

# Curriculum Information

## Year 9

2018-19

Year: 9  
Learning across the Year 2018-19

Subject: Art

Curriculum Leader: Mr Singh

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<p>Course Details</p>	<p>Exam Board: Edexcel 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>
<p>Surreal World 1. Surrealism ppt 2. Artist study 3. Surreal collage 4. Perspective drawing 5. Painting techniques 6. Surreal World painting</p>	<p>Extraordinary 1. Pop Art ppt 2. Everyday objects 3. Work in the style of Warhol 4. Claes Oldenberg group plan 5. Everyday object sculpture 6. Sculpture Photography + evaluation 7. Pop art presentations</p>	<p>Express yourself 1. Introduction to the artist Banksy 2. Stenciling from template 3. Cutting/spray painting on various surface textures and colours 4. Design own "ironic" stencil 5. Study of photography using black and white chalk 6. Introduction to the linocut process and Expressionist artists 7. Linocut design. Students can re-use Photoshop stencil design or develop a second image to use (Photoshop filters could be used) 8. Students to transfer design onto the linocut free hand or by using tracing paper. 9. Cutting lino 10. Printing 11. Double printing</p>
<p>Homework</p>	<p>Homework</p>	<p>Homework</p>
<p>1. Summary and collect images 2. Collect magazines 3. Finish collage in own time 4. Collect primary and secondary sources to draw from</p>	<p>1. Title Page &amp; Summary 2. Warhol homework 3. Lichtenstein comic strip 4. Oldenberg research and analysis</p>	<p>1. Banksy analysis 2. Pure Evil analysis 2. Expressionist artist 3. Plan design and bring in images 4. Creating a lino design</p>

	5. Refine sculpture in group 6. Research and plan presentation in group	
<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>
Key Skills: Drawing Painting Collage Photomontage Research + analysis Idea development Making decisions Resilience Resourcefulness Reciprocity Reflectiveness	Key Skills: Drawing 3D Photoshop Stenciling Research + analysis Idea development Making decisions Resilience Resourcefulness Reciprocity Reflectiveness	Developing drawing skills through exploring portraiture Exploring different printing process, Stencil, linocut, direct and indirect mono printing Experimenting with ICT software

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
Teach Photoshop to a group of students. Research and present various painting techniques. Teach a technical painting technique to rest of class to incorporate into outcome. Teach surrealism to parent at home using a power point Learn about art movements that came before and after Surrealism and how they connect/reject one another.	Teach Photoshop to a group of students. Develop your stencil work to 3 or more colours and experiment with different backgrounds Lead your group in creating sculptures that consider structure, form and balance. Develop your drawing skills by practicing texture and tone from observation before attempting class tasks	To create a presentation/lesson on Art and Propaganda to delivery to the class. Students can create a PowerPoint or a set of activities to illustrate their findings.
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	
Students MUST have: drawing pencils (2B/4B), rubber, sharpener, colouring pencils and a glue stick.	Students should spend at least 1 hour on homework which could include planning and research. Those	

<p>Students could visit the following websites/galleries to develop ideas:</p> <p><b>Gallery websites:</b> <a href="http://www.saatchigallery.com/">http://www.saatchigallery.com/</a> <a href="http://www.tate.org.uk/">http://www.tate.org.uk/</a> <a href="http://www.nationalgallery.org.uk/">http://www.nationalgallery.org.uk/</a> <a href="http://www.vam.ac.uk/">http://www.vam.ac.uk/</a></p>	<p>planning to take GCSE Art could also consider developing their work further</p>	
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Course Details	Exam Board: Percentage of course that is Coursework: 50% Percentage of course that is Exam: 50%	
Autumn Term	Spring Term	Summer Term
<p><b><u>Jewellery box project :FINGER JOINT</u></b></p> <ul style="list-style-type: none"> <li>• Writing the Situation, Design brief and users.</li> <li>• Research on existing box products.</li> <li>• Questionnaire and survey.</li> <li>• Table of results.</li> <li>• Graphs, pie charts, bar charts, histograms to analyse results.</li> <li>• Design specification.</li> <li>• Initial ideas, development of ideas.</li> <li>• Final idea – 3D using any software.</li> <li>• Types of wood joints( finger Joint)</li> <li>• Making of box with wood.</li> <li>• Use of laser cutter (CAM) to engrave product.</li> <li>• Diary of manufacture.</li> <li>• Photographic evidence of making.</li> <li>• Evaluation and peer assessment.</li> </ul> <p><b><u>Photo Holder(Ph)</u></b></p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Client profile</li> <li>• Design brief</li> <li>• Specification&amp;</li> <li>• Designs</li> <li>• Development of designs</li> </ul> <p><b><u>THEORY</u></b></p> <p>1) Materials( unit 3)</p>	<p><b><u>Graphics - 3D Presentation</u></b></p> <ul style="list-style-type: none"> <li>• Draw basic geometrical shapes in isometric projection with isometric grid sheet.</li> <li>• Draw complex shapes in isometric projection with isometric grid sheet.</li> <li>• Draw complex shapes in isometric projection on computer using techsoft 2D (CAD).</li> <li>• 1 and 2-point perspective drawing to draw basic and complex geometrical shapes.</li> <li>• Freehand sketches.</li> <li>• Use rendering/shading techniques to plain objects to make them look like 3D.</li> <li>• Further google sketchup work to design products such as lights/lamps, bird houses, dog houses, buildings, jewellery boxes, bedside cabinets, trophies, tables, toys, etc</li> </ul> <p><b><u>CAD/CAM(cc): theme: toys and mechanics</u></b></p> <ul style="list-style-type: none"> <li>• Sketchup design</li> <li>• Settings and use of laser cutter and 3dprinter</li> <li>• Photographic evidence on diary of making</li> <li>• Assembly of component parts</li> <li>• Evaluation</li> </ul> <p><b><u>THEORY</u></b></p> <p>1) Paper and Boards( Unit 5A) 2) Timber based materials(unit 5B) 3) Metals(Unit 5c) 4) Polymers(unit 5d) 5) Textiles based materials(unit 5e) 6) Electronic systems(5F)</p>	<p><b><u>Medal Casting project</u></b></p> <ul style="list-style-type: none"> <li>• Writing the design brief.</li> <li>• Research on existing box products.</li> <li>• Analysing the existing products.</li> <li>• Design specification.</li> <li>• Initial ideas, development of ideas.</li> <li>• Final idea – 3D using any software.</li> <li>• Use of Techsoft 2D to design medal (CAD).</li> <li>• Cutting the design on laser cutter (CAM) to make the mould.</li> <li>• Pewter casting.</li> <li>• Filing, wet and dry paper, polishing medal.</li> <li>• Evaluation and peer assessment.</li> </ul> <p><b><u>Levers and Linkages(LL)</u></b></p> <ul style="list-style-type: none"> <li>• Mechanical toy- How does it work?</li> <li>• Disassembly- How can it be improved?</li> <li>• Design of mechanical grabber</li> <li>• Card modelling</li> <li>• Design development using variety of sketching techniques</li> <li>• Making-Show variety of materials and processes</li> <li>• Evaluations</li> </ul> <p><b><u>THEORY</u></b></p> <p>1) New and emerging technologies(unit 1)</p>

Homework	Homework	Homework
<ul style="list-style-type: none"> <li>• Research on existing box/Photo holder products.</li> <li>• Questionnaire</li> <li>• Graph plotting.</li> <li>• Design creative and original ideas with clear annotation.</li> <li>• Complete diary of manufacture.</li> <li>• Evaluation and peer assessment of the product made.</li> <li>• Ph: Creation of a client questionnaire/ research client profile</li> <li>• Ph: Detailed design brief and specification</li> <li>• Ph: Initial designs with annotations</li> <li>• Ph: Detailed development of designs</li> </ul> <p><b><u>THEORY</u></b></p> <ul style="list-style-type: none"> <li>• Paper, board, timber based materials,metals,plastics, textiles</li> </ul>	<ul style="list-style-type: none"> <li>• Draw freehand basic shapes.</li> <li>• Render/Shade plain objects.</li> <li>• Draw a simple kitchen table in single point perspective.</li> <li>• Home appliances worksheet for rendering.</li> <li>• Draw and render freehand products like lights/lamps, bird houses, dog houses, buildings, jewellery boxes, bedside cabinets, trophies, tables, toys, etc.</li> <li>• Cc: sketchup design</li> <li>• Cc: photographic record of making</li> <li>• Cc: Detailed evaluation of the product</li> </ul> <p><b><u>THEORY</u></b></p> <ul style="list-style-type: none"> <li>• Sources, origins and properties</li> <li>• Working with paper</li> <li>• Commercial manufacturing</li> </ul>	<ul style="list-style-type: none"> <li>• Research on existing products.</li> <li>• Design creative and original ideas with clear annotation.</li> <li>• Technology word search.</li> <li>• Complete 'what is pewter' worksheet.</li> <li>• Pewter casting worksheet 1.</li> <li>• Pewter casting worksheet 2.</li> <li>• Safety brazing worksheet</li> <li>• LL: Analysis of disassembly.</li> <li>• LL: Card modelling</li> <li>• LL design development</li> <li>• Evaluations</li> </ul> <p><b><u>THEORY</u></b></p> <ul style="list-style-type: none"> <li>• Industry and enterprise</li> <li>• Sustainability in the environment</li> <li>• People , culture and society</li> <li>• Production techniques</li> <li>• Design decisions</li> </ul>
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
<ul style="list-style-type: none"> <li>• Evaluation of questionnaire to find what people want.</li> <li>• Peer assessment of design ideas with annotations.</li> <li>• <b>Making.</b></li> <li>• Evaluation of project.</li> <li>• Quality control checks when making product – self assessment.</li> <li>• Self-assessment at the end of project.</li> <li>• <b>Ph: Client profile /design brief and specification</b></li> </ul>	<ul style="list-style-type: none"> <li>• Peer assessment of freehand shapes.</li> <li>• Assessment of rendering.</li> <li>• <b>Assessment of single point perspective.</b></li> <li>• Assessment of isometric projection.</li> <li>• Assessment of 2-point perspective.</li> <li>• Peer assessment of google-sketchup products.</li> <li>• <b>Cc: Photographic record of making</b></li> <li>• <b>Cc: Evaluations</b></li> </ul>	<ul style="list-style-type: none"> <li>• Peer assessment of design ideas with annotations.</li> <li>• Peer assessment of final design.</li> <li>• Evaluation of project.</li> <li>• Quality control checks when making product – self assessment.</li> <li>• 2D design assessment on techsoft.</li> <li>• Self-assessment at the end of project.</li> <li>• <b>Production Plan</b></li> <li>• <b>LL: Analysis of disassembly.</b></li> <li>• <b>LL: Card modelling</b></li> </ul>
Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
<ul style="list-style-type: none"> <li>• Creative and original design ideas with comprehensive annotations.</li> <li>• Complex products other than basic box products.</li> <li>• Confident use of workshop tools and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Designing a bedroom or a kitchen using single point perspective.</li> <li>• Designing a house (building) using google sketchup.</li> <li>• Draw and render any home appliance.</li> </ul>	<ul style="list-style-type: none"> <li>• Variety of research with detailed annotation with own opinion on existing products.</li> <li>• Originality of final design.</li> <li>• Quality finish of the finished product.</li> </ul>

