Curriculum Information Booklet

Year 10

Holy Family Catholic School Curriculum Overview Year 10 –

Art (GCSE)

	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	**The Body Project** Drawing and Painting Methods 1.Skeleton - base line drawing test 2.Figure in western Art timeline 3..Different types of line drawing 4.Caravaggio research and charcoal drawing 5..Ink and Bleach drawing 6.Kehinde Wiley Painting study	**Books**; Ways of Seeing - John Berger The Age of Collage - Silke Krohn Black Artists Shaping the World - Sharna Jackson Great Women Artists - Phaidon
Half Term 2 (Nov-Dec)	Abstracting the body Students to look at Hannah Hoch and Henri Moore. They will create a collage and then make a clay sculpture and paint it. Plaster casting experiments	**Gallery visits**: The photographers gallery, Tate Modern, Tate Britain, V&A, South bank Centre, Hayward gallery, The national gallery, National Portrait gallery
Half Term 3 (Jan-Feb)	Students to choose one of 2 subthemes; Distortion and Movement. They will learn how to take photos with the school cameras and gather their own source material. Students will use their source material to make a collage based on a chosen artist This will be developed towards a final outcome Mock Exam 5 hours (tbc)	**Websites:** https://www.art2day.co.uk/ password imagine https://www.tate.org.uk/ https://www.artrabbit.com/
Half Term 4 (Feb-Mar)	<u>**Component 1 : Exam paper 1- 12 week project Theme: Order and Disorder**</u> Initial Abstract Painting Techniques Carousel - Mondrian, Pollock, Rothko, Matisse Students will be given an exam paper, before being shown how to structure their own project. They will choose their own artists, collect their own primary source material and produce their own transcripts.	
Half Term 5 (Apr-May)	Exhibition Visit Students continue to develop their own ideas with the choosing of a sub theme, then selecting artist research, source material, and experimenting with a range of techniques and processes to produce a final outcome ideas.	
Half Term 6 (Jun-Jul)	Final Plan and Surface Preparation Mock exam (10 hours) tbc School Exhibition- GCSE & A-level Photography Introduction to <u>**Component 1 : Exam paper 2 Theme: Past, Present and Future**</u> Title Page, mind map and mood board	

Examples of Home Learning Tasks	Title page, mind map, mood board, Artist research pages, sub theme research pages, artists transcript, analysis, finish and present classwork, final plan
Assessment Tasks, Methods & Frequency	Assessment objectives covered A01 Develop, A02 Explore, AO3 Record and A04 Present Regular 1:1 tutorials - Verbal and Written Feedback 5 hour mock exam (Jan 2023)tbc 10 hour Exam (Jun 2023)tbc
Equipment that Students Need	Pen, Pencil, Ruler, Rubber, sharpener, scissors, glue stick, colour pencils, watercolours, acrylic paints

Parent / Carers can help their child by:	Attending exhibitions, having basic art equipment at home i.e. colouring pencils/ pens, making sure their child have the required materials for lessons
Useful Websites	https://www.art2day.co.uk/ password imagine https://www.artrabbit.com/ https://www.tate.org.uk/ https://www.vam.ac.uk/ https://www.npg.org.uk/
Extra-Curricular Activities & Career Opportunities	Art intervention catch up- Thursdays after school Mural and animation projects - to be arranged

Who Can I Contact?	Head of Art	Mr Nandlal mr.nandlal@holyfamilycatholicschool.co.uk
	Teachers of Year 10 Art	Miss Winson ms.winson@holyfamilycatholicschool.co.uk

Holy Family Catholic School Curriculum Overview Year 10 –

Photography(GCSE)

	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	**Introduction to Photography/ Workshops** Importance of Photography- camera basics, computer literacy and Adobe Photoshop basics Lens work- Fixed lens, Macro lens, Zoom lens Shutter speed priority: Freezing Motion and Ghosting Shutter speed priority: Panning and Light trails Picture/ Artist Analysis	Susan Sontag: On Photography Henry Carroll: Read this if you want to take great photographs
Half Term 2 (Nov-Dec)	**Introduction to Photography/ Workshops** Aperture priority: Shallow depth of field, focal points and deep depth of field Composition rules: Angles, Perspective , Colour, Minimalist & Maximalist Genre: Still life **Exhibition visit**	**Websites:** https://www.art2day.co.uk/ password imagine https://www.tate.org.uk/ https://www.artrabbit.com/
Half Term 3 (Jan-Feb)	**Workshops continued** Cameraless photography: Cyanotypes, Photograms and Chemigrams Darkroom- Film processing/ Contact Sheet/ Enlarging Cameraless Photography: Scanner, photocopy, Experimental Photography: Sewing, Nature, Lightbox Collage and Photomontage	Darkroom Photography club Thursdays after school
Half Term 4 (Feb-Mar)	**Component 1 : Exam paper- 12 week project Theme: Reflections** Developing and explore ideas- Mind map, collage of inspiration, Internet/ reading research Research primary and contextual sources- Artist research x 2 and analysis experimenting with media, materials, techniques and processes presenting personal response(s)- 2 x Shoot plan/ Shoot/ Reflection/ Comparison to artist Exhibition visit	Complete additional shoots at home/ on location Additional shoot plans
Half Term 5 (Apr-May)	**Component 1 : Exam paper- 12 week project Theme: Reflections** Research primary and contextual sources- Artist research x 2 and analysis Subtheme	Research/ practise reflective writing Complete additional shoots at home/ on location Additional shoot plans

	experimenting with media, materials, techniques and processes presenting personal response(s)- 2 x Shoot plan/ Shoot/ Reflection/ Comparison to artist Exhibition visit Statement of intent & Final piece evaluation **Mock exam- 5 hours- Reflections portfolio/ final piece**	Research/ read about street photography and photographers ready for the next unit Henry Carroll: Read this if you want to take great photographs of people.
Half Term 6 (Jun-Jul)	Genre Photography **Street Photography-** 4 week response Research 2 Photographers 2 shoots at home/ on location Final piece & Presentation Self assessment/ Peer assessment **Exhibition visit- Street Photography shoot central london** Prepare final piece for exhibition School Exhibition- GCSE & A-level Photography	Research/ read about street photographers

Examples of Home Learning Tasks	Artist analysis, Artist research, External shoots, Writing up practical classwork
Assessment Tasks, Methods & Frequency	Assessment objectives covered A01 Develop, A02 Explore, AO3 Record and A04 Present Regular 1:1 tutorials - Verbal and Written Feedback 5 hour mock exam (Jan 23)tbc 10 hour Exam (May 2023)tbc
Equipment that Students Need	Pen, Pencil, Ruler, Rubber, sharpener, scissors and glue stick.

Parent / Carers can help their child by:	Attending exhibitions, having basic art equipment at home i.e. colouring pencils/ pens, making sure their child have the required materials for lessons
Useful Websites	https://www.art2day.co.uk/ password imagine https://www.artrabbit.com/ https://www.tate.org.uk/ https://www.vam.ac.uk/ https://www.npg.org.uk/ https://thephotographersgallery.org.uk/
Extra-Curricular Activities & Career Opportunities	Art intervention catch up- Thursdays after school Mural and animation projects - to be arranged

Who Can I Contact?	Head of Art	Mr Nandlal mr.nandlal@holyfamilycatholicschool.co.uk
	Teachers of Year 10 Photography	Miss Winson ms.winson@holyfamilycatholicschool.co.uk

Holy Family Catholic School Curriculum Overview Year 10 – Computing (GCSE)

	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	OCR Computer GCSE - J277 **1.1 Systems Architecture** ● 1.1.1 Architecture of the CPU ● 1.1.2 CPU Performance ● 1.1.3 Embedded systems **2.1 Algorithms** ● 2.1.1 Computational thinking ● 2.1.2 Designing, creating and refining algorithms ● 2.1.3 Searching and sorting algorithms	● Focused Programming Tasks ● Understand how instructions are stored and executed within a computer system ● Introduces students to the central processing unit (CPU) ● Completing homework assignments via Isaac Computer Science and on Google Classroom
Half Term 2 (Nov-Dec)	**1.2 Memory and storage** ● 1.2.1 Primary storage (Memory) ● 1.2.2 Secondary storage ● 1.2.3 Units ● 1.2.4 Data storage ● 1.2.5 Compression **2.2 Programming fundamentals** ● 2.2.1 Programming fundamentals ● 2.2.2 Data types ● 2.2.3 Additional programming techniques **2.4 Boolean logic** 2.4.1 Boolean logic	● Introduces students to memory and storage, data representation and programming fundamentals ● Focused Programming Tasks
Half Term 3 (Jan-Feb)	**1.3 Computers networks, connections and protocols** ● 1.3.1 Networks and topologies ● 1.3.2 Wired and wireless networks, protocols and layers **2.3 Producing robust programs** ● 2.3.1 Defensive design ● 2.3.2 Testing	● Focused Programming Tasks ● Completing homework assignments via Isaac Computer Science and on Google Classroom
Half Term 4 (Feb-Mar)	**1.6 Ethical, legal, cultural and environmental impacts of digital technology** ● 1.6.1 Ethical, legal, cultural and environmental impact	● Focused Programming Tasks ● Completing homework assignments via Isaac Computer Science and on Google Classroom
Half Term 5 (Apr-May)	**1.4 Network security** ● 1.4.1 Threats to computer systems and networks	● Focused Programming Tasks ● Completing homework assignments via Isaac

	● 1.4.2 Identifying and preventing vulnerabilities	Computer Science and on Google Classroom
Half Term 6 (Jun-Jul)	● Revision ● End of year topic assessement	● Focused Programming Tasks

Examples of Home Learning Tasks	Completing homework assignments via Isaac Computer Science and on Google Classroom
Assessment Tasks, Methods & Frequency	End of topic assessment, extensive use of formative assessments. Mock Exams
Equipment that Students Need	None needed. All provided within the department.

Parent / Carers can help their child by:	Signing up to Google Guardian and checking their Google Guardian account and reminding their child with any upcoming homework deadlines.
Useful Websites	https://Knowitallninja.com , https://issaccomputerscience.com , https://edpuzzle.com , https://quizziz.com , https://bbc.co.uk/bitesize , https://senecalearning.com , https://smartrevise.online/
Extra-Curricular Activities & Career Opportunities	STEM club places offered to those studying computing.

Who Can I Contact?	Head of Computing & IT	Mr Wynter
	Teachers of Year 10 Computing	Mr Wynter

Holy Family Catholic School Curriculum Overview Year 10 –
Digital IT (BTEC)

	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	**Component 1: Exploring user interface design principles and project planning techniques.** **Learning aim A: Investigate user interface design for individuals and organisations.** A1 What is a user interface? Learners will investigate different types of user interface used by individuals and organisations. They will investigate how they vary across different uses, devices and purposes. A2 Audience needs Learners will investigate the varying needs of the audience and how they affect both the type and the design of the interface. A3 Design principles Learners will investigate a wide variety of design principles that provides both appropriate and effective user interaction with hardware devices. A4 Designing an efficient user interface Learners will investigate techniques that can be used to improve both the speed and access to user interfaces.	Choose two different types of user interface from the following list: ■ textual based ■ menu based ■ forms based ■ graphical user interface ■ speech based ■ sensor based.
Half Term 2 (Nov-Dec)	**Learning aim B: Use project planning techniques to plan and design a user interface.** B1 Project planning techniques Learners will investigate different planning tools and design methodologies that can be used to plan, monitor and execute projects. B2 Create a project plan Learners will select suitable project planning techniques to develop a project plan for the development of a user interface for a given brief. B3 Create an initial design Learners will create an initial design using the design principles listed in section A3.	For each of your chosen user interfaces: ■ identify where different design principles have been used ■ assess how the different design principles improve the e ectiveness of the user interface for its users ■ assess the positive and negative effects that each design principle has ■ assess how each design principle supports the user to use the interface efficiently.
Half Term 3 (Jan-Feb)	**Learning aim C: Develop and review a user interface.** C1 Developing a user interface Learners will use their design to produce a user interface.	Complete the following for each of your chosen user interfaces in Assessment activity 1. ■ Describe how intuitive the user interface is and how it could be

	C2 Refining the user interface Learners will refine their user interface using an iterative process with potential users. C3 Review Learners will review the success of the user interface and the use of their chosen project planning techniques.	developed further to better meet the needs of users. ■ Assess to what extent they support users with different accessibility needs, skill levels and demographics. ■ Assess to what extent they match user perceptions and the methods that are used to keep the user's attention. ■ Assess their suitability and describe an alternative user interface that could have been used. ■ Give clear reasons why the alternative type of user interface would better meet the user needs. Your evidence can be in the form of screenshots of your chosen user interfaces, with annotations to show the different features that meet specific user needs. You may want to provide text that goes into more depth to justify your reasons.
Half Term 4 (Feb-Mar)	**COMPONENT 2: COLLECTING, PRESENTING AND INTERPRETING DATA** **Learning aim A: Investigate the role and impact of using data on individuals and organisations** A1 Characteristics of data and information Learners will understand the concepts of data and that data is meaningless without converting it into information by adding structure and context. A2 Representing information Learners will understand the different ways of representing information and will be able to explain situations where they would be used. A3 Ensuring data is suitable for processing Learners will understand the methods that can be used to ensure data input is suitable and within boundaries so that it is ready to be processed. A4 Data collection Learners will understand how the data collection method and data collection features affect its reliability. A5 Quality of information and its impact on decision making	Learners will assess in comprehensive detail how data is used across two different sectors in order to make decisions. Their assessment will: • be specific in what data organisations need in order to make decisions and give a wide range of relevant examples to the context; each example will be comprehensively justified • include comprehensive detail as to how both primary and secondary data collection methods affect the data (e.g. sample size, who is asked). There will be a range of relevant examples; each example will be comprehensively justified • explore the link between the data collection methods and features, and how they impact on the quality of data throughout. Learners will select and use effectively relevant data manipulation methods. They will use data manipulation methods with

