulate enquiry and argument • Literacy 	<p><u>HUMAN GEOGRAPHY: Urban issues & challenges</u></p> <ul style="list-style-type: none"> • The global pattern of urban change • Urban trends in HCs and LICs • Factors affecting the rate of urbanisation; emergence of megacities • Case study of a major city in a LIC (or NEE) e.g. Mumbai to illustrate: location, importance, causes of growth, opportunities and challenges created by urban growth; case study of how urban planning is improving the quality of life for the urban poor (e.g. improvements to Dharavi slum) • Overview of the distribution of population and the major cities of the UK. Case study of a major UK city (e.g. London) to illustrate: location and importance; impacts of migration on its growth and character; how urban change has created opportunities and challenges; example of an urban regeneration project (QE2 Olympic Park) • Features of sustainable urban living (water & energy conservation, waste recycling, creating green space) 	<p><u>PHYSICAL GEOGRAPHY: The Living World</u> (extended project)</p> <p><u>Ecosystems</u></p> <ul style="list-style-type: none"> • An example of a small scale UK ecosystem to illustrate concepts; balance between components and impacts on the ecosystem of changing one component – c/s Epping Forest deciduous woodland • Overview of distribution and characteristics of global biomes <p><u>Tropical rainforests</u></p> <ul style="list-style-type: none"> • Physical characteristics, interdependence, plant & animal adaptations, biodiversity issues • Deforestation: changing rates; case study to illustrate causes and impacts • Value of TRF – goods and services • Sustainable management strategies – Samboja Lestari c/s <p><u>Hot deserts</u></p>

	<ul style="list-style-type: none"> • How urban transport strategies are used to reduce traffic congestion <p><u>HUMAN GEOGRAPHY: UK physical landscapes - Rivers</u></p> <ul style="list-style-type: none"> • Long profile and changing cross profile of a river and its valley • Fluvial processes • Characteristics and formation of landforms resulting from (a) erosion (b) erosion & deposition (c) deposition • Case study of a UK river valley to identify its major landforms of erosion and deposition – River Tees? • How physical and human factors affect flood risk • Hydrographs to show relationship between precipitation and discharge • Costs and benefits of hard and soft engineering • Case study of a UK flood management scheme – e.g. river restoration on the Hampshire Avon at East Chisenbury 	<ul style="list-style-type: none"> • Physical characteristics, interdependence, plant and animal adaptations, biodiversity issues • Case study (e.g. UAE & Oman) to illustrate opportunities and challenges • Desertification: causes and strategies to reduce it <p><u>HUMAN GEOGRAPHY: The Challenge of Resource management</u> (summer extended project - to be submitted in September)</p> <p><u>Resource Management</u></p> <ul style="list-style-type: none"> • Significance of food, water and energy to well-being • Overview of global inequalities in food, water & energy supply and consumption • Overview of food, water and energy resources in the UK – changing demand creating opportunities and challenges <p><u>Water</u></p> <ul style="list-style-type: none"> • Areas of surplus and deficit (patterns, reasons for increasing water consumption, factors affecting water availability) • Impacts of water insecurity • Strategies to increase water supply: methods plus c/s of large scale water transfer scheme (e.g. California) • Sustainable water resource futures: methods plus a c/s of a local scheme in a LIC or NEE to increase sustainable supplies of water (e.g. Excellent Development Project in Kenya– sand dams, reforestation & terracing)
Homework	Homework	Homework
<ul style="list-style-type: none"> • Kerboodle assessment activities • Topic spelling tests and online quizzes on SMHW 	<ul style="list-style-type: none"> • Kerboodle assessment activities • Topic spelling tests and online quizzes on SMHW 	<ul style="list-style-type: none"> • Kerboodle assessment activities • Topic spelling tests and online quizzes on SMHW

Controlled Assessment/Internal Assessment Dates and Details	Controlled Assessment/Internal Assessment Dates and Details	Controlled Assessment/Internal Assessment Dates and Details
Assessment cycle 1 10/10/16 – 31/10/16 <ul style="list-style-type: none"> Examination-style questions on coastal landscapes 	Assessment cycle 2 23/01/17 – 06/02/17 <ul style="list-style-type: none"> Examination-style questions on geographical applications (fieldwork and skills) 	Assessment cycle 3: in-class assessment week 17/04/17 – 24/04/17 <ul style="list-style-type: none"> Examination-style questions on urban issues and challenges, plus some on river landscapes Assessment cycle 4: Year 10 PPEs (mock exams) 26/06/17 – 17/07/17 <ul style="list-style-type: none"> Examination-style questions on all content studied in Year 10 (coastal and river landscapes, urban issues & challenges and the living world)

Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
Meeting the top band criteria on mark schemes – i.e. ensuring that links are explicit; that case study material is relevant, specific, detailed and supports points made	Meeting the top band criteria on mark schemes – i.e. ensuring that links are explicit; that case study material is relevant, specific, detailed and supports points made	Meeting the top band criteria on mark schemes – i.e. ensuring that links are explicit; that case study material is relevant, specific, detailed and supports points made
Recommended Resources	Independent Learning Expectations	
<u>AQA GCSE Geography</u> <ul style="list-style-type: none"> Authors: John Widdowson, Rebecca Blackshaw, Meryl King, Simon Oakes, Sarah Wheeler Publisher: Hodder Education ISBN-13: 9781471859922 Price: £22.99 <u>AQA GCSE Geography Student Book</u> <ul style="list-style-type: none"> Authors: David Payne (Series Editor), Alison Rae, John Rutter, Helen Young, Rebecca Kitchen, Emma Rawlings-Smith Publisher: Cambridge University Press ISBN-13: 9781316604632 Price: £22.50 	<ul style="list-style-type: none"> To consolidate learning, by revisiting, at home, all work done in class To transform class work into students' own work by active revision, such as mind maps of topics, case study summaries, etc. 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. To keep exercise books neat, well-presented and organised (with lesson content in the correct order, as intended by staff) 	

AQA GCSE Geography Student Book

- Authors: Simon Ross, Nick Rowles
- Publisher: [Oxford University Press](http://www.oxfordup.com)
- ISBN-13: 9780198366614
- Price: £25

Year: 10**Subject: Health and Fitness****Curriculum Leader: Mrs Cole****Learning across the Year 2016-17****Email: e.cole@holyfamily.waltham.sch.uk**

Course Details	Exam Board: NCFE Percentage of course that is Controlled Assessment: 75% Percentage of course that is Exam: 25%	
Autumn Term	Spring Term	Summer Term
Unit 1: Principles of Health and Fitness	Unit 1: Principles of Health and Fitness Unit 2: Healthy lifestyles	Unit 3: Preparing and Planning for health and fitness
Homework	Homework	Homework

