

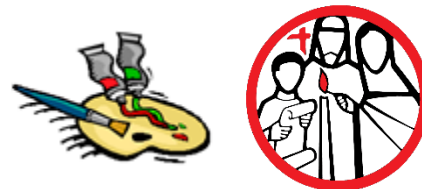
Curriculum Information Booklet



Year 11

Holy Family Catholic School Curriculum Overview Year 11 –

Art (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>Component 1 : Exam paper 2 Theme: Past, Present and Future</p> <p>1.Linocutting(design and cutting/ printing and reductive double print) 2.Transcript (old and new) 3.Experiment and develop 4.Design details and Final Outcome plan</p>	<p>Books; Ways of Seeing - John Berger The Age of Collage - Silke Krohn Black Artists Shaping the World - Sharna Jackson Great Women Artists - Phaidon</p>
Half Term 2 (Nov-Dec)	<p>5. Complete 1st Outcome (Mock Exam)</p> <p>Exhibition Visit</p> <p>6..Artist/ Subtheme Research 7.Develop and Explore (Collage/ Painting/ 3D) 8.Plan and Complete 2nd Outcome</p>	<p>Gallery visits: The photographers gallery, Tate Modern, Tate Britain, V&A, South bank Centre, Hayward gallery, The national gallery, National Portrait gallery</p>
Half Term 3 (Jan-Feb)	<p>7.Develop and Explore (Collage/ Painting/ 3D) 8.Plan for Complete 3rd Outcome</p> <p>Component 2 : Externally Set Assignment Title Page, Mind Map, Mood board</p>	<p>Websites: https://www.art2day.co.uk/ password imagine https://www.tate.org.uk/ https://www.artrabbit.com/</p>
Half Term 4 (Feb-Mar)	Students will explore initial Ideas, which will involve observational drawings/ artist research/ analysis/transcripts.	
Half Term 5 (Apr-May)	Students will develop Ideas with further research/ transcripts/ experimentation and a final plan Component 2 : Externally Set Assignment- 10 hour Exam (Final Outcome)	
Half Term 6 (Jun-Jul)	Holy Family Art and Photography Exhibition	

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, A03 Record and A04 Present Regular 1:1 tutorials - Verbal and Written Feedback 10 hour mock exam (Nov 22)tbc Externally Set Assignment 10 hour Exam (May 2023)
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 11
Art

Miss Winson ms.winson@holyfamilycatholicschool.co.uk

Holy Family Catholic School

Curriculum Overview Year 11 –

Photography (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>Refresher- Camera functions/ technical practise</p> <p>Workshops relating to Past/ Present/ Future</p> <p>Component 1: mock exam assignment: Past present and future</p> <ul style="list-style-type: none"> • developing and explore ideas- Mind map, collage of inspiration, Internet/ reading research • research primary and contextual sources- Artist research and analysis • experimenting with media, materials, techniques and processes • presenting personal response(s) 	<p>Shoots at home relating to Past/present/ Future</p> <p>Gallery visits: The photographers gallery, Tate Modern, Tate Britain, V&A, South bank Centre, Hayward gallery, The national gallery, National Portrait gallery</p> <p>Websites: Pinterest- create moodboards for Artists of interest/ inspiration for Past, present and Future Youtube for technical/ photoshop tutorials</p>
Half Term 2 (Nov-Dec)	<p>Enrichment opportunity: gallery visit or visit to a local area of interest to support students' response to the theme</p> <p>Workshops relating to Past/ Present/ Future- Darkroom/ experimental practise</p> <p>Component 1: mock exam assignment: Past present and future</p> <ul style="list-style-type: none"> • Further developing and exploring ideas- reflection on work/ sub theme • researching primary and contextual sources • experimenting with media, materials, techniques and processes • presenting personal response(s) 	
Half Term 3 (Jan-Feb)	<p>Portfolio/ Final piece Statement of intent/ Final piece</p> <p>Component 2 : Externally Set Assignment</p>	

	Title Page, Mind Map, Mood board	
Half Term 4 (Feb-Mar)	Students will explore initial Ideas, which will involve plan and shoot/ photographer research/ analysis/transcripts.	
Half Term 5 (Apr-May)	Students will develop Ideas with further research/ transcripts/ experimentation and a final plan Component 2 : Externally Set Assignment- 10 hour Exam (Final Outcome)	
Half Term 6 (Jun-Jul)	Holy Family Art and Photography Exhibition	

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, A03 Record and A04 Present Regular 1:1 tutorials - Verbal and Written Feedback 10 hour mock exam (Nov 22)tbc Externally Set Assignment 10 hour Exam (May 2023)
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@holycatholicsschool.co.uk
	Teachers of Year 11 Photography	Miss Winson ms.winson@holycatholicsschool.co.uk

Holy Family Catholic School Curriculum Overview Year 11 – Computing (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	OCR Computer GCSE - J277 1.5 Systems software <ul style="list-style-type: none"> 1.5.1 Operating systems 1.5.2 Utility software 	<ul style="list-style-type: none"> Completing homework assignments via Isaac Computer Science and on Google Classroom
Half Term 2 (Nov-Dec)	1.6 Ethical, legal, cultural and environmental impacts of digital technology <ul style="list-style-type: none"> 1.6.1 Ethical, legal, cultural and environmental impact Mock Exams Interventions	<ul style="list-style-type: none"> Completing homework assignments via Isaac Computer Science and on Google Classroom
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> Programming NEA Revision Weekly Intervention sessions 	<ul style="list-style-type: none"> Completing homework assignments via Isaac Computer Science and on Google Classroom
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> Programming NEA Revision Interventions 	<ul style="list-style-type: none"> Completing homework assignments via Isaac Computer Science and on Google Classroom
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> Revision Interventions Public Exams 	<ul style="list-style-type: none"> Completing homework assignments via Isaac Computer Science and on Google Classroom
Half Term 6 (Jun-Jul)	<ul style="list-style-type: none"> Public Exams 	<ul style="list-style-type: none"> Completing homework assignments via Isaac Computer Science and on Google Classroom

Examples of Home Learning Tasks	https://Knowitallninja.com , https://issacomputerscience.com , https://edpuzzle.com , https://quizziz.com , https://bbc.co.uk/bitesize , https://senecalearning.com , https://smartrevise.online/
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://issacomputerscience.com , https://edpuzzle.com , https://quizziz.com , https://bbc.co.uk/bitesize , https://senecalearning.com , https://smartrevise.online/
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 11 Computing	Mr Wynter

Holy Family Catholic School Curriculum Overview Year 11 –

Digital IT (BTEC)

IT (BTEC)



	Curriculum Content	Suggested Reading or Extension Activities
<p>Half Term 1 (Sept-Oct)</p>	<p>Component 3: Effective Digital Working Practices A Modern technologies</p> <p>A1 Modern technologies Understand how and why modern technologies are used by organisations and stakeholders to access and manipulate data, and to provide access to systems and tools in order to complete tasks. Learners should understand the implications of these tools and technologies for organisations and stakeholders.</p> <p>A2 Impact of modern technologies Learners should understand how modern technologies impact on the way organisations perform tasks. Learners should understand how technologies are used to manage teams, to enable stakeholders to access tools and services, and to communicate effectively. Learners should understand the positive and negative impact that the use of modern technologies has on organisations and stakeholders.</p>	<p>Research into sub-topics and attempt knowitallninja online test:</p> <ul style="list-style-type: none"> • Communication technologies. • Features and uses of cloud storage. • Features and uses of cloud. • How the selection of platforms and services impacts on the use of cloud technologies. • How cloud and ‘traditional’ systems are used together. • Implications for organisations when choosing cloud technologies. • Changes to modern teams facilitated by modern technologies. • How modern technologies can be used to manage modern teams. • How organisations use modern technologies to communicate with stakeholders. • How modern technologies aid inclusivity and accessibility. • Positive and negative impacts of modern technologies on organisations. • Positive and negative impacts of modern technologies on individuals.
<p>Half Term 2 (Nov-Dec)</p>	<p>B Cyber security</p> <p>B1 Threats to data Learners should understand why systems are attacked, the nature of attacks and how they occur, and the potential impact of breaches in security on the organisation and stakeholders.</p> <p>B2 Prevention and management of threats to data Learners should understand how different measures can be implemented to protect digital systems. They should understand the purpose of</p>	<p>Research into sub-topics and attempt knowitallninja online test:</p> <ul style="list-style-type: none"> • Why systems are attacked • External threats (threats outside the organisation) to digital systems and data security. • Internal threats (threats within the organisation) to digital systems and data security. • Impact of security breach. • User access restriction.

different systems and how their features and functionality protect digital systems. Learners should understand how one or more systems or procedures can be used to reduce the nature and/or impact of threats.

B3 Policy

Learners should understand the need for and nature of security policies in organisations. They should understand the content that constitutes a good security policy and how it is communicated to individuals in an organisation. To ensure that potential threats and the impact of security breaches are minimised, learners should understand how procedures in security policies are implemented in organisations.

- Data level protection.
- Finding weaknesses and improving system security:
 - o ethical hacking (white hat, grey hat).
- Defining responsibilities
- Defining security parameters
- Disaster recovery policy
- Actions to take after an attack:

Half Term 3
(Jan-Feb)

C The wider implications of digital systems

C1 Responsible use

Learners should consider the responsible use of digital systems, including how systems and services share and exchange data as well as the environmental considerations of increased use.

C2 Legal and ethical

Learners should understand the scope and purpose of legislation (valid at time of delivery) that governs the use of digital systems and data, and how it has an impact on the ways in which organisations use and implement digital systems. Learners should understand the wider ethical considerations of use of technologies, data and information, and organisations' responsibilities to ensure that they behave in an ethical manner.

- Research into sub-topics and attempt knowitallninja online test:
- Shared data (location-based data, transactional data, cookies, data exchange between services)
 - Environmental
 - Importance of providing equal access to services and information.
 - Net neutrality and how it impacts on organisations.
 - The purpose and use of acceptable use policies.
 - Blurring of social and business boundaries.
 - Data protection principles.
 - Data and the use of the internet.
 - Dealing with intellectual property.
 - The criminal use of computer systems:

Half Term 4
(Feb-Mar)

D Planning and communication in digital systems

D1 Forms of notation

Learners should be able to interpret and use standard conventions to combine diagrammatical and written information to express an understanding of concepts.