	Learners will understand the factors that affect the quality of information and their impact on decision making A6 Sectors that use data modelling Learners will understand that different types of organisation use data modelling to help make decisions. A7 Threats to individuals Learners will understand the different threats that face individuals who have data stored about them.	accuracy to manipulate a range of data. Learners will make efficient use of the data manipulation methods throughout their solution. This includes the use of complex functions (for example decision-making functions, string operation functions, lookup functions). The methods selected by learners will be comprehensively justified. Learners will provide a fully efficient and effective dashboard. This will: • include suitable use of titles, labels, graphics and a range of formatting features • make use of automated features (e.g. buttons/macros, dropdown menus) to show some different aspects of the data on their dashboard. For example, learners could have a dropdown menu to show data from a range of different areas of their dataset.
Half Term 5 (Apr-May)	**Learning aim B: Create a dashboard using data manipulation tools** B1 Data processing methods Learners will understand how data can be imported from an external source. They will then explore how to apply data processing methods. B2 Produce a dashboard Learners will use a dashboard to select and display information summaries based on a given large data set.	Learners will provide a fully efficient and effective dashboard. This will: • have a wide range of clear summaries of their manipulated data • incorporate a wide range of appropriate presentation methods, including a range of different charts/graphics, tables, pivot tables and conditional formatting • have presentation methods that are appropriate for the data being shown • use suitable presentation features to create an effective dashboard that clearly summarises data
Half Term 6 (Jun-Jul)	**Learning aim C: Draw conclusions and review data presentation methods** C1 Drawing conclusions based on the data Learners will draw conclusions on the data set, using their dashboard in order to make recommendations. C2 How presentation affects understanding Learners will assess how well they have used the presentation features listed in B2	Learners will use their dashboard to draw a range of specific, relevant and well justified conclusions. This will include trends, patterns and possible errors. They will: • provide specific, appropriate and effective recommendations based on their conclusions in thorough detail • use their dashboard to give a wide range of relevant examples to support their conclusions and recommendations. They will assess:

	• the effectiveness of the presentation of their dashboard and how it affected the conclusions drawn and recommendations made • how they have used appropriate presentation features to ensure the information on their dashboard was not biased, misunderstood or used to make inaccurate decisions.

Examples of Home Learning Tasks	Description Learners will be given a scenario outlining the data collected in two different sectors (not the data itself). The scenario will outline the data collection methods and features. Learners will assess: • how the data collection method (for example primary and secondary) and the data collection features (for example sample size, who was in the sample, when and where the data was collected) affect the quality of the data • how the quality of data affects decision making across two different sectors (for example transport, education). Example task(s) • Learners will explore the data collection methods for two different sectors. • Learners will assess how the data collection methods and features affect the quality of the data. • Learners will assess how the data collection methods and quality of data affect decision making in two sectors. Evidence Evidence must fully meet the requirements of the assessment criteria and could include: • a written document or a presentation (with speaker notes), assessing how the data collection methods affect the quality of data and decision making.
Assessment Tasks, Methods & Frequency	Components 1 and 2 are assessed through non-exam internal assessment. The nonexam internal assessment for these components has been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. The components focus on: ● the development of core knowledge and understanding of different types of user interfaces, how user interface design principles are used to meet the needs of different users, and how organisations collect, manipulate and interpret data to draw conclusions and make decisions. ● the development and application of skills such as project planning, iterative design of a user interface, using data manipulation tools to create a dashboard, interpreting and drawing conclusions from data. ● reflective practice through the development of skills and techniques that allow learners to respond to feedback and to identify areas for improvement.

	Non-exam internal assessment is delivered through Pearson-set Assignments. These assignments are set by Pearson, marked by the centre and moderated by Pearson.
Equipment that Students Need	For component 1, learners must have access to: • appropriate software to create the prototype • project proposal template (Task 1a) • resource document (Task 3). For component 2, learners must have access to: • appropriate data sets. • spreadsheet software.

Parent / Carers can help their child by:	Signing up to Google Guardian and checking their Google Guardian account and reminding their child with any upcoming homework/assignment deadlines.
Useful Websites	https://www.knowitallninja.com
Extra-Curricular Activities & Career Opportunities	Coding club offered to the year group and STEM club opportunity. Trips to Computing Museum/Bletchley Park

Who Can I Contact?	Head of Computing & IT	Mr Wynter
	Teachers of Year 10 Digital IT	Mr Heskey

Holy Family Catholic School Curriculum Overview Year 10 –

Drama (GCSE)

	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	**Component 3 - Section A - An Inspector Calls** During this first half term students will begin to work on Section A of Component 3, which is the final written exam for GCSE Drama (that will take place in the Summer of Year 11). Students will: Explore the play An Inspector Calls by J.B Priestley. The play will be explored practically and will develop the student's knowledge of how to: ● 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 ● Approach specific questions in the exam, looking at exemplar materials, past papers, marking criteria, timings and key drama vocabulary.	● Read 'An Inspector Calls' by J.B Priestley. ● Purchase and read the Pearson/Edexcel Revision guide: https://www.pearsonschoolsandfecolleges.co.uk/secondary/subjects/drama-secondary/pearson-edexcel-gcse-91-drama/revise-edexcel-gcse-9-1-drama-revision-guide-1 ● 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 ● Managing deadlines ● Redrafting exam practice essays for section A of the Component 3 exam, in order to develop confidence and secure writing style
Half Term 2 (Nov-Dec)	**Component 3 - Section A - An Inspector Calls** Students will begin to work towards performing key scenes of the play An Inspector Calls for an invited audience. Giving them the opportunity to research a specific character from the play, learn lines and rehearse for a scripted performance, which will give them invaluable experience and equip them with skills when approaching the Component 2 - Scripted Performance exam, in the Spring term of Year 11.	● 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 ● Managing deadlines ● Redrafting exam practice essays for section A of the Component 3 exam, in order to develop confidence and secure writing style

		● Attend rehearsals at lunchtime or after school
Half Term 3 (Jan-Feb)	**Component 3 - Section A - An Inspector Calls** Students will perform a version of An Inspector Calls to an invited audience. This will include costume, props, set, prop, lighting and sound design.	● 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 ● Managing deadlines ● Redrafting exam practice essays for section A of the Component 3 exam, in order to develop confidence and secure writing style ● Attend rehearsals at lunchtime or after school

Half Term 4 (Feb-Mar)	**Component 1 - Devising - 40%**
	
	Students will begin working on their devised performances. For this students will:
	
	● 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
	● Begin devising an original piece of theatre to perform to a visiting audience
	● Create a character/characters for the performance
	● Begin to complete a written portfolio that discusses their process of developing their work and that evaluates the final performance
		● Attend the GCSE and A level showcases to inspire your thoughts around theatre and live performance, in preparation for the theatre review unit.
		● Research for devising - you will need to research things that are connected to the themes and issues you identify as central to your piece. Research can include:
		  - case studies
		  - witness accounts/reports
		  - newspaper articles
		  - statistics
		  - science/medical research materials
		  - images/artwork
		  - music/song lyrics
		  - videos
		  - interviews
		● Use exemplar materials and marking criteria to help structure your written portfolio

Half Term 5 (Apr-May)	**Component 1 - Devising - 40%**	● Attend the GCSE and A level showcases to inspire your

	Students will complete and perform their devised performances. For this students will: ● Rehearse, refine and perform ● Consider lighting, sound and costume for their performance ● Perform to a selected audience ● Be recorded and marked by their teacher ● Complete their portfolio	thoughts around theatre and live performance, in preparation for the theatre review unit. ● Research for devising - you will need to research things that are connected to the themes and issues you identify as central to your piece. Research can include: - case studies - witness accounts/reports - newspaper articles - statistics - science/medical research materials - images/artwork - music/song lyrics - videos - interviews ● Use exemplar materials and marking criteria to help structure your written portfolio
Half Term 6 (Jun-Jul)	**Component 3 - Section B - Theatre Evaluation** Students will visit a theatre to watch a live performance. They will prepare notes on this performance that focus on the following:	● Take detailed notes on a live theatre performance. Notes will include information on: - Characters - themes - social, historical, political, cultural context - style/genre - actors - lighting - sound - staging - set - audience - costumes/props ● Practice questions on section B of Component 3 paper.

Examples of Home Learning Tasks	Reading (Play-texts, newspaper articles, theatre reviews and other printed stimuli), line learning, character development/script development, watching performances: live/online , rehearsal/refinement of script work/devised work,, essay practice, character analysis, self assessment/peer assessment.
Assessment Tasks, Methods & Frequency	For the majority of the year students will be assessed on Component 3 practice questions/full papers in line with the school calendar assessment cycle. Towards the latter part of the year students will be assessed on Component 1 work, focusing on their practical devised performance and portfolio responses.

Equipment that Students Need	- An Inspector Calls Student Booklet (which must be brought to every lesson during all of Term 1 and Half Term 3 - Pens (black, purple and Green) - Purple exam practice exercise book - Component 3 - Section B - Theatre Evaluation booklet (during Half Term 6)

Parent / Carers can help their child by:	- Purchasing an affordable laptop/chromebook for their child - Joining their child's Drama Google Classroom - Taking them to watch live theatre performances frequently - Encouraging their child to join an extra-curricular drama club - Purchasing the: Pearson/Edexcel GCSE Drama Revision guide
Useful Websites	http://youtube.com http://www.bbc.co.uk/schools/gcsebitesize/drama/ https://www.nationaltheatre.org.uk/
Extra-Curricular Activities & Career Opportunities	- KS4 Drama/rehearsal Club - Bi-annual Holy Family Whole School Production - Training with lighting equipment in the Wiseman Drama Studio - Opportunities to focus on the role of the director - Opportunities to focus on the role of a designer (lighting/sound/costume) - Opportunities to take part in workshops provided by professional actors/directors/playwrights - Opportunities to attend theatre trips

Who Can I Contact?	Head of Drama	Miss Hampshire- ms.hampshire@holyfamilycatholicschool.co.uk
	Teachers of Year 10 Drama	Miss Hampshire- ms.hampshire@holyfamilycatholicschool.co.uk

Holy Family Catholic School Curriculum Overview Year 10 – English (GCSE)

	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	An Inspector Calls - GCSE English Literature	Attend a performance of the play.
Half Term 2 (Nov-Dec)	Completion of An Inspector Calls. Power and Conflict poetry- the Romantic period - GCSE English Literature.	Read other poetry by key poets - e.g. Blake, Keats.
Half Term 3 (Jan-Feb)	Macbeth - GCSE English Literature	Watch a version of the play online: https://www.youtube.com/watch?v=7skhaOegpLA
Half Term 4 (Feb-Mar)	Macbeth continued. Regular unseen poetry practice.	
Half Term 5 (Apr-May)	Power and conflict poetry - War poems, followed by poems on 20th century social conflict. Creative writing linked to reading of the poems.	Read other poetry by key poets. e.g. Wifred Owen, Simon Armitage.
Half Term 6 (Jun-Jul)	GCSE English Language Paper 1 - explorations in creative reading and writing.	Read a range of modern fiction independently.

Examples of Home Learning Tasks	Research tasks, pre reading tasks, knowledge consolidation tasks, learning of key quotes, essay practice.
Assessment Tasks, Methods & Frequency	Exam questions based on past papers.
Equipment that Students Need	Highlighter pens. A small dictionary and thesaurus are also recommended.

Parent / Carers can help their child by:	Supporting students to complete regular written work throughout the course, checking the online classroom regularly.
Useful Websites	https://www.bbc.co.uk/bitesize/examspecs/zcbchv4 - AQA English Bitesize Language https://www.bbc.co.uk/bitesize/examspecs/zxqncwx - AQA Bitesize English Literature www.educake.co.uk
Extra-Curricular Activities & Career Opportunities	Theatre trips, online booster sessions, school magazine. English language skills are vital for most jobs and very useful for any career that involves a need for strong communication skills, as well as law, journalism and marketing roles.