<p>Unit 1:</p> <ol style="list-style-type: none"> 1. Create a webpage for a leisure centre giving information on health and fitness 2. Produce a poster for your local leisure centre informing people about how the body functions. 3. Create an electronic diary of tests you have carried out to measure body composition, health-related fitness and skill-related fitness components. 	<p>Unit 1:</p> <ol style="list-style-type: none"> 1. Create a webpage for a leisure centre giving information on health and fitness 2. Produce a poster for your local leisure centre informing people about how the body functions. 3. Create an electronic diary of tests you have carried out to measure body composition, health-related fitness and skill-related fitness components. <p>Unit 2:</p> <ol style="list-style-type: none"> 1. Produce a storyboard for a video that will be shown throughout your school or college to promote healthy lifestyles. 2. Produce a presentation for secondary school pupils and college students on healthy lifestyles. 3. Create a blog to document your progress in getting people motivated to follow a healthier lifestyle: 	
<p>Controlled Assessment/Internal Assessment Dates and Details</p>	<p>Controlled Assessment/Internal Assessment Dates and Details</p>	<p>Controlled Assessment/Internal Assessment Dates and Details</p>
<p>Homework tasks Unit 1: 1/2 to be completed December</p> <p>Assessment 1 - October 2016</p>	<p>Unit 1: 2/3 and Unit 2 to be completed April</p> <p>Assessment 2 - January 2017</p>	<p>Assessment 3 - April 2017</p> <p>Assessment 4 (exam week) - June 2017</p>

Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
To achieve a Distinction grade on all tasks	To achieve a Distinction grade on all tasks	To achieve a Distinction grade on all tasks
Recommended Resources	Independent Learning Expectations	
www.nhs.uk/Tools/Pages/Healthyweightcalculator.aspx http://www.afpe.org.uk/ http://www.who.int/en/ http://www.teachpe.com/ http://www.nhs.uk/Livewell/Goodfood/Pages/eatwell-plate.aspx http://www.bhf.org.uk	<ul style="list-style-type: none"> ● To consolidate learning, by revisiting, at home, all work done in class ● To transform class work into students' own work by active revision, such as mind maps of topics, case study summaries, etc. ● 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. ● To keep books/folders neat, well-presented and organised (with lesson content in the correct order, as intended by staff) 	

Year: 10

Subject: History

Curriculum Leader: Miss Mennear

Learning across the Year 2016-17

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

Course Details	Exam Board: Edexcel History	
	Percentage of course that is Exam: 100%	
Autumn Term	Spring Term	Summer Term
<p>King Richard and King John - this is part of Paper 2 that will be examined in the summer of 2018. They will follow the following:</p> <ol style="list-style-type: none">1. Life and government in England 1189-1216 <p>The rule of King Richard and King John and how society was organised.</p> <ol style="list-style-type: none">2. Involvement overseas, 1189-1204 <p>Problems that both monarchs encountered overseas. Also, problems between each other.</p> <ol style="list-style-type: none">3. King John's downfall, 1206-1216	<p>Medicine and Public Health through Time. This is a project that discovers how medicine has changed over time; from the Medieval period to the Modern day. This is part of Paper 1 that will be examined in the summer of 2018. Students will study different time period (identified below) and explore many if the same topics to compare the change and continuity over time.</p> <ul style="list-style-type: none">● Cause of disease● Treatment of disease● Public health● Training of doctors● Hospitals● Role of individuals	<p>A historical environment study The British sector of the Western Front, 1914–18: surgery and treatment. This is the second part of Paper 1 that will be examined in the summer of 2018.</p> <p>This unit will be based on source work and hopefully a trip to the Battlefields in France.</p> <p>This will include the development of technology during this period, the actions of the RAF etc. and ultimately how surgery improved due to the fast moving pace of life on the front line.</p>

How King John became to be disliked as a monarch and how he is remembered today.	The time periods are as follows: 1350-1750 1750-1900 190-Present day	
Homework	Homework	Homework
<ul style="list-style-type: none"> ● Sample exam questions ● Reflection tasks ● Research tasks ● Online revision cards 	<ul style="list-style-type: none"> ● Sample exam questions ● Revision for test after February half term ● Reflection tasks 	<ul style="list-style-type: none"> ● Sample exam questions ● Reflection tasks ● Research tasks ● Online revision cards
Controlled Assessment/Internal Assessment Dates and Details	Controlled Assessment/Internal Assessment Dates and Details	Controlled Assessment/Internal Assessment Dates and Details
Timed essays /tests throughout the term - one at least every fortnight	Timed essays /tests throughout - one at least every fortnight As per assessment Calendar – mock paper is after February half term	TBC with individual teacher but all 3 pieces to be completed by end of summer term.

Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks

<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>
<p>Recommended Resources</p>	<p>Independent Learning Expectations</p>	
<p><i>Hodder GCSE History for Edexcel: The reigns of King Richard I and King John, 1189-121</i> by Dale Banham</p> <p>ISBN: 9781471862021</p> <p><i>Hodder GCSE History for Edexcel: Medicine Through Time, c1250–Present</i> by Ian Dawson</p> <p>ISBN: 9781471861376</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>	

Year: 10 Subject: Mathematics

Curriculum Leader: Ms Ward

Learning across the Year 2016-17

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

Autumn Term	Spring Term	Summer Term
Foundation or Higher – Students use PLC. Foundation <ul style="list-style-type: none">● Unit 7 Averages and range● Unit 8 Perimeter, area and volume 1● Unit 17 Perimeter, area and volume 2 Higher <ul style="list-style-type: none">● Unit 7 Area and volume● Unit 8 Transformations and constructions● Unit 10 Probability● Unit 11 Multiplicative reasoning	Foundation or Higher – Students use PLC. Foundation <ul style="list-style-type: none">● Unit 9 Graphs● Unit 10 Transformations Higher <ul style="list-style-type: none">● Unit 12 Similarity and congruence● Unit 13 More trigonometry	Foundation or Higher – Students use PLC. Foundation <ul style="list-style-type: none">● Unit 11 Ratio and proportion● Unit 13 Probability Higher <ul style="list-style-type: none">● Unit 14 Further statistics● Unit 15 Equations and Graphs

Homework	Homework	Homework
Standardised homework set weekly	Standardised homework set weekly	Standardised homework set weekly
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
Pre and post tests for topics.	Pre and post tests for topics.	Pre and post tests for topics.