<ul style="list-style-type: none"> <li>● Ph: detailed design development</li> </ul>	<ul style="list-style-type: none"> <li>● CC: making multiple parts on the 3D printer and attach them together using adhesive and other fixings</li> </ul>	<ul style="list-style-type: none"> <li>● LL: Multiple levers and linkages used to show enhanced mechanical advantage: one input-various linkages and double output</li> </ul>
<h2 style="text-align: center;">Recommended Resources</h2>	<h2 style="text-align: center;">Independent Learning Expectations</h2>	
<p><b>Websites for research:</b></p> <ul style="list-style-type: none"> <li>● <a href="http://www.technologystudent.com">www.technologystudent.com</a></li> <li>● <a href="http://www.bbcbitsize.com">www.bbcbitsize.com</a></li> <li>● <b>Software:</b></li> <li>● Google sketchup free download (version 8)</li> <li>● Techsoft 2D</li> <li>● Focus Education software</li> <li>● Access to internet</li> <li>● <b>Video:</b> How to get started with sketchup.</li> <li>● <b>Worksheets:</b></li> <li>● Isometric grid sheet.</li> <li>● Plain papers.</li> <li>● Single and double point perspective worksheets.</li> <li>● Complete 'what is pewter' worksheet.</li> <li>● Pewter casting worksheet 1.</li> <li>● Pewter casting worksheet 2.</li> <li>● Safety brazing worksheet.</li> <li>● <b>Tools and Equipment:</b></li> <li>● Pen, pencil, long ruler, coloured pencils.</li> <li>● Hand tools such as steel rule, marking gauge, try square, tenon saw, chisel, mallet, file, etc.</li> <li>● Electrical power tools such as sanding disc, polisher, morticer, Hegner/Scroll saw, laser cutter, brazing hearth, etc.</li> </ul>	<ul style="list-style-type: none"> <li>● Able to assess own work (complete peer assessment sheet).</li> <li>● To come out with original and creative design ideas based on own knowledge of existing products.</li> <li>● Very skilful, confident and comfortable with the use of hand tools and electrical power tools.</li> <li>● Able to analyse and give own opinion on existing products.</li> <li>● Cc: show design development</li> </ul>	

Year: 9

Subject: Drama

Curriculum Leader: Ms Hampshire

Learning across the Year 2018-19

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<p>Course Details</p>	<p>Exam Board: Edexcel                  Percentage of course that is Coursework: 40%                  Percentage of course that is Exam: 60%</p>	
<p><b>Autumn Term</b></p>	<p><b>Spring Term</b></p>	<p><b>Summer Term</b></p>
<p><b>Autumn 1: Didactic Theatre (Brecht)</b>                  This will be used to introduce students to GCSE drama and the skills and techniques they will be exploring. This will give them a comprehensive understanding of a stylised theatre practitioner.</p> <p><b>Autumn 2: Stanislavski</b>                  Again this SOW will be used to introduce students to new skills and techniques but of a naturalistic theatre practitioner, helping them to develop characterisation skills to help them in the course.</p>	<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 2021. 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"> <li>● Develop character for performance</li> <li>● How to use a range of techniques to direct extracts of the play</li> <li>● How lights, sound, music, costume and set can be used to develop an interpretation for the play.</li> </ul>	<p>During this term students will work towards performing key scenes of the play for an invited audience including:</p> <ul style="list-style-type: none"> <li>● How to direct and stage the play</li> <li>● Revise An Inspector Calls in preparation for their end of year exams.</li> </ul>
<p><b>Homework</b></p>	<p><b>Homework</b></p>	<p><b>Homework</b></p>
<p>Drama is a practical subject, so homework set is in most part of a practical nature and will consist of line learning, research into topics, collecting stimulus for lessons and self and peer evaluations where applicable.</p> <p>1. Research 'Emotional Memory' and 'Magic If'</p>	<ul style="list-style-type: none"> <li>● Essay practice in relation to the five questions that they will be expected to answer in the final written exam.</li> <li>● Research around the social, cultural and historical context of the play.</li> </ul>	<ul style="list-style-type: none"> <li>● Learning lines</li> <li>● Research possible stimulus material and ideas for devised work</li> <li>● Log Book entries: reflecting and evaluating the process and development of devised work</li> <li>● Drafting of portfolio</li> <li>● Revision of An Inspector Calls</li> <li>● Exam practice of An Inspector Calls</li> </ul>



2. Create an 'Inner Monologue' for your character 3. Create a script for a scene one year later		
<b>Coursework/Internal Assessment Dates and Details</b>	<b>Coursework/Internal Assessment Dates and Details</b>	<b>Coursework/Internal Assessment Dates and Details</b>
Week beginning: Mon 15 <sup>th</sup> Oct 2018 - Mon 29 <sup>th</sup> Oct 2018  In class assessment based on Didactic Theatre	Week beginning: Mon 4 <sup>th</sup> Feb 2019 - Mon 11 <sup>th</sup> Feb 2019  There will be ongoing assessment via the fortnightly essay questions that will be set.	Week beginning: Mon 6 <sup>th</sup> May 2019  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.

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
Attend KS3 Drama club on a Monday to help improve performance/levels.  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	Attend KS3 Drama club on a Monday to help improve performance/levels. Or year 9 drama club on a Thursday.  <ul style="list-style-type: none"> <li>- Using appropriate terminology when evaluating practical work both orally and written work.</li> <li>- Researching theatre practitioners and understanding how their theories can help to develop and shape performance</li> <li>-</li> </ul>	Attend KS3 Drama club on a Monday to help improve performance/levels. Or year 9 drama club on a Thursday.  Consolidating all performance skills learnt throughout the year.  Skills utilised: <ul style="list-style-type: none"> <li>- Direct Address</li> <li>- Placards</li> <li>- Directing</li> <li>- Script Work</li> <li>- Teaching the Audience</li> <li>- Forum Theatre</li> <li>- Planning</li> <li>- Presenting</li> <li>- Public Speaking</li> </ul>

		<ul style="list-style-type: none"> <li>- Leadership</li> <li>- Self assessment</li> <li>- Peer assessment</li> </ul> <ul style="list-style-type: none"> <li>● Attend the GCSE and A level showcases to inspire your thoughts around theatre and live performance, in preparation for the theatre review unit.</li> <li>● Managing deadlines</li> <li>● Redrafting exam practice essays in order to develop confidence and secure writing style</li> </ul>
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	
<ul style="list-style-type: none"> <li>● Attend as much live theatre as possible</li> <li>● Watch clips on YouTube of a range of theatre companies to get ideas: DV8, Complicite, Push</li> <li>● Read range of theatre reviews in national newspapers</li> <li>● The Stanislavsky Toolkit - ISBN - 978-1854597939</li> <li>● The Brecht Toolkit - ISBN - 978-1854595508</li> </ul>	<ul style="list-style-type: none"> <li>● To learn lines</li> <li>● To attend rehearsals</li> <li>● To log process throughout the devising process, in order to aid with the writing of the final written portfolio.</li> <li>● To research and contribute ideas to the developmental process.</li> <li>● Students to take responsibility for their own learning by making sure they attend all lessons and catch up on any work missed by liaising with their subject teacher and using Show My Homework</li> <li>● To manage deadlines and organise time appropriately.</li> </ul>	