Who Can I Contact?	Head of English	Mr Parry			
	KS4 English Co-ordinator	Mr Parry			
	Teachers of Year 10 English	Mrs Osborne Mrs Scullion	Ms Duffy Mr Sharp	Mrs Crabtree Ms Carter	Ms Olaofe

Holy Family Catholic School Curriculum Overview Year 10 – French (GCSE)

	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Module 1 - Tu as du temps à perdre? (My personal world, Media & technology) Students build on their knowledge and skills from Year 9 so that they are able to discuss events across the francophone world, talk about what they do Online, discuss pros and cons, say what they do to stay active, talk about what they watch, make plans to go out. Students will be using more complex language and structures as well as different tenses. present tense regular & irregular verbs, using the perfect tense near future tense Imperfect tense 2 uses of 'il y a' adding complexity to writing using 3 time frames asking questions Completing Role play tasks	www.senecalearning.com www.pearsonactivelearn.com www.wordreference.com www.quizlet.com Duolingo Reading: Les vacances du Petit Nicolas (Je suis malade)
Half Term 2 (Nov-Dec)	Module 2 Mon clan, ma tribu (My personal world,) Students will be talking about their identity, talking about their weekend routine, discussing friends and friendship, talking about what people look like. talking about positive role models and discussing celebrations. possessive adjectives reflexive verbs use of depuis + present tense use of avant de + infinitive direct object pronouns irregular past participles describing a photo tasks use context to work out meaning / process of elimination / prediction -reading / listening skills	www.senecalearning.com www.pearsonactivelearn.com www.wordreference.com www.quizlet.com Duolingo Reading: Bonjour Tristesse Françoise Sagan
Half Term 3 (Jan-Feb)	Module 3 -Ma vie scolaire (School) Students will be learning about school life in francophone countries, talking about school subjects and school life, discussing school rules, talking about what has happened at school and about what school used to be like when you were younger as well as talking about learning languages. numbers the comparative and superlative the imperfect tense indirect object pronouns pronoun en adding complexity to writing using 3 time frames describing a photo tasks	www.senecalearning.com www.pearsonactivelearn.com www.wordreference.com www.quizlet.com 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
Half Term 4 (Feb-Mar)	Module 4 - En pleine forme (Lifestyle &Well-being)	www.senecalearning.com www.pearsonactivelearn.com

	Students will be describing and giving opinions about dishes, talking about meals and mealtimes, about good mental health. The will be describing illness and accidents, saying what they are going to do to improve their life, talking about lifestyle changes Use the imperative present and perfect tenses in translations modal verbs (devoir, pouvoir, vouloir) near future Be confident in the role play and asking questions Revision of all modules, applying exam skills	www.wordreference.com www.quizlet.com www.revisionworld.com Students to practise past exam papers in listening and reading. Reading: Le Festival de Sakifo
Half Term 5 (Apr-May)	Module 5 -Numéro vacances (Travel & Tourism) Students will be talking about holidays and accommodation, discussing what you can see and do on holiday, talking about festivals, reviewing and booking holiday accommodation, talking about staycation activities Use of negatives and modal verbs conditional tense More complex structures Relative pronoun qui Translation skills using 3 time frames si + present and near future tenses	www.senecalearning.com www.pearsonactivelearn.com www.wordreference.com www.quizlet.com www.revisionworld.com Students to practise past exam papers in listening and reading. Reading: Victor Hugo Demain, dès l'aube
Half Term 6 (Jun-Jul)	Module 6 -Notre planète (Travel & Tourism) Students will be understanding infographics about the environment, talking about geography and the climate, talking about environmental problems, and discussing how we can work together to protect the environment. Revision of all modules 1,2,3,4,5, 6	www.senecalearning.com www.pearsonactivelearn.com www.wordreference.com www.quizlet.com www.revisionworld.com

Examples of Home Learning Tasks	Seneca learning, Active Learn, Speaking booklet completion, Redrafting work, Memorising answers and vocabulary
Assessment Tasks, Methods & Frequency	Assessments in listening, reading, writing, translating, speaking, short and long exams. Every half term
Equipment that Students Need	Pearson Edexcel GCSE - French Foundation Student Book ISBN: 9781292466590 - French Higher Student Book ISBN: 9781292734675 Pearson Edexcel GCSE (9-1) French Revision Guide ISBN: 9781292739700 Pearson Revision Workbook ISBN: 9781292739731 Student Guide to Success for GCSE (supplied in September by class teacher) Collins Easy Learning French dictionary or Oxford Learner's dictionary: recommended for home use only as we have large stocks in school

Parent / Carers can help their child by:	Ensure their child is practising on the following websites every day for 10/15 mins, checking homework completion
Useful Websites	www.senecalearning.com www.pearsonactivelearn.com www.wordreference.com www.quizlet.com www.revisionworld.com 1. Youtube: Cyprien 2 Youtube: Easy French 3 Youtube: Monsieur Pattinson

Extra-Curricular Activities & Career Opportunities	Trip to Paris

Who Can I Contact?	Teachers of Year 10 French	Mr Fidegnon , Ms Orblin, Ms St-Aimie

Holy Family Catholic School Curriculum Overview Year 10 – Geography (GCSE)

	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Urban Issues and Challenges - Global urbanisation patterns and Lagos • Patterns and causes of global urbanisation • Lagos' national, regional & international importance • Opportunities and challenges caused by urban change in Lagos • Managing Lagos' challenges	Students should listen to, read and/or watch the news regularly. Students could broaden their knowledge of the natural world through watching documentaries such as David Attenborough with wider links to geography topics. Social media accounts to follow for geographical content .e.g. National Geographic, BBC News, David Attenborough
Half Term 2 (Nov-Dec)	Urban Issues and Challenges - London • London's national, regional & international importance • Opportunities and challenges caused by urban change in London • Managing London's challenges • Urban Sprawl and commuter settlements	
Half Term 3 (Jan-Feb)	River Landscapes Review (pre-fieldtrip) Coastal Landscapes • Processes	
Half Term 4 (Feb-Mar)	Coastal Landscapes • Landforms • Hard and Soft engineering	
Half Term 5 (Apr-May)	Changing Economic World: Global Development • The development gap • NEE case study - Shell in Nigeria	
Half Term 6 (Jun-Jul)	Changing Economic World: The UK Economy • Deindustrialisation and the service economy	

Examples of Home Learning Tasks	Homework booklets for each topic including reading homework, map skills, locational knowledge, literacy tasks, numeracy tasks, Geography in the news and revision exercises. Case study booklets. Pre-reading.
Assessment Tasks, Methods & Frequency	Extended writing, GCSE exam practice questions, regular low stakes quizzes, end of topic assessments.
Equipment that Students Need	Pen (green and black), at least three coloured pens, pencil, ruler, calculator, highlighters, glue stick

Parent / Carers can help their child by:	Checking students' books and online classrooms regularly. Discussing current affairs with students.
Useful Websites	https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/specification-at-a-glance
Extra-Curricular Activities & Career Opportunities	Wider careers opportunities (including work experience) Residential fieldwork trip

Who Can I Contact?	Head of Geography	Ms Herrick
	Teachers of Year 10 Geography	Ms Herrick & Mrs Sayer

Holy Family Catholic School Curriculum Overview Year 10 – History (GCSE) - Exam Board: Edexcel

	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct) **Half Term 2 (Nov-Dec)**	Medicine through time: a Paper 1 topic that explores how medicine has changed over time; from the Medieval period to the Modern day. Students will study different time periods (identified below) and explore many of the same topics to compare the change and continuity over time. ● Cause of disease ● Treatment of disease ● Public health ● Training of doctors ● Hospitals ● Role of individuals The time periods are as follows: 1350-1750 1750-1900 1900-Present day The examination topic will be diversified by the inclusion of global developments in medicine and the addition of important women such as Mary Seacole.	Hodder GCSE History for Edexcel: Medicine Through Time, c1250–Present by Ian Dawson ISBN: 9781471861376
Half Term 3 (Jan-Feb) **Half Term 4 (Feb-Mar)** **Half Term 5 (Apr-May)**	The Reigns of Kings Richard and John: a Paper 2 depth GCSE topic that focusses on what makes a Medieval King great and whether the kings meet that criteria The examination topic will be diversified through the exploration of the Muslim world under the leadership of Saladin and the embedding of the story of women such as Eleanor of Aquitaine	https://www.historyextra.com/article-type/podcast/
Half Term 6 (Jun-Jul)	Weimar and Nazi Germany - Paper 3 in their GCSEs begins. The study will be framed on two contrasting ideas: democracy and autocracy. Students will be using these terms to assess the historical developments of Germany from the end of World War One to the onset of World War Two.	Alone In Berlin Hans Fallada, 1984 by George Orwell The Bookkeeper by Markus Zusak The Boy in the Striped Pyjamas by John Boyne

Examples of Home Learning Tasks	● Weekly revision booklets on prior learning ● Seneca revision tasks
Assessment Tasks, Methods & Frequency	Fortnightly assessment work linked to the Edexcel History GCSE exam specification
Equipment that Students Need	Pen (green and black), pencil, ruler, highlighters and glue stick

Parent / Carers can help their child by:	Asking students to read extended written work out loud to them and encouraging them to complete re-drafts of this work.
Useful Websites	• https://senecalearning.com/ • https://www.bbc.co.uk/bitesize/topics/zcyx2v4/articles/zcg66g8
Extra-Curricular Activities & Career Opportunities	• Trip to the WW1 battlefields at Ypres, Belgium • Diversity & Inclusion Club • Links to careers during assessment feedback lessons • BHM and LGBT+ History Month activities

Who Can I Contact?	Head of History	Mr E Shah
	Teachers of Year 10 History	Mr Shah, Ms Parker, Ms Warren, Ms Hu, Ms Fodor

Holy Family Catholic School Curriculum Overview Year 10 – Mathematics (GCSE)

	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	**Support** **7 Averages and range** 7.1 Mean and range 7.2 Mode, median and range 7.3 Types of average 7.4 Estimating the mean 7.5 Sampling **8 Perimeter, area and volume 1** 8.1 Rectangles, parallelograms and triangles 8.2 Trapezia and changing units 8.3 Area of compound shapes 8.4 Surface area of 3D solids 8.5 Volume of prisms 8.6 More volume and surface area **Core** **6 Graphs** 6.1 Linear graphs 6.2 More linear graphs 6.3 Graphing rates of change 6.4 Real-life graphs 6.5 Line segments 6.6 Quadratic graphs 6.7 Cubic and reciprocal graphs 6.8 More graphs **Extension** **7 Area and volume** 7.1 Perimeter and area 7.2 Units and accuracy 7.3 Prisms 7.4 Circles 7.5 Sectors of circles 7.6 Cylinders and spheres 7.7 Pyramids and cones **8 Transformations and constructions** 8.1 3D solids 8.2 Reflection and rotation 8.3 Enlargement 8.4 Transformations and combinations of transformations 8.5 Bearings and scale drawings 8.6 Constructions 1 8.7 Constructions 2 8.8 Loci	Completion of tasks on Digital PLC on Google Classroom.

| Half Term 2 (Nov-Dec) | **Support** **17 Perimeter, area and volume 2** 17.1 Circumference of a circle 1 17.2 Circumference of a circle 2 17.3 Area of a circle 17.4 Semicircles and sectors 17.5 Composite 2D shapes and cylinders 17.6 Pyramids and cones 17.7 Spheres and composite solids **Core** **7 Area and volume** 7.1 Perimeter and area 7.2 Units and accuracy 7.3 Prisms 7.4 Circles 7.5 Sectors of circles 7.6 Cylinders and spheres 7.7 Pyramids and cones **8 Transformations and constructions** 8.1 3D solids 8.2 Reflection and rotation 8.3 Enlargement 8.4 Transformations and combinations of transformations 8.5 Bearings and scale drawings 8.6 Constructions 1 8.7 Constructions 2 8.8 Loci **Extension** **10 Probability** 10.1 Combined events 10.2 Mutually exclusive events 10.3 Experimental probability 10.4 Independent events and tree diagrams 10.5 Conditional probability 10.6 Venn diagrams and set notation 11 Multiplicative reasoning 11.1 Growth and decay 11.2 Compound measures 11.3 More compound measures 11.4 Ratio and proportion | |
| Half Term 3 (Jan-Feb) | **Support** **9 Graphs** 9.1 Coordinates 9.2 Linear graphs 9.3 Gradient 9.4 $y = mx + c$ 9.5 Real-life graphs 9.6 Distance-time graphs 9.7 More real-life graphs 16.2 Plotting quadratic graphs 16.3 Using quadratic graphs 20.1 Graphs of cubic and reciprocal functions **Core** 10 Probability 10.1 Combined events 10.2 Mutually exclusive events 10.3 Experimental probability 10.4 Independent events and tree diagrams | |

	10.5 Conditional probability 10.6 Venn diagrams and set notation "11 Multiplicative reasoning 11.1 Growth and decay 11.2 Compound measures 11.3 More compound measures 11.4 Ratio and proportion **Extension** 12 Similarity and congruence 12.1 Congruence 12.2 Geometric proof and congruence 12.3 Similarity 12.4 More similarity 12.5 Similarity in 3D solids	
Half Term 4 (Feb-Mar)	**Support** **10 Transformations** 10.1 Translation 10.2 Reflection 10.3 Rotation 10.4 Enlargement 10.5 Describing enlargements 10.6 Combining transformations 15.1 3D solids 15.2 Plans and elevations **Core** 12 Similarity and congruence 12.1 Congruence 12.2 Geometric proof and congruence 12.3 Similarity 12.4 More similarity 12.5 Similarity in 3D solids 13.1 Accuracy **Extension** 13 More trigonometry 13.1 Accuracy 13.2 Graph of the sine function 13.3 Graph of the cosine function 13.4 The tangent function 13.5 Calculating areas and the sine rule 13.6 The cosine rule and 2D trigonometric problems 13.7 Solving problems in 3D 13.8 Transforming trigonometric graphs 1 13.9 Transforming trigonometric graphs 2	
Half Term 5 (Apr-May)	**Support** **11 Ratio and proportion** 11.1 Writing ratios 11.2 Using ratios 1 11.3 Ratios and measures 11.4 Using ratios 2 11.5 Comparing using ratios 11.6 Using proportion 11.7 Proportion and graphs 11.8 Proportion problems	

	Core **13 More trigonometry** 13.1 Accuracy 13.2 Graph of the sine function 13.3 Graph of the cosine function 13.4 The tangent function 13.5 Calculating areas and the sine rule 13.6 The cosine rule and 2D trigonometric problems 13.7 Solving problems in 3D 13.8 Transforming trigonometric graphs 1 13.9 Transforming trigonometric graphs 2 **Extension** 14 Further statistics 14.1 Sampling 14.2 Cumulative frequency 14.3 Box plots 14.4 Drawing histograms 14.5 Interpreting histograms 14.6 Comparing and describing populations	
Half Term 6 (Jun-Jul)	**Support** **13 Probability** 13.1 Calculating probability 13.2 Two events 13.3 Experimental probability 13.4 Venn diagrams 13.5 Tree diagrams 13.6 More tree diagrams **Core** **14 Further statistics** 14.1 Sampling 14.2 Cumulative frequency 14.3 Box plots 14.4 Drawing histograms 14.5 Interpreting histograms 14.6 Comparing and describing populations **Extension** 15 Equations and graphs 15.1 Solving simultaneous equations graphically 15.2 Representing inequalities graphically 15.3 Graphs of quadratic functions 15.4 Solving quadratic equations graphically 15.5 Graphs of cubic functions	

Examples of Home Learning Tasks	Homework on MathsWatch. Activities on Personal Learning Checklist (on Google Classroom). Practice papers using OnMaths.Com and Maths Genie.
Assessment Tasks, Methods & Frequency	End of unit assessments in class. Termly assessments. End of Year Assessment in June.
Equipment that Students Need	2 black pens, green pen, pencil, ruler, protractor, compass and a scientific calculator. Half termly equipment checks take place.