Year: 10

Subject: Mathematics

Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
Independent study using MyMaths. Independent study using MathsWatch VLE. G&T Newsletter tasks.	Independent study using MyMaths. Independent study using MathsWatch VLE. G&T Newsletter tasks.	Independent study using MyMaths. Independent study using MathsWatch VLE. G&T Newsletter tasks.
Recommended Resources	Independent Learning Expectations	New GCSE format
<ul style="list-style-type: none"> • www.mymaths.co.uk School login: hfcs Password: minus. <ul style="list-style-type: none"> • www.mathswatchvle.com School centre ID: holyfamilycath	Complete homework. Read over notes prior to the next lesson in order to facilitate continuous progression.	<ul style="list-style-type: none"> • 3 papers (1 non calculator, 2 calculator) • 1 hour 30 minutes each • 80 marks each

Username: fullname (ie. johnsmith) Password: family <ul style="list-style-type: none"> · Mr Barton Maths. · www.hfmaths.co.uk 	Use of MyMaths and MathsWatch to identify and address area of weakness.	
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Year: 10

Subject: Media Studies

Curriculum Leader: Ms Gaynor

Learning across the Year 2016-17

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

Course Details	Exam Board: OCR Percentage of course that is Controlled Assessment: 60% (across two 30% units) Percentage of course that is Exam: 40%	
Autumn Term	Spring Term	Summer Term

<p style="text-align: center;">Introduction to Media Studies</p> <p>What is media project Genre Studies Media Language/Semiotics Representation Software Tutorials</p> <p style="text-align: center;">Unit B321: The Individual Media Studies Portfolio (Representation of Women in Urban Music Video)</p> <p>Comparative Analytical Assignment Music Video introduction, analysing the representation of women looking at the socially significant messages and values that have been constructed. Intro to the unit Understanding the assignment and criteria Case Study 1 Case Study 2 Case Study 3 Documentary Research Drafting Peer Assessment Final essay writing - Screenshots can be added to support comments.</p>	<p style="text-align: center;">Unit B321: The Individual Media Studies Portfolio (Representation of Gender in CD Covers)</p> <p>The Production Exercise Students to use media language and representation through codes and conventions to creatively design a new artists CD (x2) cover counter-typing their comparative analysis Pre-production research Genre Report Pre-production planning Audience research & theory The 'Big Three' case study Photoshop Tutorial/Reminder Production</p> <p>Evaluative Commentary reflecting on decisions made and explaining how codes and conventions have been employed to convey messages of representation Audience Feedback Peer Assessment Self-Assessment Drafting Final Evaluation Commentary</p>	<p style="text-align: center;">Unit B324: Production Portfolio in Media (Individual Magazine Production, new magazine for specific audience)</p> <p>The Production Log pre-production to include all evidence of research and planning. Students to show and evidence their production weekly to include all research and planning tasks. Intro to the unit and assessment criteria Understanding magazines Mass or Niche Audience Audience research Genre study Textual analysis Photoshop Tutorial/Reminder Planning phase Drafting all pages</p> <p style="text-align: center;"><i>(2 weeks work experience)</i></p>
Homework	Homework	Homework
<p>Week 1 – Revise for spelling & grammar test 1. Week 3 – Deconstruction task Week 5 – Choose two of your own music videos with a write up explaining why Week 7 – Revise for spelling & grammar test 2. Week 9 – Questionnaire for music videos Week 12 – Analysis of documentary</p>	<p>Week 1 – Research layouts of CD Covers Week 3 – Codes & Conventions of three genres Week 5 – Official Charts research Week 7 – Deconstruct own CD Cover Week 9 – Audience Feedback Week 11 – Coursework check with front sheet</p>	<p>Week 1 – Why are magazines important? Week 3 – Moodboard Week 5 – Planning summary Summer Homework: Photoshoot for Magazine.</p>
Controlled Assessment/Internal Assessment Dates and Details	Controlled Assessment/Internal Assessment Dates and Details	Controlled Assessment/Internal Assessment Dates and Details
<p>Friday 23rd Sept 2016: Intro to Media Studies Assessment (key skills)</p>	<p>Fri 10th Feb 2017: Controlled assessment deadline for The Production Exercise</p>	<p>Fri 2nd June 2017: Controlled assessment deadline for Pre-Production planning</p>

<p>Friday 4th Nov 2016: All Case Studies to be complete Fri 16th Dec 2016: Controlled assessment deadline for The Analytical Assignment</p>	<p>Fri 26th May 2017: Controlled assessment deadline for The Evaluative Commentary</p>	
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Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
<p>'The Male Gaze' is a highly academic theory by Laura Mulvey, over the years there has been many adaptations and counter arguments – students will be encourage to actively engage with these high level theories but understanding the meaning and how it can be applied to media products. Students will deliver debates and starters and even student led group activities to promote these higher order thinking skills.</p>	<p>Become the Expert – two or three students in each class will be allocated 'the expert' production roles – these students will then be responsible for leading seminar tutorials to the rest of the class. They will also facilitate other members of the class in production work</p>	<p>There are many theories in the field that are used to apply textual analysis students will be asked to learn and then demonstrate these different levels of deconstructions. Uses And Gratification Two Step Flow Hypodermic Syringe Theory Students will develop and apply different theories, which they then must apply to their production work.</p>
Recommended Resources	Independent Learning Expectations	
<p>There are vast amounts of useful websites and publications for students and these differ depending on each unit/topic of work. This information will be shared at the start of each topic. Students should keep up to date with current affairs in all walks of the media; this includes reading news articles and blogs. The Media Supplement in The Guardian each Monday. The course exam board text book: 'OCR Media Studies for GCSE' by Eileen Lewis (ISBN:978-0-340-98341-6)</p>	<p>Students will be given the skills to become active independent learners, such as becoming leaders, good listeners and communicators as well as take on production roles. Students should strive to encourage others that may not be as confident in certain areas. As independent learners we encourage students to take on tutorial roles to teach other members of the class the skills they have. In Media Studies students are also encouraged to have input in planning and organisation of topics, research and delivery of lessons. It is expected that students take great pride in their work as they will be producing a high amount of production work. Students must also take pride and care with the specialised equipment they will be using. Half Term reviews (one to ones) with each Media student encourage students to set their own achievable targets; these are expected to be reviewed and met.</p>	

Year: 10

Subject: Music

Curriculum Leader: Mrs. Hutton/ Mrs Corlett

Learning across the Year 2016-17 Email: h.corlett@holyfamily.waltham.sch.uk s.hutton@holyfamily.waltham.sch.uk

Course Details	Exam Board: Edexcel Percentage of course that is Controlled Assessment: 30% Percentage of course that is Coursework: 30% Percentage of course that is Exam: 40%	
Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none">• Music GCSE 101, which will involve extensive exploration of music theory and how music is described• Introduction to performance- Students will be required to start keeping a practise journal and discuss what it means to “practise”• Studying ‘Killer Queen’ and ‘Music for a While’• Introduction to composition- Idiomatic writing, writing for different instruments, musical structures	<ul style="list-style-type: none">• Continued work on performance. The first assessment will take place in this term.• Students will begin working on their first composition. This will also include more detailed study of how to use the musical elements in practice when composing• Studying Bach’s Brandenburg Concerto and Beethoven’s Piano Concerto in C Minor as well as related pieces of music	<ul style="list-style-type: none">• Studying “Defying Gravity” and musicals as a genre• Continued work on their free compositions, which will be subject to interim assessment for mock examination• Continued performance work on both solo and group performance
Homework	Homework	Homework