Year: 9

Subject: English/English Literature

Curriculum Leader: Mrs Woolnough

Learning across the Year 2018-19

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Course Details	Exam Board: AQA Percentage of course that is Coursework: 0% Percentage of course that is Exam: 100%	
Autumn Term	Spring Term	Summer Term
<p><b>Genre Study: 19th Century Literature</b> Students look at a range of different texts from the AQA English Literature GCSE syllabus, focusing on their knowledge and understanding of the context in which 19th Century literature was produced, and the language and style that it uses.</p> <p><b>A Christmas Carol (Charles Dickens)</b> Students will study A Christmas Carol and will read the novella in its entirety to familiarise themselves with plot and character development,</p>	<p><b>Reading and writing fiction and non-fiction:</b> Students study a range of different thematically linked fiction extracts and non-fiction articles/blogs, developing their skills in analysis of language, structure and evaluation. Students then work to develop their own style of writing, aiming to mimic the forms and purposes of writing that they study.</p>	<p><b>Power and Conflict Poetry:</b> Students explore a range of poetry from the AQA Anthology, building up their knowledge and understanding of the poems' themes, ideas and language/style. All poems will then be revisited and revised across Year 10 and 11 as preparation for the GCSE English Literature examinations.</p>
Homework	Homework	Homework
<p><b>English Department Homework and Independent Learning booklet:</b> A range of tasks to build students literacy skills with explicit links to requirements for the GCSE exams.</p>	<p><b>English Department Homework and Independent Learning booklet:</b> A range of tasks to build students literacy skills with explicit links to requirements for the GCSE exams.</p>	<p><b>English Department Homework and Independent Learning booklet:</b> A range of tasks to build students literacy skills with explicit links to requirements for the GCSE exams.</p>
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
<p>Week beginning: 15th/30th October 2018 Students will be assessed on their ability to analyse extracts of 19th Century literature and</p>	<p>Week beginning: 4th February 2018 <b>GCSE Language Paper 1 Section A: Reading</b></p>	<p>Week beginning: 29th April 2018 <b>GCSE Language Paper 1: Explorations in Creative Reading (1 hour, 45 minutes)</b></p>

<p>evaluate some of the ideas present within them. Students will also be assessed on their literacy skills and knowledge of terminology.</p>	<p>Students will be assessed their ability to analyses fiction and non-fiction extracts across a range of different GCSE style questions. Students will also be assessed on their literacy skills and knowledge of terminology.</p>	<p>Students will complete a whole Language paper which tests key skills learnt in both Literature and Language based lessons throughout the year.</p>
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Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
<p><b>Attend one of the KS3 English Extra-Curricular opportunities: Spoken Word, BBC News Report/Journalism, Carnegie Reading Group, trips and visits</b></p> <p>Create a timeline of 19th Century Literature Create a presentation, detailing how one of the aspects of context you have explored is evident in one of the text that you have studied.</p>	<p><b>Attend one of the KS3 English Extra-Curricular opportunities: Spoken Word, BBC News Report/Journalism, Carnegie Reading Group, trips and visits</b></p> <p>The book that some of your extracts were taken from. Complete a portfolio of excellent writing for different forms and purposes.</p>	<p><b>Attend one of the KS3 English Extra-Curricular opportunities: Spoken Word, BBC News Report/Journalism, Carnegie Reading Group, trips and visits</b></p> <p>Film your own interpretations of the poems.  Produce a 'no fear' guide to one of the poems Research one of the poets to be studied at GCSE. Create a 'Writing Revision Guide' for GCSE English Language.</p>
Recommended Resources	Independent Learning Expectations	
<p>English Department Reading list The School Library and Librarian BBC Skillswise (for literacy/punctuation skills) Literacy Skills booklet www.senecalearning.com</p>	<p>At KS3 and KS4 we expect all students to read a variety of texts, both inside and outside of school. Students should read challenging material and use it to improve their own writing. Students should take what they have learned in class and use it to move their own learning on to a different level, making links between different subjects. We expect all students to think creatively when they approach reading and writing tasks. We expect all homework projects to be managed and presented to a high level of excellence, showing time-management and a high level of effort.</p>	

Year: 9

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 QN: 603/2956/7</p>	<p>Exam Board: NCFE  Percentage of course that is Coursework:60% Percentage of course that is Exam: 40%</p>	
<p><b>Autumn Term</b></p>	<p><b>Spring Term</b></p>	<p><b>Summer Term</b></p>
<ul style="list-style-type: none"> <li>● Safe and hygienic practices to prepare themselves for cooking</li> <li>● Safe and hygienic practices to prepare the cooking environment</li> <li>● Potential risks and hazards in the cooking environment</li> <li>● What is meant by a balanced diet?</li> <li>● The Eatwell guide</li> <li>● The main food groups</li> <li>● Nutrients and their uses</li> <li>● The purpose of a recipe</li> <li>● The stages of a recipe</li> <li>● There will be a lot of practical work to develop their skills</li> </ul> <p><b>Practical work</b></p> <ul style="list-style-type: none"> <li>● Cutting skills</li> <li>● Soup and rolls</li> <li>● Winter vegetable soup</li> <li>● Spaghetti bolognaise</li> <li>● Meatballs</li> <li>● Upside down pudding</li> </ul>	<ul style="list-style-type: none"> <li>● The uses of cooking equipment and utensils</li> <li>● Preparation of equipment and utensils for cooking</li> <li>● The safe cleaning and storage of equipment and utensils</li> <li>● The purpose of different ingredients in a recipe</li> <li>● Cooking skills and their uses</li> <li>● The nutrient requirements for different groups of people</li> <li>● Giving healthy eating advice</li> <li>● Nutritional advice</li> </ul> <p><b>Practical work</b></p> <ul style="list-style-type: none"> <li>● Vegetable curry</li> <li>● Upside down pudding</li> <li>● Apple pie</li> <li>● Chicken pie</li> <li>● Cauliflower cheese</li> <li>● Macaroni cheese</li> </ul>	<ul style="list-style-type: none"> <li>● Cooking skills and their uses</li> <li>● The nutrient requirements for different groups of people</li> <li>● Giving healthy eating advice</li> <li>● Nutritional advice</li> <li>● Food Choices</li> <li>● Portion Control</li> <li>● Nutrients and their uses</li> <li>● Balanced diets</li> <li>● Changing recipes to make them more healthy</li> </ul> <p><b>Practical work</b></p> <ul style="list-style-type: none"> <li>● Students have free choice of 6 dishes to show cooking skills</li> </ul>
<p><b>Homework</b></p>	<p><b>Homework</b></p>	<p><b>Homework</b></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
Week beginning: Mon 15th Oct - 29th Oct 2018 Understand how to prepare self and the environment for cooking	Week beginning: Mon 4th Feb - 11th Feb 2019 Understand how to prepare and store equipment and utensils for cooking	Week beginning: Mon 6th May - 13th May 2019 Understand recipes
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
To achieve a distinction grade on all tasks Will choose dishes to cook that show high level skills	To achieve a distinction grade on all tasks Will choose dishes to cook that show high level skills	To achieve a distinction grade on all tasks Will choose dishes to cook that show high level skills
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	
<a href="http://www.bbc.co.uk/food/">http://www.bbc.co.uk/food/</a> <a href="http://www.recipes.vegsoc.org/">http://www.recipes.vegsoc.org/</a> <a href="http://www.nhs.uk/Change4Life/Pages/health-eating.aspx">http://www.nhs.uk/Change4Life/Pages/health-eating.aspx</a> <a href="http://www.meatandeducation.redmeatinfo.com/">http://www.meatandeducation.redmeatinfo.com/</a> Students need to bring ingredients and a labelled container to take cooked food home.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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</li> <li>• Visit a variety of restaurants and experience different foods</li> <li>• Practise cooking different food products at home to develop cooking skills.</li> </ul>	

**Year: 9**

**Subject: French**

**Curriculum Leader: Mrs Heath**

**Learning across the Year 2018-19**

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

<b>Course Details</b> Edexcel: GCSE (9-1) French	This is a linear exam with 4 papers which are tested at the end of Year 11:  1. Listening (25%) 2. Speaking (25%) 3. Reading (25%) 4. Writing (25%)	
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<u>Module 1: Identity &amp; Culture</u> <ul style="list-style-type: none"><li>• Revising family</li><li>• My character</li><li>• Revising activities</li><li>• Friends</li><li>• Relationships</li><li>• Going out</li><li>• What you have done on a night out</li><li>• When you were younger</li><li>• Role models</li><li>• Revision</li></ul>	<u>Module 2: Identity &amp; Culture</u> <ul style="list-style-type: none"><li>• Revising sport and music</li><li>• Revising technology, films and TV</li><li>• Describing a film</li><li>• Sport</li><li>• Your life online</li><li>• What you did yesterday evening</li><li>• Books and reading</li><li>• TV programmes</li><li>• Actors and films</li><li>• Revision</li></ul>	<u>Module 3: Identify &amp; Culture</u> <ul style="list-style-type: none"><li>• Shopping for clothes</li><li>• Daily life</li><li>• Food and meals</li><li>• Food for special occasions</li><li>• Using polite language</li><li>• Describing family celebrations</li></ul> <u>Module 4: Local area, holiday &amp; travel</u> <ul style="list-style-type: none"><li>• Where you live, weather and transport</li><li>• Describing a region</li><li>• Describing your town</li><li>• Discussing what to see and do</li></ul>
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>
Unless stated below homework will be decided by the class teacher according to the what would most benefit the class. The	See autumn term.  07/01/19 - Presentation on favourite singer 21/01/19 - Speaking: Ex 6 page 33 11/02/19 - Higher book: pages 36-37	See autumn term.  23/04/19 - Higher book: pages 54-55 29/04/19 - Foundation book: pages 54-55 07/05/19 - Higher book: pages 50-51