Parent / Carers can help their child by:	Ensuring all homework is completed. Support the department by ensuring their child uses the digital PLC to revise for assessments or when they have missed school. Ensure their children have the correct equipment at all times as stated above.
Useful Websites	https://vle.mathswatch.co.uk/vle/

		https://corbettmaths.com/ https://www.mathsgenie.co.uk/ https://parallel.org.uk/
Extra-Curricular Activities & Career Opportunities		Independent study using MathsWatch. Students selected for Intermediate Maths Challenge. Parallel Maths Challenge.

Who Can I Contact?	Head of Mathematics	Mr McCollin
	Deputy Head of Mathematics	Ms Atakan
	Teachers of Year 10 Mathematics	Mr McCollin, Ms Atakan, Ms Maslowska, Ms Yeboah, Ms Thomas, Ms Berlo, Mr Kyere, Mrs Asante

Holy Family Catholic School Curriculum Overview Year 10 – Music (GCSE Eduqas)

	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct) (Nov-Dec)	**Analysis:** 2 hours a fortnight will be spent on "Music 101" - Basic GCSE Musical elements and musical terminology will be studied. **Performance:** students will rehearse for their Solo Performance assessment. **Composition:** Students will start developing their Composition skills - starting with a Theme and variations scheme.	Revise and test music theory and music 101 knowledge using: https://www.bbc.co.uk/bitesize/topics/zn4tkmn Practice your instrument as much as you can outside of lessons.
Half Term 2 (Nov-Dec)	**Analysis:** Following on from music 101 2 hours a fortnight will be spent studying Musical forms and devices. **Performance:** Students will continue rehearsing for their Solo Performance assessment. **Composition:** Students will continue developing their Composition skills - starting with a Theme and variations scheme.	Revise and test musical forms and devices using: https://www.bbc.co.uk/bitesize/topics/zfhfqp3 GCSE students are encouraged to attend the modulo orchestra to improve ensemble performance skills.
Half Term 3 (Jan-Feb)	**Analysis:** The Sonorities and Textures of music and they will analyse their first set work. **Performance:** students will rehearse for their Solo Performance assessment and for their first Ensemble Performance assessment. **Composition:** Students will study minimalism and compose their own minimalist compositions.	Revise and test Sonority and textures knowledge using: https://www.bbc.co.uk/bitesize/guides/z4ry7nb/revision/1 https://www.bbc.co.uk/bitesize/guides/zk43mfr/revision/1 Visit the music room outside of lessons to continue with composition work. Practice your instrument.
Half Term 4 (Feb-Mar)	**Analysis:** Students will analyse Musical theatre. **Performance:** students will rehearse for their Solo Performance assessment and for their first Ensemble Performance assessment. **Composition:** Students will study the conventions of Song writing and compose their own songs.	Revise and test knowledge of Musical theatre using: https://www.bbc.co.uk/bitesize/guides/zd6xh39/revision/1 https://www.bbc.co.uk/bitesize/guides/z6vyb82/revision/1 GCSE students are encouraged to prepare a piece for the school summer concert and attend the modulo orchestra to improve ensemble performance skills.
Half Term 5 (Apr-May)	**Analysis:** Students will analyse Blues and Jazz.	Revise and test knowledge of Jazz and blues using:

	Performance: students will rehearse for their Solo Performance assessment and for their first Ensemble Performance assessment. **Composition:** Students will compose their free composition.	https://www.bbc.co.uk/bitesize/guides/zjhtng8/revision/1 Visit the music room outside of lessons to continue with composition work. Practice your instrument.
Half Term 6 (Jun-Jul)	**Analysis:** Students will analyse Film Music **Performance:** students will rehearse for their Solo Performance assessment and for their first Ensemble Performance assessment. **Composition:** Students will continue composing their free composition.	Revise and test knowledge of Film music using: https://www.bbc.co.uk/bitesize/topics/zb7h8xs GCSE students are encouraged to prepare a piece for the school summer concert and attend the modulo orchestra to improve ensemble performance skills.

Examples of Home Learning Tasks	Students should practice their instruments for 30 mins per day. Students should take time going over new terminology and add it to their glossary. Students should attend the KS4 catch up sessions when necessary.
Assessment Tasks, Methods & Frequency	- A mini mock is given to students at the end of each topic. Done in exam conditions with the use of peer and self-assessment against the marking criteria - Worksheets and quizzes will be set frequently for homwork - Full mock papers are done in class and marked using Eduqas 1-9 criteria. Feedback given to students on how to improve. - Students' compositions and performances will be marked at three points throughout the year using Eduqas 1-9 criteria and feedback will be given on how to improve. - Knowledge organisers and PLCs
Equipment that Students Need	● Exercise Books (for all analysis) ● Pens (Black and Green) ● Your instrument should be brought to every performance lesson

Parent / Carers can help their child by:	● Joining their child's Music Google Classroom ● Taking their child to see some live music ● Encouraging them to listen to different types of music ● Encouraging their child to join an extracurricular Music club ● Encouraging their child to play their instrument for 30 mins per day.
Useful Websites	● https://www.bbc.co.uk/bitesize/examspecs/zbmct39 ● http://www.your-personal-singing-guide.com/choir-singing.htm ● http://www.dsokids.com/ ● http://www.mymusictheory.com/ ● http://www.youtube.com ● http://www.musictheoryvideos.com/ ● http://www.musictheory.net/
Extra-Curricular Activities & Career Opportunities	● Music Technology Club ● Orchestra ● Choir ● Performing in front of others on their instrument in assemblies ● Bi-annual Holy Family Whole School Production ● Opportunities to go on trips to go and see some live music

Who Can I Contact?	Head of Music	Mr Strachan mr.strachan@holyfamilycatholicschool.co.uk
	Teachers of Year 10 Music	Mr Strachan mr.strachan@holyfamilycatholicschool.co.uk

Holy Family Catholic School Curriculum Overview Year 10 – PE (Core)

	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Performance - sports performance ● Mastering football/netball Fitness - exercise for fitness ● Improving myself physically through structured exercise Leisure - health active lifestyle ● staying fit and healthy through physical activity in day to day life	● Wider reading about sport ● Attend extra-curricular clubs at school
Half Term 2 (Nov-Dec)	Performance - sports performance ● Mastering basketball Fitness - exercise for fitness ● Improving myself physically through structured exercise Leisure - health active lifestyle ● staying fit and healthy through physical activity in day to day life	● Join clubs outside of school ● Watch sport in your local community and on TV
Half Term 3 (Jan-Feb)	Performance - sports performance ● Mastering net/wall games/ football/netball Fitness - exercise for fitness ● Improving myself physically through structured exercise Leisure - health active lifestyle ● staying fit and healthy through physical activity in day to day life	● Get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle
Half Term 4 (Feb-Mar)	Performance - sports performance ● Mastering net/wall games/ football/netball Fitness - exercise for fitness ● Improving myself physically through structured exercise Leisure - health active lifestyle ● staying fit and healthy through physical activity in day to day life	
Half Term 5 (Apr-May)	Performance - sports performance ● Mastering football/netball Fitness - exercise for fitness ● Improving myself physically through structured exercise Leisure - health active lifestyle ● staying fit and healthy through diet	
Half Term 6 (Jun-Jul)	Performance - sports performance ● Mastering football/netball Fitness - exercise for fitness ● Improving myself physically through structured exercise Leisure - health active lifestyle ● staying fit and healthy through diet	

Examples of Home Learning Tasks	
Assessment Tasks, Methods & Frequency	- AfL and Formative Assessment (Questioning, Observation, Feedback) - Regular descriptive feedback (teacher, self, peer) - Clear vision of learning target. What does it look like? The qualities/ criteria involved. - Use of models and examples to highlight strong and weak work. - Learning log
Equipment that Students Need	Holy Family PE T-Shirt Holy Family PE Shorts White Sports Socks Trainers

Useful Websites	
Extra-Curricular Activities & Career Opportunities	- Lunch/ Afterschool Sports Clubs - Various - Fitness Room Access - Football Team - Basketball Team - Cross - Country Team - Athletics Team - Netball Team - Sports Leaders - Silver DofE (managed by WIR)

Who Can I Contact?		
	Head of PE	Mrs E Cole
	Teachers of Year 8 PE	Mr R Wilbraham, Mr E Graefe, Ms M Winter, Ms K Paul Jones
	Sports Coach	Mr D Lavinier
	PE TA	Mr K Lisbie

Holy Family Catholic School Curriculum Overview Year 10 – GCSE PE

	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	**Health, fitness and well-being – Paper 2: Socio-cultural influences and well-being in physical activity and sport.** 1 The meaning of health and fitness: physical, mental/emotional and social health- linking participation in physical activity to exercise, sport to health and well-being. 2 The consequences of a sedentary lifestyle. 3 Obesity and how it may affect performance in physical activity and sport. 4 Somatotypes. 5 Energy use. 6 Reasons for having a balanced diet and the role of nutrients. 7 The role of carbohydrates, fat, protein, vitamins and minerals. 8 Reasons for maintaining water balance (hydration) and further applications of the topic area.	**Lifestyle choices** http://www.nhs.uk/choiceintheNHS/Lifechoices/Pages/Lifechoiceshome.aspx **Nutrition** http://www.nhs.uk/Livewell/Goodfood/Pages/Healthyeating.aspx http://www.nhs.uk/Livewell/Goodfood/Pages/reference-intakes-RI-guideline-daily-amounts-GDA.aspx **Hydration** http://www.nutrition.org.uk/healthyliving/hydration/healthy-hydration-guide.html
Half Term 2 (Nov-Dec)	**Applied anatomy and physiology – Paper 1: The human body and movement in physical activity and sport.** 9 Bones and the functions of the skeleton. 10 Structure of the skeletal system/functions of the skeleton. 11 Muscles of the body. 12 Structure of a synovial joint. 13 Types of freely moveable joints that allow different movements. 14 How joints differ in design to allow certain types of movement. 15 How the major muscles and muscle groups of the body work antagonistically on the major joints of the skeleton to affect movement in physical activity at the major movable joints	
Half Term 3 (Jan-Feb)	**Movement analysis – Paper 1: The human body and movement in physical activity and sport** 16 First, second and third class levers. 17 Mechanical advantage. 18 Analysis of basic movements in sporting examples. 19 Analysis of basic movements in sporting examples. 20 Planes and axes	**Levers** http://www.brianmac.co.uk/levers.htm https://www.youtube.com/watch?v=ny8k7LUUIEk http://www.humankinetics.com/excerpts/excerpts/levers-work-to-create-movement-inthe-human-body **Planes and axes** http://www.physical-solutions.co.uk/

		wp-content/uploads/2015/05/UnderstandingPlanes-and-Axes-of-Movement.pdf (Please note: this link may not work in some browsers e.g. Safari)
Half Term 4 (Feb-Mar)	**Applied anatomy and physiology – Paper 1: The human body and movement in physical activity and sport.** 21. The pathway of air and gaseous exchange. 22 Blood vessels. 23 Structure of the heart and the cardiac cycle (pathway of blood). 24 Cardiac output and stroke volume (including the effects of exercise). 25 Mechanics of breathing and interpretation of a spirometer trace. 26 Aerobic and anaerobic exercise. 27 Recovery/EPOC. 28 The short and long term effects of exercise.ort.	
Half Term 5 (Apr-May)	**Sports psychology – Paper 2: Socio-cultural influences and well-being in physical activity and sport.** 29 Skill and ability, including classification of skill. 30 Definitions and types of goals. 31 The use and evaluation of setting performance and outcome goals, including the use of SMART targets to improve/optimise performance. 32 Basic information processing.	
Half Term 6 (Jun-Jul)	33 Revision of Year One content 35 Mock exam	