<ul style="list-style-type: none"> • Updating practise journal on a twice a week basis • Extended listening for the set works • Composition exercises • Listening exercises for the set works • Contextualisation research for the set works 	<ul style="list-style-type: none"> • Updating practise journal on a twice a week basis • Extended listening for the set works • Composition exercises • Listening exercises for the set works • Contextualisation research for the set works 	<ul style="list-style-type: none"> • Updating practise journal on a twice a week basis • Extended listening for the set works • Composition exercises • Listening exercises for the set works • Contextualisation research for the set works
Controlled Assessment/Internal Assessment Dates and Details	Controlled Assessment/Internal Assessment Dates and Details	Controlled Assessment/Internal Assessment Dates and Details
<p>October 2016- Examination on the content covered in Music 101</p> <p>December 2016- Examination on the studied set works in the term</p>	<p>February 2017- Performance assessment. These will be live in class.</p> <p>March 2017- interim assessment of compositions</p> <p>April 2017- Examination on the Brandenburg Concerto and the C Minor Piano Concerto</p>	
Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
<p>Attend extra-curricular music clubs to improve performance / Logic ICT skills</p> <p>Attend GCSE lunchtime club</p>	<p>Attend extra-curricular music clubs to improve performance / Logic ICT skills</p> <p>Attend GCSE lunchtime club</p>	<p>Attend extra-curricular music clubs to improve performance / Logic ICT skills</p> <p>Attend GCSE lunchtime club</p>
Recommended Resources	Independent Learning Expectations	
<p>Year 10 Revision Guide</p> <p>GCSE BiteSize</p> <p>GCSE Music Anthology</p> <p>GCSE Music Anthology Guide</p> <p>GCSE Music Workbook</p>	<ul style="list-style-type: none"> • Practise performances in your own time. • Revise for all tests. • Spend own time practising instrument / vocal skills. 	

Year: 10

Subject: Performing Arts

Curriculum Leader: Ms Hampshire

Learning across the Year 2016-17

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

Course Details	Exam Board: Pearson Percentage of the course that is controlled assessment: Unit 1 (30 guided learning hours) Percentage of the coursework: (90 guided learning hours)	
Autumn Term	Spring Term	Summer Term
<p>Unit 2: Preparation, Performance and Production (guided learning hours 30) Compulsory Unit</p> <p>This unit is assessed internally by the centre and externally verified by Edexcel.</p> <p>Learners will take part in the preparations for a live performance</p> <p>Learners are required to develop a performance piece based on the play Blood Brothers from any of the following:</p>	<p>Unit 1: Individual Showcase (guided learning hours 30) Compulsory Unit</p> <p>Assessment guidance:</p> <p>This unit is externally assessed using a task set and marked by Edexcel. The assessment will be awarded from a total of 42 marks.</p> <p>Learners will complete:</p> <ul style="list-style-type: none">• Performance: a letter of application	<p>Developing skills, looking at a range of scripted texts and issue based drama as stimuli.</p> <p>Such as:</p> <ul style="list-style-type: none">• Slow Time• Breakfast• Tube suicide• Domestic Violence

<ul style="list-style-type: none"> • an existing work, e.g. a script or a stimulus • or stimuli, e.g. textual, visual, aural or abstract. 	<ul style="list-style-type: none"> • Demonstration of two pieces of performance, each lasting two minutes. <p>The response to the task will take place under controlled conditions.</p>	
Homework	Homework	Homework
<ul style="list-style-type: none"> • Line learning • Coursework portfolio and log book • Research around the social, cultural and historical context of the play. 	<ul style="list-style-type: none"> • Learning lines • Research possible monologues and plays • Drafting of letter or application 	<ul style="list-style-type: none"> • Preparation for practical performance • Line learning and rehearsal
Coursework/Internal Assessment Dates and Details	Controlled Assessment/Internal Assessment Dates and Details	Controlled Assessment/Internal Assessment Dates and Details
Log books for Unit 2 to be completed by W/B: 5th Dec 2016. Interim dates to be circulated on assignment briefs.	External performance date to be arranged for May. Completed letter of application to be handed in prior to the practical performance.	Final performance date to be set for July by the teacher.
Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
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"> • Using appropriate terminology when writing the letter of application. • Researching theatre practitioners and understanding how their theories can help to develop and shape performance 	<ul style="list-style-type: none"> • Attend the GCSE and A level showcases to inspire your thoughts around theatre and live performance, in preparation for the theatre review unit. • Managing deadlines • Organising own rehearsals with peers.
Recommended Resources	Independent Learning Expectations	
<ul style="list-style-type: none"> • Attend as much live theatre as possible • Watch clips on YouTube of a range of theatre companies to get ideas: DV8, Complicite, Push • Read range of theatre reviews in national newspapers 	<ul style="list-style-type: none"> • To learn lines • To attend rehearsals • To log process throughout the devising process, in order to aid with the writing of the final written portfolio. 	

<ul style="list-style-type: none"> • The Stanislavsky Toolkit - ISBN - 978-1854597939 • The Brecht Toolkit - ISBN - 978-1854595508 	<ul style="list-style-type: none"> • To research and contribute ideas to the developmental process. • 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 • To manage deadlines and organise time appropriately. 	
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Year: 10

Subject: Product Design

Curriculum Leader: Mr S. Nandlal

Learning across the Year 2016-17

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

Course Details	Exam Board: AQA Percentage of course that is Controlled Assessment: 60% Percentage of course that is Exam: 40%	
Autumn Term	Spring Term	Summer Term
MINI PROJECT: First Half Term: Balista Second half term: Photo Holder The focus is on familiarization of tools and Machinery. Prize money: £5 <ul style="list-style-type: none"> • Initial designs • Final design in 3D • Cutting list of components and tools • Making • Evaluation <p><u>COURSEWORK: START OCT HALF TERM</u></p> <p>Investigation</p> <ul style="list-style-type: none"> • Mind map/Spider diagram • Designer influence • Design Task: Situation, Design brief, User/Customer, and Marketability. 	<p><u>COURSEWORK</u></p> <ul style="list-style-type: none"> • Research plan • Customer profile • Product analysis • Product disassembly • Existing products (Research) • Analysis of research • Design specification <p>Development</p> <ul style="list-style-type: none"> • Design ideas • Analysis of design ideas <p><u>THEORY</u></p> <ul style="list-style-type: none"> • Past exam paper • Safety signs and symbols 	<p><u>COURSEWORK</u></p> <ul style="list-style-type: none"> • Development of ideas • Analysis of development • CAD development • Modelling/Testing with different materials • Final CAD design • Evaluate final design against specification <p><u>THEORY</u></p> <ul style="list-style-type: none"> • Revision for mock exam • Stock forms of materials: rough sawn, PAR, sheet, planks • Ergonomics and Anthropometrics • Types and uses of wood • Man-made boards