- Research into sub-topics and attempt knowitallninja online test:
- Understand how organisations use different forms of notation to explain systems, data and information.
 - Be able to interpret information presented using different forms of notation in a range of contexts.
 - Be able to present knowledge and understanding using different forms of notations.

Half Term 5 (Apr-May)	Exam	Revise using past papers and online resources via Knowitallninja.
Half Term 6 (Jun-Jul)		

Examples of Home Learning Tasks	<p>You should include examples of where each different design principle has been used. These should be relevant to your specific user interfaces and be justified.</p> <p>Your evidence can be in the form of screenshots of your chosen user interfaces, with annotations to show where different design principles have been used.</p> <p>You may also want to provide text that goes into more depth about how effective the different design principles are.</p>
Assessment Tasks, Methods & Frequency	<p>Component 3: exam will be in February and re-sit opportunity in May.</p> <p>End of topic test will be conducted covering all 27 sub-topics.</p>
Equipment that Students Need	<p>Notebook & pens for notes and revision.</p> <p>Resource requirements</p> <p>For Component 1, learners must have access to:</p> <ul style="list-style-type: none"> • a range of user interfaces from different applications/devices, for example tablets, watches, software applications, websites, apps • appropriate application software, for example graphics, word-processing and/or presentation software • project planning software, for example Microsoft Excel®, Freedcamp, Trello. • mindmapping software, for example Coggle, FreeMind, MindMaple.

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	<p>Coding club offered to the year group and STEM club opportunity.</p> <p>Trips to Computing Museum/Bletchley Park</p> <p>Outside speakers arranged from ADA college to discuss apprenticeship opportunities and Digital careers</p>

Who Can I Contact?	Head of Computing & IT	Mr Wynter
	Teachers of Year 11 Digital IT	Mr Heskey

Holy Family Catholic School Curriculum Overview Year 11 –

Drama (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>Component 2: Scripted Performance - 20% / Component 3: Theatre Makers in Practice - 40%</p> <p>Begin preparation for the Component 2 scripted exam. Students will perform either alone/in a group/ or in a pair to prepare two short pieces for an external visiting examiner.</p> <p>Alongside rehearsal for Component 2 Scripted Performance, students will continue with exam practice for their Component 3 written exam.</p>	<ul style="list-style-type: none"> • Attend rehearsals at lunchtime or after school (KS4 Drama/rehearsal club) • 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 • Use exemplars provided by the teacher to help draft Component 2 concept • 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)	<p>Component 2: Scripted Performance - 20% / Component 3: Theatre Makers in Practice - 40%</p> <p>Rehearsal and refinement - Students will need to write a 200 word summary for the Component 2 examiner, which outlines the concept they have developed for performance of their characters.</p> <p>Alongside rehearsal for Component 2 Scripted Performance, students will continue with exam practice for their Component 3 written exam.</p>	<ul style="list-style-type: none"> • Attend rehearsals at lunchtime or after school (KS4 Drama/rehearsal club) • 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 • Use exemplars provided by the teacher to help draft Component 2 concept • Sketch costume ideas for the scripted performance exam

		<ul style="list-style-type: none"> ● Redrafting exam practice essays for section A of the Component 3 exam, in order to develop confidence and secure writing style
Half Term 3 (Jan-Feb)	<p>Component 2: Scripted Performance / Component 3: Theatre Makers in Practice - 40%</p> <p>Rehearsal and refinement for Component 2 scripted exam.</p> <p>Alongside rehearsal for Component 2 Scripted Performance, students will continue with exam practice for their Component 3 written exam.</p>	<ul style="list-style-type: none"> ● Attend rehearsals at lunchtime or after school (KS4 Drama/rehearsal club) ● 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 ● Use exemplars provided by the teacher to help draft Component 2 concept ● Finalise/source costume for the scripted performance exam ● Redrafting exam practice essays for section A of the Component 3 exam, in order to develop confidence and secure writing style
Half Term 4 (Feb-Mar)	<p>Component 2: Scripted Performance - 20% / Component 3: Theatre Makers in Practice - 40%</p> <p>Students will finalise their Component 2 extracts, performing them to the visiting examiner in early March.</p> <p>Alongside rehearsal for Component 2 Scripted Performance, students will continue with exam practice for their Component 3 written exam.</p>	<ul style="list-style-type: none"> ● Attend rehearsals at lunchtime or after school (KS4 Drama/rehearsal club) ● 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 ● Use exemplars provided by the teacher to help draft Component 2 concept ● Finalise/source costume for the scripted performance exam

		<ul style="list-style-type: none"> Redrafting exam practice essays for section A of the Component 3 exam, in order to develop confidence and secure writing style
Half Term 5 (Apr-May)	Component 3: Theatre Makers in Practice - 40% Final countdown to the Component 3 written exam. Students will have a strategic revision schedule designed for them right up to the day of the exam. Revision cards designed for each question of the exam. Section B - Theatre Evaluation notes will be finalised. Students will complete timed essays responses.	<ul style="list-style-type: none"> Continue to read range of theatre reviews in national newspapers Manage deadlines Create flash/revision cards Use exemplars provided by the teacher to help draft Component 3 questions Redrafting exam practice essays for section A of the Component 3 exam
Half Term 6 (Jun-Jul)	Course complete	

Examples of Home Learning Tasks	<ul style="list-style-type: none"> Line learning Rehearsal Compiling a 200 word concept Timed essay practice for section A and B of the written Component 3 exam
Assessment Tasks, Methods & Frequency	Students will be assessed on Component 3 practice questions/full papers in line with the school calendar assessment cycle. Alongside this students will complete Component 2 rehearsal, focusing on their practical scripted performance, using the exam criteria and their progress in this exam will be factored into their predicted grade as part of the school's assessment cycle.
Equipment that Students Need	<ul style="list-style-type: none"> An Inspector Calls Student Booklet (which must be brought to every lesson) Pens (black, purple and Green) Scripts of their two chosen extracts for Component 2 exam Purple exam practice exercise book Plastic wallet with revision cards, exemplar materials, mark scheme inside

Parent / Carers can help their child by:	<ul style="list-style-type: none"> Purchasing an affordable laptop/chromebook for their child Checking their child's Drama Google Classroom for homework and revision materials Taking them to watch live theatre performances frequently Encouraging their child to join an extra-curricular drama club Going over lines with their child for their scripted exam 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	<ul style="list-style-type: none"> KS4 Drama/rehearsal Club 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.ukTeachers of Year 11
DramaMrs Henry: mrs.henry@holyfamilycatholicschool.co.uk

Holy Family Catholic School Curriculum Overview Year 11 –

English (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	A Christmas Carol - GCSE English Literature	Watch Massolit lectures on this topic.
Half Term 2 (Nov-Dec)	A Christmas Carol - GCSE English Literature Speaking and Listening assessment, linked to English Language Paper 2 discursive writing.	Read a quality newspaper, often available online, e.g. the Guardian. Watch online Ted Talks to get a feel for your speaking and listening assessment.
Half Term 3 (Jan-Feb)	English Language Paper 2 - Writers' viewpoints and perspectives, reading and writing sections.	Use the Language Paper 2 practice booklet to hone your skills.
Half Term 4 (Feb-Mar)	Literature revision of all texts plus unseen poetry practice.	Watch Massolit lectures on this topic and attend online booster sessions.
Half Term 5 (Apr-May)	Final revision of English Language and Literature Papers 1 and 2 plus walk through mocks.	Watch Massolit lectures on this topic and attend online booster sessions. Use the Language Paper 1 and 2 practice booklets to hone your skills.
Half Term 6 (Jun-Jul)	Exam period.	

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	www.educake.co.uk https://www.bbc.co.uk/bitesize/examspecs/zcbchv4 - AQA English Bitesize Language https://www.bbc.co.uk/bitesize/examspecs/zxqncwx - AQA Bitesize English Literature
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 11 English	Mr Parry Mrs Maris	Mrs Osborne Mrs Scullion	Ms Olaofe Ms Duffy	Ms Carter Mr Freeman

Holy Family Catholic School Curriculum Overview Year 11 – French (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>Module 6: Au collège (Theme: School)</p> <p>Students will be discussing rules and regulations, talking about school activities, talking about successes at school</p> <p>direct object pronoun present, perfect, imperfect, modal verbs Use time phrases Give positive and negative opinions Using interesting phrases and structures to add variety</p> <p>Practise Roleplay and Picture Discussion cards Use context to work out meaning / process of elimination / prediction -reading / listening skills</p>	<p>www.senecalearning.com www.pearsonactivelearn.com www.wordreference.com www.quizlet.com www.revisionworld.com</p> <p>Food specialities from various countries (Vietnam)</p> <p>Reading: an interview with with François Gabart</p>
Half Term 2 (Nov-Dec)	<p>Module 7 – Bon travail (Theme: Future aspirations, study & work)</p> <p>Students will be discussing jobs and future aspirations, important skills needed for various jobs, discussing work experience, ambitions apart from work and comparing schools in France and the UK.</p> <p>Adding complexity to writing using 3 time frames Give extra details Understanding the subjunctive adverbs direct object pronouns with the perfect tense</p>	<p>www.senecalearning.com www.pearsonactivelearn.com www.wordreference.com www.quizlet.com www.revisionworld.com</p> <p>Reading: cultural text: l'éducation nationale</p>
Half Term 3 (Jan-Feb)	<p>Module 8- Un oeil sur le monde - (Theme: International and global dimension)</p> <p>Students will be talking about what makes them tick and what concerns them, discussing the weather and natural disasters, talking about protecting the environment, discussing ethical shopping, talking about volunteering and discussing big events.</p> <p>modal verbs in the conditional understanding the passive indirect object pronouns give arguments for and against</p>	<p>www.senecalearning.com www.pearsonactivelearn.com www.wordreference.com www.quizlet.com www.revisionworld.com https://www.frenchlearner.com/vocabulary/environment/</p>
Half Term 4 (Feb-Mar)	<p>Mock speaking exam in class</p> <p>Practice of Role play, Picture discussion cards and the conversation (chosen topic and one other - randomly allocated)</p>	<p>www.senecalearning.com www.pearsonactivelearn.com www.wordreference.com www.quizlet.com www.revisionworld.com</p>

		https://www.frenchlearner.com/vocabulary/environment/
Half Term 5 (Apr-May)	Final Speaking exams Revision and Exam skills	
Half Term 6 (Jun-Jul)	Revision and Exam skills	