Assessment Tasks, Methods & Frequency	End of topic tests Yr 10 exams
Equipment that Students Need	Holy Family PE T-Shirt Holy Family PE Shorts White Sports Socks Trainers

Useful Websites	
Extra-Curricular Activities & Career Opportunities	● Fitness Room Access ● Football Team ● Basketball Team ● Athletics Team ● Netball Team

Who Can I Contact?	Head of PE	Mrs E Cole
	Teachers of Year 10 GCSE PE	Mr Graefe

Holy Family Catholic School Curriculum Overview Year 10 – Religious Education (GCSE)

	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	**Practices:** Third module of the GCSE. Pupils will study the sacramental nature of reality, what is a sacrament, the seven sacraments, divergent attitudes to Sacraments, what is liturgical worship, what is the Mass, the parts of the Mass, the importance of the Eucharist and divergent Christian attitudes to liturgical worship, the funeral rite, the aims of the funeral rite, what is prayer, the types of prayer and the importance of the Lord's Prayer.	https://www.bbc.co.uk/bitesize/guides/zffxh39/revision/1
Half Term 2 (Nov-Dec)	**Practices:** Continuation of the third module of the GCSE. Pupils will study different forms of popular piety, why it is important to have different forms of worship, the nature, history and purpose of pilgrimage, places of pilgrimage, why pilgrimage is important for Christians today, Catholic Social Teaching, how CAFOD demonstrate Catholic Social Teaching, Catholic mission and evangelism, how the church engages in the new evangelism.	https://www.bbc.co.uk/bitesize/guides/zffxh39/revision/1 https://cafod.org.uk/Pray/Catholic-social-teaching
Half Term 3 (Jan-Feb)	**Beliefs and Teachings:** Fourth module and final module of the Catholic Christianity paper) of the GCSE. Pupils will study the Trinity, the Trinity in Catholic worship and belief today,the Trinity in the Bible, the historical development of the Trinity, the creation accounts in Genesis 1-3 and their significance, divergent Christian understanding of creation, the creation of humanity in the 'imago Dei', the significance of this for humans, the meaning of dominion and stewardship.	https://youtu.be/BKQgYYHHqxQ https://youtu.be/BKQgYYHHqxQ https://youtu.be/IM_Kpg_Xr60 https://youtu.be/tb_dTJ-nEcM
Half Term 4 (Feb-Mar)	**Beliefs and Teachings:** Continuation of the fourth module of the GCSE. Pupils will study the incarnation, what is the purpose of the incarnation and why it is important for Catholics today, the events of the Paschal Mystery, what the Catholic Church teaches about the Paschal Mystery, the significance of the Paschal Mystery, Catholic beliefs about life after death and why this is important for Catholics today.	https://youtu.be/I8zs81Omhsc https://www.biblegateway.com/passage/?search=John1%3A1-18&version=NIV https://www.biblegateway.com/passage/?search=Luke+24&version=NIV https://youtu.be/J9RXw5HduR4 https://www.bbc.co.uk/bitesize/guides/zkk3rwx/revision/1

Half Term 5 (Apr-May)	**Arguments for the Existence of God:** Beginning of the study of the Philosophy and Ethics Paper. Pupils will study the nature of revelation, examples of Biblical and non-biblical visions, how visions might lead to belief in God, arguments against visions as proof that God exists, examples of Biblical and non-biblical miracles, how miracles might lead to belief in God, arguments against miracles as proof that God exists ,what are religious experiences, how religious experiences might lead to belief in God, arguments against religious experiences as proof that God exists,	https://www.bbc.co.uk/bitesize/guides/zv2fgwx/revision/1
Half Term 6 (Jun-Jul)	**Arguments for the Existence of God:** Continuation of the first module of the Philosophy and Ethics Paper. Pupils will study the classical Design argument, the strengths and weaknesses of the design argument,the Cosmological argument, the strengths and weaknesses of the cosmological argument, examine why the existence of suffering is a problem for Catholics, Biblical, theoretical and practical responses to the problem of suffering.	https://www.bbc.co.uk/bitesize/guides/zv2fgwx/revision/1

Examples of Home Learning Tasks	Answering practice exam questions, developing answers to improve them,, completion of quizzes on key knowledge on Google Forms.
Assessment Tasks, Methods & Frequency	Half-termly formal assessment using past exam papers and summative weekly/bi-weekly knowledge quizzes.
Equipment that Students Need	Access to the Catholic Christianity Textbook (provided), exercise book, black/blue pen, red and green pen, highlighters, coloured pencils (provided), and ruler.

Parent / Carers can help their child by:	Checking their exercise books and Google Classroom submissions weekly
Useful Websites	www.hfcsw.net RE Department website to complete a variety of revision tasks. You will also have access to content resources and exam.questions. Pearson Edexcel GCSE Religious Studies A (2016) https://www.kerboodle.com/users/login- Access to the textbook online
Extra-Curricular Activities & Career Opportunities	Philosophy Club Peace Club Chaplaincy service Liturgy Leaders https://www.natre.org.uk/news/latest-news/videos-of-careers-for-graduates-in-theology-and-religious-studies/

Who Can I Contact?	Head of Religious Education	Mrs Aoife Kean ms.kean@holyfamilycatholicschool.co.uk
	Teachers of Year 10 Religious Education	Ms. Joseph ms.joseph@holyfamilycatholicschool.co.uk Ms. Richards-Fearon ms.richards-fearon@holyfamilycatholicschool.co.uk Mr. Bird mr.bird@holyfamilycatholicschool.co.uk Mr. Akinwoleoloa mr.akinwoleoloa@holyfamilycatholicschool.co.uk

Holy Family Catholic School Curriculum Overview Year 10 –

Science GCSE (Combined/Triple)

	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	**P4. Atomic structure (Radioactivity):** ● Atoms and isotopes ● Atoms and nuclear radiation ● EoTT (End of Topic Test) **C3. Quantitative Chemistry:** ● Chemical measurements, conservation of mass and the quantitative interpretation of chemical equations ● Use of amount of substance in relation to masses of pure substances (HT) ● Further calculations (Triple only) **C5. Energy Changes:** ● Exothermic and endothermic reactions *(RP 10)* ● The energy change of reactions (HT only) ● Fuel cells (Triple only) ● Joint EoTT (End of Topic Test)	Chernobyl: History of a Tragedy, by *Serhii Plokhy* The Radium Girls: They paid with their lives by *Kate Moore* Reactions: The private life of atoms, by *Peter Atkins* Pixl Independence: Energy Changes
Half Term 2 (Nov-Dec)	**P2. Electricity** ● Electric field and static electricity (Triple only) ● Current, potential difference and resistance *(RP 15)* ● Series and parallel circuits ● Domestic uses and safety ● EoTT (End of Topic Test) **B3. Infection and Response** ● Communicable diseases ● Discovery and development of drugs ● Monoclonal antibodies (Triple only) ● Plant diseases (Triple only) ● EoTT (End of Topic Test)	The Vaccine Race: How Scientists Used Human Cells to Combat Killer Viruses, by *Meredith Wadman*

Half Term 3 (Jan-Feb)	**C4. Chemical changes** - Reactions of acids *(RP 8)* (includes HT content) - Reactivity of metals (includes HT content) - RP Titrations (Triple only) - EoTT (End of Topic Test) **P5. Forces** - Forces and their interactions (includes HT content) - Work done and energy transfer - Forces and elasticity *(RP 18)*	Science World: Forces in Action by *Kathryn Whyman*
Half Term 4 (Feb-Mar)	**P5. Forces** - Forces and motion (includes HT content) *(RP 19)* - *Pressure (Triple only)* - Momentum (HT only) - Moments, lever and gears (Triple only) - EoTT (End of Topic Test) **C7. Organic Chemistry** - Carbon compounds as fuels and feedstock - Alkenes, alcohols, carboxylic acids and esters (Triple only) - EoTT (End of Topic Test) **Revision for End of Year GCSE Mock Exams**	
Half Term 5 (Apr-May)	**End of Year GCSE Mock Exams** - includes all content (Foundation/Higher) Tier level of entry **B7. Ecology** - Adaptations, interdependence and competition - Organisation of an ecosystem *(RP 7)* - Biodiversity and the effect of human interaction on ecosystems - Decay RP and decomposition (Triple only) - Trophic levels and food security (Triple only) **P6. Waves** - Waves in air, fluids and solids *(RP 20)* - Electromagnetic waves - RP Refraction *(Triple only)* - *Lenses (Triple only)* - Blackbody radiation *(Triple only)*	
Half Term 6 (Jun-Jul)	**C8. Chemical Analysis** - Purity, formulations and chromatography *(RP12)* - Identification of common gases - Testing for ions (Triple only)	Mauve: How one man invented a colour that changed the world, by *Simon Garfield*

Examples of Home Learning Tasks	Reading/comprehension tasks Exam style questions

	Research tasks (articles) Online quizzes (Seneca, LBQ, Isaac Physics) Consolidation activities
Assessment Tasks, Methods & Frequency	Each topic will be assessed with an 'End of Topic Test' Tests will be tiered according to ability (foundation/higher)
Equipment that Students Need	Basic stationary: pens (black and green), pencil, ruler, rubber Specificic equipment: scientific calculator, protractor Lab coats will be provided for practicals

Parent / Carers can help their child by:	● Joining the 'Google Classroom' to enable discussion about their learning and homework requirements. ● Ensuring their child is fully equipped at the beginning of the academic year ● Attending Parents Evenings.
Useful Websites	● https://www.bbc.co.uk/bitesize/examspecs/z8r997h ● https://www.physicsandmathstutor.com/ ● https://www.youtube.com/c/Cognitoedu
Extra-Curricular Activities & Career Opportunities	STEM club Eco-council

Who Can I Contact?	Head/Deputy Head of Science	Mr Thrasivoulou/Ms Johnson
	KS4 Science Co-ordinator	Ms Paschalides
	Teachers of Year 10 Science	Mr Thrasivoulou Ms Johnson Ms Paschalides Ms Forbes Mr Yohannes Mr McDermott Ms Saryiska Ms Danila

Holy Family Catholic School Curriculum Overview Year 10 – Spanish (GCSE)

	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Module 1 – ¡Desconéctate! (Local area, holiday and travel) The weather, countries, activities and hobbies in the present, describing a hotel, describing problems in a hotel, making a hotel reservation. Question words, preterite revision, present tense revision, boot verbs, verb gustar with IOP, gustar in the present and the preterite.	https://www.thespanishexperiment.com/stories Extension reading task on Holidays.
Half Term 2 (Nov-Dec)	Module 2 - Mi vida en el insti (School) School subjects, timings, description of a school, description of your school uniform and opinion, comparatives and superlatives with subjects and teachers, school rules and prohibitions, talking about extra-curricular clubs and successes. Using different negative structures.	https://www.thespanishexperiment.com/stories Extension reading task on School. La paella loca
Half Term 3 (Jan-Feb)	Module 3 – Mi gente (Identity and culture) Family members, relationship verbs, personality and physical description, talking about apps and social media, reading preferences. Present tense continuous, tengo que + infinitive, quiero + infinitive, connectives use. Describing people and what they are doing/where they are in a photo.	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2016.coursematerials www.senecalearning.com www.pearsonactivelearn.com www.wordreference.com www.quizlet.com www.revisionworld.com https://www.thespanishexperiment.com/stories Extension reading task on Family and relationships.
Half Term 4 (Feb-Mar)	Module 3 continued Relationships with your friends and family Reflexive verbs revision Module 4- Intereses e influencias (Identity and culture) Hobbies & free time, sports, BOOT verbs, types of TV programs you watch/like Soler + infinitive, DOP, IOP, imperfect tense, Describing your hobby in the past and talking about your present hobby, perfect tense	https://www.thespanishexperiment.com/stories Extension reading task on Free time activities. 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.

		To improve speaking questions.
Half Term 5 (Apr-May)	Module 4 continued Different types of entertainment, role models. Determinants. Module 5- Ciudades (Local area, holiday and travel; identity and culture Places in town, giving directions, types of shops, buying souvenirs, describing features of a region / town, planning what to do in town, shopping for clothes and presents Imperative mood, use of Usted, impersonal verbs- se puede/n, future tense, demonstrative adjectives	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2016.coursematerials www.senecalearning.com www.pearsonactivelearn.com www.wordreference.com www.quizlet.com www.revisionworld.com https://www.thespanishexperiment.com/stories Extension reading task on Local area.
Half Term 6 (Jun-Jul)	Module 5 continued Talking about problems in a town- pros and cons, describing a visit to a city/town in the past Conditional tense, perfect tense, using idioms Using the correct preposition for destinations, regular present tense verb endings, reflexive verbs, using the pluperfect tense Module 1 to 5 consolidation / catch up	https://www.thespanishexperiment.com/stories 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. To improve speaking questions.

