

Curriculum Information

Year 10

2018-19

Year: 10

Subject: Art and Design

Curriculum Leader: Mr P Singh

Learning across the Year 2018-19

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

Course Details	Exam Board: Edexcel Percentage of course that is Coursework: 60% Percentage of course that is Exam: 40%	
Autumn Term	Spring Term	Summer Term
<p>Expectations and introduction to course</p> <p>The Body</p> <ol style="list-style-type: none"> 1. Depictions of body in history. Introduction to Caravaggio. 2. Baroque and hip hop culture. Charcoal drawings. 3. Caravaggio and chiaroscuro. Chalk drawings. 4. Portraiture and Expression. Dumas, Munch and Schiele. Bleach painting. 5. Portraiture and Expression 2. Cindy Sherman. Intro photoshop. 6. Lachapelle and Botticelli images. Compare and contrast. Photoshoot cont. 7. Banksy. Start stencil 8. Shepard Fairey. Continue stencil making. 9. Villegle, Cutup and Faile. Decollage background. 10. Archimboldo, Fairburn, Tomaselli. Collage background. 11. Spray backgrounds. Evaluation. 12. Body and expression. Rubens to Saville. Oil pastel drawings.. 13. Painting the Body. Saville and Bacon. 	<p>Belongings</p> <ol style="list-style-type: none"> 1. Belonging Title Page 2. Audrey Flack Analysis 3. Personal objects: Still Life Photography 3. Paul Catherall Research & analysis 4. Catherall 'cut paper' copy 5. Take some objects or part of still life and turn into Michael Craig Martin (MCM) line drawing 6. Mono print experiments 7. Develop 1 or 2 personal ideas and experiment with materials 8. Develop 1 idea further and plan alternative compositions 9. Create small version of final idea 10. Practice areas of final piece <p>MOCK EXAM</p> <ol style="list-style-type: none"> 11. Finish Final Piece 	<p>Belongings 3D</p> <ol style="list-style-type: none"> 1. Casting experiment 2. 3D artist research and analysis 3. Primary resources and ideas 4. Developing ideas 5. 3D Outcome 6. Documentation and evaluation
Homework	Homework	Homework
<ol style="list-style-type: none"> 1. Create a timeline of the Body in Western Art. 2. Present a page on Caravaggio. 	<ol style="list-style-type: none"> 1. Audrey Flack Artist Copy 2. Own still life copy =dry media + wet media 	<ol style="list-style-type: none"> 1. Refine casting, take photos and document 2. Sketch ideas based on research

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

Course Details	Exam Board: AQA Percentage of course that is Controlled Assessment:50% Percentage of course that is Exam: 50%	
Autumn Term	Spring Term	Summer Term
<p>1) MINI PROJECT: First Half Term: Balista Second half term: BENT</p> <p>FURNITURE The focus is on familiarization of tools and Machinery.H&S Prize money: £5</p> <ul style="list-style-type: none"> Initial designs Final design in 3D Cutting list of components and tools Making Evaluation <p>2) Mini Project: TEST TUBE HOLDER</p> <ul style="list-style-type: none"> Research Initial ideas Specification Initial ideas Making evaluation <p><u>THEORY</u></p> <ul style="list-style-type: none"> Past exam paper Safety and routines within the workshop Design questions Materials and components: tools Energy, Materials , Systems and Devices(Unit 2) PG online units 2 and 4 	<p>3) Mini project: Acrylic injection Moulding</p> <ul style="list-style-type: none"> Plastics -its properties/application/recycling Fixings and fittings- bolts and nuts/rivets/screws/nails Adhesives-hot melt glue/PVA/epoxy resin/impact adhesive/tensol Manufacturing processes- injection moulding/blow moulding/rotational moulding/casting <p>4) Mini Project: Electronics</p> <ul style="list-style-type: none"> Concept of input/process/output Identification of electronic components Properties of components Soldering-soft soldering/hard soldering and welding Fixing of materials eg welding <p><u>THEORY</u></p> <ul style="list-style-type: none"> Past exam paper Safety signs and symbols Smart materials Adhesives Types and uses of metals Fitting and fixings Common Specialist Technical Principles(unit 4) PG online unit 6 	<p><u>COURSEWORK: START June 2019</u> Identify and Investigate design possibilities (AO1)</p> <ul style="list-style-type: none"> Mind map/Spider diagram Moodboard; Designer influence Research plan Customer/Client//target market profile Client interview Existing products analysis (Research) Product disassembly Social, Moral, Environmental, Commercial viability Human factor Analysis of research <p>Yr 11 (AO1)</p> <ul style="list-style-type: none"> Design specification Design ideas <p>Design and make prototypes that are fit for purpose (AO2)</p> <ul style="list-style-type: none"> Generating design ideas Evaluation of design ideas Developing design ideas Analysis of development CAD development Modelling/Testing with different materials Final CAD design Evaluate final design against specification <p><u>THEORY</u></p> <ul style="list-style-type: none"> Revision for mock exam

		<ul style="list-style-type: none"> • Stock forms of materials: rough sawn, PAR, sheet, planks • Ergonomics and Anthropometrics • DESIGNING PRINCIPLES (UNIT 6)
Homework	Homework	Homework
<ul style="list-style-type: none"> • Research • Design movement research • Final Design on Sketchup • Evaluation of mini-project Theory <ul style="list-style-type: none"> • Past exam questions • Worksheets on safety rules and routines • Tools and its uses 	<ul style="list-style-type: none"> • Research • Design ideas • Research analysis • Design ideas Theory <ul style="list-style-type: none"> • Past exam style questions • Identification and application of smart materials • Identification of adhesives and its application • Identification of Types of metals and its uses • Identification of fixings and fittings 	<ul style="list-style-type: none"> • Development of ideas • Analysis of development • Final design. • Final Design on Sketchup • Production plan / flow chart Theory <ul style="list-style-type: none"> • Past exam style questions • Worksheet on Stock forms of wood, metal and plastics • Worksheet on ergonomics and anthropometrics • Identification and application of timbers • Advantages and disadvantages of manmade boards
Controlled Assessment/Internal Assessment Dates and Details	Controlled Assessment/Internal Assessment Dates and Details	Controlled Assessment/Internal Assessment Dates and Details
<ul style="list-style-type: none"> • Spider Diagram • Design needs, brief • Task analysis • Research plan • Customer profile • Product Analysis 	<ul style="list-style-type: none"> • Questionnaire analysis • Design specification • Design ideas analysis <u>Theory assessments</u> <ul style="list-style-type: none"> • Exam style questions of types of card, making processes, advantages/disadvantages of CAD/CAM 	<ul style="list-style-type: none"> • Analysis of development • Evaluation of models against specification • CAD final design <u>Theory Assessments</u> <ul style="list-style-type: none"> • Classification and working properties of materials • Timber based composites- man made timber • Mock exam

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

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

Year: 10

Subject: Drama

Curriculum Leader: Ms Hampshire

Learning across the Year 2018-19

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Course Details	Exam Board: Edexcel Percentage of course that is Coursework: 40% Percentage of course that is Exam: 60%	
Autumn Term	Spring Term	Summer Term
<p>During this term students will begin to work on Component 3, which is the final written exam that will take place in the Summer of 2020. During this term the students will:</p> <p>Explore the play An Inspector Calls by J.B Priestley. The play will be explored practically and will develop the student's knowledge of how to:</p> <ul style="list-style-type: none">• Develop character for performance• How to direct and stage the play• How to use a range of techniques to direct extracts of the play• How lights, sound, music, costume and set can be used to develop an interpretation for the play. <p>In the latter half of the term, students will work towards performing key scenes of the play for an invited audience.</p>	<p>During this term students will complete the following:</p> <ul style="list-style-type: none">• Students will perform a version of An Inspector Calls to an invited audience. <p>In the second half of the term, students will begin working on their devised performances. For this unit students will:</p> <ul style="list-style-type: none">• Be presented with a stimulus material as a source of inspiration for developing devised work.• Work in groups to research and develop ideas for performance.• Devise an original piece of theatre to perform to a visiting audience.• Complete a written portfolio that discusses their process of developing their work and that evaluates the final performance.	<p>During this term students will:</p> <ul style="list-style-type: none">• Complete their written portfolio based on their devised piece• Revise An Inspector Calls in preparation for their end of year exams.
Homework	Homework	Homework
<ul style="list-style-type: none">• Essay practice in relation to the five questions that they will be expected to answer in the final written exam.• Research around the social, cultural and historical context of the play.	<ul style="list-style-type: none">• Learning lines• Research possible stimulus material and ideas for devised work• Log Book entries: reflecting and evaluating the process and development of devised work• Drafting of portfolio	<ul style="list-style-type: none">• Drafting of the portfolio• Completion of the final written portfolio• Revision of An Inspector Calls• Exam practice of An Inspector Calls
Coursework/Internal Assessment Dates and Details	Controlled Assessment/Internal Assessment Dates and Details	Controlled Assessment/Internal Assessment Dates and Details