Examples of Home Learning Tasks	Speaking tasks, Speaking booklet completion, memorise vocabulary and answers, grammar tasks, Seneca and Activelearn, Redrafting work, Writing and Reading homework
Assessment Tasks, Methods & Frequency	Assessments in listening, reading, writing, translating, speaking, short and long exams. Every half term
Equipment that Students Need	Studio for Edexcel GCSE French 9-1 (Foundation): ISBN 978 1292117829 Studio for Edexcel GCSE French 9-1 (Higher): ISBN 978 1292117836 Studio, Edexcel GCSE 9-1 French grammar and Translation workbook: ISBN 978129213299-0 Edexcel Revision Guide: ISBN-139781292132082 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
Extra-Curricular Activities & Career Opportunities	Careers talks

Who Can I Contact?	Teachers of Year 11 French	Ms Orblin Ms St Aimie Ms Traore
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Holy Family Catholic School Curriculum Overview Year 11 – Geography (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Living World - small scale ecosystems and rainforests <ul style="list-style-type: none"> • Ecosystems • Rainforest features • Deforestation 	<p>Students should listen to, read and/or watch the news regularly.</p> <p>Students could broaden their knowledge of the natural world through watching documentaries such as David Attenborough with wider links to geography topics.</p> <p>Social media accounts to follow for geographical content .e.g. National Geographic, BBC News, David Attenborough</p>
Half Term 2 (Nov-Dec)	Living World - deserts <ul style="list-style-type: none"> • Desert features • Desertification 	
Half Term 3 (Jan-Feb)	Tectonic Hazards <ul style="list-style-type: none"> • Tectonic theory • Earthquakes - case studies of LIC/HIC 	
Half Term 4 (Feb-Mar)	Atmospheric Hazards <ul style="list-style-type: none"> • Tropical storms • Extreme weather in the UK • Climate change 	
Half Term 5 (Apr-May)	Pre-release and Revision	
Half Term 6 (Jun-Jul)	Exams	

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	Regular discussion of career opportunities Online lectures and talks that are relevant to areas of study

Who Can I Contact?	Head of Geography	Ms Herrick
	Teachers of Year 11 Geography	Ms Herrick & Mrs Sayer

Holy Family Catholic School Curriculum Overview Year 11 – History (GCSE) - Exam Board: Edexcel



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	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
Half Term 2 (Nov-Dec)		The Bookkeeper by Markus Zusak The Boy in the Striped Pyjamas by John Boyne
Half Term 3 (Jan-Feb)	Conflict in the Middle East. This Paper 2 topic takes students into unfamiliarity as they explore the various wars that occurred in the Middle East with a particular focus on the struggle between Israel and Palestine	https://www.parallelhistories.org.uk/israel-palestine-conflict-individual-lessons
Half Term 4 (Feb-Mar)		
Half Term 5 (Apr-May)	Revision focussing on the nearest exam	
Half Term 6 (Jun-Jul)	N/A	

Examples of Home Learning Tasks	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • https://senecallearning.com/ • https://www.bbc.co.uk/bitesize/topics/zcyx2v4/articles/zcg66g8 • https://www.parallelhistories.org.uk/israel-palestine-conflict-individual-lessons
Extra-Curricular Activities & Career Opportunities	<ul style="list-style-type: none"> • 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 11 History	Mr Shah, Ms Parker, Ms Warren, Ms Hu, Ms Fodor

Holy Family Catholic School Curriculum Overview Year 11 – Mathematics (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p><u>Equations and Graphs</u></p> <p>Solve simultaneous equations graphically. Represent inequalities on graphs. Interpret graphs of inequalities. Recognise and draw quadratic functions. Find approximate solutions to quadratic equations graphically. Solve quadratic equations using an iterative process. Find the roots of cubic equations. Sketch graphs of cubic functions. Solve cubic equations using an iterative process.</p>	Completion of tasks on Digital PLC on Google Classroom.
Half Term 2 (Nov-Dec)	<p><u>Circle Theorems</u></p> <p>Solve problems involving angles, triangles and circles. Understand and use facts about chords and their distance from the centre of a circle. Solve problems involving chords and radii. Understand and use facts about tangents at a point and from a point. Give reasons for angle and length calculations involving tangents. Understand, prove and use facts about angles subtended at the centre and the circumference of circles. Understand, prove and use facts about the angle in a semicircle being a right angle. Find missing angles using these theorems and give reasons for answers. Understand, prove and use facts about angles subtended at the circumference of a circle. Understand, prove and use facts about cyclic quadrilaterals. Prove the alternate segment theorem. Solve angle problems using circle theorems. Give reasons for angle sizes using mathematical language. Find the equation of the tangent to a circle at a given point.</p>	
Half Term 3 (Jan-Feb)	<p><u>More Algebra</u></p> <p>Change the subject of a formula where the power of the subject appears. Change the subject of a formula where the subject appears twice. Add and subtract algebraic fractions.</p>	

Multiply and divide algebraic fractions.
 Change the subject of a formula involving fractions where all the variables are in the denominators.
 Simplify algebraic fractions.
 Add and subtract more complex algebraic fractions.
 Multiply and divide more complex algebraic fractions.
 Simplify expressions involving surds.
 Expand expressions involving surds.
 Rationalise the denominator of a fraction.
 Solve equations that involve algebraic fractions.
 Use function notation.
 Find composite functions.
 Find inverse functions.
 Prove a result using algebra.

Vectors and Geometric Proofs
 Understand and use vector notation.
 Work out the magnitude of a vector.
 Calculate using vectors and represent the solutions graphically.
 Calculate the resultant of two vectors.
 Solve problems using vectors.
 Use the resultant of two vectors to solve vector problems.
 Express points as position vectors.
 Prove lines are parallel.
 Prove points are collinear.
 Solve geometric problems in two dimensions using vector methods.
 Apply vector methods for simple geometric proofs.

**Half Term 4
(Feb-Mar)**

Proportions and Graphs
 Write and use equations to solve problems involving direct proportion.
 Write and use equations to solve problems involving direct proportion.
 Solve problems involving square and cubic proportionality.
 Write and use equations to solve problems involving inverse proportion.
 Use and recognise graphs showing inverse proportion.
 Recognise graphs of exponential functions.
 Sketch graphs of exponential functions.
 Calculate the gradient of a tangent at a point.
 Estimate the area under a non-linear graph.
 Understand the relationship between translating a graph and the change in its function notation.
 Understand the effect stretching a curve parallel to one of the axes has on its function form.
 Understand the effect reflecting a curve in one of the axes has on its function form.

**Half Term 5
(Apr-May)**

Mock Exam and summer Exams

Half Term 6

Summer Exams

(Jun-Jul)		
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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	
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 11 Mathematics	Mr McCollin, Ms Atakan, Mr Aziz, Ms Scott, Ms Yeboah, Ms Thomas Mrs Asante

Holy Family Catholic School Curriculum Overview Year 11 – Media Studies (GCSE OCR)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Component Three - NEA - Creating Media Products Cont. Students to complete their NEA submissions.	Print Production Brief - Print Magazine <ul style="list-style-type: none"> - Photography - Editing - Production
Half Term 2 (Nov-Dec)	Component Two Section A - Crime Drama In this unit students will complete an in depth analysis of both the media language, media industry and audiences in relation to Crime Drama. Television genres have distinct social and cultural significance in terms of particular representations of the world. Students will study one complete episode of Luther as well as looking at historical crime dramas.	Set Text (Crime Drama) <ul style="list-style-type: none"> - Luther - The Sweeney
Half Term 3 (Jan-Feb)	Component Two Section B Music Videos This section requires a detailed study of music through focusing on two contemporary videos and the online, social and participatory media surrounding the artists. In addition one music video from the past will be studied to develop understanding of media language and how representations reflect and are influenced by contexts.	Set Text (Music Video) <ul style="list-style-type: none"> - Taylor Swift, - Stormzy - Justin Bieber - TLC
Half Term 4 (Feb-Mar)	Revision on all set texts from Component Two	Eduqas GCSE Media Studies: Revision Guide Seneca: Media Studies (Eduqas) Media Studies Revision YouTube
Half Term 5 (Apr-May)	Revision on all set texts from Component One	Eduqas GCSE Media Studies: Revision Guide Seneca: Media Studies (Eduqas) Media Studies Revision YouTube
Half Term 6 (Jun-Jul)	EXAMS	

Examples of Home Learning Tasks	Mini case study tasks for set text, research assignments. Pre-reading tasks for context of each set text. Seneca revision tasks. Revision activities.
Assessment Tasks, Methods & Frequency	Production of coursework. Statement of aims and intentions. Case study of various Crime Dramas. Mini mock questions given to students in exam conditions with the use of peer and self-assessment against the marking criteria. Booklets with set texts and worksheets are given to students to use in and outside of the classroom. Full mock papers are done in class and marked using Eduqas 1-9 criteria. Feedback given to students on how to improve.
Equipment that Students Need	Students will need access to a computer to complete their course as all materials and many assessments are on Google Classroom. Students will be provided with a Media

Studies notebook and a booklet and assessment guidance will be provided for each unit.

Parent / Carers can help their child by:	Watching the set text products and allowing your child to discuss the areas of representations evident and how we as spectators are encouraged to adopt particular perspectives.
Useful Websites	Students will need access to each set texts' website and social media pages. Seneca. And resources listed in each topic PPT.
Extra-Curricular Activities & Career Opportunities	Opportunities for subject specific workshops from industry professionals. Trips can include cinema visits, Warner Bros Studios, BBC tours.