Examples of Home Learning Tasks	Creating vocabulary mind-maps, verb tables, regular and irregular tenses, visiting Pearson site to practise past exam papers and to self mark them to fully understand the criteria
Assessment Tasks, Methods & Frequency	Past exam papers differentiated by Modules and Themes to cover Listening, Reading, Speaking, Writing and translation to English and Spanish.
Equipment that Students Need	Exercise book, student guide, vocabulary books, speaking and writing book, verb tables, a bilingual dictionary.

Parent / Carers can help their child by:	Checking revision materials, checking that their child sticks to a strict revision routine, asking vocabulary and verb endings.
Useful Websites	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2016.coursematerials www.revisionworld.com www.senecalearning.com www.pearsonactivelearn.com www.wordreference.com www.quizlet.com
Extra-Curricular Activities & Career Opportunities	Pen-pal exchange, cooking and theatre visit.

Who Can I Contact?	Teachers of Year 10 Spanish	Ms Prada

Holy Family Catholic School Curriculum Overview Year 10 – Technology: Design Tech (GCSE)

	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	**Siege Engine:** **Design Brief:** The History department wants to put on a display of vintage weapons that were used in primeval times. These weapons have to be powered by natural power examples such as string tension, swinging motion, gravity, etc. **Description:** Using 10 x 10mm recycled timber, card, string and hot melt glue, pupils must make a siege engine of their choice. Appropriate research must be completed. **Appropriate research opportunities:** Internet, use of modelling techniques with cards. Timber and hot melt glue. Investigation of appropriate materials. Environmental issues. Modern methods of weaponry. **Multi Material opportunities:** Investigating the properties of timber, card, plastic and string. Modelling with wood and/or foam **Opportunities to manufacture in quantity:** Evaluate one-off, batch and mass production using appropriate methods of manufacture. **Tasks:** ● Produce sketches of a variety of siege engines (SE) using appropriate hand rendering techniques and CAD. (Label functions). ● Carry out a full product analysis of SE, produce a disassembly drawing and label. ● Students produce five initial ideas (A4 size) showing components and manufacturing techniques. (Produce flow chart). ● Students to choose best design SE based on the information gathered and model from card or other suitable medium available, **Theory** 1. Systems approach to designing.	● Research types of siege engines/catapult. ● Research types of forces. ● Appropriate materials for modelling such as balsa wood, MDF, Foamboard, Polystyrene, etc. ● Properties of card, timber and plastics. ● Types of production methods. ● The use of 2D Techsoft and google sketchup. Download the Sketchup online version- It's free, just register with your school email and start drawing! https://www.sketchup.com/products/sketchup-for-web

	2. Mechanical devices. 3. Materials and their working properties	
		● Materials and their properties.
Half Term 2 (Nov-Dec)	**Siege Engine (continue):** ● Investigate the effects and variations of different types of SE on the environment – In pairs, students make a working project and present it to class. Competition is encouraged. ● Students take digital photographs. Making/Realising the chosen ideas. **Theory** 1. New and emerging technologies. 2. Energy generation and storage. 3. Development in new materials.	● EXTENSION Exercise: 1) pupils create a suitable package of their project. 2) As a requirement, pupils will present their work in pairs as part of the class competition. 3) How can you improve the portability of the SE. ● Use Design and Technology (9-1) text book, and Design and Technology workbook.
Half Term 3 (Jan-Feb)	**Test Tube Holder:** ● Research existing products of two test tube holders. ● Carry out simple product analysis of similarly constructed test tube holders. ● Writing the design brief. ● Stating the design specification/criteria of the product intended to make. ● Drawing range of design ideas. ● Use appropriate software to design and develop the final idea (CAD). ● Modelling and developing the design ideas. ● Making/Realising the photo holder. ● Evaluating the final product. **Health and safety issues:** ● Wear aprons and eye protection. ● One person must work on a machine at a time. ● Hold work firmly when using the pillar drill. **Theory** 1. Selection of materials. 2. Forces and stresses. 3. Ecological and social footprint. 4. Sources and origins.	● Use the Product Analysis sheet as a guide. ● Appropriate materials for making test tube holders such as plastics, metals and wood. ● The use of 2D Techsoft and google sketchup. Download the Sketchup online version- It's free, just register with your school email and start drawing! https://www.sketchup.com/products/sketchup-for-web ● Use Design and Technology (9-1) text book, and Design and Technology workbook.
Half Term 4	**Photo Holder:**	

(Feb-Mar)	• Research existing products and appropriate materials. • Carry out simple product analysis of similarly constructed test photo holders. • Writing client/customer/user profile. • Writing the design brief. • Stating the design specification/criteria of the product intended to make. • Drawing range of design ideas. • Modelling and developing the design ideas. • Making/Realising the photo holder. **Health and safety issues:** • Wear aprons and eye protection. • One person must work on a machine at a time. • Hold work firmly when using the pillar drill. **Theory** 1. Using and working with materials. 2. Stock forms, types and sizes. 3. Scale of production. 4. Specialist techniques and processes. 5. Surface treatment and finishes.	• Use the Product Analysis sheet as a guide. • Appropriate materials for making photo holders such as plastics, metals and wood. • The use of 2D Techsoft and google sketchup. Download the Sketchup online version- It's free, just register with your school email and start drawing! https://www.sketchup.com/products/sketchup-for-web • Use Design and Technology (9-1) text book, and Design and Technology workbook.
Half Term 5 (Apr-May)	**Moving toy mechanism and Linkages:** **Design Brief:** Pupils need to know and understand how to use CAD/CAM to create and assemble children's toy with simple moving mechanics. Pupils always see objects in motion. In mechanics, motions happen as a result of levers and linkages. Pupils are to design any form of linkage with corresponding motion. This could be used further to make a unique product. **Description:** Using 2D techsoft and google pupils create their own designs and transfer their files to either the laser cutter or the 3D printer. They must know how settings are done once the file is transferred before the CNC machine carries out the information. **Theory:** • Investigate two mechanical toys and how it works. • Disassembly – How can it be improved? • Design of mechanical grabber. • Card modelling to create a mechanism. • Design developing using a variety of sketching techniques.	• Research types of linkages, types of forces, types of movement, and cams. • Appropriate materials for making mechanisms such as plastics, metals and wood. • The use of 2D Techsoft and google sketchup. Download the Sketchup online version- It's free, just register with your school email and start drawing! https://www.sketchup.com/products/sketchup-for-web

	- Making – Show variety of materials and processes. - Evaluation of the finished product. - Investigation, primary and secondary. - Environmental, social and economic challenges. - The work of others - Design strategies. - Communication of designs - Prototype development. - Selection of materials. - Tolerances. - Material management. - Specialist tools and equipment. - Specialist techniques and processes.	Use Design and Technology (9-1) text book, and Design and Technology workbook.
Half Term 6 (Jun-Jul)	**Coursework:** **AO1: Identifying and Investigating design possibilities** **Identify and investigate design possibilities** (10 marks) - Select the one contextual challenge from the three Contextual challenges given. - Do a detailed introduction and explanation of the Contextual challenge selected. Content: Describe what the context selected is all about; Mention your user and target market; State both primary and secondary research about the challenge. What impact will the information gathered have on a possible product to meet the challenge? Conclusion: Relate your investigation to the contextual challenge. How will the information address the needs of the user/client? Do a mind map to explore the contextual challenge. You may consider using 5WH. **Mood board** Introduction: Begin the page with the reason why you are making the page by telling the areas you will consider and what you are going to talk about. - Design a mood board for your product. This must include design/cultural influences and design movement, images the client wants,	- Contextual challenge from AQA. - Mind map to explore understanding of the challenge. - Use of 5WH - Appropriate images, inspirational images, and Design Movement.

what you intend to make, and inspirational images.

Evaluation: Summarise the information you have on your mood board. Relate your investigation to the contextual challenge. What did the information find out? What ideas have you got from this?

Consumer/Client/User/Target market profile

Introduction: Begin the page with what you are going to talk about.

Who is the product aimed at? Give a brief history of your target market. What he/she does, interest, likes and dislikes, where does he/she shop and why? Etc.

Evaluation: How will the information about your client/customer/target market help you to be as accurate as possible to the design brief? Clearly identify the client or user.

Interview with the client

Introduction: Begin the page with what you are going to talk about.

Come out with some questions you may want to ask your client with possible answers based on the product you intend to make. Design table of results. Plot graphs for each question.

Evaluation: What did the interview find out? Relate this to the contextual challenge. Always consider the user/client needs and wants.

Existing Products Analysis (Work of others)

Introduction: Begin the page with the reason why you are doing the research.

Get at least 2 pictures of existing products of what you want to design and make.

Evaluation: Conclude the page with your opinion on all the products of your findings. You can compare them and suggest what you want the product to be or to have. Relate your investigation to the contextual challenge and the user needs and wants.

Product Disassembly

- Talking to the client to get to know the client's needs and wants.
- Research and investigate the consumers or users of the potential product.

- Talking to the client to get to know the client's needs and wants.

- Use Product Analysis worksheet or ACCEFM sheet to analyse the product(s).

	Introduction: Begin the page with what you are going to talk about and tell why you chose the product you are going to analyse. Get an existing product, disassemble it and describe the function, material, safety, users, colour, size, manufacture, cost, ergonomics, anthropometrics, etc. Describe with photos. Evaluation: End the page with how the project you have analysed will help you to make the product. What problems are you going to encounter? Relate this investigation to the contextual challenge as well as the user needs and wants. What did you find out from this investigation?	● Use Product Analysis worksheet or ACCEFM sheet to analyse the product(s).

Examples of Home Learning Tasks	As per whole school assessment cycle pupils will be tested on a mid-project assessment as well as an end of project assessment which is in keeping with the whole school data drops schedule. Year 10 mock.
Assessment Tasks, Methods & Frequency	Pupils will get a taste of drawing in 2D and 3D software just as Architects, engineers, game designers and artists do.
Equipment that Students Need	Plain papers/Pen/Pencil/Colour pencils/ green pen/eraser/sharpies for the H&S posters

Parent / Carers can help their child by:	Youtube, https://www.sketchup.com/products/sketchup-for-web , www.technologystudent.com , www.howitworks.com , www.bbcbitsize.co.uk
Useful Websites	Youtube, https://www.sketchup.com/products/sketchup-for-web , www.technologystudent.com , www.howitworks.com , www.bbcbitsize.co.uk Use Design and Technology (9-1) text book, and Design and Technology workbook
Extra-Curricular Activities & Career Opportunities	STEM club

Who Can I Contact?	Head of Technology	Mr S. Nandlal
	Teachers of Year 10 Technology	Mr.P.Kwarteng/ Mr S. Nandlal

Holy Family Catholic School Curriculum Overview Year 10 – Technology: Food Preparation & Nutrition (AQA)

	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Students are taught with the emphasis of them developing an understanding of nutrition, food provenance and the working characteristics of food materials, which is covered in the five integrated sections of the subject. An introduction to the course **Recap**: - Health & safety - How to prepare for a practical lesson. - Kitchen equipment identification and use. - Be able to work safely adhering to health and safety principles. - Be able to demonstrate the safe and accurate use of a knife - Practice a range of complex knife skills which develop from the basic cutting techniques, bridge hold and claw grip to prepare and present more complex dishes. **Practicals:** Cutting vegetables in to Julienne (match stick like strips), macedoine (cubes), Jardiniere (batons) and Bruniose (finely diced cubes). Carrot and coriander soup **Skills:** Skill 2: Knife skills: bridge hold, claw grip, peel, slice, batons, julienne Skill 3: Preparing fruit and vegetables: peel, crush Skills 5: Use of equipment – blender/liquidiser Skill 6: Cooking methods – frying, stir frying, simmering and boiling **Food nutrition and health:** Be able to identify and classify the main nutrients (macro and micro) so that they can understand their importance in a balanced diet. **Macronutrients -** **Protein:** - Identify the sources of protein in the diet, explain the function of protein in the diet, learn the effects of excess and deficiency in the diet.	- https://www.youtube.com/watch?v=8VBnaFhOEn8&authuser=0 - https://www.youtube.com/watch?v=ojZIgseX7Xo&authuser=0 - Nutrients - Macro & Micro https://www.youtube.com/watch?v=zl2XR1a_4DU - https://www.youtube.com/watch?v=_TJPkU9eSX4

	- Learn the differences between a high biological value (HBV) protein and a low biological value (LBV) protein, identify food examples of each type. - Know the meaning of protein complementation and be able to give examples. - Protein alternatives for example textured vegetable protein (TVP), soya, mycoprotein and tofu. - Related dietary reference values - Modify recipes to meet different dietary needs i.e protein complementation and protein alternatives. **Practicals:** Baked egg custard Taste testing - Quorn bolognese **Skills:** Skill 1: General practical skills - weighing and measuring Skill 2: Knife skills: bridge hold, claw grip, peel, slice, batons, julienne Skill 3: Preparing fruit and vegetables: peel, crush Skill 4: Use of the cooker - oven - baking Skills 5: Use of equipment – blender/liquidiser Skill 6: Cooking methods – frying, simmering and boiling Skill 8: Sauce making - meat alternative sauce Skill 12: Setting mixtures - coagulated protein in eggs. **Fats:** - Identify sources of fats, and describe the functions, and the effects of excess and deficiency in the body. - Explain the differences between the different types of fat (saturated and unsaturated - monosaturated and polyunsaturated) and learn how to identify them in a range of products. - Related dietary reference values - Types of pastry - Modify recipes to meet different dietary needs i.e make dishes healthier (low in fat). **Practicals:** Vegetable spring rolls / Quiche Lorraine **Skills:** Skill 1: General practical skills - weighing and measuring Skill 2: Knife skills: bridge hold, claw grip, peel, slice, brunoise, julienne Skill 4: Use of the cooker - oven - baking	- Continue with further research on nutrient deficiencies https://www.eatright.org/food/vitamins-and-supplements/types-of-vitamins-and-nutrients/is-your-body-trying-to-tell-you-something-common-nutrient-inadequacies-and-deficiencies

Skill 10: Shaping and finishing - roll and shape spring rolls, roll out shortcrust dough for quiche, line a flan tin. Making a dough - shortening, gluten formation - shortcrust pastry.
Skill 12: Setting mixtures - coagulated protein in eggs.