<p>There will be ongoing internal assessment via the fortnightly essay questions that will be set for component 1).</p> <p>Assessment dates in calendar: Mon 8th of Oct 2018 -Mon 15th of Oct 2018</p>	<p>The devised performance equates to 40% of the student's final grade.</p> <p>The devised performance to an audience will take place towards the end of May or early June 2019</p> <p>(There will be ongoing internal assessment via the fortnightly essay questions that will be set for component 1.)</p> <p>Assessment dates in calendar: Mon 21st Jan 2019 - Mon 28th Jan 2019</p>	<p>The deadline for the final written portfolio will be the end of June 2019</p> <p>Students will have end of year exams during the end of June and beginning of July. They will sit a mock paper based on An Inspector Calls during this period, which is expected to last an hour.</p> <p>Assessment dates in calendar: Tue 23rd April 2019 –Exam fortnight Mon 29th April 2019 – Exam Fortnight</p>
<p>Autumn Term</p> <p>Challenge Tasks</p>	<p>Spring Term</p> <p>Challenge tasks</p>	<p>Summer Term</p> <p>Challenge Tasks</p>
<p>Students should try and see as much live theatre as possible in order to help them develop their own ability to interpret and stage their own versions of the play</p>	<ul style="list-style-type: none"> ● Using appropriate terminology when evaluating practical work both orally and written work. ● Researching theatre practitioners and understanding how their theories can help to develop and shape performance ● 	<ul style="list-style-type: none"> ● Attend the GCSE and A level showcases to inspire your thoughts around theatre and live performance, in preparation for the theatre review unit. ● Managing deadlines ● Redrafting exam practice essays in order to develop confidence and secure writing style.
<p>Recommended Resources</p>	<p>Independent Learning Expectations</p>	
<ul style="list-style-type: none"> ● Attend as much live theatre as possible ● Watch clips on YouTube of a range of theatre companies to get ideas: DV8, Complicite, Push ● Read range of theatre reviews in national newspapers ● The Stanislavsky Toolkit - ISBN - 978-1854597939 ● The Brecht Toolkit - ISBN - 978-1854595508 	<ul style="list-style-type: none"> ● To learn lines ● To attend rehearsals ● To log process throughout the devising process, in order to aid with the writing of the final written portfolio. ● To research and contribute ideas to the developmental process. ● Students to take responsibility for their own learning by making sure they attend all lessons and catch up on any work missed by liaising with their subject teacher and using Show My Homework ● To manage deadlines and organise time appropriately. 	

Year: 10

Subject: English Literature and English Language

Curriculum Leader: Mrs Woolnough

Learning across the Year 2018-19

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Course Details	Exam Board: AQA Percentage of course that is Controlled Assessment: 0% Percentage of course that is Exam: 100%	
Autumn Term	Spring Term	Summer Term
<p>Literature Paper 2 Section A: An Inspector Calls (J.B.Priestley) This post-war British play forms 21.25% of the English Literature qualification, and is the core drama text. All examinations are closed book - students are expected to learn and revise key quotations. Students will read and familiarise themselves with the plot and character development.</p> <p>Literature Paper 2 Section B: Studied Poetry Students will study 15 poems from the Conflict and Power cluster of poetry that AQA will provide in an anthology. The study and comparison of the poems is worth 18.75% of the English Literature qualification. Students will continue their study of the Conflict and Power cluster started in year 9.</p> <p>Literature Paper 1 Section A: A Christmas Carol (Charles Dickens)</p>	<p>Literature Paper 1 Section A: Shakespeare Students will study Shakespeare's Macbeth in its entirety. This set text forms 21.25% of the English Literature qualification. All examinations are closed book - students are expected to learn and revise key quotations. The lessons this term will focus on student's building an understanding of the plot and characters in the play. All students will have the chance to watch the play performed live in school by The Young Shakespeare Company.</p> <p>Literature Paper 2 Section A: An Inspector Calls (J.B.Priestley) This post-war British play forms 21.25% of the English Literature qualification, and is the core drama text. All examinations are closed book - students are expected to learn and revise key quotations. The lessons this term will focus on themes and ideas explored throughout the play and build on knowledge learnt from the Autumn term.</p>	<p>Literature Paper 1 Section A: Shakespeare Students will study Shakespeare's Macbeth in its entirety. This set text forms 21.25% of the English Literature qualification. All examinations are closed book - students are expected to learn and revise key quotations. The lessons this term will focus on themes and ideas explored throughout the play and build on knowledge learnt in the Spring term.</p> <p>Literature Paper 2 Section B: Studied Poetry Students will complete the study of the 15 poems from the AQA provided anthology. Key comparative skills will be addressed and students will have the opportunity to explore links between language, structure and theme from all 15 poems.</p> <p>Literature Paper 1 Section A: A Christmas Carol (Charles Dickens)</p>

<p>Students will study A Christmas Carol. This section of the qualification is worth 18.75% of the Literature qualification. Students will read and familiarise themselves with plot and character development,</p> <p>Language Paper 1 Part A: Explorations in Creative Reading This part of the Language paper is worth 25%. Students will be taught to analyse a range of 20th and 21st Century fiction extracts, examining the ways that writers have made deliberate choices when crafting them and exploring/evaluating different viewpoints in relation to an unseen text.</p>	<p>Literature Paper 2 Section C: Response to Unseen Poem Students will be taught how to analyse and make their own interpretations of a wide range of poetry. Skills of being able to write in a critical style using textual references, including quotations, to support and illustrate interpretations will be taught explicitly as will the requirement for students to be able to confidently write about the language, form and structure used by the writer. This section of the exam paper is worth 15% of the English Literature qualification. Students will also be taught the skills of comparing poems and how to transfer these skills into a comparative essay which will be worth 5% of the English Literature qualification.</p> <p>Language Paper 2 Section B: Exploring Writers' Viewpoints and Perspectives. This part of the Language paper is worth 25%. Students will explore ways in which they can effectively present their own viewpoints and perspectives. They will look at writing to argue and persuade in the form of letters, articles and speeches.</p>	<p>Students will study A Christmas Carol. This section of the qualification is worth 18.75% of the Literature qualification. Students will build on the knowledge learnt in the Winter term and will focus on key themes and ideas presented throughout the novella</p> <p>Language Paper 1 Part A: Explorations in Creative Reading This part of the Language paper is worth 25%. Students will be taught to analyse a range of 20th and 21st Century fiction extracts, examining the ways that writers have made deliberate choices when crafting them and exploring/evaluating different viewpoints in relation to an unseen text.</p>
Homework	Homework	Homework
<p>Some examples include: Contextual research via the internet or at the library Analysis of specific sections of the text Tracking questions to aid textual analysis Creative writing based around the text Practice essays Sample exam questions</p>	<p>Examples include Contextual research via the internet or at the library Analysis of specific sections of the text Tracking questions to aid textual analysis Creative writing based around the text Practice essays Sample exam questions</p>	<p>Examples include: Past exam papers Creating revision notes and guides Practice essays</p>

Character profiles Creating presentations on aspects of the texts to give to peers.	Character profiles Creating presentations on aspects of the texts to give to peers	
Controlled Assessment/Internal Assessment Dates and Details	Controlled Assessment/Internal Assessment Dates and Details	Controlled Assessment/Internal Assessment Dates and Details
8th-20th October: Timed Essay on An Inspector Calls. Ongoing assessment throughout the term on English Language GCSE content. Knowledge recall tests	W/B: 21st Jan: Language Paper 2: An Inspector Calls and Poetry Ongoing assessment throughout term on English Language GCSE content Knowledge recall tests	23rd April-3rd May: End of Year 10 exams English Language Paper 1: Explorations in Creative Reading Ongoing assessment throughout term on Literature GCSE content Knowledge recall tests
Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
Student leadership tasks within lessons Read a number of texts from the KS4 'Challenge' book list Create your own Learning Journal for each text. Create your own revision guide for each text.	Create a number of revision podcasts to help your peers with revision. Design a number of original exam questions, and self mark your responses. Film a modern day version of part of one of the texts on your phone or iPad. Set up a revision website or blog.	Run revision sessions for your friends Create a booklet of 'model' answers for the exam questions.
Recommended Resources	Independent Learning Expectations	
An Inspector Calls (J B Priestley) Macbeth (Shakespeare) AQA Poetry Anthology: Poems Past and Present BBC Bitesize The Student Room www.senecalearning.com	All students should complete a Reading Log for each text in which they should detail their initial interpretations of each text. All students should read each text at least 4 times before the examinations. All students should aim to further their contextual knowledge by reading a range of	

Phillip Allen Literature Guides (for An Inspector Calls and Power and Conflict Poetry)

related material/texts with similar themes from the English Department reading list. It is the responsibility of students to ensure that their Student Revision Guide for each text is up to date and is not only a viable revision resource, but an outstanding one.