<p>following pieces of work must be completed as stated below:</p> <p>17/09/18 - Reading: Les invités  15/10/18 - Writing Module 1  29/10/18 - Foundation pages 40-41: Ex 1, Ex 2 and Ex 5  05/11/18 - Redraft of in-class assessment  12/11/18 - Reading: Les vacances du Petit Nicholas (Je suis malade)  19/11/18 - Redraft Module 1 Writing  03/12/18 - Prepare answers for Speaking  10/12/18 - Flashcards  17/12/18 - Green pen corrections on written assessment</p>	<p>25/02/19 - Foundation book: pages 36-37  04/03/19 - Writing: Module 2  11/03/19 - Redraft  18/03/19 - Prepare answers for Speaking  25/03/18 - Flashcards  01/04/19 - Green pen corrections for written assessments</p>	<p>13/05/19 - Foundation book: pages 62-63  20/05/19 - Writing Module 3  03/06/19 - Redraft  10/06/19 - Prepare answers for Speaking  17/06/19 - Flashcards  24/06/19 - Green pen corrections on written Assessments  01/07/19 - Foundation book: page 72-75  08/07/19 - Foundation book: page 79  15/07/19 - Foundation book: pages 82-83</p>
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<b>Assessment: Autumn Term</b>	<b>Assessment: Spring Term</b>	<b>Assessment: Summer Term</b>
<p>A GCSE grade will be awarded after each piece of redrafted written work.</p> <p><b><u>In-class assessment</u></b>  Week beginning: Monday, 29th October  Translation into French</p> <p><b><u>Module 1 Assessments</u></b>  Listening  Speaking  Reading  Writing</p>	<p>A GCSE grade will be awarded after each piece of redrafted written work.</p> <p><b><u>Module 2 Assessments</u></b>  Listening  Speaking  Reading  Writing</p>	<p>A GCSE grade will be awarded after each piece of redrafted written work.</p> <p><b><u>Module 3 Assessments</u></b>  Listening  Speaking  Reading  Writing</p>
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>



<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>See autumn term.</p>	<p>See autumn term.</p>
<p><b>Recommended Resources</b></p>	<p><b>Independent Learning Expectations</b></p>	
<ol style="list-style-type: none"> <li>1. Studio for Edexcel GCSE French 9-1 (Foundation): ISBN 978 1292117829</li> <li>2. Studio for Edexcel GCSE French 9-1 (Higher): ISBN 978 1292117836</li> <li>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</li> <li>4. Student Guide to Success for GCSE (supplied in September by class teacher)</li> <li>5. Collins Easy Learning French dictionary or Oxford Learner's dictionary: recommended for home use only as we have large stocks in school</li> </ol>	<ul style="list-style-type: none"> <li>• To persevere with a task taking into account the 1, 2, 3 Rule</li> <li>• To update the <i>Progress Review</i> page</li> <li>• To correctly label the homework sheets with targets for improvement</li> <li>• To use the green pen to improve work</li> <li>• To act on targets set by the teacher to provide evidence of improvement</li> <li>• To glue all worksheets in</li> <li>• To refer to the <i>Student Guide to Success</i></li> <li>• To develop grammatical skills</li> <li>• To practise appropriate use of the dictionary or <i>Wordreference.com</i> instead of resorting to Google translator</li> </ul>	

<ol style="list-style-type: none"><li>6. <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a></li><li>7. <a href="http://www.bbc.co.uk/schools/gcsebitesize/french/">www.bbc.co.uk/schools/gcsebitesize/french/</a></li><li>8. <a href="http://www.edexcel.com/Subjects/Languages">www.edexcel.com/Subjects/Languages</a> (for past papers)</li><li>9. <a href="http://www.wordreference.com">www.wordreference.com</a></li><li>10. Youtube: Cyprien</li><li>11. Youtube: Easy French</li><li>12. Youtube: Monsieur Pattinson</li></ol>	<ul style="list-style-type: none"><li>• To apply the <i>TONIC</i> strategy</li></ul>	
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Year: 9

Subject: Geography

Curriculum Leader: Miss Lippa

Learning across the Year 2018-19

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

Course Details	Exam Board: Percentage of course that is Coursework: Percentage of course that is Exam:	
Autumn Term	Spring Term	Summer Term
<p><b><u>Urban issues &amp; challenges</u></b></p> <ul style="list-style-type: none"> <li>● Global pattern of urban change</li> <li>● Urban trends</li> <li>● Factors affecting the rate of urbanisation</li> <li>● Emergence of megacities</li> <li>● Case study of Mumbai, India [a major city in a newly emerging economy (NEE)] - to include: location &amp; importance; causes of growth; opportunities &amp; challenges; slum improvement (urban planning)</li> </ul> <p><b><u>Urban issues &amp; challenges UK Case Study</u></b></p> <ul style="list-style-type: none"> <li>● Overview of the distribution of population and the major cities of the UK.</li> <li>● Case study of a major UK city (e.g. London) to illustrate: location and importance; impacts of migration on its growth and character; how urban change has created opportunities and challenges; example of an urban regeneration project (QE2 Olympic Park)</li> <li>● Features of sustainable urban living (water &amp; energy conservation, waste recycling, creating green space)</li> <li>● How urban transport strategies are used to reduce traffic congestion</li> </ul>	<p><b><u>Physical Landscapes in the UK (rivers)</u></b></p> <ul style="list-style-type: none"> <li>● Long profile &amp; changing cross profile</li> <li>● Fluvial processes</li> <li>● Characteristics &amp; formation of landforms resulting from erosion (interlocking spurs, waterfalls &amp; gorges)</li> <li>● Characteristics &amp; formation of landforms resulting from erosion &amp; deposition (e.g. meanders &amp; ox-bow lakes)</li> <li>● Characteristics &amp; formation of landforms resulting from deposition (e.g. levees, floodplains &amp; estuaries)</li> <li>● Example of a UK river valley to illustrate the above</li> <li>● How physical &amp; human factors affect flood risk</li> <li>● Hydrographs</li> <li>● Costs and benefits of hard and soft engineering</li> <li>● Example of a flood management scheme in the UK</li> </ul> <p><b><u>Resource Management: General</u></b></p> <ul style="list-style-type: none"> <li>● Significance of food, water and energy to wellbeing</li> <li>● Global inequalities of food, water and energy</li> <li>● Food, water and energy in the uk - changing demand opportunities and challenges</li> </ul>	<p><b><u>Resource Management: Water Option</u></b></p> <ul style="list-style-type: none"> <li>● Areas of surplus and deficit</li> <li>● Impacts on water insecurity e.g. Water fuelled conflicts in the Middle East</li> <li>● strategies to increase water supply - including a case study of a large scale water transfer scheme e.g. Lesotho</li> <li>● Sustainable water futures</li> <li>● Case study in an LIC or NEE to increase sustainable water supply e.g. excellent Development project in Kenya</li> </ul> <p><b><u>Practice Issue Evaluation</u></b></p>

Homework		Homework
<ul style="list-style-type: none"> <li>• Kerboodle assessment activities</li> <li>• Topic spelling tests and online quizzes on SMHW</li> <li>• Completion of selected sections of the course unit booklets</li> </ul>	<ul style="list-style-type: none"> <li>• Kerboodle assessment activities</li> <li>• Topic spelling tests and online quizzes on SMHW</li> <li>• Completion of selected sections of the course unit booklets</li> </ul>	<ul style="list-style-type: none"> <li>• Kerboodle assessment activities</li> <li>• Topic spelling tests and online quizzes on SMHW</li> <li>• Completion of selected sections of the course unit booklets</li> </ul>
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
Cycle 1 <ul style="list-style-type: none"> <li>• To what extent do urban areas in NEEs provide opportunities?</li> <li>• How urban regeneration in a UK city has improved the lives of the urban poor.</li> <li>• Evaluation of a transport management strategy</li> </ul>	Cycle 2 <ul style="list-style-type: none"> <li>• Explaining the sequence of landforms that result from erosion</li> <li>• Mid-unit test (includes skills)</li> <li>• End of rivers unit test (includes skills)</li> </ul>	Cycle 3 <ul style="list-style-type: none"> <li>• End of Year pre-public examination</li> </ul>