Who Can I Contact?	Head of Media & Film Studies	Mrs Farrugia
	Teachers of Year 11 Media	Mr Myers Mrs Belgrave Mrs Farrugia

Holy Family Catholic School Curriculum Overview Year 11 – Music (GCSE) EDUQAS



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>Analysis: Students will recap knowledge of Film Music, Jazz & Blues and Classical Music.</p> <p>Performance: Students will rehearse for their Solo Performance assessment and for their group performance.</p> <p>Composition: Students will use this half term to improve their free composition.</p>	<p>Revise and test all previous topics:</p> <p>https://www.bbc.co.uk/bitesize/guides/z4ry7nb/revision/1 https://www.bbc.co.uk/bitesize/guides/zk43mfr/revision/1 https://www.bbc.co.uk/bitesize/guides/zd6xh39/revision/1 https://www.bbc.co.uk/bitesize/guides/z6vyb82/revision/1 https://www.bbc.co.uk/bitesize/guides/zjhtng8/revision/1 https://www.bbc.co.uk/bitesize/topics/zb7h8xs</p>
Half Term 2 (Nov-Dec)	<p>Analysis: Students will analyse Rock & Pop Styles</p> <p>Performance: Students will record their Solo Performance and prepare for their Group Performance.</p> <p>Composition: Students will begin their Set Brief Composition.</p>	<p>Revise and test knowledge of Popular music using: https://www.bbc.co.uk/bitesize/topics/zrmnwtv</p>
Half Term 3 (Jan-Feb)	<p>Analysis: Students will continue analysing Rock & Pop Styles.</p> <p>Performance: Students will continue working on improving their solo and group performances.</p> <p>Composition: Students will continue their Set Brief Composition.</p>	<p>Revise and test knowledge of Popular music using: https://www.bbc.co.uk/bitesize/topics/zrmnwtv</p>
Half Term 4 (Feb-Mar)	<p>Analysis: Students will analyse Fusions and Bhangra Styles.</p> <p>Performance: Students' deadline for their Solo and Group Performance Final Recording.</p> <p>Composition: Students will continue their Set Brief Composition.</p>	<p>Revise and test knowledge of Fusions & Bhangra music using: https://www.bbc.co.uk/bitesize/guides/zkpw7p3/revision/4</p>
Half Term 5 (Apr-May)	<p>Analysis: Students will recap and revise for all AOS for the final exam in June.</p> <p>Composition: Deadline for Set Brief Composition and also deadline for the Free Composition.</p>	<p>Revise all previous topics for the exam in June: https://www.bbc.co.uk/bitesize/examspecs/zbmct39</p>
Half Term 6 (Jun-Jul)	<p>Analysis: Students will recap and revise for all AOS for the final exam in June.</p>	

Examples of Home Learning Tasks	<ul style="list-style-type: none"> ● 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 complete listening tasks at home and listen to different types of music. ● Students should attend the KS4 catch up sessions when necessary.
Assessment Tasks, Methods & Frequency	<ul style="list-style-type: none"> - 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 homework - 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	<ul style="list-style-type: none"> ● 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:	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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 11 Music	Mr Strachan mr.strachan@holyfamilycatholicschool.co.uk

Holy Family Catholic School Curriculum Overview Year 11 – PE (Core)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Performance - sports performance <ul style="list-style-type: none"> Mastering football/netball Fitness - exercise for fitness <ul style="list-style-type: none"> Improving myself physically through structured exercise Leisure - health active lifestyle <ul style="list-style-type: none"> staying fit and healthy through physical activity in day to day life 	<ul style="list-style-type: none"> Wider reading about sport Attend extra-curricular clubs at school
Half Term 2 (Nov-Dec)	Performance - sports performance <ul style="list-style-type: none"> Mastering football/netball Fitness - exercise for fitness <ul style="list-style-type: none"> Improving myself physically through structured exercise Leisure - health active lifestyle <ul style="list-style-type: none"> staying fit and healthy through physical activity in day to day life 	<ul style="list-style-type: none"> Join clubs outside of school Watch sport in your local community and on TV
Half Term 3 (Jan-Feb)	Performance - sports performance <ul style="list-style-type: none"> Mastering football/netball Fitness - exercise for fitness <ul style="list-style-type: none"> Improving myself physically through structured exercise Leisure - health active lifestyle <ul style="list-style-type: none"> staying fit and healthy through physical activity in day to day life 	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Mastering football/netball Fitness - exercise for fitness <ul style="list-style-type: none"> Improving myself physically through structured exercise Leisure - health active lifestyle <ul style="list-style-type: none"> staying fit and healthy through physical activity in day to day life 	
Half Term 5 (Apr-May)	Performance - sports performance <ul style="list-style-type: none"> Mastering football/netball Fitness - exercise for fitness <ul style="list-style-type: none"> Improving myself physically through structured exercise Leisure - health active lifestyle <ul style="list-style-type: none"> staying fit and healthy through physical activity in day to day life 	
Half Term 6 (Jun-Jul)		

Assessment Tasks, Methods & Frequency

- Questions relevant to lesson content

	<ul style="list-style-type: none"> • Values and importance of physical activity and lifelong involvement
Equipment that Students Need	Holy Family PE T-Shirt Holy Family PE Shorts White Sports Socks Trainers

Useful Websites	
Extra-Curricular Activities & Career Opportunities	<ul style="list-style-type: none"> • Lunch/ Afterschool Sports Clubs - Various • Fitness Room Access • Football Team • Basketball Team • Cross - Country Team • Athletics Team • Netball Team • Sports Leaders • 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 11 – BTEC SPORT



GCSE PE

	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>Applied anatomy and physiology – Paper 1: The human body and movement in physical activity and sport.</p> <p>9 Bones and the functions of the skeleton.</p> <p>10 Structure of the skeletal system/functions of the skeleton.</p> <p>11 Muscles of the body.</p> <p>12 Structure of a synovial joint.</p> <p>13 Types of freely moveable joints that allow different movements.</p> <p>14 How joints differ in design to allow certain types of movement.</p> <p>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</p> <p>Movement analysis – Paper 1: The human body and movement in physical activity and sport</p> <p>16 First, second and third class levers.</p> <p>17 Mechanical advantage.</p> <p>18 Analysis of basic movements in sporting examples.</p> <p>19 Analysis of basic movements in sporting examples.</p> <p>20 Planes and axes</p> <p>Applied anatomy and physiology – Paper 1: The human body and movement in physical activity and sport.</p> <p>21. The pathway of air and gaseous exchange.</p> <p>22 Blood vessels.</p> <p>23 Structure of the heart and the cardiac cycle (pathway of blood).</p> <p>24 Cardiac output and stroke volume (including the effects of exercise).</p> <p>25 Mechanics of breathing and interpretation of a spirometer trace.</p> <p>26 Aerobic and anaerobic exercise.</p> <p>27 Recovery/EPOC.</p> <p>28 The short and long term effects of exercise.ort.</p>	
Half Term 2 (Nov-Dec)		
Half Term 3 (Jan-Feb)		
Half Term 4 (Feb-Mar)	<p>Socio-cultural influences</p> <p>Students will learn about different social groups related to and participate in sport. They will look at</p>	<p>Levers http://www.brianmac.co.uk/levers.htm</p> <p>https://www.youtube.com/watch?v=ny8k7LUUIEk</p> <p>http://www.humankinetics.com/excerpts/excerpts/levers-work-to-create-movement-inthe-human-body</p> <p>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)</p>

	<p>how the media and sponsorship affects sport.</p> <p>Students will learn about the positive and negative impact of technology on sport.</p> <p>Students will learn about the advantages and disadvantages of taking prohibited substances. They will also learn about the positive and negative effects spectators have at sports events.</p>	<p>Barb.co.uk – licensed use free of charge for learners, contains data on viewing figures www.barb.co.uk</p>
Half Term 5 (Apr-May)	<p>Revision</p> <p>Past paper exam questions</p>	
Half Term 6 (Jun-Jul)		

Examples of Home Learning Tasks	
Assessment Tasks, Methods & Frequency	<p>End of topic tests</p> <p>Yr 11 Mock exams 1 & 2</p>
Equipment that Students Need	<p>Holy Family PE T-Shirt</p> <p>Holy Family PE Shorts</p> <p>White Sports Socks</p> <p>Trainers</p>

Useful Websites	
Extra-Curricular Activities & Career Opportunities	<ul style="list-style-type: none"> ● Lunch/ Afterschool Sports Clubs - Various ● Fitness Room Access ● Football Team ● Basketball Team ● Cross - Country Team ● Athletics Team ● Netball Team ● Sports Leaders ● DofE (managed by WIR) ● Intervention when needed

Who Can I Contact?	Director of Sport	Mrs E Cole
	Teachers of Year 11 GCSE PE	Ms Paul - Jones