Year: **10**

Subject: Food and Cookery

Curriculum Leader : Ms Litchfield

Learning across the Year 2018-19

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<p>Course Details NCFE Level 1/ 2 Technical Award in Food and Cookery</p>	<p>Exam Board: NCFE Percentage of course that is Coursework: 60% Percentage of course that is Exam: 40%</p>	
<p>Autumn Term</p>	<p>Spring Term</p>	<p>Summer Term</p>
<ul style="list-style-type: none"> ● Safe and hygienic practices ● Self preparation ● Preparation of the environment ● Causes of food poisoning ● Potential risks and hazards in the cooking environment ● Physical contamination and prevention ● Chemical contamination and prevention ● Biological contamination ● High risk foods ● Danger zone ● The 4C's 	<ul style="list-style-type: none"> ● Food spoilage and how to prevent it ● Enzymatic action ● HACCP ● Risk assessments ● Difference between equipment and utensils ● Preparation, uses and storage of different pieces of equipment and utensils ● The Eatwell Guide ● The 5 food groups and examples of food in each group ● Creating menus ● UK Government eight tips to healthy eating ● A balanced diet 	<ul style="list-style-type: none"> ● Food provenance ● Macronutrients and micronutrients ● Proteins ● Fats ● Carbohydrates ● Sources, functions, lack and excess of macronutrients
<p>Homework</p>	<p>Homework</p>	<p>Homework</p>
<p>A range of tasks related to the lesson to be to improve their knowledge. They will also have to prepare for practical work.</p>	<p>A range of tasks related to the lesson to be to improve their knowledge. They will also have to prepare for practical work.</p>	<p>A range of tasks related to the lesson to be to improve their knowledge. They will also have to prepare for practical work.</p>

Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
Assessment 1 w/b 8th Oct - 15th Oct	Assessment 2 w/b 21st Jan - 28th Jan	Assessment 3 23rd April - 29th April Exam testing knowledge covered throughout year.
Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
To achieve a distinction grade on all tasks Will choose dishes to cook that show high level skills	To achieve a distinction grade on all tasks Will choose dishes to cook that show high level skills	To achieve a distinction grade on all tasks Will choose dishes to cook that show high level skills
Recommended Resources	Independent Learning Expectations	
http://www.bbc.co.uk/food/ http://www.recipes.vegsoc.org/ http://www.nhs.uk/Change4Life/Pages/health-eating.aspx http://www.meatandeducation.redmeatinformation.com/ Students need to bring ingredients and a labelled container to take cooked food home. If they have difficulty in obtaining ingredients it is their responsibility to inform their teacher at least 24 hours prior to the lesson.	<ul style="list-style-type: none"> • It is expected all homework tasks to be managed and presented to a high level of excellence, showing time-management and a high level of effort. Students will have to develop coursework in their own time outside of the lesson. • Students will need to watch TV programmes to increase their knowledge of different foods and how they are prepared. E.g. Master Chef, Saturday Kitchen • Visit a variety of restaurants and experience different foods • Practise cooking different food products at home to develop cooking skills. 	

Year: 10

Subject: French

Curriculum Leader: Mrs Heath

Learning across the Year 2018-19

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Course Details Edexcel: GCSE (9-1) French	This is a linear exam with 4 papers which are tested at the end of Year 11: <ol style="list-style-type: none">1. Listening (25%)2. Speaking (25%)3. Reading (25%)4. Writing (25%)	
Autumn Term	Spring Term	Summer Term
<u>Module 4: Identity & Culture</u> <ul style="list-style-type: none">• Where you live, weather and transport• Describing a town• Describing a region• Using negatives• Discussing what to see and do• Discussing plans and weather• Describing community projects <u>Module 5: Local area, holiday & travel</u> <ul style="list-style-type: none">• What you normally do on holiday• Past and future holidays• Ideal holiday• Booking hotels• Ordering in a restaurant• Travelling• Buying souvenirs• Holiday disasters	<u>Module 6</u> <ul style="list-style-type: none">• School and school subjects• Comparing school in UK and France• School rules• Getting the best out of school• School exchange	<u>Module 7</u> <ul style="list-style-type: none">• Jobs and work preferences• Career choices

Homework	Homework	Homework
<p>Unless stated below homework will be decided by the class teacher according to the what would most benefit the class. The following pieces of work must be completed as stated below:</p> <p>05/09/18 - Writing Module 4 09/09/18 - Redraft 17/09/18 - Prepare answers for speaking assessment 30/09/18 - Flashcards 07/10/18 - Higher pages 86-87 & green pen corrections 15/10/18 - Foundation pages 98-99 21/10/18 - Reading: Les vacances du Petit Nicholas 29/10/18 - Foundation pages 40-41: Ex 1, Ex 2 and Ex 5 03/12/18 - Foundation pages 96-97</p>	<p>See autumn term.</p> <p>07/01/19 - Writing Module 5 21/01/19 - Redraft 27/01/19 - Prepare answers for speaking 03/02/19 - Flashcards 10/02/19 - Green pen work on writing assessment 24/02/19 - Foundation pages 112-113 02/03/19 - Foundation pages 114-115 16/03/19 - Foundation pages 116-117 23/03/19 - Foundation pages 118-119 20/04/19 - Writing Module 6 27/04/19 - Redraft 05/05/19 - Prepare answers for speaking 11/05/19 - Flashcard 18/05/19 - Green pen work on writing assessment</p>	<p>See autumn term.</p> <p>01/06/19 - Foundation pages 132-133 08/06/19 - Foundation pages 134-135</p>
Internal Assessment Dates and Details	Internal Assessment Dates and Details	Internal Assessment Dates and Details
<p>A GCSE grade will be awarded after each piece of redrafted written work.</p> <p><u>In-class assessment</u></p> <p>Week beginning: Monday, 8th October Translation into French (Module 4)</p> <p><u>Module 4 Assessments</u></p> <p>Listening Speaking Reading Writing</p>	<p>A GCSE grade will be awarded after each piece of redrafted written work.</p> <p><u>Module 5 Assessments</u></p> <p>Listening Speaking Reading Writing</p>	<p>A GCSE grade will be awarded after each piece of redrafted written work.</p> <p><u>Module 6 Assessments</u></p> <p>Listening Speaking Reading Writing</p>
Challenge Tasks	Challenge tasks	Challenge Tasks
<p>All lessons are planned according to what students must, should and could complete during the lesson. Thus all lessons include a challenge task.</p>	<p>See autumn term.</p>	<p>See autumn term.</p>

<p>All students have PLCs that need to be constantly updated and referred to.</p> <p>Students must continue to re-apply vocabulary in a new context.</p> <p>Students should justify what they say using a variety of tenses to back up what they have said or written. Students must use flashy (unusual) vocabulary. All students have been provided with a Student Guide, which contains a progress review section, the marking criteria and strategies to improve.</p>		
Recommended Resources	Independent Learning Expectations	
<ol style="list-style-type: none"> 1. Studio for Edexcel GCSE French 9-1 (Foundation): ISBN 978 1292117829 2. Studio for Edexcel GCSE French 9-1 (Higher): ISBN 978 1292117836 3. Edexcel Revision Guide: given to all students at the start of the year. These should be brought to every lesson and be replaced if lost by the student 4. Student Guide to Success for GCSE (supplied in September by class teacher) 5. Collins Easy Learning French dictionary or Oxford Learner's dictionary: recommended for home use only as we have large stocks in school 6. www.languagesonline.org.uk 7. www.bbc.co.uk/schools/gcsebitesize/french/ 8. www.edexcel.com/Subjects/Languages (for past papers) 9. www.wordreference.com 10. Youtube: Cyprien 11. Youtube: Easy French 12. Youtube: Monsieur Pattinson 	<ul style="list-style-type: none"> ▪ To persevere with a task taking into account the 1, 2, 3 Rule ▪ To update the <i>Progress Review</i> page ▪ To correctly label the homework sheets with targets for improvement ▪ To use the green pen to improve work ▪ To act on targets set by the teacher to provide evidence of improvement ▪ To glue all worksheets in ▪ To refer to the <i>Student Guide to Success</i> ▪ To develop grammatical skills ▪ To practise appropriate use of the dictionary or <i>Wordreference.com</i> instead of resorting to Google translator ▪ To apply the <i>TONIC</i> strategy 	

Year: 10

Subject: Geography

Curriculum Leader: Miss Lippa

Learning across the Year 2018-19

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

<p>Course Details</p>	<p>Exam Board: AQA Percentage of course that is Controlled Assessment: 0% Percentage of course that is Exam: 100%</p>	
<p>Autumn Term</p>	<p>Spring Term</p>	<p>Summer Term</p>
<p><u>U.K. Physical Landscapes : Coasts</u></p> <ul style="list-style-type: none"> ● UK landscape diversity ● Coastal processes ● How geology influences coastal landforms - depositional spits etc and erosion arches, stacks, stumps ● Case study of Holderness Coast ● Methods of coastal management ● Hard engineering strategies ● Soft Engineering strategies ● Case studies of coastal management: Hard and soft engineering and managed retreat 	<p><u>The Changing Economic World: Global Development</u></p> <ul style="list-style-type: none"> ● Variations in development and quality of life ● Causes and consequences of global uneven development ● Strategies for reducing global development gap ● Case study of low income country or NEE (India) ● <p><u>The Changing Economic World: UK Economic Futures</u></p> <ul style="list-style-type: none"> ● causes of economic change ● moving towards a post-industrial economy ● impacts of industry on the physical environment ● social and economic changes in rural areas; ● new infrastructure developments ● north-south divide ● place of UK in the wider world 	<p><u>GEOGRAPHICAL APPLICATIONS - Human Geography Fieldwork Investigation:</u> local fieldwork in Walthamstow Village, plus follow-up (mini project focused on stages of a fieldwork investigation)</p> <p><u>The Living World Ecosystems</u></p> <ul style="list-style-type: none"> ● Small scale UK ecosystem ● Ecosystem components ● Global biomes - distribution and characteristics <p><u>Tropical rainforests</u></p> <ul style="list-style-type: none"> ● Characteristics ● Interdependence ● Adaptations ● Biodiversity issues ● Deforestation rates ● Case study - causes & impacts of deforestation ● Value of tropical rainforests ● Management and sustainability - issues & strategies <p><u>GEOGRAPHICAL APPLICATIONS - Physical Geography Fieldwork Investigation:</u> Coastal Management in Southwold, Suffolk</p> <p>Compulsory Trip: May 8th 2019.</p>