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

Year: 9

Subject: History

Curriculum Leader: Mr Shah

**Learning across the Year 2018-19**

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

Course Details	Exam Board:Percentage of course that is Coursework: 0% Percentage of course that is Exam: 100%	
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<p>Autumn 1: Students will study a course that will be not be assessed in the final exam. This will be on the history of Terrorism whilst becoming confident about the skills needed for the exam.</p> <ul style="list-style-type: none"><li>- The gunpowder plot</li><li>- The Kamikaze</li><li>- Klu Klux Klan</li><li>- Nelson Mandela</li><li>- Twin Towers</li><li>- London Bombings</li><li>- ISIS</li><li>- Stereotyping and Terrorism</li></ul> <p>After October half term, students will start to study topics that will be assessed in their GCSE's. This unit is called Conflict in the Middle East.</p> <ul style="list-style-type: none"><li>● The British withdrawal and the creation of Israel</li><li>● Aftermath of the 1948–49 war</li><li>● Increased tension, 1955–63</li><li>● The Six Day War, 1967</li><li>● Aftermath of the 1967 war</li><li>● Israel and Egypt, 1967–73</li></ul>	<p>Continuation of Conflict in the Middle East</p> <ul style="list-style-type: none"><li>● The British withdrawal and the creation of Israel</li><li>● Aftermath of the 1948–49 war</li><li>● Increased tension, 1955–63</li><li>● The Six Day War, 1967</li><li>● Aftermath of the 1967 war</li><li>● Israel and Egypt, 1967–73</li><li>● Diplomatic negotiations</li><li>● The Palestinian issue</li><li>● Attempts at a solution</li><li>● Women in the conflict</li></ul>	<p>Medicine and Public Health through Time. This is a project that discovers how medicine has changed over time; from the Medieval period to the Modern day. Students will study different time periods (identified below) and explore many of the same topics to compare the change and continuity over time.</p> <ul style="list-style-type: none"><li>● Cause of disease</li><li>● Treatment of disease</li><li>● Public health</li><li>● Training of doctors</li><li>● Hospitals</li><li>● Role of individuals</li></ul> <p>The time periods are as follows:</p> <p>1350-1750 1750-1900 190-Present day</p> <p>As of 2018, student will have a more diverse teaching of the development of medicine. Lessons will, for example, focus on global</p>

<ul style="list-style-type: none"> <li>• Diplomatic negotiations</li> <li>• The Palestinian issue</li> <li>• Attempts at a solution</li> <li>• Women in the conflict</li> </ul>		developments in medicine and the work of Mary Seacole.
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>
<ul style="list-style-type: none"> <li>• Sample exam questions</li> <li>• Revision for test</li> <li>• Reflection tasks</li> <li>• Creative tasks e.g. presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Sample exam questions</li> <li>• Revision for test</li> <li>• Reflection tasks</li> <li>• Creative tasks e.g. presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Sample exam questions</li> <li>• Revision for test</li> <li>• Reflection tasks</li> <li>• Creative tasks e.g. presentations</li> </ul>
<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>
Timed essays /tests throughout the term - one at least every fortnight	Timed essays /tests throughout the term - one at least every fortnight	Timed essays /tests throughout the term - one at least every fortnight

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
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
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	

<p>Edexcel GCSE (9-1) History Conflict in the Middle East, c1945–1995 Student Book ISBN: 9781292127316</p> <p><i>Hodder GCSE History for Edexcel: Medicine Through Time, c1250–Present</i> by Ian Dawson ISBN: 9781471861376</p>	<p>To try three things before asking the teacher for help</p> <p>To be reflective, resilient, resourceful and reciprocal learners.</p> <p>To take on student leadership roles within lessons and plan this with the teacher in advance of the lessons.</p> <p>To read around topics and share findings with the class</p> <p>To communicate with teachers about research so they can be further questioned/stretched</p> <p>To complete challenge tasks</p>	
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**Year: 9**

**Subject: Mathematics**

Curriculum Leader: Mr McCollin

KS4 Coordinator: Mr Nkansah

Learning across the Year 2018-19

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

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
Foundation or Higher – Students use PLC.  <b>AUTUMN 1: GRAPHS AND PROPORTION</b> <ul style="list-style-type: none"><li>• Graphs and Proportion</li><li>• Linear Graphs</li><li>• Proportion</li><li>• Scales and Standard Form</li></ul> <b>AUTUMN 2: ALGEBRA</b> <ul style="list-style-type: none"><li>• Linear and Non-Linear Sequences</li><li>• Expanding and Factorising</li><li>• Changing the subject of a Formula</li></ul>	Foundation or Higher- Students use PLC.  <b>SPRING 1: 2D GEOMETRY</b> <ul style="list-style-type: none"><li>• Constructions</li><li>• Congruence</li><li>• Pythagoras' Theorem</li><li>• Angles in Polygons</li></ul> <b>SPRING 2: EQUATIONS AND INEQUALITIES</b> <ul style="list-style-type: none"><li>• Linear Equations and Inequalities</li><li>• Graphical Solutions</li></ul>	Foundation or Higher- Students use PLC.  <b>SUMMER 1: HANDLING DATA AND PROBABILITY</b> <ul style="list-style-type: none"><li>• Probability</li><li>• Working with Data</li><li>• Scatter Graphs</li></ul> <b>SUMMER 2: GEOMETRY</b> <ul style="list-style-type: none"><li>• Similarity and Enlargement</li><li>• Transformations</li><li>• Trigonometry</li></ul>
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>
<ul style="list-style-type: none"><li>• Standardised homework set weekly</li><li>• Tasks on MathsWatch</li><li>• Term Project</li></ul>	<ul style="list-style-type: none"><li>• Standardised homework set weekly</li><li>• Tasks on MathsWatch</li></ul>	<ul style="list-style-type: none"><li>• Standardised homework set weekly</li><li>• Tasks on MathsWatch</li></ul>
<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>
End of Term Assessment Assessment 1- wb 15th October 2018	End of Term Assessment Assessment 2- wb 4th February 2019	End of Term Assessment Assessment 3- wb 29th April 2019



Recommended Resources	Independent Learning Expectations	New GCSE format
<ul style="list-style-type: none"> <li>● <a href="https://vle.mathswatch.co.uk/vle/">https://vle.mathswatch.co.uk/vle/</a></li> </ul> School centre ID: holyfamilycath Username: fullname (ie. johnsmith) Password: family <ul style="list-style-type: none"> <li>● Mr Barton Maths.</li> <li>● <a href="http://www.hfmaths.co.uk">www.hfmaths.co.uk</a></li> </ul>	Complete homework. Read over notes prior to the next lesson in order to facilitate continuous progression. Use of MathsWatch to identify and address area of weakness.	<ul style="list-style-type: none"> <li>● 3 papers (1 non calculator, 2 calculator)</li> <li>● 1 hour 30 minutes each</li> <li>● 80 marks each</li> </ul>

Course Details	Exam Board: Edexcel Percentage of course that is Controlled Assessment: 75% Percentage of course that is Exam: 25%	
Autumn Term	Spring Term	Summer Term
<p>Unit 1: Digital Media Sectors and Audiences in this unit learners will explore the digital media industry and all five key sectors that fall under it (Digital Moving Image, Digital Audio Production, Digital Publishing, Website Production and Digital Games Production)</p> <ul style="list-style-type: none"> <li>• Introduction to Media Language</li> <li>• Introduction to Unit 1- How the exam is set, resits, Grading –First entry Year 10</li> </ul> <p><b>Learning aim A:</b> Understand digital media sectors, products and platforms</p> <ul style="list-style-type: none"> <li>• Topic A.1 – Media sectors</li> <li>• Topic A.2 Media products and processes</li> <li>• Topic A.3 Digital media platforms and devices</li> <li>• Topic A.4 Multimedia technology and consumption</li> </ul> <p>Introduce Unit 2- Assignment and prepare students to complete this assignment using student booklet and teacher guidance.</p>	<p>Unit 1- <b>Learning aim B:</b> Understand audiences for digital media products</p> <ul style="list-style-type: none"> <li>• Topic B.1 Types of audience</li> <li>• Topic B.2 Audience and producer control</li> <li>• Topic B.3 Understanding audiences through research</li> <li>• Topic B.4 Audience profiling</li> </ul> <p>Unit 2- Planning and Pitching a Digital Media Product – in this unit learners will use their verbal, written and visual communication skills to enable them to formulate, develop and pitch ideas of a product that they then plan to produce.</p> <p>Assignment 1- In this unit you will: <b>A</b> understand how to develop ideas for a digital media product</p> <p>Develop creative ideas for a digital media product, using confident and accurate verbal, written and visual communication methods.</p> <p>2A. P1, M1, D1</p>	<p>Unit 1- <b>Learning aim C:</b> Explore how audiences engage with digital media products</p> <p>Topic C.1 Communication of meaning</p> <p><i>(all learning aims to be revisited in year 10- this is just an outline)</i></p> <p><b>Unit 2- Assignment 2: B</b> pitch ideas for a digital media product</p> <p>Justify the selected idea for a digital media product, comprehensively demonstrating the requirements of the brief and relevant planning issues. 2B. P2, M2, D2</p> <p>Unit 2- Assignment 3: <b>C</b> produce planning for a digital media product. 2B.P3, M3,D3 Pitch an idea, in two formats, for a digital media product demonstrating confident and correct use of verbal and written communication techniques.</p> <p>P4, M4 D4: Produce a comprehensive, systematically organised, planning portfolio in</p>