Holy Family Catholic School Curriculum Overview Year 11 – Religious Education (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>Relationships and Families in the 21st Century: Second module of the Philosophy and Ethics Paper. Pupils will study the importance and purpose of marriage, Catholic church teachings about marriage, different views of marriage, Catholic Church teaching about sexual relationships, different views towards relationships, different types of family, the importance and purpose of the family, support that is offered by the Catholic Church for all families.</p>	<p>https://youtu.be/H_pxzT8Y060</p> <p>https://youtu.be/IV7t6Vr5xJo</p>
Half Term 2 (Nov-Dec)	<p>Relationships and Families in the 21st Century: Continuation of the second module of the Philosophy and Ethics Paper. Pupils will study Catholic Church teaching on family planning, divergent attitudes to family planning, Catholic Church teaching on divorce, annulment and remarriage, different attitudes to divorce, Catholic Church teaching on the role of men and women in the family, divergent Christian views of the role of men and women, what is gender prejudice and discrimination, reasons for Catholic opposition to gender prejudice and discrimination, divergent Christian attitudes to genderprejudice and discrimination</p>	<p>https://youtu.be/7G8iu2KLi-0</p>
Half Term 3 (Jan-Feb)	<p>Judaism- Beliefs and Teachings: Beginning of the study of the Judaism Paper. Pupils will study the characteristics of the Almighty and their importance for Jewish life today, what is meant by the Shekinah and ways in which Jews connect with the Shekinah, the characteristics of the Messiah, divergent understandings of Messiah, God’s covenant with Moses and the Jewish people, why it is important for Jews today, God’s covenant with Abraham and how it affects Jewish life today, the Sanctity of life and the principle of Pikuach Nefesh,the Mitzvot and the importance for Jews today, belief about life after death.</p>	<p>https://www.bbc.co.uk/bitesize/guides/zh9vgdm/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/zvbsv9q/revision/5</p> <p>https://www.bbc.co.uk/bitesize/guides/z6xw7p3/revision/9</p>
Half Term 4 (Feb-Mar)	<p>Judaism- Practice: Second module of the Judaism paper. Pupils will study public acts of worship in the synagogue,the nature and purpose of the Tenakh and Talmud, private prayer in the home and its importance, the Shema and Amidah, the nature, features and purpose of the birth, marriage, Bar and Bat Mitzvah ceremonies, how Shabbat is celebrated, Jewish</p>	<p>https://www.bbc.co.uk/bitesize/guides/z4kg4qt/revision/9</p>

	festivals; Rosh Hashanah, Yom Kippur, Pesach, Shavuot, Sukkot.	
Half Term 5 (Apr-May)	Past exam papers practice and revision	
Half Term 6 (Jun-Jul)	Past exam papers practice and revision (if applicable)	

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 book and checking revision materials, checking that their child sticks to a revision routine.
Useful Websites	<p>www.hfcsw.net RE Department website to complete a variety of revision tasks. You will also have access to content resources and exam questions.</p> <p>Pearson Edexcel GCSE Religious Studies A (2016)</p> <p>https://www.kerboodle.com/users/login- Access to the textbook online</p> <p>See Pupil Portal for further reading and extended learning.</p>
Extra-Curricular Activities & Career Opportunities	<p>Philosophy Club</p> <p>Peace Club</p> <p>Chaplaincy service</p> <p>Liturgy Leaders</p> <p>https://www.natre.org.uk/news/latest-news/videos-of-careers-for-graduates-in-theology-and-religious-studies/</p>

Who Can I Contact?	Head of Religious Education	Mrs Aoife Kean (Head of RE) ms.kean@holyfamilycatholicschool.co.uk
	Teachers of Year 11 Religious Education	<p>Mr Gharu mr.gharu@holyfamilycatholicschool.co.uk</p> <p>Mr. Bird mr.bird@holyfamilycatholicschool.co.uk</p> <p>Ms. Richards-Fearon ms.richards-fearon@holyfamilycatholicschool.co.uk</p> <p>Mr. Akinwoleloa mr.akinwoleloa@holyfamilycatholicschool.co.uk</p>

Holy Family Catholic School Curriculum Overview Year 11 – Science GCSE (Combined/Triple)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>B5. Homeostasis & Response</p> <ul style="list-style-type: none"> • Homeostasis and The human nervous system • Hormonal coordination in humans • The eye, the brain and the kidney (Triple only) • Plant hormones (Triple only) • The use of hormones to treat infertility (HT only) • Negative feedback (HT only) <p>B6. Inheritance, Variation and Evolution (Part 1)</p> <ul style="list-style-type: none"> • Reproduction, • DNA and the genome • Genetic inheritance <p>Mock Revision (egins)</p>	<p>A brief history of everyone who ever lived, by <i>Adam Rutherford</i></p> <p>Pixl Independence: Inheritance, Evolution and Variation</p>
Half Term 2 (Nov-Dec)	<p>Mock Revision (continues) and Mock Exams (Biology, Chemistry and Physics Paper 1)</p> <p>C6. Rates of reaction</p> <ul style="list-style-type: none"> • Factors which affect the rate of chemical reactions (RP11) • Collision theory, activation energy and catalysts • Reversible reactions and dynamic equilibrium • The effect of changing conditions on equilibrium (HT only) <p>C7. Organic Chemistry</p> <ul style="list-style-type: none"> • Carbon compounds as fuels and feedstock • Alkenes, alcohols, carboxylic acids and esters (Triple only) • EoTT (End of Topic Test) 	<p>Pixl Independence: Forces</p>
Half Term 3 (Jan-Feb)	<p>C9. Chemistry of the Atmosphere</p> <ul style="list-style-type: none"> • The composition and evolution of the Earth's atmosphere • Carbon dioxide and methane as greenhouse gases • Common atmospheric pollutants and their sources <p>C10. Using resources</p> <ul style="list-style-type: none"> • Using the Earth's resources and obtaining potable water (RP13) • Life cycle assessment and recycling • Alloys, ceramics and 'The Harbour Process' (Triple only) • NPK fertilisers (Triple only) 	<p>Oxygen: The molecule that made the world, by <i>Nick Lane</i></p> <p>Pixl Independence: Organic Chemistry</p>

B6. Inheritance, Variation and Evolution (Part 2)

- Variation and evolution, selective breeding and genetic engineering
- Cloning (Triple only)
- DNA structure and protein synthesis (Triple only)
- Evidence of evolution and Classification

**GCSE Mock Revision
Biology Paper 2 & Chemistry Paper 2**

**Half Term 4
(Feb-Mar)**

P7. Electromagnetism

- Permanent and induced magnetism, magnetic forces and fields
- The motor effect
- Fleming's left-hand rule (HT only)
- The generator effect (Triple only)
- Transformers (Triple only)
- The loudspeaker and microphone (Triple only)

P8. Space (Triple only)

- The solar system
- Life cycles of stars
- Red shift
- Orbital motion

Physics Mock Paper 2

Stuff Matters by Mark Miodownik

**Half Term 5
(Apr-May)**

**GCSE Revision programme
GCSE Examinations**

**Half Term 6
(Jun-Jul)**

GCSE Examinations

Examples of Home Learning Tasks

- Reading/comprehension tasks
- Exam style questions
- 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)
Formal mock exams for both Paper 1 and 2 in each discipline

Equipment that Students Need

Basic stationary: pens (black and green), pencil, ruler, rubber
Specific equipment: scientific calculator, protractor

Parent / Carers can help their child by:	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • https://www.bbc.co.uk/bitesize/examspecs/z8r997h • https://www.physicsandmathstutor.com/ • https://www.youtube.com/c/Cognitoedu
Extra-Curricular Activities & Career Opportunities	

Who Can I Contact?	Head/Deputy Head of Science	Mr Thrasivoulou/Ms Johnson
	KS4 Science Co-ordinator	Ms Pachalides
	Teachers of Year 11 Science	Mr Thrasivoulou Ms Johnson Ms Pachalides Mr Yohannes Ms Wilbraham Ms Forbes Mr Mensah Mr McDermott

Holy Family Catholic School Curriculum Overview Year 11 – Sociology (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Crime and Deviance Difference between Crime and Deviance Perspectives and explanations of crime Statistics and Crime Relationship between Social Class and crime Relationship between Gender and crime	Seneca Thinking Hard Tasks from HFCS Study Guide
Half Term 2 (Nov-Dec)	Crime and Deviance Relationship between Ethnicity and crime Relationship between Age and crime Deviancy Amplification Crime related issues that cause public debates. Crime related issues that cause public concern	Creating your own research project Seneca Thinking Hard Tasks from HFCS Study Guide
Half Term 3 (Jan-Feb)	Social Stratification Perspectives approaches to social stratification Social Class and stratification Gender and stratification	Seneca Thinking Hard Tasks from HFCS Study Guide
Half Term 4 (Feb-Mar)	Social Stratification Ethnicity and stratification Age and stratification Poverty Power relationships	Seneca Thinking Hard Tasks from HFCS Study Guide
Half Term 5 (Apr-May)	Revision	Seneca Thinking Hard Tasks from HFCS Study Guide
Half Term 6 (Jun-Jul)	Reivision	Seneca Thinking Hard Tasks from HFCS Study Guide

Examples of Home Learning Tasks	Students will participate in homework that consolidates learning in the classroom. This could include further researching tasks of topic areas, thinking hard tasks using the HFCS Study Guide and exam style questions.
Assessment Tasks, Methods & Frequency	Students will participate in regular key term tests within the lesson. They will participate in end of the topic tests, closed book tests using past papers. Students will also take part in tests reflecting exam style questions in line with the school assessment schedule. Students will also participate in regular exam practice with the use of exam questions as plenary tasks.
Equipment that Students Need	Black pen, green pen, highlighters.