Homework	Homework	Homework
<ul style="list-style-type: none"> • Kerboodle assessment activities • Topic spelling tests and online quizzes on SMHW 	<ul style="list-style-type: none"> • Kerboodle assessment activities • Topic spelling tests and online quizzes on SMHW • Completion of selected sections of the course unit booklets 	Summer Work Booklet on Ecosystems to be handed in first week of september.
Controlled Assessment/Internal Assessment Dates and Details	Controlled Assessment/Internal Assessment Dates and Details	Controlled Assessment/Internal Assessment Dates and Details
Assessment cycle 1 <ul style="list-style-type: none"> • Examination-style questions on Coastal Management 	Assessment cycle 2 <ul style="list-style-type: none"> • Examination-style questions on Changing Economic World and Coastal Management 	Assessment cycle 3: in-class assessment week <ul style="list-style-type: none"> • Examination-style questions on geographical application and skills Assessment cycle 4: Year 10 PPEs (mock exams) <ul style="list-style-type: none"> • Examination-style questions on all content studied in Year 10 (coastal and river landscapes, urban issues & challenges and Changing Economic World)

Autumn Term Challenge Tasks	Spring Term Challenge tasks	Summer Term Challenge Tasks
Meeting the top band criteria on mark schemes – i.e. ensuring that links are explicit; that case study material is relevant, specific, detailed and supports points made	Meeting the top band criteria on mark schemes – i.e. ensuring that links are explicit; that case study material is relevant, specific, detailed and supports points made	Meeting the top band criteria on mark schemes – i.e. ensuring that links are explicit; that case study material is relevant, specific, detailed and supports points made
Recommended Resources	Independent Learning Expectations	
<u>AQA GCSE Geography Student Book</u> (key text) <ul style="list-style-type: none"> • Authors: Simon Ross, Nick Rowles • Publisher: Oxford University Press • ISBN-13: 9780198366614 • Price: £25 	<ul style="list-style-type: none"> • To consolidate learning, by revisiting, at home, all work done in class • To transform class work into students' own work by active revision, such as mind maps of topics, case study summaries, etc. • Students to take responsibility for their learning; for example, liaising with staff on the content and 	

Other textbooks...

AQA GCSE Geography

- Authors: John Widdowson, Rebecca Blackshaw, Meryl King, Simon Oakes, Sarah Wheeler
- Publisher: [Hodder Education](#)
- ISBN-13: 9781471859922
- Price: £22.99

AQA GCSE Geography Student Book

- Authors: David Payne (Series Editor), Alison Rae, John Rutter, Helen Young, Rebecca Kitchen, Emma Rawlings-Smith
- Publisher: [Cambridge University Press](#)
- ISBN-13: 9781316604632
- Price: £22.50

homework from any missed lessons, well in advance of the next lesson.

- To keep exercise books neat, well-presented and organised (with lesson content in the correct order, as intended by staff)

Year: 10

Subject: History

Curriculum Leader: Mr Shah

Learning across the Year 2018-19

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

Course Details	Exam Board: Edexcel History Percentage of course that is Exam: 100%	
Autumn Term	Spring Term	Summer Term
<p>Early Autumn: Students will finish their studies of Medicine through time with a particular focus on the modern era (1900-today).</p> <p>Rest of Autumn Term:</p> <p>A historical environment study The British sector of the Western Front, 1914–18: surgery and treatment. This is the second part of Paper 1 that will be examined in the summer of 2018.</p> <p>This unit will be based on source work and hopefully a trip to the Battlefields in Belgium.</p> <p>This will include the development of technology during this period, the actions of the RAF and ultimately how surgery improved due to the fast moving pace of life on the front line.</p> <p>As of 2018, we will focus the study around the experiences of Walter Tull - an incredible black British soldier and former professional footballer that fought and died on the Western Front.</p>	<p>King Richard and King John - this is part of Paper 2 that will be examined in the summer of 2018. They will follow the following:</p> <ol style="list-style-type: none"> 1. Life and government in England 1189-1216 <p>The rule of King Richard and King John and how society was organised.</p> <ol style="list-style-type: none"> 2. Involvement overseas, 1189-1204 <p>Problems that both monarchs encountered overseas. Also, problems between each other.</p> <p>As of 2018, we will integrate a study of Eleanor of Aquitaine. Historians often call her the most powerful person in England - something quite remarkable at a time of overt patriarchy and inequality between men and women. We will also have a closer look at the Muslim world at this time and see how it compared to England and the Angevin Empire.</p>	<p>Study of Richard and John continues.</p> <ol style="list-style-type: none"> 3. King John's downfall, 1206-1216 <p>How King John became to be disliked as a monarch and how he is remembered today.</p> <p>Spring 2: A time for reflections of 2 years of GCSE History. Students will complete projects and presentations connecting all topics studied so far.</p>

Homework	Homework	Homework
<ul style="list-style-type: none"> • Sample exam questions • Reflection tasks • Research tasks • Online revision cards 	<ul style="list-style-type: none"> • Sample exam questions • Revision for test after February half term • Reflection tasks 	<ul style="list-style-type: none"> • Sample exam questions • Presentations • Project work and group work
Controlled Assessment/Internal Assessment Dates and Details	Controlled Assessment/Internal Assessment Dates and Details	Controlled Assessment/Internal Assessment Dates and Details
Timed essays /tests throughout the term - one at least every fortnight	Timed essays /tests throughout - one at least every fortnight	Assessments through group and creative tasks

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

Hodder GCSE History for Edexcel: The reigns of King Richard I and King John, 1189-121 by Dale Banham

ISBN: 9781471862021

Hodder GCSE History for Edexcel: Medicine Through Time, c1250–Present
by Ian Dawson
ISBN: 9781471861376

Reading around the subject. Reading prior to the lesson on upcoming topic. Reading literature that illustrates the context of the time we are studying.

Year: 10

Subject: Mathematics

Curriculum Leader: Mr McCollin

KS4 Coordinator: Mr Nkansah

Learning across the Year 2018-19

Email: n.nkansah@holyfamily.waltham.sch.uk

Autumn Term	Spring Term	Summer Term
<p>Foundation or Higher – Students use PLC.</p> <p>Higher Set 1</p> <ul style="list-style-type: none">● Unit 1 Area and volume● Unit 2 Transformations and constructions● Unit 3 Probability● Unit 4 Multiplicative reasoning <p>Higher Set 2</p> <ul style="list-style-type: none">● Unit 1 Graphs● Unit 2 Area and Volume● Unit 3 Transformations and constructions <p>Foundation</p> <ul style="list-style-type: none">● Unit 1 Averages and range● Unit 2 Perimeter, area and volume 1● Unit 3 Perimeter, area and volume 2	<p>Foundation or Higher – Students use PLC.</p> <p>Higher Set 1</p> <ul style="list-style-type: none">● Unit 5 Similarity and congruence● Unit 6 Trigonometry <p>Higher Set 2</p> <ul style="list-style-type: none">● Unit 4 Probability● Unit 5 Multiplicative reasoning● Unit 6 Similarity and congruence <p>Foundation</p> <ul style="list-style-type: none">● Unit 4 Graphs● Unit 5 Transformations	<p>Foundation or Higher – Students use PLC.</p> <p>Higher</p> <ul style="list-style-type: none">● Unit 7 Further statistics● Unit 8 Equations and Graphs <p>Higher Set 2</p> <ul style="list-style-type: none">● Unit 7 Trigonometry● Unit 8 Multiplicative reasoning <p>Foundation</p> <ul style="list-style-type: none">● Unit 6 Ratio and proportion● Unit 7 Probability

Homework	Homework	Homework
<ul style="list-style-type: none"> • Standardised homework set weekly • Tasks on MathsWatch 	<ul style="list-style-type: none"> • Standardised weekly homework • Tasks on MathsWatch 	<ul style="list-style-type: none"> • Standardised homework set weekly • Tasks on MathsWatch
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
GCSE Past Papers Assessment 1- wb 8th October 2018	GCSE Past Papers Assessment 2- wb 21st January 2019	GCSE Past Papers Assessment 3- wb 23rd April 2019
Recommended Resources	Independent Learning Expectations	New GCSE format
<ul style="list-style-type: none"> • www.mymaths.co.uk School login: hfcs Password: minus. <ul style="list-style-type: none"> • www.mathswatchvle.com School centre ID: holyfamilycath Username: fullname (ie. johnsmith) Password: family <ul style="list-style-type: none"> • Mr Barton Maths. • www.hfmaths.co.uk 	Complete homework. Read over notes prior to the next lesson in order to facilitate continuous progression. Use of MyMaths and MathsWatch to identify and address area of weakness.	<ul style="list-style-type: none"> • 3 papers (1 non calculator, 2 calculator) • 1 hour 30 minutes each • 80 marks each