Carbohydrates:
- Identify the sources and types of carbohydrates (sugars/simple and staches/complex) in the diet
- Explain the functions of each type, deficiency and excess of carbohydrates in the body.
- Describe what is meant by the term hidden sugar, state the difference between free and fruit sugar
- Explain why fibre is needed in the body
- Related dietary reference values
- Modify recipes to meet different dietary needs i.e make dishes healthier (increase fibre content).

Practical:
High fibre muffins (fruit)

Skills:

Skill 1: General practical skills - weighing and measuring
Skill 2: Knife skills: bridge hold, claw grip, slice, macedoine,
Skill 3: Preparing fruit and vegetables: crush, segment
Skill 4: Use of the cooker - Oven - baking

Skill 11: Raising agents - chemical raising agent

Micronutrients -
Vitamins and Minerals:
- Identify types - Vitamins (water soluble, fat soluble and sources)
- Describe functions, and deficiency diseases of both types of vitamins
- Revisit knife skills by preparing a healthy vegetable dish
- Pasta making

Practical: Simple seasonal salad (student's choice) / Fish cakes / Lasagne

Skill 1: General practical skills - weighing and measuring
Skill 2: Knife skills: bridge hold, claw grip, peel, slice, brunoise, julienne
Skill 4: Use of the cooker - oven - baking

	Skill 5: Use of equipment - using equipment - pasta machine
	Skill 7: Prepare, combine and shape - shape and bind we mixtures
	Skill 8: Sauce making - reduction - meat sauce, all in one sauce, roux
	Skill 10: Dough - Making a dough - pasta
	Shaping and finishing - roll and shape lasagne sheets.
	
	Antioxidant vitamins and Water:
	    ● Explain the role of antioxidant vitamins in the body, Identify sources
	    ● Explain the importance of hydration and the function of water in the body, Identify sources
	    ● Describe the different types of pastry
	    ● Learn how to make shortcrust pastry
	
	Practical: Cheese straws
	Skill 1: General practical skills - weighing and measuring
	Skill 4: Use of the cooker - oven - baking
	Skill 10: Dough - Making a dough - shortcrust pastry
	Shaping and finishing - piping
	
	Food presentation and styling
	    ● Decorations and garnishes - application of techniques, demonstrating basic - complex skill levels
	    ● Biscuit challenge decoration task - presentation & styling
	    ● Evaluation of challenge task
		● Hydration
		https://www.youtube.com/watch?v=b7s2Aqj72Q8&list=PLcvEcrsF_9zInjxnoPbjRXHScwzEKTuGr&index=2
		
		●

Half Term 2 (Nov-Dec)	**Nutritional needs and health**
	
	    ● Explain understanding of the term 'Balanced diet'
	    ● Know what the Eatwell Guide is, identify the five Food Groups
	    ● Understand the current guidelines for a healthy diet .
	    ● Analyse own diet against the Eatwell Guide
	    ● Explain how to consider portion size and costing when meal planning.
	    ● Describe how peoples' nutritional needs change and learn how to plan a balanced diet for different life stages e.g . babies, children aged 1-12, teenagers, adults and older adults
	    ● Understand how to maintain a healthy body weight throughout life
		● Balanced diet
		https://www.youtube.com/watch?v=Ws7qOur3Tr0
		
		● Healthy Eating guidelines
		https://www.youtube.com/watch?v=UIQ1Hyq9HG0&list=PLcvEcrsF_9zInjxnoPbjRXHScwzEKTuGr
		
		● Nutrition and Life Stages
		https://www.youtube.com/watch?v=qC4j_EOM9Bg

	- Explain the factors which affect the basal metabolic rate (BMR) and physical activity level (PAL) and their importance in determining energy requirements. - Understand what is the recommended percentage of energy intake provided by protein, fat and carbohydrates (starch and sugar). - Learn how to use nutritional analysis software to plan and modify recipes, meals and diets to reflect the nutritional guidelines for a healthy diet. - Understand the relationship between diet, nutrition and health - Identify and explain the major diet related health risks e.g. obesity, CHD, HBP, etc **Practicals:** Scotch eggs Fish pie Curried chicken Fruit flan Dish of choice (chosen specific need) Meat/vegetable and cheese ravioli Lemon Meringue Pie Spicy lentil and vegetable casserole/ Salmon fingers with a creamy dip Rich fruit cake Minestrone soup **Skills:** Skill 1: General practical skills - weighing and measuring Skill 2: Knife skills: bridge hold, claw grip, peel, slice, brunoise, julienne; portion chicken and fish Skill 4: Use of the cooker - oven - baking Skill 6: Cooking methods - water based cooking - poaching, simmering Skill 7: Prepare, combine and shape - shape and bind we mixtures Skill 8: Sauce making - reduction - meat sauce Skill 10: Dough - Making a dough - pasta, pastry Shaping and finishing - roll and shape lasagne sheets. Skill 11: Raising agents - chemical raising agent - SR flour Skill 12: Setting mixtures - gelation **Food presentation and styling** - Gingerbread house challenge - decorating & presentation (Paired activity) - Evaluation of challenge task **Revision for Nov Mock exam**	
Half Term 3 (Jan-Feb)	**Food Science** **Cooking of food and heat transfer**	https://www.youtube.com/watch?v=fiFi-d0RwKo&list=PLc

	• State the reasons why food is cooked
	• Identify and explain the different methods of heat transfer.
	• Describe the various cooking methods
	• Understand how to select appropriate preparation and cooking methods to conserve or modify nutritive value or improve palatability of food. E.g.water based, dry methods and fat based.
	• Explain how preparation and cooking affect the appearance, colour, flavour, texture, smell and overall palatability of food eg the use of marinades to denature protein.
	• Methods of cake making - whisking method
	
	Functional and chemical properties of food
	
	Proteins: Denaturation, coagulation, gluten formation, foam formation
	    • Understand the scientific principles underlying these processes when preparing and cooking food
	    • the working characteristics, functional and chemical properties of proteins.
	
	Carbohydrates: Gelatinisation, dextrinisation, carmelisation
	    • Understand the scientific principles underlying these processes when preparing and cooking food
	    • the working characteristics, functional and chemical properties of carbohydrates.
	
	Fats and oils: Shortening, aeration, plasticity, emulsification
	    • Understand the scientific principles underlying these processes when preparing and cooking food
	    • the working characteristics, functional and chemical properties of fats and oils.
	
	Fruit and vegetables: Enzymic browning, oxidation
	
	    • Understand the scientific principles underlying these processes when preparing and cooking food
	
	Raising agents: Chemical (baking powder, bicarbonate of soda, self-raising flours which produce carbon dioxide); Mechanical (whisking, beating, folding, sieving, creaming and rubbing in – all incorporate air into the mixture); Steam (produced when the water in any moist mixture reaches boiling point); Biological (yeast)
	
	    • Describe raising agents
		vEcrsF_9zInjxnoPbjRXHScw zEKTuGr&index=3
		•
		
		• Denaturation https://www.youtube.com/wa tch?v=OHY8F2ZifpY&list=PL MMSM6Mdtv-n-NASDMtAVI KUdFVH7Y8UJ&index=4
		
		• Gelatinisation https://www.youtube.com/wa tch?v=axeTm4jLIkQ&list=PL MMSM6Mdtv-n-NASDMtAVI KUdFVH7Y8UJ&index=2
		
		• Emulsifiers https://www.youtube.com/wa tch?v=7I8GXmpKrVg&list=P LMMSM6Mdtv-n-NASDMtA VIKUdFVH7Y8UJ&index=16
		• https://www.youtube.com/wa tch?v=v28rxrAhP0k&list=PL MMSM6Mdtv-n-NASDMtAVI KUdFVH7Y8UJ&index=8
		
		• Enzymic browning
		
		https://www.youtube.com/watch?v= rEvQD8V9Des&list=PLMMSM6Mdt v-n-NASDMtAVIKUdFVH7Y8UJ&ind ex=18
		
		• Raising agents https://www.youtube.com/wa tch?v=GXRouroc_ZY&list=PL qsJNO3apG15KweJoS3H2M xjGfy53MSf9
		
		• https://www.youtube.com/wa tch?v=D1gd-QmepVU&list=P

- Understand the scientific principles underlying these processes when preparing and cooking food
- Explain the working characteristics, functional and chemical properties of raising agents.

Practicals: Swiss roll
Steamed salmon/Salmon en papillote
Mini pavlovas
Profiteroles
Gougeres
Cauliflower cheese
French onion soup
Fruit tartlets (pate sucre, creme Patisserie & fresh fruits)
Ham/turkey and leek flan
Irish soda bread
Sausage rolls (flaky pastry)
Hollandaise sauce
Bread rolls

Food presentation and styling
- Tunnock Tea cake challenge

Skills
Skill 1: General practical skills - weighing and measuring
Skill 2: Knife skills: bridge hold, claw grip, peel, slice, brunoise, julienne; portion chicken and fish
Skill 4: Use of the cooker - oven - baking
Skill 6: Cooking methods - water based cooking - poaching, simmering
Skill 7: Prepare, combine and shape - shape and bind we mixtures
Skill 8: Sauce making - reduction - meat sauce
Skill 10: Dough - Making a dough - bread, pastry Shaping and finishing - roll and shape bread rolls.
Skill 11: Raising agents - chemical raising agent - SR flour, biological - yeast
Skill 12: Setting mixtures - gelation

Half Term 4 (Feb-Mar)

Food Safety
Food spoilage and contamination - Microorganisms and enzymes
- Explain the growth conditions for microorganisms and enzymes and the control of food spoilage
- Know that bacteria, yeasts and moulds are microorganisms
- Describe and Identify high risk foods
- Understand that enzymes are biological catalysts usually made from protein.

Signs of Food spoilage

- https://www.youtube.com/watch?v=flxmB8NKMzE&list=PLcvEcrsF_9zInjxnoPbjRXHScwzEKTuGr&index=4
- Create a website to raise awareness of the common causes of food poisoning and the symptoms (visible and non-visible)
- Read the article below and summarise the findings. How

Recognise the signs of and understand the controls of
- enzymic action
- mould growth
- yeast action.

Microorganisms in food production
Explain how microorganisms are used in food production.
Bacterial contamination
- Describe the different sources of bacterial contamination
- Identify the main types of bacteria which cause food poisoning
- Describe the main sources and methods of control of different food poisoning bacteria types
- Recognise the general symptoms of food poisoning.

Principles of food safety

Understand and describe the food safety principles when buying and storing food.e.g. Temperature control, danger zone, etc

Explain the importance of the food safety principles when preparing, cooking and serving food e.g. personal hygiene, clean work surfaces, etc

Practicals:
Portioning a whole chicken
Thai green chicken curry
Apple pie
Sheperd's pie
Raspberry jam
Crème brûlée
Chelsea buns
Easy chicken tagine
Viennese Whirls
Dish of choice (sweet product)
Dish of choice (savoury product)
Chicken burgers

Skills:
Skill 1: General practical skills - weighing and measuring
Skill 2: Knife skills: bridge hold, claw grip, peel, slice, brunoise, julienne; portion chicken and fish, filleting
Skill 3: Preparing fruit and vegetables
Skill 4: Use of the cooker - oven - baking
Skill 6: Cooking methods - water based cooking - poaching, simmering, boiling
Skill 7: Prepare, combine and shape - shape and bind we mixtures

could this death have been prevented?
https://www.bbc.co.uk/news/uk-england-49688459

- Venue visit e,g. school kitchen, restaurant: Identify possible hazards and suitable control measures.