Parent / Carers can help their child by:	Encouraging your child to watch the news and keep up to date with current affairs. Subscribe to the online version of the textbook for £6.50 per year using this link:
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	https://www.hoddereducation.co.uk/subjects/sociology/products/14-16/aqa-gcse-(9-1)-sociology.-second-edition-student-e Reading through homework and exam questions to check spelling, grammar and understanding. Asking questions about the subject.
Useful Websites	Assessment Resources: https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/assessment-resources BBC News: https://www.bbc.co.uk/news
Extra-Curricular Activities & Career Opportunities	Career Opportunities: https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/sociology

Who Can I Contact?	Head of Sociology	Miss Hall
	Teachers of Year 11 Sociology	Miss Hall - miss. hall@holyfamilycatholicschool.co.uk Miss Osei - ms.osei@holyfamilycatholicschool.co.uk

Holy Family Catholic School Curriculum Overview Year 11 – Spanish (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Module 7 – A currar (Future aspirations, study and work) Professions and workplaces, how you earn money, work experience, importance of learning languages, applying for a summer job, discussing gap years. Imperfect tense, solía + infinitive, using the preterite and imperfect together, present continuous, using IOP, conditional tense, talking about plans for the future using different tenses and expressions. Cuando + Subjunctive.	www.senecalearning.com www.pearsonactivelearn.com www.wordreference.com www.quizlet.com www.revisionworld.com La paella loca
Half Term 2 (Nov-Dec)	Module 8 - Hacia un mundo mejor (International and global dimension) Describing types of houses, how to look after the environment, healthy eating, diet problems and advice, discussing global issues Present subjunctive with (no) es + adjective + que + subjunctive, high numbers	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 3 (Jan-Feb)	Module 8 continued Local actions to help the environment Subjunctive in commands Discussing healthy / unhealthy lifestyles Using three tenses Talking about international sporting events, natural disasters Pluperfect tense, imperfect continuous Module 6 – De costumbre (Identity and culture) Describing mealtimes, talking about your daily routine, illnesses and injuries, ordering at the chemist. Present tense recap, verb soler, reflexive verbs.	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
Half Term 4 (Feb-Mar)	Module 6 – De costumbre (Identity and culture) Typical Spanish/Latin-American foods, different Spanish and Latin-American festivals, ordering in a restaurant, at a music festival. Passive voice, using 'se' to avoid the passive voice, absolute superlatives, irregular preterite verbs. Modules 1 to 8 revision	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)	Past exam papers practice and revision	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
Half Term 6 (Jun-Jul)	Past exam papers practice and revision (if applicable)	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2016.coursematerials

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 11 Spanish	Ms Orblin Ms Prada
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Holy Family Catholic School Curriculum

Overview Year 11 – Technology: Design Tech (GCSE)



Curriculum Content	Suggested Reading or Extension Activities
<p>Half Term 1 (Sept-Oct)</p> <p>Coursework (continue):</p> <p><u>Social, Moral, Economic and Environmental challenges, and Commercial viability</u></p> <p>Social, economic and moral issues: Consideration for mass production. E.g. cheap labour countries, job opportunities, child labour, legal issues, etc.</p> <p>Sustainability and Environmental issues: Talk about 6R's (Recycle, Reuse, Reduce, Rethink, Repair, Refuse); CE; Lion Mark; 0-3 age safety; British Kite mark; fair trade, global warming, etc.</p> <p>Commercial viability: Tell and explain how the product could be sold. E.g. online; advertising; amazon; eBay; etc. Remember that the product should have the potential to be commercially viable to meet the client's needs.</p> <p><u>Evaluation</u>: How do the issues you have considered affect the product you want to make? How do they relate or imply to your contextual challenge, user needs and wants? Reflect on the impact on society.</p> <p><u>Human Factor</u></p> <p><u>Introduction</u>: Begin the page with the need to consider human factors when designing.</p> <p>Get images of anthropometrics and ergonomics, talk about them and relate to what you intend to make.</p> <p><u>Evaluation</u>: How will this knowledge affect the design to meet the client needs and wants.</p> <p><u>Research Analysis</u></p> <p><u>Introduction</u>: Use this page to summarise all the investigations you have carried out.</p> <p>The research includes Mood board; Client interview; Client profile; Existing Product analysis; and product Disassembly.</p> <p><u>Evaluation</u>: What did you actually find out in your research? How will the research done and the</p>	<ul style="list-style-type: none"> ● Investigate issues of cheap labour countries, job opportunities, child labour, legal relating to intended product. ● Investigate sustainability and environmental issues: Talk about 6R's (Recycle, Reuse, Reduce, Rethink, Repair, Refuse); CE; Lion Mark; 0-3 age safety; British Kite mark; fair trade, global warming, etc. ● Use Design and Technology (9-1) text book, and Design and Technology workbook. ● Summarise all the investigations done so far.

knowledge you have now going to influence your design work? How are you going to use it in your design? Make sure investigation work actually informs the design ideas.

**Half Term 2
(Nov-Dec)**

Coursework (continue):

A01: Identifying and Investigating design possibilities

Producing a Design Brief and Design Specification
(10 marks)

Based on the above investigation you now have a clear idea of what you want. Use this page to write your design brief. This is a brief statement of what you are going to make. It should be lengthy to explain and address what you are going to make.

Design Brief:

E.g. "Based on the above investigation and my clients' needs, I would like to design and make a
....."
....."

What must be included in your design brief:

- What is going to be designed and made, based on your investigations and client's needs.
- The target audience/target market (Users/Customers).
- The purpose of the design. Why is the product needed? I.e. the problem the product needs to solve.
- The brief overview of how it should work.
- What will it look like? What materials will be used to make the product?

Note: Everything you say must be based on the previous investigations and your client's needs and wants.

Design Specification

Introduction: This page is about the requirements of what you are making.

Use the specification sheet to tell the specific requirements of the product you are making. Design specification must be meaningful, well justified and the criteria should be measurable.

- Write a brief state of what you intend to make based on previous investigation.

- Use the design specification sheet.

Conclusion:

Conclude the page with the summary of your requirements. Any criteria you state should be measurable, relevant, and have real purpose. Always remember to focus on the clients' or users' needs and wants.

A02: Design and make prototypes that are fit for purpose

Generating Design Ideas (20 marks)

Introduction: Give a brief introduction of what the page is about.

- Draw at least 6 different design ideas of the product you want to make. Note that your designs must be imaginative, creative, original, imaginative and innovative and push yourself to explore more unusual ideas. Your ideas must be from your research/investigation, basic shapes (oval, square, triangle, circle, rectangle, etc.) and inspiration, taking into account your client/user needs and wants. The designs must address your contextual challenge. Note that the ideas must be quality and well annotated.
- Avoid design fixation (not open to new ideas).
- Always take into accounts the on-going investigation.
- Use a wide range of techniques such as isometric, perspective, rendering (shading), etc.
- Comment (with full annotation) on all the drawings about how the design will work to satisfy your design specification. Show/Draw the type of joint for all the ideas.
- There must be quality of ideas and not the quality of sketches.

Evaluation (Client's opinion):

Conclude the page by selecting the ideas you may like to further develop. What does your client/user think about each of the ideas you are selecting? Note that in commenting, students must always make reference to their product based on design specification and user needs and wants. You must render (shade) all the drawings to make them real.

Evaluation of design ideas

- Use knowledge from Year 9 ICT 2D and 3D drawings.
- Talking to the clients and users about the ideas generated. See their opinion.

- based on the design specification and user needs

Introduction: This page is about evaluating some of the design ideas and making a section of what idea(s) you may want to develop and make.

- Make a table to compare at least 2 ideas from your design ideas that you want to develop against all the design specification. Also seek the user's opinion.

Conclusion (Client's opinion):

Give a brief summary of the outcome of your comparison and mention the idea(s) you are going to develop. Always relate any investigation to the contextual challenge and user needs. Relate your designs to the specification, taking account of the clients' thoughts and consider their suitability.

Developing Design Ideas (20 marks)

Development of ideas with CAD

Introduction: What is the reason why you want to develop your idea(s) with any computer software?

- You must use any software (Google sketch-up, 2D design, Pro-desktop) to draw the idea(s) you are developing in 3D. You must Comment and annotate your idea(s).
- Show photographic evidence of the CAD drawing from different views and comment on each of them.
- What software did you use to develop your idea?
- How did you draw it?
- What tools did you use?
- Is it difficult or easy to make?
- Do very good and comprehensive annotations to explain your development/changes.

Client's opinion:

- What does the user/client think about the development or changes so far?
- Mention problems you faced when making. How did you solve these problems?
- Give reasons why you like or dislike certain aspects of the design.
- How does the design match your specification?

Development of ideas with modelling

Introduction: What is the reason why you want to develop your idea(s) by card/Styrofoam modelling?

and wants, evaluate all the ideas and select 2 for further development.

- 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 appropriate materials to model and text the chosen ideas/ideas.

- You must use a card/Styrofoam/foam board to develop your idea(s). You must Comment and annotate your idea(s).
- Why did you model your chosen idea (s)?
- Show photographic evidence of the model from different views and comment on each of them.
- Tell how you made the model.
- What material was used? Why did you use these materials?
- List some properties of materials used.
- Is it difficult or easy to make?

Client's opinion:

- What does the user/client think about the development or changes so far?
- Mention problems you faced when making. How did you solve these problems?
- Give reasons why you like or dislike certain aspects of the design.
- How does the design match your specification?

Development of ideas with CAM

Introduction: What is the reason why you want to develop your idea(s) with CAM?

- You can use any CNC machine such as Laser cutter or 3D printer to develop the idea(s) in 3D. You must Comment and annotate your idea(s).
- Show photographic evidence of the CAM model from different views and comment on each of them.
- What CNC machine did you use to develop your idea?
- How did you use it?
- Is it difficult or easy to make?

Client's opinion:

- What does the user/client think about the development or changes so far?
- Mention problems you faced when making. How did you solve these problems?
- Give reasons why you like or dislike certain aspects of the design.
- How does the design match your specification?

- Seek your client's opinion before arriving at a conclusion.

- 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>

Testing of Materials

Introduction: Begin the page with the reason why you want to investigate/research into possible materials you can use to make your product.

- Present the page with photos of some of the possible materials and components you can use to make your product. E.g. wood, plastic, metal types. (Note: Don't research materials that you are not going to use).
- State the properties of the materials.
- If possible, use the images of the real/actual materials.

Evaluation:

- Now be specific of the choice of the materials and components you are using and tell the reason behind your choice. Justify the materials and components selected.
- What does your client think about the choice of materials?

The use of joints and finishes

Introduction: Begin the page with the reason why you want to investigate/research into possible joints and finishes you can use to make your product.

- Present the page with photos of some of the possible joints and finishes you can use to make the product. E.g. lap, dowel (pin), finger, mitre joints etc. Finishes include varnishing, painting, waxing, polishing, dip coating, etc.
- Why do you need this type of joint or finish?
- Draw or make the joint to see how it will work. I.e. test the joint.

Evaluation:

- Now be specific of the choice of the joint and finish you are using and tell the reason behind your choice. Justify the joint and finish selected.
- What does your client think about the choice?

Analysis of development

Introduction: Give a brief introduction of what the page is about.

- Research different types of materials that will be appropriate for making the final prototype.
- Make meaningful conclusions.