Year: 10

Subject: Music

Curriculum Leader: Mrs Corlett

Learning across the Year 2018-19 Email: h.corlett@holyfamily.waltham.sch.uk h.corlett @holyfamily.waltham.sch.uk

<p>Course Details</p>	<p>Exam Board: Edexcel Percentage of course that is Controlled Assessment: 30% Percentage of course that is Coursework: 30% Percentage of course that is Exam: 40%</p>	
<p>Autumn Term</p>	<p>Spring Term</p>	<p>Summer Term</p>
<ul style="list-style-type: none"> ● Studying ‘Music for a while’ by Purcell as well as other piece of a similar genre. ● Music performance- Students will be required to start keeping a practise journal and discuss what it means to “practise” ● Composition workshops - Idiomatic writing, writing for different instruments, musical structures 	<ul style="list-style-type: none"> ● Continued work on group performance. The second assessment will take place in this term. ● Students will continue working on their first composition. This will also include more detailed study of how to use the musical elements in practice when composing ● Studying Afro celt Sound System fusion piece. Along with other fusion pieces. 	<ul style="list-style-type: none"> ● Studying “Brandenburg Concerto” and Baroque instrumental music as a genre ● Continued work on their free compositions, which will be subject to Summative assessment. ● Continued performance work on both solo performance
<p>Homework</p>	<p>Homework</p>	<p>Homework</p>
<ul style="list-style-type: none"> ● Updating practise journal on a twice a week basis ● Extended listening for the set works ● Composition exercises ● Listening exercises for the set works ● Contextualisation research for the set works 	<ul style="list-style-type: none"> ● Updating practise journal on a twice a week basis ● Extended listening for the set works ● Composition exercises ● Listening exercises for the set works ● Contextualisation research for the set works 	<ul style="list-style-type: none"> ● Updating practise journal on a twice a week basis ● Extended listening for the set works ● Composition exercises ● Listening exercises for the set works ● Contextualisation research for the set works
<p>Controlled Assessment/Internal Assessment Dates and Details</p>	<p>Controlled Assessment/Internal Assessment Dates and Details</p>	<p>Controlled Assessment/Internal Assessment Dates and Details</p>
<p>October 2018- Short question exam on set works studied so far including - Killer Queen,</p>	<p>February 2019- Group Performance assessment. These will be live in class.</p>	<p>June 2019 Free composition Summative assessment,</p>

<p>Music for a while, Star Wars and Defying gravity.</p> <p>December 2018- Full examination on the studied set works - Killer Queen, Music for a while, Star Wars and Defying gravity.</p>	<p>March 2019- Formative assessment of compositions</p> <p>April 2019- Examination on the Music for a while and Afro Celt sound system.</p>	<p>May Half Term - Formative assessment of solo performance.</p> <p>July Mock examination of all set works studied so far - including unfamiliar work and melodic dictation.</p>
Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
<p>Attend extra curricular music clubs to improve performance / Logic ICT skills</p> <p>Attend GCSE lunchtime club</p> <p>Follow year plan for extra revision tasks</p>	<p>Attend extra curricular music clubs to improve performance / Logic ICT skills</p> <p>Attend GCSE lunchtime club</p> <p>Follow year plan for extra revision tasks</p>	<p>Attend extra curricular music clubs to improve performance / Logic ICT skills</p> <p>Attend GCSE lunchtime club</p> <p>Follow year plan for extra revision tasks</p>
Recommended Resources	Independent Learning Expectations	
<p>Year 10 Revision Guide</p> <p>GCSE BiteSize</p> <p>GCSE Music Anthology</p> <p>GCSE Music Anthology Guide</p> <p>GCSE Music Workbook</p>	<ul style="list-style-type: none"> ● Practise performances in your own time. ● Revise for all tests. ● Spend own time practising instrument / vocal skills. ● Follow year plan for extra revision tasks ● 	

Year: 9

Subject: Music BTEC

Curriculum Leader: Mrs Corlett

Learning across the Year 2018-19

Email: h.corlett@holyfamily.waltham.sch.uk

Course Details	Exam Board:Edexcel Percentage of course that is Coursework: 75% Percentage of course that is Exam: 25%	
Autumn Term	Spring Term	Summer Term
Composition Theory- Music for Moving Image. Music industry Theory	Completion of composition ideas and extended idea one Music Industry Theory	Composition - Completion of extended ideas and completed idea. Music Industry Theory
Homework	Homework	Homework
<ul style="list-style-type: none"> • Revise for all tests. • Spend own time continuing composition work • Various theory tasks for the music industry 	<ul style="list-style-type: none"> • Revise for all tests. • Spend own time continuing composition work • Various theory tasks for the music industry 	<ul style="list-style-type: none"> • Revise for all tests. • Spend own time continuing composition work • Various theory tasks for the music industry
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
Venues test - October 2018	Job roles test - Feb 2019	End of year Music industry exam - June 2019
Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks

Attend extra curricular music clubs to improve performance / Logic ICT skills Attend BTEC lunchtime club	Attend extra curricular music clubs to improve performance / Logic ICT skills Attend BTEC lunchtime club	Attend extra curricular music clubs to improve performance / Logic ICT skills Attend BTEC lunchtime club
Recommended Resources	Independent Learning Expectations	
BTEC Music Workbook Careers in Music book All workbooks	<ul style="list-style-type: none"> • Revise for all tests. • Spend own time continuing composition work 	

Year: 10
Learning across the Year 2018-19

Subject: Performing Arts

Curriculum Leader: Ms Hampshire
Email: s.hampshire@holyfamily.waltham.sch.uk

Course Details	Exam Board: Pearson Percentage of the course that is internally assessed: 70% Percentage of the course that is an external exam: 30%	
Autumn Term	Spring Term	Summer Term
<p>Component 1: Exploring the Performing Arts Assessment type: Internal Guided learning hours: 36 (35% of the qualification)</p> <p>This component will help you to understand the requirements of being an actor or director, across a range of performances and disciplines. Acting styles and genres include: absurdism, classical, comedy, commedia dell'arte, epic, forum theatre, melodrama, naturalism, symbolism, theatre of cruelty, verbatim.</p> <p>Learning aim A: Examine professional practitioners' performance work</p> <p>Learners will access recorded and/or live examples of performance styles and disciplines. This will give them the opportunity to examine practitioners' work in order to develop their understanding of influences, outcomes and purpose. Learners will watch, discuss and take notes with reference to creative intention and purpose and performance and non-performance roles and related responsibilities.</p> <p>Learning aim B: Explore the interrelationships between constituent features of existing performance material.</p> <p>Learners will explore short extracts of repertoire in workshops and classes, allowing them to develop their understanding of the processes, techniques and approaches used, and the interrelationships of constituent features within the created performances, from the performance discipline: acting. Learners will access workshops and classes. This will allow them to take part in practical activities to develop knowledge and understanding of the interrelationships, within short extracts of repertoire. Learners should explore the creative methods practically and theoretically, taking notes during the process. This will contribute to their final evidence.</p>	<p>Component 2: Developing Skills and Techniques in the Performing Arts Levels: 1/2 Assessment type: Internal Guided learning hours: 36 (35% of the qualification)</p> <p>In this component, you will develop performance skills and techniques. You will have the opportunity to specialise in acting. You will take part in workshops and classes where you will develop technical, practical and interpretative skills through the rehearsal and performance process. You will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce the work. Throughout your development, you will review your own progress and consider how to make improvements.</p> <p>Learning aim A: Develop skills and techniques for performance Learners will participate in workshops and classes, developing performance skills e.g. physical, vocal and interpretative skills and techniques, focusing on acting.</p> <p>Learning aim B: Apply skills and techniques in rehearsal and performance Learners will apply performance skills and techniques to a minimum of two workshop performances (individual and/or group), each lasting a minimum of two minutes. They will communicate existing material in two different styles. Performances will be reproductions of repertoire.</p> <p>Learning aim C: Review own development and performance Learners will reflect on their development and application of skills, techniques and working practices. They will provide a review that documents their progress from workshops through to rehearsals and performances</p>	<p>Developing skills, looking at a range of scripted texts and issue based drama as stimuli, to prepare students for component three (taken in year 11), whereby students have to create a performance based on a set stimulus set by the exam board.</p> <p>Such as:</p> <ul style="list-style-type: none"> • Tell Me Why? • Slow Time • Breakfast • Tube suicide • Domestic Violence
Homework	Homework	Homework

<ul style="list-style-type: none"> • extended writing • a blog or a PowerPoint presentation. 	<ul style="list-style-type: none"> • a logbook • peer observations • rehearsal/development/performance notes • strengths and improvements • target setting. 	<ul style="list-style-type: none"> • Preparation for practical performance • Line learning and rehearsal • Evaluation • Exploring stimuli
Coursework//Internal Assessment Dates and Details	Controlled Assessment/Internal Assessment Dates and Details	Controlled Assessment/Internal Assessment Dates and Details
Log books/blogs for component 1 to be completed by: Dec 2018, week to be confirmed. Interim dates to be circulated on assignment briefs.	Log books for component 2 to be completed by end of Spring term,, week to be confirmed. Interim dates to be circulated on assignment briefs.	On-going assessment of blogs and log books as preparation for Component three..
Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
Students should try and see as much live theatre as possible in order to help them develop their own ability to interpret and stage their own versions of the play.	<ul style="list-style-type: none"> • Using appropriate terminology when writing the letter of application. • Researching theatre practitioners and understanding how their theories can help to develop and shape performance 	<ul style="list-style-type: none"> • Attend the GCSE and A level showcases to inspire your thoughts around theatre and live performance, in preparation for the theatre review unit. • Managing deadlines • Organising own rehearsals with peers.
Recommended Resources	Independent Learning Expectations	
<ul style="list-style-type: none"> • Attend as much live theatre as possible • Watch clips on YouTube of a range of theatre companies to get ideas: DV8, Complicite, Push • Read range of theatre reviews in national newspapers • The Stanislavsky Toolkit - ISBN - 978-1854597939 • The Brecht Toolkit - ISBN - 978-1854595508 	<ul style="list-style-type: none"> • To learn lines • To attend rehearsals • To log process throughout the devising process, in order to aid with the writing of the final written portfolio. • To research and contribute ideas to the developmental process. • Students to take responsibility for their own learning by making sure they attend all lessons and catch up on any work missed by liaising with their subject teacher and using Show My Homework • To manage deadlines and organise time appropriately. 	