		preparation for a digital media production
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>
<ul style="list-style-type: none"> <li>• Completing Tasks from Unit 1</li> <li>• Exam testing and familiarising with the media language</li> <li>• Preparing tools to help you revise and build knowledge on how to achieve a D grade in the Unit 1- exam paper</li> </ul>	<ul style="list-style-type: none"> <li>• Completing Tasks from Unit 1 workbook</li> <li>• Mock paper – to be completed during the Easter holiday.</li> <li>• Activities from the revision booklet; practice exam questions.</li> <li>• Building a revision bank to help with Unit 1 exam techniques and answering the 8, 10, 12 mark questions</li> <li>• Completing independent tasks for assignment 1- Unit 2 (using the student booklet)</li> </ul>	<ul style="list-style-type: none"> <li>• Mock paper – to be completed during the Easter holiday.</li> <li>• Activities from the revision booklet; practice exam questions.</li> <li>• Completing independent tasks for assignment 2 and 3- Unit 2 (using the student booklet)</li> <li>• Preparing for the pitch (group tasks)</li> <li>• Completing Ass 2 and 3 on going</li> </ul>
<b>Controlled Assessment/Internal Assessment Dates and Details</b>	<b>Controlled Assessment/Internal Assessment Dates and Details</b>	<b>Controlled Assessment/Internal Assessment Dates and Details</b>
<p>Assessment cycle 1: Exam questions on synergy, media texts, distribution, media regulators</p> <p>All units are moderated and then sent off to the board for verification. The units are internally assessed.</p> <p>Mock exams will be every half term for the Unit 1- in class and homework will be set. Independent studies will take place outside the classroom in order to complete assignments.</p> <p>Unit 1- External Exam May/June 2020</p> <p>Unit 2: (3 assignments)</p> <p>All units will have learning aims which students will need to meet in order to get a grade.</p>	<p>Assessment cycle 2: mocks Mock paper: Digital Media Audiences (Audiences)</p> <p>All units are moderated and then sent off to the board for verification. The units are internally assessed.</p> <p>Mock exams will be every half term for the Unit 1- in class and homework will be set. Independent studies will take place outside the classroom in order to complete assignments.</p> <p><b>Unit 2: (3 assignments) – Moderation to take place (GAL/BES)</b></p> <p>All units will have learning aims which students will need to meet in order to get a grade.</p>	<p>Assessment cycle 3: Exam questions on Topic C and Practice Paper 2017</p> <p>All units are moderated and then sent off to the board for verification. The units are internally assessed.</p> <p><b>Unit 1- External Exam May/June 2020</b></p> <p><b>Unit 2: (3 assignments) Send off to examiner</b></p> <p>All units will have learning aims which students will need to meet in order to get a grade.</p>

Autumn Term	Spring Term	Summer Term
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
<ul style="list-style-type: none"> <li>● Class Debate - 'Is the 9pm Watershed still appropriate for today's audiences or is it an outdated principle in an age where censorship is almost impossible?'</li> <li>● Students to lead lessons on Unit 1- Media Theory (Print, TV and Film)</li> </ul>	<ul style="list-style-type: none"> <li>● 'The journey of Fav's Bros' - students have still images that they should give meaning to via editing.</li> <li>● Students to 'Become the Expert' in an area of the four conventions and teach others.</li> <li>● In small groups students to deliver a short presentation to develop their understanding of genre, generic codes and conventions.</li> </ul>	<ul style="list-style-type: none"> <li>● Students to develop revision lessons on each element of the exam and deliver to whole class. Individual question analysis.</li> <li>● Create revision cards Unit 1</li> </ul>
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	
<ul style="list-style-type: none"> <li>● BTEC Level 2 First Creative Media Production Student Book</li> <li>● <a href="https://www.youtube.com/watch?v=vuzip051dIU">https://www.youtube.com/watch?v=vuzip051dIU</a></li> <li>● <a href="https://www.bbc.com/education/subjects/ztnygk7">https://www.bbc.com/education/subjects/ztnygk7</a></li> <li>● <a href="https://quizlet.com/72232013/revision-unit-1-digital-media-sectors-and-audiences-flash-cards/">https://quizlet.com/72232013/revision-unit-1-digital-media-sectors-and-audiences-flash-cards/</a></li> </ul>	<p>Students will be given the skills to become active independent learners, such as becoming leaders, good listeners and communicators as well as take on production roles. As independent learners we encourage students to take on tutorial roles to teach other members of the class the skills they have. It is expected that students take great pride in their work as they will be producing a high amount of production work. Students must also take pride and care with the specialised equipment they will be using.</p>	

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: 67% Percentage of course that is Exam: 33%	
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
Composition Theory- Music for Moving Image.  Music Genres Theory	Completion of composition ideas and extended idea one  Music Genres Theory	Composition - Completion of extended ideas and completed idea.  Music Genres Theory
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>
<ul style="list-style-type: none"> <li>• Revise for all tests.</li> <li>• Spend own time continuing composition work</li> <li>• Various theory tasks for the music genres</li> </ul>	<ul style="list-style-type: none"> <li>• Revise for all tests.</li> <li>• Spend own time continuing composition work</li> <li>• Various theory tasks for the music genres</li> </ul>	<ul style="list-style-type: none"> <li>• Revise for all tests.</li> <li>• Spend own time continuing composition work</li> <li>• Various theory tasks for the music genres</li> </ul>
<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>
60-90's listening test	Assessment of work completed so far on Component 1.	End of year Assessment on all work completed on component 1 & 2 so far - June 2019
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
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"><li>• Revise for all tests.</li><li>• Spend own time continuing composition work</li></ul>	

Year: 9

Subject: Performing Arts

Curriculum Leader: Ms Hampshire

Learning across the Year 2018-19

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

<p>Course Details</p>	<p>Exam Board: Pearson                  Percentage of the course that is internally assessed: 70%                  Percentage of the course that is an external exam: 30%</p>	
<p>Autumn Term</p>	<p>Spring Term</p>	<p>Summer Term</p>
<p>Autumn 1: Didactic Theatre (Brecht)                  This will be used to introduce students to GCSE drama and the skills and techniques they will be exploring. This will give them a comprehensive understanding of a stylised theatre practitioner.</p> <p>Autumn 2: Stanislavski                  Again this SOW will be used to introduce students to new skills and techniques but of a naturalistic theatre practitioner, helping them to develop characterisation skills to help them in the course.</p>	<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.</p> <p>Learning aim A: Examine professional practitioners' performance work                  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.                  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.</p>	<p>Developing skills, looking at a range of scripted texts and issue based drama as stimuli, to prepare students for the next component, whereby students have to create a performance based on a set stimulus set by the exam board.</p> <p>Such as:</p> <ul style="list-style-type: none"> <li>● Tell Me Why?</li> <li>● Slow Time</li> <li>● Breakfast</li> <li>● Tube suicide</li> <li>● Domestic Violence</li> </ul>

	Learners should explore the creative methods practically and theoretically, taking notes during the process. This will contribute to their final evidence.	
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>
Drama is a practical subject, so homework set is in most part of a practical nature and will consist of line learning, research into topics, collecting stimulus for lessons and self and peer evaluations where applicable.  4. Research 'Emotional Memory' and 'Magic If' 5. Create an 'Inner Monologue' for your character 6. Create a script for a scene one year later	<ul style="list-style-type: none"> <li>• extended writing</li> <li>• a blog or a PowerPoint presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Preparation for practical performance</li> <li>• Line learning and rehearsal</li> <li>• Evaluation</li> <li>• Exploring stimuli</li> </ul>
<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>
Oct 2018  In class assessment based on Didactic Theatre	Log books/blogs for component 1 to be completed by the end of the 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 next Component in Year 10.
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
Attend KS3 Drama club on a Monday to help improve performance/levels.  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.	Students should try and see as much live theatre as possible in order to help them develop their own ability to interpret and stage their own versions of the play.	<ul style="list-style-type: none"> <li>• Attend the GCSE and A level showcases to inspire your thoughts around theatre and live performance, in preparation for the theatre review unit.</li> <li>• Managing deadlines</li> <li>• Organising own rehearsals with peers.</li> </ul>
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	
<ul style="list-style-type: none"> <li>• Attend as much live theatre as possible</li> <li>• Watch clips on YouTube of a range of theatre companies to get ideas: DV8, Complicite, Push</li> </ul>	<ul style="list-style-type: none"> <li>• Attend as much live theatre as possible</li> <li>• Watch clips on YouTube of a range of theatre companies to get ideas: DV8, Complicite, Push</li> </ul>	



<ul style="list-style-type: none"><li>• Read range of theatre reviews in national newspapers</li><li>• The Stanislavsky Toolkit - ISBN - 978-1854597939</li><li>• The Brecht Toolkit - ISBN - 978-1854595508</li></ul>	<ul style="list-style-type: none"><li>• Read range of theatre reviews in national newspapers</li><li>• The Stanislavsky Toolkit - ISBN - 978-1854597939</li><li>• The Brecht Toolkit - ISBN - 978-1854595508</li></ul>	
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Year: 9

Subject: PE (Core)

Curriculum Leader: Mrs Cole

Learning across the Year 2018-19

Email: [e.cole@holyfamily.waltham.sch.uk](mailto:e.cole@holyfamily.waltham.sch.uk)

Autumn Term	Spring Term	Summer Term
Gym, Rugby, Football Dance , Fitness , Basketball, Outdoor Adventurous Activity	Handball, Gym, Rugby, Basketball, Outdoor Adventurous Activity, Fitness, Dance	Athletics, Rounders, Cricket, Tennis
Homework	Homework	Homework
<ul style="list-style-type: none"> <li>• Questions relevant to lesson content</li> </ul>	<ul style="list-style-type: none"> <li>• Questions relevant to lesson content</li> </ul>	<ul style="list-style-type: none"> <li>• Questions relevant to lesson content</li> </ul>
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
Assessment 1 - October 2018 - Invasion/fitness	Assessment 2 - February 2019 - Gym/Tramp/dance	Assessment 3 - May 2019- Athletics

Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
<ul style="list-style-type: none"> <li>• Join extra-curricular clubs</li> <li>• More able students to lead parts of lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Join extra-curricular clubs</li> <li>• More able students to lead parts of lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Join extra-curricular clubs</li> <li>• More able students to lead parts of lesson</li> </ul>
Independent Learning Expectations		
<ul style="list-style-type: none"> <li>• Wider reading about sport</li> <li>• Attend extra-curricular clubs at school</li> <li>• Join clubs outside of school</li> </ul>		

- Watch sport in your local community and on TV

Year: 9

Subject :PE BTEC Sport

Curriculum Leader: Mrs Cole

Learning across the Year 2018-19

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

Course Details	Exam Board:Percentage of course that is Coursework: 75% Percentage of course that is Exam: 25%	
Autumn Term	Spring Term	Summer Term
<p><b>Unit 1</b>  <b>Topic A.1 Components of physical fitness.</b>  <b>Topic A.2 Components of skill-related fitness.</b>  <b>Topic A.3 Why fitness components are important for successful participation in given sports in terms of.</b>  <b>Topic A.4 Exercise intensity and how it can be Determined.</b>  <b>Topic A.5 The basic principles of training (FITT).</b>  <b>Topic A.6 Additional principles of training: (6 weeks)</b></p> <p><b>Unit 1</b>  <b>Topic B.1 Requirements for each of the following fitness training methods:</b>  <b>Topic B.2 Additional requirements for each of the fitness training methods:</b>  <b>Topic B.3 Fitness training methods for: (8 weeks)</b></p>	<p><b>Unit 1</b>  <b>Topic C.2 Importance of fitness testing to sports performers and coaches</b>  <b>Topic C.3 Requirements for administration of each fitness test</b>  <b>Topic C.1 Fitness test methods for components of fitness</b>  <b>Topic C.4 Interpretation of fitness test results: (6 weeks)</b></p> <p><b>Revision/ Exam technique/ Exam Practice for External exam on unit</b></p>	<p><b>Unit 2</b>  <b>Unit introduction</b>  <b>Topic A.5 Sports:</b>  <b>Topic A.1 Rules (or laws):</b>  <b>Topic A.2 Regulations:</b>  <b>Topic A.3 Scoring systems:</b>  <b>Topic A.4 Application of the rules/laws of sports in different situations:</b>  <b>Topic A.6 Roles of officials: (12 weeks)</b></p>
Homework	Homework	Homework
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	<b>Sport A</b> <b>Assignment 1</b> Tasks for 2A.P1, 2A.P2, 2A.P3, 2A.M1.

		<b>Sport B</b> <b>Assignment 2</b> Tasks for 2A.P1, 2A.P2, 2A.P3, 2A.M1 and 2A.D1.  <b>Assessment 3 - May 2018</b>
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Autumn Term	Spring Term	Summer Term
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
<ul style="list-style-type: none"> <li>• Complete Merit/ Distinction tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Merit/ Distinction tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Merit/ Distinction tasks</li> </ul>
Independent Learning Expectations		
<ul style="list-style-type: none"> <li>• Wider reading about sport</li> <li>• Join clubs outside of school</li> <li>• Watch sport in your local community and on TV</li> <li>• Take part in a fitness activity at a local sports centre/ gym</li> </ul>	<ul style="list-style-type: none"> <li>• Wider reading about sport</li> <li>• Join clubs outside of school</li> <li>• Watch sport in your local community and on TV</li> <li>• Take part in a fitness activity at a local sports centre/ gym</li> </ul>	<ul style="list-style-type: none"> <li>• Wider reading about sport</li> <li>• Join clubs outside of school</li> <li>• Watch sport in your local community and on TV</li> <li>• Take part in a fitness activity at a local sports centre/ gym</li> </ul>

Year: 9

Subject: RE

Curriculum Leader: Mr Norman

Learning across the Year 2018-19

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

<p>Course Details GCSE Religious studies Edexcel A Catholic Christianity with Judaism</p> <p>This is the NEW SPECIFICATION</p> <p>the final exams will be taken at the end of year 11.</p>	<p>Exam board assessment: 100% exam</p> <p>Examined over 3 exam papers</p> <p>Catholic Christianity paper: 50%</p> <p>Judaism paper: 25%</p> <p>Philosophy and Ethics paper 25%</p>	
<p>Autumn Term</p>	<p>Spring Term</p>	<p>Summer Term</p>
<p>Area of Study 1: Catholic Christianity</p> <p>Chapter 1 Beliefs and Teachings</p>	<p>Area of Study 1: Catholic Christianity</p> <p>Chapter 2 Practices</p> <p>Chapter 3 Sources of wisdom and Authority</p>	<p>Area of Study 1: Catholic Christianity</p> <p>Chapter 4: Forms of expressions and ways of life</p>
<p>Homework</p> <p>Tasks and GCSE questions set about the following themes</p>	<p>Homework</p> <p>GCSE questions and tasks based around the following topics</p>	<p>Homework</p> <p>GCSE questions and tasks based around the following topics</p>
<ul style="list-style-type: none"> <li>● The creed</li> <li>● Trinity</li> <li>● Creation</li> <li>● The nature of humanity</li> <li>● Incarnation</li> <li>● Paschal mystery</li> <li>● Eschatology</li> </ul>	<ul style="list-style-type: none"> <li>● The sacraments</li> <li>● Liturgical worship</li> <li>● Prayer</li> <li>● Popular piety</li> <li>● Pilgrimage</li> <li>● The Bible</li> <li>● The second Vatican council</li> <li>● The church</li> </ul>	<ul style="list-style-type: none"> <li>● Church architecture</li> <li>● Sacred objects</li> <li>● Artwork in Catholicism</li> <li>● Sculpture and statues</li> <li>● Symbolism</li> <li>● Drama</li> <li>● music</li> </ul>
<p>Assessment Dates/Topics/Skills</p>	<p>Assessment Dates/Topics/Skills</p>	<p>Assessment Dates/Topics/Skills</p>
<p>GCSE style exam</p> <p>Questions fortnight beginning 15th October.</p>	<p>GCSE style exam questions fortnight beginning 4th february</p>	<p>GCSE style exam questions</p> <p>Week beginning 29th April</p>

Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
<p>Developing the need to understand the importance of what Religions have in common, rather than what is different.</p> <p>Explore religious diversity in Walthamstow.</p>	<p>Understanding the place of Catholicism in the Christian religion.</p> <p>What is a Catholic?</p> <p>Why is pilgrimage important for Catholics</p>	<p>GCSE Issue:</p> <p>To understand the importance sacred objects Catholics.</p> <p>Assess year 10's view of statues, the rosary and holy pictures</p>
Recommended Resources	Independent Learning Expectations	
<ul style="list-style-type: none"> <li>● The RE dept website: A website that allows pupils access to the edexcel course textbooks online, and an additional textbook to support the course. The website has access to a range of past papers and tips on how to answer exam questions well.</li> <li>● There are also links to other websites that offer a wider view of the topics studied. The website offers a range of activities like quizzes and audio material that can enhance a pupils understanding of a topic.</li> <li>● FIND HOMEWORK ON 'SHOW MY HOMEWORK'</li> </ul>	<p>Each pupil is encouraged to deepen their knowledge and understanding of the topics as the course progresses. Use of the department website will enable this. Pupils must always be mindful that each topic covered ought to be studied in the light, and teaching of the Roman Catholic Church. All pupils should therefore keep up to date with Church teaching and practice. Following the news and discussing the issues that relate to faith and practice with your family and friends is also recommended.</p> <p>Lots of opportunity to research the 'Religious landscape' of Waltham Forest. Individual survey and study of population.</p> <p>Explore the meaning of 'devout' and practicing' in a range of other religions.</p>	

Year: **9**

Subject: Triple Science

Curriculum Leader : **Mr.Mungovan**

Learning across the Year 2018-19

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

<p>Course Details  <b>AQA Triple Science          Biology, Chemistry and          Physics</b></p>	<p>100% Exam-based assessment at the end of Year 11.</p> <p>Students will sit 2 exams per GCSE (paper 1 and paper 2) to make a total of 6 exams.</p> <p>Each exam lasts 1 hour 45 minutes.</p> <p><i>NB Students will achieve three GCSEs at the end of this course</i></p>	
<p><b>Autumn Term</b></p>	<p><b>Spring Term</b></p>	<p><b>Summer Term</b></p>
<p>1. Cell Biology          2. Atomic Structure          3. Bonding          4. Energy          5. Forces</p>	<p>1. Forces continued          2. Quantitative Chemistry          3. Organisation</p>	<p>1. Maths in science          2. Required practical revision</p>
<p><b>Homework</b></p>	<p><b>Homework</b></p>	<p><b>Homework</b></p>
<ul style="list-style-type: none"> <li>• Past paper AQA exam question on topic area studied</li> <li>• Take notes from Revision videos (e.g. Youtube:free Science videos) and answer questions from CGP revision work books</li> <li>• Create topic glossaries</li> <li>• Reading text and making notes/revision cards</li> <li>• Practise Maths Skills</li> <li>• Mind Maps</li> <li>• Quizzes from BBC bitesize</li> </ul>	<ul style="list-style-type: none"> <li>• Past paper AQA exam question on topic area studied</li> <li>• Take notes from Revision videos (e.g. Youtube:free Science videos) and answer questions from CGP revision work books</li> <li>• Create topic glossaries</li> <li>• Learning Key scientific words/Vocabulary</li> <li>• Reading text and making notes/revision cards</li> <li>• Practise Maths Skills</li> <li>• Mind Maps</li> <li>• Quizzes from BBC bitesize</li> </ul>	<ul style="list-style-type: none"> <li>• Past paper AQA exam question on topic area studied</li> <li>• Take notes from Revision videos (e.g. Youtube:free Science videos) and answer questions from CGP revision work books</li> <li>• Create topic glossaries</li> <li>• Learning Key scientific words/Vocabulary</li> <li>• Reading text and making notes/revision cards</li> <li>• Practise Maths Skills</li> <li>• Mind Maps</li> <li>• Quizzes from BBC bitesize</li> </ul>



Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
<p>WB: 29th Oct Cell Test A</p> <p>WB: 15th Oct Atomic structure test</p> <p>WB: 29th Oct Energy test</p> <p>WB: 17th Dec Cell Test B</p> <p>WB: 17th Dec Bonding</p> <p>Skills: AO1 - recall; A02 - application of knowledge and A03 evaluation</p>	<p>WB: 11th Feb 3 Mini Synoptic tests for Bio/Chem and Physics</p> <p>Skills: AO1 - recall; A02 - application of knowledge and A03 evaluation</p>	<p>WB: 29th April full Synoptic tests for Bio/Chem and Physics</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><b>GCSE Triple Science</b></p> <p><b>Biology:</b>  <a href="https://www.aqa.org.uk/subjects/science/gcse/biology-8461">https://www.aqa.org.uk/subjects/science/gcse/biology-8461</a></p> <p><b>Chemistry:</b>  <a href="http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462">http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462</a></p> <p><b>Physics:</b>  <a href="http://www.aqa.org.uk/subjects/science/gcse/physics-8463">http://www.aqa.org.uk/subjects/science/gcse/physics-8463</a></p> <p>CGP Separate Science Revision guides and workbooks</p> <p>Biology  Chemistry  Physics</p>	<ul style="list-style-type: none"> <li>• Revise for all exams using PLCs, revision guide, revision cards, video links</li> <li>• Hand in homework on time</li> <li>• Flip learning</li> <li>• Mind Maps</li> </ul> <p><a href="http://www.bbc.co.uk/education/subjects/zrkw2hv">http://www.bbc.co.uk/education/subjects/zrkw2hv</a></p>	

Year: **9**      Subject: Combined Science

Science      Curriculum Leader : **Mr. Mungovan**

Learning across the Year 2018-19

Email: [m.mungovan@holyfamily.waltham.sch.uk](mailto:m.mungovan@holyfamily.waltham.sch.uk)

<p>Course Details</p> <p><b>GCSE Combined Science AQA Trilogy</b></p>	<p>100% Exam-based assessment at the end of Year 11.</p> <p>Students will sit a total of 6 exams (papers 1 - 6) to test mixture of Biology, Chemistry and Physics content in the specification.</p> <p>Each exam lasts 1 hour 15 minutes.</p> <p><i>NB Students will achieve two GCSEs at the end of this course</i></p>	
<p><b>Autumn Term</b></p>	<p><b>Spring Term</b></p>	<p><b>Summer Term</b></p>
<p>1. Cell Biology 2. Atomic Structure 3. Energy</p>	<p>1. Organisation 2. Bonding, structure and the properties of Matter 3. Forces</p>	<p>1. Forces continued 2. Quantitative Chemistry</p>
<p><b>Homework</b></p>	<p><b>Homework</b></p>	<p><b>Homework</b></p>
<ul style="list-style-type: none"> <li>• Teacher to set H/wks at their discretion using various resources e.g. PIXL/Kerboodle according to school's H/WK timetable</li> <li>• Past paper specification point exam question packs</li> <li>• Revision videos</li> <li>• Learning Key scientific words/Vocabulary</li> <li>• Reading text and making notes/revision cards</li> <li>• Practise maths skills</li> <li>• Mind Maps</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher to set H/wks at their discretion using various resources e.g. PIXL/Kerboodle according to school's H/WK timetable</li> <li>• Past paper specification point exam question packs</li> <li>• Revision videos</li> <li>• Learning Key scientific words/Vocabulary</li> <li>• Reading text and making notes/revision cards</li> <li>• Practise maths skills</li> <li>• Mind Maps</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher to set H/wks at their discretion using various resources e.g. PIXL/Kerboodle according to school's H/WK timetable</li> <li>• Past paper specification point exam question packs</li> <li>• Revision videos</li> <li>• Learning Key scientific words/Vocabulary</li> <li>• Reading text and making notes/revision cards</li> <li>• Practise maths skills</li> <li>• Mind Maps</li> </ul>

<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>
WB: 15th October cells test WB: 19th November atomic test WB: 17th December Energy test  Skills: AO1 - recall; A02 - application of knowledge and A03 evaluation	WB:11th February Organisation test WB: 18th March Bonding  Skills: AO1 - recall; A02 - application of knowledge and A03 evaluation	WB: 10th June Forces WB: 8th July Quantitative Chemistry  Skills: AO1 - recall; A02 - application of knowledge and A03 evaluation
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
<p>All lessons are planned according to what students must learn from the specification and learning objectives are graded and shared with pupils. All lessons have a stretch and challenge activity.</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>
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	
<b>Specification</b>	<ul style="list-style-type: none"> <li>Revise for all exams using PLCs, revision guide, revision cards, video links</li> </ul>	

## **GCSE Combined Science: Trilogy**

**AQA:** <https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

CPG Combined Science Trilogy Revision guide  
and workbooks

- Hand in homework on time
- Flip learning
- Mind Maps

Year: 10

Subject: Sociology

Curriculum Leader: Miss. Hall

Learning across the Year 2018-19

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

<b>Course Details</b>	<b>Exam Board: AQA</b> <b>Percentage of course that is Controlled Assessment: 0%</b> <b>Percentage of course that is Exam: 100%</b>	
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<p>1. Introduction to sociology</p> <ul style="list-style-type: none"><li>• Students will focus on the different perspectives - Marxism, Functionalism, Feminism, New Right.</li><li>• To understand the different types of stratification.</li><li>• Understand the differences between sociologist, psychologist and journalists.</li></ul> <p>2. Research Methods</p> <ul style="list-style-type: none"><li>• Different ways to collect research.</li><li>• Examples of studies and the advantages and disadvantages.</li><li>• How to evaluate the effectiveness of the method.</li></ul>	<p>1. Family</p> <ul style="list-style-type: none"><li>• The role of the family.</li><li>• Different family types.</li><li>• Roles within the family.</li><li>• Domestic Violence.</li><li>• Trends within the</li></ul>	<p>1. Introduction to Education</p> <ul style="list-style-type: none"><li>• The role of education.</li><li>• The types of schools/ education</li></ul> <p>2. Preparation for the end of year test.</p>
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>

<ul style="list-style-type: none"> <li>● Introduction to sociology research project;</li> <li>● Short answers on Research Methods</li> <li>● Short answers on Theory</li> <li>● Revision for Research Methods and Theory Questions</li> <li>● Revision for in class key term assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Research on the family tree</li> <li>● Short answer exam questions from Families and Household and Education Unit.</li> <li>● 12 mark essay questions from the Families and Household and Education Unit.</li> <li>● Revision for in class assessments.</li> </ul>	<ul style="list-style-type: none"> <li>● Revision for end of year test</li> <li>● Independent research project on education.</li> <li>● Short answer exam questions from Education and research methods.</li> <li>● 12 mark essay questions from the Education Unit.</li> </ul>
<b>Controlled Assessment/Internal Assessment Dates and Details</b>	<b>Controlled Assessment/Internal Assessment Dates and Details</b>	<b>Controlled Assessment/Internal Assessment Dates and Details</b>
<ul style="list-style-type: none"> <li>● Introduction to sociology key words test</li> <li>● Studying Society in class assessment.</li> <li>● Regular key term tests</li> </ul>	<ul style="list-style-type: none"> <li>● Full Family in class assessment</li> <li>● Full Studying Society in class assessment.</li> <li>● Regular key term tests</li> </ul>	<ul style="list-style-type: none"> <li>● Year 10 End of Year assessment - Studying Society and Family.</li> </ul>

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>

<ul style="list-style-type: none"> <li>• To use published sociological research to help further knowledge of topic(s) covered.</li> <li>• To carry out an individual or group presentation on a topic related to the themes covered on the GCSE Sociology course using research data.</li> <li>• To read and make notes from articles related to the sociology of the family from the Sociology Review magazine</li> </ul>	<ul style="list-style-type: none"> <li>• To read and make notes from articles related to the sociology of the family from the Sociology Review magazine</li> <li>• To carry out an individual or group presentation on a topic related to the themes covered on the GCSE Sociology course using research data.</li> </ul>	<ul style="list-style-type: none"> <li>• Independent research on an aspect of the education topic.</li> <li>• To read and make notes from articles related to the sociology of the education from the Sociology Review magazine</li> <li>• To carry out an individual or group presentation on a topic related to the themes covered on the GCSE Sociology course using research data.</li> </ul>
<p><b>Recommended Resources</b></p>	<p><b>Independent Learning Expectations</b></p>	



Rosie Owens and Ian Woodfield - AQA GCSE (9-1) Sociology.

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

**ISBN-13:** 978-1510403116

AQA GCSE Sociology All-in-One Revision and Practice (Collins GCSE 9-1 Revision)

**ISBN-13:** 978-0008227456

- 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