- Drawing, making and testing different types of wood joints.
- Applying on woods and metals.
- Drawing, making and testing different types of metal joints.

- Drawing a table to summarise/evaluate all the

- Compare your developed ideas. You can do the analysis by making a table with some design specifications stated earlier and compare the designs.

Conclusion:

Which idea are you going to take as your final idea and make? Now that you have finished modelling your idea(s), how is this experience going to help you to make your product? What material do you think you can use to make your product?

Final design idea with google sketch-up/2D Techsoft or hand drawn

Introduction: Give a brief introduction of what the page is about.

- Draw the final idea in 3D with Google sketch-up or any software. Comment and annotate the final ideas with dimensions.

Evaluation the final design against design specification

Introduction: Give a brief introduction of what the page is about.

- Evaluate the final design idea against all the design criteria (specification).

Evaluation: What is so unique about your design? How does the final design satisfy the design criteria? Relate it to the contextual challenge and user needs.

Client's opinion: What does your client think about the final idea?

Orthographic Projection

Present the final idea in orthographic projection showing the Front Elevation, Side Elevation, Plan (Top) views with dimensions and scale. Show the 3rd (Third) angle projection symbol.

Manufacture Specification

Introduction: Give a brief introduction of what the page is about.

Manufacturing Specification is the list of information a manufacturer needs to produce the product. This must include the materials and standard components (such as screws, nails, electrical components, etc.) to be used during manufacturing.

development against some of the specification points.

- Evaluating the final design against design specification.
- Drawing a table to summarise/evaluate all the development against some of the specification points.
- Show the final design from three different angles (Front, Side, Top) with scale, dimensions, and type of projection (3rd angle projection).

Conclusion: Justify the information produced to inform the manufacturer. Explain your decisions.

**Half Term 4
(Feb-Mar)**

Coursework (continue):

Realising the Design Idea (20 marks)

Cutting List

Make a cutting list using the Focus Education Software.

Production Plan

List the entire step-by-step plan in logical order of how the final product will be made.

Start each sentence with a verb.

Photographic record of making

Begin the page with what you are going to do. I.e. write the reason why this page. Record key stages involved in making of the prototype project. You must provide comprehensive notes and photographic evidence of each stage of making. Demonstrate a high level of making skills.

Highlight all the quality control checks. Also state any problems faced and how you solved them.

A03: Analysing, evaluating and testing (20 marks)

Personal evaluation

Personally analyse and give your opinion about your finished project. What do you like/dislike about your prototype? Why? Talk about your strengths and weaknesses. Are there any changes?

Evaluation against design specification and manufacture specification

Critically evaluate your project against your design specification. Tell the things you have achieved and what you have not been able to achieve.

Conclusion: Tell overall achievement. What have you enjoyed about the project?

User/Client evaluation

You have already identified your user/client. Ask your client to evaluate the finished product. This can be done with questions and answers. He/she

- Show each step of making/production with health and safety and quality control checks.

- Each step of making must be shown with photos, and identify quality control checks.

- Generate questions you can ask your client.

can also test the product and give you his/her feedback.

Conclusion: Tell overall achievement. What has your client enjoyed about the project?

Peer (third party) evaluation

Ask questions on the product made and ask between 3 to 5 people to respond to those questions.

Evaluation:

Analyse and evaluate your peer/client's response.

Example: Seven out of ten liked the colour of my project.

Now give your own opinion on what others are saying.

Testing of project

Test the product to see how best it works. You must do that with pictures/photos.

Test how it functions (works), stability, strength, durability, fit for purpose, etc.

Modifications

You can list all the possible changes you made when making your product.

Now state and explain any modification (Changes) you could make if given another opportunity to make it again. Don't forget to take into account all the suggestions made during evaluation above. Give meaningful conclusions leading to proposals for further development, modification or improvements of product and system designed to control manufacture.

Note: It is very important to draw the modified version of the product to show the changes you could make. Do very detailed annotation.

Modification for commercial production

(Note: Only include this page if you think your product is not a prototype and that it can be further developed using any production methods).

Justify the need for modifications to the product and consideration given as to how the outcome might need to be modified for commercial production. Talk about industrial practices such as

- Generate questions you can ask your peers.
- There should be real testing of the finished product at the appropriate place with photos.
- List all the changes you could make when given the chance to resign again.
- How could the product be made commercially?

	Just-In-Time production (JIT), Mass production, Batch production, Continuous production, etc. show with pictures. In what area or process of making could your product be produced in large quantity?	
Half Term 5 (Apr-May)	Revision: Practise past papers and revision booklets.	<ul style="list-style-type: none"> ● GCSE Bitesize Art & Design https://www.bbc.co.uk/bitesize/subjects/z6hs34j ● 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 ● Design and Technology (9-1) text book, and Design and Technology workbook.
Half Term 6 (Jun-Jul)	External Exams: Practise past papers and revision booklets.	<ul style="list-style-type: none"> ● GCSE Bitesize Art & Design https://www.bbc.co.uk/bitesize/subjects/z6hs34j ● 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 ● Design and Technology (9-1) text book, and Design and Technology workbook.

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 11 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**

**Who Can I
Contact?**

Head of Technology
Teachers of Year 11
Technology

Mr S. Nandlal
Mr P.Kwarteng/ Mr S. Nandlal

Holy Family Catholic School Curriculum Overview Year 11 – Technology: Food Preparation & Nutrition (AQA)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>Introduction to NEA Understand the requirements of the course including:</p> <ul style="list-style-type: none"> • food investigation task A • food preparation task B • food preparation - final exam task C <p>NEA 1 - food investigation module NEA Task 1: Food Investigation tasks - Assessment briefs to be released 1st September by exam board. (10 hours only to complete the task)</p> <p>Food science / Food investigation - task A Investigation work will be used to find out about the function of ingredients and how they work in a product.</p> <p>Tasks includes:</p> <ul style="list-style-type: none"> • selecting a NEA 1 task brief set by AQA and conduct an analysis to demonstrate understanding of the topic. • research, plan and carry out an investigation into the working characteristics, functional and chemical properties of ingredients (for a minimum of three experiments) • record the investigation findings • analyse and evaluate results • present the food investigation task. 	<ul style="list-style-type: none"> • Record findings in portfolio
Half Term 2 (Nov-Dec)	<p>NEA 2 - Investigation and planning technical skills Food preparation - task B Investigation work will be used to research, analyse and evaluate. Also, food products will be produced to demonstrate technical skills for NEA2.</p> <p>Tasks includes:</p> <ul style="list-style-type: none"> • selecting a NEA 2 task brief set by AQA and conduct an analysis to demonstrate understanding of the topic. • planning and conducting research of the chosen task title so as to have a good understanding of a cuisine or a specific dietary need. 	<ul style="list-style-type: none"> • Record findings in portfolio

	<ul style="list-style-type: none"> analyse research and use this to identify a number of technical dishes which meet the needs of the original task selecting a range of three or four suitable dishes to trial further. justifying choices and explain suitability, creativity and technical skill. recording evidence of the choice of dishes made during the technical skills demonstration. <p>Revision for Nov Mock exam</p>	
Half Term 3 (Jan-Feb)	<p>NEA 2 - Planning and evaluating the final menu Food preparation - final exam task C</p> <p>Develop their final dishes which will lead to the final food examination during this term. Dishes will be evaluated, analysed and costing calculated for NEA2.</p> <p>Tasks includes:</p> <ul style="list-style-type: none"> analyse the technical skills and sensory attributes of the final dishes to make during the three-hour making session. Justify reasons for choice of final dishes and menu with reference to skills, ingredients, nutrition, cooking methods, costs, provenance, sensory properties and portion size Produce a detailed three-hour time plan that includes health and safety, food safety, preparation methods and final plating and presentation. Conduct a detailed sensory analysis, nutritional analysis, and costing of final dishes to evaluate the successes of the final menu and identify future improvements when preparing and cooking dishes. 	
Half Term 4 (Feb-Mar)	Revision lessons in preparation for written examination in June	
Half Term 5 (Apr-May)	NEA 1 & 2 Moderation Revision lessons in preparation for written examination in June	https://senecalearning.com/en-GB/revision-notes/gcse/food-preparation/aqa/and-nutrition
Half Term 6 (Jun-Jul)	<p>Level 2 Food Hygiene Certificate</p> <ul style="list-style-type: none"> Online course with an assessment upon completion and certificate <p>Study leave and other GCSE subject exams</p>	

Examples of Home Learning Tasks	<p>Researching recipes to fulfil tasks (written / videos)</p> <p>Complete unfinished written tasks from lesson</p> <p>Preparation for cooking</p> <p>End of unit questions; Exam questions</p>
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Assessment Tasks, Methods & Frequency	Assessment - peer/self/teacher assessed, time planning, assessment of preparation and cooking skills, Q&A (written test) NEA 1 coursework - Total of 10 hrs NEA 2 coursework - Total of 20 hrs Mock exams - mock coursework assessment NEA 2 practical exam - 3hrs
Equipment that Students Need	<p>Resources provided by the department - exercise book, lined/plain paper, printed worksheets & computer access. Students will need to bring in their own fully equipped penil 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, labelled container to take the food home.</p> <p>Recommended textbooks:</p> <ul style="list-style-type: none"> ● 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=eyJ2ljojMSJ9.vgGdILz3k_mNNW1eadS1elwh_AbhTU1CaQmMZNnDhvGjHj071QN20LucGBJIEps.oEy8FQ-0dRGePHwfomHzjyHqZV0fNg45csyK7ncBhjY&dib_t ag=se&keywords=Exploring+Food+and+Nutrition+for+Key+Stage+3&qid=1721014019&sprefi x=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/coursework and give support if needed especially with written tasks. Encourage your child to attend intervention. Include him/her 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://healthy-kids.com.au/kids/high-school-2/macronutrients/ https://www.youtube.com/watch?v=CP1Lzx1wQX8 https://www.youtube.com/watch?v=Tokw9GE9hkQ https://www.youtube.com/watch?v=KD-FmeueFUo https://www.youtube.com/watch?v=AKR1g4aHNb4