Year: 10

Subject: RE

Curriculum Leader: Mr Norman

Learning across the Year 2018-19

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

Course Details Religious Studies for Edexcel A Catholic Christianity with Judaism NB: this is the NEW SPECIFICATION	Exam Board: Edexcel Percentage of course that is Controlled Assessment: 0% Percentage of course that is Exam: 100% (3 exam papers worth 50%, 25% and 25%)	
Autumn Term	Spring Term	Summer Term
Area of Study 1 : Catholic Christianity Part 3: Sources of Wisdom and Authority	Area of study 1 continued: Part 4: Forms of Expression and ways of Life	Area of study 2: Part 7 Judaism - Beliefs and Teachings
Homework	Homework	Homework
GCSE questions will be set as homework on the following themes within the topic <ul style="list-style-type: none">• The Bible• Magisterium• The second Vatican council• The Church as the body of Christ• The role of Mary• Moral decision making	GCSE questions will be set as homework on the following themes within the topic <ul style="list-style-type: none">• Church architecture• Sacred objects• Sculpture and statues• Religious art• Drama and music	GCSE questions will be set as homework on the following themes within the topic <ul style="list-style-type: none">• The Almighty• The Messiah• The covenant at Sinai• Abraham• Mitzot

	<p>Revision: www.hfcsw.net - use this RE Department website to complete a variety of revision tasks. You will also have access to content resources and exam questions from this webpage. Personal log-in details available from Mr Skelton</p> <p>Kerboodle textbook :</p> <p>'Catholic Christianity with Islam and Judaism' Here you will be able to revise all content needed for your RE GCSE. This eTextbook is the same as the Textbook used in lesson and has exam questions and tips at the end of every topic.</p>	
Assessment	Assessment	Assessment
Unit test: the fortnight beginning 8th October and 21st January 2109	Tuesday 21st April begins exam week	Exams begin 23rd June
Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
<p>GCSE stimulus issue: Explain how love of others is expressed through the life of a religious community. (5 marks)</p> <p>Make a study of your own religious community (Parish). Create a directory that outlines all the activities your community does to express Love of others.</p>	<p>GCSE stimulus issue: What is your own view on Jesus' interpretation of the law – do they think his laws are more difficult to follow than the originals? Do they agree with them? Is it only what we do that is important or does it also matter what thoughts we have and what feelings we have in our hearts?</p>	<p>GCSE stimulus issue: Investigate the murder of Stephen Lawrence and explain what impression this would give to someone about the UK as a multi-ethnic society.</p> <p>Follow news items on the TV that relate to topics covered in Unit 3 modules (your teacher will direct you),</p>

	<p>Write your own set of Beatitudes for the modern world</p> <p>Outline some of the issues faced by the Catholic Church in terms of recruiting more men into the Ministry</p> <p>Revision: Complete trial Papers:</p>	
<p>Recommended Resources</p>	<p>Independent Learning Expectations</p>	
<p>Kerboodle textbook</p> <p>This is a website that allows pupils access to the edexcel course textbooks online, and an additional textbook to support the course. The website has access to a range of questions and tips on how to answer exam questions well.</p> <p>www.hfcsw.net</p> <p>This Holy Family RE Department website offers a range of activities like quizzes and audio material that can enhance a pupils understanding of a topic (pupils will be given login details individually for this).</p>	<p>Each pupil is encouraged to deepen their knowledge and understanding of the topics as the course progresses. Use of the My Dynamic Learning and RE Department websites will enable this.</p> <p>Pupils must always be mindful that each topic covered ought to be studied in the light, and teaching of the Roman Catholic Church. All pupils should therefore keep up to date with Church teaching and practice. Following the news and discussing the issues that relate to faith and practise with your family and friends is also recommended.</p>	

Year: 10

Subject :PE BTEC Sport

Curriculum Leader: Mrs Cole

Learning across the Year 2018-19

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

<p>Course Details</p>	<p>Exam Board:Percentage of course that is Coursework: 75% Percentage of course that is Exam: 25%</p>	
<p>Autumn Term</p>	<p>Spring Term</p>	<p>Summer Term</p>
<p>Unit 1 Topic A.1 Components of physical fitness. Topic A.2 Components of skill-related fitness. Topic A.3 Why fitness components are important for successful participation in given sports in terms of. Topic A.4 Exercise intensity and how it can be Determined. Topic A.5 The basic principles of training (FITT). Topic A.6 Additional principles of training: (6 weeks)</p> <p>Unit 1 Topic B.1 Requirements for each of the following fitness training methods: Topic B.2 Additional requirements for each of the fitness training methods: Topic B.3 Fitness training methods for: (8 weeks)</p>	<p>Unit 1 Topic C.2 Importance of fitness testing to sports performers and coaches Topic C.3 Requirements for administration of each fitness test Topic C.1 Fitness test methods for components of fitness Topic C.4 Interpretation of fitness test results:</p> <p>(6 weeks)</p> <p>Revision/ Exam technique/ Exam Practice for External exam on unit</p>	<p>Unit 2 Unit introduction Topic A.5 Sports: Topic A.1 Rules (or laws): Topic A.2 Regulations: Topic A.3 Scoring systems: Topic A.4 Application of the rules/laws of sports in different situations: Topic A.6 Roles of officials:</p> <p>(12 weeks)</p>
<p>Homework</p>	<p>Homework</p>	<p>Homework</p>

Exam style questions/ Research into upcoming topic areas	Exam style questions/ Research into upcoming topic areas	Research task into Sports to deepen knowledge relating to topics listed above.
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
Assessment 1 - October 2018	Assessment 2 - Feb 2019	Sport A Assignment 1 Tasks for 2A.P1, 2A.P2, 2A.P3, 2A.M1. Sport B Assignment 2 Tasks for 2A.P1, 2A.P2, 2A.P3, 2A.M1 and 2A.D1. Assessment 3 - May 2019

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

Year: 10

Subject: Triple Science

Curriculum Leader: Mr Mungovan

Learning across the Year 2018-19

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

<p>Course Details AQA Triple Science Biology, Chemistry and Physics</p>	<p>100% Exam-based assessment at the end of Year 11.</p> <p>Students will sit 2 exams per GCSE (paper 1 and paper 2) to make a total of 6 exams.</p> <p>Each exam lasts 1 hour 45 minutes.</p> <p><i>NB Students will achieve three GCSEs at the end of this course</i></p>	
<p>Autumn Term</p>	<p>Spring Term</p>	<p>Summer Term</p>
<ol style="list-style-type: none"> 1. Homeostasis and response 2. Energy changes 3. Waves 4. Particle model 5. Inheritance and variation 6. Quantitative chemistry 	<ol style="list-style-type: none"> 1. Inheritance and variation continues 2. Quantitative Chemistry continues 3. Atomic Structure 4. Chemical changes 5. Forces 6. electricity 	<ol style="list-style-type: none"> 1. Electricity continues 2. Space physics 3. Maths in science 4. Required practical revision
<p>Homework</p>	<p>Homework</p>	<p>Homework</p>
<ul style="list-style-type: none"> • Past paper AQA exam question on topic area studied • Take notes from Revision videos (e.g. Youtube:free Science videos) and answer questions from CGP revision work books • Create topic glossaries • Reading text and making notes/revision cards 	<ul style="list-style-type: none"> • Past paper AQA exam question on topic area studied • Take notes from Revision videos (e.g. Youtube:free Science videos) and answer questions from CGP revision work books • Create topic glossaries • Learning Key scientific words/Vocabulary 	<ul style="list-style-type: none"> • Past paper AQA exam question on topic area studied • Take notes from Revision videos (e.g. Youtube:free Science videos) and answer questions from CGP revision work books • Create topic glossaries • Learning Key scientific words/Vocabulary

- Practise Maths Skills
- Mind Maps
- Quizzes from BBC bitesize
- Produce a quiz /True or False responses on Homeostasis. You should write 10 questions and answers.
- Draw a poster on the menstrual cycle and how contraceptive pills work.