<p><u>THEORY</u></p> <ul style="list-style-type: none"> • Past exam paper • Safety and routines within the workshop • Design questions • Materials and components: tools 	<ul style="list-style-type: none"> • Smart materials • Types of card • Types and uses of metals • Finishes of wood, metal and Plastics 	
<p align="center">Homework</p>	<p align="center">Homework</p>	<p align="center">Homework</p>
<ul style="list-style-type: none"> • Research • Design movement research • Final Design on Sketchup • Evaluation of mini-project <p>Theory</p> <ul style="list-style-type: none"> • Past exam questions • Worksheets on safety rules and routines • Tools and its uses 	<ul style="list-style-type: none"> • Research • Design ideas • Research analysis • Design ideas <p>Theory</p> <ul style="list-style-type: none"> • Past exam style questions • Identification and application of smart materials • Identification of card and it application • Identification of Types of metals and its uses • Identification of finishes for wood, metal and plastics. 	<ul style="list-style-type: none"> • Development of ideas • Analysis of development • Final design. • Final Design on Sketchup • Production plan / flow chart <p>Theory</p> <ul style="list-style-type: none"> • Past exam style questions • Worksheet on Stock forms of wood, metal and plastics • Worksheet on ergonomics and anthropometrics • Identification and application of timbers • Advantages and disadvantages of manmade boards
<p align="center">Controlled Assessment/Internal Assessment Dates and Details</p>	<p align="center">Controlled Assessment/Internal Assessment Dates and Details</p>	<p align="center">Controlled Assessment/Internal Assessment Dates and Details</p>
<ul style="list-style-type: none"> • Spider Diagram • Design needs, brief • Task analysis • Research plan • Customer profile • Product Analysis <p><u>Due : 20/12/2016</u></p>	<ul style="list-style-type: none"> • Questionnaire analysis • Design specification • Design ideas analysis <p><u>Theory assessments</u></p> <ul style="list-style-type: none"> • Exam style questions of types of card, making processes, advantages/disadvantages of CAD/CAM 	<ul style="list-style-type: none"> • Analysis of development • Evaluation of models against specification • CAD final design <p><u>Theory Assessments</u></p> <ul style="list-style-type: none"> • Classification and working properties of materials • Timber based composites- man made timber • Mock exam

<p align="center">Autumn Term</p>	<p align="center">Spring Term</p>	<p align="center">Summer Term</p>
<p align="center">Challenge Tasks</p>	<p align="center">Challenge tasks</p>	<p align="center">Challenge Tasks</p>
<ul style="list-style-type: none"> • Comprehensive analysis of relevant and focused research. 	<ul style="list-style-type: none"> • Clear and specific design criteria identified, reflecting the analysis undertaken. • Imaginative and innovative design ideas. 	<ul style="list-style-type: none"> • A coherent and appropriate design strategy, with clear evidence of planned approach.

<ul style="list-style-type: none"> • Ability to discriminate when selecting and acquiring relevant research that will promote originality in design. • Shown excellent understanding and analysis of the design context. • Identify target market and intended customer/user profiled. 	<ul style="list-style-type: none"> • Modelling the final design, demonstrating creativity, flair and originality. • Excellent analysis and understanding of the design context. 	<ul style="list-style-type: none"> • Demonstrate an implications of a wide range of issues including social, moral, environmental and sustainability must be taken into consideration and informed the development of the design proposal. • Use of appropriate materials when modelling.
<p>Recommended Resources</p>	<p>Independent Learning Expectations</p>	
<ul style="list-style-type: none"> • Websites : www.technologystudent.com www.bbc bitsize.co. www.howitworks.com www.design-milk.com www.ocr.org.uk • Textbooks as supplied by the school • magazine for inspiration 	<ul style="list-style-type: none"> • Preparation of aspects of coursework as per deadline. • Research on how to solve problems as they arise and to ensure that the project is a success. • Detailed initial and final idea with accurate and informative annotations. • Detailed modelling to have a grasp of a 3D model of your project. • Complete the final design using Google Sketchup or any other 3D graphic software. • Past exam papers. • Worksheets on materials processes and components. 	

Year: 10

Subject: RE

Curriculum Leader: Mr Norman

Learning across the Year 2016-17

Email: p.norman@holyfamily.waltham.sch.uk

<p>Course Details</p>	<p>Exam Board: Edexcel Percentage of course that is Controlled Assessment: 0% Percentage of course that is Exam: 100% (2 exam papers worth 50% each)</p>	
<p>Autumn Term</p>	<p>Spring Term</p>	<p>Summer Term</p>
<p>Completion of Unit 10.2 Community & Tradition</p> <p>Unit 10.1 Beliefs and Values</p> <p>Beginning of Unit 10.4 Living the Christian Life</p>	<p>Completion of Unit 10.4 Living the Christian Life</p> <p>Carousel of Revision for all Units covered in preparation for Year 10 Exams Week</p>	<p>Unit 3.4 Religion & Community Cohesion</p> <p>Media section of all Unit 3 modules</p>
<p>Homework</p>	<p>Homework</p>	<p>Homework</p>
<p>GCSE questions will be set as homework on the following themes within the topic</p> <p>Unit 10.1</p> <ul style="list-style-type: none"> • What it means to say that God is both Unity and Trinity • What it means to say that God is both Unity and Trinity • What Christians believe about God the Creator. Why this is important for Christians • What it means to say that Jesus is the Son of God. Why this is important for Christians • What Christians believe about the Holy 	<p>GCSE questions will be set as homework on the following themes within the topic</p> <p>Unit 10.4</p> <ul style="list-style-type: none"> • What is meant by the term 'vocation' when it is used by Christians • How Christians show vocation in all aspects of their lives • What is meant by 'holy orders' • Why do some Christians show vocation by taking holy orders and communion • What is meant by 'social and community cohesion' and why some Christians are involved in working to achieve this 	<p>GCSE questions will be set as homework on the following themes within the topic</p> <p>Unit 3.4</p> <ul style="list-style-type: none"> • Key terms and understanding how to use them to answer GCSE questions • How attitudes have changed towards gender roles in the UK • The different Christian attitudes to the rights of women in religion • How the UK works as a multi-ethnic society • The benefits and problems of a multi-ethnic society • The current legislation and the actions of the

<p>Spirit. Why this is important for Christians</p> <ul style="list-style-type: none"> • The meaning and importance of Salvation from sin for Christians • The meaning and importance of loving God and others and how this affects the lives of Christians • How religious communities show their love of God and others • How and why the Christian Church shows love of God and others in a local area 	<ul style="list-style-type: none"> • How some Christians work for social and community cohesion • How and why Christians use the Ten Commandments as a guide for living • What is meant by the Law of Moses • How Jesus reinterpreted the Law of Moses • How and why Christians use the teachings Sermon on the Mount (specific teachings focused on) as a guide for living <p>Revision: www.hfcsw.net - 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>http://my.dynamic-learning.co.uk/ - log onto this website using the following details: <i>Username: restudent</i> <i>Password: student</i> <i>Centre ID: 15752</i> 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>government to prevent racism</p> <ul style="list-style-type: none"> • How the Catholic Church helps asylum seekers and refugees in the UK • Why Catholics feel they should promote racial harmony • Issues raised by multi-faith societies and benefits realised by living in a multi-faith society • The different Christian attitudes to other religions (exclusivism, inclusivism, pluralism) <p>Media Section:</p> <ul style="list-style-type: none"> • GCSE style questions based on study of different forms of the media that relate to topics covered in all of the Unit 3 modules
Assessment	Assessment	Assessment
<p>There will be a test at the end of each unit.</p> <p>10.2 - September</p> <p>10.1 - November</p>	<p>There will be a test at the end of each unit</p> <p>10.4 - February</p> <p>year 10 exam week</p>	<p>There will be a test at the end of each unit</p> <p>3.4 - April</p>
Autumn Term	Spring Term	Summer Term