<https://www.nhs.uk/conditions/vitamins-and-minerals/>
<https://www.helpguide.org/harvard/vitamins-and-minerals.htm>
<https://www.youtube.com/watch?v=7WnpSB14nDM>
<https://www.nutrition.org.uk/nutritionscience/life.html>
<https://getrevising.co.uk/diagrams/nutritional-needs-of-different-age-groups>
<https://www.eatright.org/health/wellness/healthy-aging/special-nutrient-needs-of-older-adults>
<https://www.ecowatch.com/how-does-cooking-affect-food-2642501577.html?rebelltitem=2#rebelltitem2>
<https://www.hypervibe.com/au/blog/baking-boiling-steaming-or-frying-how-cooking-affects-nutrients/>
<https://www.bbcgoodfood.com/seasonal-calendar/all>
<https://www.youtube.com/watch?v=aqF3EuFm7vQ>
<https://www.chefs-resources.com/kitchen-management-tools/kitchen-management-alley/modern-kitchen-brigade-system/>
<https://www.highspeedtraining.co.uk/hub/requirements-to-be-a-chef/>
<https://kindling.org.uk/sustainable-food-definition>

<https://senecalearning.com/en-GB/revision-notes/gcse/food-preparation/aqa/and-nutrition>

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
 Teachers of Year 11
 Technology

Miss Jaber
 Mrs Cameron-Marques

Holy Family Catholic School Curriculum Overview

Year 11 – Technology: Graphics



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>Children's Book Project (continued) Coursework 2</p> <ul style="list-style-type: none"> • Character illustrations development • Model making of characters using clay • Storyboarding • Exploring and experimenting book binding techniques • 	<ul style="list-style-type: none"> • 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 2 (Nov-Dec)	<p>Children's Book Project (continued) Coursework 2</p> <ul style="list-style-type: none"> • Book constructing • 	<ul style="list-style-type: none"> • 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 3 (Jan-Feb)	<p>Component 2 Externally Set Assignment</p> <p>AQA provide 7 starting points and students select and respond to one of these. Students will respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives:</p> <p>A01: Develop ideas, through investigation, demonstrating critical understanding of sources.</p> <p>A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>A03: Record ideas, observations and insights relevant intentions as work progresses.</p> <p>A04: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<ul style="list-style-type: none"> • 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

	Students will start the preparatory period for the exam All work will be completed in their sketchbooks	
Half Term 4 (Feb-Mar)	Students will continue the preparatory period for the exam All work will be completed in their sketchbooks	<ul style="list-style-type: none"> ● 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)	Students will continue the preparatory period for the exam All work will be completed in their sketchbooks Exam - 10 hours of supervised time in class	<ul style="list-style-type: none"> ● 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 6 (Jun-Jul)	AQA exam moderation	

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	<ul style="list-style-type: none"> ● Externally Set Assignment (teacher assessed and moderated by AQA)
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:	<p>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.</p> <p>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.</p>
Useful Websites	<p>www.pinterest.co.uk (for visual aid, ideas and exploring graphic techniques)</p> <p>www.youtube.com (for developing a specific graphic skill)</p> <p>www.aqa.org.uk (for information about the course and the assessment objectives)</p> <p>www.designmuseum.org/</p>

**Extra-Curricular
Activities & Career
Opportunities**

Graphic designer, web designer, app developer, illustrator, animator, interior designer, teaching,

**Who Can I
Contact?**

Head of Technology
Teachers of Year 11
Technology

Miss Jaber
Miss Jaber

Holy Family Catholic School Curriculum Overview Year 11 – Technology: Textiles



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>Component 2 (Coursework 2)</p> <p>Colour and Coral - Continuing from the previous term in Year 10 with their mood boards.</p> <p>Textiles decorative skills development: Exploring a range of textile techniques.</p> <ul style="list-style-type: none"> • Paper weaving • Fabric weaving • Using the embellisher • Punch needling • Applique/ reverse applique • Embellishing with hand embroidery, beans, buttons, sequins, etc • Cutwork <p>Take elements from their mood boards and develop their textiles skills. Minimum 2/3 ideas.</p> <p>Artist/designer research</p> <ul style="list-style-type: none"> • Introduction to 3 artists/designers and working on themes to develop and produce their own artwork/ response. • Look into fashion inspired by coral, under the sea, ocean, etc. <p>A01: Develop ideas, through investigation, demonstrating critical understanding of sources.</p> <p>A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>A03: Record ideas, observations and insights relevant intentions as work progresses.</p> <p>A04: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<ul style="list-style-type: none"> • 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 • Research sewing techniques. • To visit exhibitions and galleries. Here are some exhibitions/galleries that may be useful or some interest: <ol style="list-style-type: none"> 1. Tate Modern 2. Tate Britain 3. Saatchi gallery 4. Fashion and Textiles Museum 5. Fashion Space Gallery 6. Victoria and Albert Museum 7. Museum of London 8. William Morris

**Half Term 2
(Nov-Dec)**

Component 2 (Coursework 2)

Final piece - Constructed top with short sleeves involving a decorative embellishment while bringing in the theme. This consists of

- Create a prototype using calico.
- Following and using a pattern and production method; understanding how a textiles product is constructed.
- Students to create a range of design ideas
- Refine and select the final idea
- Construct the final piece using white fabric as a base while adding textiles decorative skills.
- Introduce pattern cutting skills
- Operating a sewing machine safely and confidently.

- **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>
- Research sewing techniques.
- To visit exhibitions and galleries. Here are some exhibitions/galleries that may be useful or some interest:
 1. Tate Modern
 2. Tate Britain
 3. Saatchi gallery
 4. Fashion and Textiles Museum
 5. Fashion Space Gallery
 6. Victoria and Albert Museum
 7. Museum of London
 8. William Morris

**Half Term 3
(Jan-Feb)**

Component 2 (Exam)

Externally Set Assignment- Exam release date not confirmed (Jan 2023)

AQA provides 7 starting points and students select and respond to one of these. Students will respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives:

A01: Develop ideas, through investigation, demonstrating critical understanding of sources.

A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

A03: Record ideas, observations and insights relevant intentions as work progresses.

A04: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Students will start the preparatory period for the exam

All work will be completed 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)
- **YouTube** when developing/practising a specific skill/technique.
- **AQA Past Papers**
<https://www.aqa.org.uk/find-past-papers-and-mark-schemes>
- Research sewing techniques.
- To visit exhibitions and galleries. Here are some exhibitions/galleries that may be useful or some interest:
 1. Tate Modern
 2. Tate Britain
 3. Saatchi gallery
 4. Fashion and Textiles Museum
 5. Fashion Space Gallery
 6. Victoria and Albert Museum
 7. Museum of London
 8. William Morris

<p>Half Term 4 (Feb-Mar)</p>	<p>Students continue with their exam project covering all AO's.</p> <p>Students will continue the preparatory period for the exam</p> <p>All work will be completed in their sketchbooks</p>	<ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ● Research sewing techniques. ● To visit exhibitions and galleries. Here are some exhibitions/galleries that may be useful or some interest: <ol style="list-style-type: none"> 1. Tate Modern 2. Tate Britain 3. Saatchi gallery 4. Fashion and Textiles Museum 5. Fashion Space Gallery 6. Victoria and Albert Museum 7. Museum of London 8. William Morris
<p>Half Term 5 (Apr-May)</p>	<p>Students will continue the preparatory period for the exam</p> <p>All work will be completed in their sketchbooks</p> <p>Exam - 10 hours of supervise time in class</p>	<ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ● Research sewing techniques. ● To visit exhibitions and galleries. Here are some exhibitions/galleries that may be useful or some interest: <ol style="list-style-type: none"> 1. Tate Modern 2. Tate Britain 3. Saatchi gallery 4. Fashion and Textiles Museum 5. Fashion Space Gallery 6. Victoria and Albert Museum 7. Museum of London 8. William Morris
<p>Half Term 6</p>		<ul style="list-style-type: none"> ● GCSE Bitesize Art & Design

(Jun-Jul)	Exam release date not confirmed AQA exam moderation	<p>https://www.bbc.co.uk/bitesize/subjects/z6hs34j</p> <ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ● Research sewing techniques. ● To visit exhibitions and galleries. Here are some exhibitions/galleries that may be useful or some interest: <ol style="list-style-type: none"> 1. Tate Modern 2. Tate Britain 3. Saatchi gallery 4. Fashion and Textiles Museum 5. Fashion Space Gallery 6. Victoria and Albert Museum 7. Museum of London 8. William Morris

Examples of Home Learning Tasks	Completion of coursework (sketch books/ activities) in order to meet the deadline. 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	Artist/ Designer research/ Experimenting with textile techniques/ Outcome of final piece. Exam project.
Equipment that Students Need	Drawing pens, rubber, sharpener, colouring pencils, water colours, oil pastels, charcoal sticks, black fine liner pen.

Parent / Carers can help their child by:	<p>Parents/Carers can help their child by ensuring they check Google Classroom regularly so that they are aware of homework they need to bring to lessons.</p> <p>When possible let the students resource as much material including both primary and secondary. Art galleries are a great source of evidence to support their sketchbooks. Links are below.</p>
Useful Websites	Victoria and Albert Museum - www.vam.ac.uk /Fashion and textiles Museum - www.ftmlondon.org /Natural History Museum - www.nhm.ac.uk / Saatchi Gallery - www.saatchigallery.com / Tate Galleries (Morden and Britain) - www.tate.org.uk / Sea Life - www.visitsealife.com / www.pinterest.co.uk - for visual aid, ideas and exploring graphic techniques / www.youtube.com for developing a specific technical skill)
Extra-Curricular Activities & Career Opportunities	Fashion designer, Seamstress, Pattern Cutter, Graphic Designer, Illustrator, Animator, Interior Designer, Teaching, Fashion Photography, Fashion Journalism, Fashion Marketing, Visual Merchandising.

Who Can I Contact?	Head of Technology	Mr S. Nandlal
	Teachers of Year 11 Technology	Ms O'Donovan