- Reading text and making notes/revision cards
- Practise Maths Skills
- Mind Maps
- Quizzes from BBC bitesize
- Draw the electron arrangement of the first 20 elements in the periodic table. Write down their Electronic Configurations (E.G).
- Use the model of sodium chloride to explain what ionic bonding is and why it happens. Present this to your teacher as a leaflet.
- Produce a table that that shows the differences between ionic and covalent bonds. Include examples and diagrams.
-
- Produce a research project on nanoscience. What are the benefits and drawbacks? Maximum 1000 words.
- Produce a piece of writing on Charles Darwin and the theory of evolution. You will be marked on your literacy.
- You work for the BMA and they have asked you to talk at a conference. You have to write an article that explains the factors involved in genetic engineering. Also evaluate the advantages and disadvantages.

- Reading text and making notes/revision cards
- Practise Maths Skills
- Mind Maps
- Quizzes from BBC bitesize
- Research project: Over two weeks produce a project on the expanding universe. Include the red shift and big bang. Watch video clips from Brian Cox. Include diagrams. This should be approximately 1000 words.

Internal Assessment Dates and Details	Internal Assessment Dates and Details	Internal Assessment Dates and Details
<p>TRIPLE WB:15/10/2018 - :Homeostasis and response ;energy changes;waves WB:3/12/2018- particle model</p> <p>Skills: AO1 - recall; A02 - application of knowledge and A03 evaluation</p>	<p>TRIPLE WB:21/1/2019-quantitative chemistry WB:28/1/2019-inheritance and variation; atomic structure WB:4/3/2019- Test lessons 1-8 chemistry WB:11/3/2019-test lessons 1-8 Physics</p> <p>Skills: AO1 - recall; A02 - application of knowledge and A03 evaluation</p>	<p>TRIPLE WB:24/4/2019-synoptic test WB:3/6/2019-space physics WB:10/6/2019-review mock</p> <p>Skills: AO1 - recall; A02 - application of knowledge and A03 evaluation</p>
Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
<p>All lessons are planned according to what students must learn from the specification and learning objectives are graded and shared with pupils. All lessons have a stretch and challenge activity.</p> <p>All students are given PLCs that they can refer to to check their learning and are given independent activities/tasks to help them to make progress with every PLC spec point.</p> <p>Students must continue to apply their scientific knowledge and vocabulary in a new context.This is the A02 component of the course.</p> <p>Students learn maths skills and how science works and should apply these skills where applicable.</p>	<p>All lessons are planned according to what students must learn from the specification and learning objectives are graded and shared with pupils. All lessons have a stretch and challenge activity.</p> <p>All students are given PLCs that they can refer to to check their learning and are given independent activities/tasks to help them to make progress with every PLC spec point.</p> <p>Students must continue to apply their scientific knowledge and vocabulary in a new context.This is the A02 component of the course.</p> <p>Students learn maths skills and how science works and should apply these skills where applicable.</p>	<p>All lessons are planned according to what students must learn from the specification and learning objectives are graded and shared with pupils. All lessons have a stretch and challenge activity.</p> <p>All students are given PLCs that they can refer to to check their learning and are given independent activities/tasks to help them to make progress with every PLC spec point.</p> <p>Students must continue to apply their scientific knowledge and vocabulary in a new context.This is the A02 component of the course.</p> <p>Students learn maths skills and how science works and should apply these skills where applicable.</p>

Recommended Resources	Independent Learning Expectations	
<p>Triple Science AQA Specifications</p> <p>GCSE Triple Science</p> <p>Biology: https://www.aqa.org.uk/subjects/science/gcse/biology-8461</p> <p>Chemistry: http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462</p> <p>Physics: http://www.aqa.org.uk/subjects/science/gcse/physics-8463</p> <p>CGP Separate Science Revision guides and workbooks</p> <p>Biology</p> <p>Chemistry</p> <p>Physics</p> <p>Library books , www.bbc.co.uk/Schools/gcsebitesize/chemistry www.howstuffworks.com http://www.energystar.gov/</p> <p>http://www.est.org.uk/myhome/efficientproducts/ www.fireworks.com</p> <p>Www. Free science lessons</p> <p>Www. Physics and maths tutor</p>	<ul style="list-style-type: none"> • Revise for all exams using PLCs, revision guide, links • Hand in homework on time • Flip learning • Mind Maps <p>http://www.bbc.co.uk/education/subjects/zrkw2hv</p>	

Year: 10.

Subject: Combined Science

Curriculum Leader: Mr Mungovan

Learning across the Year 2018-19

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

Course Details AQA Combined Science Biology, Chemistry and Physics	100% Exam-based assessment at the end of Year 11. Students will sit 2 exams per GCSE (paper 1 and paper 2) to make a total of 6 exams. Each exam lasts 1 hour 15 minutes. <i>NB Students will achieve two GCSEs at the end of this course</i>	
Autumn Term	Spring Term	Summer Term
1. Organisation 2. Quantitative chemistry 3. forces	1. Bioenergetics 2. Chemical changes 3. Atomic structure 4. Energy changes	1. Electricity 2. Particle models 3. Required practical revision
Homework	Homework	Homework

<ul style="list-style-type: none"> • Past paper AQA exam question on topic area studied • Take notes from Revision videos (e.g. Youtube:free Science videos) and answer questions from CGP revision work books • Create topic glossaries • Reading text and making notes/revision cards • Practise Maths Skills • Mind Maps • Quizzes from BBC bitesize 	<ul style="list-style-type: none"> • Past paper AQA exam question on topic area studied • Take notes from Revision videos (e.g. Youtube:free Science videos) and answer questions from CGP revision work books • Create topic glossaries • Reading text and making notes/revision cards • Practise Maths Skills • Mind Maps • Quizzes from BBC bitesize 	<ul style="list-style-type: none"> • Past paper AQA exam question on topic area studied • Take notes from Revision videos (e.g. Youtube:free Science videos) and answer questions from CGP revision work books • Create topic glossaries • Reading text and making notes/revision cards • Practise Maths Skills • Mind Maps • Quizzes from BBC bitesize
<p>Internal Assessment Dates and Details</p>	<p>Internal Assessment Dates and Details</p>	<p>Internal Assessment Dates and Details</p>
<p>COMBINED WB: 8/10/2018-Organisation WB:15/11/2018 - quantitative chemistry WB:19/11/2018-Test A-forces WB:17/12/2018-Test b -forces</p>	<p>COMBINED WB:21/1/2019-bioenergetics WB:4/3/2019-Chemical changes WB:18/3/2019- atomic structure</p>	<p>COMBINED WB:3/6/2019-electricity WB:24/6/2019-particle model WB:24/4/2019-Synoptic test</p>

Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
<p>All lessons are planned according to what students must learn from the specification and learning objectives are graded and shared with pupils. All lessons have a stretch and challenge activity. All students are given PLCs that they can refer to to check their learning and are given independent activities/tasks to help them to make progress with every PLC spec point.</p> <p>Students must continue to apply their scientific knowledge and vocabulary in a new context. This is the A02 component of the course.</p> <p>Students learn maths skills and how science works and should apply these skills where applicable.</p>	<p>All lessons are planned according to what students must learn from the specification and learning objectives are graded and shared with pupils. All lessons have a stretch and challenge activity. All students are given PLCs that they can refer to to check their learning and are given independent activities/tasks to help them to make progress with every PLC spec point.</p> <p>Students must continue to apply their scientific knowledge and vocabulary in a new context. This is the A02 component of the course.</p> <p>Students learn maths skills and how science works and should apply these skills where applicable.</p>	<p>All lessons are planned according to what students must learn from the specification and learning objectives are graded and shared with pupils. All lessons have a stretch and challenge activity. All students are given PLCs that they can refer to to check their learning and are given independent activities/tasks to help them to make progress with every PLC spec point.</p> <p>Students must continue to apply their scientific knowledge and vocabulary in a new context. This is the A02 component of the course.</p> <p>Students learn maths skills and how science works and should apply these skills where applicable.</p>
Recommended Resources	Independent Learning Expectations	
<p>CGP combined Science Revision guides and work books</p> <p>Biology</p> <p>Chemistry</p> <p>Physics</p>	<ul style="list-style-type: none"> ● Revise for all exams using PLCs, revision guide, re video links ● Hand in homework on time ● Flip learning ● Mind Maps 	

Library books ,
www.bbc.co.uk/Schools/gcsebitesize/chemistry
www.howstuffworks.com
<http://www.energystar.gov/>

<http://www.est.org.uk/myhome/efficientproducts/>
www.fireworks.com
Www. Free science lessons
Www. Physics and maths tutor

<http://www.bbc.co.uk/education/subjects/zrkw2hv>

Year: 10

Subject: Sociology

Curriculum Leader: Ms. Hall

Learning across the Year 2018-19

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

Course Details	Exam Board: AQA Percentage of course that is Controlled Assessment: 0% Percentage of course that is Exam: 100%	
Autumn Term	Spring Term	Summer Term
<p>1) Introduction to sociology</p> <ul style="list-style-type: none">- Students will focus on the different perspectives - Marxism, Functionalism, Feminism, New Right.- To understand the different types of stratification.- Understand the differences between sociologist, psychologist and journalists. <p>2) Families and households</p> <ul style="list-style-type: none">- The role of the family.- Different family types.- Roles within the family.- Domestic Violence.- Trends within the <p>3) Education –</p> <ul style="list-style-type: none">- The role of education.- The types of schools/ education- Gender and Achievement.-	<p>1) Education (continued)</p> <ul style="list-style-type: none">- Class and Achievement- Ethnicity and Achievement- Education Policies and their effects. <p>2) Research methods</p> <ul style="list-style-type: none">- Different ways to collect research.- Examples of studies and the advantages and disadvantages.- How to evaluate the effectiveness of the method.	<p>1) Introduction to Unit 2 Sociology</p> <p>2) Preparation for End of Year Test.</p> <p>3) Mass Media</p> <ul style="list-style-type: none">- Understanding the different types of media and how it has changed over time.- Understanding the effect of the media on society.- Understanding who ‘owns’ the media and the power struggles.