Challenge Tasks	Challenge tasks	Challenge Tasks
<p>GCSE stimulus issue: Explain how love of others is expressed through the life of a religious community. (8 marks)</p> <p>Make a study of your own religious community (Parish). Create a directory that outlines all the activities your community does to express Love of others.</p>	<p>GCSE stimulus issue: What is your own view on Jesus' interpretation of the law – do they think his laws are more difficult to follow than the originals? Do they agree with them? Is it only what we do that is important or does it also matter what thoughts we have and what feelings we have in our hearts?</p> <p>Write your own set of Beatitudes for the modern world</p> <p>Outline some of the issues faced by the Catholic Church in terms of recruiting more men into the Ministry</p> <p>Revision: Complete Past Papers:</p> <p>Log onto:</p> <p>http://qualifications.pearson.com/en/support/support-topics/exams/past-papers.html</p> <p>Choose GCSE, then Religious Studies and here you will find past papers from 2009 onwards</p> <p>Complete sets of past papers in <u>exam conditions</u> (1 hour 30 minutes per paper, no books or notes)</p>	<p>GCSE stimulus issue: Investigate the murder of Stephen Lawrence and explain what impression this would give to someone about the UK as a multi-ethnic society.</p> <p>Follow news items on the TV that relate to topics covered in Unit 3 modules (your teacher will direct you), for example, for Unit 3.4 you could research tensions in the UK as a multi-ethnic society. Make a booklet of your findings.</p>
<p>Recommended Resources</p>	<p>Independent Learning Expectations</p>	
<p>http://my.dynamic-learning.co.uk/</p> <p>Username: restudent Password: student Centre ID: 15752</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>	

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.

www.hfcsw.net

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).

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 practise with your family and friends is also recommended.

Course Details	Exam Board: AQA Percentage of course that is Controlled Assessment:25% Percentage of course that is Exam:75%	
Autumn Term	Spring Term	Summer Term
<p>Science investigation skills</p> <p>Biology Unit 1</p> <ul style="list-style-type: none"> ● Keeping healthy (Revision lessons) ● Coordination and control (Revision lessons) ● Medicine and drugs ● Adaptation for survival ● Energy in biomass ● Variation, reproduction and new technology. ● Evolution <p>Biology unit 2</p> <ul style="list-style-type: none"> ● Cells, tissues and organs ● Organisms in the environment ● Enzymes 	<p>Science investigation skills.</p> <p>Chemistry Unit 1</p> <ul style="list-style-type: none"> ● Fundamental ideas (Revision lessons) ● Rocks and building materials (Revision lessons) ● Metals and their uses ● Crude oil and fuels ● Products from oil ● Plant oils ● Our changing planet <p>Chemistry unit 2</p> <ul style="list-style-type: none"> ● Structure and bonding ● Structure and properties ● How much? 	<p>Science investigation skills.</p> <p>Physics Unit 1</p> <ul style="list-style-type: none"> ● Energy transfer by heating (Revision lessons) ● Using energy (Revision lessons) ● Electrical energy ● Generating electricity ● Waves ● Electromagnetic waves <p>Physics unit 2</p> <ul style="list-style-type: none"> ● Motion ● Forces ● Work, energy and momentum
Homework	Homework	Homework
<p>1. Produce a leaflet that identifies the foods needed for a healthy diet and give reasons for their importance.</p> <p>2. Explain in a paragraph why metabolic rate varies between individuals. Deliver to your peers next lesson</p> <p>Extension</p> <p>Look at metabolic rate of different species and explain why some animals hibernate.</p> <p>3. Write an article for the BMF advising them on the problems with obesity. Research data as evidence.</p>	<p>1. Research on biodiesel</p> <p>Collect some newspaper articles to show how scientific evidence is used. Discuss in groups whether these articles are honest and fair representations of science. Consider whether they carry any bias.</p> <p>2. Draw the electron arrangement of the first 20 elements in the periodic table. Write down their Electronic Configurations (E.G).</p>	<p>1. Use the analogy that the earth's atmosphere acts like a greenhouse, explain what this means.</p> <p>2. Produce a poster that explains what materials make the best conductors/insulators and why metals are good conductors. Include diagrams.</p> <p>3. Design a vacuum flask, must include a diagram and explain how each part works.</p> <p>4. Research the Guardian article on self -heating cans entitled 'Is self -heating food the future?' Guradian.co.uk March 2012 and describes how</p>