- https://www.youtube.com/watch?v=MugMszWG6DY

- https://www.youtube.com/watch?v=r2tuI8uyzA8

	Skill 8: Sauce making - reduction - meat sauce Skill 10: Dough - Making a dough - bread, pastry Shaping and finishing - roll and shape bread rolls. Skill 11: Raising agents - chemical raising agent - SR flour, biological - yeast Skill 12: Setting mixtures - gelation Independent research, planning, organisation, time planning, cooking within a time scale	
Half Term 5 (Apr-May)	**Food choice - Factors affecting food choice** **Food choices** - Identify different factors which may influence food choice. - Describe food choice related to religion, culture, ethical and moral beliefs and medical conditions. - **Food labelling and marketing influences** - Explain how information about food available to the consumer, including labelling and marketing, influences food choice. **British and international cuisines** - Define the term cuisine - Explore food and food products from British cuisine - Identify some distinctive ingredients used in British and other international cuisine e.g. Chinese, Indian, etc - Explore the distinctive features of British and international cooking, equipment, methods of cooking, eating patterns and presentation e.g. Chinese, Indian, etc **Sensory evaluation** - Understand the importance of sensory testing methods - Recognise how taste receptors and olfactory systems work when tasting food. **Practicals:** Samosas Chicken fajitas Raspberry mousse Mixed vegetable soup Trifle Savoury palmiers Savoury wholemeal muffins Chowmein Naan bread Bolognese sauce **Skills:**	- https://www.youtube.com/watch?v=OZOIEYQ0axo&list=PLcvEcrsF_9zInjxnoPbjRXHScwzEKTuGr&index=6 - Relevant past exam questions/question paper - https://www.youtube.com/watch?v=_TJPkU9eSX4

	Skill 1: General practical skills - weighing and measuring Skill 2: Knife skills: bridge hold, claw grip, peel, slice, brunoise, julienne; portion chicken and fish, filleting Skill 3: Preparing fruit and vegetables Skill 4: Use of the cooker - oven - baking Skill 6: Cooking methods - water based cooking - poaching, simmering Skill 7: Prepare, combine and shape - shape and bind we mixtures Skill 8: Sauce making - reduction - meat sauce Skill 10: Dough - Making a dough - bread, pastry Shaping and finishing - roll and shape bread rolls. Skill 11: Raising agents - chemical raising agent - SR flour, biological - yeast Skill 12: Setting mixtures - gelation	

Half Term 6 (Jun-Jul)	**Food provenance -**
	Environmental impact and sustainability of food
	Food sources
	   - Know the meaning of the term Food provenance - Describe where and how ingredients are grown, reared and caught. **Food and the environment**
	   - Identify and explain environmental issues associated with food. **Sustainability of food**
	   - Understand the impact of food and food security on local and global markets and communities e.g climate change, Fairtrade, global warming, etc. **Food processing and production**
	   - Explain the difference between primary and secondary stages of processing and production. - Describe how processing affects the sensory and nutritional properties of ingredients **Technological developments associated with better health and food production**
	   - technological developments to support better health and food production including fortification and modified foods with health benefits and the efficacy of these.e.g low cholesterol spreads, fortified foods **Practicals:** Millionaire's shortbread
	        Sweetcorn and haddock chowder
	        Chicken Kiev
	        Dish of choice (sweet product)
		- Create a chart based on seasonal fruits and vegetables - Venue visit e.g. Borough Market - Relevant past exam questions/question paper - https://www.fightfoodcrises.net/hunger-hotspots - https://www.youtube.com/watch?v=RkdBKb0nokM&list=PLcvEcrsF_9zInjxnoPbjRXHScwzEKTuGr&index=5 - https://www.youtube.com/watch?v=zNchJla7G0E&list=PLcvEcrsF_9zInjxnoPbjRXHScwzEKTuGr&index=7

Dish of choice (savoury product)

Skills:
Skill 1: General practical skills
Skill 2: Knife skills
Skill 4: Use of the cooker
Skill 6: Cooking methods
Skill 7: Prepare, combine and shape
Skill 8: Sauce making
Skill 10: Dough - Shaping and finishing
Skill 11: Raising agents
Skill 12: Setting mixtures - gelation
Independent research, planning, organisation, time planning, cooking within a time scale

Revision for end of year exam

Examples of Home Learning Tasks	Researching recipes to fulfill tasks (written / videos) Complete unfinished written tasks from lesson Preparation for cooking End of unit questions; Exam questions
Assessment Tasks, Methods & Frequency	Preparation and Cooking skills NEA 1 & NEA 2 practice tasks Written assessment - peer/self/teacher assessed - AQA Food Preparation and Nutrition past exam question papers. Mock exams
Equipment that Students Need	Resources provided by the department - exercise book, lined/plain paper, printed worksheets & computer access. Students will need to bring in their own fully equipped pencil case: pencils, pens, colouring pencils, rubber, glue sticks, sharpener. Some ingredients may be provided by the department and students will need to bring in some ingredients and a suitable, labeled container to take the food home. **Recommended textbooks:** ● AQA GCSE Food Preparation and Nutrition Paperback – 24 Jun. 2016 by Alexis Rickus (Author), Bev Saunder (Author), Yvonne Mackey (Author) ISBN-10 -1471863646 / ISBN-13 - 978-1471863646 Publisher: **Hodder Education** https://www.amazon.co.uk/GCSE-Food-Preparation-Nutrition-Gcse/dp/1471863646/ref=sr_1_3?crid=239SMJQKC38J6&dib=eyJ2IjoiMSJ9.vgGdlILz3k_mNNW1eadS1elwh_AbhTU1CaQmMZNnDhvGjHj071QN20LucGBJIEps.oEy8FQ-0dRGePHwfomHzjyHqZV0fNg45csyK7ncBhjY&dib_tag=se&keywords=Exploring+Food+and+Nutrition+for+Key+Stage+3&qid=1721014019&sprefix=exploring+food+and+nutrition+for+key+stage+3%2Caps%2C935&sr=8-3 ● AQA GCSE Food Preparation and Nutrition Second Edition Paperback – 28 Jun. 2024 by Anita Tull (Author), Bev Saunder (Author), Yvonne Mackey (Author) ISBN-10 - **1036006689** / ISBN-13 - 978-1036006686

	Publisher: **Hodder Education**
	https://www.amazon.co.uk/GCSE-Food-Preparation-Nutrition-Second-dp-1036006689/dp/1036006689/ref=dp_ob_image_bk
Parent / Carers can help their child by:	As this subject involves both theory and practical tasks / cooking, parents are advised to check Google Classroom for homework and give support if needed especially with written tasks, include your child in food planning, preparation, cooking and washing up at home. This is to build speed and efficiency when completing practicals in school. Also do encourage creative restaurant quality food styling, plating and presentation.
Useful Websites	https://www.bbc.co.uk/food http://www.bbcgoodfood.com https://www.bbc.co.uk/bitesize/clips/zxfqxnb https://envirocare.org/what-is-coshh/ https://www.nhs.uk/conditions/food-poisoning https://www.food.gov.uk/contactconsumersreport-problem/report-suspected-food-poisoning https://www.youtube.com/watch?v=Ys7w4ly8UgQ https://www.youtube.com/watch?v=h7Iag962qsg https://www.indeed.co.uk/Environmental-Health-Officer-jobs https://www.ucas.com/ucas/after-gcses/find-career-ideas/explore-jobs/job-profile/environmental-health-officer https://www.ucas.com/apprenticeships/what-apprenticeship https://www.youtube.com/watch?v=cM1fL2l0s8s
Extra-Curricular Activities & Career Opportunities	Chef, bar staff, barista, fish monger, food scientist, food manufacturing inspector, restaurant manager, https://www.ucas.com/explore/search/apprenticeships?query=&refinementList%5BIndustry%5D%5B0%5D=Catering%20and%20hospitality

Who Can I Contact?	Head of Technology	Miss L.Jaber
	Teachers of Year 10 Technology	Mrs Cameron-Marques

Holy Family Catholic School Curriculum Overview Year 10 – Technology: Graphics

	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	**Component 1** **Typography Project** **Coursework 1** In year 10 students start the typography project. All work is recorded in their sketchbooks which is submitted and marked at the end of year 11. ● Introduction to the Project (coursework 1) and the Assessment Objectives **AO1**: Develop ideas, through investigation, demonstrating critical understanding of sources. **AO2**: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials,techniques and processes. **AO3**: Record ideas, observations and insights relevant intentions as work progresses. **AO4**: Preset a personal and meaningful response that realsies intentions and demonstrates understanding of visual language. ● What makes a good sketchbook ● Introduction to the typography project ● What is typography? Students explore typography key terms serif, sans serif etc.. ● Logo analysis: what makes a successful logo ● Letter design worksheet ● Typography media experimentation: students draw different fonts using different medias ie. pencil, pen, paints etc… **Practical skills** ● Drawing/illustration skills ● Media experimentation	● **GCSE Bitesize Art & Design** https://www.bbc.co.uk/bitesize/subjects/z6hs34j ● **Student Art Guide** https://www.studentartguide.com ● **Pinterest** (to gather inspiration) ● **YouTube** when developing/practising a specific skill/technique. ● **AQA Past Papers** https://www.aqa.org.uk/find-past-papers-and-mark-schemes ● **Attend Exhibitions** https://designmuseum.org
Half Term 2 (Nov-Dec)	**Typography Project (continued)** **Coursework 1** ● Letters in objects task: students take pictures of objects that look like letters ● Students are introduced to different typography artists ● Students create a typography artists moodboard	● **GCSE Bitesize Art & Design** https://www.bbc.co.uk/bitesize/subjects/z6hs34j ● **Student Art Guide** https://www.studentartguide.com ● **Pinterest** (to gather inspiration) ● **YouTube** when developing/practising a specific skill/technique.

	● Students look into one typography artist in more depth and create an artist research page in their sketchbooks **Practical skills** ● Drawing/illustration skills ● Media experimentation ● Primary and secondary research ● Photography skills ● Computer skills (Photoshop)	● **AQA Past Papers** https://www.aqa.org.uk/find-past-papers-and-mark-schemes
Half Term 3 (Jan-Feb)	**Typography Project (continued)** **Coursework 1** ● Students experiment with different mark making with pencil to develop drawing skills ● Take photographs of textures in nature to inspire mark making ● Mark making inspired by own photographs ● Mark making using different objects ● Students are introduced to typography artist Ooli Moss ● Students create an artist research page on Ooli Moss **Practical skills** ● Drawing/illustration skills ● Media experimentation ● Primary and secondary research ● Photography skills ● Computer skills (Photoshop)	● **GCSE Bitesize Art & Design** https://www.bbc.co.uk/bitesize/subjects/z6hs34j ● **Student Art Guide** https://www.studentartguide.com ● **Pinterest** (to gather inspiration) ● **YouTube** when developing/practising a specific skill/technique. ● **AQA Past Papers** https://www.aqa.org.uk/find-past-papers-and-mark-schemes
Half Term 4 (Feb-Mar)	**Typography Project (continued)** **Coursework 1** ● Font style experimentation: students research and gather different font styles in preparation for their mock exam ● Font development: students develop these font styles to prepare for their final letter ● Creative letter: students use the techniques built through out the project to design a creative letter **Practical skills** ● Drawing/illustration skills ● Media experimentation ● Primary and secondary research ● Photography skills ● Computer skills (Photoshop)	● **GCSE Bitesize Art & Design** https://www.bbc.co.uk/bitesize/subjects/z6hs34j ● **Student Art Guide** https://www.studentartguide.com ● **Pinterest** (to gather inspiration) ● **YouTube** when developing/practising a specific skill/technique. ● **AQA Past Papers** https://www.aqa.org.uk/find-past-papers-and-mark-schemes
Half Term 5 (Apr-May)	**Children's Book Project** **Coursework 2** ● Introduce students to different children's book authors and illustrators ● Authors and illustrators moodboard ● Students look into one children's book artist in more depth and create an artist research page in their sketchbooks	● **GCSE Bitesize Art & Design** https://www.bbc.co.uk/bitesize/subjects/z6hs34j ● **Student Art Guide** https://www.studentartguide.com ● **Pinterest** (to gather inspiration)

	Practical skills ● Drawing/illustration skills ● Media experimentation ● Primary and secondary research ● Computer skills (Photoshop)	● **YouTube** when developing/practising a specific skill/technique. ● **AQA Past Papers** https://www.aqa.org.uk/find-past-papers-and-mark-schemes
Half Term 6 (Jun-Jul)	**Children's Book Project (continued) Coursework 2** ● Create a story mind map to generate ideas ● Title font style research and experimentation ● Character moodboard ● Character initial ideas illustrations ● Exploring Anthropomorphism - Photoshop task	● **GCSE Bitesize Art & Design** https://www.bbc.co.uk/bitesize/subjects/z6hs34j ● **Student Art Guide** https://www.studentartguide.com ● **Pinterest** (to gather inspiration) ● **YouTube** when developing/practising a specific skill/technique. ● **AQA Past Papers** https://www.aqa.org.uk/find-past-papers-and-mark-schemes

Examples of Home Learning Tasks	Very often students will be asked to complete sketchbook work/activities at home that are not completed in class. All work produced during this course is contributed to the final grade.
Assessment Tasks, Methods & Frequency	● Coursework assessment (teacher assessed) ● Mock Exam (Creative letter task)
Equipment that Students Need	Pencils, pens, colouring pencils/pens, ruler, fine liner pens, rubber, glue sticks, scissors sharpener, computer access

Parent / Carers can help their child by:	This course required students to complete work from home. Parents/Carers can help their child by ensuring they are on top of their coursework and are completing work at home. As this is a creative subject a lot of the work is completed in sketchbooks. Parents/Carers can support their child by ensuring they have a clear work area that provides students with enough space to do work.
Useful Websites	www.pinterest.co.uk (for visual aid, ideas and exploring graphic techniques) www.youtube.com (for developing a specific graphic skill)

		www.aqa.org.uk (for information about the course and the assessment objectives) www.designmuseum.org/ (exhibition information)
Extra-Curricular Activities & Career Opportunities		Graphic designer, web designer, app developer, illustrator, animator, interior designer, teaching

Who Can I Contact?	Head of Technology	Mr S. Nandlal
	Teachers of Year 10 Graphics	Miss Jaber