Homework	Homework	Homework
<ul style="list-style-type: none"> - Introduction to sociology research project; - Research on the family tree - Short answer exam questions from Families and Household and Education Unit. - 12 mark essay questions from the Families and Household and Education Unit. - Revision for in class assessments. 	<ul style="list-style-type: none"> - Independent research project on education. - Short answer exam questions from Education and research methods. - 12 mark essay questions from the Education Unit. - Revision for in class assessments. 	<ul style="list-style-type: none"> - Revision for End of Year Exam. - Mass media independent research project. - Short answer exam questions from Mass Media Unit. - 12 mark essay questions from the Mass Media Unit.
Controlled Assessment/Internal Assessment Dates and Details	Controlled Assessment/Internal Assessment Dates and Details	Controlled Assessment/Internal Assessment Dates and Details
<ul style="list-style-type: none"> - Introduction to sociology key words test - Studying Society in class assessment. - Full Families and Household in class assessment. 	<ul style="list-style-type: none"> - Full Education in class assessment - Full Studying Society in class assessment. 	<ul style="list-style-type: none"> - Year 10 End of Year assessment - Full Unit 1 Paper - Including, Studying Society, Education and Family.

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

<ul style="list-style-type: none"> • To use published sociological research to help further knowledge of topic(s) covered. • To carry out an individual or group presentation on a topic related to the themes covered on the GCSE Sociology course using research data. • To read and make notes from articles related to the sociology of the family from the Sociology Review magazine 	<ul style="list-style-type: none"> • Independent research on an aspect of the education topic. • To read and make notes from articles related to the sociology of the family from the Sociology Review magazine • To carry out an individual or group presentation on a topic related to the themes covered on the GCSE Sociology course using research data. 	<ul style="list-style-type: none"> • Mass media independent research project – testing a hypothesis based on sociological theory relating to the mass media. • Research case studies – research the background of powerful figures within the mass media past and present e.g. Rupert Murdoch. This will be followed up with a class presentation.
<p style="text-align: center;">Recommended Resources</p>	<p style="text-align: center;">Independent Learning Expectations</p>	
<p>Rosie Owens and Ian Woodfield - AQA GCSE (9-1) Sociology.</p> <p>This is one of the most detailed textbooks available for GCSE sociology. We have a small number of school copies but would make an excellent supplement for the main textbook that the school uses.</p> <p>ISBN-13: 978-1510403116</p> <p>AQA GCSE Sociology All-in-One Revision and Practice (Collins GCSE 9-1 Revision)</p> <p>ISBN-13: 978-0008227456</p>	<ul style="list-style-type: none"> • To begin reading newspapers (not the Metro) as a resource for keeping up-to-date with news related to society, politics and current affairs. • To keep a record of current affairs to be able to use the events as examples to support points. • To research studies and sociologists further to gain an in-depth understanding of key sociologists and their work. • To ensure that all homework set and all research projects are carried out to the best of the student's ability 	

Year: **10**

Subject: Spanish

Curriculum Leader : **Mrs. Heath**

Learning across the Year 2018-19

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

Course Details Edexcel: GCSE (9-1) Spanish	This is a linear exam with 4 papers which are tested at the end of Year 11: 5. Listening (25%) 6. Speaking (25%) 7. Reading (25%) 8. Writing (25%)	
Autumn Term	Spring Term	Summer Term
Module 4: Free time Talking about free time activities Talking about TV programmes and films Talking about what you usually do and opinions Talking about sports and what you used to do Talking about what's trending using the perfect tense Discussing different types of entertainment Talking about who inspires you	Module 5: In town Talking about places in town Asking for and understanding directions Talking about shops Shopping for souvenirs Describing the features of a region Planning what to do using the future tense Shopping for clothes and presents Talking about problems in a town Describing a visit in the past	Module 6: Customs and Culture Describing mealtimes Talking about daily routine Talking about illnesses and injuries Asking for help at the pharmacy Talking about typical foods Comparing different festivals Describing a special day Ordering in a restaurant Talking about a music festival
Homework	Homework	Homework

<p>Writing homework Reading comprehension Learning vocabulary Grammar exercises: book provided Translation from English to Spanish and Spanish to English: book provided Extra worksheets for support and extension Past exam papers Learning oral presentations Making posters, cards and mind maps Making powerpoint presentations to be delivered in class</p>	<p>Writing homework Reading comprehension Learning vocabulary Grammar exercises: book provided Translation from English to Spanish and Spanish to English: book provided Extra worksheets for support and extension Past exam papers Learning oral presentations Making posters, cards and mind maps Making powerpoint presentations to be delivered in class</p>	<p>Writing homework Reading comprehension Learning vocabulary Grammar exercises: book provided Translation from English to Spanish and Spanish to English: book provided Extra worksheets for support and extension Past exam papers Learning oral presentations Making posters, cards and mind maps Making powerpoint presentations to be delivered in class</p>
<p>Assessment Dates/Topics/Skills</p>	<p>Assessment Dates/Topics/Skills</p>	<p>Assessment Dates/Topics/Skills</p>
<p>A GCSE grade will be awarded after each piece of redrafted written work.</p> <p><u>In-class assessment</u> Week beginning: Monday, 8th October Translation into Spanish (Module 4)</p> <p><u>Module 4 Assessments</u> Listening Speaking Reading Translation Writing</p>	<p>A GCSE grade will be awarded after each piece of redrafted written work.</p> <p><u>In-class assessment</u> Week beginning: Monday, 21st January Module 4- all skills</p> <p><u>Module 5 Assessments</u> Listening Speaking Reading Translation Writing</p>	<p>A GCSE grade will be awarded after each piece of redrafted written work.</p> <p><u>In-class assessment</u> Week beginning: Tuesday, 23rd April Module 5- all skills</p> <p><u>Module 6 Assessments</u> Listening Speaking Reading Translation Writing</p>

Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
<p>All lessons are planned according to what students must, should and could complete during the lesson. Thus all lessons include a challenge task.</p> <p>All students have PLCs that need to be constantly updated and referred to.</p> <p>Students must continue to re-apply vocabulary in a new context.</p> <p>Students should justify what they say using a variety of tenses to back up what they have said or written.</p> <p>Students must use flashy (unusual) vocabulary.</p> <p>All students have been provided with a Student Guide, which contains a progress review section, the marking criteria and strategies to improve.</p>	<p>All lessons are planned according to what students must, should and could complete during the lesson. Thus all lessons include a challenge task.</p> <p>All students have PLCs that need to be constantly updated and referred to.</p> <p>Students must continue to re-apply vocabulary in a new context.</p> <p>Students should justify what they say using a variety of tenses to back up what they have said or written.</p> <p>Students must use flashy (unusual) vocabulary.</p> <p>All students have been provided with a Student Guide, which contains a progress review section, the marking criteria and strategies to improve.</p>	<p>All lessons are planned according to what students must, should and could complete during the lesson. Thus all lessons include a challenge task.</p> <p>All students have PLCs that need to be constantly updated and referred to.</p> <p>Students must continue to re-apply vocabulary in a new context.</p> <p>Students should justify what they say using a variety of tenses to back up what they have said or written.</p> <p>Students must use flashy (unusual) vocabulary.</p> <p>All students have been provided with a Student Guide, which contains a progress review section, the marking criteria and strategies to improve.</p>

Recommended Resources	Independent Learning Expectations	
<p>Viva Edexcel GCSE Spanish 9-1 (Foundation) Viva Edexcel GCSE Spanish 9-1 (Higher) Edexcel Spanish Translation and Grammar: given to all students at the start of the year. These should be brought to every lesson and be replaced if lost by the student. Student Guide to Success for GCSE (supplied in September by class teacher) Collins Easy Learning Spanish dictionary or Oxford Learner's dictionary: recommended for home use only as we have large stocks in school www.bbc.co.uk/languages/spanish www.bbc.co.uk/education/subjects/z4dqxnb www.languagesonline.org.uk www.bbc.co.uk/schools/gcsebitesize/spanish/ www.edexcel.com/Subjects/Languages (for past papers) www.wordreference.com www.yahoo.es www.google.es www.20minutos.es (Spanish newspaper for advanced readers)</p>	<ul style="list-style-type: none"> ● The 1, 2, 3 Rule ● To update the <i>Progress Review</i> page ● To correctly label the homework sheets with targets for improvement ● To use the green pen to improve work ● To act on targets set by the teacher to provide evidence of improvement ● To glue all worksheets in ● To refer to the <i>Student Guide to Success</i> ● To develop grammatical skills ● To practise appropriate use of the dictionary or <i>Wordreference.com</i> instead of resorting to Google translator ● To apply the <i>TONIC</i> strategy 	