<p>4. Using research from GCSE science writes a six-mark (6mk) exam style questions on antibiotic resistance. Include data and graph.</p> <p>5. Quiz</p> <p>Produce a quiz /True or False responses on Homeostasis. You should write 10 questions and answers.</p> <p>6. Draw a poster on the menstrual cycle and how contraceptive pills work.</p> <p>7. Carry out a research on the stages in testing and trialling a new drug.</p> <p>8. Make a poster on illegal drugs and their effects on the body.</p> <p>9. Using BBC bite size revision and other webpages</p> <p>Produce a leaflet that explains how organisms are adapted to live in different habitats.</p> <p>10. Write a 6 mark exam question that explains the factors that affect the distribution of living things.</p> <p>Your peers will be given this question next lesson.</p> <p>11. You work for the BMA and they have asked you to talk at a conference. You have to write an article that explains the factors involved in genetic engineering. Also evaluate the advantages and disadvantages.</p> <p>12. Produce a piece of writing on Charles Darwin and the theory of evolution. You will be marked on your literacy.</p> <p> </p> <p>Biology: unit 2</p> <p>1. Using the model of a plant cell, animal cell bacterial cell and yeast cells; label all the parts and explain in detail the function of each part.</p>	<p>3. Plan an investigation to test the following hypothesis: the time taken for a mixture of oil, water and emulsion to separate depends on the volume of emulsifier in the mixture (9marks) .You will be assessed on good English, organising information clearly and using scientific words where appropriate. Your plan should include use of equipment, measurements that will make, fair testing and risk assessment.</p> <p>4. Produce a poster on global warming and include alternative fuels.</p> <p>5. Produce crosswords and answers on the carbon cycle</p> <p>6. Produce a quiz; include answers (/True or False responses) on the earth structure/tectonic plates and the earth's early atmosphere.</p> <p>7. In a table compare the alkanes and alkenes, include the test you would carry out to identify an alkene. Draw diagrams of examples of alkanes and alkenes.</p> <p>8. Explain in a paragraph the benefits and drawbacks of emulsifiers in our food.</p> <p>.9. In a paragraph explain the advantages and disadvantages at cooking and vegetable oil.</p> <p>10. You work for your local council and you have to write an article to local residents to persuade them to recycle more. Then you must write a letter back to the council as an unhappy resident as to why you don't want to recycle.</p> <p> </p> <p>Chemistry unit 2:</p> <p>1. Use the model of sodium chloride to explain what ionic bonding is and why it happens. Present this to your teacher as a leaflet.</p>	<p>self- heating cans work. Give your views and opinion on the future of self-heating cans.(6mk)</p> <p>5. In a paragraph, explain why radiators should be called a convectors.(DO NOW QUESTION)</p> <p>6. Using a model (can be a shoe box) to explain different ways that you can reduce heat loss from your home.</p> <p>7. Draw a spider diagram on the different forms of energy/include examples</p> <p>8. explain what energy transfer happen during a bungee jump</p> <p>9. Write a 4 mark question that explains what scientists mean by efficiency.</p> <p>10. Quiz True or false. Produce a quiz on fossil fuels and the environment; include renewable energy resources, advantages and disadvantages.</p> <p>11. Produce a crossword on the electromagnetic spectrum.</p> <p>12. Investigate the range of frequencies that can be detected by different species.</p> <p>13. Research project: Over two weeks produce a project on the expanding universe. Include the red shift and big bang. Watch video clips from Brian Cox. Include diagrams. This should be approximately 1000 words.</p> <p>Physics 2:</p> <p>1. Explain what Hooke's law is. When it is used write the formula and include graphs.</p> <p>2. Write an article for your local newspaper persuading residents in your street to vote to install a speed camera in an accident hotspot.</p>
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<p>2. Use diagrams to help you explain the process of Diffusion. You must also explain the factors that affect the rate of diffusion.</p> <p>3. Investigate the factors that limit the rate of photosynthesis. You must present this to your peers. Do it as a power point. You should include data and graphs.</p> <p>4. Produce a crossword about the factors that affect the distribution of organisms in their natural environment. Include the answers.</p> <p>5. In a paragraph produce a piece of scientific writing that explains what an enzyme is.</p> <p>6. Investigate how pH and temperature affect enzymes. You should include a graph. Present your work as a poster or PowerPoint.</p> <p>7. Write a 6 mark exam question for your peers to evaluate the advantages and disadvantages of using enzymes in detergents.</p>	<p>2. Produce a table that that shows the differences between ionic and covalent bonds. Include examples and diagrams.</p> <p>3. Produce a research project on nanoscience. What are the benefits and drawbacks? Maximum 1000 words.</p> <p>4. 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>Research data about accidents and the number of deaths. Look for a correlation.</p> <p>3. Using a model car: explain how manufacturer's 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>Controlled Assessment/Internal Assessment Dates and Details</p>	<p>Controlled Assessment/Internal Assessment Dates and Details</p>	<p>Controlled Assessment/Internal Assessment Dates and Details</p>
<p>Topics: Biology core ISA</p> <p>Topics: Biology Unit 1 test(internal)</p>	<p>Topic: Chemistry/Physics ISA</p> <p>Topic: Chemistry unit 1 test (internal)</p>	<p>Topic: Physics module1 test (internal)</p>
<p>Autumn Term</p>	<p>Spring Term</p>	<p>Summer Term</p>
<p>Challenge Tasks</p>	<p>Challenge tasks</p>	<p>Challenge Tasks</p>
<p>What sort of economic, social and ethical issues are there about new technologies such as cloning and genetic engineering? Decide which side of the argument you</p>	<p>You are to write an article for a scientific magazine about how fireworks work and the type of chemical reactions that are involved. The article should include diagrams or pictures of the</p>	<p>Produce a project (booklet, poster, presentation) to discuss the following questions Why do we need energy efficient appliances? What are the advantages? What incentives can be given to</p>

are on? You then have to produce evidence for your argument and write it up as a written report. Think about questions the other side can ask you, how will you answer them? If someone else has chosen the other side, you can have your debate.	different fireworks that are being discussed. You need to name the different chemicals/elements used in the fireworks, which gives the firework its colour or a particular effect. Pupils can also discuss the dangers of particular fireworks.	people? How do we inform and educate the public? What are 'Green' efficient appliances?
Recommended Resources	Independent Learning Expectations	
Library books , www.bbc.co.uk/Schools/gcsebitesize/chemistry www.howstuffworks.com http://www.energystar.gov/ http://www.est.org.uk/myhome/efficientproducts/ www.fireworks.com	Research and display or present work to others.	

Course Details	Exam Board: AQA Percentage of course that is Controlled Assessment:25% Percentage of course that is Exam:75%	
Autumn Term	Spring Term	Summer Term
<p>Science investigation skills</p> <p>Biology Unit 1</p> <ul style="list-style-type: none"> ● Keeping healthy (Revision lessons) ● Coordination and control (Revision lessons) ● Medicine and drugs ● Adaptation for survival ● Energy in biomass ● Variation, reproduction and new technology. ● Evolution 	<p>Science investigation skills.</p> <p>Chemistry Unit 1</p> <ul style="list-style-type: none"> ● Fundamental ideas (Revision lessons) ● Rocks and building materials (Revision lessons) ● Metals and their uses ● Crude oil and fuels ● Products from oil ● Plant oils ● Our changing planet 	<p>Science investigation skills.</p> <p>Physics Unit 1</p> <ul style="list-style-type: none"> ● Energy transfer by heating (Revision lessons) ● Using energy (Revision lessons) ● Electrical energy ● Generating electricity ● Waves ● Electromagnetic waves
Homework	Homework	Homework
<p>1. Produce a leaflet that identifies the foods needed for a healthy diet and give reasons for their importance.</p> <p>2. Explain in a paragraph why metabolic rate varies between individuals. Deliver to your peers next lesson</p> <p>Extension</p> <p>Look at metabolic rate of different species and explain why some animals hibernate.</p> <p>3. Write an article for the BMF advising them on the problems with obesity. Research data as evidence.</p> <p>4. Using research from GCSE science writes a six-mark (6mk) exam style questions on antibiotic resistance. Include data and graph.</p>	<p>1. Research on biodiesel</p> <p>Collect some newspaper articles to show how scientific evidence is used. Discuss in groups whether these articles are honest and fair representations of science. Consider whether they carry any bias.</p> <p>2. Draw the electron arrangement of the first 20 elements in the periodic table. Write down their Electronic Configurations (E.G).</p> <p>3. Plan an investigation to test the following hypothesis: the time taken for a mixture of oil, water and emulsion to separate depends on the volume of emulsifier in the mixture (9marks) .You will be assessed on good English, organising information clearly and using scientific words where appropriate. Your plan should include use of equipment,</p>	<p>1. Use the analogy that the earth's atmosphere acts like a greenhouse, explain what this means.</p> <p>2. Produce a poster that explains what materials make the best conductors/insulators and why metals are good conductors. Include diagrams.</p> <p>3. Design a vacuum flask, must include a diagram and explain how each part works.</p> <p>4. Research the Guardian article on self -heating cans entitled 'Is self -heating food the future?' Guradian.co.uk March 2012 and describes how self-heating cans work. Give your views and opinion on the future of self-heating cans.(6mk)</p> <p>5. In a paragraph, explain why radiators should be called a convectors.(DO NOW QUESTION)</p>

<p>5.Quiz</p> <p>Produce a quiz /True or False responses on Homeostasis. You should write 10 questions and answers.</p> <p>6. Draw a poster on the menstrual cycle and how contraceptive pills work.</p> <p>7. Carry out a research on the stages in testing and trialling a new drug.</p> <p>8. Make a poster on illegal drugs and their effects on the body.</p> <p>9. Using BBC Bitesize revision and other webpages</p> <p>Produce a leaflet that explains how organisms are adapted to live in different habitats.</p> <p>10. Write a 6 mark exam question that explains the factors that affect the distribution of living things.</p> <p>Your peers will be given this question next lesson.</p> <p>11. You work for the BMA and they have asked you to talk at a conference. You have to write an article that explains the factors involved in genetic engineering. Also evaluate the advantages and disadvantages.</p> <p>12. Produce a piece of writing on Charles Darwin and the theory of evolution. You will be marked on your literacy.</p>	<p>measurements that will make, fair testing and risk assessment.</p> <p>4. Produce a poster on global warming and include alternative fuels.</p> <p>5.Produce crosswords and answers on the carbon cycle</p> <p>6. Produce a quiz; include answers (/True or False responses) on the earth structure/tectonic plates and the earth's early atmosphere.</p> <p>7. In a table compare the alkanes and alkenes, include the test you would carry out to identify an alkene. Draw diagrams of examples of alkanes and alkenes.</p> <p>8. Explain in a paragraph the benefits and drawbacks of emulsifiers in our food.</p> <p>9. In a paragraph explain the advantages and disadvantages at cooking and vegetable oil.</p> <p>10. You work for your local council and you have to write an article to local residents to persuade them to recycle more. Then you must write a letter back to the council as an unhappy resident as to why you don't want to recycle.</p>	<p>6. Using a model (can be a shoe box) to explain different ways that you can reduce heat loss from your home.</p> <p>7. Draw a spider diagram on the different forms of energy/include examples</p> <p>8. explain what energy transfer happen during a bungee jump</p> <p>9. Write a 4 mark question that explains what scientists mean by efficiency.</p> <p>10. Quiz True or false. Produce a quiz on fossil fuels and the environment; include renewable energy resources, advantages and disadvantages.</p> <p>11. Produce a crossword on the electromagnetic spectrum.</p> <p>12. Investigate the range of frequencies that can be detected by different species.</p> <p>13. Research project: Over two weeks produce a project on the expanding universe. Include the red shift and big bang. Watch video clips from Brian Cox. Include diagrams. This should be approximately 1000 words.</p>
<p>Controlled Assessment/Internal Assessment Dates and Details</p>	<p>Controlled Assessment/Internal Assessment Dates and Details</p>	<p>Controlled Assessment/Internal Assessment Dates and Details</p>
<p>Topics: Biology core ISA</p>	<p>Topic: Chemistry/Physics ISA</p>	<p>Topic: Physics module 1 test (internal)</p>

Topics: Biology Unit 1 test(internal)	Topic: Chemistry unit 1 test (internal)	
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Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
<p>What sort of economic, social and ethical issues are there about new technologies such as cloning and genetic engineering? Decide which side of the argument you are on? You then have to produce evidence for your argument and write it up as a written report. Think about questions the other side can ask you, how will you answer them? If someone else has chosen the other side, you can have your debate.</p>	<p>You are to write an article for a scientific magazine about how fireworks work and the type of chemical reactions that are involved. The article should include diagrams or pictures of the different fireworks that are being discussed. You need to name the different chemicals/elements used in the fireworks, which gives the firework its colour or a particular effect. Pupils can also discuss the dangers of particular fireworks.</p>	<p>Produce a project (booklet, poster, presentation) to discuss the following questions Why do we need energy efficient appliances? What are the advantages? What incentives can be given to people? How do we inform and educate the public? What are 'Green' efficient appliances?</p>
Recommended Resources	Independent Learning Expectations	
<p>Library books , www.bbc.co.uk/Schools/gcsebitesize/chemistry www.howstuffworks.com http://www.energystar.gov/ http://www.est.org.uk/myhome/efficientproducts/ www.fireworks.com</p>	<p>Independent research. Presenting work to others.</p>	

Year: 10

Subject: Sociology

Curriculum Leader: Ms. Hall

Learning across the Year 2016-17

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

Course Details	Exam Board: AQA Percentage of course that is Controlled Assessment: 0% Percentage of course that is Exam: 100%	
Autumn Term	Spring Term	Summer Term
<ol style="list-style-type: none">1) Introduction to sociology – 8 lessons2) Families and households – 20 lessons3) Education – 8 lessons	<ol style="list-style-type: none">1) Education (continued) – 12 lessons2) Research methods – 10 lessons3) Year 10 mock exam preparation / exam skills focus – 2/3 lessons	<ol style="list-style-type: none">1) Research methods / studying society – 5 lessons2) Introduction to Unit 2 Sociology – 1 lesson3) Mass Media – 10 lessons
Homework	Homework	Homework
<ul style="list-style-type: none">- Introduction to sociology research project; research on the family tree- 12 mark essay questions from the families and household unit.	<ul style="list-style-type: none">- Independent research project on education.- 12 mark essay questions from the education unit.	<ul style="list-style-type: none">- Essay questions from the research methods section of the 'studying society' unit- Mass media independent research project.
Controlled Assessment/Internal Assessment Dates and Details	Controlled Assessment/Internal Assessment Dates and Details	Controlled Assessment/Internal Assessment Dates and Details
<ul style="list-style-type: none">- Introduction to sociology key words test	<ul style="list-style-type: none">- Year 10 mock exams – week starting 24th Feb: Education and Families (1 hour paper)	<ul style="list-style-type: none">- Unit 1 mock exam – end of year assessment: families; education; studying society.

- Families and households class mock exam – approximately late November	- Education class mock exam – approximately early February	- Studying society class mock exam – approx. early May.
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Autumn Term Challenge Tasks	Spring Term Challenge tasks	Summer Term Challenge Tasks
<ul style="list-style-type: none"> • To use published sociological research to help further knowledge of topic(s) covered. • To carry out an individual or group presentation on a topic related to the themes covered on the GCSE Sociology course using research data. • To read and make notes from articles related to the sociology of the family from the Sociology Review magazine 	<ul style="list-style-type: none"> • Independent research on an aspect of the education topic. • To read and make notes from articles related to the sociology of the family from the Sociology Review magazine • To carry out an individual or group presentation on a topic related to the themes covered on the GCSE Sociology course using research data. 	<ul style="list-style-type: none"> • Mass media independent research project – testing a hypothesis based on sociological theory relating to the mass media. • Research case studies – research the background of powerful figures within the mass media past and present e.g. Rupert Murdoch. This will be followed up with a class presentation.
Recommended Resources	Independent Learning Expectations	
<p>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.</p> <p>ISBN-13: 978-0745650081</p> <p>Collins Revision - GCSE Sociology for AQA. This is the revision guide we use,</p>	<ul style="list-style-type: none"> • To begin reading newspapers (not the Metro) as a resource for keeping up-to-date with news related to society, politics and current affairs. • To ensure that all homework set and all research projects are carried out to the best of the student's ability 	

students are welcome to purchase the original version.

ISBN-13: 978-0007350599

